

**MEMORANDUM**

**TO:** Members, Utah State Board of Education

**FROM:** Diana Suddreth  
Director, Teaching and Learning

**DATE:** December 3-4, 2015

**ACTION:** Secondary Social Studies Standards 90-Day Review

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**Background:**

In accordance with Utah State Code 53A-1-402.8, a Standards Review Committee for Secondary Social Studies convened and made general recommendations for revising the Utah Core Secondary Social Studies Standards. The secondary core writing team has convened and has completed a draft of standards.

**Key Points:**

The Secondary Social Studies Core standards have been revised with attention to key areas:

- Revise standards into strands and standards.
- Provide standards that require demonstrated proficiencies.
- Integrate the disciplines of civics, economics, geography, and history whenever appropriate.
- Create standards that prepare students for college, career, and civic life.

**Anticipated Action:**

The Board will consider approving the release of the draft Secondary Social Studies Standards for a 90-day public review period.

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# Secondary Social Studies Standards

## 90 Day Review



Prepared by the  
Utah State Office of Education

December 3 - 4, 2015

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## Contents

UTAH STUDIES .....	2
UNITED STATES HISTORY I .....	8
UNITED STATES HISTORY II .....	15
WORLD CIVILIZATIONS .....	23
GEOGRAPHY .....	30
UNITED STATES GOVERNMENT AND CITIZENSHIP .....	36

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# UTAH STUDIES

## Course Description

Utah is an amazing place, rich in resources, geographic wonders, inspiring history, and in the diversity of its people. The study of Utah permits students to understand more deeply the place they call home, while developing essential skills unique to the social studies disciplines.

The Utah Studies standards are based on four main social studies disciplines: economics, geography, history, and political science/civics. Within these standards, Utah Studies offers an opportunity for students to learn about their own cultures as well as those different from themselves. Students will learn the stories and traditions of this state, and will explore the creativity, sacrifice, innovation, and leadership of its people while also learning about Utah's widely diverse physical geography. Students will encounter Utah's unique economic systems and dynamics, and local and statewide political systems. This course should prepare students for a life of civic engagement.

The range of the Utah Studies standards allows flexibility in designing the course scope and sequence. The course could be organized topically, with distinct units of study related to the social studies themes of:

- **Economics**
- **Geography**
- **History**
- **Political science/Civics**

To assist in developing such a scope and sequence, the social studies theme associated with most standards is listed in parenthesis after the standard in this document.

Because historians use periodization to describe and interpret discrete eras of time, and because the historical context can provide a lens for better understanding Utah's geography, economics, and politics, in this document the strands are separated into historical periods, with five periods identified as follows:

- **Pre-history to 1847.** Thousands of years encompassing the development of complex Native American ways of life and the beginnings of European exploration.
- **1847 - 1896.** The exploration and settlement of Utah by Mormons and other pioneers, and the transition from territory to Utah statehood.
- **1896 to 1945.** Utah's political, social, and economic development from statehood to the end of World War II.
- **1945 – 2002.** The post-World War II era, with the beginnings of the Cold War, to the global stage of the Olympics.
- **2002 – Present.** Utah's recent past, the present, and planning for the future.

Whether teachers organize their course topically or chronologically, students should engage in inquiry using the methodologies and conceptual understandings of economists, geographers, historians, and/or political scientists at a developmentally appropriate level. These methodologies include sourcing,

corroboration, contextualization, causation, chronological reasoning, argumentation, and the weighing of evidence. Additionally, students need to be able to craft arguments, apply reasoning, make valid comparisons, and interpret and synthesize evidence.

Students will be expected to demonstrate their understanding of each period's key historic, geographic, economic, and civic concepts by applying those concepts to complete cognitively-rigorous tasks. Whenever possible, students will be expected to make connections between historically significant events and current issues, helping deepen their understanding of the context and complexity of civic life and preparing them for civic engagement.

### **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.

## **UT Strand 1: Civic Preparation**

One of the fundamental purposes for public schools is the preparation of young people for participation in America's democratic republic. The future progress of our communities, state, nation, and world rests upon the preparation of young people to collaboratively and deliberatively address problems, to defend their own rights and the rights of others, and to balance personal preferences with the common good. Social studies and history classrooms are the ideal location to nurture civic virtue, consider current issues, learn how to act civilly toward others, to build a civic identity, and to nurture global consciousness. These skills, habits, and qualities of character will better prepare students to recognize and accept responsibility for preserving and defending the blessings of liberty inherited from prior generations and secured by the Constitution.

**UT Standard 1.1:** Throughout this course, if contentious issues arise, students will discuss them in a deliberative, collaborative, and civil manner.

**UT Standard 1.2:** Throughout this course, students will identify local, state, national, or international problems, will develop solutions to these problems, and will share their solutions with appropriate public and/or private stakeholders.

**UT Standard 1.3:** Throughout this course students will apply knowledge of government structure, historical concepts, geographic interrelationships, and economic principles to analyze and explain current events.

**UT Standard 1.4:** Throughout this course students will develop and demonstrate the values that sustain America's democratic republic including open-mindedness, engagement, truthfulness, problem-solving, responsibility, diligence, resilience, empathy, self-control, cooperation, and a discerning patriotism.

## UT Strand 2:

(Pre-History - 1847)

The recorded history of Utah spans just a few centuries, yet humans have lived in the land now called Utah for thousands of years. Complex native cultures have developed and flourished in Utah. The pre-historic tribes left artifacts that tell us much about their lives and cultures. The historic tribes of Utah, the Goshute, Navajo, Paiute, Shoshone, and Ute, remain - and thrive - as vibrant and essential members of the Utah community. Native American cultures adapted as European and American explorers entered the region and began to share information about the West with other Americans and Europeans.

**UT Standard 2.1:** After studying artifacts from the pre-historic era, students will make defensible inferences about the complex ways of life of these ancient cultures. (history)

**UT Standard 2.2:** Using a range of texts and geographic tools, students will analyze and explain the interactions and interconnections between the physical characteristics of Utah and American Indian cultures. (geography)

**UT Standard 2.3:** Using basic economic concepts, i.e. supply, demand, trade, and scarcity, students will explain the economic activity of a pre-historic or current American Indian tribal community. (economics)

**UT Standard 2.4:** Using the records of explorers, American Indian histories, and other resources, students will make a case for the most significant causes and effects of the European-American exploration on the region, attending to the response and involvement of Utah's American Indian tribes. (history)

**UT Standard 2.5:** Using a variety of resources that may include written primary sources, oral histories, photographs, artifacts, and art, students will describe the evolving culture of one current Utah sovereign nation as it has responded to changing political, social, and economic forces. (economics, civics)

## UT Strand 3:

(1847 - 1896)

The arrival of pioneers, chief among them Mormons fleeing persecution, marks the beginning of a dynamic and momentous period in Utah history. The period is rich with historically significant events that have shaped Utah's story. The mass emigration and struggles faced by early Mormon pioneers, the Utah and Black Hawk wars, the Mountain Meadows and Bear River massacres, the development of mining and industry, the arrival of the transcontinental railroad, the cultural clashes between settlers and American Indians, the transition from territory to statehood, and the growing interconnections between Utah and the rest of the world, are just some of the events worthy of study.

**UT Standard 3.1:** Students will explain the causes of the Mormon migration to Utah and cite examples of how the Mormon pioneers' heritage is evident today (history)

**UT Standard 3.2:** Using a range of communities as case studies and using geographic tools, students will explain patterns in the settlement of Utah and the subsequent trends in industrialization and urbanization (geography)

**UT Standard 3.3:** After studying significant points of conflict from this period, e.g., Mountain Meadows and Utah War, Bear River Massacre, Black Hawk War, from multiple perspectives, students will explain and defend their interpretation of one of the conflicts (history).

**UT Standard 3.4:** After studying innovative economic systems present in Utah, students will explain which economic needs were being addressed and evaluate how well those needs were met by those innovations. (economics)

**UT Standard 3.5:** Students will explain how the development and evolution of transportation and communication networks across the state changed Utah's human geography (geography)

**UT Standard 3.6:** Students will explain the effects of the Industrial Revolution in Utah.

**UT Standard 3.7:** Students will explain the political challenges regarding Utah statehood and how these challenges were overcome. (civics)

**UT Standard 3.8:** After studying an array of important events during this period, students will select one and make an argument for its significance and relevance today.

## **UT Strand 4:**

(1896 - 1945)

1896 saw Utah enter the Union, with a newly-ratified constitution and the need to create a state government. In this next half century, the interplay of global forces on Utah increased, from economic crises and industrialization to two global wars, both of which had profound implications for Utah. Utah's human and physical geography influenced everything from the mining industry and labor movements to the placement of wartime infrastructure, including military bases and internment camps for Japanese Americans.

