

A Correlation of

★ ★ ★ **SCOTT FORESMAN** ★ ★ ★  
**SOCIAL STUDIES**

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to the

**Utah**  
**Core Curriculum**  
**Standards**

Grades K-5



M/SS-3

## **Scott Foresman Social Studies**

This document demonstrates the high degree of success students will achieve when using **Scott Foresman Social Studies** in meeting the Utah Core Curriculum Standards. Correlation page references are to the Teacher's Edition. Lessons in the Teacher's Edition contain facsimile Student Edition pages.

**Scott Foresman** is pleased to introduce our new **Scott Foresman Social Studies**, Kindergarten through Grade 6 - the social studies program that helps every child become an active, involved, and informed citizen.

### **Content**

**Scott Foresman Social Studies** content covers the key social studies strands: Citizenship, Culture, Economics, Geography, Government, History and Science/Technology. **Scott Foresman Social Studies** content is organized for a flexible teaching plan. If time is short, teachers may use the Quick Teaching Plan to cover the core content and skills or to add depth, teachers may use the wealth of information in each unit.

### **Accessibility**

**Scott Foresman Social Studies** provides systematic instruction to improve comprehension and to reach out to all learners. In every unit, reading skills are developed through built-in lessons. Target comprehension skills are pre-taught and then applied throughout the unit for sustained practice. Graphic organizers provide support for every skill.

### **Motivation**

**Scott Foresman Social Studies** is filled with compelling visuals, intriguing facts, and exciting real-world learning. Colonial Williamsburg Lessons provide exciting, special features from the nation's largest living museum. Dorling Kindersley Visual Lessons provide bold, large-as life photographs with interesting, easy-to-read expository captions. Music lessons introduce or reinforce important concepts and vocabulary. Discovery Channel School projects provide exclusive, hands-on unit projects that synthesize and enhance learning. A special feature entitled You Are There provides captivating suspense-packed reading that builds excitement and lets students experience the event from a personal perspective. A Web-Based Information Center continually updates information, maps, and biographies.

### **Accountability**

**Scott Foresman Social Studies** provides built-in skill lessons in every unit and multiple assessment tools to develop thinking citizens. Informal assessment opportunities monitor children's learning and provide If/then guidelines with specific reteaching strategies and effective practice. Formal assessment opportunities assess children's learning and provide practice for key test-taking skills. Test-taking strategy lessons provide test preparation for national and state tests.

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**Scott Foresman Social Studies—Here We Go  
to the  
Utah Core Curriculum  
Kindergarten**

**Standard I**

Students will develop a sense of self.

Utah Core Curriculum	Scott Foresman Social Studies
<b>Objective 1</b> Describe and practice responsible behaviors for health and safety.	
<b>a. Describe proper care of the body (e.g., proper brushing of teeth, eating a variety of foods, proper hand washing, sneezing into sleeve).</b>	148-149, 306-307, 321
<b>b. Recognize that food is fuel for the body.</b>	147, 148-149, 317, 318-319
<b>c. Recognize signs of physical activity (e.g., heart rate, breathing, sweat).</b>	Not Applicable
<b>d. Identify helpful and harmful substances to the body.</b>	Not Applicable
<b>e. Recall basic safety (e.g., follow rules, maintain personal space/boundaries, know phone number, address, emergency number).</b>	35, 36, 37, 78-79, 84
<b>Objective 2</b> Develop skills in gross and fine motor movement.	
<b>Participate in regular physical activity that requires exertion (e.g., walk, jog, jump rope).</b>	294-295
<b>Explore a variety of fundamental and manipulative gross motor skills (e.g., hop, skip, twirl, dance, throw, catch, kick, strike).</b>	Not Applicable

Utah Core Curriculum	Scott Foresman Social Studies
<b>Perform a variety of fine motor skills (e.g., draw, cut, paste, mold, write).</b>	30
<b>Maintain personal space and boundaries while moving.</b>	Not Applicable
<b>Create and perform simple dance movements that express who one is, knowledge of the body, feelings, senses, and ideas in time and space.</b>	Not Applicable
<b>Objective 3</b> Develop and use skills to communicate ideas, information, and feelings.	
<b>Identify and express ideas, information, and feelings in a variety of ways (e.g., draw, paint, tell stories, play, make believe, dance, sing).</b>	10, 11, 60, 61, 110, 111, 176, 177, 242, 243, 292, 293
<b>Recognize similar colors as being members of the family of reds, blues, and yellows and shapes as being similar to squares, circles, and triangles.</b>	18, 80
<b>Describe sounds in terms of dynamics (loud/soft), pitch (high/low), duration (long/short; fast/slow), and timbre (tone of an animal, human, musical instrument, or machine).</b>	Not Applicable
<b>Develop competency in beat accuracy and respond to an understanding of beat as a life force through moving, singing, chanting, or playing instruments.</b>	Not Applicable
<b>Express emotions by selecting and playing a variety of simple rhythm instruments.</b>	Not Applicable

## Standard II

Students will develop a sense of self in relation to families and community.

Utah Core Curriculum	Scott Foresman Social Studies
<b>Objective 1</b> Describe factors that influence relationships with family and friends.	
<b>Identify ways individuals are alike and different.</b>	302-303
<b>Identify contributions of family members.</b>	292-293, 322-323
<b>Describe how children change over time.</b>	310-311
<b>Identify behaviors to initiate play and develop friendships.</b>	294-295, 326-327
<b>Demonstrate positive interactions with peers and adults.</b>	294-295, 322-323, 326-327
<b>Objective 2</b> Identify important aspects of community and culture that strengthen relationships.	
<b>Recognize and follow family and classroom rules.</b>	323
<b>Describe the school community (e.g., students, teachers, secretary, custodian, principal).</b>	13, 17
<b>Describe resources in the community (e.g., police officer, firefighter, library, museum).</b>	86, 87
<b>Describe cultural traditions in family and community.</b>	94-95, 310-311
<b>Recognize national symbols and recite the Pledge of Allegiance.</b>	252-253, 270

Utah Core Curriculum	Scott Foresman Social Studies
<b>Objective 3</b> Express relationships in a variety of ways.	
<b>a. Recognize traditions, music, dances, artwork, poems, rhymes, and stories that distinguish cultures.</b>	10, 11
<b>b. Develop skills in storytelling through moving the body and making sounds while pretending to be characters in a familiar story.</b>	Can be developed from 258, 263, 264-265
<b>c. Create and perform/exhibit dances, visual art, music, and dramatic stories from various cultures.</b>	94-95, 96

### Standard III

Students will develop an understanding of their environment.

Utah Core Curriculum	Scott Foresman Social Studies
<b>Objective 1</b> Investigate changes in the seasons.	
<b>a. Identify the seasons and represent each with pictures and songs.</b>	189, 190-191
<b>b. Observe and describe typical weather for each of the seasons.</b>	186-187, 188, 189
<b>c. Describe the information each of the five senses provides with the changing of seasons.</b>	190-191
<b>d. Observe and describe changes in behavior of animals as the seasons change.</b>	194-195
<b>e. Describe how people change their behavior as the seasons change.</b>	190-191

Utah Core Curriculum	Scott Foresman Social Studies
<b>Objective 2</b> Observe and describe animals in the local environment.	
<b>a. Observe, describe, draw, and compare familiar animals.</b>	194-195, 198-199, 202-203
<b>b. Describe how young animals are different from adult animals.</b>	Can be developed from 82-83
<b>c. Describe how animals care for their young.</b>	Can be developed from 195
<b>d. Observe and imitate the sounds and movements of animals with songs, dances, and storytelling.</b>	Can be developed from 193, 195
<b>e. Distinguish between real and make-believe animal behaviors.</b>	Can be developed from 82-83, 164, 177, 195, 198-199, 202-203
<b>Objective 3</b> Recognize symbols and models used to represent features of the environment.	
<b>a. Recognize that maps and globes are symbols for actual places.</b>	210-211, 214-215, 218-219, 222-223
<b>b. Identify items on a map of the classroom.</b>	178-179, 216
<b>c. Explore basic map and globe directions and characteristics (e.g., top, bottom, right, left, land, water, Arctic Ocean, Antarctica).</b>	178-179
<b>d. Make representations of things observed in the environment (e.g., drawing, painting, building structures with blocks, making models with clay).</b>	186-187

**Scott Foresman Social Studies—All Together  
to the  
Utah Core Curriculum  
Grade One**

**Standard I**

Students will develop a sense of self.

Utah Core Curriculum	Scott Foresman Social Studies
<b>Objective 1</b> Describe and practice responsible behaviors for health and safety.	
<b>a. Practice appropriate personal hygiene (e.g., bathe, wash hands, clean clothes).</b>	14
<b>b. Describe the benefits of eating a variety of nutritious foods.</b>	Can be developed from 260-261
<b>c. Describe the benefits of physical activity.</b>	Can be developed from 37
<b>d. Describe substances that are helpful and harmful to the body.</b>	Not Applicable
<b>e. Practice basic safety and identify hazards.</b>	4-5, 22-23, 24-25
<b>Objective 2</b> Develop and demonstrate skills in gross and fine motor movement.	
<b>a. Participate daily in short periods of physical activity that require exertion (e.g., one to three* minutes of walking, jogging, jump roping).</b>	13a, Can be developed from 37
<b>b. Perform fundamental locomotor (e.g., skip, gallop, run) and nonlocomotor (twist, stretch, balance) skills with mature form.</b>	Can be developed from 37

Utah Core Curriculum	Scott Foresman Social Studies
<b>c. Develop manipulative skills (e.g., cut, glue, throw, catch, kick, strike).</b>	37, 50a
<b>d. Create and perform unique dance movements and sequences that strengthen skills while demonstrating personal and spatial awareness.</b>	2, 44, 88-89, 136, 184
<b>Objective 3</b> Develop and use skills to communicate ideas, information, and feelings.	
<b>a. Recognize and express feelings in a variety of ways (e.g., draw, paint, tell stories, dance, sing).</b>	2-3
<b>b. Express how colors, values, and sizes have been controlled in artworks to create mood, tell stories, or celebrate events.</b>	6-7
<b>c. Sing a melody independently, with developing accuracy and a natural voice that is free from strain.</b>	2, 44, 88-89, 136, 184
<b>d. Create simple rhythm, movement, and melody patterns with body percussion and instruments.</b>	2, 44, 88-89, 136, 184

## Standard II

Students will develop a sense of self in relation to families and community.

Utah Core Curriculum	Scott Foresman Social Studies
<b>Objective 1</b> Describe behaviors that influence relationships with family and friends.	
<b>a. Explain how family members support each other.</b>	8-9, 12-13, 62-63, 64-65, 95

Utah Core Curriculum	Scott Foresman Social Studies
b. Describe tasks at home and school.	14-15, 36-37, 92-93, 94-95, 96-97, 98-99
c. Explain how families change over time.	12-13, 102-103
d. Recognize that choices have consequences which affect self, peers, and family.	24-25, 26-27
e. Describe behaviors that initiate and maintain friendships.	112-113, 160-161
<b>Objective 2</b> Describe important aspects of the community and culture that strengthen relationships.	
a. Practice democratic processes (e.g., follow family and classroom rules, take turns, listen to others, share ideas).	H2-H3, H4-H5, 22-23, 24-25, 26-27, 70a, 73a, 163, 218-219, 220-221
b. Describe physical features surrounding the home, school, and community.	Can be developed from H18-H19, 48-49, 50-51, 56-57, 138-139, 150-151
c. Identify changes in the school and neighborhood over time.	28-29, 30-31, 32-33, 34-35, 58-59, 166, 242-243, 252-253
d. Identify and use technology in your home, school, and community (e.g., computer, TV, radio).	H14-H15, 1c, 43c, 87c, 135c, 183c, 231c
e. Show respect for state and national symbols and patriotic traditions; recite the Pledge of Allegiance.	E16, H6-H7, H8-H9, 14, 16, 17, 208-209, 210-211, 212-213, 224-225
<b>Objective 3</b> Express relationships in a variety of ways.	
a. Describe traditions, music, dances, artwork, poems, rhymes, and stories that distinguish cultures.	69a, 188-189, 196-199, 241a

Utah Core Curriculum	Scott Foresman Social Studies
<b>b. Develop dramatic storytelling skills through flexibility in movement and voice, accurate sequencing, and listening and responding to others.</b>	188-189, 196-199
<b>c. Create and perform/exhibit dances, visual art, music, and dramatic stories from a variety of cultures expressing the relationship between people and their culture.</b>	69a, 196-199

### Standard III

Students will develop an understanding of their environment.

Utah Core Curriculum	Scott Foresman Social Studies
<b>Objective 1</b> <b>Investigate plants and plant growth.</b>	
<b>a. Observe and draw pictures of plants.</b>	Can be developed from 117
<b>b. Compare seeds of plants and describe ways they may be carried through the environment (e.g., wind, water, animals).</b>	Can be developed from 117
<b>c. Observe and describe plants as they grow from seeds.</b>	Can be developed from 36, 117-119
<b>d. Identify how people use plants (e.g., food, clothing, paper, shelter).</b>	117-119, 122-123
<b>e. Investigate and report conditions that affect plant growth.</b>	Not Applicable
<b>Objective 2</b> Investigate water and interactions with water.	
<b>a. Observe and measure characteristics of water as a solid and liquid.</b>	Not Applicable

Utah Core Curriculum	Scott Foresman Social Studies
<b>b. Compare objects that float and sink in water.</b>	Can be developed from 153
<b>c. Measure and predict the motion of objects in water.</b>	Not Applicable
<b>d. Describe how plants and people need, use, and receive water.</b>	Can be developed from H18-H19, 152-153
<b>Objective 3</b> Demonstrate how symbols and models are used to represent features of the environment.	
<b>a. Use map skills to identify features of the neighborhood and community.</b>	H22-H23, 46-47, 48-49, 50-51, 54-55, 120-121
<b>b. Create representations that show size relationships among objects of the home, classroom, school, or playground.</b>	H22-H23, H24-H25, 4-5, 46-47, 120-121, 234-235
<b>c. Identify map and globe symbols (e.g., cardinal directions, compass rose, mountains, rivers, lakes).</b>	H20-H21, H26, 54-55, 60-61, 61a, 120-121, TR67, TR68, TR69
<b>d. Locate continents and oceans on a map or globe (i.e., North America, Antarctica, Australia, Pacific Ocean, Atlantic Ocean).</b>	H20-H21, 47, 76-77, 154, 200-201, R4-R5, TR67, TR68

**Scott Foresman Social Studies—People and Places  
to the  
Utah Core Curriculum  
Grade Two**

**Standard I**

Students will develop a sense of self.

Utah Core Curriculum	Scott Foresman Social Studies
<b>Objective 1</b> Describe and adopt behaviors for health and safety.	
<b>a. Explain the importance of balance in a diet.</b>	Not Applicable
<b>b. Distinguish communicable from noncommunicable diseases (e.g., chicken pox, common cold, flu; asthma, cancer, diabetes).</b>	Not Applicable
<b>c. Relate behaviors that can help prevent disease (e.g., hand washing, good nutrition, fitness, universal precautions).</b>	Not Applicable
<b>d. Identify the harmful effects of tobacco on self and others (e.g., death, heart and lung disease, shortness of breath).</b>	Not Applicable
<b>e. Adopt basic safety habits (e.g., wear a seatbelt, practice bicycle safety, find adult help in an emergency).</b>	8-9, 10-11, 15a, 119

Utah Core Curriculum	Scott Foresman Social Studies
<b>Objective 2</b> Develop and apply skills in fine and gross motor movement.	
<b>a. Participate daily in sustained periods of physical activity that requires exertion (e.g., one to five* minutes of walking, jogging, jump roping).</b>	Not Applicable
<b>b. Perform fundamental locomotor and nonlocomotor skills in movement sequences and game applications (e.g., walk-hop-skip, run-stretch-skate, run-hop-lay up).</b>	Not Applicable
<b>c. Perform manipulative skills exhibiting a majority of correct technique components (e.g., soccer kick: eyes on ball, step with foot opposite to kicking foot, contact ball with inside of foot, follow through).</b>	Not Applicable
<b>d. Identify components of physical fitness (i.e., strength, endurance, flexibility) and corresponding activities.</b>	Not Applicable
<b>e. Create and perform unique dance movements and sequences that expand physical skills while demonstrating personal and spatial awareness.</b>	Not Applicable
<b>Objective 3</b> Develop and use skills to communicate ideas, information, and feelings.	
<b>a. Express personal experiences and imagination through dance, storytelling, music, and visual art.</b>	Can be developed from 98

<b>Utah Core Curriculum</b>	<b>Scott Foresman Social Studies</b>
<b>b. Create, with improving accuracy, works of art depicting depth (e.g., close objects large, distant objects small) using secondary and tertiary colors.</b>	Can be developed from 20-21, 24a
<b>c. Develop ability to sing in tune with relaxed strength and clarity.</b>	Not Applicable
<b>d. Develop consistency in rhythmic accuracy of body percussion and instrument playing.</b>	Not Applicable

## **Standard II**

Students will develop a sense of self in relation to families and community.

<b>Utah Core Curriculum</b>	<b>Scott Foresman Social Studies</b>
<b>a. Describe characteristics of healthy relationships (e.g., caring, responsibility, trust, respect).</b>	H2-H3, 12-13, 88-89, 108-109, 110-111, 158-159
<b>b. Identify benefits of cooperating and sharing.</b>	H2-H3, H4-H5, 12-13, 14-15, 88-89, 108-109, 158-159
<b>c. Explain how families and communities change over time.</b>	22-23
<b>d. Recognize how choices and consequences affect self, peers, and family.</b>	H2-H3, H4-H5, 12-13, 14-15, 75
<b>e. Identify behaviors that might create conflict situations and ways to resolve them.</b>	74-75, 216-219

Utah Core Curriculum	Scott Foresman Social Studies
<b>Objective 2</b> Examine important aspects of the community and culture that strengthen relationships.	
<b>a. Explain why families, schools, and communities have rules.</b>	H6, 9, 10-11, 85
<b>b. Compare rural, suburban, and urban communities.</b>	5, 16-19, 24-27, 42-43
<b>c. Relate goods and services to resources within the community.</b>	16-19, 104-105, 106-107, 112-113, 114-115, 120-123
<b>d. Participate in activities that promote public good (e.g., respect cultural and ethnic differences, identify community needs) and recite the Pledge of Allegiance.</b>	H2-H3, H5, H7, 12-13, 40-41, 82-85, 88-89
<b>e. Recognize the positive and negative impact of media.</b>	Not Applicable
<b>Objective 3</b> Express relationships in a variety of ways.	
<b>a. Describe traditions, music, dances, artwork, poems, rhymes, and stories that distinguish cultures.</b>	H8-H9, 40-41
<b>b. Develop an acting ability to relate to characters' thoughts and feelings (e.g., needs, hopes, frustrations, fears) in stories and plays.</b>	Can be developed from 196-197
<b>c. Create and perform/exhibit dances, visual art, music, and dramatic stories from a variety of cultures expressing the relationship between people and their culture.</b>	Can be developed from 38-39, 40-41

**Standard III**

Students will develop an understanding of their environment.

Utah Core Curriculum	Scott Foresman Social Studies
<b>Objective 1</b> Investigate relationships between plants and animals and how living things change during their lives.	
<b>a. Observe and describe relationships between plants and animals.</b>	Can be developed from 69
<b>b. Describe the life cycle of local plants and animals using diagrams and pictures.</b>	Can be developed from 69-70
<b>c. Create pictures and stories about real animals and compare them to make-believe stories about animals.</b>	Can be developed from 83, 89a
<b>Objective 2</b> Observe and describe weather.	
<b>a. Observe and describe patterns of change in weather.</b>	Can be developed from 67
<b>b. Measure, record, graph, and report changes in local weather.</b>	Can be developed from 67
<b>c. Describe how weather affects people and animals.</b>	68-69, 72-73
<b>d. Draw pictures and create dances and sounds that represent weather features (e.g., clouds, storms, snowfall).</b>	Can be developed from 67
<b>Objective 3</b> Investigate the properties and uses of rocks.	
<b>a. Describe rocks in terms of the parts that make up the rocks.</b>	Not Applicable
<b>b. Sort rocks based upon color, hardness, texture, layering, and particle size.</b>	Not Applicable

Utah Core Curriculum	Scott Foresman Social Studies
c. Identify how the properties of rocks determine how people use them.	Not Applicable
d. Create artworks using rocks and rock products.	Not Applicable
<b>Objective 4</b> Demonstrate how symbols and models are used to represent features of the environment.	
a. Identify and use information on a map or globe (i.e., map key or legend, compass rose, physical features, continents, oceans).	H20-H21, H22-H23, H24-H25, H26, 20-21, 37, 38-39, 60-61, 124-125, R10-R11
b. Use an atlas and globe to locate information.	H18-H19, 37, 38-39
c. Locate continents and oceans on a map or globe (i.e., North America, Antarctica, Australia, Africa, Pacific Ocean, Atlantic Ocean).	H19, H24, 37, 38-39, R4-R5

**Scott Foresman Social Studies—Communities  
to the  
Utah Core Curriculum for Social Studies  
Grade Three**

**Course Descriptions**

Students will investigate how environments and communities change over time through the influence of people. They will survey indigenous (native) people of the United States and compare their environments and cultures with those of South America. One comparison will be the indigenous Inca people of South America. Expanded geography and map skills will assist students in their study of world connections. Using social studies, character, and life skills, students will examine communities and gain a better understanding of government, economics, and citizenship.

**TIME**

**Standard 1**

Students show how environments and communities change over time through the influence of people.

Utah Core Curriculum —Social Studies	Scott Foresman Social Studies
<p><b>Objective 1</b> Predict how human activity will influence environments and communities.</p>	
<ul style="list-style-type: none"> <li>• <b>Describe various environments; e.g., desert, plains, tropical, tundra, steppe, mountain, frozen, forest.</b></li> </ul>	E8-E9, E12, 148-149, 150-155, 175, 182-183
<ul style="list-style-type: none"> <li>• <b>Identify the influence of people on environments and environments on people.</b></li> </ul>	137, 145, 146-147, 150-155, 164-165, 166, 175, 179
<ul style="list-style-type: none"> <li>• <b>Describe changes in environments caused by human inventions; e.g., plow, steel, railroads, telephone, telegraph, automobile.</b></li> </ul>	244, 251-253, 260
<p><b>Objective 2</b> Trace how indigenous cultures change over time.</p>	
<ul style="list-style-type: none"> <li>• <b>Describe early people of the local area; e.g., American Indians, first settlers.</b></li> </ul>	154-155

<b>Utah Core Curriculum —Social Studies</b>	<b>Scott Foresman Social Studies</b>
<ul style="list-style-type: none"> <li>• <b>Create a time line for the local community.</b></li> </ul>	Can be developed from 248-249
<ul style="list-style-type: none"> <li>• <b>Describe the early people of various environments in the United States.</b></li> </ul>	209, 228-229
<ul style="list-style-type: none"> <li>• <b>Examine how indigenous cultures change over time.</b></li> </ul>	154-155

### **Standard 2**

Students compare the indigenous people of the local area with the Inca of South America.

<b>Utah Core Curriculum —Social Studies</b>	<b>Scott Foresman Social Studies</b>
<b>Objective 1</b> Examine the Inca of South America.	
<ul style="list-style-type: none"> <li>• <b>Identify the characteristics of mountain environments.</b></li> </ul>	154-155
<ul style="list-style-type: none"> <li>• <b>Describe the Inca of South America.</b></li> </ul>	Can be developed from 248-249
<ul style="list-style-type: none"> <li>• <b>Create a time line for the Inca of South America.</b></li> </ul>	209, 228-229
<b>Objective 2</b> Compare the Inca of South America to the indigenous people of the local area.	154-155
<ul style="list-style-type: none"> <li>• <b>Compare the environment of the local area with that of the Andes of South America.</b></li> </ul>	Can be developed from 154-155, 182
<ul style="list-style-type: none"> <li>• <b>Compare the local community with the community of the Inca.</b></li> </ul>	Can be developed from 174, 175, 182

## PEOPLE

### Standard 3

Students trace the development and emergence of culture in indigenous communities.

Utah Core Curriculum —Social Studies	Scott Foresman Social Studies
<b>Objective 1</b> Describe the various factors that draw communities together.	
<ul style="list-style-type: none"> <li>• <b>Identify the elements of culture; e.g., language, government, religion, food, clothing.</b></li> </ul>	11-15, 19-20, 21, 38-41, 42-45, 48-50, 52-53, 92, 93
<ul style="list-style-type: none"> <li>• <b>Identify cultural elements that emerge as communities interact; e.g., roles, traditions.</b></li> </ul>	11-15, 19-20, 21, 38-41, 42-45, 48-50, 52-53, 68-70, 93
<ul style="list-style-type: none"> <li>• <b>Identify the contributions of the environment to cultural development; e.g., homes, agricultural products, clothing, industries, recreation.</b></li> </ul>	H5, 11-15, 22-23, 57, 108-109, 161-162
<ul style="list-style-type: none"> <li>• <b>Identify the aesthetic expressions of the community; e.g., art, music, dance, drama.</b></li> </ul>	24-25, 88-89, 95, 96-97, 112-113
<b>Objective 2</b> Compare the emergence of culture in the local area with the indigenous cultures of the United States.	
<b>Identify cultural characteristics of indigenous environments of the United States.</b>	117, 118, 122-123, 154-155, 173
<b>Compare community characteristics in the local region with other indigenous cultures; e.g., houses, clothing, jobs.</b>	154-155, 156-157, 173

**Standard 4**

Students examine how government and economies develop as the indigenous community develops.

Utah Core Curriculum —Social Studies	Scott Foresman Social Studies
<b>Objective 1</b> Explain the purpose of government.	
<ul style="list-style-type: none"> <li>• <b>Determine the need of people for government; e.g., maintaining order, justice for citizens.</b></li> </ul>	H2-H3, 233
<ul style="list-style-type: none"> <li>• <b>Identify the role of government; e.g., make laws, require taxation, provide education.</b></li> </ul>	76-77
<ul style="list-style-type: none"> <li>• <b>Explore how the flag of the United States and the pledge of allegiance show patriotism.</b></li> </ul>	350-351
<ul style="list-style-type: none"> <li>• <b>Describe development of government in indigenous communities.</b></li> </ul>	119
<ul style="list-style-type: none"> <li>• <b>Describe development of government among the Inca of South America.</b></li> </ul>	Not Applicable
<b>Objective 2</b> Identify the factors that determine economic development.	
<ul style="list-style-type: none"> <li>• <b>Identify natural resources within environments that provide for community development.</b></li> </ul>	E8-E9, 137
<ul style="list-style-type: none"> <li>• <b>Trace the emergence of occupations relative to available natural resources.</b></li> </ul>	160-163
<ul style="list-style-type: none"> <li>• <b>Identify producers and consumers in local communities.</b></li> </ul>	E5, 321
<ul style="list-style-type: none"> <li>• <b>Identify the relationship between producers and consumers, supply and demand.</b></li> </ul>	321

Utah Core Curriculum —Social Studies	Scott Foresman Social Studies
<ul style="list-style-type: none"> <li>• Describe the economies of the local people and the Inca of South America.</li> </ul>	Not Applicable

### Standard 5

Students participate in activities that promote good citizenship.

Utah Core Curriculum —Social Studies	Scott Foresman Social Studies
<b>Objective 1</b> Demonstrate basic citizenship skills.	
<ul style="list-style-type: none"> <li>• Follow agreed-upon rules and accept responsibility for assigned tasks.</li> </ul>	H2-H3, 76-77, 233, 377-379, 387
<ul style="list-style-type: none"> <li>• Listen to and consider the opinions of others.</li> </ul>	H2-H3
<ul style="list-style-type: none"> <li>• Work within a group to establish acceptable behaviors and expectations.</li> </ul>	H2-H3, 76-77, 378-379
<ul style="list-style-type: none"> <li>• Practice patriotic citizenship by pledging allegiance to the flag and showing respect for that flag.</li> </ul>	350-351
<b>Objective 2</b> Identify ways to meet community needs.	
<ul style="list-style-type: none"> <li>• Differentiate between personal and community needs.</li> </ul>	7
<ul style="list-style-type: none"> <li>• Identify specific needs of the community.</li> </ul>	6-7, 76-77
<ul style="list-style-type: none"> <li>• Identify community needs that students can help fill personally.</li> </ul>	16-17

## PLACES

### Standard 6

Students use map skills to analyze the influence of physical features on the building of communities in the United States.

Utah Core Curriculum —Social Studies	Scott Foresman Social Studies
<b>Objective 1</b> Examine maps and globes.	
<ul style="list-style-type: none"> <li>• <b>Identify oceans and continents of the world.</b></li> </ul>	H13, H14, R4-R5
<ul style="list-style-type: none"> <li>• <b>Locate the northern and southern hemispheres using the equator.</b></li> </ul>	H13, 110-111, R4-R5
<ul style="list-style-type: none"> <li>• <b>Locate the eastern and western hemispheres using the prime meridian.</b></li> </ul>	H13, 110-111
<ul style="list-style-type: none"> <li>• <b>Use grids, scales, and symbols to identify the physical features.</b></li> </ul>	H15, H16, H17, H18, H19, 32-33, 51, 388-389, R10-R11
<ul style="list-style-type: none"> <li>• <b>Differentiate among towns, cities, states, countries, and continents.</b></li> </ul>	355, 368, 386, 391, 399-401
<ul style="list-style-type: none"> <li>• <b>Compare natural and human-made boundaries.</b></li> </ul>	H18
<b>Objective 2</b> Recognize the physical features that influenced various community settlements.	
<ul style="list-style-type: none"> <li>• <b>Identify the physical characteristics of various environments.</b></li> </ul>	142-145, 148-149
<ul style="list-style-type: none"> <li>• <b>List natural resources of various environments.</b></li> </ul>	145
<ul style="list-style-type: none"> <li>• <b>Locate on a map the regional settlements of indigenous communities of the United States.</b></li> </ul>	R10-R11

**Standard 7**

Students make world connections by comparing the physical features of the United States with those of South America.

<b>Utah Core Curriculum —Social Studies</b>	<b>Scott Foresman Social Studies</b>
<b>Objective 1</b> Use map skills to locate South America.	
• <b>Identify the hemisphere of South America.</b>	H13
• <b>Locate the Andes Mountains of South America.</b>	H13
• <b>Locate the countries of South America.</b>	H13
• <b>Identify various environments of South America; e.g., mountain, tropical, plains.</b>	182-183
<b>Objective 2</b> Compare the physical features of the Andes Mountains with those of the local area.	
• <b>Compare the physical features of the Andes Mountains with those of the local area; e.g., mountains, valleys, plateaus, plains, desert.</b>	E8-E9, 182
• <b>Compare the natural resources of the local community with those of the Andes Mountains.</b>	Can be developed from 148, 182

**Scott Foresman Social Studies—Regions  
to the  
Utah Core Curriculum for Social Studies  
Grade Four**

**Course Descriptions**

Students will build on past and present history, government, economics, culture, and geography as they search to understand the present state of Utah. Current events will help students explore Utah’s future. Students will enlarge their world connections as they compare Utah to Asia, with an emphasis on the country of Japan. The course is designed to use social studies, character, and life skills as students focus on Utah.

**Time**

**Standard 1**

Students demonstrate the sequence of change in Utah over time.

Utah Core Curriculum —Social Studies	Scott Foresman Social Studies
<b>Objective 1</b> Recognize the sequence of change in Utah over time	
<ul style="list-style-type: none"> <li>• <b>Identify factors that contributed to the development of the land; e.g., location, natural resources, climate.</b></li> </ul>	14, 362, 369, 372, 381, 412, R37
<ul style="list-style-type: none"> <li>• <b>Identify factors that have historically contributed to the growth of Utah; e.g., agriculture, industry, resources.</b></li> </ul>	H22, 387, 404, 412, R38, R40, R41
<ul style="list-style-type: none"> <li>• <b>Identify characteristics of various communities; e.g., Park City, Eureka, St. George.</b></li> </ul>	412
<b>Objective 2</b> Trace the development of the state of Utah	
<ul style="list-style-type: none"> <li>• <b>Identify the first inhabitants of Utah; e.g., American Indians, trappers, explorers.</b></li> </ul>	R42-R43
<ul style="list-style-type: none"> <li>• <b>Identify the first settlers; e.g., Mormon pioneers, miners, laborers, entrepreneurs</b></li> </ul>	68-69, 404, 404, R42-R43

Utah Core Curriculum —Social Studies	Scott Foresman Social Studies
<ul style="list-style-type: none"> <li>Trace the events that led to the development of Utah from the State of Deseret to the territory of Utah to the state of Utah.</li> </ul>	412, R42-R43
<ul style="list-style-type: none"> <li>Identify important historical sites and historical figures; e.g., Fathers Dominguez and Escalante, Jim Bridger, Brigham Young, Heber Wells, Martha Hughes Cannon, This Is The Place, Promontory Point.</li> </ul>	14, 15, 412, R42-R43

## Standard 2

Students trace the emergence and development of culture in Utah.

Utah Core Curriculum —Social Studies	Scott Foresman Social Studies
<b>Objective 1</b> Analyze contributions made from diverse groups to the development of Utah's culture.	
<b>Explain the influence of ancient and modern Utah Indian groups on cultural development.</b>	401, R42-R43
<b>Explain the influence of explorers on Utah's cultural development.</b>	40, 68
<b>Determine reasons for immigration to Utah; e.g., religious freedom, economics, refuge, entrepreneurship.</b>	401, 412, R42-R43
<b>Analyze the influence of the army establishment and travelers.</b>	412
<b>Objective 2</b> Trace the development of Utah's culture.	
<ul style="list-style-type: none"> <li>Describe how various groups interact to create community roles and traditions.</li> </ul>	412

Utah Core Curriculum —Social Studies	Scott Foresman Social Studies
<ul style="list-style-type: none"> <li>• Explain the influence of geographic and climatic factors on cultural development; e.g., homes, dress, industry, agriculture, recreation.</li> </ul>	19, 22, 386, 412, R36-R37
<ul style="list-style-type: none"> <li>• Experience the aesthetic expressions of Utah; e.g., music, art, architecture, dance, drama.</li> </ul>	R44
<b>Objective 3</b> Predict future changes based on the history and development of the state.	
<ul style="list-style-type: none"> <li>• Identify factors that will contribute to future growth and change in Utah; e.g., technology, industry, population.</li> </ul>	Can be developed from 30, 387, 412
<ul style="list-style-type: none"> <li>• Predict changes to the culture of Utah.</li> </ul>	Can be developed from 412

## PEOPLE

### Standard 3

Students summarize how a constitutional government and a free market economy developed in Utah.

Utah Core Curriculum —Social Studies	Scott Foresman Social Studies
<b>Objective 1</b> Explain the purpose of a constitutional government.	
<ul style="list-style-type: none"> <li>• Determine the need for government; e.g., identify individual rights and responsibilities.</li> </ul>	52, 57-59
<ul style="list-style-type: none"> <li>• Identify the role of government as the Utah territory progressed toward statehood; e.g., laws, taxation, regulation, education.</li> </ul>	49, R42-R43

Utah Core Curriculum —Social Studies	Scott Foresman Social Studies
<ul style="list-style-type: none"> <li>• Identify the three branches of government.</li> </ul>	48, 50-51
<ul style="list-style-type: none"> <li>• List the duties of various elected state officials.</li> </ul>	49, 53
<p><b>Objective 2</b> Trace the development of a free market system in Utah.</p>	
<ul style="list-style-type: none"> <li>• Trace the development of a business from its beginning, its market for goods or services, and its growth.</li> </ul>	76, 77, 147, 275
<ul style="list-style-type: none"> <li>• Analyze the role of the worker in a business; e.g., division of labor, workers needs, wages, contribution to the business, work ethic.</li> </ul>	73, 76
<ul style="list-style-type: none"> <li>• Analyze the role of the consumer in a business; e.g., revenue, advertising, quality, cost value.</li> </ul>	77, 78
<p><b>Objective 3</b> Analyze the role of the worker in a business.</p>	
<ul style="list-style-type: none"> <li>• Differentiate roles of workers in business.</li> </ul>	113, 114
<ul style="list-style-type: none"> <li>• Identify the needs of workers.</li> </ul>	27, 315
<ul style="list-style-type: none"> <li>• Identify the workers contribution to business success.</li> </ul>	27, 82, 315

**Standard 4**

Students participate in activities that promote cultural understanding and good citizenship.

<b>Utah Core Curriculum —Social Studies</b>	<b>Scott Foresman Social Studies</b>
<b>Objective 1</b> Demonstrate cultural understanding.	
<ul style="list-style-type: none"> <li>• <b>Show appreciation for the uniqueness of other cultures.</b></li> </ul>	43, 336
<ul style="list-style-type: none"> <li>• <b>Identify the contributions of various cultures to Utah.</b></li> </ul>	43, 336
<ul style="list-style-type: none"> <li>• <b>Demonstrate respect for cultural differences.</b></li> </ul>	E10-E11, 43, 336
<b>Objective 2</b> Demonstrate basic citizenship skills.	
<ul style="list-style-type: none"> <li>• <b>Contribute to the establishment of classroom goals and rules and commit to support them.</b></li> </ul>	H2-H3
<ul style="list-style-type: none"> <li>• <b>Identify ways to help and contribute to the community.</b></li> </ul>	H2-H3, 128, 148
<ul style="list-style-type: none"> <li>• <b>Demonstrate respect for Utah and the United States; e.g., national symbols, the pledge of allegiance, state symbols.</b></li> </ul>	E16, 90-91, R20, R23, R24-R27

**Standard 5**

Students compare governments and economies of Utah and Japan.

<b>Utah Core Curriculum —Social Studies</b>	<b>Scott Foresman Social Studies</b>
<b>Objective 1</b> Compare the governments of Utah and Japan.	
<ul style="list-style-type: none"> <li>• <b>List the attributes of government; e.g., branches of government, leaders.</b></li> </ul>	43, 336

<b>Utah Core Curriculum —Social Studies</b>	<b>Scott Foresman Social Studies</b>
<ul style="list-style-type: none"> <li>• <b>Identify the types of government of Utah and Japan; e.g., representative republic, constitutional monarchy.</b></li> </ul>	43, 336
<ul style="list-style-type: none"> <li>• <b>Compare modern daily life in each system.</b></li> </ul>	E10-E11, 43, 336
<ul style="list-style-type: none"> <li>• <b>Compare individual rights and responsibilities</b></li> </ul>	
<b>Objective 2</b> Identify and compare the industries found in Utah with those in Japan.	H2-H3
<ul style="list-style-type: none"> <li>• <b>List the major industries of Utah and Japan; e.g., transportation, mining, manufacturing, agriculture, tourism, service industry.</b></li> </ul>	H2-H3, 128, 148
<ul style="list-style-type: none"> <li>• <b>Determine the factors that influence the growth of industries; e.g., geographic, economic, and political.</b></li> </ul>	E16, 90-91, R20, R23, R24-R27

## PLACES

### Standard 6

Students use geographical tools to analyze political and physical features of Utah and the Western United States.

<b>Utah Core Curriculum —Social Studies</b>	<b>Scott Foresman Social Studies</b>
<b>Objective 1</b> Identify geographic characteristics of Utah and other states in the western region of the United States.	
<ul style="list-style-type: none"> <li>• <b>Find physical features that Utah shares with other western states.</b></li> </ul>	R12, R14

<b>Utah Core Curriculum —Social Studies</b>	<b>Scott Foresman Social Studies</b>
<ul style="list-style-type: none"> <li>• <b>Find scenic attractions in Utah and other western states.</b></li> </ul>	R12
<ul style="list-style-type: none"> <li>• <b>Determine the mileage from the local community to various scenic attractions in Utah.</b></li> </ul>	R12

### **Standard 7**

Students use geographical tools to analyze political and physical features of Utah, the United States, China, and Asia.

<b>Utah Core Curriculum —Social Studies</b>	<b>Scott Foresman Social Studies</b>
<b>Objective 1</b> Use map skills to explore Asia.	
<ul style="list-style-type: none"> <li>• <b>Identify the location of Asia; e.g., hemisphere, latitude, and longitude.</b></li> </ul>	H13-H15, R4-R5
<ul style="list-style-type: none"> <li>• <b>Locate the major landforms of Asia; e.g., mountains, deserts, rivers, and islands.</b></li> </ul>	R6-R7
<ul style="list-style-type: none"> <li>• <b>Determine mileage from one place to another in Asia.</b></li> </ul>	R4-R7
<b>Objective 2</b> Compare physical features and climate in Utah, China, and Asia.	
<b>Explain the effect of physical features on climates; e.g., elevation, temperature, precipitation.</b>	379, 380, 382-383
<b>Relate the establishment of communities to climate and physical features.</b>	385
<b>Identify the impact physical features have on agriculture and industry.</b>	385

Utah Core Curriculum —Social Studies	Scott Foresman Social Studies
<b>Objective 3</b> Compare political boundaries in Utah, the United States, China, and Japan.	
<ul style="list-style-type: none"> <li>• <b>Identify different types of political boundaries; e.g., city, county, state, national, and international.</b></li> </ul>	H16, H20
<ul style="list-style-type: none"> <li>• <b>Identify political boundaries in Utah, the United States, China, and Japan.</b></li> </ul>	R12-R13
<b>Objective 4</b> Use maps to identify and compare geographic features of Utah, China, and Japan.	
<ul style="list-style-type: none"> <li>• <b>Locate the major landforms of Utah, China, and Japan; e.g., mountains, rivers, lakes, and deserts.</b></li> </ul>	R6-R7
<ul style="list-style-type: none"> <li>• <b>Create a map and generate a legend that shows topography, climate, and land in Utah and Japan.</b></li> </ul>	Can be developed from R6-R7
<ul style="list-style-type: none"> <li>• <b>Recognize the influence of latitude and longitude on the climates of China, Japan, and the United States.</b></li> </ul>	R4-R5

**Scott Foresman Social Studies—The United States  
to the  
Utah Core Curriculum for Social Studies  
Grade Five**

**Course Descriptions**

Through the lens of time, students will establish a chronology of critical events in the various time periods of United States history. It is not the intent that students study the historical events in depth. The curriculum is set to teach in three time periods: one-half of the time is to be used in studying the New World and the foundation of our nation; one-fourth, the 19th century (1800-1900); and one-fourth, the 20th century (1900 to the present). Students will examine the impact of people and places on the emergence of United States culture and history. Character and life skills will help students understand citizenship rights and responsibilities. Using social studies skills, students will compare governments, geography, and cultures of Canada and Mexico with those of the United States as students continue to make world connections.

**TIME**

**Standard 1**

Students examine the sequence of events that led to the development of the New World and the United States.

Utah Core Curriculum —Social Studies	Scott Foresman Social Studies
<b>Objective 1</b> Generate reasons for exploration and settlement in the New World.	
<ul style="list-style-type: none"> <li>• <b>Determine reasons for exploration of North America; e.g., economic, religious, political, adventure.</b></li> </ul>	48-49, 126-129, 131, 135, 136, 147, 165, 178-180, 181, 184-185, 241, 242, 374-375
<ul style="list-style-type: none"> <li>• <b>Trace development of North American colonies.</b></li> </ul>	144, 148, 165, 169, 172, 178-180, 205, 241, 242
<b>Objective 2</b> Identify key events that led to United States independence.	
<ul style="list-style-type: none"> <li>• <b>Analyze England's influence on the colonies, e.g., French and Indian War, sea power, trading partner.</b></li> </ul>	157, 158, 159, 162, 206, 247, 248-250, 251

Utah Core Curriculum —Social Studies	Scott Foresman Social Studies
<ul style="list-style-type: none"> <li>• Describe events that brought the colonies together as a nation; e.g., disagreements, confrontations, Declaration of Independence, Revolutionary War.</li> </ul>	265, 269-271, 272-273, 277-279, 280, 281-282, 288-289, 298-299, 318-319

### Standard 2

Students trace the development and expansion of the United States through the 19th century.

Utah Core Curriculum —Social Studies	Scott Foresman Social Studies
<p><b>Objective 1</b> Describe how the development of the government promoted United States' westward expansion.</p>	
<ul style="list-style-type: none"> <li>• Identify conditions established by the new government that allowed expansion; e.g., formation of new states, trade, individual rights, land acquisition.</li> </ul>	342, 354, 373, 434-435, 477, 478
<ul style="list-style-type: none"> <li>• Identify how states were added to the United States.</li> </ul>	342, 433, 435, 477-478
<p><b>Objective 2</b> Describe the events that motivated expansion of the United States.</p>	
<ul style="list-style-type: none"> <li>• Explain the political factors that aided expansion; e.g., Louisiana Purchase, Homestead Act, free/slave state admission, territorial wars.</li> </ul>	373, 432-433, 434-435, 477-478
<ul style="list-style-type: none"> <li>• Relate how new settlement affected the homes and communities of the westward pioneers.</li> </ul>	547, 548, 549
<ul style="list-style-type: none"> <li>• Research the impact of inventions on expansion; e.g., steamboat, cotton gin, transcontinental railroad.</li> </ul>	410, 411, 535, 539, 540, 541

Utah Core Curriculum —Social Studies	Scott Foresman Social Studies
<b>Objective 3</b> Analyze expansion of the United States from the Civil War to 1900.	
<ul style="list-style-type: none"> <li>• Trace the trails that led to western expansion; e.g., Oregon, Spanish, California, Mormon.</li> </ul>	439, 440, 441
<ul style="list-style-type: none"> <li>• Describe the impact of expansion on the American Indians; e.g., loss of land, reservations, lifestyle.</li> </ul>	136, 138, 143, 149

### Standard 3

Students analyze the emergence of the United States as a world influence from 1900 to the present.

Utah Core Curriculum —Social Studies	Scott Foresman Social Studies
<b>Objective 1</b> Examine the effects of World War I and the Great Depression on the United States.	
<ul style="list-style-type: none"> <li>• Research the reasons for United States' entrance into World War I.</li> </ul>	610
<ul style="list-style-type: none"> <li>• Describe the effects of World War I on the United States.</li> </ul>	611
<ul style="list-style-type: none"> <li>• Examine the consequences of the Great Depression on the United States.</li> </ul>	619, 620, 621, 622

Utah Core Curriculum —Social Studies	Scott Foresman Social Studies
<b>Objective 2</b> Analyze the major causes and effects of World War II.	
<ul style="list-style-type: none"> <li>• <b>Trace the events leading to the United States' entrance into World War II.</b></li> </ul>	626-627
<ul style="list-style-type: none"> <li>• <b>Identify economic impacts of World War II on individuals and the nation; e.g., rationing, government bonds, education, move to industrial society.</b></li> </ul>	626-627
<ul style="list-style-type: none"> <li>• <b>Analyze the development of technology resulting from World War II; e.g., medical, transportation.</b></li> </ul>	Can be developed from 641
<b>Objective 3</b> Identify the role of the United States in world affairs from World War II to the present.	
<ul style="list-style-type: none"> <li>• <b>Trace the influence of the United States after World War II; e.g., United Nations, Cold War, Vietnam War, emergence of new countries.</b></li> </ul>	630, 637, 652-653
<ul style="list-style-type: none"> <li>• <b>Explain the role of the United States as a leader of the world in the spread of democracy and human rights; e.g., Russia, Eastern Europe, China.</b></li> </ul>	637, 638, 639

## PEOPLE

### Standard 4

Students analyze the contributions of key individuals and groups on the development of the New World and the United States.

Utah Core Curriculum —Social Studies	Scott Foresman Social Studies
<b>Objective 1</b> Analyze the role of American Indians, explorers, and leaders in the development of the New World.	
<ul style="list-style-type: none"><li>• <b>Explain the contributions of American Indians to the success of colonization.</b></li></ul>	128-129, 136, 160, 161, 165, 171
<ul style="list-style-type: none"><li>• <b>Describe the role of early explorers in North America.</b></li></ul>	126-127, 135, 143-144
<ul style="list-style-type: none"><li>• <b>Explain the reasons early leaders established the first colonies; e.g., religion, expansion, economics.</b></li></ul>	148-149, 159, 165, 169, 172, 178, 179, 180
<b>Objective 2</b> Examine the role of leaders that led to United States independence.	
<ul style="list-style-type: none"><li>• <b>Identify primary political leaders of the Revolutionary War.</b></li></ul>	262, 270, 272, 277, 278, 281, 282
<ul style="list-style-type: none"><li>• <b>Identify military leaders of the Revolutionary War.</b></li></ul>	283, 290, 303, 304, 305, 315, 316

**Standard 5**

Students analyze the role of the Constitution in the building of governance and citizenship in the United States.

Utah Core Curriculum —Social Studies	Scott Foresman Social Studies
<b>Objective 1</b> Trace the development of the United States Constitution.	
<ul style="list-style-type: none"> <li>• <b>Identify documents used to develop the Constitution; e.g., Magna Carta, Mayflower Compact, Articles of Confederation.</b></li> </ul>	E14, 17, 170, 330, 339, 343, 354,
<ul style="list-style-type: none"> <li>• <b>Describe the goals outlined in the Preamble.</b></li> </ul>	17, 348
<ul style="list-style-type: none"> <li>• <b>Identify key individuals in the development of the Constitution.</b></li> </ul>	345, 346, 347, 350, 351
<b>Objective 2</b> Examine the functions of the branches of Federal Government.	
<ul style="list-style-type: none"> <li>• <b>Explain the role of the Legislative, Executive, and Judicial branches of government.</b></li> </ul>	339, 348, 349
<ul style="list-style-type: none"> <li>• <b>Explain the process of passing a law.</b></li> </ul>	Can be developed from 348-349
<b>Objective 3</b> Analyze democratic processes.	
<ul style="list-style-type: none"> <li>• <b>Describe how to become a citizen.</b></li> </ul>	H2-H3
<ul style="list-style-type: none"> <li>• <b>Identify the rights and responsibilities of citizenship; e.g., vote, obey laws, work for common good.</b></li> </ul>	E12-E13, H2-H3, 15, 16
<ul style="list-style-type: none"> <li>• <b>Participate in patriotic traditions of the United States; e.g., pledge of allegiance, flag etiquette.</b></li> </ul>	11, R26-R29

Utah Core Curriculum —Social Studies	Scott Foresman Social Studies
<ul style="list-style-type: none"> <li>• <b>Participate in activities that promote the public good; e.g., Service-Learning, Project Citizen.</b></li> </ul>	40-41, 504-505, 663

### Standard 6

Students analyze events and leaders in the United States through the 19th century.

Utah Core Curriculum —Social Studies	Scott Foresman Social Studies
<b>Objective 1</b> Recognize primary explorers, events, and military leaders from the Constitution to the Civil War.	
<ul style="list-style-type: none"> <li>• <b>Identify post settlement explorers who contributed to the expansion of the nation; e.g., Lewis and Clark, Daniel Boone, John C. Fremont.</b></li> </ul>	374, 376
<ul style="list-style-type: none"> <li>• <b>Trace the wars and political movements; e.g., War of 1812, Mexican War, Monroe Doctrine.</b></li> </ul>	382-384, 403, 434
<ul style="list-style-type: none"> <li>• <b>List major political and military leaders in the expansion of the nation.</b></li> </ul>	432, 433, 437
<b>Objective 2</b> Analyze the impact of the Civil War on the development of the nation.	
<ul style="list-style-type: none"> <li>• <b>Examine reasons for the Civil War.</b></li> </ul>	461, 465, 482, 485, 486
<ul style="list-style-type: none"> <li>• <b>Explore the impact of the Civil War on the development of the United States.</b></li> </ul>	479, 486-487, 547

Utah Core Curriculum —Social Studies	Scott Foresman Social Studies
<b>Objective 3</b> Analyze the significant social and political movements of the United States from the Civil War to 1900.	
<ul style="list-style-type: none"> <li>• <b>Trace the development of social and political movements; e.g., abolition, child labor, immigration, labor unions.</b></li> </ul>	404, 461, 467, 473, 474, 480, 517, 518, 519, 571, 572, 573, 576, 603, 612, 613, 643, 646, 647
<ul style="list-style-type: none"> <li>• <b>Identify leaders of the social and political movements.</b></li> </ul>	473, 474, 480, 483, 500, 518, 571, 576, 603, 612, 613, 645, 647, 648, 649

### Standard 7

Students analyze the contributions of individuals, groups, and movements in the United States from 1900 to the present.

Utah Core Curriculum —Social Studies	Scott Foresman Social Studies
<b>Objective 1</b> Analyze the significant events and actions of the 20th century.	
<ul style="list-style-type: none"> <li>• <b>Examine social and political movements; e.g., suffrage, prohibition, civil rights.</b></li> </ul>	404, 461, 467, 473, 474, 480, 517, 518, 519, 571, 572, 573, 576, 603, 612, 613, 643, 646, 647
<ul style="list-style-type: none"> <li>• <b>Describe the significance of science, technology, inventions, and medical discoveries.</b></li> </ul>	E6-E7, H7, 23, 31, 410, 563-565
<ul style="list-style-type: none"> <li>• <b>Examine the development of arts and popular culture of the United States; e.g., artists, writers, pop culture.</b></li> </ul>	588-589, 611, 613, 618

Utah Core Curriculum —Social Studies	Scott Foresman Social Studies
<b>Objective 2</b> Describe the role of United States leaders in World War I, the Depression, and World War II, to the present.	
<ul style="list-style-type: none"> <li>• <b>Examine the role of United States leaders in World War I and the Great Depression.</b></li> </ul>	610, 611
<ul style="list-style-type: none"> <li>• <b>Describe the role of United States leaders from World War II to the present.</b></li> </ul>	626, 627, 629, 631, 638, 639, 640, 651, 654, 655, 659, 660, 661

### Standard 8

Students compare the cultures of Canada, Mexico, and the United States.

Utah Core Curriculum —Social Studies	Scott Foresman Social Studies
<b>Objective 1</b> Explore the governments of Canada and Mexico.	
<ul style="list-style-type: none"> <li>• <b>Examine the branches and duties of the government of Canada.</b></li> </ul>	680
<ul style="list-style-type: none"> <li>• <b>Examine the branches and duties of the government of Mexico.</b></li> </ul>	680-681, 684-685
<ul style="list-style-type: none"> <li>• <b>Compare the governments of Canada and Mexico to the government of the United States.</b></li> </ul>	680-681, 684-685
<b>Objective 2</b> Experience the cultures of Canada and Mexico.	
<ul style="list-style-type: none"> <li>• <b>Experience the culture of Canada; e.g., music, art, literature, celebrations.</b></li> </ul>	Can be developed from 165
<ul style="list-style-type: none"> <li>• <b>Experience the culture of Mexico; e.g., music, art, literature, celebrations.</b></li> </ul>	Can be developed from 143, 144, 148

## PLACES

### Standard 9

Students analyze the influence of geographic features on the building of the New World and the United States.

Utah Core Curriculum —Social Studies	Scott Foresman Social Studies
<b>Objective 1</b> Analyze how physical features affected the expansion of North America.	
<ul style="list-style-type: none"><li>• <b>Show how geographic features influenced location of settlements; e.g., water, mountains, plains, deserts.</b></li></ul>	177, 205, 241, 242, 243
<ul style="list-style-type: none"><li>• <b>Identify the impact of physical features on agriculture and industry in the colonies.</b></li></ul>	159, 161, 165, 177, 205, 213
<ul style="list-style-type: none"><li>• <b>Analyze how geographic features and natural resources led to major land acquisitions.</b></li></ul>	342, 372, 373-375, 433, 435
<b>Objective 2</b> Use maps to identify the development of the New World and the United States.	
<ul style="list-style-type: none"><li>• <b>Identify European colonies in the New World.</b></li></ul>	148, 165, 166, 167, 177, 178, 179, 180, 205
<ul style="list-style-type: none"><li>• <b>Compare maps of the New World from the 1600s to the end of the Revolutionary War.</b></li></ul>	166, 177, 205, 337, 342

**Standard 10**

Students examine the influence of geography on the building of the United States.

<b>Utah Core Curriculum —Social Studies</b>	<b>Scott Foresman Social Studies</b>
<b>Objective 1</b> Analyze how physical features affected the expansion of the United States.	
<ul style="list-style-type: none"> <li>• <b>Show how geographic features influenced location of settlements.</b></li> </ul>	177, 250, 241, 242, 243
<ul style="list-style-type: none"> <li>• <b>Analyze how geographic features and natural resources affected the migration of Americans to the West.</b></li> </ul>	374-3754, 376, 439, 440, 441, 539, 540, 547
<b>Objective 2</b> Examine the impact geography had on the Civil War.	
<ul style="list-style-type: none"> <li>• <b>Compare geography of the northern and southern states and its influence on agriculture and industry.</b></li> </ul>	205, 431, 465, 473, 493
<ul style="list-style-type: none"> <li>• <b>Examine maps of the United States from 1800 to 1860.</b></li> </ul>	375, 378-379, 405, 435, 473, 477, 479, 486
<ul style="list-style-type: none"> <li>• <b>Identify the Northern and Southern States in the Civil War.</b></li> </ul>	473, 477, 479, 486

**Standard 11**

Students analyze the physical features and political divisions of the United States.

<b>Utah Core Curriculum —Social Studies</b>	<b>Scott Foresman Social Studies</b>
<b>Objective 1</b> Use maps to analyze the physical features of the United States.	
<ul style="list-style-type: none"> <li>• <b>Locate the physical features of the United States; e.g., oceans, mountains, rivers, deserts, political boundaries.</b></li> </ul>	375, 440, R7, R8, R9, R14-R15
<ul style="list-style-type: none"> <li>• <b>Compare the regions of the United States.</b></li> </ul>	477, 479, 486

<b>Utah Core Curriculum —Social Studies</b>	<b>Scott Foresman Social Studies</b>
<ul style="list-style-type: none"> <li>• <b>Locate the borders of Canada and Mexico.</b></li> </ul>	678-679, 682-683, R12-R13
<ul style="list-style-type: none"> <li>• <b>Map the states affected by the Great Depression drought.</b></li> </ul>	619, 620, 621
<b>Objective 2</b> Examine the political divisions of the United States.	
<ul style="list-style-type: none"> <li>• <b>Analyze how state borders are chosen; e.g., rivers, lakes, latitude and longitude lines.</b></li> </ul>	R12-R13, R14-R15
<ul style="list-style-type: none"> <li>• <b>Identify the political borders of the United States.</b></li> </ul>	R10-R11, R12-R13

### **Standard 12**

Students compare the physical and political features of North America.

<b>Utah Core Curriculum —Social Studies</b>	<b>Scott Foresman Social Studies</b>
<b>Objective 1</b> Identify the physical features of North America.	
<ul style="list-style-type: none"> <li>• <b>Identify the countries of North America.</b></li> </ul>	R8, R10-R11
<ul style="list-style-type: none"> <li>• <b>Compare the physical features of Canada and Mexico; e.g., mountains, rivers, oceans, plains, deserts.</b></li> </ul>	R9, R14-R15

Utah Core Curriculum —Social Studies	Scott Foresman Social Studies
<b>Objective 2</b> Compare the historical relationships of Canada, Mexico, and the United States.	
<ul style="list-style-type: none"> <li>• <b>Identify the longest unmanned border in the world.</b></li> </ul>	R12-R13
<ul style="list-style-type: none"> <li>• <b>Identify trade and immigration patterns that have contributed to our culture.</b></li> </ul>	136, 137, 141, 147, 159, 165, 166, 167, 206, 440, 535, 569, 570