



We the People...
The Citizen and the Constitution
LEVEL I

published by the Center for Civic Education
Funded by the U.S. Department of Education by act of Congress

CORE CORRELATION

for
State of Utah
Social Studies Course Description

Utah State Textbook Commission
Utah State Office of Education
250 East 500 South
Salt Lake City, Utah 84111
(801) 538-7783

1. Publisher: *Center for Civic Education*

2. Instructional Material (s) being correlated: *We the People..., Level I*

3. Core Subject Area: Social Studies - 6050 - Fifth Grade	4. Specific Pages or Items that Correlate:	5. Comprehensive Coverage of Core Concept	6. Partial Coverage of Core Concept
7. Standard: 6050 - 02 Objective: 6050-0201 Outline the major historical events, people, wars, and documents that played a significant role in United States history from 1492 to the present. (305-501, 2, 3, 4, 5, 7, 8)	UNIT 1, Lesson 1: <i>What was America like in the 1770's?</i> UNIT 1, Lesson 2: <i>Why did the Founders think we needed a government?</i> UNIT 1, Lesson 5: <i>How did the Founders use their ideas in the Declaration of Independence?</i> UNIT 1, Lesson 6: <i>What was our first national government like?</i> UNIT 2, Lessons 7-10: <i>How was our Constitution written</i> UNIT 3, Lesson 11: <i>How did the Framers limit the powers of our government?</i> UNIT 4, Lessons 16-20: <i>How does the Constitution protect your basic rights?</i>	✓ ✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓ ✓
Objective: 6050-0202 Analyze the effects that the United State Constitution and Declaration of Independence have on the lives of students. (305-506)	UNIT 1, Lessons 1-6: <i>What were the Founders' basic ideas about government?</i> UNIT 2, Lessons 7-10: <i>How was our Constitution written?</i> UNIT 3, Lesson 11-15: <i>How did the Framers organize our government?</i> UNIT 4, Lessons 16-20: <i>How does the Constitution protect your basic rights?</i> UNIT 5, Lessons 21-22: <i>What are the responsibilities of citizens?</i>	✓ ✓ ✓ ✓ ✓	

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3. Core Subject Area: Social Studies - 6050 - Fifth Grade	4. Specific Pages or Items that Correlate:	5. Comprehensive Coverage of Core Concept	6. Partial Coverage of Core Concept
7. Standard: 6050 - 05 Objective: 6050-0501 Explain the scope and limits of freedom in a democratic society. (305-604)	UNIT 1, Lessons 1-6: <i>What were the Founders' basic ideas about government?</i> UNIT 5, Lessons 21-22: <i>What are the responsibilities of citizens?</i>	✓	
Objective: 6050-0502 Describe how our representative form of government gives authority to elected and appointed leaders to make decisions and how the citizen can be involved in this process.	UNIT 3, Lessons 11-15: <i>How did the Framers organize our government?</i> UNIT 4, Lesson 20: <i>How does the Constitution protect your right to vote?</i> UNIT 5, Lessons 21-22: <i>What are the responsibilities of citizens?</i>	✓ ✓ ✓	
Objective: 6050-0503 Identify major values in the Declaration of Independence, Constitution, and Bill of Rights.	UNIT 1, Lesson 5: <i>How did the Founders use their ideas in the Declaration of Independence?</i> UNIT 2, Lesson 10: <i>What basic ideas are in the Preamble to the Constitution?</i> UNIT 4, Lessons 16-20: <i>How does the Constitution protect your basic rights?</i>	✓ ✓ ✓	
Objective: 6050-0504 Discuss the function of our court system.	UNIT 3, Lesson 14: <i>What is the judicial branch?</i> UNIT 4, Lesson 19: <i>How does the Constitution protect your right to be treated fairly by the government?</i>	✓ ✓	