**UT Standard 4.1:** Students will identify the civic virtues and principles codified by the Utah Constitution. (civics)

**UT Standard 4.2:** Students will use primary sources and/or oral histories to analyze the impact of a global event (i.e. World War I, the Spanish Flu, the Great Depression, World War II, Japanese American internment) on an individual or community in Utah. (history)

**UT Standard 4.3:** Students will describe economic development and challenges, specifically the impact of the organized labor movement, World Wars and the Great Depression, and the variety of approaches taken by reformers and policy makers to address those challenges. (economics)

**UT Standard 4.6:** We need a standard here that addresses key geographic ideas referenced in the strand.

## UT Strand 5:

(1945 - 2002)

What was post-World War II life like in Utah? What sort of impact did national reform movements have on Utah? How did Utah's economy change and grow? What unique attributes of Utah's physical and human geography had an impact on the growth and development of the state?

By the time Utah hosted the 2002 Olympics, the state was globally interconnected like never before. Utah's economy and world-famous geography are inextricably linked with one another as the snow-sport and tourism industries develop. Industries including mining, agriculture, and high-tech continue to evolve and expand. Conversations and controversies continue regarding the best ways forward for economic growth, community development, and natural resource management. Additionally, Utah's cultural landscape continues to evolve and diversify.

**UT Standard 5.1:** Students will identify significant changes and continuities by analyzing the causes, events, and effects of reform movements in Utah, e.g. African American Civil Rights, women's, environmental, anti-war, Chicano, American-Indian. (history)

**UT Standard 5.2:** Students will use data on an emerging cultural, ethnic, or religious group in Utah to summarize the group's historic and current conditions and experiences. (history)

**UT Standard 5.3:** Students will describe approaches to natural resource development and conservation, how those approaches have changed over time, and make recommendations for natural resource management in the future. (geography)

**UT Standard 5.4:** Students will evaluate the impact of the Cold War on Utah including the uranium boom, nuclear testing, nuclear waste storage and disposal, the MX missile controversy, etc.. (history)

**UT Standard 5.5:** After studying a relevant contemporary issue, students will make an argument, using claims and evidence, regarding the appropriate respective roles of the state and federal governments in resolving that issue. (civics)

**UT Standard 5.6:** After studying Utah's economy and citing patterns of production, distribution, and consumption, students will describe and analyze the economic ties between Utah communities, the nation and world. (economics)

**UT Standard 5.7:** Students will evaluate the impact of tourism and the 2002 Olympics on Utah's economy and geography. (economics)

## UT Strand 6:

(2002 - Present)

As Utah enters the 21st century, central themes endure: the diffusion of cultures, global interconnectedness, the importance of creating and sustaining community, and the essential need for a strong economy. Most current events in the news -- whether they are interactions between sovereign Native American tribal communities and state and federal government, concerns about water, tensions and questions about the proper role and jurisdiction of state and federal governments, or ideas about how best to grow Utah's economy -- have their roots deeply embedded in important social studies concepts.

**UT Standard 6.1:** After studying historically-significant events that have occurred in this recent period, students will select an event they think will be worthy of remembering, recording, and interpreting, and make an argument for its potential historical significance. (history)

**UT Standard 6.2:** Students will use geographic tools and resources to investigate a current issue, challenge, or problem facing Utah or their community and propose a viable solution. (geography)

**UT Standard 6.3:** After researching issues of civic importance in which city, county, tribal or state governments have a role in the issue, students will develop and write a policy proposal to the appropriate governmental entity. (civics)

**UT Standard 6.4:** Students will use recent trends in politics and voting to evaluate Utah's current political institutions (civics)

**UT Standard 6.5:** After studying the key components of Utah's economy, students will make data-driven recommendations for sustainable development in the global economy. (economics)

**UT Standard 6.6:** Students will use recent population growth and other demographic trends to make predictions about Utah's growth and to create and defend a public policy in response to those trends.

# UNITED STATES HISTORY I

## Course Description

United States History I, normally taught in grade 8, includes events and issues in United States history from the Age of Exploration through Reconstruction and the western movement, emphasizing the 18th and 19th centuries. Topics include, but are not limited to, European exploration, colonization, the Revolutionary War, constitutional issues, nation building, the Civil War, Reconstruction, and the western movement. The standards can be taught either chronologically or thematically, but are arranged and organized in these standards into chronological periods.

## 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.

## US I Strand 1: Civic Preparation

One of the fundamental purposes for public schools is the preparation of young people for participation in America's democratic republic. The future progress of our communities, state, nation, and world rests upon the preparation of young people to collaboratively and deliberatively address problems, to defend their own rights and the rights of others, and to balance personal preferences with the common good. Social studies and history classrooms are the ideal location to nurture civic virtue, consider current issues, learn how to act civilly toward others, to build a civic identity, and to nurture global consciousness. These skills, habits, and qualities of character will better prepare students to recognize and accept responsibility for preserving and defending the blessings of liberty inherited from prior generations and secured by the Constitution.

**US I Standard 1.1:** Throughout this course, if contentious issues arise, students will discuss them in a deliberative collaborative, and civil manner.

**US I Standard 1.2:** Throughout this course, students will identify local, state, national, or international problems, will develop solutions to these problems, and will share their solutions with appropriate public and/or private stakeholders.

**US I Standard 1.3:** Throughout this course students will apply knowledge of government structure, historical concepts, geographic interrelationships, and economic principles to analyze and explain current events.

**US I Standard 1.4:** Throughout this course students will develop and demonstrate the values that sustain America's democratic republic including open-mindedness, engagement, truthfulness, problem-solving, responsibility, diligence, resilience, empathy, self-control, cooperation, and a discerning patriotism.

## US I Strand 2: Foundational Skills

Throughout the US history course students will apply the reading, thinking, writing, and communicating methodologies of historians, geographers, economists, and political scientists to develop and defend novel interpretations of historical events.

**US I Standard 2.1:** Students will analyze, evaluate, and use historical evidence (including primary sources, artifacts, photographs, art, etc.), the writing of historians, historical fiction, and historical resources of other genres (i.e. museum exhibits, websites) to ~~independently~~ construct interpretations of historical eras and events.

**US I Standard 2.2:** Students will use geographic tools and methods to explain historical conditions and events such as the following:

- The economic and social differences between the New England, Middle, and Southern colonies and states.
- Trade and transportation routes (i.e. Erie Canal, South Pass)
- The locations of urban centers (i. e. Philadelphia, New York City, Boston)
- Military strategies and the outcomes of battles (i.e. Gettysburg, West Point)
- Immigration trends

**US I Standard 2.3:** Students will use the tools and methodologies of economists to explain historical conditions and events such as demographic trends, the causes and effects of government financial policies, current applications of lessons learned from historic economic trends, etc.

**US I Standard 2.4:** Students will use the tools and methodologies of political scientists to explain historical conditions and events such as the outcomes of historic elections, the evolution of political parties, historic and modern campaign strategies, etc.

## US I Strand 3: Three Worlds Meet

(Pre-History - 1600)

Europe's "discovery" of America had a profound impact on the world. For thousands of years, complex and sophisticated civilizations had flourished in the Americas, separated from 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. The forced migration of millions of Africans to the Americas by

Europeans brought three worlds together in unprecedented ways. Patterns of trade, exploration, conquest, and settlement have ramifications that continue to the present day.

**US I Standard 3.1:** Students will use artifacts, oral histories, and primary sources to make defensible inferences about life among the various American Indian nations prior to European exploration of the New World. (analyzing evidence)

**US I Standard 3.2:** Students will compare and evaluate historians' interpretations of the motivation and conditions that led to European exploration. (analyzing secondary sources)

**US I Standard 3.3:** Students will assess the impact of the European exploration on Africa. (global connections)

**US I Standard 3.4:** Make a claim as to the most significant effects of the European exploration on Africans, American Indians, and Europeans, citing specific evidence to support the argument. (historical significance)

## **US I Strand 4: Colonization**

(1565 - 1776)

Driven by economic, religious, and political opportunity, colonial powers from Europe established footholds then empires in North America. Colonists from many nations fled poverty or persecution to start new lives in the new land. The forced migration of slaves introduced new cultures into the Americas. Geographic and cultural factors influenced where colonists settled and how they lived. Sectional and regional differences emerged that would impact American history for centuries. Patterns established within the English colonies on the eastern seaboard would shape the political, economic, linguistic, and religious traditions of the United States.

**US I Standard 4.1:** Using geographic tools, students will explain why European countries (e.g., the Netherlands, England, France, Spain) chose to colonize the places they did.

**US I Standard 4.2:** Students will compare the cultural patterns of the Spanish, French, Dutch, and English colonies.

**US I Standard 4.3:** Students will explain the reasons for the settlement of the English colonies and New Amsterdam. (Causation)

**US I Standard 4.4:** Students will compare and contrast the economic, political, and social patterns in the development of the 13 English colonies.

