Utah Social Studies - Secondary

# Utah Studies: Grades 7, 8, 9, 10, 11, 12

Adopted 2017

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| **Native Innovations and Adaptations** US.1 | 1. **Students will make evidence-based inferences about the complex ancient cultures in Utah after studying artifacts from the prehistoric era. (history)** US.1.1 |
| | 2. **Students will analyze and explain the interactions and interconnections between the physical characteristics of Utah and American Indian cultures using a range of texts, oral histories, and geographic inquiry. (geography)** US.1.2 |
| | 3. **Students will explain the economic activity of a prehistoric and/or historic American Indian tribal community by using basic economic concepts, including supply, demand, trade, and scarcity. (economics)** US.1.3 |
| | 4. **Students will analyze primary and secondary sources to explain causes and effects of European-American exploration, including the response and involvement of Utah's American Indian tribes. (history)** US.1.4 |
| | 5. **Students will describe the cultural change and continuity of at least one of Utah's current sovereign nations as it has responded to changing political, social, and economic forces. Students will use a variety of resources that may include written primary and secondary sources, oral histories, photographs, artifacts, and art. (economics, civics)** US.1.5 |
| **Utah's Diverse Peoples** US.2 | 1. **Students will explain the causes and lasting effects of the Mormon migration to Utah. (history)** US.2.1 |
| | 2. **Students will compare the causes and lasting effects of various non-Mormon groups' migrations to Utah. (history)** US.2.2 |
| | 3. **Students will use geographic inquiry to explain patterns in the settlement of Utah and the subsequent trends in urbanization, referring to a range of communities as case studies. (geography)** US.2.3 |
| | 4. **Students will research multiple perspectives to explain one or more of the political, social, cultural, religious conflicts of this period, including the U.S. Civil War and more localized conflicts such as the Utah War, the Mountain Meadows Massacre, the Bear River Massacre, the Black Hawk War, or other Federal-Mormon conflicts. (history)** US.2.4 |

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5. **Students will construct an evidence-based argument to explain how the development of transportation and communication networks across the state changed Utah's economy and human geography. (economics, geography)** US.2.5

6. **Students will explain how agriculture, railroads, mining, and industrialization created new communities and new economies throughout the state. (economics, geography)** US.2.6

7. **Students will identify the political challenges that delayed Utah's statehood and explain how these challenges were overcome. (civics)** US.2.7

8. **Students will explain how their own connection to Utah is a reflection of the complex history of the state. (history)** US.2.8

**Utah in the Union** US.3

1. **Students will identify the civic virtues and principles codified by the Utah Constitution. (civics)** US.3.1

2. **Students will use primary sources and/or oral histories to analyze the impact of a national/global event such as World War I, the Spanish flu epidemic, the Great Depression, World War II, and Japanese American internment on an individual or community in Utah. (history)** US.3.2

3. **Students will describe the effects of events, movements, and innovations on Utah's economic development, such as the organized labor movement, farming and industrial improvements, the World Wars, and the Great Depression. (economics)** US.3.3

4. **Students will identify the causes and effects of the Progressive movement using examples from community or state history, such as the organized labor movement, tax reform, the Scofield mine disaster, and education and child labor reforms. (civics)** US.3.4

**Utah in the World** US.4

1. **Students will evaluate the impact of the Cold War on Utah, such as the uranium boom, nuclear testing, nuclear waste storage and disposal, and the MX missile controversy. (history)** US.4.1

2. **Students will make an evidence-based argument regarding the appropriate roles of local, state, and federal governments in resolving a current and/or historical issue. (civics)** US.4.2

3. **Students will describe the economic ties between Utah communities, the nation, and the world. (economic)** US.4.3

4. **Students will use data and other evidence related to a cultural, ethnic, or religious group in Utah to interpret the group's historic/current conditions and experiences. (history, geography)** US.4.4

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**Students will describe the historic and present management of natural resources and make recommendations for natural resource management in the future.**

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| | (geography) US.4.5 |
| | 6. Students will evaluate the impact of tourism on Utah's economy and geography, such as the development of tourism industries, state and national parks, and events including the 2002 Olympics. (economics) US.4.6 |
| **Looking Towards Utah's Future** US.5 | 1. Students will select a recent event they think will be worthy of remembering, recording, or interpreting, and make an argument for its potential historical significance. (history) US.5.1 |
| | 2. Students will use geographic tools and resources to investigate a current issue, challenge, or problem facing Utah or their community, and propose a viable solution. (geography) US.5.2 |
| | 3. Students will use data regarding the key components of Utah's economy to make recommendations for sustainable development. (economics) US.5.3 |
| | 4. Students will use recent population growth and other demographic trends to make predictions about Utah's growth, and create and defend a public policy in response to those trends. (economics) US.5.4 |
| | 5. Students will research issues of civic importance in which city, county, tribal, or state governments have a role. Students will use their research to develop and write a policy proposal to the appropriate governmental entity, such as a board, commission, council, legislator, or agency. (civics) US.5.5 |