

Elementary Social Studies Standards

Vertical Alignment of Social Studies Dispositions

Using Primary Sources / Multiple Perspectives	Civic Engagement	Responsible Citizenship	Chronology / Tracking Change Over Time	Mapping
1.1.1 Explain why people may see historical events from different points of view.	K.3.3 Identify ways that people work together to build a strong community (for example parents, religious leaders, teachers and other school personnel, police officers, firefighters, soldiers, business owners).	K.3.2 List and describe the essential qualities needed to learn and work together as friends, neighbors and family members (for example, honesty, integrity, morality, civility, duty, honor, service, respect, obedience to law).	K.1.1 Compare how people lived in earlier times and how their lives would be different today (for example, growing food, making clothing, living by different rules and laws).	K.2.1 Construct a simple map and explain how the map represents a place.
1.1.3 Using primary sources (for example, artifacts and documents such as photographs, newspapers, speakers, stories, songs) make inferences about why certain events in history are remembered.	1.3.5 Students will demonstrate characteristics of responsible citizenship (for example, respect others' property, treat people with dignity, find solutions to conflicts, take responsibility for one's actions, take care of school grounds).	1.3.2 Identify the ways that people can function as members of a school and/or community by sharing principles, goals and traditions.	K.4.1 Make distinctions between basic human needs and individual wants and how that can change over time.	K.2.4 Describe and use relative location terms of objects (for example, left/right, above/below, up/down, near/far) while using maps and globes.
1.1.4 Create a primary source to show how their personal histories are shaped by family, school and community (for example, timeline, interview,	2.3.3 Provide examples of ways in which responsible community members have worked together to resolve conflicts, solve problems and	1.3.3 Explain how diverse community groups work together to accomplish common tasks, solve problems and fulfill responsibilities.	2.1.1 Use primary sources (for example, artifacts and documents such as interviews, photographs, newspapers, speakers, stories, songs) to	1.2.1 Construct a simple map of a neighborhood, classroom, school or the setting of a story.

artifact collection, recipe book).	create unity within their community.		document the chronology of important events in their personal, family, school, local or broader community history (including three significant events).	
2.1.1 Use primary sources (for example, artifacts and documents such as interviews, photographs, newspapers, speakers, stories, songs) to document the chronology of important events in their personal, family, school, local or broader community history (including three significant events).	2.3.5 Identify current leaders (for example, family, school, community, governor and national leaders) and their responsibilities. Discuss the traits of effective leaders.	2.3.1 Define the essential qualities of good community members (for example, honesty, integrity, morality, civility, duty, honor, service, respect and obedience to law).	2.1.2 Use primary sources to identify how their community has changed or remained the same over time and make inferences about the reasons why.	2.2.2 Interpret and construct physical maps using the title, key, symbols, 8-point compass rose, cardinal direction and alphanumeric grids.
2.1.2 Use primary sources to identify how their community has changed or remained the same over time and make inferences about the reasons why.	3.3.2 Reflect upon the processes used to address needs and reach solutions within their family, their classroom or other groups of which they are a part. Compare those to the democratic processes used to address needs and reach solutions within their communities.	2.3.2 Describe the rights and responsibilities of citizens in the United States and Utah.	3.2.4 Evaluate how their community has changed over time (for example, economic interdependence, changes to the environment).	3.2.1 Locate their community, city or town, state, country and continent on print and digital maps of the earth, and contrast their sizes and the relationships in scale.
3.3.1 Analyze how their community has been shaped by	3.3.4 Describe some of the civic roles that people fulfill within	3.3.5 Explain how their community's leaders are	3.3.3 Research improvements that have been made in their	3.4.1 Choose a community outside of the United States.

the diverse people who have resided within it. Compare primary and secondary sources (when available) from or about these people.	their community, and explain the reasons why people choose to serve in those roles and how they benefit the community.	elected or appointed and effective ways to work together with them to improve the community.	community over time (for example, schools, roads, emergency services, utilities, jobs, recreation, libraries, clean environment, protection of civil rights).	Locate that community on both print and digital maps of the Earth, their continent, country, city or town, and contrast their sizes and the relationships in scale.
4.2.1 Use evidence (for example, artifacts, texts, oral traditions, geographic inquiry), to make inferences about and explain the importance of the geography of Utah in the culture of one or more prehistoric or historic Native American cultures.	3.3.7 Discuss how the choices of individuals and leaders affect their community and its future (for example, supporting local businesses, volunteering, voting).	3.3.7 Discuss how the choices of individuals and leaders affect their community and its future (for example, supporting local businesses, volunteering, voting).	4.4.4 Using primary and secondary sources, explain how Utah's economy has changed over time (for example, recreation, tourism, mining, information technology, manufacturing, agriculture, petroleum production).	5.1.3 Use maps and primary/secondary sources to evaluate the push and pull factors that led to exploration and colonization of North America (for example, fleeing persecution, enslavement, economic advancement, indentured servitude, religious freedom/isolationism).
4.2.3 Use primary and secondary sources to compare important aspects of the ways of life of at least two Native American Tribal groups (for example, Ute, Paiute, Navajo, Shoshone, Goshute) existing within Utah, and how those ways of life changed as settlers from Europe arrived prior to 1847.	3.3.8 Collaborate with peers to address a need in their local community through service.	6.4.3 Determine how human rights and responsibilities around the world have developed over time and identify ways individuals and organizations work to protect rights considered essential for all humans.	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.	6.4.2 Summarize the main differences between economic systems across the world (i.e., communism, free market capitalism, individualism, socialism) and discuss the relationship between these systems and the concepts of freedom, equality, and fairness.
4.3.1 Use primary sources to compare experiences of at least	4.5.5 After studying examples of individuals or groups making			6.1.3 Use maps to analyze how physical geography affected the