**US I Standard 4.5:** Use primary sources to look for patterns in the daily life of individuals of various classes and conditions in the English colonies. (primary sources)

**US I Standard 4.6:** After analyzing patterns in the European colonization of North America, students will evaluate and explain historic and modern regional differences that had their origins in the colonial period.

## **US I Strand 5: The American Revolution**

(1754 - 1787)

Enlightened ideas from both sides of the Atlantic, coupled with world events and British policies, led many to question the common sense of the relationship between the American colonies and Britain. Over time, many colonists who had viewed themselves as loyal subjects to the king began to support an independence movement that would result in war, the formation of the United States of America, and the ratification of a unique Constitution. Jefferson, Washington, Hamilton, Madison and other founding fathers and founding mothers, and the contributions of men and women of all social classes and conditions were vital in achieving independence and creating a new nation.

**US I Standard 5.1:** Students will select the most influential ideas and events that led to and were used to justify the Revolutionary movement.

**US I Standard 5.2:** Students will identify the significant events and factors affecting the course of the war and contributing to American victory. (historical significance)

**US I Standard 5.3:** Using primary sources, students will evaluate the contributions of key people and groups to the Revolution. (historical significance)

**US I Standard 5.4:** After exploring key causes, events, effects, and participants of the American Revolution, students will cite examples of how the revolution has become a central aspect of America's identity. (causation)

## **US I Strand 6: The U. S. Constitution**

(1781 - 1789)

American independence brought with it the need for self-government, and dissatisfaction with inadequate early political structures led to the creation of the Constitution. The Constitutional Convention brought together the greatest political minds of the fledgling nation. Through rigorous debate and miraculous compromises, the founding fathers brought together principles and philosophies that had been theorized and tested for centuries. The Bill of Rights was added enumerating the rights of American citizens. In the end, the Constitution and Bill of Rights created the structure of a government that has functioned, survived crises, and evolved for over two centuries, impacting the life of every citizen today.

**US I Standard 6.1:** Students will describe the foundational principles, philosophies, documents, and events that led to the development of the Constitution and to the United States' form of government, a compound constitutional republic. (Causation)

**US I Standard 6.2:** Students will explain the role of compromise in the drafting and ratification of the Constitution.

**US I Standard 6.3:** Students will study the Constitution and describe the structure and function of the government that it creates.

**US I Standard 6.4:** Students will use historic case studies and current events to explore how and why the rights, liberties, and responsibilities of citizens have changed over time. (historical consciousness)

**US I Standard 6.5:** Students will explain how the Constitution is a transformative document, citing specific examples to support their argument.

## **US I Strand 7: A Young Nation from Sea to Shining Sea**

(1783 - 1861)

From its origins, many United States citizens have viewed the West as a land of opportunity. The western expansion of the United States created challenges and opportunities for the young nation. Significant advances in industrial technology, discoveries of vast natural resources, a series of gold rushes, visions of the destiny of the nation, continuing conflicts between Native American tribes and settlers, disagreements between slave states and free states, and a number of push and pull factors influenced territorial expansion. The physical, political, and human geography of the United States today reflects the 19<sup>th</sup> century expansion of the nation.

**US I Standard 7.1:** Students will describe the ideas and events that motivated the territorial expansion of the United States. (Causation)

**US I Standard 7.2:** Students will use primary sources to develop and defend interpretations regarding the conflicts that arose during the American expansion, especially as Native American people were forced from their traditional lands and as the tensions grew over free and slave-holding territory. (historical methods)

**US I Standard 7.3:** Students will explain how the early Industrial Revolution's new inventions and transportation methods stimulated western expansion. (causation and chronology)

**US I Standard 7.4:** Students will make a case for the most significant cultural, political, and economic impacts of expansion. (causation)

## US I Strand 8: The Development of Political Institutions and Processes

(1783 – 1861)

As the Constitution has been interpreted and applied through the years, the United States government and the modern political systems that Americans are familiar with have taken shape. Reformers have worked to ensure that increasing numbers and classes of people enjoy the rights guaranteed by the Bill of Rights. Democracy has expanded. Opposing political parties have worked to mold the leadership, laws, and policies of the new nation to fit their vision of America. The first half of the nineteenth century was rich with examples of these organizing efforts that have set precedents still followed in the 21<sup>st</sup> century.

**US I Standard 8.1:** Students will investigate and describe the evolution of the American political party system.

**US I Standard 8.2:** Students will trace the evolution of democracy and the extension of democratic principles and rights. (Change and continuity)

**US I Standard 8.3:** Students will identify the conditions that gave rise to social and political reform movements and evaluate their impact.

## US I Strand 9: The Civil War and Reconstruction

(1820 - 1877)

Trends that started with the earliest colonization of America grew into sectional conflicts, culminating in a terrible Civil War. The war had a profound impact on American society and American identity. Events leading to the war and the heavy toll of the war created a severely fractured America. The period of Reconstruction started the process of mending, but created new controversies as concepts of equality, democracy, and citizenship were redefined. The Civil War era and Reconstruction are important aspects of U.S. history, essential in understanding modern America.

**US I Standard 9.1:** Students will explain how geographic, social, economic, and political differences between the North, South, and West, particularly slavery, led to the Civil War. (causation)

**US I Standard 9.2:** Students will make a case for which factors were most significant in shaping the course of the war and contributing to the Union victory, including the leadership roles of Lincoln, Grant, and Lee.

**US I Standard 9.3:** Students will explain the competing goals of Reconstruction and why many of those goals were left unrealized. (change and continuity)

**US I Standard 9.4:** After examining the effects of the Civil War and Reconstruction, students will craft an argument regarding which effects they find most ~~relevant~~ significant today.

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# UNITED STATES HISTORY II

## Course Description

United States History II, normally taught in grade 11, addresses events and issues in United States history from the Industrial Revolution to modern times, emphasizing the 20<sup>th</sup> century. The course integrates and reviews seminal events and ideas from the 18<sup>th</sup> and 19<sup>th</sup> centuries to provide a context for further U S History study. Topics include, but are not limited to, the Industrial Revolution, the Progressive movement, Imperialism and foreign affairs, the World Wars, the Great Depression, the Cold War, the Civil Rights movement, the rise of terrorism, and modern political history. The standards can be taught either chronologically or thematically, but are arranged and organized in these standards into chronological periods. Whenever possible, efforts should be made to help students make connections between the events of the past and their lives today.

## 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.

For this particular course, the strands are:

- The Rise of Industry (1840 – 1920)
- Reform Movements (1848-1920)
- America on the Global Stage (1890 – 1920)
- Social Change (1920 – 1970)
- Economic Bust and the Role of the Government (1920 – 2010)
- Global Conflict and the Beginnings of the Cold War (1940 – 1950)
- Cold War (1950 – 1990)
- 21<sup>st</sup> Century United States (2000 – Present)

Throughout the course there should be a focus on foundational skills. The first strand references those skills that prove essential if students are to engage in authentic disciplinary study in economics, geography, history, and political science.

There has been an intentional focus on civic preparation and core values of civic virtue. The study of America, with an application to current issues, can help prepare students to play an active role in the coming chapters of the story of America.

## US II Strand 1: Civic Preparation

One of the fundamental purposes for public schools is the preparation of young people for participation in America's democratic republic. The future progress of our communities, state, nation, and world rests upon the preparation of young people to collaboratively and deliberatively address problems, to defend their own rights and the rights of others, and to balance personal preferences with the common good. Social studies and history classrooms are the ideal location to nurture civic virtue, consider current issues, learn how to act civilly toward others, to build a civic identity, and to nurture global consciousness. These skills, habits, and qualities of character will better prepare students to recognize and accept responsibility for preserving and defending the blessings of liberty inherited from prior generations and secured by the Constitution.

**US II Standard 1.1:** Throughout this course, if contentious issues arise, students will discuss them in a deliberative, collaborative, and civil manner.

**US II Standard 1.2:** Throughout this course, students will identify local, state, national, or international problems, will develop solutions to these problems, and will share their solutions with appropriate public and/or private stakeholders.

**US II Standard 1.3:** Throughout this course students will apply knowledge of government structure, historical concepts, geographic interrelationships, and economic principles to analyze and explain current events.

**US II Standard 1.4:** Throughout this course students will develop and demonstrate the values that sustain America's democratic republic including open-mindedness, engagement, truthfulness, problem-solving, responsibility, diligence, resilience, empathy, self-control, cooperation, and a discerning patriotism.

## US II Strand 2: Foundational Skills

Throughout the US history course students will apply the reading, thinking, writing, and communicating methodologies of historians, geographers, economists, and political scientists to develop and defend interpretations of historical events.

