

## 4<sup>th</sup> Grade Social Studies (Utah Studies) Curriculum Map

Some of the strategies used here, along with other ideas, can be seen on a video or are described here:  
<http://jhatjr.wikispaces.com/Strategies>

Time Frame	Utah State Core Standard	Expected Student Outcome (Objective)	Essential Academic Vocabulary	Summative Assessments	Instructional Learning Activities
				<b>These assessments should only be done AFTER instruction from teachers</b>	
	<b>Standard 1</b>  <b>Students will understand the relationship between the physical geography in Utah and human life</b>	I can identify and describe the geography of Utah.	natural resources landforms regions erosion seismic activity tourism communication transportation archaeology artifacts excavations	<i>Note: These assessment ideas are ONLY SUGGESTIONS and teachers may design their own assessments.</i>  Using a map or atlas with the necessary information, students will identify the following: Utah's latitude and longitude; In which hemisphere Utah is found; Utah's climate (year-round); Utah's natural resources; Utah's major mountains, lakes and rivers.	a. Identify Utah's latitude, longitude, hemisphere, climate, natural resources, landforms, and regions using a variety of geographic tools.  b. Examine the forces at work in creating the physical geography of Utah (erosion, seismic activity, climate change).

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				<p><b>One good resource for this unit is the Utah Atlas published by Gibbs Smith. ISBN 13:978-1-4236-0075-6 and 10:1-4236-0075-4</b></p>	
		<p>I can explain how physical geography affects human life in Utah.</p>		<p>Assign students a region/area of Utah. Each must do a poster (or PowerPoint slide) describing:            *What natural resources exist in this area/region to make settling there inviting.            *What might be difficult about the area for people and why?</p> <p>Display the posters (or combine slides into a PowerPoint presentation. Students will do a gallery walk and use a graphic organizer to answer the 2 questions for each region/area.</p>	<p>a. Identify population concentrations in the state and infer causal relationships between population and physical geography.</p> <p>b. Classify the distribution and use of natural resources.</p> <p>c. Compare the development of industry and business in Utah as it relates to its physical geography (mining, oil, agriculture, tourism).</p> <p>d. Make inferences about the relationships between the physical geography of Utah and the state's communication and transportation system (trails, roads, telegraph, rail lines).</p>

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					<p>e. Examine the interactions between physical geography and public health and safety (inversions, earthquakes, flooding, fire).</p> <p>f. Explain how archaeology informs about the past (artifacts, ruins and excavations).</p>
		<p>I can tell how human actions modify the physical environment.</p>		<p>In groups, students make a list of as many things as they can that show that Utahans have adapted the environment to their needs.</p>	<p>a. Describe how and why humans have changed the physical environment of Utah to meet their needs (reservoirs, irrigation, climate, transportation systems and cities).</p> <p>b. Explain viewpoints regarding environmental issues (species protection, land use, pollution controls, mass transit, water rights, and trust lands).</p> <p>c. Outline the development of recreation in Utah since 1900 (sports, tourism, state and national parks).</p>

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					d. Make data-supported predictions about the future needs of Utahans and the natural resources that will be necessary to meet those needs.
	<p><b>Standard 2</b></p> <p><b>Students will understand how Utah's history has been shaped by many diverse people, events, and ideas.</b></p>	I can explain the impact of various cultural groups on Utah.	immigrant supply demand producer consumer economy technology globalism	Compile short texts on 3 or 4 different cultural groups in Utah. Do a jigsaw with students, with each student reading about one cultural group, speaking with others that have the same group, and then put into different groups where they can share ideas of the impact and benefit of each group in Utah.	<p>a. Chart the routes that diverse cultural groups took from their places of origin to Utah using maps and other resources.</p> <p>b. Explore points of view about life in Utah from a variety of cultural groups using primary source documents.</p> <p>c. Explore cultural influences from various groups found in Utah today (food, music, religion, dress, festivals).</p> <p>d. Identify and describe leaders from various Utah cultures who exemplify outstanding character and life skills.</p> <p>e. Explain the importance of preserving cultural pre-history and history, including archaeological sites and</p>

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					other historic sites and artifacts.
		I can describe ways that Utah has changed over time.		<p>Students will complete and illustrate a timeline (month and year) with the following events:</p> <ul style="list-style-type: none"> <li>Indians</li> <li>exploration and mountain men</li> <li>pioneer settlement</li> <li>growth of Utah settlements</li> <li>mining comes to Utah</li> <li>transcontinental railroad</li> <li>Utah statehood</li> <li>development of industry begins</li> <li>World War I</li> <li>World War II</li> </ul> <p>On the back of the timeline, students will write one short paragraph telling how Utah has changed over time in one area.</p>	<ul style="list-style-type: none"> <li>a. Identify key events and trends in Utah history and their significance (Indians, exploration and mountain men, pioneer settlement, growth of Utah settlements, mining, railroads, statehood, development of industry, World War I and World War II).</li> <li>b. Compare the experiences faced by today's immigrants with those faced by immigrants in Utah.</li> </ul>
		I can explain how the economy of Utah has developed.		You could be creative on this one and post a long piece of butcher paper on your wall, letting each student	a. Explain the relationship between supply and demand.

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				<p>draw and add one component of Utah's economy on the mural (include some kind of timeline at the bottom so students put theirs in the right place/era).</p> <p><b>Or</b></p> <p>Each student could draw a collage with several components of Utah's economy.</p>	<p>b. Describe the role of producers and consumers.</p> <p>c. Identify examples of producers and consumers in the local community.</p> <p>d. Research the development of Utah's economy over time.</p> <p>e. Identify the factors, which bring about economic changes (natural resources development, new technologies, new market development, globalization, global conflicts, and education).</p> <p>f. Examine how economic development affects communities (dams, sports, tourism, power plants, and mining).</p>
	<p><b>Standard 3</b></p> <p><b>Students will understand the roles of civic life, politics, and</b></p>	<p>I can describe the responsibilities and rights of individuals in a representative government</p>	<p>citizen civic organizations allegiance representative rights responsibilities government</p>		<p>a. Identify rights of a citizen (voting, peaceful assembly, freedom of religion).</p> <p>b. Identify responsibilities of a citizen (jury duty, obeying the law, paying taxes).</p>

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	<b>government in the lives of citizens.</b>	as well as in the school and community.			<p>c. Determine how and why the rights and responsibilities of various groups have varied over time (Chinese railroad workers, Greek miners, women, children, Mormons, Japanese-Americans at Topaz, American Indians, and African-Americans).</p> <p>d. Explain how the influence and power of individuals is affected when they organize into groups.</p> <p>e. Describe and model ways that citizens can participate in civic responsibilities (current issue analysis, recycling, volunteering with civic organizations, letter writing).</p> <p>f. Contribute to and practice classroom goals, rules and responsibilities.</p> <p>g. Recognize and demonstrate respect for United States and Utah</p>

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					symbols (Pledge of Allegiance, flag etiquette).
		I can analyze the different ways people have organized their governments in Utah.		Using a Venn diagram, students will compare and contrast the government during two periods in Utah. Different students will do different comparisons and should include: Indian governments State of Deseret Utah Territory Statehood era Today's government	<p>a. Identify the forms of government found in Utah in different eras (must include historic and current American Indian government, State of Deseret, Utah Territory, statehood era, present).</p> <p>b. Compare how these governments addressed community needs.</p> <p>c. Compare the roles and responsibilities of state, county, and local officials.</p>