<p>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).</p>	<p>positive changes in Utah, propose positive steps individual students or groups of students can implement (for example, raising awareness through digital media, energy and resource conservation, letter writing, fundraising).</p>			<p>development of three civilizations found in different regions of the world.</p>
<p>4.3.5 Cite multiple perspectives to explain the historical significance and context of at least one conflict of this period (for example, The Utah War, The Mountain Meadows Massacre, The Bear River Massacre, The Black Hawk War).</p>	<p>5.3.7 Describe the civic duties members of American society have today (for example, voting, holding public office, jury duty).</p>			<p>6.2.4 Use maps to trace how geography affected the ability of humans to connect with each other (for example, economic and cultural expansion, development of international trade, spread of disease).</p>
<p>4.4.6 Use case studies to explain how national or global events between 1896-1999 (for example, World War I, the Spanish Flu Epidemic, the Great Depression, World War II, Japanese American Incarceration, the Cold War, civil rights movements, Americans with Disabilities Act) had an impact in their local communities and state.</p>	<p>5.6.1 Investigate and report on current pressing issues facing the United States and propose potential solutions that students can support (for example, raising awareness through digital media, energy and resource conservation, letter writing, fundraising).</p>			<p>6.3.2 Use maps and other data sets to make inferences about the lasting impacts of exploration, colonization, and/or imperialism.</p>

<p>5.1.3 Use maps and primary/secondary sources to evaluate the push and pull factors that led to exploration and colonization of North America (for example, fleeing persecution, enslavement, economic advancement, indentured servitude, religious freedom/isolationism).</p>	<p>5.6.2 Evaluate the methods and impact of individuals and/or groups making positive changes in the United States today as models for civic engagement.</p>			
<p>5.2.1 Use primary sources to craft an argument representing different perspectives during the period leading to the revolution (for example, men and women who were Loyalists, Patriots, Native Americans, enslaved people).</p>	<p>5.6.3 Connect the causes and lasting effects of at least two social movements and their leaders in the 20th Century (for example, the women’s movement, labor unions, the Civil Rights movement, child labor reforms).</p>			
<p>5.2.4 Using evidence from primary and secondary sources, craft an argument that explains how the American colonists prevailed over one of the world’s most powerful empires.</p>	<p>5.6.4 Research and summarize the accomplishments and contributions of a minority community in the United States today.</p>			
<p>5.4.1 Use evidence from multiple perspectives (for example, pioneers, 49ers, Black Americans, Chinese Americans,</p>	<p>6.4.3 Determine how human rights and responsibilities around the world have developed over time and</p>			

<p>Native Americans, new immigrants, 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>identify ways individuals and organizations work to protect rights considered essential for all humans.</p>			
<p>5.4.2 Using primary sources, 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>				
<p>5.4.4 Using primary and secondary documents, compare how differences in economics, politics and culture (for example, slavery, political and economic competition in Western territories) between the North and South led to the United States Civil War.</p>				
<p>5.4.6 Using evidence from primary and secondary sources, craft an argument that explains how the United States of America prevailed over the</p>				

Confederate States of America in the United States Civil War.				
6.3.5 Cite evidence to identify the causes and effects of World War I, the Great Depression, and World War II.				
6.1.5 Using primary and secondary sources, 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).				
6.2.2 Using primary and secondary sources, 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).				
6.3.3 Using primary and secondary sources, draw conclusions about the positive				

<p>and negative economic impacts of expansion and major global conflicts (for example, Columbian Exchange, economic depressions, rise of factories, effects of famine, slave trade).</p>				
<p>6.3.5 Cite evidence to identify the causes and effects of World War I, the Great Depression, and World War II.</p>				
<p>6.4.1 Use primary and secondary sources to describe the impact and/or lasting historical significance of at least two major global events of the 20th-21st centuries not previously studied (for example, the Cold War, Vietnam, genocides, trade wars, terrorism, human rights movements).</p>				