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## MEMORANDUM

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

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

**DATE:** November 3-4, 2016

**ACTION:** Secondary Social Studies Standards

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### **Background:**

The draft secondary social studies standards, having received public comment, have been revised. The revision has taken into consideration every comment provided by community stakeholders. Those comments that recommended specific actions were considered, and changes have been made based on those recommendations.

### **Board Strategic Plan:**

This item supports the following imperative(s) and strategies in the Board's Strategic Plan:

- Educational Equity
- Quality Learning

### **Anticipated Action:**

It is anticipated that the Standards and Assessment Committee will review the revised secondary social studies standards and consider forwarding a recommendation for approval of the standards for statewide implementation beginning in the 2017-2018 school year.

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# Secondary Social Standards Revision Update



Prepared by the  
Utah State Board of Education

November 3-4, 2016

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## Secondary Social Standards Revision Update

The secondary social studies standards were approved to receive public comment in the April 2016 USBE meeting. The comment period of 90 days was held, and comments were collected from five public meetings and through on-line means, including emailed comments and an on-line survey. The standards writing team has met, considered the comments, and made revisions based on those comments.

### Analysis of Comments

Generally, the comments from the field have been very positive. As noted in the August report to the USBE, individual comments have ranged from a teacher comment that said the writers “nailed it” to a teacher who felt the writers should “start over.” The vast majority of comments and general feedback from stakeholders lies at the positive end of the feedback spectrum. The writers have worked to revise the document into a new draft that they feel reflects the overwhelming consensus of feedback.

There were 860 comments made about the standards. The writers considered every comment submitted, and categorized them into comments that would require some sort of action or response, and comments that did not require a response. For example, every comment that merely noted that a part of the document was “good” was duly noted but then categorized as non-actionable.

Of these 860 comments, 604 were general observations. 364 of those comments were merely positive affirmations like “good” or “I like this” in response to specific strands or standards. Other non-actionable comments reflected a desire for resources or made other general comments.

256 comments were considered for action. Every one of these comments resulted in a response and, often, specific changes to the standards based on these comments.

Generally, there were specific themes that emerged in the comments. Respondents appreciated:

- A commitment to varying levels of cognitive rigor and depth of knowledge
- A focus on specific disciplinary skills
- Attention to the social studies disciplines
- The inclusion of possible guiding questions, underscoring the importance of inquiry
- Connections to current history and current events
- Appropriate prioritization of content
- Support of differing pedagogical approaches

Respondents also offered specific advice for wording changes or examples. Requests for clarity were common, and anytime there was a general sense of confusion on the part of respondents, standards were either rewritten or deleted.

The writers worked through each course, looking at the comments and considering the feedback. Changes were made based on comments whenever the recommendations were seen as definite improvements. Sometimes, changes were considered based on the comments, but in the end the writers felt that some changes were unwarranted. The most common reason for not making a change was when it was felt that the recommendations would be best addressed at the local, curriculum level rather than at the level of state standard.

Each course's standards were changed based on the public comment, and the writers feel that the standards document is stronger because of the feedback from stakeholders. It is hoped that these new standards will support deep thinking about essential content, as well as the practical application of the vital skills of citizenship.

These are the general areas where feedback was received for each course.

**Utah Studies:** The general feedback to the Utah Studies course has been very positive. The emphasis on skills, deeper thinking, chronology, examining historical interpretations, using evidence, and analyzing sources are some of the changes that were noted as positives.

There was a desire to include more of the personal histories of students, possibly including the history of families and their ancestors. The writing team added language to help address this comment.

Utah studies also seems like a perfect place to include references to the important role that boards and other civic bodies play in the public sphere, and the writing committee has worked to include that concept. The role of boards was also included in U.S. Government and Citizenship.

**US History 1:** The feedback we have received supports the inclusion of guiding questions, with a range of ideas about how to edit them to make improvements. In addition, there is general praise for the inclusive nature of the standards, the focus on skills, the emphasis on civic education and involvement, and the connection of the past to the present.

Guiding questions in particular allowed for including additional recommended topics, including the exceptional power and influence of the ideas of the U.S. Constitution across the world.

**World History:** "These standards seem like a great guide for teaching World History. My concern is that they are so extensive that there may not be time to get through them all." This comment from the survey sums up the challenge of world history. The writing team has striven to make sure all of the standards in World History are essential for students, and

There were a number of specific recommendations for the guiding questions, underscoring once again that the survey respondents found the questions to be very useful.

A few comments questioned the best way to reference major religions and belief systems while not elevating or singling one out over another. The writers made adjustments in response to those comments.

**World Geography:** The survey comments regarding world geography were generally positive but there were requests to make the standards more specific and clearer. In response, the Foundational skills section was moved from a strand to the course description, to underscore the course-long emphasis that should be paid to those skills. Other standards were recrafted to provide additional clarity, or were deleted altogether.

**US History 2:** One of the most significant changes from the current standards for US History 2 is the removal of a review strand that focuses on reviewing significant content from US History 1. There were a number of comments that expressed a desire to replace the review, and comments that were very supportive of the removal of the review. However, teachers and students regularly report that they rarely learn about recent U.S. history. The instructions from the initial standards review committee

were clear when they emphasized a desire that the new standards be relevant and engaging to students. Teachers report a definite increase in student interest when recent and contemporary history is being learned. Students need to learn about the work and legacy of recent American political and social history, from the Great Society of Johnson to the New Federalism of Reagan, and beyond. The writers felt strongly that there is no compelling rationale for retaining the review unit. In response, the writers clarified the focus on post-Reconstruction US history in the course.

Of course, any study of history requires contextualization, and teachers are free to reference prior events when necessary to ensure student understanding. That caveat was added to the course description.

In addition, the writers weighed the recommendations about specific additional topics to include and which specific dates to reference in the strands, and made the changes they deemed necessary.

**U.S. Government and Citizenship:** When the focus group for this course met, one of the participants finished reading the standards and said “This will be such a breath of fresh air.” Her comments are borne out by the general consensus of the survey participants. The feedback has been positive, with support of what one participant called an “action-oriented” approach.

Revisions were made to include specific terminology, add specific documents such as the Federalist papers, and make reference to the role of boards and advisory committees.

The general desire in all of these courses has been to focus on the “doing” of social studies, and nowhere is that more important than in the final social studies course when students are on the cusp of adulthood.

### **Writing Team Membership**

The writing team was composed of the following outstanding educators:

Paula Baltzan	J. Spencer Clark, Ph.D.
Kelly Cole	Adam Dastrup
Doug Hammerschmidt	George Henry
Holly Hoyt	Jennifer Jacobson
Scott Lambert	Elizabeth Lewis
Jeff Nokes, Ph.D.	Dessie Olson
Renee Pinkney	Quinn Rollins
Shauna Shepherd	Brittany Sylvester
Justin Urry	

# Utah Secondary Social Studies Standards



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# Utah Secondary Social Studies Standards

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# UTAH STUDIES

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. Within these standards, Utah Studies offers an opportunity for students to learn about their own families and cultures as well as others. ~~those different from themselves.~~

The Utah Studies standards are based on four social studies disciplines: history, geography, economics, and civics. Students will explore the complex history of Utah, with examples of creativity, sacrifice, conflict, innovation, inequity, compromise, and leadership. Students will also learn about Utah's diverse physical geography, encounter Utah's economic systems and dynamics, and explore local and statewide political systems.

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

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

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

Historical context and chronology can also provide an organizing structure for understanding Utah's geography, economics, and politics. While the standards can be taught thematically, they are arranged and organized in these standards into five historical periods:

- **Prehistory – 1847.** Thousands of years encompassing the development of complex American Indian ways of life and the beginnings of European exploration.
- **1847 – 1896.** The exploration and settlement of Utah by Mormon and other pioneers, and the transition from territory to Utah statehood.
- **1896 – 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 through the 2002 Winter Olympics.
- **2003 – Present.** Utah's recent past, the present, and planning for the future.

Whether teachers organize their course thematically or chronologically, students will engage in inquiry using the tools, conceptual understandings and language of historians, geographers, economists, and political scientists at a developmentally appropriate level. Students will craft arguments, apply reasoning, make comparisons, and interpret and synthesize evidence as historians, geographers, economists and political scientists. They will corroborate their sources of evidence, and place their interpretations within historical contexts.

Among other elements of historical thinking, students should have opportunities to consider the concept of *historical significance*. Of all the events that have happened in the past, historians determine those that are significant enough for study. Led by their teachers, students should have opportunities to consider and discuss the relative significance of diverse events.

Students will 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 make connections between course content and current issues, helping deepen their understanding of the context and complexity of civic life and preparing them for civic engagement.

## Civic Preparation

Civic engagement is one of the fundamental purposes of education. The preparation of young people for participation in America's democratic republic is vital. The 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 interests with the common good. Social studies classrooms are the ideal locations to foster civic virtue, consider current issues, learn how to act civilly toward others, build a civic identity, and ~~nurture global consciousness.~~ build an awareness of global issues. These skills, habits, and qualities of character will prepare students to accept responsibility for preserving and defending their liberties.

To reach these ends, student should have ample opportunities to:

- Engage in deliberative, collaborative, and civil dialogue regarding historical and current issues.
- Identify local, state, national, or international problems, engage with solutions to these problems, and share their ideas with appropriate public and/or private stakeholders.
- Apply knowledge of government structure, historical concepts, geographic interrelationships, and economic principles to analyze and explain current events.
- Develop and demonstrate values that sustain America's democratic republic, such as open-mindedness, engagement, ~~truthfulness,~~ honesty, problem-solving, responsibility, diligence, resilience, empathy, self-control, and cooperation.

## A Note on the Organization of the Utah Standards in All Core Areas

Utah 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 the 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 of the content and skills.

# UT Strand 1: Native Innovations and Adaptations

(Prehistory – ca. 1847 A.D./C.E.)

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's distinctive geographic regions. Prehistoric artifacts tell us much about their lives and cultures. For centuries the historic tribes of Utah, the Goshute, Navajo, Paiute, Shoshone, and Ute, adapted to their ever-changing environment, especially after they came into contact with European explorers in 1776. Nearly a century of trade relations transpired while Utah was part of the Spanish Empire, and later, Mexico. These nations remain essential and active members of the Utah community.

## Possible Guiding Questions to Consider:

- How do cultures meet their economic and social needs?
- What can the study of archaeology tell us about the economies, communities, and other aspects of the cultures of these early peoples?
- Why is it vital to protect archaeological sites in Utah?
- What role did geography play in the innovations created by Utah's Fremont and Ancestral Puebloan peoples?
- What is the historical significance of the Dominguez and Escalante expedition?
- How do economic systems, such as the trade networks Europeans developed with American Indian communities, shape and spread cultures?
- Is conflict inevitable when cultures interact?
- How did the arrival of European and American trappers alter the human geography of Utah?
- How did Chief Walker's leadership, and the leadership of other American Indians, influence the reaction of American Indians to newcomers to the territory?
- How do the current ways of life of Utah's Native American tribes reflect changes and continuities?

**UT Standard 1.1:** Students will make evidence-based inferences about the complex ancient cultures in Utah after studying artifacts from the prehistoric era. (history)

**UT Standard 1.2:** Students will analyze and explain the interactions and interconnections between the physical characteristics of Utah and American Indian cultures using a range of texts, oral histories, and geographic inquiry. (geography)

**UT Standard 1.3:** Students will explain the economic activity of a prehistoric and/or ~~current~~ historic American Indian tribal community by using basic economic concepts, including supply, demand, trade, and scarcity. (economics)

**UT Standard 1.4:** Students will analyze primary and secondary sources to explain causes and effects of European-American exploration, including the response and involvement of Utah's American Indian tribes. (history)

**UT Standard 1.5:** Students will describe the cultural change and continuity of at least one of Utah's current sovereign nations as it has responded to changing political, social, and economic forces. Students will use a variety of resources that may include written primary and secondary sources, oral histories, photographs, artifacts, and art. (economics, civics)

## **UT Strand 2: Utah's Diverse Peoples**

(ca. 1847 ~~A.D./C.E.~~ – 1896 ~~A.D./C.E.~~)

The arrival of European immigrants in Utah launched a period of immigration, dramatic cultural change, and conflict among Utah's many diverse peoples. This period begins with the Mormon migration, expansion of settlement in the Great Basin and Colorado Plateau, and accompanying political conflict, wars, and violence. After 1860 the development of mining and other industries created a complex economy and drew new immigrants to the state, increasing Utah's religious and cultural diversity. Railroads became an important engine of social, cultural, political, and economic change. Utah's transition from territory to state was long and difficult. By 1896 Utah had become deeply and increasingly interconnected with the nation and the world.

### **Possible Guiding Questions to Consider:**

- What geographic factors positioned Utah to become "the crossroads of the West"?
- What was the role of Brigham Young and other pioneering leaders in the settlement of Utah?
- How does culture and the interaction of cultures shape a sense of place?
- How did white settlement effect Native American Indian communities?
- Why did Utah struggle to attain statehood?
- How did Mormons interrelate with other immigrant groups in Utah?
- How did improved transportation, industry, and mining transform Utah's economies, politics, and other aspects of culture?
- What were the causes of the various conflicts that occurred during the territorial period? How were these conflicts resolved? What were the lasting consequences of these conflicts?
- How is your family part of the Utah story?

**UT Standard 2.1:** Students will explain the causes and lasting effects of the Mormon migration to Utah. (history)

**UT Standard 2.2:** Students will compare the causes and lasting effects of various non-Mormon groups' migrations to Utah. (history)

**UT Standard 2.3:** Students will use geographic inquiry to explain patterns in the settlement of Utah and the subsequent trends in urbanization referring to a range of communities as case studies. (geography)

**UT Standard 2.4:** Students will research multiple perspectives to explain one or more of the political, social, cultural, religious conflicts of this period, such as the Utah War, Mountain Meadows Massacre, Bear River Massacre, Black Hawk War, or federal-Mormon conflicts. (history)

**UT Standard 2.5:** Students will evaluate the history and impact of diverse economic systems, such as barter systems, market economy, United Order, cooperatives, Perpetual Emigration Fund, ZCMI, and company-run scrip systems. (economics)

**UT Standard 2.65:** Students will construct an evidence-based argument to explain how the development of transportation and communication networks across the state changed Utah's economy and human geography. (economics, geography)

**UT Standard 2.76:** Students will explain how agriculture, railroads, mining, and industrialization created new communities and new economies throughout the state. (geography, economics)

**UT Standard 2.87:** Students will identify the political challenges that delayed Utah's statehood and explain how these challenges were overcome. (civics)

**UT Standard 2.8:** Students will explain how their own connection to Utah is a reflection of the complex history of the state.

## UT Strand 3: Utah in the Union

(ca. 1896 A.D./C.E.— 1945 A.D./C.E.)

In 1896, Utah became the forty-fifth state, with a newly-ratified constitution and the need to create a state government. In this next half century, the interplay of national and global forces on Utah increased, from economic crises and industrialization to progressive reforms and two global wars. 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.

### Possible Guiding Questions to Consider:

- What are historic and contemporary examples of Utah's economic interdependence?
- How can global events occurring in distant parts of the world sometimes effect daily life in Utah?
- What is the function of a state constitution?
- How do have physical and human geographic characteristics influenced Utah's economic development?
- What factors can influence social reform movements?
- What were the main goals of the Progressive movement? How successful were those goals was that movement in Utah?
- How was Utah's economy changed by the Great Depression?
- What are historians' arguments for why Japanese-Americans were interned at Topaz?
- What role did Utah play in World War II and what impact did the war have on Utah?

**UT Standard 3.1:** Students will identify the civic virtues and principles codified by the Utah Constitution. (civics)

**UT Standard 3.2:** Students will use primary sources and/or oral histories to analyze the impact of a national/global event such as World War I, the Spanish Flu, the Great Depression, World War II, and Japanese American internment on an individual or community in Utah. (history)

**UT Standard 3.3:** Students will describe the effects of events, movements, and innovations on Utah's economic development, such as the organized labor movement, farming and industrial improvements, the World Wars, and the Great Depression. (economics)

**UT Standard 3.4:** Students will identify the causes and effects of the Progressive Movement using examples from community or state history, such as the organized labor movement, tax reform, Scofield mine disaster, and education and child labor reforms. (civics)

## UT Strand 4: Utah in the World

(ca. 1945 A.D./C.E. – 2002 A.D./C.E.)

The post-war era saw massive cultural and economic changes. 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 technology continue to evolve and expand. Conversations and controversies continued regarding the best ways forward for economic growth, community development, and natural resource management. Additionally, Utah's cultural landscape continued to evolve and diversify.

### Possible Guiding Questions to Consider:

- How did the Cold war affect life in Utah?
- What are the costs and benefits of Utah hosting another Winter Olympics?
- What unique attributes of Utah's physical and human geography had an impact on the growth and development of the state?
- What is the best way to balance federal and state power?
- How do ethnic and religious minorities communities in Utah maintain and celebrate their unique cultures?
- Who are some of the most influential leaders in Utah, at a variety of scales? What have been their most significant contributions to the betterment of life in Utah?

**UT Standard 4.1:** Students will evaluate the impact of the Cold War on Utah such as the uranium boom, nuclear testing, nuclear waste storage and disposal, and the MX missile controversy. (history)

**UT Standard 4.2:** Students will make an evidence-based argument regarding the appropriate roles of local, state, and federal governments in resolving a current and/or historical issue. (civics)

**UT Standard 4.3:** Students will describe the economic ties between Utah communities, the nation, and the world. (economic)

**UT Standard 4.4:** Students will use data and other evidence related to a cultural, ethnic, or religious group in Utah to interpret the group's historic/current conditions and experiences. (history, geography)

**UT Standard 4.5:** Students will describe the historic and present management of natural resources and make recommendations for natural resource management in the future. (geography)

**UT Standard 4.6:** Students will evaluate the impact of tourism on Utah's economy and geography, such as the development of tourism industries, State and National Parks, and events including the 2002 Olympics. (economics)

## **UT Strand 5: ~~Utah in the Future~~ Looking Towards Utah's Future**

(ca. 2003 A.D./C.E. – Present)

In the 21st century, central themes endure: the diffusion of cultures, global interconnectedness, the importance of creating and sustaining community, and the need for a strong economy. Most current events—whether they involve interactions between sovereign American Indian tribal communities and state and federal governments, concerns about water, tensions and questions about the proper role and jurisdiction of local, state, and federal governments, or ideas about how best to grow Utah's economy—have their roots deeply embedded in the rich history of Utah. Students now have an opportunity to synthesize their study of Utah with capstone academic work.

