

Standards		Weekly Issues
K.1.1	Compare how people lived in earlier times and how their lives would be different today	Week 22 Changes Over Time Week 23 History Week 24 Life Long Ago and Today Week 26 Transportation Over Time
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.	Week 6 Important Documents Week 23 History Week 24 Life Long Ago and Today Week 25 Inventors
K.1.3	Explain how families provide physical, social, and emotional support and how each family has its own unique history	Week 27 Culture
K.2.1	Construct a simple map, and explain how the map represents a place	Week 13 Map Skills Week 14 Location Week 15 Finding Places Around Me Week 18 Human Characteristics of a Place Week 19 My Place on the Map
K.2.2	Explain how a globe is a model of the Earth	Week 13 Map Skills Week 19 My Place on the Map
K.2.3	Recognize and describe geographical features in their community that make it unique	Week 14 Location Week 15 Finding Places Around Me Week 16 Physical Characteristics of a Place Week 17 Weather Week 19 My Place on the Map
K.2.4	Describe and use relative location terms of objects while using maps and globes	Week 14 Location Week 15 Finding Places Around Me Week 16 Physical Characteristics of a Place Week 17 Weather Week 18 Human Characteristics of a Place Week 19 My Place on the Map
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	Week 1 I Am a Member of a Community Week 2 Authority Figures Week 3 What are Rules? Week 4 What are Laws? Week 5 Government

Standards		Weekly Issues
		Week 6 Important Documents Week 7 Learning and Working Together Week 8 Citizens
K.3.2	List and describe the essential qualities needed to learn and work together as friends, neighbors, and family members	Week 1 I Am a Member of a Community Week 2 Authority Figures Week 3 What are Rules? Week 4 What are Laws? Week 5 Government Week 6 Important Documents Week 7 Learning and Working Together Week 8 Citizens Week 9 Characteristics of Responsible Citizens
K.3.3	Identify ways that people work together to build a strong community	Week 1 I Am a Member of a Community Week 2 Authority Figures Week 3 What are Rules? Week 4 What are Laws? Week 5 Government Week 6 Important Documents Week 7 Learning and Working Together Week 8 Citizens Week 9 Characteristics of Responsible Citizens
K.3.4	Explain why national, state, and other symbols and actions (flag, Pledge of Allegiance, bald eagle, Utah flag) are considered important. What rules and traditions have been made to reflect that importance?	Week 10 Patriotism Week 11 National Symbols Week 12 National Patriotic Holidays
K.4.1	Make distinctions between basic human needs and individual wants and how that can change over time	Week 29 Needs and Wants
K.4.2	Relate how different types of work can help people and communities meet their needs and wants	Week 30 Economics Week 31 Jobs
K.4.3	Identify ways that people use money, including spending, saving, and sharing	Week 32 Spending and Saving

Standards		Weekly Issues
1.1.1	Explain why people may see historical events from different points of view	Week 22 History Week 23 Life Long Ago and Today
1.1.2	Summarize the contributions of a diverse range of historical figures and groups in their community, state, and nation, and evaluate their significance	Week 6 Founders Week 7 Important Documents Week 10 Responsible Citizens in History Week 12 National Patriotic Symbols Week 13 National Patriotic Holidays Week 22 History
1.1.3	Use primary sources to make inferences about why certain events in history are remembered	Week 6 Founders Week 7 Important Documents Week 22 History Week 23 Life Long Ago and Today Week 24 Communication Over Time
1.1.4	Create a primary source to show how their personal histories are shaped by family, school, and community	Week 21 Change Over Time Week 22 History
1.2.1	Construct a simple map of a neighborhood, classroom, school, or the setting of a story	Week 14 Map Skills Week 17 Human Characteristics of a Place Week 19 Geography of Our Community
1.2.2	Differentiate between natural and engineered geographical features in an area	Week 16 Physical Characteristics of a Place Week 17 Human Characteristics of a Place Week 18 Adapting to Our Environment Week 19 Geography of Our Community
1.2.3	Use maps and globes to locate their local community, Utah, the United States, the seven continents, and the five oceans	Week 14 Map Skills Week 15 Location Week 19 Geography of Our Community
1.2.4	Explain the reasons that people, animals, and goods move	Week 18 Adapting to Our Environment Week 19 Geography of Our Community
1.3.1	Compare how classroom rules are similar to laws in the community	Week 2 Authority Figures Week 3 Rules and Laws
1.3.2	Identify the ways that people can function as members of a school and/or community by sharing principles, goals, and traditions	Week 1 Community Week 2 Authority Figures Week 3 Rules and Laws Week 8 Citizens Week 9 Characteristics of Responsible

Standards		Weekly Issues
		Citizens Week 10 Responsible Citizens in History
1.3.3	Explain how diverse community groups work together to accomplish common tasks, solve problems, and fulfill responsibilities	Week 1 Community Week 2 Authority Figures Week 3 Rules and Laws Week 4 Government Week 5 Government Services Week 8 Citizens Week 9 Characteristics of Responsible Citizens
1.3.4	Identify the symbols, landmarks, and essential documents of the school, community, state, and nation. Demonstrate how to show respect for those items, including care and disposal of the United States flag	Week 6 Founders Week 7 Important Documents Week 11 Patriotism Week 12 National Patriotic Symbols Week 13 National Patriotic Holidays
1.3.5	Demonstrate characteristics of responsible citizenship	Week 3 Rules and Laws Week 4 Government Week 8 Citizens Week 9 Characteristics of Responsible Citizens Week 11 Patriotism
1.4.1	Explain the costs and benefits of spending and saving in order to meet needs and wants	Week 27 Needs and Wants Week 29 Economic Choices Week 32 Spending and Saving
1.4.2	Identify ways people make a living in the community	Week 28 Economics Week 30 Jobs Week 31 Workers Contribute to the Economy
1.4.3	Identify and explain the roles and contributions of consumers, producers, and distributors in the community	Week 28 Economics Week 30 Jobs Week 31 Workers Contribute to the Economy

Standards		Weekly Issues
2.1.1	Use primary sources to document the chronology of important events in their personal, family, school, local, or broader community history	Week 32 Historical Figures
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	Week 32 Historical Figures
2.1.3	Summarize key ideas included in the Declaration of Independence	Week 5 Principles of Democracy Week 6 Important Documents
2.1.4	Retell the histories of key people and events connected to state and national symbols, landmarks, and essential documents	Week 6 Important Documents Week 12 Patriotism Week 13 Patriotic Symbols Week 14 Founders Week 15 Memorials and Monuments Week 16 Patriotic Holidays Week 32 Historical Figures
2.1.5	Identify the achievements of significant Americans, including those from local and other diverse perspectives, and explain their importance	Week 6 Important Documents Week 14 Founders Week 15 Memorials and Monuments Week 16 Patriotic Holidays Week 32 Historical Figures
2.2.1	Locate and identify the poles, equator, continents, oceans, the United States, Utah, and their town or city. Identify and name the states that border Utah and the countries that border the United States	Week 18 Location Week 19 Physical Features of Places
2.2.2	Interpret and construct physical maps using the title, key, symbols, 8-point compass rose, cardinal directions, and alphanumeric grids	Week 17 Map Skills
2.2.3	Identify examples or major geographical features in their local region, state, and country and their significance for the people who live there.	Week 19 Physical Features of Places Week 24 Regions of the World
2.2.4	Describe how location, climate, and physical features affect where people live and work, and how communities modify the environment to meet their needs over time	Week 19 Physical Features of Places Week 20 Human Characteristics of Places Week 21 Humans and the Environment Week 24 Regions of the World
2.2.5	Describe and give examples of interdependent relationships between vegetation, animal life, geographical features, and people specific to a local region (for example: irrigation, water	Week 19 Physical Features of Places Week 20 Human Characteristics of Places

Standards		Weekly Issues
	conservation, farming, helping neighbors, ranching...)	Week 21 Humans and the Environment Week 24 Regions of the World
2.2.6	Identify natural resources, and cite ways people show stewardship through responsible use, conservation, protection, and replenishment	Week 20 Human Characteristics of Places Week 21 Humans and the Environment Week 25 Needs, Wants, and Resources Week 26 Economic Activity
2.2.7	On a map of the world, locate where their families or other families in the community historically came from. With support, curate and share information about the traditional food, cultural customs, recreation, religion, and music of that country and/or region	Week 23 Culture
2.3.1	Define the essential qualities of good community members	Week 3 I Belong to a Community Week 5 Principles of Democracy Week 11 Citizenship Week 31 Solving Problems in Your Community
2.3.2	Describe the rights and responsibilities of citizens in the United States and Utah	Week 4 Rules and Laws Week 5 Principles of Democracy Week 6 Important Documents Week 11 Citizenship
2.3.3	Provide examples of ways in which responsible community members have worked together to resolve conflicts, solve problems, and create unity within their community.	Week 3 I Belong to a Community Week 4 Rules and Laws Week 5 Principles of Democracy Week 10 Government Services Week 11 Citizenship Week 31 Solving Problems in Your Community
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	Week 7 The Purpose of Government Week 8 The Structure of National Government Week 9 Tribal, State, and Local Government Week 10 Government Services Week 31 Solving Problems in Your Community
2.3.5	Identify current leaders and their responsibilities. Describe traits of effective leaders.	Week 7 The Purpose of Government Week 8 The Structure of National Government

