

**Elementary Social Studies Standards
Vertical Alignment of Social Studies Dispositions**

Rules and Laws	Government	Culture	Founding Documents & Symbols	Holidays and Celebrations	Contributions and Achievements of People	Migration
K.3.1 Describe some of the rules students or family members follow and why they are important as a member of a family, class and school.	2.3.4 Consider why it is necessary for cities and towns to have governments, and describe ways local representative government promotes the general welfare of their community (for example, water, sewer, garbage pick-up, road and trail maintenance, public schools).	3.2.3 Define their own cultures or the cultures of their communities (for example, art, music, food, dance, system of writing, architecture, government to which they are ongoingly exposed or of which they are part).	K.3.4 Explain why national, state, and other symbols and actions (including the United States flag, the Pledge of Allegiance, the bald eagle, the Utah flag) are considered important, and what rules and traditions have been made to reflect that importance.	2.3.6 Identify celebrations and state and national holidays that remember and honor people and events in the history of Utah and the United States.	K.1.2 Use a variety of texts to analyze and retell the stories of a diverse range of key historical figures, including some from United States history, and make inferences about why they are remembered and honored as people who exemplify the traits of honesty, integrity, morality, civility, duty, honor, service, respect and obedience to law.	1.2.4 Explain the reasons that people, animals and goods move.
1.3.1 Compare how classroom rules are similar to laws in the	3.1.1 Discuss the basic differences between different	3.4.3 Define the cultures of the community they	1.3.4 Identify the symbols, landmarks and essential		1.1.2 Summarize the contributions of a diverse range of	3.4.4 Examine the types of government found in the

community.	forms of government, including a constitutional republic, a pure democracy, an oligarchy and a monarchy.	chose in 3.3.1 (for example, art, music, food, dance, system of writing, architecture, government, religion).	documents of the school, community, state and nation (including the national motto and state emblem). Demonstrate how to show respect for those items, including care and disposal of the United States flag.		historical figures and groups in their community, state and nation and evaluate their significance (for example, figures might be chosen based on their examples of honesty, integrity, morality, civility, duty, honor, service, respect, obedience to law).	community they chose in 3.4.1 and compare them with the government of their community (for example, how community leaders are selected, how the government maintains order, keeps people safe, and makes and enforces rules and laws, the role of a community member, the inclusion of immigrants).
2.1.3 Summarize key ideas included in the Declaration of Independence (for example, purpose of government, equality, representative government, limited government, rule of law, natural rights, common good).	3.3.6 Describe why governments collect taxes and how they decide how to use them.	4.5.6 Choose one of Utah’s cultural institutions (for example Utah Symphony, The Tabernacle Choir at Temple Square, Utah Opera Company, Ballet West, Utah’s Shakespeare Festival, Utah Festival Opera (Logan)) and explain its historical	2.1.3 Summarize key ideas included in the Declaration of Independence for example, purpose of government, equality, representative government, limited government, rule of law, natural rights, common good).		2.1.5 Identify the achievements of significant Americans, including those from local and other diverse perspectives and explain their importance.	4.3.1 Use primary sources to compare experiences of at least three groups’ migration to Utah between 1847-1896 (for example, members of The Church of Jesus Christ of Latter-day Saints, people from Greece, Italy, China).

		significance as well as the cultural benefits to Utah families and our nation.				
3.1.3 Summarize how the Constitution of the United States is the supreme law of the land and explain how laws provide order and stability.	3.4.4 Examine the types of government found in the community they chose in 3.4.1 and compare them with the government of their community (for example, how community leaders are selected, how the government maintains order, keeps people safe, and makes and enforces rules and laws, the role of a community member, the inclusion of immigrants).		2.1.4 Retell the histories of key people and events connected to state and national symbols, landmarks and essential documents (for example, Thomas Jefferson and the Declaration of Independence, Francis Scott Key and The Star Spangled Banner, Abraham Lincoln and the Lincoln Memorial, Theodore Roosevelt and Woodrow Wilson and national parks, Utah pioneers and Utah's nickname and motto).		3.3.1 Analyze how their community has been shaped by the diverse people who have resided within it. Compare primary and secondary sources (when available) from or about these people.	4.5.4 Explain continuity and change over time by comparing experiences of today's immigrants in Utah with those of immigrants in Utah's past.
3.4.4 Examine the types of government	4.4.1 Identify the function and location	6.1.1 Discern characteristics	3.1.2 Explain why the first three words of		4.2.4 Investigate the reasons why early	5.4.1 e evidence from multiple perspectives

<p>found in the community they chose in 3.4.1 and compare them with the government of their community (for example, how community leaders are selected, how the government maintains order, keeps people safe, and makes and enforces rules and laws, the role of a community member, the inclusion of immigrants).</p>	<p>of state government. Analyze Article 1 of the Utah Constitution to explain how the enumerated rights reflect shared values.</p>	<p>needed for the transformation from simple societies to civilizations, and compare those characteristics in at least three different ancient civilizations found in different regions of the world (for example, Mesopotamia, Egypt, Indus River Valley, China, Inca, Aztec, Persia, Greece, Carthage, Gupta, Rome).</p>	<p>the United States Constitution are vital to the workings of representative government.</p>		<p>explorers and frontiersmen came to the land now called Utah, and determine how their contributions are relevant to Utahns today.</p>	<p>(for example, pioneers, 49ers, Black Americans, Chinese Americans, Native Americans, new immigrants, people experiencing religious persecution) to make a case for the most significant social, economic, and environmental changes brought about by Westward Expansion and the Industrial Revolution.</p>
	<p>4.4.2 Compare the Utah Constitution with the United States Constitution, noting the similarities (including legislative, executive and judicial branches, rights of citizens) and important/significant differences (for example, role in</p>	<p>6.1.2 Throughout their study of world history, recognize the origins of major world religions (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, Taoism). Evaluate the role religion played in</p>	<p>3.1.3 Summarize how the Constitution of the United States is the supreme law of the land and explain how laws provide order and stability.</p>		<p>5.1.2 Identify ideas, innovations, and contributions of Native Americans that have had a lasting impact on human civilization (for example, agriculture, respect for the earth and environment, inventions, fashion, art, government,</p>	<p>5.4.2 Use primary sources to explain the driving forces for why people immigrated and emigrated during the 19th century, as well as the ways that movement changed the nation.</p>

	education, public lands, local governance).	the development of civilizations, colonization, imperialism, and independence movements.			language, medicines, ritual and ceremony).	
	4.4.5 Analyze the way local, state, tribal and federal governments interact with one another.	6.1.5 Use primary and secondary sources to compare the cultures of three civilizations found in different regions of the world and identify examples of cultural expression (for example, architecture, writing, philosophy, artwork).	3.1.4 Identify the rights protected by the First Amendment in the Bill of Rights, and analyze how those rights affect them.		5.2.3 Explain how the actions of key individuals and groups influenced the outcome of the American Revolution (for example, George Washington, Thomas Jefferson, Thomas Paine, Benjamin Franklin, Mercy Warren, Alexander Hamilton, King George III, Haudenosaunee (Iroquois) Confederacy, Marquis De Lafayette, Phillis Wheatley).	5.4.3 Summarize the impacts of forced relocation and assimilation on Native American people and how they have preserved their communities in the face of such adversity.
	5.3.3 Explain why the Founders established a compound constitutional	6.2.1 Summarize key tenets of the major world religions (including Buddhism,	3.1.5 Explain how the Constitution balances power between the three branches of		5.4.5 Explain how the actions of key individuals and groups influenced the	

	republic with three branches, and cite historic and current examples of checks and balances.	Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, Taoism).	government at both the state and federal levels (checks and balances).		outcome of the Civil War (for example, Abraham Lincoln, Jefferson Davis, Clara Barton, Robert E. Lee, Ulysses S. Grant, Stonewall Jackson, William Tecumseh Sherman, Harriet Beecher Stowe, Rose O'Neal Greenhow, Frederick Douglass, Harriet Tubman).	
	6.1.6 Compare the purposes and functions of early governments (for example, monarchy, oligarchy, tyranny, pure democracy, republic, theocracy) to modern governments.	6.2.2 Use primary and secondary sources to explain how the spread of religious ideas during the post-classical era influenced globalization (for example, spread of Islam, Crusades, cultural expression through art and architecture, Reformation).	4.4.1 Identify the function and location of state government. Analyze Article 1 of the Utah Consitution to explain how the enumerated rights reflect shared values.		6.1.4 Identify some of the economic systems and technologies (for example, irrigation, writing systems, farming techniques, trading and bartering, coins and currency) created by three civilizations found in different regions of the world, and categorize how they met specific human needs or wants.	
	6.2.5 Critique how	6.2.6 Generalize how	4.4.2 Compare the		6.2.3 Identify the	

	and why systems of governance took steps toward self-rule during the post-classical period (for example, the rise of the merchant class, Magna Carta, feudalism in Europe and Japan).	the spread of goods and ideas led to the increased influence of China, India, Southeast Asia, and the Middle East on globalization.	Utah Constitution with the United States Constitution, noting the similarities (including legislative, executive and judicial branches, rights of citizens) and important/significant differences (for example, role in education, public lands, local governance).		most historically significant inventions and innovations from ca. 500 C.E.–1500 C.E. (for example, printing press/movable type, astronomy, medicine) and argue their ongoing importance.	
			4.4.3 Identify Utah symbols, their connection to history and geography and what these symbols tell us about our shared culture. Explain how they can show respect and appreciation for those symbols.			
			5.2.2 Summarize the most significant ideas found in the Declaration of			

			Independence.			
			5.3.1 Use examples from the Constitution to investigate and explain the development, general purpose, and significant foundational principles of the United States government (a compound constitutional republic), as well as earlier documents and philosophies used to help develop the Constitution (for example, the Magna Carta, Mayflower Compact, Articles of Confederation, Haudenosaunee (Iroquois Confederacy)).			
			5.3.2 Apply the ideals found in the Preamble of the			

			United States Constitution to historic and current events and issues.			
			5.3.4 Explain the significance of the Bill of Rights and identify the impact of one of these amendments in history, a current event and/or your daily life.			
			5.3.5 Investigate how constitutional amendments are passed, and provide examples of how amendments to the Constitution have extended rights to groups originally denied protection under the Constitution (for example, women, enslaved people, immigrants, Black Americans, Native Americans).			

			6.2.5 Critique how and why systems of governance took steps toward self-rule during the post-classical period (for example, the rise of the merchant class, Magna Carta, feudalism in Europe and Japan).			
--	--	--	--	--	--	--