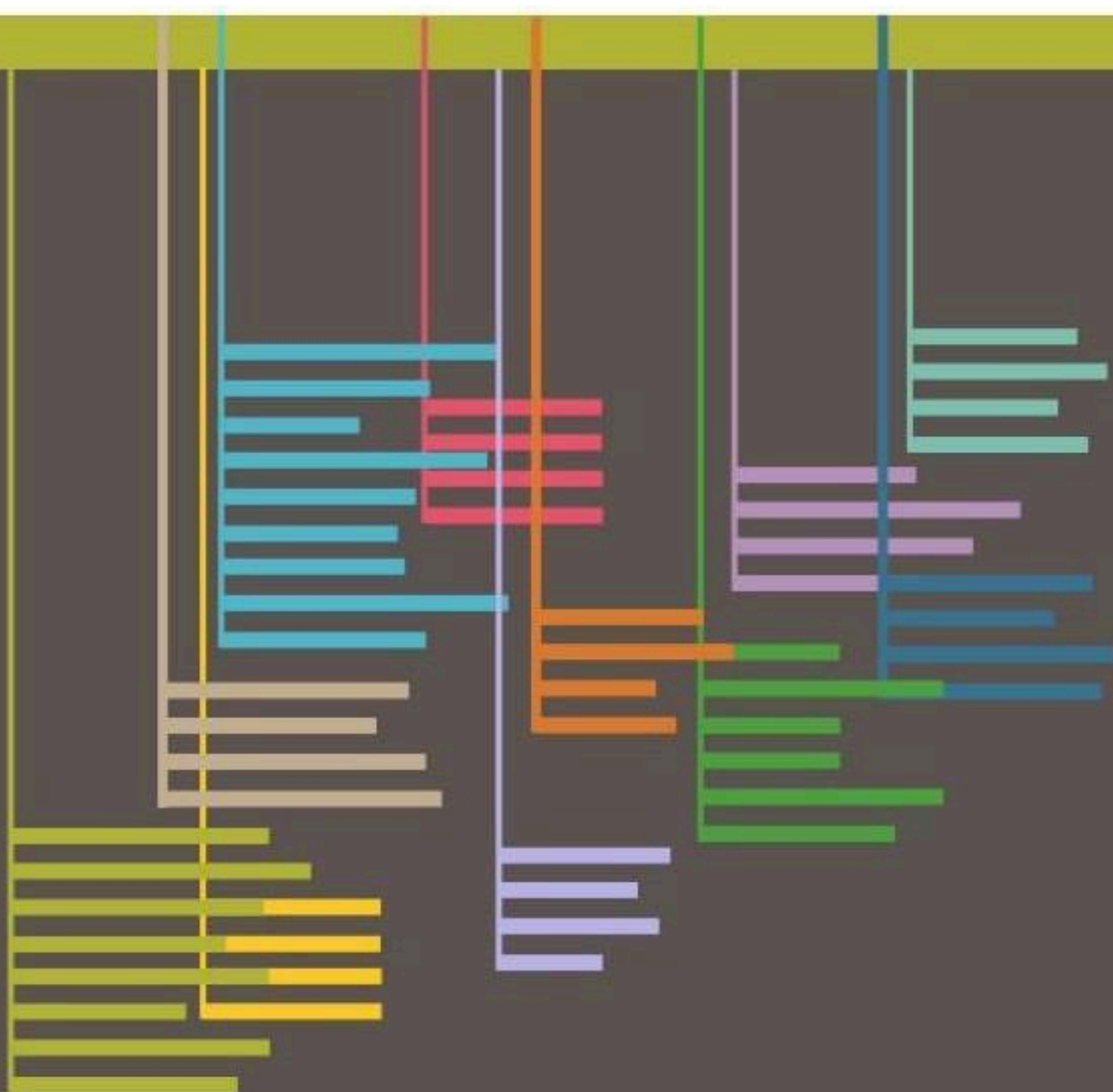




Center for Civic Education

UTAH CORE STANDARDS



7–12 SOCIAL STUDIES



Center for Civic Education



UTAH CORE STATE STANDARDS

for

SOCIAL STUDIES



***We the People* Curriculum Crosswalk for: Utah Social Studies Standards - U.S. History I**

Usage: This correlation guide offers a crosswalk between the Utah Social Studies Standards for United States History I and the Level 2 [We the People curriculum](#). Listing of *We the People* units and lessons paired with state standards does not imply full coverage of a standard. *We the People* lessons may go deeper and/or broader in content than the standard; likewise, the standard may call for deeper learning than the lesson provides.



UNITED STATES HISTORY I

United States History I includes events and issues in United States history from the Age of Exploration through Reconstruction, emphasizing the 18th and 19th centuries. Topics include, but are not limited to, American Indian life, European exploration and colonization, the Revolutionary War, constitutional issues, nation building, expansion, the Civil War, and Reconstruction.

The standards can be taught either chronologically or thematically, but are organized into chronological periods. Periodization is an organizational tool historians use to make connections and draw distinctions. Periods are flexible ways of making meaning, and may overlap chronologically.

Students will be expected to demonstrate their understanding of each period's key historic, geographic, economic, and civic concepts by applying those concepts to complete cognitively rigorous tasks. Whenever possible, students will be expected to make connections between historically significant events and current issues, helping to deepen their understanding of the context and complexity of civic life and preparing them for civic engagement.

Civic Preparation

Civic engagement is one of the fundamental purposes of education. It is vital that public schools fulfill their civic mission, the preparation of young people for participation in America's democratic republic. The progress of our communities, state, nation, and world rests upon the preparation of young people to collaboratively and deliberately address problems, to defend their own rights and the rights of others, and to balance personal interests with the common good. Social studies classrooms are the ideal locations to foster civic virtue, consider current issues, learn how to act civilly toward others, build a civic identity, and promote an awareness of global issues. These skills, habits, and qualities of character will prepare students to accept responsibility for preserving and defending their liberties.

To reach these ends, student should have ample opportunities to:

-] Engage in deliberative, collaborative, and civil dialogue regarding historical and current issues.
-] Identify local, state, national, or international problems; engage with solutions to these problems; and share their ideas with appropriate public and/or private stakeholders.
-] Apply knowledge of governmental structure, historical concepts, geographic interrelationships, and economic principles to analyze and explain current events.



-] Develop and demonstrate values that sustain America’s democratic republic, such as open-mindedness, engagement, honesty, problem-solving, responsibility, diligence, resilience, empathy, self-control, and cooperation.
-] Engage in dialogue regarding American exceptionalism, in the sense of the special character of the United States as a uniquely free nation based on democratic ideals and personal liberty.

Foundational Skills of the Social Studies Disciplines

Students should develop skills associated with the disciplines of history, geography, political science, and economics, most notably the ability to construct arguments using the evidence, texts, and tools valued within each discipline. Of particular importance in a United States history course is developing the reading, thinking, and writing skills of historians. These skills include the ability to think critically about evidence, use diverse forms of evidence to construct interpretations, and defend these interpretations through argumentative historical writing. Students will corroborate their sources of evidence and place their interpretations within historical contexts.