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3. Core Subject Area: Social Studies - United States History	4. Specific Pages or Items that Correlate:	5. Comprehensive Coverage of Core Concept	6. Partial Coverage of Core Concept
<p>7. Standard: 6120-01</p> <p>Objective: 6120-0102</p> <p>Develop writing skills in social studies.</p> <ul style="list-style-type: none"> Develop an original project or paper on a United States person, place, or event. Write a persuasive paper on an historical American issue. Apply paraphrasing and summarizing skills. Clarify, question, summarize and apply historical information. <p>Objective: 6120-0103</p> <p>Develop reading skills in social studies.</p> <ul style="list-style-type: none"> Understand appropriate vocabulary. Recognize key and clue words to find main and supporting ideas. Arrange events in sequence. Interpret and synthesize information found in atlases, gazetteers, almanacs, geographic information systems (GIS), and satellite images through spatial observation. Compare and contrast a variety of written primary and secondary sources, including literature. <p>Objective: 6120-0104</p> <p>Develop speaking skills in social studies</p> <ul style="list-style-type: none"> Participate in group discussions, activities, and planning sessions; e.g., panel discussions, role playing, simulations, mock trials. Defend a point of view when giving an oral presentation. 	<ul style="list-style-type: none"> <i>Simulated Congressional Hearing Assessment Tool - Instructional Packet</i> <i>Simulated Congressional Hearing Assessment Tool - Instructional Packet</i> <i>Simulated Congressional Hearing Assessment Tool - Instructional Packet</i> <i>Simulated Congressional Hearing Assessment Tool - Instructional Packet</i> <ul style="list-style-type: none"> <i>Terms to Know</i> <i>Terms to Know</i> <i>Unit Timelines</i> <i>Reference Section</i> <ul style="list-style-type: none"> <i>Simulated Congressional Hearing Assessment Tool - Instructional Packet</i> <i>UNIT 3 Lesson 17: Who were the supporters and critics of the Constitution?</i> 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	

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<p>7. Standard: 6120 - 03</p> <p>Objective: 6120-0301 Compare and contrast the impact of historical events over time.</p> <p>Example</p> <ul style="list-style-type: none"> Review and explain the events that changed both the Native American and European cultures. Review and explain the ideas, technology, and events that provided European exploration of the Americas. Outline how social and religious movements have helped shape United States history. Define the term "Manifest Destiny" and relate its significance to the expansion of the United States. <p>Objective 6120-0302 Identify and describe selected periods or movements of historical change within and across cultures.</p> <ul style="list-style-type: none"> Summarize the major historical, social, economic, philosophical, and religious factors responsible for European exploration of the American continents. Determine the dual impact that Native American cultures and European cultures had on each other, including foods, written documents, architecture, politics, customs, tools, and religions. Identify causes and events which led to the American Revolution. Investigate various ideas and actions of historical figures; e.g., George Washington, Abraham Lincoln, Frederick Douglass, Sitting Bull, Susan B. Anthony. Evaluate the social, political, and economic differences and similarities between the North and the South before and after the Civil War. Analyze and compare the causes and outcome of various wars involving the United States in the 18th and 19th centuries. Evaluate how westward expansion brought both progress and problems for the United States. 	<p>UNIT 5, Lesson 24: How does the Constitution protect freedom of Religion?</p> <p>UNIT 2, Lesson 6: What experiences led to the American Revolution?</p> <p>UNIT 3, Lesson 11: Who attended the Philadelphia Convention and how was it organized?</p> <p>UNIT 5, Lesson 25: How has the right to vote expanded since the Constitution was adopted?</p>	<p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p>

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<p>7. Standard: 6120 - 03</p> <p>Objective: 6120-0303</p> <p>Analyze contemporary issues using appropriate historical methodology.</p> <ul style="list-style-type: none"> Analyze how modern decision-making in the United States reflects the cultural and traditional methods and thinking of past cultures. Describe the effects of inventions and technologies on historical and current issues and problems. Identify the evolution of the concept of human and civil rights as applied to cultures, ethnic groups, men, women, and children. 	<p>4. Specific Pages or Items that Correlate:</p> <ul style="list-style-type: none"> UNIT 1, Lessons 1-4: <i>What is government?</i> UNIT 2, Lessons 5-10: <i>What experiences shaped the Founders' thinking about government?</i> UNIT 5, Lesson 25: <i>How has the right to vote expanded since the Constitution was adopted?</i> UNIT 5, Lesson 26: <i>What is the right to equal protection of the laws?</i> UNIT 5, Lesson 27: <i>What is the right to due process and how is it protected?</i> UNIT 6, Lesson 29: <i>What decisions will you make as a citizen?</i> 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p>

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2. Instructional Material (s) being correlated: *We the People ... Level II*