**US II Standard 2.1:** Students will analyze, evaluate, and use historical evidence (including primary sources, artifacts, photographs, art, etc.), the writing of historians, historical fiction, and historical resources of other genres (e.g. museum exhibits, websites) to construct independent interpretations of historical eras and events.

**US II Standard 2.2:** Students will use geographic tools and methods to explain historical conditions and events such as the following:

- Immigration patterns
- US imperialism (e.g. reasons for interest in Hawaii and in Panama)
- Shifts from rural to urban to suburban living

- Trade and transportation routes from railroads to the construction of the interstate highway system

**US II Standard 2.3:** Students will use the tools and methodologies of economists to explain historical conditions and events such as demographic trends, the causes and effects of government financial policies, current applications of lessons learned from historic economic trends, etc.

**US II Standard 2.4:** Throughout the US history course students will use the tools and methodologies of political scientists to explain historical conditions and events such as the outcomes of historic elections, the evolution of political parties, historic and modern campaign strategies, etc. Students will apply their understanding of civic functions and processes to identify opportunities for their own civic engagement.

## US II Strand 3: The Rise of Industry

(1840 - 1920)

The daily lives of Americans were radically changed by the Industrial Revolution. Technological innovations, abundant natural resources, and a large unskilled labor force helped fuel the immense industrial growth in the 19<sup>th</sup> century. Westward migration, urbanization, and immigration were trends that have continued to contemporary times.

**US II Standard 3.1:** Students will explain how the freedoms associated with the idea of America (Declaration of Independence, free market system, Hamiltonian economics), and pre/post Civil War conditions created a setting that promoted innovation and entrepreneurship.

**US II Standard 3.2:** Students will assess how innovations in transportation, science, agriculture, manufacturing, communication, and marketing transformed America in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries. (continuity and change)

**US II Standard 3.3:** Students will make evidence-based inferences to explain the connections between the growth of industry, mining, and agriculture and the movement of people into, within, and across the United States. (causation)

**US II Standard 3.4:** Students will describe the challenges faced by the growing working classes in urban settings. (continuity and change)

**US II Standard 3.5:** Students will use historical evidence to evaluate multiple perspectives on the contributions of early industrial leaders. (historical thinking)

**US II Standard 3.6:** Students will compare life in pre-Industrial Revolution America with life in the early 20<sup>th</sup> century and develop and defend an argument concerning the most significant difference(s) between the two eras.

## US II Strand 4: Reform Movements

(1848 - 1920)

Industrialization and urbanization changed American society in fundamental ways. Reform movements grew in response to these new realities. Urban settings made it easier for people to organize and recruit new members. The women's suffrage movement, the culmination of the abolition movement, the pinnacle of the temperance movement, and the growth of a number of labor, health, and educational reform movements developed as individuals and groups worked to solve society's new ills.

**US II Standard 4.1:** Students will identify and explain the conditions and issues (slavery, citizenship, status of women, industrialization, Utopian movements) that gave rise to reform movements like abolition and suffrage (causation)

**US II Standard 4.2:** Students will explain how social reform movements influenced Constitutional amendments (13, 14, 15, 17, 18, 19, 21) and changes to democratic processes.

**US II Standard 4.3:** Students will evaluate the methods reformers used to organize and lead their movements, e.g. photography, imagery, muckraking, unionizing, pamphlets, democratic reforms, initiative, recall, referendum,

**US II Standard 4.4:** After analyzing Progressive reforms (i.e. consumer protection, employee protection, environmental protection, democratic protections) evaluate the advantages and disadvantages associated with the expanding role of government.

**US II Standard 4.5:** Students will evaluate the short and long-term accomplishments and effectiveness of a selected social reform movement.

## US II Strand 5: America on the Global Stage

(1890 - 1920)

President Washington warned against entangling alliances in his Farewell Address, yet by the end of the 19<sup>th</sup> century, global and domestic events led the U.S. to reconsider the advantages of isolation or intervention in world affairs. The U.S. experimented with imperialism as it increased its role in the world and became enmeshed in global conflicts. Decisions related to isolation or intervention continue to be made today.

**US II Standard 5.1:** Students will trace America's role in foreign affairs from the American Revolution through the turn of the 20<sup>th</sup> century (e.g. traditional alliances, Monroe Doctrine, Mexican American War, treaties, trade relations, etc.)

**US II Standard 5.2:** Students will describe how the role of the US in world affairs changed in the early 20<sup>th</sup> century and evaluate the arguments used to promote or discourage involvement in world affairs.

**US II Standard 5.3:** Students will examine and evaluate the role of the media, propaganda, and “Yellow Journalism” in promoting involvement in the Spanish American War.

**US II Standard 5.4:** Students will evaluate the positive and negative impacts of imperialism on the US and her territorial interests, e.g. Philippines, Hawaii, Panama, Puerto Rico.

**US II Standard 5.5:** Students will explain the reasons for US involvement in World War I and the effects and significance of the war on the home front, e.g. propaganda, trade, sedition act, shortages and voluntary rationing.

**US II Standard 5.6:** Students will use the U.S. connection in global events (e.g. World War I, the League of Nations, the Spanish Flu) to evaluate the advantages and disadvantages of isolation and intervention in world affairs.

## **US II Strand 6: Traditions and Social Change**

(1920s - 1970s)

Traditions and cultural norms help bind people and nations together. Yet sometimes those holding true to traditions find themselves in tension with others who push for reform. Conflicting ideas exist about what attributes make “an American” and what should be the dominant ideas of America and American freedom. The twentieth century was a time when these tensions were evident in many aspects of American culture, including the changes in social mores in the Roaring 20’s, the emergence and ascendancy of the African American Civil Rights movement, as well as social change movements among women and other racial and ethnic minorities. Various counter-cultural movements have similarly questioned traditional values and governmental policies. Balancing tradition and reform continues to challenge Americans into the 21<sup>st</sup> century.

**US II Standard 6.1:** Students will trace issues of human rights throughout American history, from Colonization, the period of Westward expansion, and Reconstruction, paying attention to African-American, American Indian, women, and other racial and ethnic minorities.

**US II Standard 6.2:** After analyzing evidence relating to social changes and cultural clashes during the 1920s (e.g. science vs. religion, rural vs. urban, Prohibition proponents vs. opponents, women suffrage proponents vs. opponents, consumerism vs. conservatism, etc.) students will develop and defend an interpretation of why, both in the past and in the present, these clashes occur-

**US II Standard 6.3:** Students will identify antecedents (e.g. transcendentalism, abolitionists, Quakers) and patterns in the origins of the counter-cultural movements of the 20<sup>th</sup> century (i.e. the Beatniks, hippies, etc.) as well as the reactions and counter-arguments to said movements.

**US II Standard 6.4:** Using case studies involving African American Civil Rights leaders and events, students will compare, contrast, and evaluate the effectiveness of various methods used to achieve reform (i. e. civil disobedience, court cases, violence)

**US II Standard 6.5:** Students will identify the civil rights objectives among various groups, assess the strategies used, and evaluate the success of the various civil rights movements in reaching their objectives.

## **US II Strand 7: Economic Bust and the Role of the Government** (1920s - Great Recession)

Economic cycles of expansion and contraction have had a profound impact on the lives of Americans. There have been a number of economic crises throughout U.S. history, but arguably the Great Depression and the New Deal have had the most significant impact on redefining the role of the government in economic and social policy. The arguments for and against intervention continue to reverberate to the current day and include the War on Poverty of the 1960s and the Great Recession of the early years of the 21<sup>st</sup> century.

**US II Standard 7.1:** After reviewing Adam Smith's economic theories, Hamilton's economic policies, the concept of capitalism, and the economic policies of the new nation, students will compare and contrast the historic and current roles of the government in regulating the economy.

**US II Standard 7.2:** Students will use quantitative evidence to investigate the causes and effects of the Great Depression and evaluate the effectiveness of the New Deal (causation)

**US II Standard 7.3:** Students will investigate how individual and institutional decisions made during the 1920s (over-production, buying on credit, poor banking policies, stock market speculation, etc.) led to the economic crisis of the 1930s.

**US II Standard 7.4:** Students will explain how economic and environmental conditions (including the Dust Bowl) impacted daily life and demographic trends during the Great Depression and during subsequent economic downturns.

**US II Standard 7.5:** After learning about capitalism and other economic systems, historic cycles of boom and bust, the Great Depression, the New Deal, Johnson's War on Poverty, and the Great Recession, students will craft an argument regarding the most effective role of government in responding to economic conditions.

## **US II Strand 8: Global Conflict and the Beginnings of the Cold War**

(1940 - 1950)

World War II transformed American society and redefined the United States' role in global affairs. The war reached unprecedented levels of violence and human suffering. On the home front, trends, both during and after the war, would shape American society into the 21<sup>st</sup> century. The post-war era saw

America emerge as one of two superpowers, engaged in a global “cold war” with the Soviet Union. This cold war had implications for America both at home and abroad.