Standards		Weekly Issues
		Week 9 Tribal, State, and Local Government Week 10 Government Services
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	Week 12 Patriotism Week 13 Patriotic Symbols Week 14 Founders Week 16 Patriotic Holidays Week 32 Historical Figures
2.4.1	Explain the benefits of personal savings.	Week 27 Economic Choices
2.4.2	Explain how scarcity of resources and opportunity cost require people to make choices to satisfy wants and needs.	Week 25 Needs, Wants, and Resources Week 30 More Economic Principles
2.4.3	Describe and compare a variety of services provided by local economic institutions, including businesses and non-profit organizations.	
2.4.4	Describe how people can be both producers and consumers of local goods and services	Week 28 Producers and Consumers
2.4.5	Identify the specialized work necessary to manufacture, transport, and market goods and services.	Week 26 Economic Activity Week 28 Producers and Consumers Week 29 Economic Principles



Standards		Weekly Issues
3.1.1	Discuss the basic differences between different forms of government, including a constitutional republic, a pure democracy, an oligarchy, and a monarchy	Week 8 Government Week 13 Inquiry
3.1.2	Explain why the first three words of the United States Constitution are vital to the workings of representative government	Week 9 Important Documents Week 12 We the People Week 13 Inquiry
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.	Week 9 Important Documents Week 13 Inquiry
3.1.4	Identify the rights protected by the First Amendment in the Bill of Rights, and analyze how those rights affect them	Week 9 Important Documents Week 13 Inquiry
3.1.5	Explain how the Constitution balances power between the three branches of government at both the state and federal levels (checks and balances)	Week 9 Important Documents Week 10 National Government Week 11 Tribal, State, and Local Government Week 13 Inquiry
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	Week 14 Thinking Like a Geographer
3.2.2	Describe how geography has shaped where and how their community developed, how it sustains itself, and how it will sustain itself in the future	Week 21 Migration Week 28 Urban, Suburban, and Rural land Use Week 31 Transportation Over Time
3.2.3	Define their own cultures or the cultures of their communities	Week 24 Communities Over Time
3.2.4	Evaluate how their community has changed over time	Week 5 Engage in Your Own Inquiry Week 24 Communities Over Time Week 27 Eyewitness to Change Over Time Week 28 Urban, Suburban, and Rural land Use Week 31 Transportation Over Time
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	Week 12 We the People Week 13 Inquiry Week 24 Communities Over Time
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	Week 6 I Am a Member of the Community Week 12 We the People Week 13 Inquiry



Standards		Weekly Issues
	processes used to address needs and reach solutions within their communities.	
3.3.3	Research improvements that have been made in their community over time	Week 5 Engage in Your Own Inquiry Week 12 We the People Week 13 Inquiry Week 24 Communities Over Time Week 27 Eyewitness to Change Over Time
3.3.4	Describe some of the civic roles that people fulfill within their community and explain the reasons why people choose to serve in those roles and how they benefit the community	Week 6 I Am a Member of the Community Week 7 Purposes of Government Week 10 National Government Week 11 Tribal, State, and Local Government Week 12 We the People Week 13 Inquiry Week 26 Problem Solving
3.3.5	Explain how their community's leaders are elected or appointed and effective ways to work together with them to improve their community	Week 7 Purposes of Government Week 8 Government Week 10 National Government Week 11 Tribal, State, and Local Government Week 13 Inquiry
3.3.6	Describe why the governments collect taxes and how they decide how to use them	Week 7 Purposes of Government Week 13 Inquiry
3.3.7	Discuss how the choices of individuals and leaders affect their community and its future	Week 6 I Am a Member of the Community Week 8 Government Week 10 National Government Week 11 Tribal, State, and Local Government Week 13 Inquiry
3.3.8	Collaborate with peers to address a need in their local community through service	Week 4 Taking Action Week 12 We the People Week 13 Inquiry Week 26 Problem Solving
3.4.1	Choose a community outside of the United States. Locate that community on both print and digital maps of the Earth, their continent, country, and city or town, and contrast their sizes and the relationships in scale.	Week 5 Engage in Your Own Inquiry Week 14 Thinking Like a Geographer Week 15 Map Skills
3.4.2	Research the geography of the community they chose in 3.4.1 and make inferences regarding how the geography	Week 5 Engage in Your Own Inquiry Week 16 Natural Features and Landforms

Standards		Weekly Issues
	influence the cultures that have developed there	Week 17 Natural Features and Landforms: Oceans and Deserts Week 18 Regions Part 1 Week 19 Regions Part 2 Week 21 Migration Week 28 Urban, Suburban, and Rural land Use
3.4.3	Define the cultures of the community they chose in 3.4.1	Week 5 Engage in Your Own Inquiry Week 28 Urban, Suburban, and Rural land Use
3.4.4	Examine the types of government found in the community they chose in 3.4.1 and compare the with the government of their community	Week 5 Engage in Your Own Inquiry Week 13 Inquiry
3.4.5	Examine how and why the community they chose in 3.4.1 has adapted to and/or modified its environment over time, and identify the consequences of these environmental changes	Week 5 Engage in Your Own Inquiry Week 21 Migration Week 24 Communities Over Time Week 28 Urban, Suburban, and Rural land Use

Standards		Weekly Issues
4.1.1	Use a variety of geographic tools to identify Utah and its surrounding states: latitude, longitude, hemisphere, climate, natural resources, landforms, and regions	Week 7 Location Week 13 Guided Inquiry: Physical and Human Characteristics of My State
4.1.2	Examine maps of Utah's precipitation, temperature, vegetation, population, and natural resources; make inferences about relationships between the data sets. Describe how and why humans have changed the physical environment of Utah to meet their needs	Week 10 Human Characteristics Week 13 Guided Inquiry: Physical and Human Characteristics of My State
4.1.3	Describe how the physical geography of Utah has both negative and positive consequences on our health and safety	Week 10 Human Characteristics Week 13 Guided Inquiry: Physical and Human Characteristics of My State
4.2.1	Use evidence to make inferences about, and explain the importance of, the geography of the land that would become Utah in the culture of one or more prehistoric or historic Native American cultures	Week 6 Geographic Skills Week 11 Movement Week 13 Guided Inquiry: Physical and Human Characteristics of My State
4.2.2	Explain the economic concepts of trade, scarcity, and supply and demand. Apply these concepts in analyzing the economic activity of Native American tribal groups that existed during this period in the land now called Utah and their trade with European-American trappers and traders	Week 19 Guided Inquiry: Economy of My State
4.2.3	Use primary and secondary sources to compare important aspects of the ways of life at least two Native American tribal groups existing within the land now called Utah and how those ways of life changed as settlers from Europe arrived prior to 1847	Week 6 Geographic Skills Week 11 Movement Week 13 Guided Inquiry: Physical and Human Characteristics of My State
4.2.4	Investigate the reasons why early explorers and frontiersmen came to the land now called Utah, and determine how their contributions are relevant to Utahns today	Week 6 Geographic Skills Week 11 Movement Week 13 Guided Inquiry: Physical and Human Characteristics of My State Week 29 Contributions of Individuals and Groups
4.3.1	Use primary sources to compare experiences of at least three groups' migration to Utah between 1847-1896	Week 11 Movement Week 13 Guided Inquiry: Physical and Human Characteristics of My State
4.3.2	Explain how Utah's physical geography provided opportunities and imposed constraints for human activities between 1847-1896	Week 11 Movement Week 13 Guided Inquiry: Physical and Human Characteristics of My State
4.3.3	Describe the establishment of communities and the	Week 19 Guided Inquiry: Economy of My

Standards		Weekly Issues
	economic development of the Great Basin area under the direction of Brigham Young as the first Territorial Governor of Utah	State Week 29 Contributions of Individuals and Groups Week 32 Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State
4.3.4	Identify the political challenges that delayed Utah's statehood, and explain how these challenges were overcome. Describe the involvement of Utah women in the state and national Women's Suffrage Movement	Week 25 Guided Inquiry: Road to Statehood and Government Week 29 Contributions of Individuals and Groups Week 32 Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State
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)	Week 32 Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State
4.3.6	Describe how and why humans have changed the physical environment of Utah to meet their needs between 1847-1896	Week 13 Guided Inquiry: Physical and Human Characteristics of My State Week 19 Guided Inquiry: Economy of My State
4.3.7	Explain how the creation of the Transcontinental Railroad and other transportation and communication networks changed Utah's economy and led to greater economic interdependence	Week 13 Guided Inquiry: Physical and Human Characteristics of My State Week 19 Guided Inquiry: Economy of My State Week 32 Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State
4.4.1	Identify the function and location of state government. Analyze Article 1 of the Utah Constitution to explain how the enumerated rights reflect shared values	Week 22 Tribal, State, and Local Governments Week 25 Guided Inquiry: Road to Statehood and Government
4.4.2	Compare the Utah Constitution with the United States Constitution noting the similarities and important/significant differences	Week 25 Guided Inquiry: Road to Statehood and Government
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	Week 32 Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State

Standards		Weekly Issues
4.4.4	Use primary and secondary sources to explain how Utah's economy has changed over time	Week 19 Guided Inquiry: Economy of My State
4.4.5	Analyze the way local, state, tribal, and federal governments interact with one another	Week 21 Structure and Functions of Government Week 22 Tribal, State, and Local Governments Week 25 Guided Inquiry: Road to Statehood and Government
4.4.6	Use case studies to explain how national and global events between 1896-1999 had an impact in their local communities and state	
4.5.1	Describe sovereignty as it relates to Native American sovereign nations existing within Utah, and explain efforts to preserve and maintain their culture	Week 22 Tribal, State, and Local Governments Week 29 Contributions of Individuals and Groups Week 32 Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State
4.5.2	Make a case for the lasting historical significance of an event in recent Utah history (2000-present) and create an argument for including it in a historical text	Week 32 Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State
4.5.3	Use data and trends to make recommendations for the best sustainable development of Utah's resources	Week 19 Guided Inquiry: Economy of My State
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	Week 11 Movement Week 29 Contributions of Individuals and Groups
4.5.5	After studying examples of individuals or groups making positive changes in Utah, propose positive steps individual students or groups of students can implement	
4.5.6	Choose one of Utah's cultural institutions and explain its historical significance as well as the cultural benefits to Utah families and our nation	Week 29 Contributions of Individuals and Groups Week 32 Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State

Standards		Weekly Issues
5.1.1	Cite examples to illustrate how the physical geography of North America influenced the lives of Native American tribal groups	<p>Week 6 Life in the Americas</p> <p>Week 7 Government and Culture in North America</p> <p>Week 8 Trade and Economics in North America</p> <p>Week 9 Guided Inquiry: Lives of North American Indians</p> <p>Week 11 Consequences of Contact</p> <p>Week 15 Guided Inquiry: Life in the British Colonies</p>
5.1.2	Identify ideas, innovations, and contributions of Native Americans that have had a lasting impact on human civilization	<p>Week 6 Life in the Americas</p> <p>Week 7 Government and Culture in North America</p> <p>Week 8 Trade and Economics in North America</p> <p>Week 9 Guided Inquiry: Lives of North American Indians</p> <p>Week 15 Guided Inquiry: Life in the British Colonies</p> <p>Week 27 The Founders and the Process</p> <p>Week 28 The Constitution</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	<p>Week 10 The Age of Encounters</p> <p>Week 11 Consequences of Contact</p> <p>Week 12 The Colonies and Their Founding</p> <p>Week 13 Jamestown</p> <p>Week 14 Colonial Life</p> <p>Week 15 Guided Inquiry: Life in the British Colonies</p>
5.1.4	Describe how conflicts over land, trade, and alliances sometimes arose during colonization in North America	<p>Week 10 The Age of Encounters</p> <p>Week 11 Consequences of Contact</p> <p>Week 12 The Colonies and Their Founding</p> <p>Week 13 Jamestown</p> <p>Week 14 Colonial Life</p> <p>Week 15 Guided Inquiry: Life in the British Colonies</p> <p>Week 16 Conflicts and Compromise in North America</p> <p>Week 17 Clash of Empires</p> <p>Week 18 Consequences of the French and Indian War</p> <p>Week 19 The Acts of Parliament</p> <p>Week 20 The Actions of the Colonies</p>

Standards		Weekly Issues
		Week 22 Guided Inquiry: The Road to Revolution
5.2.1	Use primary sources to craft an argument representing perspectives during the period leading to the American Revolution	Week 16 Conflicts and Compromise in North America Week 17 Clash of Empires Week 18 Consequences of the French and Indian War Week 19 The Acts of Parliament Week 20 The Actions of the Colonies Week 21 The Shot Heard Round the World Week 22 Guided Inquiry: The Road to Revolution
5.2.2	Summarize the most significant ideas found in the Declaration of Independence	Week 23 Independence and Revolution: The Government
5.2.3	Explain how the actions of key individuals and groups influenced the outcome of the American Revolution	Week 23 Independence and Revolution: The Government Week 24 Independence and Revolution: The People Week 25: Independence and Revolution: The Military Week 26 Outcomes of the American Revolution
5.2.4	Use evidence from primary and secondary sources to craft an argument that explains how the American colonists prevailed over one of the world's most powerful empires	Week 23 Independence and Revolution: The Government Week 24 Independence and Revolution: The People Week 25: Independence and Revolution: The Military Week 26 Outcomes of the American Revolution
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, as well as earlier documents and philosophies used to help develop the Constitution	Week 28 The Constitution
5.3.2	Apply the ideals found in the Preamble of the United States Constitution to historic and current events and issues	Week 28 The Constitution
5.3.3	Explain why the Founders established a compound constitutional republic with three branches, and cite historic and current examples of checks and balances	Week 27 The Founders and the Process Week 28 The Constitution



Standards		Weekly 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.	Week 29 The Bill of Rights
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	Week 28 The Constitution
5.3.6	Describe the civic duties members of American society have today	
5.4.1	Use evidence from multiple perspectives to make a case for the most significant social, economic, and environmental changes brought about by Westward Expansion and the Industrial Revolution	Week 30 The New Nation Week 31 America on the Move Week 32 Guided Inquiry: Changes in the United States
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 the movement changed the nation	Week 30 The New Nation Week 31 America on the Move Week 32 Guided Inquiry: Changes in the United States
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	Week 31 America on the Move Week 32 Guided Inquiry: Changes in the United States
5.4.6	Use evidence from primary and secondary sources to craft an argument that explains how the United States of American in the United States Civil War	Week 5 Engaging in Your Own Inquiry
5.4.7	Identify the Civil War's most important outcomes and explain how outcomes of the Civil War continue to resonate today	
5.5.1	Compare the motivations for and desired outcomes of U.S entry into two or more of the wars of the 20th and 21st centuries	
5.5.2	Compare the motivations for and desired outcomes of the entry of the United States into World War I and World War II	
5.5.3	Craft an evidence-based argument for why a particular event should be considered the most significant moment in United States history from 1900-now	Week 5 Engaging in Your Own Inquiry
5.5.4	Make an evidence-based claim about the role the United States should play as a world power and leader in solving current global problems	Week 5 Engaging in Your Own Inquiry
5.6.1	Investigate and report on current pressing issues facing the	Week 1 Developing Questions and Planning

Standards		Weekly Issues
	United States, and propose potential solutions that they can support	Inquiries Week 2 Historical Inquiry Sources Week 3 Analyzing and Evaluating Evidence Week 4 Communicating Conclusions Week 5 Engaging in Your Own Inquiry
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	Week 5 Engaging in Your Own Inquiry
5.6.3	Connect the causes and lasting effects of at least two social movements and their leaders in the 20th century	Week 5 Engaging in Your Own Inquiry
5.6.4	Research and summarize the accomplishments and contributions of a minority community in the United States today	Week 5 Engaging in Your Own Inquiry

Week	Title	Standards Covered
1	I Am a Member of a Community	<p>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</p> <p>K.3.2 List and describe the essential qualities needed to learn and work together as friends, neighbors, and family members</p> <p>K.3.3 Identify ways that people work together to build a strong community</p>
2	Authority Figures	<p>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</p> <p>K.3.2 List and describe the essential qualities needed to learn and work together as friends, neighbors, and family members</p> <p>K.3.3 Identify ways that people work together to build a strong community</p>
3	What Are Rules?	<p>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</p> <p>K.3.2 List and describe the essential qualities needed to learn and work together as friends, neighbors, and family members</p> <p>K.3.3 Identify ways that people work together to build a strong community</p>
4	What Are Laws?	<p>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</p> <p>K.3.2 List and describe the essential qualities needed to learn and work together as friends, neighbors, and family members</p> <p>K.3.3 Identify ways that people work together to build a strong community</p>
5	Government	<p>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</p> <p>K.3.2 List and describe the essential qualities needed to learn and work together as friends, neighbors, and family members</p> <p>K.3.3 Identify ways that people work together to build a strong community</p>
6	Important Documents	<p>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.</p>