### **Possible Guiding Questions to Consider:**

- How should issues be resolved that involve state, federal, and American Indian lands?
- What are the best ways to ensure our growing water needs will be met?
- What are ways Utah should grow its economy?
- What are solutions to Utah's air quality concerns?
- How do we create and sustain safe and healthy communities?
- How can Utah best meet transportation and other infrastructure needs?

**UT Standard 5.1:** Students will select a recent event they think will be worthy of remembering, recording, or interpreting, and make an argument for its potential historical significance. (history)

**UT Standard 5.2:** 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 5.3:** Students will use recent trends in politics and voting to assess Utah's current political parties. (civics)~~

**UT Standard 5.4 3:** Students will use data regarding the key components of Utah's economy to make recommendations for sustainable development ~~in response to the global economy.~~ (economics)

**UT Standard 5.5 4:** 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. (economics)

**UT Standard 5.6 5:** Students will research issues of civic importance in which city, county, tribal, or state governments have a role. Students will use their research to develop and write a policy proposal to the appropriate governmental entity, such as a board, commission, legislator, or agency. (civics)

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# UNITED STATES HISTORY I

United States History I includes events and issues in United States history from the Age of Exploration through Reconstruction, emphasizing the 18th and 19th centuries. Topics include, but are not limited to, American Indian life, European exploration, colonization, the Revolutionary War, constitutional issues, nation building, expansion, the Civil War, and Reconstruction.

The standards can be taught either chronologically or thematically, but are arranged and organized in these standards into chronological periods. Periodization is an organizational tool historians use to make connections and draw distinctions. Periods are flexible ways of making meaning, and may overlap in chronology.

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.

## Civic Preparation

Civic engagement is one of the fundamental purposes of education. It is vital that public schools fulfill their civic mission, the preparation of young people for participation in America's democratic republic. The 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 sacrifice personal interests for the common good. Social studies classrooms are the ideal locations to nurture civic virtue, consider current issues, learn how to act civilly toward others, build a civic identity, and ~~nurture global consciousness~~ promote global awareness. These skills, habits, and qualities of character will prepare students to accept responsibility for preserving and defending their liberties.

To reach these ends, student should have ample opportunities to:

- Engage in deliberative, collaborative, and civil dialogue regarding historical and current issues.
- Identify local, state, national, or international problems, engage with solutions to these problems, and share their ideas with appropriate public and/or private stakeholders.
- Apply knowledge of government structure, historical concepts, geographic interrelationships, and economic principles to analyze and explain current events.
- Develop and demonstrate values that sustain America's democratic republic, such as open-mindedness, engagement, ~~truthfulness~~, honesty, problem-solving, responsibility, diligence, resilience, empathy, self-control, and cooperation.

## Foundational Skills of the Social Studies Disciplines

Students should develop skills associated with the disciplines of history, geography, political science, and economics, most notably the ability to construct arguments using the evidence, texts, and tools valued within each discipline. Of particular importance in a United States history course is developing the reading, thinking, and writing skills of historians. These skills include the ability to think critically about evidence, use diverse forms of evidence to construct interpretations, and defend these interpretations

through argumentative historical writing. They will corroborate their sources of evidence and place their interpretations within historical contexts.

Among other elements of historical thinking, students should have opportunities to consider the concept of *historical significance*. Of all the events that have happened in the past, historians determine those that are significant enough for study. Led by their teachers, students should have opportunities to consider and discuss the relative significance of diverse events.

These skills are embedded within the standards in places that seem particularly appropriate. However, local educational agencies and/or teachers can use their discretion to integrate skill instruction in a manner that meets local needs.

### **A Note on the Organization of the Utah Standards in All Core Areas**

Utah 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: Three Worlds Meet**

(Prehistory – ca. 1650 A.D./C.E.)

Europe's exploration of America had a profound impact on the world. For thousands of years, complex and sophisticated American Indian civilizations had flourished in the Americas, separated from other parts of the world by vast bodies of water. After Columbus' arrival, the lands of the Western Hemisphere were forever connected to the rest of the world. The international slave trade forced millions of Africans to the Americas, bringing these "three worlds" together in unprecedented ways. Patterns of trade, exploration, conquest, and settlement have ramifications that continue to the present day.

### **Possible Guiding Questions to Consider:**

- How do historians and archeologists construct interpretations from artifacts, oral histories, legends, primary sources and other evidence?
- What were the motives that led to European exploration?
- What were the effects of European exploration, especially on the indigenous populations who were encountered?
- How has physical geography impacted cultures historically? How does it affect cultures today?

**US I Standard 1.1:** Students will analyze evidence, including artifacts, and other primary sources to make evidence-based inferences about life among several American Indian nations prior to European exploration of the Americas.

**US I Standard 1.2:** Students will compare and evaluate historians' interpretations of the ~~motives~~ motivations and conditions that led to European exploration.

**US I Standard 1.3:** Students will draw from multiple perspectives and cite evidence to explain the effects of European exploration, specifically on Africa, the Caribbean, and North and South America.

**US I Standard 1.4:** Students will identify how the period of exploration impacts the current human geography of the Americas.

## US I Strand 2: Colonization

(ca. 1565 A.D./C.E.— 1776 A.D./C.E.)

Driven by economic, religious, and political opportunities, colonial powers from Europe established footholds, then empires in North America. Many colonists fled poverty or persecution to start new lives in an unfamiliar land. Africans were enslaved and brought to the Americas against their will. Interactions between colonists and the indigenous peoples living in North America added complexities to the colonies. Geographic and cultural factors influenced where colonists settled and how they lived. Sectional and regional differences emerged that would affect American history. Patterns established within the English colonies on the Eastern seaboard would shape many of the dominant political, economic, linguistic, and religious traditions of the United States.

### Possible Guiding Questions to Consider:

- What is a colony?
- ~~Why do people colonize?~~
- What role did concepts of self-government and religious freedom play in the colonial era?
- How did economic philosophies such as mercantilism promote colonization?
- How were English colonization patterns on the Atlantic coast different from French colonies in the interior and Spanish colonization in what is now the southwest United States?
- How ~~do~~ are colonization patterns of the French, Spanish, and English colonies influence life evident in human geography patterns today?

**US I Standard 2.1:** Students will identify the economic, social, and geographic factors that influenced the colonization efforts of the Dutch, English, French, and Spanish.

**US I Standard 2.2:** Students will compare and contrast the economic, political, and social patterns evident in the development of the 13 English colonies.

**US I Standard 2.3:** Students will use primary sources as evidence to contrast the daily life and contexts of individuals of various classes and conditions in and near the English colonies, such as gentry, planters, women, indentured servants, African slaves, land owners, and American Indians.

**US I Standard 2.4:** Students will explain historic and modern regional differences that had their origins in the colonial period, such as the institution of slavery, patterns in urban and rural areas, differences between the French interior, Spanish southwest, and the English northeast, and the location of manufacturing centers.

## US I Strand 3: The American Revolution

(ca. 1754 ~~A.D./C.E.~~ – 1787 ~~A.D./C.E.~~)

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. Adams, Jefferson, Washington, Hamilton, Madison and other founding fathers, and the contributions of men and women of all social classes and conditions, were vital in achieving independence and creating a new nation.

### Possible Guiding Questions to Consider:

- What defines a political movement as a revolution?
- Are there specific conditions that are necessary in order for political revolutions to occur?
- What were the important political philosophies used to justify the revolution and advance the cause of liberty?
- How does the Declaration of Independence make a case for a new nation?
- What role did propaganda play in promoting the patriot cause?
- How do some events, like Valley Forge and Washington crossing the Delaware, become part of the narrative of history when other events, like Morristown and Washington crossing the East River, do not?
- What led some colonists to be patriots, others to become loyalists, and some to remain neutral?

**US I Standard 3.1:** Students will use primary sources to identify the significant events, ideas, people, and methods used to justify or resist the Revolutionary movement.

**US I Standard 3.2:** Students will compare and evaluate historians' interpretations of the significant historical events and factors affecting the course of the war and contributing to American victory.

**US I Standard 3.3:** Students will use primary sources to compare the contributions of key people and groups to the Revolution, such as Paul Revere, Thomas Paine, Abigail Adams, the Sons and Daughters of Liberty, and Thomas Jefferson.

**US I Standard 3.4:** Students will ~~cite examples of~~ explain how the ideas and events of the American Revolution ~~has become a central aspect of~~ continue to shape American identity.

## US I Strand 4: The U. S. Constitution

(ca. 1781 ~~A.D./C.E.~~ – 1789 ~~A.D./C.E.~~)

American independence brought with it the need for self-government. 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 debate and compromise, the founding fathers brought together in a unique way the 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.

#### **Possible Guiding Questions to Consider:**

- What were the problems that led to the calling of a Constitutional Convention?
- What is the evidence that enlightenment philosophies, the Articles of Confederation, Shays' rebellion, the Constitutional Convention, the Great Compromise, and the ratification debate all influenced the creation of the Constitution?
- What vision of civic virtue is evident in the Constitution?
- How does a compound constitutional republic balance state and federal powers?
- Why is James Madison sometimes referred to as "the Father of the Constitution"?
- What is the role of compromise in political processes?
- ~~• What is the role of the founders' original intent in solving current issues?~~
- How has the US Constitution influenced political structures around the world?
- ~~• How is the US Constitution exceptional? OR~~
- In what ways can the U.S. Constitution be considered an exceptional document?

**US I Standard 4.1:** Students will explain how the ideas, events, and compromises which led to the development and ratification of the Constitution are reflected in the document itself.

**US I Standard 4.2:** Students will describe the structure and function of the government that the Constitution creates.

**US I Standard 4.3:** Students will use historic case studies and current events to trace how, and to explain why, the rights, liberties, and responsibilities of citizens have changed over time.

**US I Standard 4.4:** Students will use evidence to explain how the Constitution is a transformative document.

## **US I Strand 5: The Development of Political Institutions and Processes**

(ca. 1783 ~~A.D./C.E.~~— 1861 ~~A.D./C.E.~~)

The United States ~~government~~ constitutional republic and the ~~modern~~ political systems that modern Americans are familiar with took shape as the Constitution was interpreted and applied. 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 in order 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.

**Possible Guiding Questions to Consider:**

- What are the primary functions of political parties?
- Why are there only two dominant political parties at the national level?
- Is the two-party political system good for American democracy?
- Are there conditions that are necessary in order for a reform movement to gain momentum or critical mass?
- What are the most effective ways to promote reform?
- How have Supreme Court decisions shaped the government?

**US I Standard 5.1:** Students will use evidence to document the development and evolution of the American political party system and to explain the historic and current roles of political parties.

**US I Standard 5.2:** Students will identify the conditions that gave rise to, and evaluate the impact of, social and political reform movements, such as Jacksonian Democracy, the women's rights movement, the Abolitionist movement, and anti-immigration reform.

**US I Standard 5.3:** Students will use case studies to document the expansion of democratic principles and rights over time.

## **US I Strand 6: Expansion**

(ca. 1783 A.D./C.E.— 1890 A.D./C.E.)

The territorial 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 American Indians 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, in part, the 19<sup>th</sup> century expansion of the nation.

**Possible Guiding Questions to Consider:**

- What motivated settlers to move west?
- How do 19<sup>th</sup> century expansion events such as the Louisiana Purchase and the Mexican-American war continue to impact the United States today?
- What is the relationship between land and power?
- How did the continent's physical geography impact the expansion of the United States?
- What were the costs and benefits of the Industrial Revolution?
- How did industrial leaders use markets and capital to grow their businesses?
- ~~Should industrial leaders be considered "captains of industry" or "robber barons"?~~

**US I Standard 6.1:** Students will compare and contrast historians' interpretations of the ideas, resources, and events that motivated the territorial expansion of the United States.

**US I Standard 6.2:** Students will use primary sources representing multiple perspectives to interpret conflicts that arose during American expansion, especially as American Indians were forced from their traditional lands and as tensions grew over free and slave-holding territory.

**US I Standard 6.3:** Students will identify the economic and geographic impacts of the early Industrial Revolution's new inventions and transportation methods, such as the Erie Canal, the transcontinental railroad, steam engines, the telegraph, cotton gin, and interchangeable parts, ~~and the Colt revolver.~~

**US I Standard 6.4:** Students will make a case for the most significant cultural, political, and economic impacts of territorial and/or industrial expansion.

## US I Strand 7: The Civil War and Reconstruction

(ca. 1820 A.D./C.E. – 1877 A.D./C.E.)

Trends that started with the earliest colonization of America grew into sectional conflicts, and by the 1860 election of Lincoln the nation was on the brink of ~~culminating in the~~ 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, including race relations and inequality.

### Possible Guiding Questions to Consider:

- Why were efforts at compromise unsuccessful prior to the Civil War?
- What caused a growing number of people in the North to be opposed to slavery?
- Was it necessary and worthwhile to wage a war to preserve the Union?
- What does it take for a brother to take up arms against a brother?
- What were the forces that made Reconstruction so difficult?
- ~~When enslaved people were freed, what should they have been entitled to?~~
- ~~Should we have done more to punish the Confederate rebels?~~
- ~~What might have happened had Lincoln not been assassinated?~~
- Why does the Civil War remain such a defining event in Northern and Southern American identity?
- Why does Lincoln reference ideas in the Declaration of Independence when referring to the Civil War?
- What is the proper way to memorialize controversial events and people?

**US I Standard 7.1:** Students will explain how slavery and other geographic, social, economic, and political differences between the North, South, and West led to the Civil War.

**US I Standard 7.2:** Students will use evidence to interpret the factors that were most significant in shaping the course of the war and the Union victory, such as the leadership of Lincoln, Grant, and Lee, the role of industry, demographics, and military strategies.

**US I Standard 7.3:** Students will compare historians' interpretations of the competing goals of Reconstruction and why many of those goals were left unrealized.

**US I Standard 7.4:** Students will use current events to evaluate the implications of the Civil War and Reconstruction on contemporary American life.

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# WORLD GEOGRAPHY

Geography is the study of physical and human characteristics of the Earth's people, places, and environments. Students will develop geographic thinking skills by studying the "why of where" as they examine the interactions, interconnections, and implications of forces shaping our world today. They will apply geographic knowledge and geo-literacy skills to identify, locate, interpret, analyze, and evaluate geographic patterns and processes. ~~While this course emphasizes human geography, the study of physical geography should be concurrent in order to foster deeper geographic understanding.~~ These standards emphasize both human geography and physical geography, and students will explore the interconnections between the two.

## 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 understand the interconnections and interactions between their local, national, and global communities in order to make reasoned and far-reaching decisions. The study of geography supports students in understanding how human and natural systems interact and connect places to each other. Geographically-informed students can better participate in their communities and the world in a responsible, informed and civically minded way. The skills and habits of mind that students develop as they study the world through geography will nurture their sense of citizenry, and civic and global awareness and global consciousness ~~and global consciousness~~

To that end, throughout this course, students should have ample opportunities to:

- Apply spatial analysis and reasoning to identify, examine, and rationalize a variety of issues facing local, national, and global communities today.
- Consider various perspectives including political, historical, economic, cultural, and environmental aspects to analyze and explain current events.
- Develop and demonstrate the values that sustain America's democratic republic including open-mindedness, engagement, truthfulness, honesty, problem-solving, responsibility, diligence, resilience, empathy, self-control, and cooperation.

## Foundational Geographic Skills

The study of world geography begins with asking geographic questions. Students of geography use information gleaned from geographic texts such as maps, statistics, geospatial technology, media, and other geographic information to answer those questions. ~~Students of geography use maps, statistics, information gleaned using geospatial technology, and other geographic data sets to answer those questions.~~ Geography students use evidence to make inferences about the interconnections and interactions between people and places. They also use spatial thinking to identify patterns and processes occurring at various scales. These standards promote foundational skills and dispositions vital to the discipline of geography. ~~These skills and dispositions are reinforced in subsequent strands as students engage with specific geographic content and inquiry.~~

Students will have ample opportunities, throughout the course, to:

- conduct geographic investigations at various scales, including local, national, and global. They will formulate geographic questions, acquire information, select and organize relevant data, analyze patterns in the data, and arrive at evidence-based conclusions.
- apply map-reading skills to analyze features, purposes, and uses of various types of maps, including mental maps.
- use and create maps, graphs, and other types of data sets to show patterns and processes influencing our world.
- use existing and emerging technologies, such as GIS and other geospatial technologies, whenever possible and appropriate.
- compare the implications of interactions and interconnections between various people and places and at various scales. ~~compare the interactions and interconnections of places and regions and the implications of those interactions.~~
- use evidence to analyze and explain the spatial organization of people, places, and environments and how they have changed over time.

### **A Note on the Organization of the Utah Standards in All Core Areas**

The Geography 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.

## **~~Strand 1: Foundational Skills: Geographic Inquiry, Patterns, Processes, and Spatial Thinking~~**

(Moved into previous section, with possible guiding questions integrated into the other strands when possible)

~~The study of world geography begins with asking geographic questions. Students of geography use maps, statistics, information gleaned using geospatial technology, and other geographic data sets to answer those questions. Geographers use evidence to make inferences about the interconnections and interactions between people and places. Geographers also use spatial thinking to identify patterns and processes occurring at various scales. The standards in this strand promote these foundational skills and dispositions vital to the discipline of geography, and should be practiced throughout the course. The skills and dispositions are reinforced in subsequent strands as students engage with specific geographic content and inquiry.~~

### **~~Possible Guiding Questions to Consider:~~**

- ~~How do patterns help geographers define a region?~~
- ~~How is our understanding of a place shaped by geographic inquiry?~~
- ~~How are places and regions connected? How are they similar? How are they different?~~
- ~~How do geographers choose which data to consider?~~

- ~~What inferences can you make from geographic data sets?~~
- ~~How do we use geographic data to help make informed decisions?~~
- ~~How can GIS and other geospatial technologies~~

**WG Standard 1.1:** ~~Students will conduct geographic investigations by formulating geographic questions, acquiring information, selecting and organizing relevant data, analyzing the data, and arriving at evidence-based conclusions.~~

**WG Standard 1.2:** ~~Students will apply the geographic inquiry process to investigate significant patterns, processes, and characteristics at various scales.~~

**WG Standard 1.3:** ~~Students will apply essential map reading skills to analyze features, purposes, and uses of various types of maps, including mental maps.~~

**WG Standard 1.4:** ~~Students will use and create maps, graphs, and data sets to show patterns and processes. Students will use emerging technologies such as GIS and other geospatial technologies whenever possible and appropriate.~~

**WG Standard 1.5:** ~~Students will compare the interactions and interconnections of places and regions and the implications of those interactions.~~

**WG Standard 1.6:** ~~Students will use evidence to analyze and explain the spatial organization of people, places, and environments and how they have changed over time.~~

## WG Strand 2-1: Humans and their Physical Environment

The earth's physical environment varies greatly from place to place. The interactions between physical systems and human systems create opportunities and challenges for people and places. The implications of these interactions affect both physical systems and human systems. ~~These interactions have implications for aspects of physical systems and human systems.~~

Possible Guiding Questions to Consider:

- How does the physical geography of a place influence the lives of the people in that place?
- What are the most significant consequences of human interactions with their environment?
- How do physical and human characteristics help geographers define a region ?
- How are places and regions connected? How are they similar? How are they different?
- How does the environment influence which agricultural methods are used?
- ~~What physical factors influence population density~~
- What are the intended and unintended effects of altering our physical landscape?
- How do geographers use geospatial data to help make informed decisions?

