

Main Criteria: Utah Core Standards
Secondary Criteria: Rising Star Studios
Subjects: Health and PE, Language Arts, Social Studies
Grades: 5, 6
Correlation Options: Show Correlated

Utah Core Standards

Health and PE

Grade: 5 - Adopted: 2016/Implement 2016

STANDARD / AREA OF LEARNING		Physical Education - Grade 5 (Fall 2016)
OBJECTIVE / STRAND		Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others.
INDICATOR / CLUSTER		Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.
EXPECTATION / STANDARD	5.4.1	Demonstrate interpersonal behavior with peers and teachers during physical activity. <u>Rising Star Studios</u> Commitment Consideration Dependable Discovering Talent Responsibility Self-Reliance
EXPECTATION / STANDARD	5.4.2	Exhibit respect for self with appropriate behavior while engaging in physical activity. <u>Rising Star Studios</u> Dependable Responsibility Self-Reliance
EXPECTATION / STANDARD	5.4.3	Respectfully give feedback to peers. <u>Rising Star Studios</u> Commitment Consideration Discovering Talent

Grade: 5 - Adopted: 2019/Implement 2019

STANDARD / AREA OF LEARNING		Health Education – 5th Grade (2019)
OBJECTIVE / STRAND		Strand 1: HEALTH FOUNDATIONS AND PROTECTIVE FACTORS OF HEALTHY SELF (HF)
INDICATOR / CLUSTER		Students will apply their knowledge to develop social and emotional competence to make healthy and safe choices.
EXPECTATION / STANDARD	5.HF.1:	Define SMART goal and identify how SMART criteria improve the effectiveness of a goal. <u>Rising Star Studios</u> Confidence Determination Perseverance
EXPECTATION / STANDARD	5.HF.3:	Define and practice positive self-talk. <u>Rising Star Studios</u> Self-Acceptance
EXPECTATION / STANDARD	5.HF.4:	Demonstrate ways to express gratitude and treat others with dignity and respect. <u>Rising Star Studios</u> Friendship Respect

STANDARD / AREA OF LEARNING		Health Education – 5th Grade (2019)
OBJECTIVE / STRAND		Strand 2: MENTAL AND EMOTIONAL HEALTH (MEH)
INDICATOR / CLUSTER		Students will examine personal traits and lifestyles and how they impact overall wellness.
EXPECTATION / STANDARD	5.MEH.2:	Demonstrate how to obtain and offer assistance to enhance the health of self and others in harmful situations. <u>Rising Star Studios</u> Courtesy Self-Discipline Self-Reliance
STANDARD / AREA OF LEARNING		Health Education – 5th Grade (2019)
OBJECTIVE / STRAND		Strand 3: SAFETY AND DISEASE PREVENTION (SDP)
INDICATOR / CLUSTER		Students will learn to respond effectively to environments and practice decision-making skills for safety and disease prevention.
EXPECTATION / STANDARD	5.SDP.1:	Explain strategies on how to help others and demonstrate how to help or contact the appropriate emergency resources (for example, first aid, CPR, poison control, 911, mental health crisis lines, animal control, non-emergency lines) for different situations. <u>Rising Star Studios</u> Independence Resourcefulness
EXPECTATION / STANDARD	5.SDP.4:	Compare and contrast infectious and chronic diseases and recognize when others have a chronic disease or disability and practice methods of treating them respectfully. <u>Rising Star Studios</u> Respect
STANDARD / AREA OF LEARNING		Health Education – 5th Grade (2019)
OBJECTIVE / STRAND		Strand 6: HUMAN DEVELOPMENT (HD)
INDICATOR / CLUSTER		Students will understand puberty and maturation. Utah Code requires parental consent for instruction on maturation. Utah Code requires parental notification for instruction on child sexual abuse prevention.
EXPECTATION / STANDARD	5.HD.6:	Discuss how to clearly say no, leave a situation or interaction, and identify and talk with a trusted adult when feeling uncomfortable, afraid, or unsafe. <u>Rising Star Studios</u> Helpfulness Independence

Utah Core Standards

Language Arts

Grade: 5 - Adopted: 2013

STANDARD / AREA OF LEARNING	UT.CC.R L.5.	Reading Standards for Literature
OBJECTIVE / STRAND		KEY IDEAS AND DETAILS
INDICATOR / CLUSTER	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
STANDARD / AREA OF	UT.CC.R L.5.	Reading Standards for Literature

