

## Textbook Alignment to the Utah Core – 4<sup>th</sup> Grade Social Studies

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list ([www.schools.utah.gov/curr/imc/indvendor.html](http://www.schools.utah.gov/curr/imc/indvendor.html).) Yes X No \_\_\_\_\_*

Name of Company and Individual Conducting Alignment: Inside Edge Publishing, Inc.

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

On record with the USOE.

The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): Social Studies – Grade 4

Title: Scott Foresman Social Studies, Regions ISBN#: 0-328-25933-0

Publisher: Pearson

Overall percentage of coverage in the *Student Edition (SE) and Teacher Edition (TE)* of the Utah State Core Curriculum: 100 %

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: N/A %

**STANDARD I: Students demonstrate the sequence of change in Utah over time.**

Percentage of coverage in the <i>student and teacher edition</i> for Standard I: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard I: <u>N/A</u> %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition(SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>Objective 1.1:</b> Recognize the sequence of change in Utah over time.				
a.	Identify factors that contributed to the development of the land; e.g., location, natural resources, climate.	14, 362, 369, 372, 381, 412, R37		
b.	Identify factors that have historically contributed to the growth of Utah; e.g., agriculture, industry, resources.	H22, 387, 404, 412, R38, R40, R41		
c.	Identify characteristics of various communities; e.g., Park City, Eureka, St. George.	412		
<b>Objective 1.2:</b> Trace the development of the state of Utah.				
a.	Identify the first inhabitants of Utah; e.g., American Indians, trappers, explorers.	R42-R43		
b.	Identify the first settlers; e.g., Mormon pioneers, miners, laborers, entrepreneurs.	68-69, 404, 404, R42-R43		
c.	Trace the events that led to the development of Utah from the State of Deseret to the	412, R42-R43		
d.	Identify important historical figures and historical sites; e.g., Fathers Dominguez and Escalante, Jim Bridger, Brigham Young, Heber Wells, Martha Hughes Cannon, This Is The Place, Promontory Point.	14, 15, 412, R42-R43		

<b>STANDARD II: Students trace the emergence and development of culture in Utah.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard II: <u>100</u> %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: <u>N/A</u> %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in Student Edition (SE) and Teacher Edition (TE) (pg #'s, etc.)</b>	<b>Coverage in Ancillary Material (titles, pg #'s, etc.)</b>	<b>Not covered in TE, SE or ancillaries ✓</b>
<b>Objective 2.1:</b> Analyze contributions made from diverse groups to the development of Utah's culture.				
<b>a.</b>	Explain the influence of ancient and modern Utah Indian groups on cultural development.	401, R42-R43		
<b>b.</b>	Explain the influence of explorers on Utah's cultural development.	40, 68		
<b>c.</b>	Determine reasons for immigration to Utah; e.g., religious freedom, economics, refuge, entrepreneurship.	401, 412, R42-R43		
<b>d.</b>	Analyze the influence of the army establishment and travelers.	412		
<b>Objective 2.2:</b> Trace the development of Utah's culture.				
<b>a.</b>	Describe how various groups interact to create community roles and traditions.	412		
<b>b.</b>	Explain the influence of geographic and climatic factors on cultural development; e.g., homes, dress, industry, agriculture, recreation.	19, 22, 386, 412, R36-R37		
<b>c.</b>	Experience the aesthetic expressions of Utah; e.g., music, art, architecture, dance, drama.	R44		

<b>Objective 2.3:</b> Predict future changes based on the history and development of the state.				
<b>a.</b>	Identify factors that will contribute to future growth and change in Utah; e.g., technology, industry, population.	Can be developed from 30, 387, 412		
<b>b.</b>	Predict changes to the culture of Utah.	Can be developed from 412		

**STANDARD III: Students summarize how a constitutional government and a free market economy developed in Utah.**

Percentage of coverage in the *student and teacher edition* for Standard III: 100 %

Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard III: N/A %

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in Student Edition (SE) and Teacher Edition (TE) (pg #'s, etc.)</b>	<b>Coverage in Ancillary Material (titles, pg #'s, etc.)</b>	<b>Not covered in TE, SE or ancillaries ✓</b>
<b>Objective 3.1:</b> Explain the purpose of a constitutional government.				
<b>a.</b>	Determine the need for government; e.g., identify individual rights and responsibilities.	52, 57-59		
<b>b.</b>	Identify the role of government as the Utah territory progressed toward statehood; e.g., laws, taxation, regulation, education.	49, R42-R43		
<b>c.</b>	Identify the three branches of government.	48, 50-51		
<b>d.</b>	List the duties of various elected state officials.	49, 53		

<b>Objective 3.2:</b> Trace the development of a free market system in Utah.				
<b>a.</b>	Trace the development of a business from its beginning, its market for goods or services, and its growth.	76, 77, 147, 275		
<b>b.</b>	Analyze the role of the worker in a business; e.g., division of labor, worker's needs, wages, contribution to the business, work ethic.	73, 76		
<b>c.</b>	Analyze the role of the consumer in a business; e.g., revenue, advertising, quality, cost value.	77, 78		
<b>Objective 3.3:</b> Analyze the role of the worker in a business.				
<b>a.</b>	Differentiate roles of workers in business.	113, 114		
<b>b.</b>	Identify the needs of workers.	27, 315		
<b>c.</b>	Identify the worker's contribution to business success.	27, 82, 315		
<b>STANDARD IV: Students participate in activities that promote cultural understanding and good citizenship.</b>				
Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: <b>100</b> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: <b>N/A</b> %		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in Student Edition (SE) and Teacher Edition (TE) (pg #'s, etc.)</b>	<b>Coverage in Ancillary Material (titles, pg #'s, etc.)</b>	<b>Not covered in TE, SE or ancillaries ✓</b>
<b>Objective 4.1:</b> Demonstrate cultural understanding.				
<b>a.</b>	Show appreciation for the uniqueness of other cultures.	43, 336		
<b>b.</b>	Identify the contributions of various cultures to Utah.	43, 336		
<b>c.</b>	Demonstrate respect for cultural differences.	E10-E11, 43, 336		

<b>Objective 4.2:</b> Demonstrate basic citizenship skills.				
<b>a.</b>	Contribute to the establishment of classroom goals and rules and commit to support them. b	H2-H3		
<b>b.</b>	.Identify ways to help and contribute to the community.	H2-H3, 128, 148		
<b>c.</b>	Demonstrate respect for Utah and the United States; e.g., national symbols, the pledge of allegiance, state symbols.	E16, 90-91, R20, R23, R24-R27		

**STANDARD V: Students compare governments and economies of Utah and Japan.**

Percentage of coverage in the *student and teacher edition* for Standard V: 100 %

Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard V: N/A %

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<b>Objective 5.1:</b> Compare the governments of Utah and Japan.				
<b>a.</b>	List the attributes of government; e.g., branches of government, leaders.	50-51, 52		
<b>b.</b>	Identify the types of government of Utah and Japan; e.g., representative republic, constitutional monarchy.	50-51, 52, 405		
<b>c.</b>	Compare modern daily life in each system.	E10-E11, 43, 328, 386		
<b>d.</b>	Compare individual rights and responsibilities.	52, 57, 58-59, 189, 328		
<b>Objective 5.2:</b> Identify and compare the industries found in Utah with those in Japan.				

a.	List the major industries of Utah and Japan; e.g., transportation, mining, manufacturing, agriculture, tourism, service industry.	H2-H3, 128, 148		
b.	Determine the factors that influence the growth of industries; e.g., geographic, economic, and political.	E16, 90-91, R20, R23, R24-R27		
<b>STANDARD VI: Students use geographical tools to analyze political and physical features of Utah and the Western United States.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard VI: <u>100</u> %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VI: <u>N/A</u> %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 6.1:</b> Identify geographic characteristics of Utah and other states in the western region of the United States.				
a.	Find physical features that Utah shares with other western states.	R12, R14		
b.	Find scenic attractions in Utah and other western states. \	R12		

c.	Determine the mileage from the local community to various scenic attractions in Utah.	R12		
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**STANDARD VII: Students use geographical tools to analyze political and physical features of Utah, the United States, China, and Asia.**

Percentage of coverage in the <i>student and teacher edition</i> for Standard VII: <u>100</u> %	Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VII: <u>N/A</u> %
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OBJECTIVES & INDICATORS	Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #’s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #’s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
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**Objective 7.1:** Use map skills to explore Asia.

a.	Identify the location of Asia; e.g., hemisphere, latitude, and longitude.	H13-H15, R4-R5		
b.	Locate the major landforms of Asia; e.g., mountains, deserts, rivers, and islands.	R6-R7		
c.	Determine mileage from one place to another in Asia	R4-R7		

<b>Objective 7.2:</b> Compare physical features and climate in Utah, China, and Asia.				
<b>a.</b>	Explain the effect of physical features on climates; e.g., elevation, temperature, precipitation. <b>b</b>	379, 380, 382-383		
<b>b.</b>	Relate the establishment of communities to climate and physical features.	385		
<b>c.</b>	Identify the impact physical features have on agriculture and industry.	385		
<b>Objective 7.3:</b> Compare political boundaries in Utah, the United States, China, and Japan.				
<b>a.</b>	Identify different types of political boundaries; e.g., city, county, state, national, and international.	H16, H20		
<b>b.</b>	Identify political boundaries in Utah, the United States, China, and Japan.	R12-R13		
<b>Objective 7.4:</b> Use maps to identify and compare geographic features of Utah, China, and Japan.				
<b>a.</b>	Locate the major landforms of Utah, China, and Japan; e.g., mountains, rivers, lakes, and deserts.	R6-R7		
<b>b.</b>	Create a map and generate a legend that shows topography, climate, and land in Utah and Japan.	Can be developed from R6-R7		
<b>c.</b>	Recognize the influence of latitude and longitude on the climates of China, Japan, and the United States.	R4-R5		