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2. Instructions:	Material (s) being correlated: We the People... Level II

3. Core Subject Area: Social Studies - 6120 - United States History	4. Specific Pages or Items that Correlate:	5. Comprehensive Coverage of Core Concept	6. Partial Coverage of Core Concept
<p>7. Standard: 6120 - 04</p> <p>Objective: 6120-0403</p> <p>Compare and contrast the ways societies and organizations respond to conflict and cooperation.</p> <ul style="list-style-type: none"> Examine the response of groups to the rising tensions created by historic events; e.g., American Revolution, Civil War, industrialization of America. Examine the development of inventions and technologies on American growth. Examine the response of various groups to political and constitutional issues including those of race, ethnicity, gender, age, disability, religion, and culture. 	<ul style="list-style-type: none"> UNIT 5, Lesson 25: How has the right to vote expanded since the Constitution was adopted? UNIT 5, Lesson 26: What is the right to equal protection of the laws? UNIT 5, Lesson 27: What is the right to due process and how is it protected? 	<p>✓</p> <p>✓</p> <p>✓</p>	

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<p>7. Standard: 6120 - 05</p> <p>Objective: 6120-0503</p> <p>Describe the various roles men, women, and minorities, take in furthering both continuity and change.</p> <ul style="list-style-type: none"> Explain the changing roles of men and women in United States history. Examine the roles of minority groups in United States history. 	<ul style="list-style-type: none"> UNIT 5, Lesson 25: How has the right to vote been expanded since the Constitution was adopted? UNIT 5, Lesson 26: What is the right to equal protection of the laws? UNIT 5, Lesson 27: What is the right to due process and how is it protected? UNIT 6, Lessons 28-29: What are the responsibilities of citizens? UNIT 5, Lesson 25: How has the right to vote been expanded since the Constitution was adopted? UNIT 5, Lesson 26: What is the right to equal protection of the laws? UNIT 5, Lesson 27: What is the right to due process and how is it protected? 		<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>

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<p>7. Standard: 6120 - 07</p> <p>Objective: 6120-0701</p> <p>Demonstrate the characteristics of a lifelong learner in school activities.</p> <p>Example</p> <ul style="list-style-type: none"> Complete course requirements and activities. Organize time and resources efficiently. Identify historical examples of people who through persistence and commitment accomplish tasks and meet personal or social goals. Demonstrate the ability to utilize social studies information to complete tasks. Apply knowledge and information to new situations. <p>Objective: 6120-0702</p> <p>Collaborate in working with others to achieve specified results.</p> <ul style="list-style-type: none"> Appreciate a variety of cultural contributions and artistic expressions. Manage information through appropriate research, utilization of materials and technology, and in the development of presentations and projects for class activities. Investigate career opportunities as an historian or an economist. 	<ul style="list-style-type: none"> UNIT 5, Lessons 23-27: How does the Constitution protect our basic rights? UNIT 6, Lesson 28-29: What are the responsibilities of citizens? UNIT 1, Lessons 1-4: What is government? UNIT 2, Lessons 5-10: What experiences shaped the Founders' thinking about government? UNIT 3, Lessons 11-17: What happened at the Philadelphia Convention? UNIT 4, Lessons 18-22: How was the Constitution used to establish our government? UNIT 5, Lessons 23-27: How does the Constitution protect our basic rights? UNIT 6, Lesson 28-29: What are the responsibilities of citizens? 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>

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<p>7. Standard: 6120 - 07</p> <p>Objective: 6120-073</p> <p>Demonstrate and understanding of, and reasoned commitment to the rule of law.</p> <ul style="list-style-type: none"> • Demonstrate personal responsibility for self, family, community, and society. • Understand and explain the democratic principles of freedom, justice, and equality as presently defined. • Demonstrate respect for human dignity, needs, and rights. • Participate in activities that promote the public good. • Understand economic, political, social and environmental systems in historical and present settings. • Identify and take action to meet community needs. • Use historical and contemporary contexts to analyze individual demonstrations of respect and support for the rights, responsibilities, and dignity of all people. 	<ul style="list-style-type: none"> • UNIT 1, Lessons 1-4: <i>What is government?</i> • UNIT 5, Lessons 23-27: <i>How does the Constitution protect our basic rights?</i> • UNIT 6, Lessons 28-29: <i>What are the responsibilities of citizens?</i> • UNIT 5, Lessons 23-27: <i>How does the Constitution protect our basic rights?</i> • UNIT 6, Lessons 28-29: <i>What are the responsibilities of citizens?</i> • UNIT 4, Lessons 18-22: <i>How was the Constitution used to establish our government?</i> • UNIT 5, Lessons 23-27: <i>How does the Constitution protect our basic rights?</i> • UNIT 6, Lessons 28-29: <i>What are the responsibilities of citizens?</i> • UNIT 5, Lessons 23-27: <i>How does the Constitution protect our basic rights?</i> • UNIT 6, Lessons 28-29: <i>What are the responsibilities of citizens?</i> 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	