LEARNING		
OBJECTIVE / STRAND		INTEGRATION OF KNOWLEDGE AND IDEAS
INDICATOR / CLUSTER	RL.5.9.	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. <u>Rising Star Studios</u> Helpfulness
STANDARD / AREA OF LEARNING	UT.CC.R L.5.	Reading Standards for Literature
OBJECTIVE / STRAND		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
INDICATOR / CLUSTER	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. Continue to develop fluency when reading documents written in cursive. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
STANDARD / AREA OF LEARNING	UT.CC.RI .5.	Reading Standards for Informational Text
OBJECTIVE / STRAND		KEY IDEAS AND DETAILS
INDICATOR / CLUSTER	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. <u>Rising Star Studios</u> Confidence Fairness
STANDARD / AREA OF LEARNING	UT.CC.RI .5.	Reading Standards for Informational Text
OBJECTIVE / STRAND		INTEGRATION OF KNOWLEDGE AND IDEAS
INDICATOR / CLUSTER	RI.5.7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. <u>Rising Star Studios</u> Confidence Imaginative Resourcefulness
INDICATOR / CLUSTER	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). <u>Rising Star Studios</u> Confidence Fairness
STANDARD / AREA OF LEARNING	UT.CC.RI .5.	Reading Standards for Informational Text
OBJECTIVE / STRAND		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
INDICATOR / CLUSTER	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. Continue to develop fluency when reading documents written in cursive. <u>Rising Star Studios</u> Confidence Fairness
STANDARD / AREA OF LEARNING	UT.CC.R F.5.	Reading Standards: Foundational Skills
OBJECTIVE / STRAND		FLUENCY

INDICATOR / CLUSTER	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / STANDARD	RF.5.4.a.	Read grade-level text with purpose and understanding. <u>Rising Star Studios</u> Confidence Fairness Helpfulness Initiative Perseverance
STANDARD / AREA OF LEARNING	UT.CC.W.5.	Writing Standards
OBJECTIVE / STRAND		TEXT TYPES AND PURPOSES
INDICATOR / CLUSTER	W.5.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
EXPECTATION / STANDARD	W.5.1.a.	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. <u>Rising Star Studios</u> Punctuality
EXPECTATION / STANDARD	W.5.1.b.	Provide logically ordered reasons that are supported by facts and details. <u>Rising Star Studios</u> Punctuality
EXPECTATION / STANDARD	W.5.1.c.	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). <u>Rising Star Studios</u> Punctuality
STANDARD / AREA OF LEARNING	UT.CC.W.5.	Writing Standards
OBJECTIVE / STRAND		TEXT TYPES AND PURPOSES
INDICATOR / CLUSTER	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION / STANDARD	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. <u>Rising Star Studios</u> Cooperation Courtesy Friendship Heroic Self-Discipline Selflessness Sportsmanship Trustworthiness
EXPECTATION / STANDARD	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. <u>Rising Star Studios</u> Bravery Caring Citizenship Consideration Cooperation Courage Courtesy Enthusiasm Fairness Friendliness Friendship Goodness Goodwill Gratefulness Heroic Hygiene

		Independence Initiative Peacefulness Self-Acceptance Self-Discipline Selflessness Trustworthiness Uniqueness Willpower
STANDARD / AREA OF LEARNING	UT.CC.W. 5.	Writing Standards
OBJECTIVE / STRAND		TEXT TYPES AND PURPOSES
INDICATOR / CLUSTER	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION / STANDARD	W.5.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. <u>Rising Star Studios</u> Bravery Cleanliness Confidence Courage Dignity Discovering Talent Forgiveness Goodness Gratefulness Integrity Kindness Loyalty Obedience Patience Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Control Self-Reliance Sharing Tolerance Truthfulness Uniqueness
EXPECTATION / STANDARD	W.5.3.b.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. <u>Rising Star Studios</u> Bravery Cleanliness Confidence Courage Dignity Discovering Talent Forgiveness Goodness Integrity Kindness Loyalty Obedience Patience Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Control Self-Reliance Sharing Tolerance

		Truthfulness Uniqueness
EXPECTATION / STANDARD	W.5.3.e.	Provide a conclusion that follows from the narrated experiences or events. <u>Rising Star Studios</u> Bravery Confidence Forgiveness Goodness Resourcefulness Restraint Sharing
STANDARD / AREA OF LEARNING	UT.CC.W. 5.	Writing Standards
OBJECTIVE / STRAND		PRODUCTION AND DISTRIBUTION OF WRITING
INDICATOR / CLUSTER	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Confidence Consideration Cooperation Courage Courtesy Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Heroic Hygiene Independence Initiative Integrity Kindness Loyalty Obedience Patience Peacefulness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
INDICATOR / CLUSTER	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language

Standards 1–3 up to and including grade 5 on page 30.)