Week	Title	Standards Covered
		<p>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</p> <p>K.3.2 List and describe the essential qualities needed to learn and work together as friends, neighbors, and family members</p> <p>K.3.3 Identify ways that people work together to build a strong community</p>
7	Learning and Working Together	<p>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</p> <p>K.3.2 List and describe the essential qualities needed to learn and work together as friends, neighbors, and family members</p> <p>K.3.3 Identify ways that people work together to build a strong community</p>
8	Citizens	<p>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</p> <p>K.3.2 List and describe the essential qualities needed to learn and work together as friends, neighbors, and family members</p> <p>K.3.3 Identify ways that people work together to build a strong community</p>
9	Characteristics of Responsible Citizens	<p>K.3.2 List and describe the essential qualities needed to learn and work together as friends, neighbors, and family members</p> <p>K.3.3 Identify ways that people work together to build a strong community</p>
10	Patriotism	<p>K.3.4 Explain why national, state, and other symbols and actions (flag, Pledge of Allegiance, bald eagle, Utah flag) are considered important. What rules and traditions have been made to reflect that importance?</p>
11	National Symbols	<p>K.3.4 Explain why national, state, and other symbols and actions (flag, Pledge of Allegiance, bald eagle, Utah flag) are considered important. What rules and traditions have been made to reflect that importance?</p>
12	National Patriotic Holidays	<p>K.3.4 Explain why national, state, and other symbols and actions (flag, Pledge of Allegiance, bald eagle, Utah flag) are considered important. What rules and traditions have been made to reflect that importance?</p>
13	Map Skills	<p>K.2.1 Construct a simple map, and explain how the map represents a place</p> <p>K.2.2 Explain how a globe is a model of the Earth</p>
14	Location	<p>K.2.1 Construct a simple map, and explain how the map represents a place</p>

Week	Title	Standards Covered
		<p>K.2.3 Recognize and describe geographical features in their community that make it unique</p> <p>K.2.4 Describe and use relative location terms of objects while using maps and globes</p>
15	Finding Places Around Me	<p>K.2.1 Construct a simple map, and explain how the map represents a place</p> <p>K.2.3 Recognize and describe geographical features in their community that make it unique</p> <p>K.2.4 Describe and use relative location terms of objects while using maps and globes</p>
16	Physical Characteristics of a Place	<p>K.2.3 Recognize and describe geographical features in their community that make it unique</p> <p>K.2.4 Describe and use relative location terms of objects while using maps and globes</p>
17	Weather	<p>K.2.3 Recognize and describe geographical features in their community that make it unique</p> <p>K.2.4 Describe and use relative location terms of objects while using maps and globes</p>
18	Human Characteristics of a Place	<p>K.2.1 Construct a simple map, and explain how the map represents a place</p> <p>K.2.4 Describe and use relative location terms of objects while using maps and globes</p>
19	My Place on the Map	<p>K.2.1 Construct a simple map, and explain how the map represents a place</p> <p>K.2.2 Explain how a globe is a model of the Earth</p> <p>K.2.3 Recognize and describe geographical features in their community that make it unique</p> <p>K.2.4 Describe and use relative location terms of objects while using maps and globes</p>
20	Calendars	
21	Words About Time	
22	Changes Over Time	K.1.1 Compare how people lived in earlier times and how their lives would be different today

Week	Title	Standards Covered
23	History	<p>K.1.1 Compare how people lived in earlier times and how their lives would be different today</p> <p>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, re-spect, and obedience to law.</p>
24	Life Long Ago and Today	<p>K.1.1 Compare how people lived in earlier times and how their lives would be different today</p> <p>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, re-spect, and obedience to law.</p>
25	Inventors	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, re-spect, and obedience to law.
26	Transportation Over Time	K.1.1 Compare how people lived in earlier times and how their lives would be different today
27	Culture	K.1.3 Explain how families provide physical, social, and emotional support and how each family has its own unique history
28	Holidays Around the World	
29	Needs and Wants	K.4.1 Make distinctions between basic human needs and individual wants and how that can change over time
30	Economics	K.4.2 Relate how different types of work can help people and communities meet their needs and wants
31	Jobs	K.4.2 Relate how different types of work can help people and communities meet their needs and wants
32	Spending and Saving	K.4.3 Identify ways that people use money, including spending, saving, and sharing

Week	Title	Standards Covered
1	Community	<p>1.3.2 Identify the ways that people can function as members of a school and/or community by sharing principles, goals, and traditions</p> <p>1.3.3 Explain how diverse community groups work together to accomplish common tasks, solve problems, and fulfill responsibilities</p>
2	Authority Figures	<p>1.3.1 Compare how classroom rules are similar to laws in the community</p> <p>1.3.2 Identify the ways that people can function as members of a school and/or community by sharing principles, goals, and traditions</p> <p>1.3.3 Explain how diverse community groups work together to accomplish common tasks, solve problems, and fulfill responsibilities</p>
3	Rules and Laws	<p>1.3.1 Compare how classroom rules are similar to laws in the community</p> <p>1.3.2 Identify the ways that people can function as members of a school and/or community by sharing principles, goals, and traditions</p> <p>1.3.3 Explain how diverse community groups work together to accomplish common tasks, solve problems, and fulfill responsibilities</p> <p>1.3.5 Demonstrate characteristics of responsible citizenship</p>
4	Government	<p>1.3.3 Explain how diverse community groups work together to accomplish common tasks, solve problems, and fulfill responsibilities</p> <p>1.3.5 Demonstrate characteristics of responsible citizenship</p>
5	Government Services	<p>1.3.3 Explain how diverse community groups work together to accomplish common tasks, solve problems, and fulfill responsibilities</p>
6	Founders	<p>1.1.2 Summarize the contributions of a diverse range of historical figures and groups in their community, state, and nation, and evaluate their significance</p> <p>1.1.3 Use primary sources to make inferences about why certain events in history are remembered</p> <p>1.3.4 Identify the symbols, landmarks, and essential documents of the school, community, state, and nation. Demonstrate how to show respect for those items, including care and disposal of the United States flag</p>
7	Important Documents	<p>1.1.2 Summarize the contributions of a diverse range of historical figures and groups in their community, state, and nation, and evaluate their significance</p> <p>1.1.3 Use primary sources to make inferences about why certain events in</p>



Week	Title	Standards Covered
		<p>history are remembered</p> <p>1.3.4 Identify the symbols, landmarks, and essential documents of the school, community, state, and nation. Demonstrate how to show respect for those items, including care and disposal of the United States flag</p>
8	Citizens	<p>1.3.2 Identify the ways that people can function as members of a school and/or community by sharing principles, goals, and traditions</p> <p>1.3.3 Explain how diverse community groups work together to accomplish common tasks, solve problems, and fulfill responsibilities</p> <p>1.3.5 Demonstrate characteristics of responsible citizenship</p>
9	Characteristics of Responsible Citizens	<p>1.3.2 Identify the ways that people can function as members of a school and/or community by sharing principles, goals, and traditions</p> <p>1.3.3 Explain how diverse community groups work together to accomplish common tasks, solve problems, and fulfill responsibilities</p> <p>1.3.5 Demonstrate characteristics of responsible citizenship</p>
10	Responsible Citizens in History	<p>1.1.2 Summarize the contributions of a diverse range of historical figures and groups in their community, state, and nation, and evaluate their significance</p> <p>1.3.2 Identify the ways that people can function as members of a school and/or community by sharing principles, goals, and traditions</p>
11	Patriotism	<p>1.3.4 Identify the symbols, landmarks, and essential documents of the school, community, state, and nation. Demonstrate how to show respect for those items, including care and disposal of the United States flag</p> <p>1.3.5 Demonstrate characteristics of responsible citizenship</p>
12	National Patriotic Symbols	<p>1.1.2 Summarize the contributions of a diverse range of historical figures and groups in their community, state, and nation, and evaluate their significance</p> <p>1.3.4 Identify the symbols, landmarks, and essential documents of the school, community, state, and nation. Demonstrate how to show respect for those items, including care and disposal of the United States flag</p>
13	National Patriotic Holidays	<p>1.1.2 Summarize the contributions of a diverse range of historical figures and groups in their community, state, and nation, and evaluate their significance</p> <p>1.3.4 Identify the symbols, landmarks, and essential documents of the school, community, state, and nation. Demonstrate how to show respect for those items, including care and disposal of the United States flag</p>

Week	Title	Standards Covered
14	Map Skills	<p>1.2.1 Construct a simple map of a neighborhood, classroom, school, or the setting of a story</p> <p>1.2.3 Use maps and globes to locate their local community, Utah, the United States, the seven continents, and the five oceans</p>
15	Location	<p>1.2.3 Use maps and globes to locate their local community, Utah, the United States, the seven continents, and the five oceans</p>
16	Physical Characteristics of a Place	<p>1.2.2 Differentiate between natural and engineered geographical features in an area</p>
17	Human Characteristics of a Place	<p>1.2.1 Construct a simple map of a neighborhood, classroom, school, or the setting of a story</p> <p>1.2.2 Differentiate between natural and engineered geographical features in an area</p>
18	Adapting to Our Environment	<p>1.2.2 Differentiate between natural and engineered geographical features in an area</p> <p>1.2.4 Explain the reasons that people, animals, and goods move</p>
19	Geography of Our Community	<p>1.2.1 Construct a simple map of a neighborhood, classroom, school, or the setting of a story</p> <p>1.2.2 Differentiate between natural and engineered geographical features in an area</p> <p>1.2.3 Use maps and globes to locate their local community, Utah, the United States, the seven continents, and the five oceans</p> <p>1.2.4 Explain the reasons that people, animals, and goods move</p>
20	Calendars	
21	Changes Over Time	<p>1.1.4 Create a primary source to show how their personal histories are shaped by family, school, and community</p>
22	History	<p>1.1.1 Explain why people may see historical events from different points of view</p> <p>1.1.2 Summarize the contributions of a diverse range of historical figures and groups in their community, state, and nation, and evaluate their significance</p> <p>1.1.3 Use primary sources to make inferences about why certain events in history are remembered</p>

Week	Title	Standards Covered
		1.1.4 Create a primary source to show how their personal histories are shaped by family, school, and community
23	Life Long Ago and Today	1.1.1 Explain why people may see historical events from different points of view 1.1.3 Use primary sources to make inferences about why certain events in history are remembered
24	Communication Over Time	1.1.3 Use primary sources to make inferences about why certain events in history are remembered
25	Culture	
26	Folktales and Legends	
27	Needs and Wants	1.4.1 Explain the costs and benefits of spending and saving in order to meet needs and wants
28	Economics	1.4.2 Identify ways people make a living in the community 1.4.3 Identify and explain the roles and contributions of consumers, producers, and distributors in the community
29	Economic Choices	1.4.1 Explain the costs and benefits of spending and saving in order to meet needs and wants
30	Jobs	1.4.2 Identify ways people make a living in the community 1.4.3 Identify and explain the roles and contributions of consumers, producers, and distributors in the community
31	Workers Contribute to the Economy	1.4.2 Identify ways people make a living in the community 1.4.3 Identify and explain the roles and contributions of consumers, producers, and distributors in the community
32	Spending and Saving	1.4.1 Explain the costs and benefits of spending and saving in order to meet needs and wants

Week	Title	Standards Covered
1	Sources	
2	Timelines	
3	I Belong to a Community	2.3.1 Define the essential qualities of good community members  2.3.3 Provide examples of ways in which responsible community members have worked together to resolve conflicts, solve problems, and create unity within their community.
4	Rules and Laws	2.3.2 Describe the rights and responsibilities of citizens in the United States and Utah  2.3.3 Provide examples of ways in which responsible community members have worked together to resolve conflicts, solve problems, and create unity within their community.
5	Principles of Democracy	2.1.3 Summarize key ideas included in the Declaration of Independence  2.3.1 Define the essential qualities of good community members  2.3.2 Describe the rights and responsibilities of citizens in the United States and Utah  2.3.3 Provide examples of ways in which responsible community members have worked together to resolve conflicts, solve problems, and create unity within their community.
6	Important Documents	2.1.3 Summarize key ideas included in the Declaration of Independence  2.1.4 Retell the histories of key people and events connected to state and national symbols, landmarks, and essential documents  2.1.5 Identify the achievements of significant Americans, including those from local and other diverse perspectives, and explain their importance  2.3.2 Describe the rights and responsibilities of citizens in the United States and Utah
7	The Purpose of Government	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  2.3.5 Identify current leaders and their responsibilities. Describe traits of effective leaders.
8	The Structure of National Government	2.3.4 Consider why it is necessary for cities and towns to have governments, and

Week	Title	Standards Covered
		<p>describe ways local representative government promotes the general welfare of their community</p> <p>2.3.5 Identify current leaders and their responsibilities. Describe traits of effective leaders.</p>
9	Tribal, State, and Local Government	<p>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</p> <p>2.3.5 Identify current leaders and their responsibilities. Describe traits of effective leaders.</p>
10	Government Services	<p>2.3.3 Provide examples of ways in which responsible community members have worked together to resolve conflicts, solve problems, and create unity within their community.</p> <p>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</p> <p>2.3.5 Identify current leaders and their responsibilities. Describe traits of effective leaders.</p>
11	Citizenship	<p>2.3.1 Define the essential qualities of good community members</p> <p>2.3.2 Describe the rights and responsibilities of citizens in the United States and Utah</p> <p>2.3.3 Provide examples of ways in which responsible community members have worked together to resolve conflicts, solve problems, and create unity within their community.</p>
12	Patriotism	<p>2.1.4 Retell the histories of key people and events connected to state and national symbols, landmarks, and essential documents</p> <p>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</p>
13	Patriotic Symbols	<p>2.1.4 Retell the histories of key people and events connected to state and national symbols, landmarks, and essential documents</p> <p>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</p>
14	Founders	<p>2.1.4 Retell the histories of key people and events connected to state and national symbols, landmarks, and essential documents</p>

Week	Title	Standards Covered
		<p>2.1.5 Identify the achievements of significant Americans, including those from local and other diverse perspectives, and explain their importance</p> <p>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</p>
15	Memorials and Monuments	<p>2.1.4 Retell the histories of key people and events connected to state and national symbols, landmarks, and essential documents</p> <p>2.1.5 Identify the achievements of significant Americans, including those from local and other diverse perspectives, and explain their importance</p>
16	Patriotic Holidays	<p>2.1.4 Retell the histories of key people and events connected to state and national symbols, landmarks, and essential documents</p> <p>2.1.5 Identify the achievements of significant Americans, including those from local and other diverse perspectives, and explain their importance</p> <p>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</p>
17	Map Skills	2.2.2 Interpret and construct physical maps using the title, key, symbols, 8-point compass rose, cardinal directions, and alphanumeric grids
18	Location	2.2.1 Locate and identify the poles, equator, continents, oceans, the United States, Utah, and their town or city. Identify and name the states that border Utah and the countries that border the United States
19	Physical Features of Places	<p>2.2.1 Locate and identify the poles, equator, continents, oceans, the United States, Utah, and their town or city. Identify and name the states that border Utah and the countries that border the United States</p> <p>2.2.3 Identify examples or major geographical features in their local region, state, and country and their significance for the people who live there.</p> <p>2.2.4 Describe how location, climate, and physical features affect where people live and work, and how communities modify the environment to meet their needs over time</p> <p>2.2.5 Describe and give examples of interdependent relationships between vegetation, animal life, geographical features, and people specific to a local region (for example: irrigation, water conservation, farming, helping neighbors, ranching...)</p>
20	Human Characteristics of Places	2.2.4 Describe how location, climate, and physical features affect where people live and work, and how communities modify the environment to meet their needs over time

Week	Title	Standards Covered
		<p>2.2.5 Describe and give examples of interdependent relationships between vegetation, animal life, geographical features, and people specific to a local region (for example: irrigation, water conservation, farming, helping neighbors, ranching...)</p> <p>2.2.6 Identify natural resources, and cite ways people show stewardship through responsible use, conservation, protection, and replenishment</p>
21	Humans and the Environment	<p>2.2.4 Describe how location, climate, and physical features affect where people live and work, and how communities modify the environment to meet their needs over time</p> <p>2.2.5 Describe and give examples of interdependent relationships between vegetation, animal life, geographical features, and people specific to a local region (for example: irrigation, water conservation, farming, helping neighbors, ranching...)</p> <p>2.2.6 Identify natural resources, and cite ways people show stewardship through responsible use, conservation, protection, and replenishment</p>
22	Movement	
23	Culture	<p>2.2.7 On a map of the world, locate where their families or other families in the community historically came from. With support, curate and share information about the traditional food, cultural customs, recreation, religion, and music of that country and/or region</p>
24	Regions of the World	<p>2.2.3 Identify examples or major geographical features in their local region, state, and country and their significance for the people who live there.</p> <p>2.2.4 Describe how location, climate, and physical features affect where people live and work, and how communities modify the environment to meet their needs over time</p> <p>2.2.5 Describe and give examples of interdependent relationships between vegetation, animal life, geographical features, and people specific to a local region (for example: irrigation, water conservation, farming, helping neighbors, ranching...)</p>
25	Needs, Wants, and Resources	<p>2.2.6 Identify natural resources, and cite ways people show stewardship through responsible use, conservation, protection, and replenishment</p> <p>2.4.2 Explain how scarcity of resources and opportunity cost require people to make choices to satisfy wants and needs.</p>
26	Economic Activity	<p>2.2.6 Identify natural resources, and cite ways people show stewardship through responsible use, conservation, protection, and replenishment</p>



Week	Title	Standards Covered
		2.4.5 Identify the specialized work necessary to manufacture, transport, and market goods and services.
27	Economic Choices	2.4.1 Explain the benefits of personal savings.
28	Producers and Consumers	2.4.4 Describe how people can be both producers and consumers of local goods and services 2.4.5 Identify the specialized work necessary to manufacture, transport, and market goods and services.
29	Economic Principles	2.4.5 Identify the specialized work necessary to manufacture, transport, and market goods and services.
30	More Economic Principles	2.4.2 Explain how scarcity of resources and opportunity cost require people to make choices to satisfy wants and needs.
31	Solving Problems in Your Community	2.3.1 Define the essential qualities of good community members 2.3.3 Provide examples of ways in which responsible community members have worked together to resolve conflicts, solve problems, and create unity within their community. 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
32	Historical Figures	2.1.1 Use primary sources to document the chronology of important events in their personal, family, school, local, or broader community history 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 2.1.4 Retell the histories of key people and events connected to state and national symbols, landmarks, and essential documents 2.1.5 Identify the achievements of significant Americans, including those from local and other diverse perspectives, and explain their 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

Week	Title	Standards Covered
1	Developing Inquiries	
2	Sources	
3	Examining Evidence and Communicating Conclusions	
4	Taking Action	3.3.8 Collaborate with peers to address a need in their local community through service
5	Engage in Your Own Inquiry	<p>3.2.4 Evaluate how their community has changed over time</p> <p>3.3.3 Research improvements that have been made in their community over time</p> <p>3.4.1 Choose a community outside of the United States. Locate that community on both print and digital maps of the Earth, their continent, country, and city or town, and contrast their sizes and the relationships in scale.</p> <p>3.4.2 Research the geography of the community they chose in 3.4.1 and make inferences regarding how the geography influence the cultures that have developed there</p> <p>3.4.3 Define the cultures of the community they chose in 3.4.1</p> <p>3.4.4 Examine the types of government found in the community they chose in 3.4.1 and compare the with the government of their community</p> <p>3.4.5 Examine how and why the community they chose in 3.4.1 has adapted to and/or modified its environment over time, and identify the consequences of these environmental changes</p>
6	I am a Member of a Community	<p>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.</p> <p>3.3.4 Describe some of the civic roles that people fulfill within their community and explain the reasons why people choose to serve in those</p>

Week	Title	Standards Covered
		<p>roles and how they benefit the community</p> <p>3.3.7 Discuss how the choices of individuals and leaders affect their community and its future</p>
7	Purposes of Government	<p>3.3.4 Describe some of the civic roles that people fulfill within their community and explain the reasons why people choose to serve in those roles and how they benefit the community</p> <p>3.3.5 Explain how their community's leaders are elected or appointed and effective ways to work together with them to improve their community</p> <p>3.3.6 Describe why the governments collect taxes and how they decide how to use them</p>
8	Government	<p>3.1.1 Discuss the basic differences between different forms of government, including a constitutional republic, a pure democracy, an oligarchy, and a monarchy</p> <p>3.3.5 Explain how their community's leaders are elected or appointed and effective ways to work together with them to improve their community</p> <p>3.3.7 Discuss how the choices of individuals and leaders affect their community and its future</p>
9	Important Documents	<p>3.1.2 Explain why the first three words of the United States Constitution are vital to the workings of representative government</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>3.1.4 Identify the rights protected by the First Amendment in the Bill of Rights, and analyze how those rights affect them</p> <p>3.1.5 Explain how the Constitution balances power between the three branches of government at both the state and federal levels (checks and balances)</p>
10	National Government	<p>3.1.5 Explain how the Constitution balances power between the three branches of government at both the state and federal levels (checks and balances)</p>

Week	Title	Standards Covered
		<p>3.3.4 Describe some of the civic roles that people fulfill within their community and explain the reasons why people choose to serve in those roles and how they benefit the community</p> <p>3.3.5 Explain how their community's leaders are elected or appointed and effective ways to work together with them to improve their community</p> <p>3.3.7 Discuss how the choices of individuals and leaders affect their community and its future</p>
11	Tribal, State, and Local Government	<p>3.1.5 Explain how the Constitution balances power between the three branches of government at both the state and federal levels (checks and balances)</p> <p>3.3.4 Describe some of the civic roles that people fulfill within their community and explain the reasons why people choose to serve in those roles and how they benefit the community</p> <p>3.3.5 Explain how their community's leaders are elected or appointed and effective ways to work together with them to improve their community</p> <p>3.3.7 Discuss how the choices of individuals and leaders affect their community and its future</p>
12	We the People	<p>3.1.2 Explain why the first three words of the United States Constitution are vital to the workings of representative government</p> <p>3.3.1 Analyze how their community has been shaped by the diverse people who had resided within it. Compare primary and secondary sources (when available) from or about these people</p> <p>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.</p> <p>3.3.3 Research improvements that have been made in their community over time</p> <p>3.3.4 Describe some of the civic roles that people fulfill within their community and explain the reasons why people choose to serve in those roles and how they benefit the community</p>

Week	Title	Standards Covered
		3.3.8 Collaborate with peers to address a need in their local community through service
13	Inquiry	<p>3.1.1 Discuss the basic differences between different forms of government, including a constitutional republic, a pure democracy, an oligarchy, and a monarchy</p> <p>3.1.2 Explain why the first three words of the United States Constitution are vital to the workings of representative government</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>3.1.4 Identify the rights protected by the First Amendment in the Bill of Rights, and analyze how those rights affect them</p> <p>3.1.5 Explain how the Constitution balances power between the three branches of government at both the state and federal levels (checks and balances)</p> <p>3.3.1 Analyze how their community has been shaped by the diverse people who had resided within it. Compare primary and secondary sources (when available) from or about these people</p> <p>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.</p> <p>3.3.3 Research improvements that have been made in their community over time</p> <p>3.3.4 Describe some of the civic roles that people fulfill within their community and explain the reasons why people choose to serve in those roles and how they benefit the community</p> <p>3.3.5 Explain how their community's leaders are elected or appointed and effective ways to work together with them to improve their community</p> <p>3.3.6 Describe why the governments collect taxes and how they decide how to use them</p> <p>3.3.7 Discuss how the choices of individuals and leaders affect their</p>

Week	Title	Standards Covered
		<p>community and its future</p> <p>3.3.8 Collaborate with peers to address a need in their local community through service</p> <p>3.4.4 Examine the types of government found in the community they chose in 3.4.1 and compare the with the government of their community</p>
14	Thinking like a geographer	<p>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</p> <p>3.4.1 Choose a community outside of the United States. Locate that community on both print and digital maps of the Earth, their continent, country, and city or town, and contrast their sizes and the relationships in scale.</p>
15	Map Skills	<p>3.4.1 Choose a community outside of the United States. Locate that community on both print and digital maps of the Earth, their continent, country, and city or town, and contrast their sizes and the relationships in scale.</p>
16	Natural Features and Landforms	<p>3.4.2 Research the geography of the community they chose in 3.4.1 and make inferences regarding how the geography influence the cultures that have developed there</p>
17	Natural Features and Landforms: Oceans and Deserts	<p>3.4.2 Research the geography of the community they chose in 3.4.1 and make inferences regarding how the geography influence the cultures that have developed there</p>
18	Regions Part 1	<p>3.4.2 Research the geography of the community they chose in 3.4.1 and make inferences regarding how the geography influence the cultures that have developed there</p>
19	Regions Part 2	<p>3.4.2 Research the geography of the community they chose in 3.4.1 and make inferences regarding how the geography influence the cultures that have developed there</p>
20	Water is a natural resource	

Week	Title	Standards Covered
21	Migration	<p>3.2.2 Describe how geography has shaped where and how their community developed, how it sustains itself, and how it will sustain itself in the future</p> <p>3.4.2 Research the geography of the community they chose in 3.4.1 and make inferences regarding how the geography influence the cultures that have developed there</p> <p>3.4.5 Examine how and why the community they chose in 3.4.1 has adapted to and/or modified its environment over time, and identify the consequences of these environmental changes</p>
22	Timelines	
23	Using Charts, Maps, and Data	
24	Communities Over Time	<p>3.2.3 Define their own cultures or the cultures of their communities</p> <p>3.2.4 Evaluate how their community has changed over time</p> <p>3.3.1 Analyze how their community has been shaped by the diverse people who had resided within it. Compare primary and secondary sources (when available) from or about these people</p> <p>3.3.3 Research improvements that have been made in their community over time</p> <p>3.4.5 Examine how and why the community they chose in 3.4.1 has adapted to and/or modified its environment over time, and identify the consequences of these environmental changes</p>
25	People who influence communities	
26	Problem Solving	<p>3.3.4 Describe some of the civic roles that people fulfill within their community and explain the reasons why people choose to serve in those roles and how they benefit the community</p> <p>3.3.8 Collaborate with peers to address a need in their local community through service</p>
27	Eyewitnesses to	3.2.4 Evaluate how their community has changed over time