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1. Publisher: *Center for Civic Education*
2. Instructional Material (s) being correlated: *We the People ... Level III*

3. Core Subject Area: Social Studies - 6300 - American Government and Law	4. Specific Pages or Items that Correlate:	5. Comprehensive Coverage of Core Concept	6. Partial Coverage of Core Concept
<p>7. Standard: 6300-01 Students will demonstrate through both individual and group processes a variety of creative, critical, and reflective thinking skills through reading, writing, listening, speaking, and problem solving.</p> <p>Objective: 6300-0101 Develop writing skills in social studies.</p> <p>Example</p> <ul style="list-style-type: none"> Enhance writing skills through descriptions of government, political and legal processes. Develop an original project of paper on government policy articulation, formulation, implementation, adjudication. Write a paper on a legal issue presently confronting the United States and evaluate possible solutions. <p>Objective: 6300-0102 Develop social studies process skills.</p> <ul style="list-style-type: none"> Use appropriate vocabulary and terminology. Identify main and supporting ideas and arguments in assigned reading materials. Comprehend and arrange events in chronological order or some other sequence. Interpret or create graphs, charts, statistics, newspapers, political articles, and observations of political events. 	<p><i>We the People ... Example</i></p> <ul style="list-style-type: none"> <i>Simulated Congressional Hearing Assessment Tool</i> Instructional Packet <i>Simulated Congressional Hearing Assessment Tool</i> Instructional Packet <i>Simulated Congressional Hearing Assessment Tool</i> Instructional Packet <p><i>Terms to Know</i></p> <ul style="list-style-type: none"> <i>Reviewing and Using the Lesson</i> <p><i>Unit Timelines</i></p> <ul style="list-style-type: none"> <i>UNIT 1, Lesson 4: How Did Modern Ideas of Individual Rights Develop?</i> <i>UNIT 1, Lesson 3 Critical Thinking Exercise: UNDERSTANDING THE DIFFERENCES BETWEEN THE NATURAL RIGHTS PHILOSOPHY AND CLASSICAL REPUBLICANISM</i> <i>UNIT 2, Lesson 12 Critical Thinking Exercise: DEVELOPING AND DEFENDING POSITIONS</i> 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>

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<p>7. Standard: 6300-02 Students will understand a comprehensive geographical view of the human and physical worlds and why and how they influence and relate to the environment, societies, and to global interconnectedness and interdependence.</p> <p>Objective: 6300-0201 Develop map and globe skills of space and place.</p> <p>Example</p> <ul style="list-style-type: none"> Demonstrate how sectionalism and geographic location have caused conflict throughout United States governmental history; e.g., the Civil War, economic policy disputes, solid south farm parity movement, Jim Crowe laws. 	<p><i>We the People... Example</i></p> <ul style="list-style-type: none"> UNIT 2, Lesson 13: <i>What Powers Were Granted to the Legislative Branch?</i> UNIT 4, Lesson 23: <i>What Were the Constitutional Issues That Led to the Civil War?</i> UNIT 4, Lesson 24: <i>What Amendments to the Constitution Were Added to Protect the Rights of African Americans?</i> UNIT 4, Lesson 26: <i>How Did the Civil Rights Movement Use the Constitution to Achieve its Goals?</i> UNIT 4, Lesson 27: <i>How Has the Right to Vote Expanded Since the Adoption of the Constitution?</i> 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	
<ul style="list-style-type: none"> Demonstrate an understanding of the practical consequences of political geography on demographics; e.g., Congressional reapportionment, gerrymandering, the electoral college, geographic ticket balance. Explain how geographic divisions at the community, county, state, and national levels relate to the unique American approach to federalism. Demonstrate knowledge of how United States domestic and foreign policy has been affected by geographical factors. 			