Rising Star Studios

- Bravery
- Caring
- Citizenship
- Cleanliness
- Confidence
- Consideration
- Courage
- Courtesy
- Dignity
- Discovering Talent
- Enthusiasm
- Fairness
- Forgiveness
- Friendliness
- Friendship
- Generosity
- Goodness
- Goodwill
- Gratefulness
- Heroic
- Hygiene
- Independence
- Initiative
- Integrity
- Kindness
- Loyalty
- Obedience
- Patience
- Peacefulness
- Promptness
- Punctuality
- Ready
- Resourcefulness
- Respect
- Responsibility
- Restraint
- Self-Acceptance
- Self-Control
- Self-Discipline
- Self-Reliance
- Selflessness
- Sharing
- Slow To Judge
- Thankfulness
- Tolerance
- Trustworthiness
- Truthfulness
- Uniqueness
- Willpower
- Wisdom

STANDARD / AREA OF LEARNING	UT.CC.W. 5.	Writing Standards
OBJECTIVE / STRAND		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
INDICATOR / CLUSTER	W.5.7.	<p>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p><u>Rising Star Studios</u> Caring Determination</p>
INDICATOR / CLUSTER	W.5.8.	<p>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p><u>Rising Star Studios</u> Confidence</p>
STANDARD / AREA OF LEARNING	UT.CC.W. 5.	Writing Standards
OBJECTIVE / STRAND		RESEARCH TO BUILD AND PRESENT KNOWLEDGE

INDICATOR / CLUSTER	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION / STANDARD	W.5.9.a.	Apply grade 5 Reading Standards to literature (i.e., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION / STANDARD	W.5.9.b.	Apply grade 5 Reading Standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”). <u>Rising Star Studios</u> Confidence Fairness
STANDARD / AREA OF LEARNING	UT.CC.W.5.	Writing Standards
OBJECTIVE / STRAND		RANGE OF WRITING
INDICATOR / CLUSTER	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Confidence Consideration Courage Courtesy Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Heroic Hygiene Independence Initiative Integrity Kindness Loyalty Obedience Patience Peacefulness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower

		Wisdom
STANDARD / AREA OF LEARNING	UT.CC.SL.5.	Speaking and Listening Standards
OBJECTIVE / STRAND		COMPREHENSION AND COLLABORATION
INDICATOR / CLUSTER	SL.5.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION / STANDARD	SL.5.1.a.	<p>Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable Determination Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Helpfulness Heroic Honesty Hygiene Imaginative Independence Initiative Integrity Joyfulness Kindness Loyalty Obedience Patience Patriotism Peacefulness Perseverance Politeness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom</p>

<p>EXPECTATION / STANDARD</p>	<p>SL.5.1.b.</p>	<p>Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p><u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable Determination Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Helpfulness Heroic Honesty Hygiene Imaginative Independence Initiative Integrity Joyfulness Kindness Loyalty Obedience Patience Patriotism Peacefulness Perseverance Politeness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom</p>
<p>EXPECTATION / STANDARD</p>	<p>SL.5.1.c.</p>	<p>Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p><u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration</p>

		Cooperation Courage Courtesy Decency Dependable Determination Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Helpfulness Heroic Honesty Hygiene Imaginative Independence Initiative Integrity Joyfulness Kindness Loyalty Obedience Patience Patriotism Peacefulness Perseverance Politeness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
STANDARD / AREA OF LEARNING	UT.CC.SL.5.	Speaking and Listening Standards
OBJECTIVE / STRAND		COMPREHENSION AND COLLABORATION
INDICATOR / CLUSTER	SL.5.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable

Determination
 Dignity
 Discovering Talent
 Enthusiasm
 Fairness
 Forgiveness
 Friendliness
 Friendship
 Generosity
 Goodness
 Goodwill
 Gratefulness
 Helpfulness
 Heroic
 Honesty
 Hygiene
 Imaginative
 Independence
 Initiative
 Integrity
 Joyfulness
 Kindness
 Loyalty
 Obedience
 Patience
 Patriotism
 Peacefulness
 Perseverance
 Politeness
 Promptness
 Punctuality
 Ready
 Resourcefulness
 Respect
 Responsibility
 Restraint
 Self-Acceptance
 Self-Control
 Self-Discipline
 Self-Reliance
 Selflessness
 Sharing
 Slow To Judge
 Sportsmanship
 Thankfulness
 Tolerance
 Trustworthiness
 Truthfulness
 Uniqueness
 Willpower
 Wisdom

INDICATOR / CLUSTER

SL.5.3.

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Rising Star Studios

Bravery
 Caring
 Citizenship
 Cleanliness
 Commitment
 Confidence
 Consideration
 Cooperation
 Courage
 Courtesy
 Decency
 Dependable
 Determination
 Dignity
 Discovering Talent
 Enthusiasm
 Fairness
 Forgiveness
 Friendliness
 Friendship
 Generosity
 Goodness

		Goodwill Gratefulness Helpfulness Heroic Honesty Hygiene Imaginative Independence Initiative Integrity Joyfulness Kindness Loyalty Obedience Patience Patriotism Peacefulness Perseverance Politeness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
STANDARD / AREA OF LEARNING	UT.CC.SL.5.	Speaking and Listening Standards
OBJECTIVE / STRAND		PRESENTATION OF KNOWLEDGE AND IDEAS
INDICATOR / CLUSTER	SL.5.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. <u>Rising Star Studios</u> Sharing
STANDARD / AREA OF LEARNING	UT.CC.L.5.	Language Standards
OBJECTIVE / STRAND		CONVENTIONS OF STANDARD ENGLISH
INDICATOR / CLUSTER	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / STANDARD	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed. <u>Rising Star Studios</u> Bravery Cleanliness Confidence Consideration Courage Courtesy Dependable Dignity Discovering Talent Forgiveness Friendship Generosity Goodness Gratefulness

		Heroic Initiative Integrity Kindness Loyalty Obedience Patience Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness
STANDARD / AREA OF LEARNING	UT.CC.L. 5.	Language Standards
OBJECTIVE / STRAND		VOCABULARY ACQUISITION AND USE
INDICATOR / CLUSTER	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). <u>Rising Star Studios</u> Helpfulness Initiative Perseverance

Utah Core Standards

Social Studies

Grade: 5 - Adopted: 2010

STANDARD / AREA OF LEARNING	UT.II.	United States Studies: Students will understand the chronology and significance of key events leading to self-government.
OBJECTIVE / STRAND	II.B.	The English colonies in North America began to organize and discuss creating an independent form of government separate from England's rule. After making their case in their Declaration of Independence, the colonies engaged in a Revolutionary war that culminated in their independence and the creation of a new nation, the United States of America.
INDICATOR / CLUSTER	II.2:	Evaluate the Revolutionary War's impact on self-rule.
EXPECTATION / STANDARD	II.2.b.	Profile citizens who rose to greatness as leaders. <u>Rising Star Studios</u> Imaginative
STANDARD / AREA OF LEARNING	UT.III.	United States Studies: Students will understand the rights and responsibilities guaranteed in the United States Constitution and Bill of Rights.
OBJECTIVE / STRAND	III.B.	The new United States needed a set of rules. A group of leading thinkers of the Revolutionary era met to create a new document to lay out the form of the new government. Drawing upon ideas both old and new, and finding ways to compromise to meet the needs and demands of multiple interests, they created this new government charter called the Constitution. The Constitution created a strong national government with separate branches within the government to insure there were checks on power and balances of responsibilities. The Constitution has been changed, or amended, numerous times since then, first with the addition of the Bill of Rights.
INDICATOR / CLUSTER	III.1:	Assess the underlying principles of the US Constitution.

EXPECTATION / STANDARD	III.1.f.	Discover the basis for the patriotic and citizenship traditions we have today (i.e. Pledge of Allegiance, flag etiquette, voting). <u>Rising Star Studios</u> Citizenship Loyalty Patriotism
STANDARD / AREA OF LEARNING	UT.IV.	United States Studies: Students will understand that the 19th century was a time of incredible change for the United States, including geographic expansion, constitutional crisis, and economic growth.
OBJECTIVE / STRAND	IV.B.	As the United States expanded westward, major issues, some of them from the first years of the nation, began to challenge the stability of the nation. As the nation expanded, issues of states rights, the institution of slavery, and economic development culminated in a Civil War. This war formally ended slavery and strengthened the power of the Federal government. The era after the Civil War was a time of major economic development and technological innovation.
INDICATOR / CLUSTER	IV.4:	Understand the impact of major economic forces at work in the post-Civil War.
EXPECTATION / STANDARD	IV.4.b.	Describe the wide-ranging impact of the Industrial Revolution (e.g. inventions, industries, innovations). <u>Rising Star Studios</u> Imaginative