Week	Title	Standards Covered
	Change Over Time	3.3.3 Research improvements that have been made in their community over time
28	Urban, Suburban, and Rural Land Use	<p>3.2.2 Describe how geography has shaped where and how their community developed, how it sustains itself, and how it will sustain itself in the future</p> <p>3.2.4 Evaluate how their community has changed over time</p> <p>3.4.2 Research the geography of the community they chose in 3.4.1 and make inferences regarding how the geography influence the cultures that have developed there</p> <p>3.4.3 Define the cultures of the community they chose in 3.4.1</p> <p>3.4.5 Examine how and why the community they chose in 3.4.1 has adapted to and/or modified its environment over time, and identify the consequences of these environmental changes</p>
29	Producers and Consumers	
30	Community Interdependence	
31	Transportation Over Time	<p>3.2.2 Describe how geography has shaped where and how their community developed, how it sustains itself, and how it will sustain itself in the future</p> <p>3.2.4 Evaluate how their community has changed over time</p>
32	Inquiry - Interdependence in your community	

Week	Title	Standards Covered
1	Developing Questions and Planning Inquiries	
2	Historical Inquiry Sources	
3	Analyzing and Evaluating Evidence	
4	Using Evidence to Communicate Conclusions	
5	Engaging in Your Own Inquiry	
6	Geographic Skills	<p>4.2.1 Use evidence to make inferences about, and explain the importance of, the geography of the land that would become Utah in the culture of one or more prehistoric or historic Native American cultures</p> <p>4.2.3 Use primary and secondary sources to compare important aspects of the ways of life at least two Native American tribal groups existing within the land now called Utah and how those ways of life changed as settlers from Europe arrived prior to 1847</p> <p>4.2.4 Investigate the reasons why early explorers and frontiersmen came to the land now called Utah, and determine how their contributions are relevant to Utahns today</p>
7	Location	4.1.1 Use a variety of geographic tools to identify Utah and its surrounding states: latitude, longitude, hemisphere, climate, natural resources, landforms, and regions
8	Physical Characteristics	
9	Regions of the United States	
10	Human Characteristics	4.1.2 Examine maps of Utah's precipitation, temperature, vegetation,

Week	Title	Standards Covered
		<p>population, and natural resources; make inferences about relationships between the data sets. Describe how and why humans have changed the physical environment of Utah to meet their needs</p> <p>4.1.3 Describe how the physical geography of Utah has both negative and positive consequences on our health and safety</p>
11	Movement	<p>4.2.1 Use evidence to make inferences about, and explain the importance of, the geography of the land that would become Utah in the culture of one or more prehistoric or historic Native American cultures</p> <p>4.2.3 Use primary and secondary sources to compare important aspects of the ways of life at least two Native American tribal groups existing within the land now called Utah and how those ways of life changed as settlers from Europe arrived prior to 1847</p> <p>4.2.4 Investigate the reasons why early explorers and frontiersmen came to the land now called Utah, and determine how their contributions are relevant to Utahns today</p> <p>4.3.1 Use primary sources to compare experiences of at least three groups' migration to Utah between 1847-1896</p> <p>4.3.2 Explain how Utah's physical geography provided opportunities and imposed constraints for human activities between 1847-1896</p> <p>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</p>
12	Culture	
13	Guided Inquiry: Physical and Human Characteristics of My State	<p>4.1.1 Use a variety of geographic tools to identify Utah and its surrounding states: latitude, longitude, hemisphere, climate, natural resources, landforms, and regions</p> <p>4.1.2 Examine maps of Utah's precipitation, temperature, vegetation, population, and natural resources; make inferences about relationships between the data sets. Describe how and why humans have changed the physical environment of Utah to meet their needs</p> <p>4.1.3 Describe how the physical geography of Utah has both negative and positive consequences on our health and safety</p>

Week	Title	Standards Covered
		<p>4.2.1 Use evidence to make inferences about, and explain the importance of, the geography of the land that would become Utah in the culture of one or more prehistoric or historic Native American cultures</p> <p>4.2.3 Use primary and secondary sources to compare important aspects of the ways of life at least two Native American tribal groups existing within the land now called Utah and how those ways of life changed as settlers from Europe arrived prior to 1847</p> <p>4.2.4 Investigate the reasons why early explorers and frontiersmen came to the land now called Utah, and determine how their contributions are relevant to Utahns today</p> <p>4.3.1 Use primary sources to compare experiences of at least three groups' migration to Utah between 1847-1896</p> <p>4.3.2 Explain how Utah's physical geography provided opportunities and imposed constraints for human activities between 1847-1896</p> <p>4.3.6 Describe how and why humans have changed the physical environment of Utah to meet their needs between 1847-1896</p> <p>4.3.7 Explain how the creation of the Transcontinental Railroad and other transportation and communication networks changed Utah's economy and led to greater economic interdependence</p>
14	Needs and Wants	
15	Economic Principles	
16	Economic Activities	
17	Personal Finance	
18	Economic Systems	
19	Guided Inquiry: Economy of My State	<p>4.2.2 Explain the economic concepts of trade, scarcity, and supply and demand. Apply these concepts in analyzing the economic activity of Native American tribal groups that existed during this period in the land now called Utah and their trade with European-American trappers and traders</p>

Week	Title	Standards Covered
		<p>4.3.3 Describe the establishment of communities and the economic development of the Great Basin area under the direction of Brigham Young as the first Territorial Governor of Utah</p> <p>4.3.6 Describe how and why humans have changed the physical environment of Utah to meet their needs between 1847-1896</p> <p>4.3.7 Explain how the creation of the Transcontinental Railroad and other transportation and communication networks changed Utah's economy and led to greater economic interdependence</p> <p>4.4.4 Use primary and secondary sources to explain how Utah's economy has changed over time</p> <p>4.5.3 Use data and trends to make recommendations for the best sustainable development of Utah's resources</p>
20	Foundations of Government and Law	
21	Structure and Functions of Government	4.4.5 Analyze the way local, state, tribal, and federal governments interact with one another
22	Tribal, State, and Local Governments	<p>4.4.1 Identify the function and location of state government. Analyze Article 1 of the Utah Constitution to explain how the enumerated rights reflect shared values</p> <p>4.4.5 Analyze the way local, state, tribal, and federal governments interact with one another</p> <p>4.5.1 Describe sovereignty as it relates to Native American sovereign nations existing within Utah, and explain efforts to preserve and maintain their culture</p>
23	Citizens	
24	Responsibilities of Citizens	
25	Guided Inquiry: Road to Statehood and Government	4.3.4 Identify the political challenges that delayed Utah's statehood, and explain how these challenges were overcome. Describe the involvement of

Week	Title	Standards Covered
		<p>Utah women in the state and national Women's Suffrage Movement</p> <p>4.4.1 Identify the function and location of state government. Analyze Article 1 of the Utah Constitution to explain how the enumerated rights reflect shared values</p> <p>4.4.2 Compare the Utah Constitution with the United States Constitution noting the similarities and important/significant differences</p> <p>4.4.5 Analyze the way local, state, tribal, and federal governments interact with one another</p>
26	Chronology	
27	Change Over Time	
28	Conflict and Cooperation	
29	Contributions of Individuals and Groups	<p>4.2.4 Investigate the reasons why early explorers and frontiersmen came to the land now called Utah, and determine how their contributions are relevant to Utahns today</p> <p>4.3.3 Describe the establishment of communities and the economic development of the Great Basin area under the direction of Brigham Young as the first Territorial Governor of Utah</p> <p>4.3.4 Identify the political challenges that delayed Utah's statehood, and explain how these challenges were overcome. Describe the involvement of Utah women in the state and national Women's Suffrage Movement</p> <p>4.5.1 Describe sovereignty as it relates to Native American sovereign nations existing within Utah, and explain efforts to preserve and maintain their culture</p> <p>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</p> <p>4.5.6 Choose one of Utah's cultural institutions and explain its historical significance as well as the cultural benefits to Utah families and our nation</p>
30	Symbols and	