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<p>7. Standard: 6300-03</p> <p>Students will demonstrate why and how attitudes, events, persons, movements, and documents have influenced humanity.</p> <p>Objective: 6300-0301</p> <p>Historical interpretations of the role of government and law evolve with change in society.</p> <p>Example</p> <ul style="list-style-type: none"> Identify and describe major historical eras of U.S. history as they relate to the development of American governmental, legal, and political processes. Identify the key principles and provisions of the United States Constitution. Apply law-related and citizenship education concepts to a legal issue currently being discussed in the court government or legal system. Demonstrate an understanding of the historic development and structure of the federal judicial system. <ul style="list-style-type: none"> Explain how specific Constitutional concepts including judicial review, states' rights, due process, and national supremacy have affected the historical development of the United States. 	<p><i>We the People... Examples</i></p> <ul style="list-style-type: none"> <i>We the People... Level III: UNITS 1-6, Lessons 1-40</i> UNIT 3, Lessons 18-22: <i>How Did the Values and Principles Embodied in the Constitution shape American Institutions and Practices?</i> UNIT 5, Lessons 29-34: <i>What Rights Does the Bill of Rights Protect?</i> UNIT 6, Lessons 35-40: <i>What Are the Roles of the Citizen in American Democracy?</i> UNIT 3, Lesson 21: <i>What is Judicial Review? Why is it Controversial?</i> UNIT 4, Lesson 28: <i>To What Extent Can the Law Correct Injustice and Other Problems in American Society?</i> UNIT 5, Lesson 32: <i>What is the Importance of Procedural Due Process?</i> UNIT 5, Lesson 33: <i>How Do the Fourth and Fifth Amendments Protect Us against Unreasonable Law Enforcement Procedures?</i> UNIT 5, Lesson 34: <i>How do the Fifth through Eighth Amendment Protect Our Rights Within the Judicial System?</i> UNIT 3, Lessons 18-22: <i>How Did the Values and Principles Embodied in the Constitution shape American Institutions and Practices?</i> UNIT 4, Lessons 23-28: <i>How Have the Protections of the Bill of Rights Been Developed and Expanded?</i> UNIT 5, Lesson 32: <i>What is the Importance of Procedural Due Process?</i> UNIT 5, Lesson 33: <i>How Do the Fourth and Fifth Amendments Protect Us Against Unreasonable Law Enforcement Procedures?</i> UNIT 5, Lesson 34: <i>How do the Fifth through Eighth Amendment Protect Our Rights Within the Judicial System?</i> 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	

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<p>7. Standard: 6300-04 Students will demonstrate why people in different societies create and adopt systems of government and how each addresses human needs, rights, and citizen responsibilities.</p> <p>Objective: 6300-0401 Identify and examine the competing ideas about the necessity and purposes of politics, government, and law.</p> <p>Example</p> <ul style="list-style-type: none"> • Explain the role of government and how the law affects individual citizens and groups using law-related and citizenship education concepts and methods. • Discuss the purposes of constitutions and judicial systems and how they affect the political, economic, and social systems of societies. • Examine the conditions under which constitutional governments flourish and conditions under which they do not, and the role that citizens play. • Compare alternative governments and political systems. 	<p><i>We the People... Example</i></p> <ul style="list-style-type: none"> • UNIT 1, Lessons 1-9: <i>What Are the Historical Foundations of the American Political System?</i> • UNIT 1, Lessons 1-9: <i>What Are the Historical Foundations of the American Political System?</i> • UNIT 3, Lessons 18-22: <i>How did the Values and Principles Embodied in the Constitution Shape American Institutions and Practices?</i> • UNIT 5, Lessons 29-34: <i>What Rights Does the Bill of Rights Protect?</i> • UNIT 6, Lessons 35-40: <i>What Are the Roles of the Citizen in American Democracy?</i> • UNIT 6, Lesson 38: <i>What Can American Citizens Learn about Constitutionalism from Other Countries?</i> 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p>

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<p>7. Standard: 6300-04 Students will demonstrate why people in different societies create and adopt systems of government and how each addresses human needs, rights, and citizen responsibilities.</p> <p>Objective: 6300-0402 Identify and examine persisting issues involving the balance between individual rights and the general welfare.</p> <ul style="list-style-type: none"> Describe how political change and stability affect the values and needs of individuals and groups. Summarize the historical importance of various Supreme Court decisions and Acts of Congress in the development of individual rights; e.g., Dred Scott v. Sandford, Goss v. Lopez, Brown v. Board of Education, the Civil Rights Act of 1964 and 1991, Miranda v. Arizona, Gideon v. Wainwright, Texas v. Johnson. 	<ul style="list-style-type: none"> UNIT 3, Lesson 21: <i>What Is Judicial Review? Why Is It Controversial?</i> UNIT 4, Lesson 23: <i>What Were the Constitutional Issues That Led to the Civil War?</i> UNIT 4, Lesson 26: <i>How Did the Civil Rights Movement Use the Constitution of Achieve Its Goals?</i> UNIT 4, Lesson 28: <i>To What Extent Can the Law Correct Injustice and Other Problems in American Society?</i> UNIT 5, Lessons 29-34: <i>What Rights Does the Bill of Rights Protect?</i> UNIT 4, Lessons 23-28: <i>How Have the Protections of the Bill of Rights Been Developed and Expanded?</i> UNIT 5, Lessons 29-34: <i>What Rights Does the Bill of Rights Protect?</i> UNIT 6, Lesson 35-40: <i>What Are the Roles of the Citizen in American Democracy?</i> UNIT 5, Lessons 29-34: <i>What Rights Does the Bill of Rights Protect</i> 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	
<ul style="list-style-type: none"> Describe similarities and/or differences of various groups seeking civil rights. Describe how the federal government has become the primary protector of individual civil rights through constitutional interpretations of the Supreme Court. Describe and analyze civic responsibilities. Explain how the courts' role in citizenship protects individual rights using law-related strategies. 			

2. Instructional Material (s) being correlated: *We the People... Level III*

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<p>7. Standard: 6300-04 Students will demonstrate why people in different societies create and adopt systems of government and how each addresses human needs, rights, and citizen responsibilities.</p> <p>Objective: 6300-0403 Compare different political systems, their ideologies, institutions, processes, and political cultures.</p> <ul style="list-style-type: none"> • Explain the difference between federal and centralized systems of government and give examples of each. • Compare different ways governments gain legitimacy; e.g., the constitutional monarchy of Great Britain, representative democracy in the United States • Compare and contrast the structure and function of political parties in the United States and other nations. • Discuss the political attitudes and responsibilities of American citizens. 	<ul style="list-style-type: none"> • UNIT 1, Lesson 2: <i>How Does Government Secure Natural Rights?</i> • UNIT 3, Lesson 22: <i>How Is Power Divided Between the Federal and State Governments?</i> • UNIT 1, Lesson 2: <i>How Does Government Secure Natural Rights?</i> • UNIT 1, Lesson 6: <i>How Did Representative Government Begin in England?</i> • UNIT 6, Lesson 38: <i>What Can American Citizens Learn about Constitutionalism from Other Countries?</i> • UNIT 3, Lesson 20: <i>What Caused the Rise of Political Parties?</i> • UNIT 6, Lesson 38: <i>What Can American Citizens Learn about Constitutionalism from Other Countries?</i> • UNIT 6, Lesson 35: <i>What Does It Mean to Be a Citizen?</i> • UNIT 6, Lesson 36: <i>How Do We Use Our Citizenship?</i> • UNIT 6, Lesson 39: <i>What Are Some Constitutional Issues Facing the United States Citizens in the Nation's Third Century?</i> • UNIT 6, Lesson 40: <i>What Is Meant by Returning to Fundamental Principles?</i> 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p>

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<p>7. Standard: 6300-05 Students will demonstrate why and how commonalities and differences of ideas, attitudes, choices, and technologies influence the interaction and behavior of individuals, groups, institutions, and cultures.</p> <p>Objective: 6300-0501 Apply an understanding of how societal traditions, ideas, and behavior patterns affect political culture and legal traditions. Example</p> <ul style="list-style-type: none"> Define political culture and identify the dominant aspects. Discuss factors affecting ideology and party identification. Write an elected official and express your opinion or concerns regarding a law-related issue. Visit the legislature during the legislative session and analyze a piece of legislation under discussion. <p>Objective: 6300-0502 Utilize a variety of resources to interpret cultural values and standards.</p> <p>Discuss how American political culture and law have been influenced by a wide variety of events and factors; e.g., English Common Law, the American Revolution the nation's religious heritage and, the changing of family structure and roles.</p> <ul style="list-style-type: none"> Analyze class consciousness in the United States. <p>Objective: 6300-0503 Explain why individuals, groups, and institutions respond to change in a particular way on the basis of shared assumptions, ideas, and technologies.</p> <ul style="list-style-type: none"> List the sources and assess the influence of political attitudes in the United States. Describe the role that perceptions, beliefs and interests play in defining government policy. Use technology to research case law. 	<p><i>We the People... Examples</i></p> <ul style="list-style-type: none"> UNIT 3, Lesson 20: <i>What Caused the Rise of Political Parties?</i> <p>UNIT 1, Lesson 5: <i>What Were the British Origins of American Constitutionalism?</i> UNIT 1, Lesson 6: <i>How Did Representative Government Begin in England?</i> UNIT 1, Lesson 8: <i>Why Did the American Colonists Want to Free Themselves From Britain? What Basic Ideas about Government Did the Founders Put in the Declaration of Independence?</i></p> <p>UNIT 3, Lessons 18-22: <i>How Did the Values and Principles Embodied in the Constitution Shape American Institutions and Practices?</i></p>	<p>✓</p>	<p>✓ ✓ ✓ ✓</p>

3. Core Subject Area: Social Studies - 6300 - American Government and Law	4. Specific Pages or Items that Correlate:	5. Comprehensive Coverage of Core Concept	6. Partial Coverage of Core Concept
<p>7. Standard: 6300-05 Students will demonstrate why and how commonalities and differences of ideas, attitudes, choices, and technologies influence the interaction and behavior of individuals, groups, institutions, and cultures.</p> <p>Objective: 6300-0504 Describe the various forms and roles that institutions take in furthering both continuity and change within their governments and legal systems.</p> <ul style="list-style-type: none"> Describe and differentiate majoritarian, interest-group, client, and entrepreneurial politics; e.g., League of Women Voters, Libertarian, ACLU. Explain why members of Congress differ over how to address public policy issues. Describe how Congress and the Supreme Court affect the role of the President. Discuss the role bureaucracy plays in policy-making. Explain how an activist court system can influence public policy. 	<ul style="list-style-type: none"> UNIT 3, Lesson 18: <i>How Was the Constitution Used to Organize the New Government?</i> UNIT 6, Lesson 39: <i>What Are Some Constitutional Issues Facing United States Citizens in the Nation's Third Century?</i> 		<p>✓</p> <p>✓</p> <p>✓</p>

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<p>7. Standard: 6300-07 Students will demonstrate why and how lifelong learning, collaboration, and responsible citizenship are necessary to promote personal and public good.</p> <p>Objective: 6300-0701 Demonstrate the characteristics of a lifelong learner in school activities.</p> <p>Example</p> <ul style="list-style-type: none"> Consider different strategies for coping with situations which arise from conflicting ideas, and socioeconomic conditions in the past and at the present time. Organize resources and time efficiently. Use appropriate strategies to identify and meet needs and goals. <p>Objective: 6300-0702 Demonstrate collaboration in working with others to achieve specified results.</p> <ul style="list-style-type: none"> Describe ways in which government works to deal with conflict and to make decisions relating to the common good. Understand how citizens can work together to change or implement legislation. Listen with respect to the ideas and views of others. Demonstrate an understanding of the group's needs or goals. Show respect and willingness to participate in group problem-solving activities while serving in a variety of roles. Demonstrate the ability to resolve conflicts positively. Use multiple resources effectively. Participate in a community, county, or state political campaign. Identify careers in government and law. 	<ul style="list-style-type: none"> UNIT 2, Lesson 13, Critical Thinking Exercise: <i>Developing and Defending Plans for Representation</i> UNIT 4, Lesson 28, Critical Thinking Exercise: <i>Examining a Supreme Court Opinion on Affirmative Action</i> UNIT 5, