

# Utah's Geography

4th Grade Social Studies

Standard 1

**classify major physical geographic attributes of Utah.**

1.a □ I can identify Utah's latitude, longitude, hemisphere, climate, natural resources, landforms, and regions using a variety of geographic tools.

1.b □ I can examine the forces at work in creating the physical geography of Utah (e.g. erosion, seismic activity, climate).

**2. I can analyze how physical geography affects human life in Utah.**

2.a □ I can identify population concentrations in the state and infer casual relationships between population and physical geography.

2.b □ I can classify the distribution and use of natural resources.

2.c □ I can compare the development of industry and business in Utah as it relates to its physical geography (e.g. mining, oil).

2.d □ I can make inferences about the relationships between the physical geography of Utah and the state's communication and transportation systems.

2.e □ I can examine the interactions between physical geography and public health and safety (e.g. earthquakes, flooding).

2.f □ I can explain how archaeology informs about the past.

**3. I can analyze how human actions modify the physical environment.**

3.a □ I can describe how and why humans have changed the physical environment of Utah to meet their needs.

3.b □ I can explain viewpoints regarding environmental issues.

3.c □ I can outline the development of recreation in Utah since 1900 (e.g. sports, tourism, state, and national parks).

3.d □ I can make data-supported predictions about the future needs of Utahans and natural resources that will be necessary to meet those needs.

# Utah's History

## 4th Grade Social Studies

### Standard 2

#### **1. I can describe the historical and current impact of various cultural groups on Utah.**

- 1.a  I can chart the routes that diverse cultural groups took from their places of origin to Utah, using maps and other resources.
- 1.b  I can explore points of view about life in Utah from a variety of cultural groups using primary source documents.
- 1.c  I can explore cultural influences from various groups found in Utah today (e.g. food, music, religion, festivals).
- 1.d  I can identify and describe leaders from various cultures who exemplify outstanding character and life skills.
- 1.e  I can explain the importance of preserving cultural prehistory and history, including archaeological sites and other historic sites and artifacts.

#### **2. I can describe ways that Utah has changed over time.**

- 2.a  I can identify key events and trends in Utah history and their significance (e.g. American Indian settlement, European exploration).
- 2.b  I can compare experiences faced by today's immigrants with those faced by immigrants in Utah's history.

#### **3. I can investigate the development of the economy in Utah.**

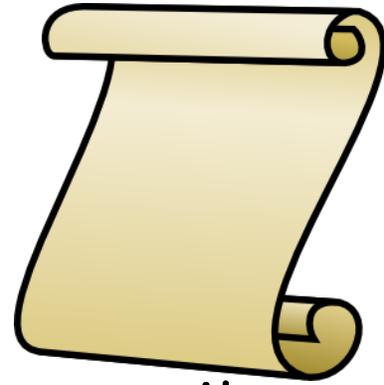
- 3.a  I can explain the relationship between supply and demand.
- 3.b  I can identify examples of producers and consumers in the local community.
- 3.c  I can research the development of Utah's economy over time.
- 3.d  I can identify the factors which bring about economic changes (e.g. natural resource development, globalization).
- 3.e  I can examine how economic development affects communities (e.g. sports, tourism, power plants).



# Utah's Government

4th Grade Social Studies

Standard 3



**1. I can describe the responsibilities and rights of individuals in a representative government as well as in the school and community.**

- 1.a  I can identify rights of a citizen (e.g. voting, freedom of religion).
- 1.b  I can identify responsibilities of a citizen (e.g. jury duty, paying taxes, obeying the law).
- 1.c  I can determine how and why the rights and responsibilities of various groups have varied over time.
- 1.d  I can describe how the influence and power of individuals is affected when they organize into groups.
- 1.e  I can describe and model ways that citizens can participate in civic responsibilities (e.g. recycling, volunteering)
- 1.f  I can contribute to and practice classroom goals, rules, and responsibilities.

**2. I can analyze the different ways people have organized governments in Utah to meet community needs.**

- 2.a  I can identify the forms of government found in Utah in different eras (e.g. historic and current American Indian government, State of Deseret).
- 2.b  I can compare how these governments addressed community needs.
- 2.c  I can compare the roles and responsibilities of state, county, and local officials.