Week	Title	Standards Covered
	Landmarks	
31	Celebrations and Remembrance	
32	Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State	<p>4.3.3 Describe the establishment of communities and the economic development of the Great Basin area under the direction of Brigham Young as the first Territorial Governor of Utah</p> <p>4.3.4 Identify the political challenges that delayed Utah's statehood, and explain how these challenges were overcome. Describe the involvement of Utah women in the state and national Women's Suffrage Movement</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>4.3.7 Explain how the creation of the Transcontinental Railroad and other transportation and communication networks changed Utah's economy and led to greater economic interdependence</p> <p>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</p> <p>4.5.1 Describe sovereignty as it relates to Native American sovereign nations existing within Utah, and explain efforts to preserve and maintain their culture</p> <p>4.5.2 Make a case for the lasting historical significance of an event in recent Utah history (2000-present) and create an argument for including it in a historical text</p> <p>4.5.6 Choose one of Utah's cultural institutions and explain its historical significance as well as the cultural benefits to Utah families and our nation</p>



Week	Title	Standards Covered
1	Developing Questions and Planning Inquiries	5.6.1 Investigate and report on current pressing issues facing the United States, and propose potential solutions that they can support
2	Historical Inquiry Sources	5.6.1 Investigate and report on current pressing issues facing the United States, and propose potential solutions that they can support
3	Analyzing and Evaluating Evidence	5.6.1 Investigate and report on current pressing issues facing the United States, and propose potential solutions that they can support
4	Communicating Conclusions	5.6.1 Investigate and report on current pressing issues facing the United States, and propose potential solutions that they can support
5	Engaging in Your Own Inquiry	<p>5.4.6 Use evidence from primary and secondary sources to craft an argument that explains how the United States of American in the United States Civil War</p> <p>5.5.3 Craft an evidence-based argument for why a particular event should be considered the most significant moment in United States history from 1900-now</p> <p>5.5.4 Make an evidence-based claim about the role the United States should play as a world power and leader in solving current global problems</p> <p>5.6.1 Investigate and report on current pressing issues facing the United States, and propose potential solutions that they can support</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>5.6.3 Connect the causes and lasting effects of at least two social movements and their leaders in the 20th century</p> <p>5.6.4 Research and summarize the accomplishments and contributions of a minority community in the United States today</p>
6	Life in the Americas	<p>5.1.1 Cite examples to illustrate how the physical geography of North America influenced the lives of Native American tribal groups</p> <p>5.1.2 Identify ideas, innovations, and contributions of Native Americans that have had a lasting impact on human civilization</p>

Week	Title	Standards Covered
7	Government and Culture in North America	<p>5.1.1 Cite examples to illustrate how the physical geography of North America influenced the lives of Native American tribal groups</p> <p>5.1.2 Identify ideas, innovations, and contributions of Native Americans that have had a lasting impact on human civilization</p>
8	Trade and Economics in North America	<p>5.1.1 Cite examples to illustrate how the physical geography of North America influenced the lives of Native American tribal groups</p> <p>5.1.2 Identify ideas, innovations, and contributions of Native Americans that have had a lasting impact on human civilization</p>
9	Guided Inquiry: Lives of North American Indians	<p>5.1.1 Cite examples to illustrate how the physical geography of North America influenced the lives of Native American tribal groups</p> <p>5.1.2 Identify ideas, innovations, and contributions of Native Americans that have had a lasting impact on human civilization</p>
10	The Age of Encounters	<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</p> <p>5.1.4 Describe how conflicts over land, trade, and alliances sometimes arose during colonization in North America</p>
11	Consequences of Contact	<p>5.1.1 Cite examples to illustrate how the physical geography of North America influenced the lives of Native American tribal groups</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</p> <p>5.1.4 Describe how conflicts over land, trade, and alliances sometimes arose during colonization in North America</p>
12	The Colonies and Their Founding	<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</p> <p>5.1.4 Describe how conflicts over land, trade, and alliances sometimes arose during colonization in North America</p>
13	Jamestown	<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</p>

Week	Title	Standards Covered
		5.1.4 Describe how conflicts over land, trade, and alliances sometimes arose during colonization in North America
14	Colonial Life	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  5.1.4 Describe how conflicts over land, trade, and alliances sometimes arose during colonization in North America
15	Guided Inquiry: Life in the British Colonies	5.1.1 Cite examples to illustrate how the physical geography of North America influenced the lives of Native American tribal groups  5.1.2 Identify ideas, innovations, and contributions of Native Americans that have had a lasting impact on human civilization  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  5.1.4 Describe how conflicts over land, trade, and alliances sometimes arose during colonization in North America
16	Conflicts and Compromise in North America	5.1.4 Describe how conflicts over land, trade, and alliances sometimes arose during colonization in North America  5.2.1 Use primary sources to craft an argument representing perspectives during the period leading to the American Revolution
17	Clash of Empires	5.1.4 Describe how conflicts over land, trade, and alliances sometimes arose during colonization in North America  5.2.1 Use primary sources to craft an argument representing perspectives during the period leading to the American Revolution
18	Consequences of the French and Indian War	5.1.4 Describe how conflicts over land, trade, and alliances sometimes arose during colonization in North America  5.2.1 Use primary sources to craft an argument representing perspectives during the period leading to the American Revolution
19	The Acts of Parliament	5.1.4 Describe how conflicts over land, trade, and alliances sometimes arose

Week	Title	Standards Covered
		<p>during colonization in North America</p> <p>5.2.1 Use primary sources to craft an argument representing perspectives during the period leading to the American Revolution</p>
20	The Actions of the Colonies	<p>5.1.4 Describe how conflicts over land, trade, and alliances sometimes arose during colonization in North America</p> <p>5.2.1 Use primary sources to craft an argument representing perspectives during the period leading to the American Revolution</p>
21	The Shot Heard 'Round the World	<p>5.2.1 Use primary sources to craft an argument representing perspectives during the period leading to the American Revolution</p>
22	Guided Inquiry: The Road to Revolution	<p>5.1.4 Describe how conflicts over land, trade, and alliances sometimes arose during colonization in North America</p> <p>5.2.1 Use primary sources to craft an argument representing perspectives during the period leading to the American Revolution</p>
23	Independence and Revolution: The Government	<p>5.2.2 Summarize the most significant ideas found in the Declaration of Independence</p> <p>5.2.3 Explain how the actions of key individuals and groups influenced the outcome of the American Revolution</p> <p>5.2.4 Use evidence from primary and secondary sources to crat an argument that explains how the American colonists prevailed over one of the world's most powerful empires</p>
24	Independence and Revolution: The People	<p>5.2.3 Explain how the actions of key individuals and groups influenced the outcome of the American Revolution</p> <p>5.2.4 Use evidence from primary and secondary sources to crat an argument that explains how the American colonists prevailed over one of the world's most powerful empires</p>
25	Independence and Revolution: The Military	<p>5.2.3 Explain how the actions of key individuals and groups influenced the outcome of the American Revolution</p> <p>5.2.4 Use evidence from primary and secondary sources to crat an argument</p>

Week	Title	Standards Covered
		that explains how the American colonists prevailed over one of the world's most powerful empires
26	Outcomes of the American Revolution	<p>5.2.3 Explain how the actions of key individuals and groups influenced the outcome of the American Revolution</p> <p>5.2.4 Use evidence from primary and secondary sources to crat an argument that explains how the American colonists prevailed over one of the world's most powerful empires</p>
27	The Founders and the Process	<p>5.1.2 Identify ideas, innovations, and contributions of Native Americans that have had a lasting impact on human civilization</p> <p>5.3.3 Explain why the Founders established a compound constitutional republic with three branches, and cite historic and current examples of checks and balances</p>
28	The Constitution	<p>5.1.2 Identify ideas, innovations, and contributions of Native Americans that have had a lasting impact on human civilization</p> <p>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, as well as earlier documents and philosophies used to help develop the Constitution</p> <p>5.3.2 Apply the ideals found in the Preamble of the United States Constitution to historic and current events and issues</p> <p>5.3.3 Explain why the Founders established a compound constitutional republic with three branches, and cite historic and current examples of checks and balances</p> <p>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</p>
29	The Bill of Rights	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.
30	The New Nation	5.4.1 Use evidence from multiple perspectives to make a case for the most significant social, economic, and environmental changes brought about by Westward Expansion and the Industrial Revolution

Week	Title	Standards Covered
		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 the movement changed the nation
31	America on the Move	<p>5.4.1 Use evidence from multiple perspectives to make a case for the most significant social, economic, and environmental changes brought about by Westward Expansion and the Industrial Revolution</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 the movement changed the nation</p> <p>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</p>
32	Guided Inquiry: Changes in the United States	<p>5.4.1 Use evidence from multiple perspectives to make a case for the most significant social, economic, and environmental changes brought about by Westward Expansion and the Industrial Revolution</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 the movement changed the nation</p> <p>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</p>