Among other elements of historical thinking, students should have opportunities to consider the concept of historical significance. Out of all the events that have happened in the past, historians must determine those that are significant enough for study. Led by their teachers, students should have opportunities to consider and discuss the relative significance of diverse events.

These skills are embedded within the standards in places that seem particularly appropriate. However, local educational agencies and/or teachers may use their discretion to integrate skill instruction in a manner that meets local needs.

A Note on the Organization of the Utah Standards in All Core Areas

Utah standards are organized into **strands**, which represent significant areas of learning within content areas. Depending on the core area, these strands may be designated by time periods, thematic principles, modes of practice, or other organizing principles.

Within each strand are **standards**. A standard is an articulation of the demonstrated proficiency to be obtained. A standard represents an essential element of the learning that is expected. While some standards within a strand may be more comprehensive than others, all standards are essential for mastery.

U.S. I Strand 1: THREE WORLDS MEET

(Prehistory–Ca. 1650)

Europe’s exploration of America had a profound impact on the world. For thousands of years, complex and sophisticated American Indian civilizations had flourished in the Americas, separated from other parts of the world by vast bodies of water. After Columbus’ arrival, the lands of the Western Hemisphere were forever connected to the rest of the world. The international slave trade forced millions of Africans to the Americas, bringing these “three worlds” together



in unprecedented ways. Patterns of trade, exploration, conquest, and settlement have ramifications that continue to the present day.

Possible Guiding Questions to Consider:

-] How do historians and archeologists construct interpretations from artifacts, oral histories, legends, primary sources, and other evidence?
-] What were the motives that led to European exploration?
-] What were the effects of European exploration, especially on the indigenous populations encountered?
-] How has physical geography affected cultures historically? How does it affect cultures today?
-] How is your own cultural history woven into the history of America?

- **U.S. I Standard 1.1:** Students will analyze evidence, including artifacts and other primary sources to make evidence-based inferences about life among several American Indian nations prior to European exploration of the Americas.
- **U.S. I Standard 1.2:** Students will compare and evaluate historians' interpretations of the motivations and conditions that led to European exploration.
- **U.S. I Standard 1.3:** Students will draw from multiple perspectives and cite evidence to explain the effects of European exploration, specifically on Africa, the Caribbean, and North and South America.
- **U.S. I Standard 1.4:** Students will identify how the period of exploration has affected the current human geography of the Americas, and in particular the role their own cultural background has played.

U.S. I Strand 2: COLONIZATION

(Ca. 1565–1776)

Driven by economic, religious, and political opportunities, colonial powers from Europe established footholds, then empires in North America. Many colonists fled poverty or persecution to start new lives in an unfamiliar land. Africans were enslaved and brought to the Americas against their will. Interactions between colonists and the indigenous peoples living in North America added complexity to the colonies. Geographic and cultural factors influenced where colonists settled and how they lived. Sectional and regional differences emerged that would affect American history. Patterns established within the English colonies on the Eastern seaboard would shape many of the dominant political, economic, linguistic, and religious traditions of the United States.

Possible Guiding Questions to Consider:

-] What is a colony?
-] What role did the concepts of self-government and religious freedom play in the colonial era?



-] How did economic philosophies such as mercantilism promote colonization?
-] How were English colonization patterns on the Atlantic coast different from those of the French colonies in the interior and Spanish colonization in what is now the south-western United States?
-] How are colonization patterns of the French, Spanish, and English colonies evident in human geography patterns today?

- **U.S. I Standard 2.1:** Students will identify the economic, social, and geographic factors that influenced the colonization efforts of the Dutch, English, French, and Spanish.
- **U.S. I Standard 2.2:** Students will compare and contrast the economic, political, and social patterns evident in the development of the 13 English colonies.
We the People
Level 2 curriculum connections
 - **Unit 1, Lesson 1:** What were the British colonies in America like during the 1770s?
- **U.S. I Standard 2.3:** Students will use primary sources as evidence to contrast the daily life and contexts of individuals of various classes and conditions in and near the English colonies, such as gentry, planters, women, indentured servants, African slaves, landowners, and American Indians.
- **U.S. I Standard 2.4:** Students will explain historic and modern regional differences that had their origins in the colonial period, such as the institution of slavery; patterns of life in urban and rural areas; differences between the French continental interior, Spanish southwest, and English northeast; and the location of manufacturing centers.
We the People
Level 2 curriculum connections
 - **Unit 1, Lesson 1:** What were the British colonies in America like during the 1770s?

U.S. I Strand 3: THE AMERICAN REVOLUTION

(Ca. 1754–1787)

Enlightened ideas from both sides of the Atlantic, coupled with world events and British policies, led many to question the common sense of the relationship between the American colonies and Britain. Over time, many colonists who had viewed themselves as loyal subjects of the king began to support an independence movement that would result in war, the formation of the United States of America, and the ratification of a unique Constitution. The contributions of Adams, Jefferson, Washington, Hamilton, Madison, and other Founding Fathers, as well as those of men and women of all social classes and conditions, were vital in achieving independence and creating a new nation.

Possible Guiding Questions to Consider:

-] What defines a political movement as a revolution?
-] Are there specific conditions that are necessary in order for political revolutions to



occur?

-] What were the important political philosophies used to justify the American Revolution and advance the cause of liberty?
-] How does the Declaration of Independence make a case for a new nation?



-] What role did propaganda play in promoting the patriot cause?
-] How do some events, like the winter at Valley Forge and Washington crossing the Delaware, become major parts of the narrative of history when other events, like Morristown and Washington crossing the East River, do not?
-] What led some colonists to become patriots, others to become loyalists, and some to remain neutral?
-] What is American exceptionalism, and in what ways has it shaped how Americans see themselves?

- **U.S. I Standard 3.1:** Students will use primary sources to identify the significant events, ideas, people, and methods used to justify or resist the Revolutionary movement.
- **U.S. I Standard 3.2:** Students will compare and evaluate historians' interpretations of the significant historical events and factors affecting the course of the war and contributing to American victory.
- **U.S. I Standard 3.3:** Students will use primary sources to compare the contributions of key people and groups to the Revolution, such as Paul Revere, Thomas Paine, Abigail Adams, the Sons and Daughters of Liberty, and Thomas Jefferson.
We the People
Level 2 curriculum connections
 - **Unit 2, Lesson 7:** What experiences led to the American Revolution?
 - **Unit 2, Lesson 9:** What happened during the American Revolution? How did the government function?
 - **Unit 2, Lesson 10:** How did the states govern themselves after the Revolution?
- **U.S. I Standard 3.4:** Students will explain how the ideas and events of the American Revolution continue to shape American identity.
We the People
Level 2 curriculum connections
 - **Unit 2, Lesson 7:** What experiences led to the American Revolution?
 - **Unit 2, Lesson 9:** What happened during the American Revolution? How did the government function?
 - **Unit 2, Lesson 10:** How did the states govern themselves after the Revolution?

U.S. I Strand 4: THE U. S. CONSTITUTION

(Ca. 1781–1789)

American independence brought with it the need for self-government. Dissatisfaction with inadequate early political structures led to the creation of the Constitution. The Constitutional Convention brought together the greatest political minds of the fledgling nation. Through debate and compromise, the Founding Fathers brought together in a unique way the principles and philosophies that had been theorized and tested for centuries. The Bill of Rights was then added, enumerating the rights of American citizens. In the end, the Constitution and Bill of



Rights created the structure of a government that has functioned, survived crises, and evolved for over two centuries, affecting the life of every citizen today.

Possible Guiding Questions to Consider:

-] What were the problems that led to the calling of a Constitutional Convention?
-] What is the evidence that Enlightenment philosophies, the Articles of Confederation, Shays' rebellion, the Constitutional Convention, the Great Compromise, and the ratification debate all influenced the creation of the Constitution?
-] What vision of civic virtue is evident in the Constitution?
-] How does a compound constitutional republic balance state and federal powers?



-] Why is James Madison sometimes referred to as “the Father of the Constitution”?
-] What is the role of compromise in political processes?
-] How has the U.S. Constitution influenced political structures around the world?
-] In what ways can the U.S. Constitution be considered an exceptional document?

- **U.S. I Standard 4.1:** Students will explain how the ideas, events, and compromises which led to the development and ratification of the Constitution are reflected in the document itself.

We the People

Level 2 curriculum connections

- **Unit 3, Lesson 12:** Who attended the Philadelphia Convention? How was it organized?
- **Unit 3, Lesson 13:** How did the Framers resolve the conflict about representation in Congress?
- **Unit 3, Lesson 14:** How did the Framers resolve the conflict between the Northern and Southern states?
- **Unit 3, Lesson 15:** How did the Framers resolve the conflict about the powers of the legislative branch?
- **Unit 3, Lesson 16:** How much power should be given to the executive and judicial branches?
- **Unit 4, Lesson 17:** How did the Constitution create a federal system of government?
- **Unit 4, Lesson 18:** How did the people approve the new Constitution?
- **Unit 4, Lesson 19:** How did Congress organize the new government?

- **U.S. I Standard 4.2:** Students will describe the structure and function of the government that the Constitution creates.

We the People

Level 2 curriculum connections

- **Unit 3, Lesson 13:** How did the Framers resolve the conflict about representation in Congress?
- **Unit 3, Lesson 14:** How did the Framers resolve the conflict between the Northern and Southern states?
- **Unit 3, Lesson 15:** How did the Framers resolve the conflict about the powers of the legislative branch?
- **Unit 3, Lesson 16:** How much power should be given to the executive and judicial branches?
- **Unit 4, Lesson 17:** How did the Constitution create a federal system of government?
- **Unit 4, Lesson 19:** How did Congress organize the new government?

- **U.S. I Standard 4.3:** Students will use historic case studies and current events to trace how and explain why the rights, liberties, and responsibilities of citizens have changed over time.

We the People

Level 2 curriculum connections

- **Unit 4, Lesson 22:** How does the U.S. Supreme Court determine the meaning of the words in the Constitution?



- **Unit 5, Lesson 23:** How does the Constitution protect freedom of expression?
- **Unit 5, Lesson 24:** How does the Constitution protect freedom of religion?
- **Unit 5, Lesson 25:** How has the right to vote expanded since the Constitution was adopted?
- **Unit 5, Lesson 26:** How does the Constitution safeguard the right to equal protection of the law?
- **Unit 5, Lesson 27:** How does the Constitution protect the right to due process of law?
- **Unit 6, Lesson 29:** What are the rights and responsibilities of citizenship?
- **Unit 6, Lesson 30:** How might citizens participate in civic affairs?

- **U.S. I Standard 4.4:** Students will use evidence to explain how the Constitution is a transformative document that contributed to American exceptionalism.

U.S. I Strand 5: THE DEVELOPMENT OF POLITICAL INSTITUTIONS AND PROCESSES

(Ca. 1783–1861)

The United States' constitutional republic and the political systems that Americans are familiar with took shape as the Constitution was interpreted and applied. Reformers have worked to ensure that increasing numbers and classes of people enjoy the rights guaranteed by the Bill of Rights. Opposing political parties have worked to mold the leadership, laws, and policies of the new nation in order to fit their vision of America. The first half of the nineteenth century was rich with examples of these organizing efforts that have set precedents still followed in the 21st century.

Possible Guiding Questions to Consider:

-] What are the primary functions of political parties?
-] Why are there only two dominant political parties at the national level?
-] Is the two-party political system good for American democracy?
-] Are there conditions that are necessary in order for a reform movement to gain momentum or critical mass?
-] What are the most effective ways to promote reform?
-] How have Supreme Court decisions shaped the government?

- **U.S. I Standard 5.1:** Students will use evidence to document the development and evolution of the American political party system and explain the historic and current roles of political parties.

We the People

Level 2 curriculum connections

- **Unit 4, Lesson 20:** How did political parties develop?



- **U.S. I Standard 5.2:** Students will identify the conditions that gave rise to, and evaluate the impact of, social and political reform movements such as Jacksonian Democracy, the women’s rights movement, the Abolitionist movement, and anti-immigration reform.

We the People

Level 2 curriculum connections

- **Unit 5, Lesson 25:** How has the right to vote expanded since the Constitution was adopted?
- **Unit 5, Lesson 26:** How does the Constitution safeguard the right to equal protection of the law?

- **U.S. I Standard 5.3:** Students will use case studies to document the expansion of democratic principles and rights over time.

U.S. I Strand 6: EXPANSION

(Ca. 1783–1890)

The territorial expansion of the United States created challenges and opportunities for the young nation. Significant advances in industrial technology, discoveries of vast natural resources, a series of gold rushes, visions of the destiny of the nation, continuing conflicts between American Indians and settlers, disagreements between slave states and free states, and a number of push and pull factors influenced territorial expansion. The physical, political, and human geography of the United States today reflects, in part, the 19th century expansion of the nation.

Possible Guiding Questions to Consider:

-] What motivated settlers to move west?
-] How do 19th century events such as the Louisiana Purchase and the Mexican-American War continue to affect the United States today?
-] What is the relationship between land and power?
-] How did the continent’s physical geography affect the expansion of the United States?
-] What were the costs and benefits of the Industrial Revolution?
-] How did industrial leaders use markets and capital to grow their businesses?

- **U.S. I Standard 6.1:** Students will compare and contrast historians’ interpretations of the ideas, resources, and events that motivated the territorial expansion of the United States.

- **U.S. I Standard 6.2:** Students will use primary sources representing multiple perspectives to interpret conflicts that arose during American expansion, especially as American Indians were forced from their traditional lands and as tensions grew over free and slave holding territory.

- **U.S. I Standard 6.3:** Students will identify the economic and geographic impact of the early Industrial Revolution’s new inventions and transportation methods, such as the Erie Canal, the transcontinental railroad, steam engines, the telegraph, the cotton gin, and interchangeable parts.



U.S. I Standard 6.4: Students will make a case for the most significant cultural, political, and economic impacts of territorial and/or industrial expansion.



U.S. I Strand 7: THE CIVIL WAR AND RECONSTRUCTION

(Ca. 1820–1877)

Trends that started with the earliest colonization of America grew into sectional conflicts, and by the election of Lincoln in 1860 the nation was on the brink of civil war. The war had a profound impact on American society and American identity. Events leading to the war and the heavy toll of the war created a severely fractured America. The period of Reconstruction started the process of mending, but created new controversies as concepts of equality, democracy, and citizenship were redefined. The Civil War era and Reconstruction are important aspects of U.S. history, essential to understanding modern America, including race relations and inequality.

Possible Guiding Questions to Consider:

-] Why were efforts at compromise unsuccessful immediately prior to the Civil War?
-] What caused a growing number of people in the North to be opposed to slavery?
-] Was it necessary and worthwhile to wage a war to preserve the Union?
-] What does it take for a brother to take up arms against a brother?
-] What forces made Reconstruction so difficult?
-] Why does the Civil War remain such a defining event for American identity?
-] Why does Lincoln reference ideas in the Declaration of Independence when referring to the Civil War?
-] What is the proper way to memorialize controversial events and people?

- **U.S. I Standard 7.1:** Students will explain how slavery and other geographic, social, economic, and political differences between the North, South, and West led to the Civil War.
- **U.S. I Standard 7.2:** Students will use evidence to interpret the factors that were most significant in shaping the course of the war and the Union victory, such as the leadership of Lincoln, Grant, and Lee; the role of industry; demographics; and military strategies.
- **U.S. I Standard 7.3:** Students will compare historians' interpretations of the competing goals of Reconstruction and why many of those goals were left unrealized.
- **U.S. I Standard 7.4:** Students will use current events to evaluate the implications of the Civil War and Reconstruction for contemporary American life.



***We the People* Curriculum Crosswalk for: Utah Social Studies Standards - U.S. History II and U.S. Government and Citizenship**

Usage: This correlation guide offers a crosswalk between the Utah Social Studies Standards for United States History II and United States Government and Citizenship and the Level 3 [*We the People* curriculum](#). Listing of *We the People* units and lessons paired with state standards does not imply full coverage of a standard. *We the People* lessons may go deeper and/or broader in content than the standard; likewise, the standard may call for deeper learning than the lesson provides.



UNITED STATES HISTORY

II

United States History II addresses the making of modern America, highlighting the events and issues in United States history from the late Industrial Revolution to modern times. Topics include, but are not limited to, the Industrial Revolution, the Progressive movement, imperialism and foreign affairs, the World Wars, the Great Depression, the Cold War, the civil rights movements, the rise of terrorism, and modern social and political history.

The standards can be taught either chronologically or thematically, but are organized into chronological periods. Periodization is an organizational tool historians use to make connections and draw distinctions. Periods are flexible ways of making meaning, and sometimes overlap chronologically.

Effort should be made to help students make connections between the events and ideas of the past and their lives today. Contextualizing the study of modern America by helping students make connections across the span of U.S. history can enrich and deepen their understanding of their own place in the American story.

Civic Preparation

One of the fundamental purposes for public schools is the preparation of young people for participation in America's democratic republic. The future progress of our communities, state, nation, and world rests upon the preparation of young people to collaboratively and deliberatively address problems, to defend their own rights and the rights of others, and to balance personal preferences with the common good. Social studies and history classrooms are the ideal venues to nurture civic virtue, consider current issues, learn how to act civilly toward others, build a civic identity, and nurture global awareness. These skills, habits, and qualities of character will better prepare students to recognize and accept responsibility for preserving and defending their liberties.

To that end, throughout this course, students should have ample opportunities to:

-] Engage in deliberative, collaborative, and civil dialogue regarding historical and current issues.
-] Apply knowledge of governmental structure, historical concepts, geographic interrelationships, and economic principles to analyze and explain current events.
-] Identify local, state, national, or international problems; consider solutions to these problems; and share their ideas with appropriate public and/or private stakeholders.
-] Develop and demonstrate the values that sustain America's democratic republic.



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lic, such as open-mindedness, engagement, honesty, problem-solving, responsibility, diligence, resilience, empathy, self-control, and cooperation.



- Engage in dialogue regarding American exceptionalism, in the sense of the special character of the United States as a uniquely free nation based on democratic ideals and personal liberty.

Foundational Skills of the Social Studies Disciplines

Students should develop skills associated with the disciplines of history, geography, political science, and economics, most notably the ability to construct arguments using the evidence, texts, and tools valued within each discipline. Of particular importance in a United States history course is developing the reading, thinking, and writing skills of historians. These historical thinking skills include the ability to think critically about diverse forms of evidence, use evidence to construct interpretations, and defend these interpretations through argumentative historical writing. Students will corroborate their sources of evidence, and place their interpretations within historical contexts.

Among other elements of historical thinking, students should have opportunities to consider the concept of historical significance. Out of all the events that have happened in the past, historians must determine those that are significant enough for study. Led by their teachers, students should have opportunities to consider and discuss the relative significance of diverse events.

These skills are embedded within the standards in places that seem particularly appropriate. However, local educational agencies and/or teachers may use their discretion to integrate skill instruction in a manner that meets local needs.

A Note on the Organization of the Utah Standards in All Core Areas

Utah standards are organized into **strands**, which represent significant areas of learning within content areas. Depending on the core area, these strands may be designated by time periods, thematic principles, modes of practice, or other organizing principles.

Within each strand are **standards**. A standard is an articulation of the demonstrated proficiency to be obtained. A standard represents an essential element of the learning that is expected. While some standards within a strand may be more comprehensive than others, all standards are essential for mastery.

U.S. II Strand 1: INDUSTRIALIZATION

(Ca. 1880–1920)

The Industrial Revolution radically changed the daily lives of Americans. The immense industrial growth in the 19th century was fueled by technological innovations, abundant natural resources, and a large unskilled labor force. Migration, urbanization, and immigration are trends that continue into contemporary times.

Possible Guiding Questions to Consider:

- How did daily life change for many Americans as industrialization developed?



-] What role does industrialization play in the United States today?
-] What key events laid the framework for the growth of industry, mining, agriculture, and human movement?
-] How did employment opportunities influence immigration and internal migration patterns?
-] What were the major “push” and “pull” factors influencing migration to and within the United States, and how did immigrants change culture and politics?
-] What challenges in employment did immigrants face?
-] What is the relationship between industrialism and the rise of consumerism in the U.S.?
-] Why is the Industrial Revolution sometimes considered to be two events? What was distinct about the “Second Industrial Revolution”?
-] How could industrial leaders be considered both “captains of industry” and “robber barons”?

- **U.S. II Standard 1.1:** Students will assess how innovations in transportation, science, agriculture, manufacturing, technology, communication, and marketing transformed America in the 19th and early 20th centuries.
- **U.S. II Standard 1.2:** Students will explain the connections between the growth of industry, mining, and agriculture and the movement of people into and within the United States.
- **U.S. II Standard 1.3:** Students will analyze the causal relationships between industrialization and the challenges faced by the growing working classes in urban settings.
- **U.S. II Standard 1.4:** Students will use historical evidence to compare how industrial capitalist leaders used entrepreneurship, free markets, and strategies to build their businesses.

U.S. II Strand 2: REFORM MOVEMENTS

(Ca. 1880–1920)

Industrialization and urbanization changed American society in fundamental ways. Reform movements grew in response to these new realities. Urban settings made it easier for people to organize reform movements and recruit new members. The women’s suffrage movement, the Progressive movement, the rise of the temperance movement, and the growth of a number of additional labor, health, and educational reform movements developed as individuals and groups worked to solve society’s new challenges.

Possible Guiding Questions to Consider:

-] Why do people turn to reform movements?



-] What conditions must exist for a reform movement to begin?
-] Why were some methods used to bring about change more successful than others?
-] How have today's social and political reforms been affected by those that took place from the 1880s to the 1920s?
-] How is daily life today influenced by earlier social and political reform movements?
-] What process is required to amend the U.S. Constitution? What inferences can we make about U.S. history by studying amendments to the Constitution?

- **U.S. II Standard 2.1:** Students will use primary and secondary sources to identify and explain the conditions that led to the rise of reform movements, such as organized labor, suffrage, and temperance.

- **U.S. II Standard 2.2:** Students will explain how social reform movements influenced Constitutional amendments and changes to laws and democratic processes.

We the People

Level 3 curriculum connections

- **Unit 3, Lesson 18:** How has the Due Process Clause of the Fourteenth Amendment changed the Constitution?
- **Unit 3, Lesson 19:** How has the Equal Protection Clause of the Fourteenth Amendment changed the Constitution?
- **Unit 3, Lesson 20:** How has the right to vote been expanded since the adoption of the Constitution?

- **U.S. II Standard 2.3:** Students will evaluate the methods reformers used to bring about change, such as imagery, unions, associations, writings, ballot initiatives, recalls, and referendums.

- **U.S. II Standard 2.4:** Students will evaluate the short- and long-term accomplishments and effectiveness of social, economic, and political reform movements.

U.S. II Strand 3: AMERICA ON THE GLOBAL STAGE

(Ca. 1890–1920)

By the end of the 19th century, global and domestic events led the U.S. to reconsider the advantages of isolation versus intervention in world affairs. The U.S. increased its role in the world and became enmeshed in global conflicts. Decisions related to isolationism and interventionism continue to be made today.

Possible Guiding Questions to Consider:

-] How does the U.S. decide when and why to intervene in world affairs?
-] What were the arguments made for the United States' expansion into territories?
-] What cases can be made for isolationism and interventionism?
-] What are some examples of unintended consequences that result from each?
-] How did the cultural diversity of the U.S. change during this era?



] How did America's involvement in World War I change American history?



U.S. II Standard 3.1: Students will describe how the role of the U.S. in world affairs changed at the turn of the 20th century, and evaluate the arguments used to promote or discourage involvement in world affairs, such as those of the "big stick," Mahan, the Roosevelt Corollary, and the Anti-imperialist League.



- ## U.S. II Strand 4: TRADITIONS AND SOCIAL CHANGE

Traditions and cultural norms help bind people and nations together; sometimes, those holding fast to traditions find themselves in tension with others who push for reform. The 20th century was a time when these tensions were evident in many aspects of American culture, including the changes in social mores in the “roaring ‘20s” and the subsequent emergence and ascendency of social change and civil rights movements. Various counter-cultural movements have similarly questioned traditional values and governmental policies. Balancing tradition and reform continues to challenge Americans into the 21st century.

-] How have opportunities and personal freedoms changed over time for different groups of Americans?
-] How do historians determine causal factors that lead to social changes?
-] What functions do traditions serve in communities and cultures?
-] Why do historians refer to the 1920s as “roaring”?
-] To what degree have the main objectives of the various civil rights movements from this period been attained?
-] Why did the Vietnam War inspire counter-cultural movements?

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- **U.S. II Standard 4.3:** Students will identify the civil rights objectives held by various



groups, assess the strategies used, and evaluate the success of the various civil rights movements in reaching their objectives, paying specific attention to American Indian, women, and other racial and ethnic minorities.

We the People

Level 3 curriculum connections

- **Unit 6, Lesson 35:** How have civil rights movements resulted in fundamental political and social change in the United States?

- **U.S. II Standard 4.4:** Students will identify significant counter-cultural movements of the 20th century as well as the reactions and counter-arguments to those movements, using examples such as the Beatniks, hippies, and the anti-Vietnam War movement.

U.S. II Strand 5: ECONOMIC BOOM, BUST, AND THE ROLE OF THE GOVERNMENT (Ca.

1920–1940)

Economic cycles of expansion and contraction have had a profound impact on the lives of Americans. There have been a number of economic crises throughout U.S. history, but the Great Depression and the New Deal have had the most significant impact on redefining the role of the government in economic and social policy. The arguments for and against intervention continue to reverberate to the current day.

Possible Guiding Questions to Consider:

-] What were the post World War I economic conditions and policies that led to the economic boom of the 1920s?
-] What are the pros and cons of government involvement during economic crises?
-] How and why are segments of a population affected differently by periods of economic boom and bust?
-] What was the impact of New Deal policies on the Great Depression?
-] What is the relationship between economic factors and international conflicts?
-] How did the Great Depression affect families?
-] What role did the Great Depression and the Dust Bowl play in the extensive internal migration of this era?

- **U.S. II Standard 5.1:** Students will investigate how individual and institutional decisions made during the 1920s, such as over-production, buying on credit, poor banking policies, and stock market speculation helped lead to the boom of the 1920s and then the Great Depression.

- **U.S. II Standard 5.2:** Students will use evidence to investigate the effectiveness of the New Deal as a response to economic crises.

- **U.S. II Standard 5.3:** Students will explain how economic and environmental conditions, including the Dust Bowl, affected daily life



and demographic trends during the Great Depression.



U.S. II Standard 5.4: Students will craft an argument regarding the role of government in responding to economic conditions after learning about capitalism



and other economic systems, historic cycles of boom and bust, and the New Deal.

U.S. II Strand 6: ANOTHER GLOBAL CONFLICT AND THE BEGINNINGS OF THE COLD WAR

(Ca. 1930–1950)

World War II transformed American society and redefined the United States' role in global affairs. The war produced unprecedented levels of violence and human suffering. On the home front, trends both during and after the war would shape American society into the 21st century. The post-war era saw America emerge as one of two superpowers, engaged in a global "coldwar" with the Soviet Union. This Cold War had implications for America both at home and abroad.

Possible Guiding Questions to Consider:

-] How did decisions that leaders made during World War II change the rules of warfare?
-] What arguments were made for employing the tactics of "total war"?
-] How do local conflicts escalate to become global conflicts?
-] What were the interests and primary objectives of the U.S. in entering into World War II?
-] How was the impact of World War II reflected in the culture of the United States home front?
-] How did the events of World War II set the stage for the Cold War?
-] How did the United States seek to halt the spread of communism in Europe?

- **U.S. II Standard 6.1:** Students will assess the causes and consequences of America's shift from isolationism to interventionism in the years leading up to World War II.
- **U.S. II Standard 6.2:** Students will use primary sources to describe the impact of World War II on the home front and the long-term social changes that resulted from the war, such as the baby boom, women in the work- place, and teenage culture.
- **U.S. II Standard 6.3:** Students will cite and compare historical arguments from multiple perspectives regarding the use of "total war" in World War II, focusing on the changing objectives, weapons, tactics, and rules of war, such as carpet bombing, civilian targets, the Holocaust, and the development and use of the atom bomb.
- **U.S. II Standard 6.4:** Students will research and prioritize the most significant events in the United States and the USSR's transition from World War II allies to Cold War enemies and superpowers.