**US II Standard 8.1:** Students will assess the causes and consequences of America’s shift from isolationism to intervention in the years leading up to World War II, following the war, and today.

**US II Standard 8.2:** Students will use primary sources (e.g. propaganda posters, letters, photographs, oral histories) to describe the impact of World War II on the home front and the long-term social changes that resulted from the war, e.g. the baby boom, women in the workplace, the creation of teenagers.

**US II Standard 8.3:** Students will define the concept of “total war” during World War II, focusing on the changing objectives, weapons, tactics, and rules of war. (i.e. carpet bombing, civilian targets, the Holocaust, the atom bomb, etc.)

**US II Standard 8.4:** Students will identify the most significant events in the US and USSR’s transition from World War II allies to Cold War enemies.

**US II Standard 8.5:** Citing case studies of America’s investment in war-torn nations following the war (i. e. the Marshall Plan, the Berlin Airlift, etc.), students will evaluate the impact of using international economic aid to secure national interests.

## US II Strand 9: The Cold War Era

(1950 - 2000)

Competing Cold War ideologies have shaped American life since the middle of the 20<sup>th</sup> century. The Cold War influenced American foreign policy, American politics, and American culture. Cold War rivalries escalated into hot wars in Korea and Vietnam. Alliances led to proxy wars in a number of contested areas. An arms race escalated fears. Eventually, American and Soviet leaders eased Cold War tensions, and the Soviet Union dissolved, ushering in a period of new, uncertain roles in global affairs.

**US II Standard 9.1:** Students will identify the causes, major events, military tactics, and effects of the Korean and Vietnam Wars.

**US II Standard 9.2:** Students will use government documents or other primary sources to investigate and report on the motives behind a specific Cold War policy, event, or foreign operation (e.g. containment, the domino theory, the Bay of Pigs invasion, Truman Doctrine, Olympic boycotts).

**US II Standard 9.3:** Using evidence such as cultural artifacts from the Cold War era, oral histories, and primary sources, students will develop interpretations of the impact of the Cold War on American society and culture.

**US II Standard 9.4:** Students will identify the underlying Constitutional principles at play in post-war domestic politics including presidential electoral politics, major policy disputes, and political

scandals, and evaluate individuals' actions in relation to Constitutional principles, e.g. Watergate, Clinton Impeachment, election of 2000.

**US II Standard 9.5:** After exploring the US role in foreign affairs during the Cold War, students will define America's role in the ~~less clearly delineated and seemingly more fragmented~~ post-Cold War world.

## US II Strand 10: The 21<sup>st</sup> Century United States

(2000 - present)

The United States continues to confront social, political, and economic changes. The "War on Terror," new threats from old rivals, and international humanitarian needs dominate foreign affairs. Continuing political themes of economic inequalities, racial tensions, environmental issues, and immigration and social reforms dominate domestic concerns. In addition, emerging technologies and innovations hold great promise, and the creativity and civic engagement of Americans continues to thrive. The next chapter in the story of the United States awaits.

**US II Standard 10.1:** Students will use lessons from history to propose policies to address US economic problems such as failing social security, economic inequalities, or the national debt. (historical consciousness)

**US II Standard 10.2:** Students will use evidence to propose solutions for pressing environmental issues such as oil dependence, water shortages, global climate change, pandemics, pollution, etc.

**US II Standard 10.3:** Students will use historic, geographic, and economic data to identify causes of pressing geo-political international issues such as global terrorism, poverty, and immigration, and propose US policies to address these causes.

**US II Standard 10.4:** Using evidence from recent events and historical precedents, students will make the case for the most significant opportunities the country will ~~face~~ have in the future.

# WORLD CIVILIZATIONS

## Course Description

World Civilizations, normally taught in grade 10, addresses events and issues in World history from the earliest evidence of human existence to modern times. Whenever possible, students will be expected to make connections between historically significant events and current issues. These connections will add personal relevance and deepen their understanding of their world today.

Topics include, but are not limited to, the Neolithic Revolution, the dawn of civilization, the development of world religions, patterns in world trade, contributions of classical civilizations, the diffusion of technology, colonization and imperialism, global conflict, modern revolutions and independence movements, and current trends in globalization. The standards can be taught either chronologically or thematically, but are arranged and organized in these standards into chronological periods.

## WC Strand 1: Civic Preparation

One of the fundamental purposes for public schools is the preparation of young people for participation in America's democratic republic. The future progress of our communities, state, nation, and world rests upon the preparation of young people to collaboratively and deliberatively address problems, to defend their own rights and the rights of others, and to balance personal preferences with the common good. Social studies and history classrooms are the ideal location to nurture civic virtue, consider current issues, learn how to act civilly toward others, to build a civic identity, and to nurture global consciousness. These skills, habits, and qualities of character will better prepare students to recognize and accept responsibility for preserving and defending the blessings of liberty inherited from prior generations and secured by the Constitution.

**WC Standard 1.1:** Throughout this course, if contentious issues arise, students will discuss them in a deliberative collaborative, and civil manner.

**WC Standard 1.2:** Throughout this course, students will identify local, state, national, or international problems, will develop solutions to these problems, and will share their solutions with appropriate public and/or private stakeholders.

**WC Standard 1.3:** Throughout this course students will apply knowledge of government structure, historical concepts, geographic interrelationships, and economic principles to analyze and explain current events.

**WC Standard 1.4:** Throughout this course students will develop and demonstrate the values that sustain America's democratic republic including open-mindedness, engagement, truthfulness, problem-solving, responsibility, diligence, resilience, empathy, self-control, cooperation, and a discerning patriotism.

## WC Strand 2: Foundational Skills

Throughout the world history course students will apply the reading, thinking, writing, and communicating methodologies of historians, geographers, economists, and political scientists to develop and defend interpretations of historical events.

Students should conduct a historical inquiry project on a world history event of their choice, arriving at a question, gathering and analyzing evidence, and developing and defending an interpretation of the event.

**WC Standard 2.1:** Throughout the world history course students will analyze, evaluate, and use historical evidence (including primary sources, artifacts, photographs, art, etc.), the writing of historians, historical fiction, and historical resources of other genres (i.e. museum exhibits, websites) to independently construct interpretations of historical eras and events.

**WC Standard 2.2:** Throughout the world history course students will use geographic tools and methods to explain historical conditions and events such as the following:

- The rise and fall of civilizations
- Trade patterns and the diffusion of ideas
- Immigration patterns
- Shifts from rural to urban living

**WC Standard 2.3:** Throughout the world history course students will use the tools and methodologies of economists to explain historical conditions and events such as demographic trends, the causes and effects of trade, market systems, current applications of lessons learned from historic economic trends, etc.

**WC Standard 2.4:** Throughout the world history course students will use the tools and methodologies of political scientists to explain historical conditions and events such as the outcomes of revolutions, the evolution of governments, etc.

## WC Strand 3: Pre-history to the Advent of Farming

(150,000 B.C. / B.C.E. - 2,000 B.C. / B.C.E.)

The advent of farming, sometimes referred to as the Neolithic Revolution, changed the world in profound ways. The transition from procuring to producing food altered the genetic structure of plants and animals. Some societies became sedentary. Inequalities grew. Land ownership became more important, resulting in war. Specialization and trade became possible. Written records were needed. The changes that resulted from farming would create a substantially different world, lead to the formation of the first civilizations, and would alter world history.

**WC Standard 3.1:** Students will analyze the differences and interactions between sedentary farmers, pastoralists, and hunter-gatherers.

**WC Standard 3.2:** Students will explain the geographic factors that led to the development of civilization and will compare and contrast the environmental impact of civilizations, pastoralists, and hunter-gatherers.

**WC Standard 3.3:** Students will explain the significance of technological development and diffusion, particularly writing, in Mesopotamia, Egypt, the Indus River civilization, and the Yellow River civilization.

**WC Standard 3.4:** Students will compare life before and after the Neolithic Revolution and cite the most significant effects of the revolution on the development of civilization(s).

## **WC STRAND 4: Classical Societies**

(600 B.C.E. / B.C. - 900 C.E. / A.D.)

The classical civilizations of Greece, Rome, Persia, Han, Gupta, and arguably others have had a disproportionate impact on global belief systems, legal systems, governments, culture and social systems. Some developed vast empires, consolidating government power in revolutionary and influential structures. Emerging contacts between civilization centers began the diffusion of ideas and technologies. Classical civilizations rose and fell, under remarkably similar circumstances, exhibiting global patterns.

**WC Standard 4.1:** Students will identify and explain patterns in the development and diffusion/syncretism of world religions and philosophies (Christianity, Buddhism, Hinduism, Judaism, Confucianism, Greek philosophy).

**WC Standard 4.2:** Using primary sources, students will identify patterns in the codification of social and gender inequities across classical civilizations.