**WG Standard 1.1:** Students will describe the significant forces that influence the physical environment, such as plate tectonics, erosion, climate, and natural disasters, and explain how the effects of physical processes vary across regions of the world.

**WG Standard 1.2:** Students will identify patterns evident in the geographic distribution of ecosystems and biomes and explain how humans interact with them.

**WG Standard 1.3:** Students will cite evidence of how the distribution of natural resources affects physical and human systems.

**WG Standard 1.4:** Students will use geographic reasoning to propose actions that mitigate or solve ~~global~~ issues, such as natural disasters, ~~cooperation and conflict~~, pollution, climate change, and habitat loss. ~~and the diffusion of disease~~

## WG Strand 2: Population Distribution and Migration

The movement and distribution of people is influenced by many factors, including environmental, cultural, economic, and geo-political forces. These ~~global~~ migration trends alter geographic conditions. Geographers use data to understand population distribution and migration by looking at population dynamics characteristics, push and pull factors, and numerous other variables. Analyzing this data offers an opportunity to examine complex and challenging real-world issues.

**Possible Guiding Questions to Consider:**

- Why do people live where they live?
- Why do people move, sometimes at great risk to themselves?
- How might population trends influence aspects of daily life at local, regional, or global scales?
- Why do urbanization patterns differ around the world?
- How can governmental policies have both intended and unintended consequences on population and migration?
- What are the costs and benefits of mass urbanization?
- How can geographers use demographic data to make informed decisions?

**WG Standard 2.1:** Students will evaluate the impact of ~~global~~ population distribution patterns, at various scales, by analyzing and comparing demographic characteristics such as gender, age, ethnicity, and population density ~~by~~ using maps, population pyramids, and other geographic data.

**WG Standard 2.2:** Students will explain the push and pull factors causing voluntary and involuntary migration and the consequences created by ~~of~~ the movement of people.

**WG Standard 2.3:** Students will investigate the consequences of significant patterns of human movement that shape urban and rural environments over time such as mass urbanization, immigration, and the movement of refugees.

## WG Strand 3: Culture

Culture is the total sum of human expression. A culture's purpose, as well as how and where cultures originate, diffuse, and change, are all topics worth studying. Students explore religion, language, ethnicity and other cultural characteristics by looking at patterns and processes. 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.

**Possible Guiding Questions to Consider:**

- How does culture manifest itself on the landscape of the earth?
- How does culture influence social structures and gender roles?
- What role does globalization and emerging technologies have on the divergence and convergence of culture?
- How do cultures maintain their identities and traditions?
- How are humans shaped by and influenced by their own cultures?
- ~~How do cultures remain resilient?~~
- ~~How do cultures retain their traditions?~~
- How can learning about other cultures teach us about our own?

**WG Standard 3.1:** Students will identify and describe the essential defining characteristics, and functions of culture.

**WG Standard 3.2:** Students will explain ~~the reciprocal influence that cultural characteristics and cultural expressions have on people and places.~~ how the physical environment influences, and is influenced by, culture.

**WG Standard 3.3:** Students will identify how culture influences sense of place, point of view and perspective, and the relative value placed upon people and places.

**WG Standard 3.4:** Students will identify the causes, methods, and effects ~~of~~ for the diffusion and distribution of cultural characteristics among different places and regions.

**WG Standard 3.5:** Students will explain how the basic tenets of ~~the five main~~ world religions impact the daily lives of people.

**WG Standard 3.6:** Students will cite examples of how globalization creates challenges and opportunities for different cultures.

## **WG Strand 4: Political Systems**

People organize themselves into distinctive groups. Geographers examine how the interactions between these groups influence the division and control of the earth's surface. Political systems have profound influences on the lives of people, including their access to resources, ~~and their~~ economic opportunities, and basic rights.

**Possible Guiding Questions to Consider:**

- How and why do people organize themselves into political entities?
- How do people distribute power and define roles?
- How do political structures interact on a global scale?
- Who holds the power at a variety of scales and how are decisions made?
- Why is power concentrated in certain parts of the globe?
- How do political systems protect or deny the rights of marginalized peoples?

**WG Standard 4.1:** Students will explain why and how people organize into a range of political structures at different scales.

**WG Standard 4.2:** Students will describe and explain the role physical and human characteristics play in establishing political boundaries.

**WG Standard 4.3:** Students will explain how cooperation and conflict have many causes, such as differing ideas regarding boundaries, resource control, and land use, and ethnic, tribal, and national identities.

## WG Strand 5: Economic Development

Humans have created complex and varied economic systems. These systems, whether based on free markets or other structures, have various levels of development, infrastructure, and divisions of labor. ~~They~~ Economic systems are influenced by their unique landscapes and resources, and their locations influence patterns of interconnections with other economic systems. Geographers can use the insights they learn about economic development to identify patterns or propose solutions to vexing complex issues.

**Possible Guiding Questions to Consider:**

- What constitutes a state as developed, and who defines that?
- How does culture manifest itself in the development of economic systems?
- How does geography influence how people make a living?
- Why have some places developed more rapidly than others?
- What are some of the economic patterns evident in more-developed countries and less-developed countries?
- Why are economic activities located where they are, sometimes in unexpected or unconventional places?
- What are the challenges of sustainable development?

**WG Standard 5.1:** Students will explain the essential attributes of a developed economy and the patterns of development that differentiate a less-developed country places from a more-developed country places.

**WG Standard 5.2:** Students will describe and compare the function and distribution of economic activities in primary, secondary, and tertiary sectors.

**WG Standard 5.3:** Students will explain key economic concepts and what the implications are for the production, exchange, distribution, and consumption of goods and services.

**WG Standard 5.4:** Students will cite examples of ~~global~~ various levels of economic interdependence between nations and peoples.

**WG Standard 5.5:** Students will describe the costs, benefits, and sustainability of development, such as rates of poverty, standards of living, the impact on indigenous people, environmental changes, gender equality, and access to education.

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# WORLD HISTORY

World History 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 are intended to add personal relevance and deepen students' understanding of the 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, thematically, or regionally, but are arranged and organized in these standards into chronological periods. Periodization is an organizational tool historians use to make connections and draw distinctions. Periods are flexible ways of making meaning, and may overlap in chronology.

## Civic Preparation

One of the fundamental purposes for public schools is the preparation of young people for civic engagement in solving local and global problems. The future progress of our communities, state, nation, and world rests upon the preparation of young people to understand the interconnections and interactions between their local, national, and global communities in order to make reasoned and far-reaching decisions. The study of world history supports students in understanding how human and natural systems interact and connect places to each other. Historically-literate students can better participate in their communities and the world in a responsible, informed and civically-minded way. The skills and habits of mind that students develop as they study world history will nurture their sense of citizenry, and civic awareness and global consciousness awareness.

To that end, throughout this course, students should have ample opportunities to:

- Apply historical analysis and reasoning to identify, examine, and rationalize a variety of issues facing local, national, and global communities today.
- Consider various perspectives including political, historical, economic, cultural, and environmental aspects to analyze and explain current events.
- Develop and demonstrate the values that sustain America's democratic republic including open-mindedness, engagement, truthfulness, honesty, problem-solving, responsibility, diligence, resilience, empathy, self-control, and cooperation.

## Foundational Social Studies Disciplinary Skills

It is vital that students develop skills using the unique approaches found in the social studies disciplines. Students will use historical thinking to analyze, evaluate, and use historical evidence, including primary and secondary sources, artifacts, photographs, art, the writing of historians, historical fiction, and historical resources of other genres, such as museum exhibits and websites, to independently construct and defend in writing their interpretations of historical eras and events. They will corroborate their sources of evidence, and place their interpretations within historical contexts.

Among other elements of historical thinking, students should have opportunities to consider the concept of *historical significance*. Of all the events that have happened in the past, historians determine those that are significant enough for study. Led by their teachers, students should have opportunities to consider and discuss the relative significance of diverse events.

Further, students should develop skills associated with the disciplines of geography, political science, and economics, most notably the ability to construct arguments using the evidence, texts, and tools valued within each discipline. These skills are embedded within the standards in places that seem particularly appropriate. However, local educational agencies and/or teachers can use their discretion to integrate skill instruction in a manner that meets local needs.

### **A Note on the Organization of the Utah Standards in All Core Areas**

Utah 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 the 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 of the content and skills.

## **WH Strand 1: Prehistory to the Neolithic Revolution**

(ca. 150,000 B.C./B.C.E. – 1,000 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 between individuals and societies grew. Land ownership became more important. ~~resulting in war~~. Specialization and trade became possible. Large-scale warfare became more common. Written records were needed. The changes that resulted from farming created a substantially different world, leading to the formation of the first civilizations and shaping world history.

### **Possible Guiding Questions to Consider:**

- According to historians and archaeologists, what were the advantages and disadvantages of living as hunter-gatherers, pastoralists, and farmers?
- What is a civilization and how does one form?
- In what ways do civilizations influence one another?
- What was the status of women in nomadic societies and how did their status change with the advent of farming?
- What common geographic factors led to the development of farming in diverse locations around the world?
- Should the Neolithic Revolution really be considered a revolution? Why or why not?
- What are the similarities and differences between diverse writing and record keeping systems that developed around the world?

- Why did civilizations develop in diverse places in roughly the same period?

**WH Standard 1.1:** Students will analyze the differences and interactions between sedentary farmers, pastoralists, and hunter-gatherers.

**WH Standard 1.2:** Students will use geographic concepts to explain the factors that led to the development of civilization and will compare and contrast the environmental impact of civilizations, pastoralists, and hunter-gatherers.

**WH Standard 1.3:** Students will use artifacts and early written records to make inferences about the significance of technological development and diffusion, particularly including writing, in Mesopotamia, Egypt, the Indus River civilization, and the Huang He (Yellow) River civilization.

**WH Standard 1.4:** 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).

## WH STRAND 2: The Rise of Classical Societies

(ca. 1000 ~~B.C.~~/B.C.E. – 900 ~~A.D.~~/C.E.)

The classical civilizations of the Mediterranean (Egypt, ancient Israel, Greece, and Rome), Persia, China, India, and other regions have had a significant 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.

### Possible Guiding Questions to Consider:

- How can new ideas lead to political and social change?
- How are the ideas of a culture reflected in art, sculpture, and architecture?
- How do new ways of thinking affect the ways people respond to their surroundings?
- Why did many of the great world religions and philosophies develop at roughly the same time period?
- How did these great world religions and philosophies influence their region through cultural diffusion?
- How did each civilization find diverse solutions to similar problems such as record keeping, government structure, and nomadic threats?
- What are the features of a civilization that lead historians to label it “classical”?
- What patterns existed in the treatment of women across classical civilizations?
- How did diverse civilizations justify and perpetuate social class and gender inequalities?
- Which classical civilizations had contact with other civilizations and how did contact or isolation shape each civilization?
- What patterns existed in the spread of world religions?
- What is the evidence today of the impact of classical civilizations?

- What can the study of archaeology, ancient texts, and art tell us about the economies, governments, religions, communities, and other aspects of the cultures of these early peoples?

**WH Standard 2.1:** Students will identify and explain patterns in the development and diffusion and syncretism of world religions and philosophies including Judaism, Hinduism, Greek philosophy, Confucianism, Buddhism, Christianity, Islam. ~~Buddhism, Christianity, Confucianism, Greek philosophy, Hinduism, and Judaism.~~

**WH Standard 2.2:** Students will use primary sources to identify patterns in the ~~codification~~ stratification of social and gender structures across classical civilizations.

**WH Standard 2.3:** Students will make evidence-based inferences about the cultural values of classical civilizations, using artistic expressions of various genres as primary sources.

**WH Standard 2.4:** Students will explain the impact of early trans-regional trade on the diffusion of religion, ideas, technology, and other aspects of culture.

**WH Standard 2.5:** Students will construct an argument for the significant and enduring political, economic, technological, social, or other cultural contributions of classical civilizations.

## WH STRAND 3: An Age of Expanding Connections

(ca. 500 A.D./C.E. – 1450 A.D./C.E.)

The collapse of classical civilizations ushered in an era of unprecedented connections, 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. This 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. In spite of their relative isolations, civilizations flourished in the Americas. Mongolian conquerors linked many centers of civilization in unprecedented ways.

### Possible Guiding Questions to Consider:

- How did the development of civilizations in the Americas compare with the development of civilizations in other locations?
- How were those in the Americas able to become advanced in spite of their relative isolation from other civilizations?
- How did geographic features, such as the monsoon winds on the Indian Ocean, the Sahara Desert, and the Strait of Malacca, promote or prohibit trade?
- How did merchant activity and the practice of pilgrimage enrich the Islamic world's knowledge of geography?
- Why do many modern historians place greater historical significance on the Mongol Empire than they do on classical Greece or Rome?
- Why do historians now question the notion of the "Dark Ages" in Europe?

~~**WH Standard 3.1:** Students will explain the development, diffusion, and historical significance of Islam.~~

**WH Standard 3.21:** Students will use patterns in trade and settlement to explain how geographic features such as the Indian Ocean, the Saharan Desert, the Atlantic and Pacific Oceans, the Strait of Malacca, and the Mediterranean Sea supported or impeded trade.

~~**WH Standard 3.32:** Students will evaluate historians' interpretations regarding the patterns in the development of civilizations in the Americas in comparison to other places in the world.~~

**WH Standard 3.43:** Students will evaluate the long term effects of the Mongol conquest, such as the diffusion of ideas, technologies, and disease.

~~**WH Standard 3.54:** Students will explain the social, political, religious, technological, and economic changes in medieval Europe that created a context for later European colonization.~~

~~**WH Standard 3.65:** Students will identify patterns in the diffusion of technology, writing, religion, political systems, and other elements of civilization using case studies, such as the Chinese impact on Japan, the Arabic impact on Mali, the Byzantine impact on Russia, the Roman impact on Europe, and the Olmec impact on later American civilizations.~~

## **WH STRAND 4: Global Interactions**

(ca. 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. Global connections 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. Societies who previously had little contact with civilization centers were no longer isolated. The world seemed smaller as global integration, diplomacy, and world trade became more complex. In response, new ways of understanding the world emerged.

**Possible Guiding Questions to Consider:**

- How and why do historians create terms like “Columbian Exchange”?
- How did the Columbian Exchange and Renaissance change life on almost every continent?
- What impact did colonization have on the development of the concept of race and the growth of racism?
- What factors led to Europe’s rise from a relative backwater region to a global power?

- Why did some societies continue to live as hunter-gatherers or Stone Age farmers when most societies around the world adopted metallurgy, intensive agriculture, complex trade networks, and intricate bureaucratic governments?
- ~~Why were Europeans able to penetrate into the American continent in the 17<sup>th</sup> and 18<sup>th</sup> centuries but were primarily limited to the coasts of other continents until the 19<sup>th</sup> century?~~

**WH Standard 4.1:** Students will compare the development of Europe’s maritime empires with land-based empires, such as those of the Ottoman Turks, Chinese, and Russians.

**WH Standard 4.2:** Students will develop an interpretation of whether ideas embodied in movements such as the Renaissance, religious reformations, scientific revolution, and the Enlightenment led to a changing balance of world power.

**WH Standard 4.3:** Students will describe the complex cultures of indigenous societies, such as those in Polynesia, Sub-Saharan Africa, Australia, and the Americas.

**WH Standard 4.4:** Students will analyze the long-term effects of the Columbian exchange.

**WH Standard 4.5:** Students will compile and corroborate primary sources as evidence to explain the impact of global exchange and colonization.

## WH STRAND 5: Revolutions, Industrialization and Empires

(ca. 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 political innovation, with 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.

**Possible Guiding Questions to Consider:**

- How did political events and philosophies in Great Britain influence later revolutions around the world?
- How did independence movements in Latin America compare to that of the United States?
- How did the independence movements and/or revolutions in the United States, Haiti, and France impact subsequent revolutions?
- What is the difference between a political revolution, a social revolution, and an independence movement?
- Did the benefits of the Industrial Revolution outweigh the global costs? What are the global costs and benefits of the Industrial Revolution?

- Were there cause and effect relationships between industrialization and imperialism?
- What were the major “push” and “pull” factors that created global patterns in emigration and immigration?
- What arguments were used to justify imperialism?

**WH Standard 5.1:** Students will identify the cause and effect relationships between absolutism, nationalism, and the political and social revolutions of the 18<sup>th</sup> and 19<sup>th</sup> centuries.

**WH Standard 5.2:** Students will analyze the underlying and immediate causes and immediate and long-term effects of the Industrial Revolution on nations that industrialized and those that did not.

**WH Standard 5.3:** Students will use a variety of data to identify push-pull factors effecting migration during the Industrial Revolution.

**WH Standard 5.4:** Students will use primary sources and evidence to evaluate the leading intellectual movements such as realism, romanticism, mercantilism, capitalism, nationalism, and Marxism.

**WH Standard 5.5:** Students will compare and contrast the long lasting effects of imperialism on a global scale.

**WH Standard 5.6:** Students will identify the key ideas and characteristics of the political, economic, and intellectual revolutions present in current conditions, such as a contemporary revolution, a social movement, or an independence movements.

## WH STRAND 6: Global Conflicts

(ca. 1914 A.D./C.E.— 1989 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. Many African and Latin American nations struggled to free themselves from the legacies of imperialism within the context of the Cold War. The postwar era saw early shifts in power to two superpowers.

### Possible Guiding Questions to Consider:

- What economic forces contributed to 20<sup>th</sup> century global conflicts?
- How were independence movements of different eras similar or different?
- How can case studies or microhistories of specific genocides, epidemics, technological developments, population movements, or reform efforts help us understand global patterns?
- How are genocides justified and carried out?
- How did art and literary movements reflect reactions to global events and ideas?

- What struggles were experienced by nations that were late to industrialize?
- What factors determined how nations aligned themselves during the Cold War?

**WH Standard 6.1:** Students will identify cause and effect relationships between World War I, the global Great Depression, and World War II.

**WH Standard 6.2:** Students will identify and compare patterns and tactics of othering and demonization that are evident in selected genocides in the 20<sup>th</sup> century.

**WH Standard 6.3:** Students will explain the political ideas at the heart of decolonization, independence movements, and the formation of new political systems, such as liberation theology, civil disobedience, autonomy, ~~apartheid, terrorism,~~ separatist movements, ~~ethnocentrism,~~ and pan-Africanism.

**WH Standard 6.4:** Students will use primary and other sources to contextualize and explain the intellectual and artistic responses to global conflict and economic instability, such as conservatism, cubism, fascism, liberalism, self-determination, socialism, surrealism, and new forms of music.

**WH Standard 6.5:** Students will use case studies to identify the reach and implications of the Cold War on daily life, such as the Vietnam War, Great Leap Forward, Berlin Wall, East and West Germany, NATO, the Warsaw Pact, proxy wars, music, culture, and the Olympics.

**WH Standard 6.6:** Students will make a case for the most significant social, political, and economic consequences of 20<sup>th</sup> century global conflicts and crises, such as human migration, genocide, poverty, epidemics, the creation of social welfare systems, the rise of dictators, the nuclear arms race, and human rights violations.

## WH STRAND 7: The Contemporary World

(ca. 1990 A.D./C.E. – 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 greater 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.

### Possible Guiding Questions to Consider:

- What predictions for the future can be made based on current demographic and urbanization trends?
- What are the advantages and disadvantages of participation in alliances such as the European Union or ~~NAFTA~~ NATO?

- What are the best ways to combat terrorism?
- Why does human trafficking appear to be on the rise and what can be done to reduce it?
- Should nations admit refugees who flee poverty, war, or political unrest?
- What is the role of developed nations in promoting the economic growth of underdeveloped nations?
- What are the most urgent international problems? What are the most promising ways to resolve those problems?
- ~~Are there values that transcend national boundaries?~~

**WH Standard 7.1:** Students will evaluate the role of global organizations, such as non-governmental organizations (NGOs), multi-national corporations, military alliances, and other international civic and political institutions within the increasingly global culture of the world.

**WH Standard 7.2:** 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.

**WH Standard 7.3:** Students will identify international human rights issues, seek and evaluate solutions, and share their ideas with appropriate public and/or private stakeholders.

**WH Standard 7.4:** Students will identify a pressing global problem and select the most promising political, technological, medical, or scientific advances being created to address those problems.

# UNITED STATES HISTORY II

United States History II addresses the making of modern America, highlighting the events and issues in United States history from the late Industrial Revolution to modern times, ~~emphasizing the 20<sup>th</sup> century.~~ Topics include, but are not limited to, the ~~early~~ Industrial Revolution, the Progressive movement, Imperialism and foreign affairs, the World Wars, the Great Depression, the Cold War, civil rights movements, the rise of terrorism, and modern social and political history.

The standards can be taught either chronologically or thematically, but are arranged and organized ~~in~~ ~~these standards~~ into chronological periods. Periodization is an organizational tool historians use to make connections and draw distinctions. Periods are flexible ways of making meaning, and sometimes overlap in chronology.

Effort should be made to help students make connections between the events and ideas of the past and their lives today. Contextualizing the study of modern America by helping students make connections across the span of U.S. history can enrich and deepen their understanding of their own place in the American story.

## 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 venues to nurture civic virtue, consider current issues, learn how to act civilly toward others, build a civic identity, and nurture global consciousness awareness. These skills, habits, and qualities of character will better prepare students to recognize and accept responsibility for preserving and defending their liberties.

To that end, throughout this course, students should have ample opportunities to:

- Engage in deliberative, collaborative, and civil dialogue regarding historical and current issues.
- Apply knowledge of government structure, historical concepts, geographic interrelationships, and economic principles to analyze and explain current events.
- Identify local, state, national, or international problems, will consider solutions to these problems, and will share their ideas with appropriate public and/or private stakeholders.
- Develop and demonstrate the values that sustain America's democratic republic such as open-mindedness, engagement, ~~truthfulness~~, honesty, problem-solving, responsibility, diligence, resilience, empathy, self-control, and cooperation.

## Foundational Skills of the Social Studies Disciplines

Students should develop skills associated with the disciplines of history, geography, political science, and economics, most notably the ability to construct arguments using the evidence, texts, and tools valued within each discipline. Of particular importance in a United States history course is developing the

reading, thinking, and writing skills of historians. These historical thinking skills include the ability to think critically about diverse forms of evidence, use evidence to construct interpretations, and defend these interpretations through argumentative historical writing. They will corroborate their sources of evidence, and place their interpretations within historical contexts.

Among other elements of historical thinking, students should have opportunities to consider the concept of *historical significance*. Of all the events that have happened in the past, historians determine those that are significant enough for study. Led by their teachers, students should have opportunities to consider and discuss the relative significance of diverse events.

These skills are embedded within the standards in places that seem particularly appropriate. However, local educational agencies and/or teachers can use their discretion to integrate skill instruction in a manner that meets local needs.

### **A Note on the Organization of the Utah Standards in All Core Areas**

Utah 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 II Strand 1: Industrialization**

(ca. 1840- 80 A.D./C.E. – 1920 A.D./C.E.)

The Industrial Revolution radically changed the daily lives of Americans. ~~Until the advent of the industrial revolution, life~~ The immense industrial growth in the 19<sup>th</sup> century was fueled by technological innovations, abundant natural resources, and a large unskilled labor force. Migration, urbanization, and immigration are trends that continue into contemporary times.

### **Possible Guiding Questions to Consider:**

- How did daily life change for many Americans as industrialization developed?
- What role does industrialization play in the United States today?
- What key events laid the framework for the growth of industry, mining, agriculture, and human movement?
- ~~What is the impact of industrialization on former plantation systems and the institution of slavery?~~
- How ~~do~~ did employment opportunities influence immigration and internal migration patterns?
- What were the major “push” and “pull” factors influencing migration to and within the United States, and how did immigrants change culture and politics?
- What challenges in employment did immigrants face?
- What are the relationships between industrialism and the rise of consumerism in the U.S.?
- Why is the Industrial Revolution sometimes considered two events? What was distinct about the “Second Industrial Revolution?”

- ~~Should industrial leaders be considered “captains of industry” or “robber barons”?~~
- How could industrial leaders be considered both ‘captains of industry’ and “robber barons”?

**US II Standard 1.1:** Students will assess how innovations in transportation, science, agriculture, manufacturing, technology, communication, and marketing transformed America in the 19th and early 20th centuries.

**US II Standard 1.2:** Students will explain the connections between the growth of industry, mining, and agriculture and the movement of people into and within the United States.

**US II Standard 1.3:** Students will analyze the causal relationships between industrialization and the challenges faced by the growing working classes in urban settings.

**US II Standard 1.4:** Students will use historical evidence to compare ~~the contributions of~~ how industrial capitalist leaders used entrepreneurship, free markets, and strategies to build their businesses. over time.

## US II Strand 2: Reform Movements

(ca. 1840 80 A.D./C.E. – 1920 A.D./C.E.)

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 reform movements and recruit new members. The women’s suffrage movement, the Progressive movement, ~~the culmination of the abolition movement~~, the rise of the temperance movement, and the growth of a number additional of labor, health, and educational reform movements developed as individuals and groups worked to solve society’s new challenges.

**Possible Guiding Questions to Consider:**

- Why do people turn to reform movements?
- What conditions must exist for a reform movement to begin?
- Were there methods used to bring about change that were more successful than others?
- How have today’s social and political reforms been impacted by those that took place from the 18480s to the 1920s?
- How is daily life today influenced by earlier social and political reform movements?
- What is the process required to amend the US Constitution? What inferences can we make about U.S. history by studying amendments to the Constitution?

**US II Standard 2.1:** Students will use primary and secondary sources to identify and explain the conditions that led to the rise of reform movements, such as ~~abolition~~ organized labor, suffrage, and temperance.

**US II Standard 2.2:** Students will explain how social reform movements influenced Constitutional amendments and changes to laws and democratic processes.

**US II Standard 2.3:** Students will evaluate the methods reformers used to bring about change, such as imagery, unions, associations, writings, initiative, recall, and referendum.

**US II Standard 2.4:** Students will evaluate the short- and long-term accomplishments and effectiveness of social, economic, and political reform movements.

## US II Strand 3: America on the Global Stage

(ca. 1890 A.D./C.E. – 1920 A.D./C.E.)

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. ~~As an imperialist power,~~ The U.S. increased its role in the world and became enmeshed in global conflicts. Decisions related to isolationism or interventionism continue to be made today.

### Possible Guiding Questions to Consider:

- How does the US decide when or why to intervene in world affairs?
- What were the arguments made for the United States expansion into territories?
- What are examples of unintended consequences that result from isolationism and interventionism?
- What are the cases made for isolationism and for interventionism?
- How did the cultural diversity of the U.S. change during this era?
- How did America's involvement in World War 1 change and transform American history?

~~**US II Standard 3.1:** Students will trace America's role in foreign affairs from the American Revolution through the end of the 20<sup>th</sup> century, such as traditional alliances, Monroe Doctrine, Mexican-American War, treaties, and trade relations.~~

~~**US II Standard 3.2 1:** Students will describe how the role of the US in world affairs changed at the turn of the 20<sup>th</sup> century and evaluate the arguments used to promote or discourage involvement in world affairs, such as "Big Stick," Mahan, Roosevelt Corollary, and Anti-imperialist League.~~

~~**US II Standard 3.3 2:** Students will examine and evaluate the role of the media and propaganda in promoting involvement in foreign affairs, using events such as the Spanish American War and World War I.~~

~~**US II Standard 3.4 3:** Students will evaluate the positive and negative impacts of imperialism on the U.S. and the U.S. territorial interests, such as the Philippines, Cuba, Guam, Hawaii, Panama, and Puerto Rico.~~

~~**US II Standard 3.5 4:** Students will explain the causes for U.S. involvement in World War I and the effects of the war on the home front, such as migration, trade, sedition act, shortages, voluntary rationing, and the Spanish Flu.~~

## US II Strand 4: Traditions and Social Change

(ca. 1920 A.D./C.E. – 1970 A.D./C.E.)

Traditions and cultural norms help bind people and nations together; sometimes, those holding fast to traditions find themselves in tension with others who push for reform. 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 20s,” and the subsequent emergence and ascendancy of social change and civil rights movements. 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.

### Possible Guiding Questions to Consider:

- How have opportunities and personal freedoms changed over time for different groups of Americans?
- How do historians determine causal factors that lead to social changes?
- What functions do traditions serve in communities and cultures?
- Why do historians refer to the 1920s as “roaring”?
- To what degree have the main objectives of the various civil rights movements from this period been attained?
- Why did the Vietnam war inspire counter-cultural movements?

**US II Standard 4.1:** Students will develop and defend an interpretation of why cultural clashes occurred in the 1920s, citing examples such as science vs. religion, rural vs. urban, Prohibition proponents vs. opponents, and nativism vs. immigration.

**US II Standard 4.2:** Students will use case studies involving African-American Civil Rights leaders and events to compare, contrast, and evaluate the effectiveness of various methods used to achieve reform, such as civil disobedience, legal strategies, and political organizing.

**US II Standard 4.3:** Students will identify the civil rights objectives held by various groups, assess the strategies used, and evaluate the success of the various civil rights movements in reaching their objectives, paying specific attention to American Indian, women, and other racial and ethnic minorities.

**US II Standard 4.4:** Students will identify significant counter-cultural movements of the 20<sup>th</sup> century as well as the reactions and counter-arguments to those movements, using examples such as the Beatniks, hippies, and the anti-Vietnam war movement.

## US II Strand 5: Economic Boom, ~~and~~ Bust, and the Role of the Government

(ca. 1920 A.D./C.E. — 1940 A.D./C.E.)

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 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.

**Possible Guiding Questions to Consider:**

- What were the post WW1 economic conditions and policies that led to the boom of the 1920's?
- What are the pros and cons of government involvement during economic crises?
- How and why are segments of a population effected differently by periods of economic boom and bust?
- What was the impact of New Deal policies on the Great Depression?
- What is the relationship between economic factors and international conflicts?
- How did the Great Depression affect families?
- What role did the Great Depression and the Dust Bowl play in the extensive internal migration of this era?

**US II Standard 5.1:** Students will investigate how individual and institutional decisions made during the 1920s, such as over-production, buying on credit, poor banking policies, and stock market speculation, helped lead to the boom of the 1920's and then the Great Depression.

**US II Standard 5.2:** Students will use evidence to investigate the effectiveness of the New Deal as a response to economic crises.

**US II Standard 5.3:** Students will explain how economic and environmental conditions, including the Dust Bowl, impacted daily life and demographic trends during the Great Depression.

**US II Standard 5.4:** Students will craft an argument regarding the ~~most effective~~ role of government in responding to economic conditions after learning about capitalism and other economic systems, historic cycles of boom and bust, and the New Deal, ~~the Great Society, and supply side economics.~~

## **US II Strand 6: Another Global Conflict and the Beginnings of the Cold War**

(ca. 194030 A.D./C.E. – 1950 A.D./C.E.)

World War II transformed American society and redefined the United States' role in global affairs. The war produced 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.

**Possible Guiding Questions to Consider:**

- How did decisions that leaders made in WWII change the rules of warfare?
- What were the arguments made for entering into a tactic of “total war”?
- How do conflicts escalate to become global conflicts?
- What were the interests and primary objectives of the US in entering into WWII?
- How was the impact of World War II reflected in the culture of the United States home front?
- How did the events of World War II set the stage for the cold war?
- How did the United States seek to halt the spread of communism in Europe?

**US II Standard 6.1:** Students will assess the causes and consequences of America’s shift from isolationism to interventionism in the years leading up to World War II.

**US II Standard 6.2:** Students will use primary sources to describe the impact of World War II on the home front and the long-term social changes that resulted from the war, such as the baby boom, women in the workplace, and teenage culture.

**US II Standard 6.3:** Students will cite and compare historical arguments from multiple perspectives regarding the use of “total war” in World War II, focusing on the changing objectives, weapons, tactics, and rules of war, such as carpet bombing, civilian targets, the Holocaust, and the development and use of the atom bomb.

**US II Standard 6.4:** Students will research and prioritize the most significant events in the US and USSR’s transition from World War II allies to Cold War enemies and superpowers.

**US II Standard 6.5:** Students will evaluate the impact of using international economic aid and diplomacy to secure national interests, specifically citing case studies of America’s investment in war-torn nations following the war, such as the Marshall Plan and the Berlin Airlift.

## **US II Strand 7: The Cold War Era and a Changing America**

(ca. 1950 A.D./C.E.— 2000 A.D./C.E.)

~~Competing~~ Cold War ideologies have shaped American life and influenced foreign policy 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 uncertainty in global affairs. American interests in the Middle East helped have complicated international policies. Differing political philosophies spurred debates over the size and role of

government- Throughout the era, American society, education, culture, and politics were shaped by Cold War tensions, technological developments, and changing demographics.

**Possible Guiding Questions to Consider:**

- ~~• Was the Cold War inevitable?~~
- How did the Cold War shape domestic policies, foreign policies, and popular culture?
- What lessons can be learned from the Vietnam and Korean wars?
- How was McCarthyism a reflection of Cold War tensions?
- How did the wartime technologies lead to peacetime innovations, such as nuclear weapons/power, space exploration, computers, and communication?
- What were the main goals of President Johnson's Great Society?
- What philosophy regarding the role of government influenced President Reagan's New Federalism?
- How did America's relationship with Israel impact its relationship with other Middle Eastern nations?
- How has American culture been influenced by technological developments?
- How did the Watergate crisis demonstrate the strengths and weaknesses of modern US politics?

**US II Standard 7.1:** Students will compare the causes, major events, military tactics, and outcomes of the Korean and Vietnam Wars.

**US II Standard 7.2:** Students will use government documents and other primary sources to investigate the motives behind a ~~specific~~ Cold War policy, event, or foreign operation, such as Truman Doctrine, containment, the domino theory, the Korean conflict, the Bay of Pigs invasion, the Cuban Missile Crisis, the Vietnam War, and Olympic boycotts.

**US II Standard 7.3:** Students will develop interpretations of the impact of the Cold War on American society and culture using evidence such as cultural artifacts from the Cold War era, oral histories, and primary sources.

**US II Standard 7.4:** Students will explain how Reagan's neo-conservatism differed from the policies of previous presidential administrations of this era, most notably Johnson's Great Society.

**US II Standard 7.5:** Students will use evidence to demonstrate how technological developments (such as television and social media), government policies (such as Supreme Court decisions), trends (such as rock and roll or environmental conservation), and/or demographic changes (such as the growth of suburbs and modern immigration) have influenced American culture.

**US II Strand 7.6:** Students will use historical events and trends associated with American policies toward Israel and Middle Eastern nations and groups to make suggestions for current policies.

~~**US II Standard 7.4:** Students will construct an argument regarding the most appropriate role for America to play in foreign affairs after the fall of the Soviet Union.~~ (Note: Moved to possible guiding question in next strand.)

## US II Strand 8: The 21<sup>st</sup> Century United States

(ca. 2000 A.D./C.E. – 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 surface in current events: ~~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.

### Possible Guiding Questions to Consider:

- How are newspapers, magazines, blogs, and other contemporary expressions the “rough drafts” of history?
- How do we know what events or trends are of historical significance when we are living in the middle of them?
- How has US foreign policy ~~during the Cold War~~ had an effect on the War on Terror?
- What is the most appropriate role for America to play in foreign affairs after the fall of the Soviet Union?
- How does the US dependency on oil shape foreign policy decision making?
- In what ways has social media impacted the continuity and change of reform movements?
- How has global trade transformed local communities? (i.e. mom and pop store, jobs, manufacturing)
- How are people working and organizing to respond to systemic domestic problems such as economic inequality, racism, or environmental degradation.

**US II Standard 8.1:** Students will select the most historically significant events in the 21<sup>st</sup> century and defend their selection.

**US II Standard 8.2:** Students will apply historical perspective and historical thinking skills to propose a viable solution to a pressing economic, environmental, or social issue, such as failing social security, economic inequalities, the national debt, oil dependence, water shortages, global climate change, pandemics, pollution, global terrorism, poverty, and immigration.

**US II Standard 8.3:** Students will use evidence from recent events and historical precedents to make a case for the most significant opportunities the country will have in the future.

DRAFT

# UNITED STATES GOVERNMENT AND CITIZENSHIP

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 the United States. Upon completion of this course the student will understand the major ideas, protections, rights, structures, and economic systems that affect the life of a citizen in the United States. Additionally, students will practice the skills needed to conduct inquiries, weigh evidence, make informed decisions, and 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.

## Foundational Practices for 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 liberties, as well as the rights and liberties of others, and to balance personal preferences with the common good. Social studies and history classrooms are the ideal venue to nurture civic virtue, consider current issues, practice acting civilly toward others, build a civic identity, and nurture global awareness. These skills, habits, and qualities of character will better prepare students to recognize and accept responsibility for preserving and defending their liberties secured by the Constitution.

To reach these ends, student should have ample opportunities to:

- Engage in deliberative, collaborative, and civil dialogue regarding historical and current issues.
- Apply knowledge of governmental structure, historical concepts, geographic interrelationships, and economic principles to analyze and explain current events.
- Identify local, state, national, or international problems, consider solutions to these problems, and share their ideas with appropriate public and/or private stakeholders.
- Develop and demonstrate values that sustain America's democratic republic, such as open-mindedness, engagement, honesty, problem-solving, responsibility, diligence, resilience, empathy, self-control, and cooperation.

## A Note on the Organization of the Utah Standards in All Core Areas

The United States Government and Citizenship 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 Principles

The framework of the United States Constitution and the functions of government are guided by principles essential for our 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 found in the Constitution are present in many of the issues of the day.

## Possible Guiding Questions to Consider:

- How are the principles of government embedded in the Constitution?
- ~~What were some significant flaws in the Articles of Confederation?~~
- How did the shortcomings in the Articles of Confederation lead to the development of the Constitution?
- How is *e pluribus unum* related to the concept of federalism?
- Why is an independent judiciary so essential to our democracy? What are some of the fundamental purposes of judicial review?
- ~~How has society changed as a result of judicial review?~~
- How is judicial review a reflection of and a response to changes in our history?
- ~~What role do lobbyists and special interest groups play in political processes?~~

**US GOV Standard 1.1:** Students will ~~trace~~ explain how ideas, documents, challenges, and events such as the rule of law, the social contract, compromise, the Declaration of Independence, the Articles of Confederation, Shays' Rebellion, and the Federalist Papers, significantly influenced the United States Constitution.

**US GOV Standard 1.2:** Students will describe the structure of the United States' form of government, a compound constitutional republic, including the ideas of federalism, checks and balances, separation of powers, the commerce, elastic, and supremacy clauses, popular sovereignty, and limited government.

**US GOV Standard 1.3:** Students will explain the organization, functions, and processes of the United States government, such as the purpose of the President's cabinet, the function of judicial review, and how a bill becomes a law, and apply that understanding to current issues.

# US GOV Strand 2: Civil Liberties, Civil Rights, and Responsibilities

American citizenship brings with it civil liberties, civil rights, and responsibilities. Students must know their rights and responsibilities and understand the extent of those rights. Students should be able to defend their own rights and the rights of others, understanding that the Constitution and its amendments 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.

### Possible Guiding Questions to Consider:

- What are the civil rights and liberties codified in the Constitution?
- What is the relationship between a successful, functioning republic and a civically-responsible population?
- How have the rights and liberties in the Constitution been interpreted and applied over time?
- How has the definition of citizen changed over time?

**US GOV Standard 2.1:** Students will use historic and modern case studies, including Supreme Court cases, amendment initiatives, and legislation to trace the application of civil liberties, civil rights, and responsibilities spelled out in the Constitution, the Bill of Rights, and other amendments.

**US GOV Standard 2.2:** Students will examine various perspectives on a current rights-related issue, take a position, defend that position using the Constitution and Bill of Rights, historical precedents, Supreme Court decisions, and other relevant resources, and share that position, when possible, with relevant stakeholders.

**US GOV Standard 2.3:** Students will explain the purpose and importance of fulfilling civic responsibilities, including serving on juries, voting, serving on boards and committees, remaining well-informed, contacting elected officials, and other duties associated with active citizenship.

## US GOV Strand 3: Distribution of Power

The Constitution distributes authority between the legislative, executive, and judicial branches. Additionally, power embedded in the federalist system, or compound constitutional republic, is distributed between the federal, state, and local governments. American Indian tribal governments maintain a unique relationship with other levels and branches of government, adding yet another dimension for consideration. Finally, individuals and groups use a range of strategies and methods for wielding their own political power.

### Possible Guiding Questions to Consider:

- How is political power distributed? How can it be attained?
- What political power do individuals possess?
- What are issues that cause friction between local, state, sovereign tribal, and/or the federal government, and how can these tensions be resolved?
- What functions do political parties serve?
- How do people determine their affiliations with political parties, special interest groups, or other causes or movements?
- What role do lobbyists and special interest groups play in political processes?

**US GOV Standard 3.1:** Students will explain the distribution of power among national, state, tribal, and local governments in order to identify how needs are met by governance systems.

**US GOV Standard 3.2:** Students will explain the processes and motivations for how and why people organize to participate in civic society, such as developing political affiliations, joining political

parties, and supporting special interest groups and other non-governmental or non-partisan civic organizations, and evaluate the political impact of those affiliations.

**US GOV Standard 3.3:** Students will use data to evaluate election results and explain election processes and strategies.

## US GOV Strand 4: Fiscal Policies and Decisions

Fiscal policies can have profound implications in the daily lives of citizens. 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 principles to make informed decisions, knowing that economic policies are a reflection of economic philosophies and values

**Possible Guiding Questions to Consider:**

- What role should the government play in domestic economic policy?
- What are the best uses of taxes and fees?
- How should a local government decide budget priorities such as 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?

**US GOV Standard 4.1:** Students will examine the fiscal decisions governmental agencies must make and the economic philosophies that guide those decisions.

**US GOV Standard 4.2:** Students will explain how government services and other budget priorities are funded through various forms of revenue streams, such as fees, bonding, and regressive and progressive taxes, including property taxes, income taxes, and sales taxes.

**US GOV Standard 4.3:** Students will propose and defend budget priorities at either the local, state, tribal, or federal levels, and share their findings with appropriate stakeholders.

## US GOV Strand 5: 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.

**Possible Guiding Questions to Consider:**

- How do we determine what is in our national interest and how should that determination guide our foreign policy?
- What are the best ways to insure the future economic health of the United States?

- What role should the United States play in addressing global economic, environmental, or social issues?

**US GOV Standard 5.1:** Students will analyze the constitutional process of creating foreign policy and the structures through which the federal government interacts with foreign governments, such as the Department of State, treaties, agreements, and alliances.

**US GOV Standard 5.2:** Students will analyze the justification for, and effectiveness of, specific foreign policy positions, such as military intervention, isolationism, alliance formation, economic sanctions, or other security measures.

**US GOV Standard 5.3:** Students will evaluate how global economic interdependence and international trade policies affect the economy of the United States.

**US GOV Standard 5.4:** Students will craft an argument for an appropriate role for the United States to take in addressing a global economic, environmental, or social issue such as humanitarian aid, migration, pandemics, or the loss of wildlife habitat.

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**Utah Secondary Social Studies Standards  
Final Draft**

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# Utah Secondary Social Studies Standards

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# UTAH STUDIES

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. Within these standards, Utah Studies offers an opportunity for students to learn about their own families and cultures as well as others.

The Utah Studies standards are based on four social studies disciplines: history, geography, economics, and civics. Students will explore the complex history of Utah, with examples of creativity, sacrifice, conflict, innovation, inequity, compromise, and leadership. Students will also learn about Utah's diverse physical geography, encounter Utah's economic systems and dynamics, and explore local and statewide political systems.

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

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

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

Historical context and chronology can also provide an organizing structure for understanding Utah's geography, economics, and politics. While the standards can be taught thematically, they are arranged and organized in these standards into five historical periods:

- **Prehistory – 1847.** Thousands of years encompassing the development of complex American Indian ways of life and the beginnings of European exploration.
- **1847 – 1896.** The exploration and settlement of Utah by Mormon and other pioneers, and the transition from territory to Utah statehood.
- **1896 – 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 through the 2002 Winter Olympics.
- **2003 – Present.** Utah's recent past, the present, and planning for the future.

Whether teachers organize their course thematically or chronologically, students will engage in inquiry using the tools, conceptual understandings and language of historians, geographers, economists, and political scientists at a developmentally appropriate level. Students will craft arguments, apply reasoning, make comparisons, and interpret and synthesize evidence as historians, geographers, economists and political scientists. They will corroborate their sources of evidence, and place their interpretations within historical contexts.

Among other elements of historical thinking, students should have opportunities to consider the concept of *historical significance*. Of all the events that have happened in the past, historians determine those that are significant enough for study. Led by their teachers, students should have opportunities to consider and discuss the relative significance of diverse events.

Students will 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 make connections between course content and current issues, helping deepen their understanding of the context and complexity of civic life and preparing them for civic engagement.

## Civic Preparation

Civic engagement is one of the fundamental purposes of education. The preparation of young people for participation in America's democratic republic is vital. The 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 interests with the common good. Social studies classrooms are the ideal locations to foster civic virtue, consider current issues, learn how to act civilly toward others, build a civic identity, and build an awareness of global issues. These skills, habits, and qualities of character will prepare students to accept responsibility for preserving and defending their liberties.

To reach these ends, student should have ample opportunities to:

- Engage in deliberative, collaborative, and civil dialogue regarding historical and current issues.
- Identify local, state, national, or international problems, engage with solutions to these problems, and share their ideas with appropriate public and/or private stakeholders.
- Apply knowledge of government structure, historical concepts, geographic interrelationships, and economic principles to analyze and explain current events.
- Develop and demonstrate values that sustain America's democratic republic, such as open-mindedness, engagement, honesty, problem-solving, responsibility, diligence, resilience, empathy, self-control, and cooperation.

## A Note on the Organization of the Utah Standards in All Core Areas

Utah 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 the 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 of the content and skills.

# UT Strand 1: Native Innovations and Adaptations

(Prehistory – ca. 1847 C.E.)

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's distinctive geographic regions. Prehistoric artifacts tell us much about their lives and cultures. For centuries the historic tribes of Utah, the Goshute, Navajo, Paiute, Shoshone, and Ute, adapted to their ever-changing environment, especially after they came into contact with European explorers in 1776. Nearly a century of trade relations transpired while Utah was part of the Spanish Empire, and later, Mexico. These nations remain essential and active members of the Utah community.

## Possible Guiding Questions to Consider:

- How do cultures meet their economic and social needs?
- What can the study of archaeology tell us about the economies, communities, and other aspects of the cultures of these early peoples?
- Why is it vital to protect archaeological sites in Utah?
- What role did geography play in the innovations created by Utah's Fremont and Ancestral Puebloan peoples?
- What is the historical significance of the Dominguez and Escalante expedition?
- How do economic systems, such as the trade networks Europeans developed with American Indian communities, shape and spread cultures?
- Is conflict inevitable when cultures interact?
- How did the arrival of European and American trappers alter the human geography of Utah?
- How did Chief Walker's leadership, and the leadership of other American Indians, influence the reaction of American Indians to newcomers to the territory?
- How do the current ways of life of Utah's Native American tribes reflect changes and continuities?

**UT Standard 1.1:** Students will make evidence-based inferences about the complex ancient cultures in Utah after studying artifacts from the prehistoric era. (history)

**UT Standard 1.2:** Students will analyze and explain the interactions and interconnections between the physical characteristics of Utah and American Indian cultures using a range of texts, oral histories, and geographic inquiry. (geography)

**UT Standard 1.3:** Students will explain the economic activity of a prehistoric and/or historic American Indian tribal community by using basic economic concepts, including supply, demand, trade, and scarcity. (economics)

**UT Standard 1.4:** Students will analyze primary and secondary sources to explain causes and effects of European-American exploration, including the response and involvement of Utah's American Indian tribes. (history)

**UT Standard 1.5:** Students will describe the cultural change and continuity of at least one of Utah's current sovereign nations as it has responded to changing political, social, and economic forces. Students will use a variety of resources that may include written primary and secondary sources, oral histories, photographs, artifacts, and art. (economics, civics)

## **UT Strand 2: Utah's Diverse Peoples**

(ca. 1847 – 1896)

The arrival of European immigrants in Utah launched a period of immigration, dramatic cultural change, and conflict among Utah's many diverse peoples. This period begins with the Mormon migration, expansion of settlement in the Great Basin and Colorado Plateau, and accompanying political conflict, wars, and violence. After 1860 the development of mining and other industries created a complex economy and drew new immigrants to the state, increasing Utah's religious and cultural diversity. Railroads became an important engine of social, cultural, political, and economic change. Utah's transition from territory to state was long and difficult. By 1896 Utah had become deeply and increasingly interconnected with the nation and the world.

### **Possible Guiding Questions to Consider:**

- What geographic factors positioned Utah to become "the crossroads of the West"?
- What was the role of Brigham Young and other pioneering leaders in the settlement of Utah?
- How does culture and the interaction of cultures shape a sense of place?
- How did white settlement effect Native American Indian communities?
- Why did Utah struggle to attain statehood?
- How did Mormons interrelate with other immigrant groups in Utah?
- How did improved transportation, industry, and mining transform Utah's economies, politics, and other aspects of culture?
- What were the causes of the various conflicts that occurred during the territorial period? How were these conflicts resolved? What were the lasting consequences of these conflicts?
- How is your family part of the Utah story?

**UT Standard 2.1:** Students will explain the causes and lasting effects of the Mormon migration to Utah. (history)

**UT Standard 2.2:** Students will compare the causes and lasting effects of various non-Mormon groups' migrations to Utah. (history)

**UT Standard 2.3:** Students will use geographic inquiry to explain patterns in the settlement of Utah and the subsequent trends in urbanization referring to a range of communities as case studies. (geography)

**UT Standard 2.4:** Students will research multiple perspectives to explain one or more of the political, social, cultural, religious conflicts of this period, such as the Utah War, Mountain Meadows Massacre, Bear River Massacre, Black Hawk War, or Federal-Mormon conflicts. (history)

**UT Standard 2.5:** Students will construct an evidence-based argument to explain how the development of transportation and communication networks across the state changed Utah's economy and human geography. (economics, geography)

**UT Standard 2.6:** Students will explain how agriculture, railroads, mining, and industrialization created new communities and new economies throughout the state. (geography, economics)

**UT Standard 2.7:** Students will identify the political challenges that delayed Utah's statehood and explain how these challenges were overcome. (civics)

**UT Standard 2.8:** Students will explain how their own connection to Utah is a reflection of the complex history of the state.

## **UT Strand 3: Utah in the Union**

(ca. 1896 – 1945)

In 1896, Utah became the forty-fifth state, with a newly-ratified constitution and the need to create a state government. In this next half century, the interplay of national and global forces on Utah increased, from economic crises and industrialization to progressive reforms and two global wars. 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.

### **Possible Guiding Questions to Consider:**

- What are historic and contemporary examples of Utah's economic interdependence?
- How can global events occurring in distant parts of the world sometimes effect daily life in Utah?
- What is the function of a state constitution?
- How have physical and human geographic characteristics influenced Utah's economic development?
- What factors can influence social reform movements?
- What were the main goals of the Progressive movement? How successful was that movement in Utah?
- How was Utah's economy changed by the Great Depression?
- What are historians' arguments for why Japanese-Americans were interned at Topaz?
- What role did Utah play in World War II and what impact did the war have on Utah?

**UT Standard 3.1:** Students will identify the civic virtues and principles codified by the Utah Constitution. (civics)

**UT Standard 3.2:** Students will use primary sources and/or oral histories to analyze the impact of a national/global event such as World War I, the Spanish Flu, the Great Depression, World War II, and Japanese American internment on an individual or community in Utah. (history)

**UT Standard 3.3:** Students will describe the effects of events, movements, and innovations on Utah's economic development, such as the organized labor movement, farming and industrial improvements, the World Wars, and the Great Depression. (economics)

**UT Standard 3.4:** Students will identify the causes and effects of the Progressive Movement using examples from community or state history, such as the organized labor movement, tax reform, Scofield mine disaster, and education and child labor reforms. (civics)

## **UT Strand 4: Utah in the World**

(ca. 1945 – 2002)

The post-war era saw massive cultural and economic changes. 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 technology continue to evolve and expand. Conversations and controversies continued regarding the best ways forward for economic growth, community development, and natural resource management. Additionally, Utah's cultural landscape continued to evolve and diversify.

### **Possible Guiding Questions to Consider:**

- How did the Cold war affect life in Utah?
- What are the costs and benefits of Utah hosting another Winter Olympics?
- What unique attributes of Utah's physical and human geography had an impact on the growth and development of the state?
- What is the best way to balance federal and state power?
- How do ethnic and religious communities in Utah maintain and celebrate their unique cultures?
- Who are some of the most influential leaders in Utah, at a variety of scales? What have been their most significant contributions to the betterment of life in Utah?

**UT Standard 4.1:** Students will evaluate the impact of the Cold War on Utah such as the uranium boom, nuclear testing, nuclear waste storage and disposal, and the MX missile controversy. (history)

**UT Standard 4.2:** Students will make an evidence-based argument regarding the appropriate roles of local, state, and federal governments in resolving a current and/or historical issue. (civics)

**UT Standard 4.3:** Students will describe the economic ties between Utah communities, the nation, and the world. (economic)

**UT Standard 4.4:** Students will use data and other evidence related to a cultural, ethnic, or religious group in Utah to interpret the group's historic/current conditions and experiences. (history, geography)

**UT Standard 4.5:** Students will describe the historic and present management of natural resources and make recommendations for natural resource management in the future. (geography)

**UT Standard 4.6:** Students will evaluate the impact of tourism on Utah’s economy and geography, such as the development of tourism industries, State and National Parks, and events including the 2002 Olympics. (economics)

## **UT Strand 5: Looking Towards Utah’s Future**

(ca. 2003 – Present)

In the 21st century, central themes endure: the diffusion of cultures, global interconnectedness, the importance of creating and sustaining community, and the need for a strong economy. Most current events—whether they involve interactions between sovereign American Indian tribal communities and state and federal governments, concerns about water, tensions and questions about the proper role and jurisdiction of local, state, and federal governments, or ideas about how best to grow Utah’s economy—have their roots deeply embedded in the rich history of Utah. Students now have an opportunity to synthesize their study of Utah with capstone academic work.

### **Possible Guiding Questions to Consider:**

- How should issues be resolved that involve state, federal, and American Indian lands?
- What are the best ways to ensure our growing water needs will be met?
- What are ways Utah should grow its economy?
- What are solutions to Utah’s air quality concerns?
- How do we create and sustain safe and healthy communities?
- How can Utah best meet transportation and other infrastructure needs?

**UT Standard 5.1:** Students will select a recent event they think will be worthy of remembering, recording, or interpreting, and make an argument for its potential historical significance. (history)

**UT Standard 5.2:** 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 5.3:** Students will use data regarding the key components of Utah’s economy to make recommendations for sustainable development. (economics)

**UT Standard 5.4:** 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. (economics)

**UT Standard 5.5:** Students will research issues of civic importance in which city, county, tribal, or state governments have a role. Students will use their research to develop and write a policy proposal to the appropriate governmental entity, such as a board, commission, legislator, or agency. (civics)

# UNITED STATES HISTORY I

United States History I includes events and issues in United States history from the Age of Exploration through Reconstruction, emphasizing the 18th and 19th centuries. Topics include, but are not limited to, American Indian life, European exploration, colonization, the Revolutionary War, constitutional issues, nation building, expansion, the Civil War, and Reconstruction.

The standards can be taught either chronologically or thematically, but are arranged and organized in these standards into chronological periods. Periodization is an organizational tool historians use to make connections and draw distinctions. Periods are flexible ways of making meaning, and may overlap in chronology.

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.

## Civic Preparation

Civic engagement is one of the fundamental purposes of education. It is vital that public schools fulfill their civic mission, the preparation of young people for participation in America's democratic republic. The 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 sacrifice personal interests for the common good. Social studies classrooms are the ideal locations to nurture civic virtue, consider current issues, learn how to act civilly toward others, build a civic identity, and promote global awareness. These skills, habits, and qualities of character will prepare students to accept responsibility for preserving and defending their liberties.

To reach these ends, student should have ample opportunities to:

- Engage in deliberative, collaborative, and civil dialogue regarding historical and current issues.
- Identify local, state, national, or international problems, engage with solutions to these problems, and share their ideas with appropriate public and/or private stakeholders.
- Apply knowledge of government structure, historical concepts, geographic interrelationships, and economic principles to analyze and explain current events.
- Develop and demonstrate values that sustain America's democratic republic, such as open-mindedness, engagement, honesty, problem-solving, responsibility, diligence, resilience, empathy, self-control, and cooperation.

## Foundational Skills of the Social Studies Disciplines

Students should develop skills associated with the disciplines of history, geography, political science, and economics, most notably the ability to construct arguments using the evidence, texts, and tools valued within each discipline. Of particular importance in a United States history course is developing the reading, thinking, and writing skills of historians. These skills include the ability to think critically about evidence, use diverse forms of evidence to construct interpretations, and defend these interpretations

through argumentative historical writing. They will corroborate their sources of evidence and place their interpretations within historical contexts.

Among other elements of historical thinking, students should have opportunities to consider the concept of *historical significance*. Of all the events that have happened in the past, historians determine those that are significant enough for study. Led by their teachers, students should have opportunities to consider and discuss the relative significance of diverse events.

These skills are embedded within the standards in places that seem particularly appropriate. However, local educational agencies and/or teachers can use their discretion to integrate skill instruction in a manner that meets local needs.

### **A Note on the Organization of the Utah Standards in All Core Areas**

Utah 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: Three Worlds Meet**

(Prehistory – ca. 1650 C.E.)

Europe's exploration of America had a profound impact on the world. For thousands of years, complex and sophisticated American Indian civilizations had flourished in the Americas, separated from other parts of the world by vast bodies of water. After Columbus' arrival, the lands of the Western Hemisphere were forever connected to the rest of the world. The international slave trade forced millions of Africans to the Americas, bringing these "three worlds" together in unprecedented ways. Patterns of trade, exploration, conquest, and settlement have ramifications that continue to the present day.

### **Possible Guiding Questions to Consider:**

- How do historians and archeologists construct interpretations from artifacts, oral histories, legends, primary sources and other evidence?
- What were the motives that led to European exploration?
- What were the effects of European exploration, especially on the indigenous populations who were encountered?
- How has physical geography impacted cultures historically? How does it affect cultures today?

**US I Standard 1.1:** Students will analyze evidence, including artifacts, and other primary sources to make evidence-based inferences about life among several American Indian nations prior to European exploration of the Americas.

**US I Standard 1.2:** Students will compare and evaluate historians' interpretations of the motivations and conditions that led to European exploration.

**US I Standard 1.3:** Students will draw from multiple perspectives and cite evidence to explain the effects of European exploration, specifically on Africa, the Caribbean, and North and South America.

**US I Standard 1.4:** Students will identify how the period of exploration impacts the current human geography of the Americas.

## **US I Strand 2: Colonization**

(ca. 1565 – 1776)

Driven by economic, religious, and political opportunities, colonial powers from Europe established footholds, then empires in North America. Many colonists fled poverty or persecution to start new lives in an unfamiliar land. Africans were enslaved and brought to the Americas against their will. Interactions between colonists and the indigenous peoples living in North America added complexities to the colonies. Geographic and cultural factors influenced where colonists settled and how they lived. Sectional and regional differences emerged that would affect American history. Patterns established within the English colonies on the Eastern seaboard would shape many of the dominant political, economic, linguistic, and religious traditions of the United States.

### **Possible Guiding Questions to Consider:**

- What is a colony?
- What role did concepts of self-government and religious freedom play in the colonial era?
- How did economic philosophies such as mercantilism promote colonization?
- How were English colonization patterns on the Atlantic coast different from French colonies in the interior and Spanish colonization in what is now the southwest United States?
- How are colonization patterns of the French, Spanish, and English colonies evident in human geography patterns today?

**US I Standard 2.1:** Students will identify the economic, social, and geographic factors that influenced the colonization efforts of the Dutch, English, French, and Spanish.

**US I Standard 2.2:** Students will compare and contrast the economic, political, and social patterns evident in the development of the 13 English colonies.

**US I Standard 2.3:** Students will use primary sources as evidence to contrast the daily life and contexts of individuals of various classes and conditions in and near the English colonies, such as gentry, planters, women, indentured servants, African slaves, land owners, and American Indians.

**US I Standard 2.4:** Students will explain historic and modern regional differences that had their origins in the colonial period, such as the institution of slavery, patterns in urban and rural areas, differences between the French interior, Spanish southwest, and the English northeast, and the location of manufacturing centers.

## **US I Strand 3: The American Revolution**

(ca. 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. Adams, Jefferson, Washington, Hamilton, Madison and other founding fathers, and the contributions of men and women of all social classes and conditions, were vital in achieving independence and creating a new nation.

### **Possible Guiding Questions to Consider:**

- What defines a political movement as a revolution?
- Are there specific conditions that are necessary in order for political revolutions to occur?
- What were the important political philosophies used to justify the revolution and advance the cause of liberty?
- How does the Declaration of Independence make a case for a new nation?
- What role did propaganda play in promoting the patriot cause?
- How do some events, like Valley Forge and Washington crossing the Delaware, become part of the narrative of history when other events, like Morristown and Washington crossing the East River, do not?
- What led some colonists to be patriots, others to become loyalists, and some to remain neutral?

**US I Standard 3.1:** Students will use primary sources to identify the significant events, ideas, people, and methods used to justify or resist the Revolutionary movement.

**US I Standard 3.2:** Students will compare and evaluate historians' interpretations of the significant historical events and factors affecting the course of the war and contributing to American victory.

**US I Standard 3.3:** Students will use primary sources to compare the contributions of key people and groups to the Revolution, such as Paul Revere, Thomas Paine, Abigail Adams, the Sons and Daughters of Liberty, and Thomas Jefferson.

**US I Standard 3.4:** Students will explain how the ideas and events of the American Revolution continue to shape American identity.

# US I Strand 4: The U. S. Constitution

(ca. 1781 – 1789)

American independence brought with it the need for self-government. 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 debate and compromise, the founding fathers brought together in a unique way the 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.

## Possible Guiding Questions to Consider:

- What were the problems that led to the calling of a Constitutional Convention?
- What is the evidence that enlightenment philosophies, the Articles of Confederation, Shays' rebellion, the Constitutional Convention, the Great Compromise, and the ratification debate all influenced the creation of the Constitution?
- What vision of civic virtue is evident in the Constitution?
- How does a compound constitutional republic balance state and federal powers?
- Why is James Madison sometimes referred to as "the Father of the Constitution"?
- What is the role of compromise in political processes?
- How has the US Constitution influenced political structures around the world?
- In what ways can the U.S. Constitution be considered an exceptional document?

**US I Standard 4.1:** Students will explain how the ideas, events, and compromises which led to the development and ratification of the Constitution are reflected in the document itself.

**US I Standard 4.2:** Students will describe the structure and function of the government that the Constitution creates.

**US I Standard 4.3:** Students will use historic case studies and current events to trace how, and to explain why, the rights, liberties, and responsibilities of citizens have changed over time.

**US I Standard 4.4:** Students will use evidence to explain how the Constitution is a transformative document.

## US I Strand 5: The Development of Political Institutions and Processes

(ca. 1783 – 1861)

The United States constitutional republic and the political systems that Americans are familiar with took shape as the Constitution was interpreted and applied. Reformers have worked to ensure that increasing numbers and classes of people enjoy the rights guaranteed by the Bill of Rights. Opposing political parties have worked to mold the leadership, laws, and policies of the new nation in order 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.

### Possible Guiding Questions to Consider:

- What are the primary functions of political parties?
- Why are there only two dominant political parties at the national level?
- Is the two-party political system good for American democracy?
- Are there conditions that are necessary in order for a reform movement to gain momentum or critical mass?
- What are the most effective ways to promote reform?
- How have Supreme Court decisions shaped the government?

**US I Standard 5.1:** Students will use evidence to document the development and evolution of the American political party system and to explain the historic and current roles of political parties.

**US I Standard 5.2:** Students will identify the conditions that gave rise to, and evaluate the impact of, social and political reform movements, such as Jacksonian Democracy, the women's rights movement, the Abolitionist movement, and anti-immigration reform.

**US I Standard 5.3:** Students will use case studies to document the expansion of democratic principles and rights over time.

## US I Strand 6: Expansion

(ca. 1783 – 1890)

The territorial 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 American Indians 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, in part, the 19<sup>th</sup> century expansion of the nation.

### Possible Guiding Questions to Consider:

- What motivated settlers to move west?
- How do 19<sup>th</sup> century events such as the Louisiana Purchase and the Mexican-American war continue to impact the United States today?
- What is the relationship between land and power?
- How did the continent's physical geography impact the expansion of the United States?
- What were the costs and benefits of the Industrial Revolution?
- How did industrial leaders use markets and capital to grow their businesses?

**US I Standard 6.1:** Students will compare and contrast historians' interpretations of the ideas, resources, and events that motivated the territorial expansion of the United States.

**US I Standard 6.2:** Students will use primary sources representing multiple perspectives to interpret conflicts that arose during American expansion, especially as American Indians were forced from their traditional lands and as tensions grew over free and slave-holding territory.

**US I Standard 6.3:** Students will identify the economic and geographic impacts of the early Industrial Revolution's new inventions and transportation methods, such as the Erie Canal, the transcontinental railroad, steam engines, the telegraph, cotton gin, and interchangeable parts.

**US I Standard 6.4:** Students will make a case for the most significant cultural, political, and economic impacts of territorial and/or industrial expansion.

## US I Strand 7: The Civil War and Reconstruction

(ca. 1820 – 1877)

Trends that started with the earliest colonization of America grew into sectional conflicts, and by the 1860 election of Lincoln the nation was on the brink of 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, including race relations and inequality.

### Possible Guiding Questions to Consider:

- Why were efforts at compromise unsuccessful prior to the Civil War?
- What caused a growing number of people in the North to be opposed to slavery?
- Was it necessary and worthwhile to wage a war to preserve the Union?
- What does it take for a brother to take up arms against a brother?
- What were the forces that made Reconstruction so difficult?
- Why does the Civil War remain such a defining event in American identity?
- Why does Lincoln reference ideas in the Declaration of Independence when referring to the Civil War?
- What is the proper way to memorialize controversial events and people?

**US I Standard 7.1:** Students will explain how slavery and other geographic, social, economic, and political differences between the North, South, and West led to the Civil War.

**US I Standard 7.2:** Students will use evidence to interpret the factors that were most significant in shaping the course of the war and the Union victory, such as the leadership of Lincoln, Grant, and Lee, the role of industry, demographics, and military strategies.

**US I Standard 7.3:** Students will compare historians' interpretations of the competing goals of Reconstruction and why many of those goals were left unrealized.

**US I Standard 7.4:** Students will use current events to evaluate the implications of the Civil War and Reconstruction on contemporary American life.

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# WORLD GEOGRAPHY

Geography is the study of physical and human characteristics of the Earth's people, places, and environments. Students will develop geographic thinking skills by studying the "why of where" as they examine the interactions, interconnections, and implications of forces shaping our world today. They will apply geographic knowledge and geo-literacy skills to identify, locate, interpret, analyze, and evaluate geographic patterns and processes. These standards emphasize both human geography and physical geography, and students will explore the interconnections between the two.

## 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 understand the interconnections and interactions between their local, national, and global communities in order to make reasoned and far-reaching decisions. The study of geography supports students in understanding how human and natural systems interact and connect places to each other. Geographically-informed students can better participate in their communities and the world in a responsible, informed and civically minded way. The skills and habits of mind that students develop as they study the world through geography will nurture their sense of citizenry, and civic and global awareness.

To that end, throughout this course, students should have ample opportunities to:

- Apply spatial analysis and reasoning to identify, examine, and rationalize a variety of issues facing local, national, and global communities today.
- Consider various perspectives including political, historical, economic, cultural, and environmental aspects to analyze and explain current events.
- Develop and demonstrate the values that sustain America's democratic republic including open-mindedness, engagement, honesty, problem-solving, responsibility, diligence, resilience, empathy, self-control, and cooperation.

## Foundational Geographic Skills

The study of world geography begins with asking geographic questions. Students of geography use information gleaned from geographic texts such as maps, statistics, geospatial technology, media, and other geographic information to answer those questions. Geography students use evidence to make inferences about the interconnections and interactions between people and places. They also use spatial thinking to identify patterns and processes occurring at various scales. These standards promote foundational skills and dispositions vital to the discipline of geography. These skills and dispositions are reinforced in subsequent strands as students engage with specific geographic content and inquiry.

Students will have ample opportunities, throughout the course, to:

- conduct geographic investigations at various scales, including local, national, and global. They will formulate geographic questions, acquire information, select and organize relevant data, analyze patterns in the data, and arrive at evidence-based conclusions.

- apply map-reading skills to analyze features, purposes, and uses of various types of maps, including mental maps.
- use and create maps, graphs, and other types of data sets to show patterns and processes influencing our world.
- use existing and emerging technologies, such as GIS and other geospatial technologies, whenever possible and appropriate.
- compare the implications of interactions and interconnections between various people and places and at various scales.
- use evidence to analyze and explain the spatial organization of people, places, and environments and how they have changed over time.

### **A Note on the Organization of the Utah Standards in All Core Areas**

The Geography 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.

## **WG Strand 1: Humans and their Physical Environment**

The earth's physical environment varies greatly from place to place. The interactions between physical systems and human systems create opportunities and challenges for people and places. The implications of these interactions affect both physical systems and human systems.

### **Possible Guiding Questions to Consider:**

- How does the physical geography of a place influence the lives of the people in that place?
- What are the most significant consequences of human interactions with their environment?
- How do physical and human characteristics help geographers define a region?
- How are places and regions connected? How are they similar? How are they different?
- How does the environment influence which agricultural methods are used?
- What are the intended and unintended effects of altering our physical landscape?
- How do geographers use geospatial data to help make informed decisions?

**WG Standard 1.1:** Students will describe the significant forces that influence the physical environment, such as plate tectonics, erosion, climate, and natural disasters, and explain how the effects of physical processes vary across regions of the world.

**WG Standard 1.2:** Students will identify patterns evident in the geographic distribution of ecosystems and biomes and explain how humans interact with them.

**WG Standard 1.3:** Students will cite evidence of how the distribution of natural resources affects physical and human systems.

**WG Standard 1.4:** Students will use geographic reasoning to propose actions that mitigate or solve issues, such as natural disasters, pollution, climate change, and habitat loss.

## **WG Strand 2: Population Distribution and Migration**

The movement and distribution of people is influenced by many factors, including environmental, cultural, economic, and geo-political forces. These migration trends alter geographic conditions. Geographers use data to understand population distribution and migration by looking at population characteristics, push and pull factors, and numerous other variables. Analyzing this data offers an opportunity to examine complex and challenging real-world issues.

**Possible Guiding Questions to Consider:**

- Why do people live where they live?
- Why do people move, sometimes at great risk to themselves?
- How might population trends influence aspects of daily life at local, regional, or global scales?
- Why do urbanization patterns differ around the world?
- How can governmental policies have both intended and unintended consequences on population and migration?
- What are the costs and benefits of mass urbanization?
- How can geographers use demographic data to make informed decisions?

**WG Standard 2.1:** Students will evaluate the impact of population distribution patterns, at various scales, by analyzing and comparing demographic characteristics such as gender, age, ethnicity, and population density by using maps, population pyramids, and other geographic data.

**WG Standard 2.2:** Students will explain the push and pull factors causing voluntary and involuntary migration and the consequences created by the movement of people.

**WG Standard 2.3:** Students will investigate the consequences of significant patterns of human movement that shape urban and rural environments over time such as mass urbanization, immigration, and the movement of refugees.

## **WG Strand 3: Culture**

Culture is the total sum of human expression. A culture's purpose, as well as how and where cultures originate, diffuse, and change, are all topics worth studying. Students explore religion, language, ethnicity and other cultural characteristics by looking at patterns and processes. 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.

**Possible Guiding Questions to Consider:**

- How does culture manifest itself on the landscape of the earth?
- How does culture influence social structures and gender roles?
- What role does globalization and emerging technologies have on the divergence and convergence of culture?
- How do cultures maintain their identities and traditions?
- How are humans shaped by and influenced by their own cultures?
- How can learning about other cultures teach us about our own?

**WG Standard 3.1:** Students will identify and describe the essential defining characteristics, and functions of culture.

**WG Standard 3.2:** Students will explain how the physical environment influences, and is influenced by, culture.

**WG Standard 3.3:** Students will identify how culture influences sense of place, point of view and perspective, and the relative value placed upon people and places.

**WG Standard 3.4:** Students will identify the causes, methods, and effects for the diffusion and distribution of cultural characteristics among different places and regions.

**WG Standard 3.5:** Students will explain how the basic tenets of world religions impact the daily lives of people.

**WG Standard 3.6:** Students will cite examples of how globalization creates challenges and opportunities for different cultures.

## WG Strand 4: Political Systems

People organize themselves into distinctive groups. Geographers examine how the interactions between these groups influence the division and control of the earth's surface. Political systems have profound influences on the lives of people, including their access to resources, economic opportunities, and basic rights.

**Possible Guiding Questions to Consider:**

- How and why do people organize themselves into political entities?
- How do people distribute power and define roles?
- How do political structures interact on a global scale?
- Who holds the power at a variety of scales and how are decisions made?
- Why is power concentrated in certain parts of the globe?
- How do political systems protect or deny the rights of marginalized peoples?

**WG Standard 4.1:** Students will explain why and how people organize into a range of political structures at different scales.

**WG Standard 4.2:** Students will describe and explain the role physical and human characteristics play in establishing political boundaries.

**WG Standard 4.3:** Students will explain how cooperation and conflict have many causes, such as differing ideas regarding boundaries, resource control, and land use, and ethnic, tribal, and national identities.

## **WG Strand 5: Economic Development**

Humans have created complex and varied economic systems. These systems, whether based on free markets or other structures, have various levels of development, infrastructure, and divisions of labor. Economic systems are influenced by their unique landscapes and resources, and their locations influence patterns of interconnections with other economic systems. Geographers can use the insights they learn about economic development to identify patterns or propose solutions to complex issues.

**Possible Guiding Questions to Consider:**

- What constitutes a state as developed, and who defines that?
- How does culture manifest itself in the development of economic systems?
- How does geography influence how people make a living?
- Why have some places developed more rapidly than others?
- What are some of the economic patterns evident in more-developed countries and less-developed countries?
- Why are economic activities located where they are, sometimes in unexpected or unconventional places?
- What are the challenges of sustainable development?

**WG Standard 5.1:** Students will explain the essential attributes of a developed economy and the patterns of development that differentiate a less-developed places from more-developed places.

**WG Standard 5.2:** Students will describe and compare the function and distribution of economic activities in primary, secondary, and tertiary sectors.

**WG Standard 5.3:** Students will explain key economic concepts and what the implications are for the production, exchange, distribution, and consumption of goods and services.

**WG Standard 5.4:** Students will cite examples of various levels of economic interdependence between nations and peoples.

**WG Standard 5.5:** Students will describe the costs, benefits, and sustainability of development, such as rates of poverty, standards of living, the impact on indigenous people, environmental changes, gender equality, and access to education.

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# WORLD HISTORY

World History 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 are intended to add personal relevance and deepen students' understanding of the 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 chronologically, thematically, or regionally, but are arranged and organized into chronological periods. Periodization is an organizational tool historians use to make connections and draw distinctions. Periods are flexible ways of making meaning, and may overlap in chronology.

## Civic Preparation

One of the fundamental purposes for public schools is the preparation of young people for civic engagement in solving local and global problems. The future progress of our communities, state, nation, and world rests upon the preparation of young people to understand the interconnections and interactions between their local, national, and global communities in order to make reasoned and far-reaching decisions. The study of world history supports students in understanding how human and natural systems interact and connect places to each other. Historically-literate students can better participate in their communities and the world in a responsible, informed and civically-minded way. The skills and habits of mind that students develop as they study world history will nurture their sense civic and global awareness.

To that end, throughout this course, students should have ample opportunities to:

- Apply historical analysis and reasoning to identify, examine, and rationalize a variety of issues facing local, national, and global communities today.
- Consider various perspectives including political, historical, economic, cultural, and environmental aspects to analyze and explain current events.
- Develop and demonstrate the values that sustain America's democratic republic including open-mindedness, engagement, honesty, problem-solving, responsibility, diligence, resilience, empathy, self-control, and cooperation.

## Foundational Social Studies Disciplinary Skills

It is vital that students develop skills using the unique approaches found in the social studies disciplines. Students will use historical thinking to analyze, evaluate, and use historical evidence, including primary and secondary sources, artifacts, photographs, art, the writing of historians, historical fiction, and historical resources of other genres, such as museum exhibits and websites, to independently construct and defend in writing their interpretations of historical eras and events. They will corroborate their sources of evidence, and place their interpretations within historical contexts.

Among other elements of historical thinking, students should have opportunities to consider the concept of *historical significance*. Of all the events that have happened in the past, historians determine those that are significant enough for study. Led by their teachers, students should have opportunities to consider and discuss the relative significance of diverse events.

Further, students should develop skills associated with the disciplines of geography, political science, and economics, most notably the ability to construct arguments using the evidence, texts, and tools valued within each discipline. These skills are embedded within the standards in places that seem particularly appropriate. However, local educational agencies and/or teachers can use their discretion to integrate skill instruction in a manner that meets local needs.

### **A Note on the Organization of the Utah Standards in All Core Areas**

Utah 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 the 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 of the content and skills.

## **WH Strand 1: Prehistory to the Neolithic Revolution**

(ca. 150,000 B.C.E. – 1,000 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 between individuals and societies grew. Land ownership became more important. Specialization and trade became possible. Large-scale warfare became more common. Written records were needed. The changes that resulted from farming created a substantially different world, leading to the formation of the first civilizations and shaping world history.

### **Possible Guiding Questions to Consider:**

- According to historians and archaeologists, what were the advantages and disadvantages of living as hunter-gatherers, pastoralists, and farmers?
- What is a civilization and how does one form?
- In what ways do civilizations influence one another?
- What was the status of women in nomadic societies and how did their status change with the advent of farming?
- What common geographic factors led to the development of farming in diverse locations around the world?
- Should the Neolithic Revolution really be considered a revolution? Why or why not?
- What are the similarities and differences between diverse writing and record keeping systems that developed around the world?

- Why did civilizations develop in diverse places in roughly the same period?

**WH Standard 1.1:** Students will analyze the differences and interactions between sedentary farmers, pastoralists, and hunter-gatherers.

**WH Standard 1.2:** Students will use geographic concepts to explain the factors that led to the development of civilization and will compare and contrast the environmental impact of civilizations, pastoralists, and hunter-gatherers.

**WH Standard 1.3:** Students will use artifacts and early written records to make inferences about the significance of technological development and diffusion, including writing, in Mesopotamia, Egypt, the Indus River civilization, and the Huang He (Yellow) River civilization.

**WH Standard 1.4:** 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).

## WH STRAND 2: The Rise of Classical Societies

(ca. 1000 B.C.E. – 900 C.E.)

The classical civilizations of the Mediterranean (Egypt, ancient Israel, Greece, and Rome), Persia, China, India, and other regions have had a significant 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.

### Possible Guiding Questions to Consider:

- How can new ideas lead to political and social change?
- How are the ideas of a culture reflected in art, sculpture, and architecture?
- How do new ways of thinking affect the ways people respond to their surroundings?
- Why did many of the great world religions and philosophies develop at roughly the same time period?
- How did these great world religions and philosophies influence their region through cultural diffusion?
- How did each civilization find diverse solutions to similar problems such as record keeping, government structure, and nomadic threats?
- What are the features of a civilization that lead historians to label it “classical”?
- What patterns existed in the treatment of women across classical civilizations?
- How did diverse civilizations justify and perpetuate social class and gender inequalities?
- Which classical civilizations had contact with other civilizations and how did contact or isolation shape each civilization?
- What patterns existed in the spread of world religions?
- What is the evidence today of the impact of classical civilizations?

- What can the study of archaeology, ancient texts, and art tell us about the economies, governments, religions, communities, and other aspects of the cultures of these early peoples?

**WH Standard 2.1:** Students will identify and explain patterns in the development and diffusion and syncretism of world religions and philosophies including Judaism, Hinduism, Greek philosophy, Confucianism, Buddhism, Christianity, Islam.

**WH Standard 2.2:** Students will use primary sources to identify patterns in the stratification of social and gender structures across classical civilizations.

**WH Standard 2.3:** Students will make evidence-based inferences about the cultural values of classical civilizations, using artistic expressions of various genres as primary sources.

**WH Standard 2.4:** Students will explain the impact of early trans-regional trade on the diffusion of religion, ideas, technology, and other aspects of culture.

**WH Standard 2.5:** Students will construct an argument for the significant and enduring political, economic, technological, social, or other cultural contributions of classical civilizations.

## WH STRAND 3: An Age of Expanding Connections

(ca. 500 C.E. – 1450 C.E.)

The collapse of classical civilizations ushered in an era of unprecedented connections, 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. This era brought increasing oceanic and land trade in trans-regional 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. In spite of their relative isolations, civilizations flourished in the Americas. Mongolian conquerors linked many centers of civilization in unprecedented ways.

### Possible Guiding Questions to Consider:

- How did the development of civilizations in the Americas compare with the development of civilizations in other locations?
- How were those in the Americas able to become advanced in spite of their relative isolation from other civilizations?
- How did geographic features, such as the monsoon winds on the Indian Ocean, the Sahara Desert, and the Strait of Malacca, promote or prohibit trade?
- How did merchant activity and the practice of pilgrimage enrich the Islamic world's knowledge of geography?
- Why do many modern historians place greater historical significance on the Mongol Empire than they do on classical Greece or Rome?
- Why do historians now question the notion of the "Dark Ages" in Europe?

**WH Standard 3.1:** Students will use patterns in trade and settlement to explain how geographic features such as the Indian Ocean, the Saharan Desert, the Atlantic and Pacific Oceans, the Strait of Malacca, and the Mediterranean Sea supported or impeded trade.

**WH Standard 3.2:** Students will evaluate historians' interpretations regarding the patterns in the development of civilizations in the Americas in comparison to other places in the world.

**WH Standard 3.3:** Students will evaluate the long term effects of the Mongol conquest, such as the diffusion of ideas, technologies, and disease.

**WH Standard 3.4:** Students will explain the social, political, religious, technological, and economic changes in medieval Europe that created a context for later European colonization.

**WH Standard 3.5:** Students will identify patterns in the diffusion of technology, writing, religion, political systems, and other elements of civilization using case studies, such as the Chinese impact on Japan, the Arabic impact on Mali, the Byzantine impact on Russia, the Roman impact on Europe, and the Olmec impact on later American civilizations.

## **WH STRAND 4: Global Interactions**

(ca. 1400 C.E. – 1750 C.E.)

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. Global connections 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. Societies who previously had little contact with civilization centers were no longer isolated. The world seemed smaller as global integration, diplomacy, and world trade became more complex. In response, new ways of understanding the world emerged.

### **Possible Guiding Questions to Consider:**

- How and why do historians create terms like “Columbian Exchange”?
- How did the Columbian Exchange and Renaissance change life on almost every continent?
- What impact did colonization have on the development of the concept of race and the growth of racism?
- What factors led to Europe’s rise from a relative backwater region to a global power?
- Why did some societies continue to live as hunter-gatherers or Stone Age farmers when most societies around the world adopted metallurgy, intensive agriculture, complex trade networks, and intricate bureaucratic governments?

**WH Standard 4.1:** Students will compare the development of Europe’s maritime empires with land-based empires, such as those of the Ottoman Turks, Chinese, and Russians.

**WH Standard 4.2:** Students will develop an interpretation of whether ideas embodied in movements such as the Renaissance, religious reformations, scientific revolution, and the Enlightenment led to a changing balance of world power.

**WH Standard 4.3:** Students will describe the complex cultures of indigenous societies, such as those in Polynesia, Sub-Saharan Africa, Australia, and the Americas.

**WH Standard 4.4:** Students will analyze the long-term effects of the Columbian exchange.

**WH Standard 4.5:** Students will compile and corroborate primary sources as evidence to explain the impact of global exchange and colonization.

## **WH STRAND 5: Revolutions, Industrialization and Empires**

(ca. 1750 C.E. – 1914 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 political innovation, with 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.

### **Possible Guiding Questions to Consider:**

- How did political events and philosophies in Great Britain influence later revolutions around the world?
- How did independence movements in Latin America compare to that of the United States?
- How did the independence movements and/or revolutions in the United States, Haiti, and France impact subsequent revolutions?
- What is the difference between a political revolution, a social revolution, and an independence movement?
- What are the global costs and benefits of the Industrial Revolution?
- Were there cause and effect relationships between industrialization and imperialism?
- What were the major “push” and “pull” factors that created global patterns in emigration and immigration?
- What arguments were used to justify imperialism?

**WH Standard 5.1:** Students will identify the cause and effect relationships between absolutism, nationalism, and the political and social revolutions of the 18<sup>th</sup> and 19<sup>th</sup> centuries.

**WH Standard 5.2:** Students will analyze the underlying and immediate causes and immediate and long-term effects of the Industrial Revolution on nations that industrialized and those that did not.

**WH Standard 5.3:** Students will use a variety of data to identify push-pull factors effecting migration during the Industrial Revolution.

**WH Standard 5.4:** Students will use primary sources and evidence to evaluate the leading intellectual movements such as realism, romanticism, capitalism, nationalism, and Marxism.

**WH Standard 5.5:** Students will compare and contrast the long lasting effects of imperialism on a global scale.

**WH Standard 5.6:** Students will identify the key ideas and characteristics of the political, economic, and intellectual revolutions present in current conditions, such as a contemporary revolution, a social movement, or an independence movement.

## **WH STRAND 6: Global Conflicts**

(ca. 1914 C.E. – 1989 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. Many African and Latin American nations struggled to free themselves from the legacies of imperialism within the context of the Cold War. The postwar era saw early shifts in power to two superpowers.

**Possible Guiding Questions to Consider:**

- What economic forces contributed to 20<sup>th</sup> century global conflicts?
- How were independence movements of different eras similar or different?
- How can case studies or microhistories of specific genocides, epidemics, technological developments, population movements, or reform efforts help us understand global patterns?
- How are genocides justified and carried out?
- How did art and literary movements reflect reactions to global events and ideas?
- What struggles were experienced by nations that were late to industrialize?
- What factors determined how nations aligned themselves during the Cold War?

**WH Standard 6.1:** Students will identify cause and effect relationships between World War I, the global Great Depression, and World War II.

**WH Standard 6.2:** Students will identify and compare patterns and tactics of othering and demonization that are evident in selected genocides in the 20<sup>th</sup> century.

**WH Standard 6.3:** Students will explain the political ideas at the heart of decolonization, independence movements, and the formation of new political systems, such as liberation theology, civil disobedience, autonomy, separatist movements, and pan-Africanism.

**WH Standard 6.4:** Students will use primary and other sources to contextualize and explain the intellectual and artistic responses to global conflict and economic instability, such as conservatism, cubism, fascism, liberalism, self-determination, socialism, surrealism, and new forms of music.

**WH Standard 6.5:** Students will use case studies to identify the reach and implications of the Cold War on daily life, such as the Vietnam War, Great Leap Forward, Berlin Wall, East and West Germany, NATO, the Warsaw Pact, proxy wars, music, culture, and the Olympics.

**WH Standard 6.6:** Students will make a case for the most significant social, political, and economic consequences of 20<sup>th</sup> century global conflicts and crises, such as human migration, genocide, poverty, epidemics, the creation of social welfare systems, the rise of dictators, the nuclear arms race, and human rights violations.

## WH STRAND 7: The Contemporary World

(ca. 1990 C.E. – 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 greater 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.

### Possible Guiding Questions to Consider:

- What predictions for the future can be made based on current demographic and urbanization trends?
- What are the advantages and disadvantages of participation in alliances such as the European Union or NATO?
- What are the best ways to combat terrorism?
- Why does human trafficking appear to be on the rise and what can be done to reduce it?
- Should nations admit refugees who flee poverty, war, or political unrest?
- What is the role of developed nations in promoting the economic growth of underdeveloped nations?
- What are the most urgent international problems? What are the most promising ways to resolve those problems?

**WH Standard 7.1:** Students will evaluate the role of global organizations, such as non-governmental organizations (NGOs), multi-national corporations, military alliances, and other international civic and political institutions within the increasingly global culture of the world.

**WH Standard 7.2:** 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.

**WH Standard 7.3:** Students will identify international human rights issues, seek and evaluate solutions, and share their ideas with appropriate public and/or private stakeholders.

**WH Standard 7.4:** Students will identify a pressing global problem and select the most promising political, technological, medical, or scientific advances being created to address those problems.

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# UNITED STATES HISTORY II

United States History II addresses the making of modern America, highlighting the events and issues in United States history from the late Industrial Revolution to modern times. 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, civil rights movements, the rise of terrorism, and modern social and political history.

The standards can be taught either chronologically or thematically, but are arranged and organized into chronological periods. Periodization is an organizational tool historians use to make connections and draw distinctions. Periods are flexible ways of making meaning, and sometimes overlap in chronology.

Effort should be made to help students make connections between the events and ideas of the past and their lives today. Contextualizing the study of modern America by helping students make connections across the span of U.S. history can enrich and deepen their understanding of their own place in the American story.

## 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 venues to nurture civic virtue, consider current issues, learn how to act civilly toward others, build a civic identity, and nurture global awareness. These skills, habits, and qualities of character will better prepare students to recognize and accept responsibility for preserving and defending their liberties.

To that end, throughout this course, students should have ample opportunities to:

- Engage in deliberative, collaborative, and civil dialogue regarding historical and current issues.
- Apply knowledge of government structure, historical concepts, geographic interrelationships, and economic principles to analyze and explain current events.
- Identify local, state, national, or international problems, will consider solutions to these problems, and will share their ideas with appropriate public and/or private stakeholders.
- Develop and demonstrate the values that sustain America's democratic republic such as open-mindedness, engagement, honesty, problem-solving, responsibility, diligence, resilience, empathy, self-control, and cooperation.

## Foundational Skills of the Social Studies Disciplines

Students should develop skills associated with the disciplines of history, geography, political science, and economics, most notably the ability to construct arguments using the evidence, texts, and tools valued within each discipline. Of particular importance in a United States history course is developing the reading, thinking, and writing skills of historians. These historical thinking skills include the ability to

think critically about diverse forms of evidence, use evidence to construct interpretations, and defend these interpretations through argumentative historical writing. They will corroborate their sources of evidence, and place their interpretations within historical contexts.

Among other elements of historical thinking, students should have opportunities to consider the concept of *historical significance*. Of all the events that have happened in the past, historians determine those that are significant enough for study. Led by their teachers, students should have opportunities to consider and discuss the relative significance of diverse events.

These skills are embedded within the standards in places that seem particularly appropriate. However, local educational agencies and/or teachers can use their discretion to integrate skill instruction in a manner that meets local needs.

### **A Note on the Organization of the Utah Standards in All Core Areas**

Utah 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 II Strand 1: Industrialization**

(ca. 1880 – 1920)

The Industrial Revolution radically changed the daily lives of Americans. The immense industrial growth in the 19<sup>th</sup> century was fueled by technological innovations, abundant natural resources, and a large unskilled labor force. Migration, urbanization, and immigration are trends that continue into contemporary times.

### **Possible Guiding Questions to Consider:**

- How did daily life change for many Americans as industrialization developed?
- What role does industrialization play in the United States today?
- What key events laid the framework for the growth of industry, mining, agriculture, and human movement?
- How did employment opportunities influence immigration and internal migration patterns?
- What were the major “push” and “pull” factors influencing migration to and within the United States, and how did immigrants change culture and politics?
- What challenges in employment did immigrants face?
- What are the relationships between industrialism and the rise of consumerism in the U.S.?
- Why is the Industrial Revolution sometimes considered two events? What was distinct about the “Second Industrial Revolution?”
- How could industrial leaders be considered both ‘captains of industry’ and “robber barons”?

**US II Standard 1.1:** Students will assess how innovations in transportation, science, agriculture, manufacturing, technology, communication, and marketing transformed America in the 19th and early 20th centuries.

**US II Standard 1.2:** Students will explain the connections between the growth of industry, mining, and agriculture and the movement of people into and within the United States.

**US II Standard 1.3:** Students will analyze the causal relationships between industrialization and the challenges faced by the growing working classes in urban settings.

**US II Standard 1.4:** Students will use historical evidence to compare how industrial capitalist leaders used entrepreneurship, free markets, and strategies to build their businesses.

## US II Strand 2: Reform Movements

(ca. 1880 – 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 reform movements and recruit new members. The women's suffrage movement, the Progressive movement, the rise of the temperance movement, and the growth of a number of additional labor, health, and educational reform movements developed as individuals and groups worked to solve society's new challenges.

### Possible Guiding Questions to Consider:

- Why do people turn to reform movements?
- What conditions must exist for a reform movement to begin?
- Were there methods used to bring about change that were more successful than others?
- How have today's social and political reforms been impacted by those that took place from the 1880s to the 1920s?
- How is daily life today influenced by earlier social and political reform movements?
- What is the process required to amend the US Constitution? What inferences can we make about U.S. history by studying amendments to the Constitution?

**US II Standard 2.1:** Students will use primary and secondary sources to identify and explain the conditions that led to the rise of reform movements, such as organized labor, suffrage, and temperance.

**US II Standard 2.2:** Students will explain how social reform movements influenced Constitutional amendments and changes to laws and democratic processes.

**US II Standard 2.3:** Students will evaluate the methods reformers used to bring about change, such as imagery, unions, associations, writings, initiative, recall, and referendum.

**US II Standard 2.4:** Students will evaluate the short- and long-term accomplishments and effectiveness of social, economic, and political reform movements.

## US II Strand 3: America on the Global Stage

(ca. 1890 – 1920)

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. increased its role in the world and became enmeshed in global conflicts. Decisions related to isolationism or interventionism continue to be made today.

**Possible Guiding Questions to Consider:**

- How does the US decide when or why to intervene in world affairs?
- What were the arguments made for the United States expansion into territories?
- What are examples of unintended consequences that result from isolationism and interventionism?
- What are the cases made for isolationism and for interventionism?
- How did the cultural diversity of the U.S. change during this era?
- How did America's involvement in World War 1 change and transform American history?

**US II Standard 3.1:** Students will describe how the role of the US in world affairs changed at the turn of the 20<sup>th</sup> century and evaluate the arguments used to promote or discourage involvement in world affairs, such as "Big Stick," Mahan, Roosevelt Corollary, and Anti-imperialist League.

**US II Standard 3.2:** Students will examine and evaluate the role of the media and propaganda in promoting involvement in foreign affairs, using events such as the Spanish American War and World War I.

**US II Standard 3.3:** Students will evaluate the positive and negative impacts of imperialism on the U.S. and the U.S. territorial interests, such as the Philippines, Cuba, Guam, Hawaii, Panama, and Puerto Rico.

**US II Standard 3.4:** Students will explain the causes for U.S. involvement in World War I and the effects of the war on the home front, such as migration, trade, sedition act, shortages, voluntary rationing, and the Spanish Flu.

## US II Strand 4: Traditions and Social Change

(ca. 1920 – 1970)

Traditions and cultural norms help bind people and nations together; sometimes, those holding fast to traditions find themselves in tension with others who push for reform. 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 20s,” and the subsequent emergence and ascendancy of social change and civil rights movements. 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.

**Possible Guiding Questions to Consider:**

- How have opportunities and personal freedoms changed over time for different groups of Americans?
- How do historians determine causal factors that lead to social changes?
- What functions do traditions serve in communities and cultures?
- Why do historians refer to the 1920s as “roaring”?
- To what degree have the main objectives of the various civil rights movements from this period been attained?
- Why did the Vietnam war inspire counter-cultural movements?

**US II Standard 4.1:** Students will develop and defend an interpretation of why cultural clashes occurred in the 1920s, citing examples such as science vs. religion, rural vs. urban, Prohibition proponents vs. opponents, and nativism vs. immigration.

**US II Standard 4.2:** Students will use case studies involving African-American Civil Rights leaders and events to compare, contrast, and evaluate the effectiveness of various methods used to achieve reform, such as civil disobedience, legal strategies, and political organizing.

**US II Standard 4.3:** Students will identify the civil rights objectives held by various groups, assess the strategies used, and evaluate the success of the various civil rights movements in reaching their objectives, paying specific attention to American Indian, women, and other racial and ethnic minorities.

**US II Standard 4.4:** Students will identify significant counter-cultural movements of the 20<sup>th</sup> century as well as the reactions and counter-arguments to those movements, using examples such as the Beatniks, hippies, and the anti-Vietnam war movement.

## **US II Strand 5: Economic Boom, Bust, and the Role of the Government**

(ca. 1920 – 1940)

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 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.

**Possible Guiding Questions to Consider:**

- What were the post WW1 economic conditions and policies that led to the boom of the 1920's?
- What are the pros and cons of government involvement during economic crises?
- How and why are segments of a population effected differently by periods of economic boom and bust?
- What was the impact of New Deal policies on the Great Depression?
- What is the relationship between economic factors and international conflicts?
- How did the Great Depression affect families?
- What role did the Great Depression and the Dust Bowl play in the extensive internal migration of this era?

**US II Standard 5.1:** Students will investigate how individual and institutional decisions made during the 1920s, such as over-production, buying on credit, poor banking policies, and stock market speculation, helped lead to the boom of the 1920's and then the Great Depression.

**US II Standard 5.2:** Students will use evidence to investigate the effectiveness of the New Deal as a response to economic crises.

**US II Standard 5.3:** Students will explain how economic and environmental conditions, including the Dust Bowl, impacted daily life and demographic trends during the Great Depression.

**US II Standard 5.4:** Students will craft an argument regarding the role of government in responding to economic conditions after learning about capitalism and other economic systems, historic cycles of boom and bust, and the New Deal.

## **US II Strand 6: Another Global Conflict and the Beginnings of the Cold War**

(ca. 1930 – 1950)

World War II transformed American society and redefined the United States' role in global affairs. The war produced 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.

### **Possible Guiding Questions to Consider:**

- How did decisions that leaders made in WWII change the rules of warfare?
- What were the arguments made for entering into a tactic of "total war"?
- How do conflicts escalate to become global conflicts?
- What were the interests and primary objectives of the US in entering into WWII?
- How was the impact of World War II reflected in the culture of the United States home front?
- How did the events of World War II set the stage for the cold war?
- How did the United States seek to halt the spread of communism in Europe?

**US II Standard 6.1:** Students will assess the causes and consequences of America's shift from isolationism to interventionism in the years leading up to World War II.

**US II Standard 6.2:** Students will use primary sources to describe the impact of World War II on the home front and the long-term social changes that resulted from the war, such as the baby boom, women in the workplace, and teenage culture.

**US II Standard 6.3:** Students will cite and compare historical arguments from multiple perspectives regarding the use of "total war" in World War II, focusing on the changing objectives, weapons, tactics, and rules of war, such as carpet bombing, civilian targets, the Holocaust, and the development and use of the atom bomb.

**US II Standard 6.4:** Students will research and prioritize the most significant events in the US and USSR's transition from World War II allies to Cold War enemies and superpowers.

**US II Standard 6.5:** Students will evaluate the impact of using international economic aid and diplomacy to secure national interests, specifically citing case studies of America's investment in war-torn nations following the war, such as the Marshall Plan and the Berlin Airlift.

## US II Strand 7: The Cold War Era and a Changing America

(ca. 1950 – 2000)

Cold War ideologies have shaped American life and influenced foreign policy since the middle of the 20<sup>th</sup> century. 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 uncertainty in global affairs. American interests in the Middle East have complicated international policies. Differing political philosophies spurred debates over the size and role of government. Throughout the era, American society, education, culture, and politics were shaped by Cold War tensions, technological developments, and changing demographics.

### Possible Guiding Questions to Consider:

- How did the Cold War shape domestic policies, foreign policies, and popular culture?
- What lessons can be learned from the Vietnam and Korean wars?
- How was McCarthyism a reflection of Cold War tensions?
- How did the wartime technologies lead to peacetime innovations, such as nuclear weapons/power, space exploration, computers, and communication?
- What were the main goals of President Johnson's Great Society?
- What philosophy regarding the role of government influenced President Reagan's New Federalism?

- How did America's relationship with Israel impact its relationship with other Middle Eastern nations?
- How has American culture been influenced by technological developments?
- How did the Watergate crisis demonstrate the strengths and weaknesses of modern US politics?

**US II Standard 7.1:** Students will compare the causes, major events, military tactics, and outcomes of the Korean and Vietnam Wars.

**US II Standard 7.2:** Students will use government documents and other primary sources to investigate the motives behind a Cold War policy, event, or foreign operation, such as Truman Doctrine, containment, the domino theory, the Korean conflict, the Bay of Pigs invasion, the Cuban Missile Crisis, the Vietnam War, and Olympic boycotts.

**US II Standard 7.3:** Students will develop interpretations of the impact of the Cold War on American society and culture using evidence such as cultural artifacts from the Cold War era, oral histories, and primary sources.

**US II Standard 7.4:** Students will explain how Reagan's neo-conservatism differed from the policies of previous presidential administrations of this era, most notably Johnson's Great Society.

**US II Standard 7.5:** Students will use evidence to demonstrate how technological developments (such as television and social media), government policies (such as Supreme Court decisions), trends (such as rock and roll or environmental conservation), and/or demographic changes (such as the growth of suburbs and modern immigration) have influenced American culture.

**US II Strand 7.6:** Students will use historical events and trends associated with American policies toward Israel and Middle Eastern nations and groups to make suggestions for current policies.

## US II Strand 8: The 21<sup>st</sup> Century United States

(ca. 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 surface in current events. 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.

### Possible Guiding Questions to Consider:

- How are newspapers, magazines, blogs, and other contemporary expressions the "rough drafts" of history?
- How do we know what events or trends are of historical significance when we are living in the middle of them?

- How has US foreign policy had an effect on the War on Terror?
- What is the most appropriate role for America to play in foreign affairs after the fall of the Soviet Union?
- How does the US dependency on oil shape foreign policy decision making?
- In what ways has social media impacted the continuity and change of reform movements?
- How has global trade transformed local communities? (i.e. mom and pop store, jobs, manufacturing)
- How are people working and organizing to respond to systemic domestic problems such as economic inequality, racism, or environmental degradation.

**US II Standard 8.1:** Students will select the most historically significant events in the 21<sup>st</sup> century and defend their selection.

**US II Standard 8.2:** Students will apply historical perspective and historical thinking skills to propose a viable solution to a pressing economic, environmental, or social issue, such as failing social security, economic inequalities, the national debt, oil dependence, water shortages, global climate change, pandemics, pollution, global terrorism, poverty, and immigration.

**US II Standard 8.3:** Students will use evidence from recent events and historical precedents to make a case for the most significant opportunities the country will have in the future.

# UNITED STATES GOVERNMENT AND CITIZENSHIP

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 the United States. Upon completion of this course the student will understand the major ideas, protections, rights, structures, and economic systems that affect the life of a citizen in the United States. Additionally, students will practice the skills needed to conduct inquiries, weigh evidence, make informed decisions, and 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.

## Foundational Practices for 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 liberties, as well as the rights and liberties of others, and to balance personal preferences with the common good. Social studies and history classrooms are the ideal venue to nurture civic virtue, consider current issues, practice acting civilly toward others, build a civic identity, and nurture global awareness. These skills, habits, and qualities of character will better prepare students to recognize and accept responsibility for preserving and defending their liberties secured by the Constitution.

To reach these ends, student should have ample opportunities to:

- Engage in deliberative, collaborative, and civil dialogue regarding historical and current issues.
- Apply knowledge of governmental structure, historical concepts, geographic interrelationships, and economic principles to analyze and explain current events.
- Identify local, state, national, or international problems, consider solutions to these problems, and share their ideas with appropriate public and/or private stakeholders.
- Develop and demonstrate values that sustain America's democratic republic, such as open-mindedness, engagement, honesty, problem-solving, responsibility, diligence, resilience, empathy, self-control, and cooperation.

## A Note on the Organization of the Utah Standards in All Core Areas

The United States Government and Citizenship 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 Principles

The framework of the United States Constitution and the functions of government are guided by principles essential for our 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 found in the Constitution are present in many of the issues of the day.

### Possible Guiding Questions to Consider:

- How are the principles of government embedded in the Constitution?
- How did the shortcomings in the Articles of Confederation lead to the development of the Constitution?
- How is *e pluribus unum* related to the concept of federalism?
- Why is an independent judiciary so essential to our democracy? What are some of the fundamental purposes of judicial review?
- How is judicial review a reflection of, and a response to, changes in our history?

**US GOV Standard 1.1:** Students will explain how ideas, documents, challenges, and events such as the rule of law, the social contract, compromise, the Declaration of Independence, the Articles of Confederation, Shays' Rebellion, and the Federalist Papers, significantly influenced the United States Constitution.

**US GOV Standard 1.2:** Students will describe the structure of the United States' form of government, a compound constitutional republic, including the ideas of federalism, checks and balances, separation of powers, the commerce, elastic, and supremacy clauses, popular sovereignty, and limited government.

**US GOV Standard 1.3:** Students will explain the organization, functions, and processes of the United States government, such as the purpose of the President's cabinet, the function of judicial review, and how a bill becomes a law, and apply that understanding to current issues.

## US GOV Strand 2: Civil Liberties, Civil Rights, and Responsibilities

American citizenship brings with it civil liberties, civil rights, and responsibilities. Students must know their rights and responsibilities and understand the extent of those rights. Students should be able to defend their own rights and the rights of others, understanding that the Constitution and its amendments 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.

### Possible Guiding Questions to Consider:

- What are the civil rights and liberties codified in the Constitution?

- What is the relationship between a successful, functioning republic and a civically-responsible population?
- How have the rights and liberties in the Constitution been interpreted and applied over time?
- How has the definition of citizen changed over time?

**US GOV Standard 2.1:** Students will use historic and modern case studies, including Supreme Court cases, amendment initiatives, and legislation to trace the application of civil liberties, civil rights, and responsibilities spelled out in the Constitution, the Bill of Rights, and other amendments.

**US GOV Standard 2.2:** Students will examine various perspectives on a current rights-related issue, take a position, defend that position using the Constitution and Bill of Rights, historical precedents, Supreme Court decisions, and other relevant resources, and share that position, when possible, with relevant stakeholders.

**US GOV Standard 2.3:** Students will explain the purpose and importance of fulfilling civic responsibilities, including serving on juries, voting, serving on boards and committees, remaining well-informed, contacting elected officials, and other duties associated with active citizenship.

## US GOV Strand 3: Distribution of Power

The Constitution distributes authority between the legislative, executive, and judicial branches. Additionally, power embedded in the federalist system, or compound constitutional republic, is distributed between the federal, state, and local governments. American Indian tribal governments maintain a unique relationship with other levels and branches of government, adding yet another dimension for consideration. Finally, individuals and groups use a range of strategies and methods for wielding their own political power.

### Possible Guiding Questions to Consider:

- How is political power distributed? How can it be attained?
- What political power do individuals possess?
- What are issues that cause friction between local, state, sovereign tribal, and/or the federal government, and how can these tensions be resolved?
- What functions do political parties serve?
- How do people determine their affiliations with political parties, special interest groups, or other causes or movements?
- What role do lobbyists and special interest groups play in political processes?

**US GOV Standard 3.1:** Students will explain the distribution of power among national, state, tribal, and local governments in order to identify how needs are met by governance systems.

**US GOV Standard 3.2:** Students will explain the processes and motivations for how and why people organize to participate in civic society, such as developing political affiliations, joining political parties, and supporting special interest groups and other non-governmental or non-partisan civic organizations, and evaluate the political impact of those affiliations.

**US GOV Standard 3.3:** Students will use data to evaluate election results and explain election processes and strategies.

## **US GOV Strand 4: Fiscal Policies and Decisions**

Fiscal policies can have profound implications in the daily lives of citizens. 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 principles to make informed decisions, knowing that economic policies are a reflection of economic philosophies and values

**Possible Guiding Questions to Consider:**

- What role should the government play in domestic economic policy?
- What are the best uses of taxes and fees?
- How should a local government decide budget priorities such as 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?

**US GOV Standard 4.1:** Students will examine the fiscal decisions governmental agencies must make and the economic philosophies that guide those decisions.

**US GOV Standard 4.2:** Students will explain how government services and other budget priorities are funded through various forms of revenue streams, such as fees, bonding, and regressive and progressive taxes, including property taxes, income taxes, and sales taxes.

**US GOV Standard 4.3:** Students will propose and defend budget priorities at either the local, state, tribal, or federal levels, and share their findings with appropriate stakeholders.

## **US GOV Strand 5: 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.

**Possible Guiding Questions to Consider:**

- How do we determine what is in our national interest and how should that determination guide our foreign policy?
- What are the best ways to insure the future economic health of the United States?
- What role should the United States play in addressing global economic, environmental, or social issues?

**US GOV Standard 5.1:** Students will analyze the constitutional process of creating foreign policy and the structures through which the federal government interacts with foreign governments, such as the Department of State, treaties, agreements, and alliances.

**US GOV Standard 5.2:** Students will analyze the justification for, and effectiveness of, specific foreign policy positions, such as military intervention, isolationism, alliance formation, economic sanctions, or other security measures.

**US GOV Standard 5.3:** Students will evaluate how global economic interdependence and international trade policies affect the economy of the United States.

**US GOV Standard 5.4:** Students will craft an argument for an appropriate role for the United States to take in addressing a global economic, environmental, or social issue such as humanitarian aid, migration, pandemics, or the loss of wildlife habitat.

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