- **U.S. II Standard 6.5:** Students will evaluate the impact of using international economic aid and diplomacy to secure national interests, specifically citing case studies of America's investment in war-torn nations following the war, such as the Marshall Plan and the Berlin Airlift.

U.S. II Strand 7: THE COLD WAR ERA AND A CHANGING AMERICA

(Ca. 1950–2000)

Cold War ideologies have shaped American life and influenced foreign policy since the middle of the 20th century. Cold War rivalries escalated into hot wars in Korea and Vietnam. Alliances led to proxy wars in a number of contested areas. An arms race escalated fears. Eventually, American and Soviet leaders eased Cold War tensions, and the Soviet Union dissolved, ushering in a period of uncertainty in global affairs. American interests in the Middle East have complicated international policies. Differing political philosophies spurred debates over the size and role of government. Throughout the era, American society, education, culture, and politics were shaped by Cold War tensions, technological developments, and changing demographics.

Possible Guiding Questions to Consider:

-] How did the Cold War shape domestic policies, foreign policies, and popular culture?
-] What lessons can be learned from the Vietnam and Korean Wars?
-] How was McCarthyism a reflection of Cold War tensions?
-] How did wartime technologies lead to peacetime innovations, such as nuclear weapons/power, space exploration, computers, and communication?
-] What were the main goals of President Johnson's Great Society?
-] What philosophy regarding the role of government influenced President Reagan's New Federalism?
-] How did America's relationship with Israel affect its relationship with other Middle Eastern nations?
-] How has American culture been influenced by technological developments?
-] How did the Watergate crisis demonstrate the strengths and weaknesses of modern U.S. politics?

- **U.S. II Standard 7.1:** Students will compare the causes, major events, military tactics, and outcomes of the Korean and Vietnam Wars.

- **U.S. II Standard 7.2:** Students will use government documents and other primary sources to investigate the motives behind a Cold War policy, event, or foreign operation, such as Truman Doctrine, containment, the domino theory, the Korean conflict, the Bay of Pigs invasion, the Cuban Missile Crisis, the Vietnam War, and Olympic boycotts.

- **U.S. II Standard 7.3:** Students will develop interpretations of the impact of the Cold War on



American society and culture using evidence such as cultural artifacts from the Cold War era, oral histories, and primary sources.

- **U.S. II Standard 7.4:** Students will explain how Reagan’s neo-conservatism differed from the policies of previous presidential administrations of this era, most notably Johnson’s Great Society.
- **U.S. II Standard 7.5:** Students will use evidence to demonstrate how technological developments (such as television and social media), government policies (such as Supreme Court decisions), trends (such as rock ‘n’ roll or environmental conservation), and/or demographic changes (such as the growth of suburbs and modern immigration) have influenced American culture.
- **U.S. II Standard 7.6:** Students will use historical events and trends associated with American policies toward Israel and Middle Eastern nations and groups to make suggestions for current policies.

U.S. II Strand 8: THE 21ST CENTURY UNITED STATES

(Ca. 2000–Present)

The United States continues to confront social, political, and economic changes. The “War on Terror,” new threats from old rivals, and international humanitarian needs dominate foreign affairs. Continuing political themes surface in current events. Economic inequalities, racial tensions, environmental issues, and immigration and social reforms dominate domestic concerns. In addition, emerging technologies and innovations hold great promise, and the creativity and civic engagement of Americans continues to thrive. The next chapter in the story of the United States awaits.

Possible Guiding Questions to Consider:

-] How are newspapers, magazines, blogs, and other contemporary expressions the “rough drafts” of history?
-] How do we know what events or trends are of historical significance when we are living in the middle of them?
-] How has U.S. foreign policy had an effect on the War on Terror?
-] What is the most appropriate role for America to play in foreign affairs after the fall of the Soviet Union?
-] How does the U.S. dependency on oil shape foreign policy decision making?
-] In what ways has social media affected the continuity and change of reform movements?
-] How has global trade transformed local communities (e.g., “mom and pop” stores, jobs, manufacturing)?



] How do people work and organize to respond to systemic domestic problems such as economic inequality, racism, or environmental degradation?

- **U.S. II Standard 8.1:** Students will select the most historically significant events of the 21st century and defend their selection.
- **U.S. II Standard 8.2:** Students will apply historical perspective and historical thinking skills to propose a viable solution to a pressing economic, environmental, or social issue, such as failing social security, economic inequalities, the national debt, oil dependence, water shortages, global climate change, pandemics, pollution, global terrorism, poverty, and immigration.
- **U.S. II Standard 8.3:** Students will use evidence from recent events and historical precedents to make a case for the most significant opportunities the country will have in the future.



UNITED STATES GOVERNMENT AND CITIZENSHIP

The goal of this course is to foster informed, responsible participation in public life. Knowing how to be a good citizen is essential to the preservation and improvement of the United States. Upon completion of this course the student will understand the major ideas, protections, rights, structures, and economic systems that affect the life of a citizen in the United States. Additionally, students will practice the skills needed to conduct inquiries, weigh evidence, make informed decisions, and participate in political processes. This course should nurture desirable dispositions including a commitment to the American ideals of liberty, equality, opportunity, and justice for all. This course is recommended for seniors due to their proximity to voting age.

Foundational Practices for Civic Preparation

One of the fundamental purposes for public schools is the preparation of young people for participation in America's democratic republic. The future progress of our communities, state, nation, and world rests upon the preparation of young people to collaboratively and deliberately address problems; to defend their own rights and liberties, as well as the rights and liberties of others; and to balance personal preferences with the common good. Social studies and history classrooms are the ideal venue to nurture civic virtue, consider current issues, practice acting civilly toward others, build a civic identity, and nurture global awareness. These skills, habits, and qualities of character will better prepare students to recognize and accept responsibility for preserving and defending the liberties secured by the Constitution.

To reach these ends, student should have ample opportunities to:



-] Engage in deliberative, collaborative, and civil dialogue regarding historical and current issues.
-] Apply knowledge of governmental structure, historical concepts, geographic interrelationships, and economic principles to analyze and explain current events.
-] Identify local, state, national, or international problems, consider solutions to these problems, and share their ideas with appropriate public and/or private stakeholders.
-] Develop and demonstrate the values that sustain America's democratic republic, such as open-mindedness, engagement, honesty, problem-solving, responsibility, diligence, resilience, empathy, self-control, and cooperation.
-] Engage in dialogue regarding American exceptionalism, in the sense of the special character of the United States as a uniquely free nation based on democratic ideals and personal liberty.



A Note on the Organization of the Utah Standards in All Core Areas

The United States Government and Citizenship core standards are organized into **strands**, which represent significant areas of learning within content areas. Depending on the core area, these strands may be designated by time periods, thematic principles, modes of practice, or other organizing principles.

Within each strand are **standards**. A standard is an articulation of the demonstrated proficiency to be obtained. A standard represents an essential element of the learning that is expected. While some standards within a strand may be more comprehensive than others, all standards are essential for mastery.