**WC Standard 4.3:** Using artistic expressions of various genres as primary sources, students will make evidence-based inferences about the cultural values of classical civilizations.

**WC Standard 4.4:** Students will explain the impact of early trans-regional trade on the diffusion of religion and technology.

**WC Standard 4.5:** Students will make an argument for the significant and lasting political, economic, technological, and social developments of classical civilizations (e.g. Greece, Rome, Qin/Han, Persia, Gupta).

## WC STRAND 5: An Age of Expanding Connections

(ca. 500 A.D. / C.E. - ca. 1450 A.D. / C.E.)

The collapse of classical civilizations ushered in an era sometimes referred to as the Post-Classical Period. The fall of some civilizations opened opportunities for the growth of others, most notably the Islamic world. The post-classical era brought increasing oceanic and land trade in transregional networks. Civilization spread from its traditional centers, as powerful states emerged in Japan, the Asian Steppes, Sub-Saharan Africa, Europe, Southeast Asia, and other locations. Civilization flourished in the Americas. Mongolian conquerors linked much of the civilized world in unprecedented ways that would alter the course of world history.

**WC Standard 5.1:** Students will explain the development, diffusion, impact and historical significance of Islam.

**WC Standard 5.2:** Using patterns in trade and settlement, students will explain how geographic features like the Indian Ocean, the Saharan Desert, the Atlantic Ocean, the Strait of Malacca, and the Mediterranean Sea supported or impeded trade.

**WC Standard 5.3:** Using case studies, such as the Chinese impact on Japan; Arabic impact on Mali; Byzantine impact on Russia; Roman impact on Europe; Olmec impact on later American civilizations, students will identify patterns in the diffusion of technology, writing, religion, political systems, and other elements of civilization.

**WC Standard 5.4:** Students will evaluate the long term effects of the Mongolian conquest, particularly the diffusion of ideas, technologies, and disease.

**WC Standard 5.5:** Students will explain the social, political, religious, technological, and economic changes in medieval Europe that created a context for later European colonization.

**WC Standard 5.6:** Students will identify the geographic, political, economic, and social forces that drove interactions between diverse cultures and assess the most significant effects of these interactions.

## WC STRAND 6: Global Interactions

(1400 C.E. / A.D. - 1750 C.E. / A.D.)

During what is sometimes referred to as the Early Modern Period, the balance of global power shifted toward Europe. Europeans gained increasing control of international trade routes. European exploration led to the inclusion of the formerly isolated Americas and Oceanic regions in global systems. Globalization brought drastic environmental and social changes. Maritime and land empires were formed not just by Europeans, but by Turkish, American, and Chinese states, creating enduring patterns of colonization. The world seemed smaller as global integration, diplomacy, and world trade escalated. In response, new ways of understanding the world emerged.

**WC Standard 6.1:** Students will develop and defend a theory of why Paleolithic and Neolithic lifestyles continued in regions of the world, including Oceania, much of the Americas, and sub-Saharan Africa, until the time of European exploration and colonization.

**WC Standard 6.2:** Students will compare the expansion and control of land-based empires of the Turks, Chinese, and Russians with Europe's maritime empires.

**WC Standard 6.3:** Students will evaluate the influence of the Renaissance, Protestant Reformation, and military and political changes in the development of Europe's maritime empires.

**WC Standard 6.4:** Students will analyze the long term effects of the Columbian exchange, the African Diaspora, and Atlantic Ocean Trade.

**WC Standard 6.5:** Students will evaluate the social impact of global exchange and colonization, including the evolving concept of race.

**WC Standard 6.6:** After studying patterns of global interactions of this time period students will explain how and why global exchange accelerated.

## **WC STRAND 7: Revolutions, Industrialization and Empires**

(1750 A.D. / C.E. - 1914 A.D. / C.E.)

The era between 1750 and 1914 was filled with scientific, industrial, intellectual, cultural, technological, and political revolutions. The Industrial Revolution raised the standard of living for many, but also expanded inequalities between and within nations. New ideas about the role of government and national identities led to unprecedented political innovation, with political revolutions and independence movements occurring in North America, Latin America, and France. Elsewhere, earlier trends in colonization continued and intensified, with colonial empires integrating nearly all societies. Human migration occurred on a massive scale as demographic trends shifted, slavery declined, and industrialized centers demanded workers.

**WC Standard 7.1:** Students will use primary sources and evidence from the time period to evaluate the competing intellectual movements of this period including the enlightenment, scientific revolution, realism, romanticism, capitalism, nationalism, Marxism, etc.

**WC Standard 7.2:** Students will identify global patterns in absolutism and nationalism and will compare and contrast the political and social revolutions of the 18<sup>th</sup> and 19<sup>th</sup> centuries.

**WC Standard 7.3:** Students will analyze the underlying and immediate causes and immediate and long-term effects of the Industrial Revolution.

**WC Standard 7.4:** Students will compare and contrast patterns in early, pre-Industrial imperialism with later, post-Industrial imperialism.

**WC Standard 7.5:** Students will apply patterns in historic human migrations to explain current demographic conditions.

**WC Standard 7.6:** Students will apply the key ideas of the political, economic, and intellectual revolutions of this period to explain current conditions or a contemporary revolution. (or social movement and independence movements)

## **WC STRAND 8: Global Conflicts**

(1914 A.D. / C.E. - 1950 A.D. / C.E.)

Conditions introduced in earlier centuries led to total and industrialized war on a global scale in the 20<sup>th</sup> century. A global economic depression demonstrated the interconnectedness of nations and their colonies. Extremism led to genocides on an unprecedented scale. Intellectuals and artists attempted to make sense of the changing world. European colonies in Africa and Asia took advantage of global trends to demand, and in many cases achieve, independence. The postwar era saw early shifts in power to two superpowers. (AND IF WE ARE GOING TO HAVE COLD WAR HERE LET'S THINK ABOUT MOVING THE ERA FROM 1914-1970 AND ADD A STANDARD ON COLD WAR TOO)

**WC Standard 8.1:** Students will apply economic principles to explain the causes and effects of World War I, the global Great Depression, and World War II.

**WC Standard 8.2:** Students will analyze the causes and effects of 20<sup>th</sup> century genocides including the demonization of "others."

**WC Standard 8.3:** Students will explain the causes and effects of decolonization, independence movements, and the struggles often facing new governments.

**WC Standard 8.4:** Students will use primary and other sources to contextualize and explain the artistic and other intellectual responses to global conflict and economic instability including conservatism, cubism, fascism, liberalism, self-determination, socialism, surrealism, etc.

**WC Standard 8.5:** Students will make a case for the most significant consequences of these global conflicts and economic crises.

## **WC STRAND 9: The Contemporary World**

(1950 - present)

The proximity of the recent past can make it difficult to see patterns or to identify the most significant events. However, many of the trends evident throughout history continue in the contemporary world. Recent history has seen continued globalization with the formation of worldwide organizations, multinational corporations and a global culture. New threats such as terrorism, compounded by the

struggles of unstable governments, demographic trends, and environmental catastrophes create humanitarian crises. Technological development, industrialization in new areas, and new technologies in farming (the Green Revolution) provide hope for solutions to pressing global problems.

**WC Standard 9.1:** Students will evaluate the role of global organizations, including NGO's, multi-national corporations, military alliances and other international civic and political institutions within the increasingly global culture of the world.

**WC Standard 9.2:** Students will evaluate the costs and benefits of technological development, including medical and scientific advances, industrialization in new locations, and the Green Revolution.

**WC Standard 9.4:** Students will use a variety of evidence, including quantitative data, to evaluate the social and environmental impacts of modern demographic trends, in particular population changes, urbanization, and migration.

**WC Standard 9.5:** Students will identify the objectives and evaluate the impact of recent human rights movements, e.g. feminism, combatting human trafficking.

**WC Standard 9.6:** Students will develop and defend a theory to explain trends in global or regional unification, (re)alignment, and/or fragmentation since 1950.

Note: There should be some standard referencing global terrorism included in this strand, as it is referenced in the strand.

# GEOGRAPHY

## Course Description

Geography, normally taught in grade 9, is the study of physical and human characteristics of the Earth's places and environments. Students will examine the interrelationships between and among people and places, studying the "why of where," to develop geographic knowledge. By examining the interactions, interconnections, and implications of forces shaping our world today, students will develop geographic thinking skills. They will apply geographic knowledge and skills, including geo-literacy and spatial thinking, in order to make informed decisions. While there is an emphasis on human geography in this course, the interactions and characteristics of the physical geography of our planet are essential aspects of any geographic understanding.

There is no one way to approach the subject of geography, and these standards can be taught as students study regions, explore themes, or engage in case study inquiries. Any approach that supports students in posing and exploring geographic questions will help develop the geographic literacy essential to college, career, and civic life.

## Strand 1: Civic Preparation

One of the fundamental purposes for public schools is the preparation of young people for participation in America's democratic republic. The future progress of our communities, state, nation, and world rests upon the preparation of young people to collaboratively and deliberatively address problems, to defend their own rights and the rights of others, and to balance personal preferences with the common good. Social studies and history classrooms are the ideal location to nurture civic virtue, consider current issues, learn how to act civilly toward others, to build a civic identity, and to nurture global consciousness. These skills, habits, and qualities of character will better prepare students to recognize and accept responsibility for preserving and defending the blessings of liberty inherited from prior generations and secured by the Constitution.

**GEOG Standard 1.1:** Throughout this course, if contentious issues arise, students will discuss them in a deliberative, collaborative, and civil manner.

**GEOG Standard 1.2:** Throughout this course, students will identify local, state, national, or international problems, will develop solutions to these problems, and will share their solutions with appropriate public and/or private stakeholders.

**GEOG Standard 1.3:** Throughout this course students will apply knowledge of government structure, historical concepts, geographic interrelationships, and economic principles to analyze and explain current events.

**GEOG Standard 1.4:** Throughout this course students will develop and demonstrate the values that sustain America's democratic republic including open-mindedness, engagement, truthfulness, problem-

solving, responsibility, diligence, resilience, empathy, self-control, cooperation, and a discerning patriotism.

## **Strand 2: Foundational Skills: Geographic Inquiry, Patterns, Processes, and Spatial Thinking**

The study of geography begins with the asking of geographic questions. Geographers then use maps and other geographic data to work out answers to those questions. The lens of spatial thinking allows geographers to identify patterns and processes occurring at various scales across the planet. Geographers can use evidence to make inferences about the interconnections between people and places. The standards in this strand promote these foundational skills and dispositions vital to the discipline of geography. The skills and dispositions are reinforced in subsequent strands as students engage with specific geographic content and inquiry.

**GEOG Standard 2.1:** Throughout the course, students will make observations based on geographic data, formulate questions, select relevant data for analysis, and arrive at defensible conclusions. (geographic inquiry)

**GEOG Standard 2.3:** Using the geographic inquiry process, students will identify the most significant implications of various geographic characteristics on people and places. (geographic inquiry)

**GEOG Standard 2.4:** Students will analyze the essential features, purposes and uses of various types of maps. (Analyzing and Creating Maps and Data)

**GEOG Standard 2.5:** Throughout the course, students will apply essential map-reading skills to pose and answer geographic questions. (Analyzing and Creating Maps and Data; geographic inquiry)

**GEOG Standard 2.6:** Analyze the purposes of various maps and data sets to discover, question, and interpret patterns, processes, and the interconnections between people and places. (Analyzing and Creating Maps and Data, Patterns and Processes)

**GEOG Standard 2.7:** Students will create maps and other geographic representations to explain geographic patterns or processes. (Patterns and Processes)

**GEOG Standard 2.8:** Students will create mental maps to explain the location, characteristics, and relationships of geographic patterns or features. (Analyzing and Creating Maps and Data)

**GEOG Standard 2.9:** Throughout the course, students will compare places and regions at various scales attending to the patterns, interactions and interconnections of those places.

**GEOG Standard 2.10:** Throughout the course, students will analyze and explain examples of the spatial organization of people, places and environments, and how they have changed over time. (Spatial Thinking)

## **Strand 3: Humans and their Physical Environment**

The Earth's physical environment varies greatly from place to place. The interaction between physical systems and human systems creates opportunities and challenges for people and places. These interactions have implications for the development of economies, technology, agriculture, cooperation and conflict, regional and global climates, use of natural resources, population distribution, pollution, loss of habitat, and natural disasters. The geographic lens can help students learn about these interactions from a unique perspective. The study of the physical world provides a rich opportunity to understand the complexity of human/environmental interactions and make evidence-based decisions.

**GEOG Standard 3.1:** Describe the significant forces that shape the physical environment and explain how the effects of physical processes vary across regions of the world and over time.

**GEOG Standard 3.2:** Students will explain the patterns evident in the geographic distribution of ecosystems and biomes.

**GEOG Standard 3.3:** Students will explain the varied impacts the distribution of natural resources has on physical and human systems.

**GEOG Standard 3.4:** Students will describe the reciprocal influences that occur among physical and human systems.

**GEOG Standard 3.5:** Identify significant issues resulting from the interaction between human systems and physical systems and apply geographic inquiry to assess plausible solutions, e.g. natural disasters, cooperation and conflict, pollution, climate, technology, agriculture, habitat loss.

**GEOG Standard 3.6:** Students will explain how the physical geography around them impacts their lives.

## **Strand 4: Population Distribution and Migration Patterns**

Why do people live where they live? Why do people move, sometimes at great risk to themselves? What are the forces causing the mass movement to urban environments and megacities? The movement and migrations of people are highly influenced by physical geography, patterns, and geopolitical forces. Global trends on migration, such as urbanization, are influenced by and alter geographic conditions. Geographers use geographic data to understand population dynamics, push and pull factors, and numerous other variables associated with migration and settlement patterns. Analyzing this data offers an opportunity to engage in complex and challenging real-world issues.

**GEOG Standard 4.1:** Students will use maps, population pyramids, and other geographic data to identify the distribution of people at a variety of scales and make inferences of the trends and patterns they notice.

**GEOG Standard 4.2:** Students will determine how population characteristics have a reciprocal relationship with governmental policies, with both intended and unintended implications.

**GEOG Standard 4.3:** Students will investigate significant patterns of human movement that shape urban and rural environments over time and at present, e.g. mass urbanization.

**GEOG Standard 4.4:** Students will explain the driving forces causing movement, including push and pull factors, involuntary or voluntary migration, and the consequences of this movement.

**GEOG Standard 4.5:** Students will analyze data to make evidence-based predictions regarding how population trends may influence significant aspects of daily life in Utah.

## Strand 5: Culture

Culture is the total sum of human expression. Geographic questions abound when studying culture. How does culture manifest itself on the landscape of the earth? What cultural features are evident around the planet? How does culture influence social structures and gender roles? What role does globalization and emerging technologies have on the divergence and convergence of culture?

These questions and more are explored by looking at patterns, processes, interactions, interconnections, and implications of cultural development. These processes include what purposes cultures serve as well as how cultures spread, change, adapt, remain resilient, or impose values on other cultures with whom they come in contact.

As students explore what people care about and care for, they can learn not only about other cultures but also about the unique attributes of their own culture.

**GEOG Standard 5.1:** Students will identify and describe the essential defining characteristics, and functions of culture.

**GEOG Standard 5.2:** Students will explain the influence that cultural characteristics and cultural expressions have on people, physical environments, places and regions.

**GEOG Standard 5.3:** Students will identify how culture influences point of view and perspective, and the relative value placed upon people and places.

**GEOG Standard 5.4:** Using a variety of examples, including economically diverse regions that include both LDC and MDC, students will describe and explain the spatial patterns of the diffusion of cultural characteristics

**GEOG Standard 5.5:** Students will use geographic data to explain the variations of origin and diffusion processes of the five main religions and describe their spatial patterns.

**GEOG Standard 5.6:** Students will determine the costs and benefits to cultural changes occurring because of globalization.

**GEOG Standard 5.7:** Students will identify how the significant elements of their own cultures have influenced their lives.

## Strand 6: Political Structures

How do people organize themselves? How do they define boundaries, govern themselves, distribute power, and define roles? What purposes do the various levels of political structures serve? What conflicts and opportunities arise from these systems? These questions and many more arise when geographers inquire into the political systems that humans create. As students engage in inquiry about political systems from the vantage of a geographer, once again patterns and processes emerge within the contexts of the physical spaces. Gradations and variations of personal power, distribution and allocations of resources, economic processes and disparities, and competition for control over spaces are just some of the geographic topics worthy of study.

**GEOG Standard 6.1:** Students will explain why and how people are organized into a range of political structures, e.g. nations, families, states, regions, international alliances.

**GEOG Standard 6.2:** Students will describe and explain the role of physical and human characteristics to establish political boundaries.

**GEOG Standard 6.3:** Students can explain how disputes can arise due to differing ideas regarding resource control, land use, and ethnic, tribal, and national identities.

**GEOG Standard 6.4:** Students will cite examples of conflict among people that influence the division and control of earth's surface.

**GEOG Standard 6.5:** After studying a range of international agreements or alliances, students will evaluate the success of those agreements.

## Strand 7: Economic Development

Humans have created complex and varied economic systems. These systems vary in many ways, including their relative levels of development, infrastructure, their divisions of labor, their locations, and how they interconnect with their unique landscapes and natural resources. Geographers might ask questions like: What are people doing to make a living in the world? Why do some places on the Earth develop economically and some do not? What even constitutes "developed"? What are some of the patterns in More Developed Countries and Less Developed Countries? Why are economic activities located where they are?

We have one planet, yet sometimes people refer to the 1<sup>st</sup> world, third world, developing world, and so on. Geographers can use the insights they learn about development to identify patterns or propose solutions to vexing issues.

**GEOG Standard 7.1:** Students will explain the essential attributes of a developed economy and the patterns of development that differentiate an LDC from a MDC.

**GEOG Standard 7.2:** Describe and analyze the function of economic activities in primary secondary tertiary quaternary sectors and the distribution of these activities.

**GEOG Standard 7.3:** Students will compare and explain the advantages of one location over another in relation to the development of a range of economic activities.

**GEOG Standard 7.4:** Students will explain the basic tenets of key economic philosophies, e.g. capitalism, socialism, communism, and what the implications are for the production, exchange, distribution, and consumption of goods and services.

**GEOG Standard 7.5:** Students will explain how global economic systems depend on integrated networks of economic interdependence between nations and peoples. E.g. transportation, communication, Movement of goods and services, labor, trade agreements)

**GEOG Standard 7.6:** Students will describe the positive and negative consequences and impact of development, e.g. rates of poverty, standards of living, the impact on indigenous people, environmental changes, gender equality, access to education.

**GEOG Standard 7.7:** Students will explain the implications of sustainable and unsustainable development across various regions and places, including LDCs and MDCs.

# UNITED STATES GOVERNMENT AND CITIZENSHIP

## Course Description

The goal of this course is to foster informed, responsible participation in public life. Knowing how to be a good citizen is essential to the preservation and improvement of United States democracy. Upon completion of this course the student will understand the major ideas, protections, privileges, structures, and economic systems that affect the life of a citizen in the United States political system. Additionally the student will have the skills needed to weigh evidence, to make informed decisions, and to participate in political processes. This course should nurture desirable dispositions including a commitment to the American ideals of liberty, equality, opportunity, and justice for all. This course is recommended for seniors due to their proximity to voting age.

*"I know of no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion." Thomas Jefferson, 1820*

## 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.

## US GOV Strand 1: Foundational Practices or Civic Preparation

One of the fundamental purposes for public schools is the preparation of young people for participation in America's democratic republic. The future progress of our communities, state, nation, and world rests upon the preparation of young people to collaboratively and deliberatively address problems, to defend their own rights and the rights of others, and to balance personal preferences with the common good. Social studies and history classrooms are the ideal location to nurture civic virtue, consider current issues, learn how to act civilly toward others, to build a civic identity, and to nurture global consciousness. These skills, habits, and qualities of character will better prepare students to recognize and accept responsibility for preserving and defending the blessings of liberty inherited from prior generations and secured by the Constitution.

**US GOV Standard 1.1:** Throughout this course, if contentious issues arise, students will discuss them in a deliberative, collaborative, and civil manner.

**US GOV Standard 1.2:** Throughout this course, students will identify local, state, national, or international problems, will develop evidence-based solutions to these problems, and will share their solutions with appropriate public and/or private stakeholders.

**US GOV Standard 1.3:** Throughout this course students will apply knowledge of government structure, historical concepts, geographic interrelationships, and economic principles to analyze and explain current events.

**US GOV Standard 1.4:** Throughout this course students will develop and demonstrate the values that sustain America's democratic republic including open-mindedness, engagement, truthfulness, problem-solving, responsibility, diligence, resilience, empathy, self-control, cooperation, and a discerning patriotism.

## US GOV Strand 2: Foundational Principles

The framework of the United States Constitution and the functions of government are guided by principles essential for our democratic way of life. An understanding of how these principles are applied in the rule of law, government, and politics is vital in order to be a responsible and effective citizen. Students need to be able to see how the ideals present in the Constitution are at the root of many of the issues of the day.

**US GOV Standard 2.1:** Students will trace the ideas and events that significantly influenced the creation of the United States Constitution.

**US GOV Standard 2.2:** Students will describe the structure of United States constitutional government, including the ideas of federalism, checks and balances, separation of powers, the elastic clause, popular sovereignty, and limited government.

**US GOV Standard 2.3:** Students will explain the organization, functions, and processes of the United States government, e.g. how treaties are created, who serves on the President's cabinet, the jurisdiction of various courts, and how a bill becomes a law, and apply that understanding to current issues.

## US GOV Strand 3: Rights and Responsibilities

American citizenship brings with it rights and responsibilities that are constantly being redefined and reshaped. Students must know their rights and responsibilities and understand the limitations of those rights. Students should be able to defend their own rights and the rights of others, understanding that the Constitution extends protections to individuals who may not share their views. Our nation's future rests on the ability and willingness of every generation to fulfill their civic responsibilities.

**US GOV Standard 3.1:** Students will use historic and modern case studies, including Supreme Court cases, to trace the evolution of rights and responsibilities spelled out in the Constitution and the Bill of Rights.

**US GOV Standard 3.2:** Students will take a position on a current rights-related issue and defend that position using the Constitution and Bill of Rights, historical precedents, Supreme Court decisions, and other relevant resources.

**US GOV Standard 3.3:** Students will explain the importance of fulfilling civic responsibilities, including serving on juries, voting, remaining well-informed, contacting elected officials, and other duties associated with active citizenship.

## **US GOV Strand 4: Distribution of Power**

How is political power distributed? How can it be attained? What are the tensions between and within governmental and political systems? What power do individuals possess? These are questions political scientists ask as they explore a central dimension of civic life, the ways that people and systems wield power. The Constitution distributes authority between the legislative, executive, and judicial branches. Additionally, power embedded in this federalist system, or compound constitutional republic, is distributed between the federal, state, and local governments. Native American tribal governments maintain a unique relationship with other levels and branches of government, adding yet another dimension for consideration.

**US GOV Standard 4.1:** Students will explain the distribution of power among the national, state, and local governments.

**US GOV Standard 4.2:** Students will compare the organizations of local, state, sovereign tribal, and the federal governments to identify how needs are met by the governance systems.

**US GOV Standard 4.3:** Students will research a compelling issue that examines the relationship between state, federal, and/or tribal powers, then develop and defend an opinion regarding the resolution of that issue.

**US GOV Standard 4.4:** Students will explain how people organize to participate in civic life, e.g. developing political affiliations, joining political parties, and supporting special interest groups and other civic organizations.

**US GOV Standard 4.5:** Students will articulate how government impacts their lives.

**US GOV Standard 4.6:** Students will use data to evaluate election processes and explain election results.

## US GOV Strand 5: Economic Policy

What role should government play in economic policy? What are the best uses of taxes and fees? Should the local government budget for a skate park or a new fire station? How do we come to consensus on the best use of resources for the good of the community? An essential component of understanding government and civics rests in deliberating government's role in the economy. Informed citizens understand taxation, budgets, and debt as these concepts relate to the government. Students use this understanding of basic economic principals to make informed decisions, knowing that economic policies are a reflection of economic philosophies and values.

**US GOV Standard 5.1:** Students will examine the economic theories that have influenced government's role in the economy, e.g. supply and demand, economic stimulation, and taxation.

**US GOV Standard 5.2:** Students will explain how government services are funded through various forms of revenue streams, e.g. regressive and progressive taxes including property taxes, income taxes, and sales taxes; fees, bonding, and lotteries.

**US GOV Standard 5.3:** After studying fiscal policy and the taxation and budgeting process at either the local, state or federal level, students will make their case for budget priorities and use economic philosophies to defend their reasoning.

## US GOV Strand 6: The U.S. and our Relationship to the World

As a global superpower with an enormous influence on other nations, it is vital to understand the ways in which the U.S. interacts with the world. Whether through negotiating trade agreements, protecting the security of this nation and its allies, cooperating in humanitarian campaigns, creating infrastructure to handle immigration and refugee demands, or any number of other initiatives, this nation has significant interrelationships with other countries and international bodies. These complex relationships deserve study if students are to understand the global implications of decisions made by leaders and policy-makers.

**US GOV Standard 6.1:** Students will analyze the constitutional process of creating foreign policy and the structures through which the federal government interacts with foreign governments, e.g. the Department of State, treaties, agreements, and alliances.

**US GOV Standard 6.2:** Students will understand the philosophes that have shaped foreign policy, e.g. isolationism, interventionism, containment, realpolitik, dollar diplomacy.

**US GOV Standard 6.3:** Students will critique the justification for and effectiveness of military intervention, alliance formation, economic sanctions, and other security measures.

**US GOV Standard 6.4:** Students will explain how global economic interdependence and United States and international trade policies can affect the economic health of the United States.

**US GOV Standard 6.5:** Students will make a case for an appropriate role for the United States to take in addressing humanitarian issues, migration, and interactions with the United Nations and non-governmental organizations.

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