U.S. GOV Strand 1: FOUNDATIONAL PRINCIPLES

The framework of the United States Constitution and the functions of government are guided by principles essential for our way of life. An understanding of how these principles are applied in the rule of law, government, and politics is vital in order to be a responsible and effective citizen. Students need to be able to see how the ideals found in the Constitution are present in many of the issues of the day.

Possible Guiding Questions to Consider:

-] How are the principles of government embedded in the Constitution?
-] How did the shortcomings in the Articles of Confederation lead to the development of the Constitution?
-] How is *e pluribus unum* related to the concept of federalism?
-] Why is an independent judiciary so essential to our democracy? What are some of the fundamental purposes of judicial review?
-] How is judicial review a reflection of, and a response to, changes in our history?
-] What are the exceptional characteristics of the United States' form of government?

- **U.S. GOV Standard 1.1:** Students will explain how documents, challenges, events, and ideas such as the rule of law, the social contract, compromise, the Declaration of Independence, the Articles of Confederation, Shays' Rebellion, and the Federalist Papers significantly influenced the United States Constitution.

We the People

Level 3 curriculum connections

- **Unit 1, Lesson 1:** What did the Founders think about constitutional government?
- **Unit 1, Lesson 2:** What ideas about civic life informed the founding generation?
- **Unit 1, Lesson 3:** What historic developments influenced modern ideas of individual rights?
- **Unit 1, Lesson 4:** What were the British origins of American Constitutionalism?
- **Unit 1, Lesson 5:** What basic ideas about rights and constitutional government did Colonial America hold?
- **Unit 1, Lesson 6:** Why did the American colonists want to free themselves from Great Britain?



- **Unit 1, Lesson 7:** What basic ideas about government and rights did the state constitutions include?
- **Unit 2, Lesson 8:** What were the Articles of Confederation, and why did some Founders want to change them?
- **Unit 2, Lesson 9:** How was the Philadelphia Convention organized?
- **Unit 2, Lesson 10:** Why was representation a major issue at the Philadelphia Convention?
- **Unit 2, Lesson 11:** What questions did the Framers consider in designing the three branches of the national government?
- **Unit 2, Lesson 12:** How did the delegates distribute powers between national and state governments?
- **Unit 2, Lesson 13:** What was the Anti-Federalist position in the debate about ratification?
- **Unit 2, Lesson 14:** What was the Federalist position in the debate about ratification?

- **U.S. GOV Standard 1.2:** Students will describe the structure of the United States' form of government as a compound constitutional republic, including the ideas of federalism; checks and balances; separation of powers; commerce, elastic, and supremacy clauses; popular sovereignty; and limited government.

We the People

Level 3 curriculum connections

- **Unit 4, Lesson 21:** What is the role of Congress in American constitutional democracy?
- **Unit 4, Lesson 22:** How does Congress perform its functions in American constitutional democracy?
- **Unit 4, Lesson 23:** What is the role of the president in American constitutional democracy?
- **Unit 4, Lesson 24:** How are national laws administered in American constitutional democracy?
- **Unit 4, Lesson 25:** What is the role of the Supreme Court in American constitutional democracy?
- **Unit 4, Lesson 26:** How does American federalism work?

- **U.S. GOV Standard 1.3:** Students will explain the organization, functions, and processes of the United States government, such as the purpose of the President's cabinet, the function of judicial review, and how a bill becomes a law, and apply that understanding to current issues.

We the People

Level 3 curriculum connections

- **Unit 3, Lesson 15:** How have Amendments and judicial review changed the Constitution?
- **Unit 3, Lesson 16:** What is the role of political parties in the American constitutional system?



- **Unit 4, Lesson 21:** What is the role of Congress in American constitutional democracy?
- **Unit 4, Lesson 22:** How does Congress perform its functions in American constitutional democracy?
- **Unit 4, Lesson 23:** What is the role of the president in American constitutional democracy?
- **Unit 4, Lesson 24:** How are national laws administered in American constitutional democracy?
- **Unit 4, Lesson 25:** What is the role of the Supreme Court in American constitutional democracy?
- **Unit 4, Lesson 26:** How does American federalism work?



U.S. GOV Strand 2: CIVIL LIBERTIES, CIVIL RIGHTS, AND RESPONSIBILITIES

American citizenship brings with it civil liberties, civil rights, and responsibilities. Students must know their rights and responsibilities and understand the extent of those rights. Students should be able to defend their own rights and the rights of others, understanding that the Constitution and its amendments extend protections to individuals who may not share their views. Our nation's future rests on the ability and willingness of every generation to fulfill their civic responsibilities.

Possible Guiding Questions to Consider:

-] What are the civil rights and liberties codified in the Constitution?
-] What is the relationship between a successful, functioning republic and a civically responsible population?
-] How have the rights and liberties in the Constitution been interpreted and applied over time?
-] How has the definition of citizen changed over time?

- **U.S. GOV Standard 2.1:** Students will use historic and modern case studies, including Supreme Court cases, amendment initiatives, and legislation to trace the application of civil liberties, civil rights, and responsibilities spelled out in the Constitution, the Bill of Rights, and other amendments.

We the People

Level 3 curriculum connections

- **Unit 3, Lesson 17:** How did the Civil War test and transform the American constitutional system?
- **Unit 3, Lesson 18:** How has the Due Process Clause of the Fourteenth Amendment changed the Constitution?
- **Unit 3, Lesson 19:** How has the Equal Protection Clause of the Fourteenth Amendment changed the Constitution?
- **Unit 3, Lesson 20:** How has the right to vote been expanded since the adoption of the Constitution?
- **Unit 5, Lesson 27:** What are Bills of Rights and what kinds of rights does the U.S. Bill of Rights protect?
- **Unit 5, Lesson 28:** How does the First Amendment affect the establishment and free exercise of religion?
- **Unit 5, Lesson 29:** How does the First Amendment protect free expression?
- **Unit 5, Lesson 30:** How does the First Amendment protect freedom to assemble, petition and associate?
- **Unit 5, Lesson 31:** How do the Fourth and Fifth Amendments protect against unreasonable law enforcement procedures?
- **Unit 5, Lesson 32:** How do the Fifth, Sixth and Eighth Amendments protect rights within the judicial system?

- **U.S. GOV Standard 2.2:** Students will examine various perspectives on a current rights-related issue; take a position; defend that position using the Constitution and Bill of Rights, historical precedents,



Supreme Court decisions, and other relevant resources; and share that position, when possible, with relevant stakeholders.

We the People

Level 3 curriculum connections

- **Unit 3, Lesson 18:** How has the Due Process Clause of the Fourteenth Amendment changed the Constitution?
- **Unit 3, Lesson 19:** How has the Equal Protection Clause of the Fourteenth Amendment changed the Constitution?
- **Unit 3, Lesson 20:** How has the right to vote been expanded since the adoption of the Constitution?
- **Unit 5, Lesson 27:** What are Bills of Rights and what kinds of rights does the U.S. Bill of Rights protect?
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- **Unit 5, Lesson 31:** How do the Fourth and Fifth Amendments protect against unreasonable law enforcement procedures?
- **Unit 5, Lesson 32:** How do the Fifth, Sixth and Eighth Amendments protect rights within the judicial system?

- **U.S. GOV Standard 2.3:** Students will explain the purpose and importance of fulfilling civic responsibilities, including serving on juries; voting; serving on boards, councils, and commissions; remaining well-informed; contacting elected officials; and other duties associated with active citizenship.

We the People

Level 3 curriculum connections

- **Unit 6, Lesson 33:** What does it mean to be a citizen?
- **Unit 6, Lesson 34:** What is the importance of civic engagement to American constitutional democracy?

U.S. GOV Strand 3: DISTRIBUTION OF POWER

The Constitution distributes authority between the legislative, executive, and judicial branches. Additionally, power embedded in the federalist system, or compound constitutional republic, is distributed between the federal, state, and local governments. American Indian tribal governments maintain a unique relationship with other levels and branches of government, adding yet another dimension for consideration. Finally, individuals and groups use a range of strategies and methods for wielding their own political power.



Possible Guiding Questions to Consider:

-] How is political power distributed? How can it be attained?
-] What political power do individuals possess?
-] What are issues that cause friction between local, state, sovereign tribal, and/or the federal government, and how can these tensions be resolved?
-] What functions do political parties serve?
-] How do people determine their affiliations with political parties, special interest groups, or other causes or movements?
-] What role do lobbyists and special interest groups play in political processes?

- **U.S. GOV Standard 3.1:** Students will explain the distribution of power among national, state, tribal, and local governments in order to identify how needs are met by governance systems.

We the People

Level 3 curriculum connections

- **Unit 4, Lesson 26:** How does American federalism work?

- **U.S. GOV Standard 3.2:** Students will explain the role that local elected officers fulfill, such as mayors, council members, auditors, treasurers, surveyors, assessors, recorders, clerks, sheriffs, county commissioners, and district or county attorneys and how local government roles differ from state and federal roles.

We the People

Level 3 curriculum connections

- **Unit 4, Lesson 26:** How does American federalism work?

- **U.S. GOV Standard 3.3:** Students will explain the processes and motivations for how and why people organize to participate in civic society, such as developing political affiliations, joining political parties, and supporting special interest groups and other non-governmental or non-partisan civic organizations, and evaluate the political impact of those affiliations.

We the People

Level 3 curriculum connections

- **Unit 3, Lesson 16:** What is the role of political parties in the American constitutional system?
- **Unit 6, Lesson 34:** What is the importance of civic engagement to American constitutional democracy?

- **U.S. GOV Standard 3.4:** Students will use data to evaluate election results and explain election processes and strategies.

- **U.S. GOV Standard 3.5:** Students will explain how the individual roles of the members of the President's cabinet are designed to meet various purposes in Government.



We the People

Level 3 curriculum connections

- **Unit 4, Lesson 23:** What is the role of the president in American constitutional democracy?

- **U.S. GOV Standard 3.6:** Students will explain how the administrative rulemaking process functions within the federal system and the extent and impact of these rules.

We the People

Level 3 curriculum connections

- **Unit 4, Lesson 24:** How are national laws administered in American constitutional democracy?

U.S. GOV Strand 4: FISCAL POLICIES AND DECISIONS

Fiscal policies can have profound implications in the daily lives of citizens. An essential component of understanding government and civics rests in deliberating government's role in the economy. Informed citizens understand taxation, budgets, and debt as these concepts relate to the government. Students use this understanding of basic economic principles to make in-



formed decisions, knowing that economic policies are a reflection of economic philosophies and values.

Possible Guiding Questions to Consider:

-] What role should the government play in domestic economic policy?
-] What are the best uses of taxes and fees?
-] How should a local government decide budget priorities, such as a skate park or a new fire station?
-] How do we come to a consensus on the best use of resources for the good of the community?

- **U.S. GOV Standard 4.1:** Students will examine the fiscal decisions governmental agencies must make and the economic philosophies that guide those decisions.

We the People

Level 3 curriculum connections

- **Unit 1, Lesson 3:** What historic developments influenced modern ideas of individual rights?
- **Unit 4, Lesson 24:** How are national laws administered in American constitutional democracy?

- **U.S. GOV Standard 4.2:** Students will explain how government services and other budget priorities are funded through various forms of revenue streams, such as fees, bonding, and regressive and progressive taxes, including property taxes, income taxes, and sales taxes.

- **U.S. GOV Standard 4.3:** Students will propose and defend budget priorities at either the local, state, tribal, or federal level; and share their findings with appropriate stakeholders.

U.S. GOV Strand 5: THE U.S. AND OUR RELATIONSHIP TO THE WORLD

As a global superpower with an enormous influence on other nations, it is vital to understand the ways in which the U.S. interacts with the world. Whether through negotiating trade agreements, protecting the security of this nation and its allies, cooperating in humanitarian campaigns, creating infrastructure to handle immigration and refugee demands, or any number of other initiatives, this nation has significant interrelationships with other countries and international bodies. These complex relationships deserve study if students are to understand the global implications of decisions made by leaders and policymakers.

Possible Guiding Questions to Consider:

-] How do we determine what is in our national interest, and how should that determination guide our foreign policy?
-] What are the best ways to ensure the future economic health of the United States?
-] What role should the United States play in addressing global economic, environmental, or social issues?



- **U.S. GOV Standard 5.1:** Students will analyze the constitutional process of creating foreign policy and the structures through which the federal government interacts with foreign governments, such as the Department of State, treaties, agreements, and alliances.

We the People

Level 3 curriculum connections

- **Unit 4, Lesson 21:** What is the role of Congress in American constitutional democracy?
- **Unit 4, Lesson 22:** How does Congress perform its functions in American constitutional democracy?
- **Unit 4, Lesson 23:** What is the role of the president in American constitutional democracy?
- **Unit 4, Lesson 24:** How are national laws administered in American constitutional democracy?
- **Unit 6, Lesson 36:** How have American political ideas and the American constitutional system influenced other nations?
- **Unit 6, Lesson 38:** What are the challenges of the participation of the United States in world affairs?



- **U.S. GOV Standard 5.2:** Students will analyze the justification for, and effectiveness of, specific foreign policy positions, such as military intervention, isolationism, alliance formation, economic sanctions, or other security measures.

We the People

Level 3 curriculum connections

- **Unit 6, Lesson 38:** What are the challenges of the participation of the United States in world affairs?

- **U.S. GOV Standard 5.3:** Students will evaluate how global economic interdependence and international trade policies affect the economy of the United States.

We the People

Level 3 curriculum connections

- **Unit 6, Lesson 38:** What are the challenges of the participation of the United States in world affairs?

- **U.S. GOV Standard 5.4:** Students will craft an argument for an appropriate role for the United States to take in addressing a global economic, environmental, or social issue such as humanitarian aid, migration, pandemics, or the loss of wildlife habitat.



Center for Civic Education



UTAH STATE BOARD OF EDUCATION

250 East 500 South
P.O. Box 144200
Salt Lake City, UT 84114-4200

Sydney Dickson, Ed.D.
State Superintendent of Public Instruction

www.schools.utah.gov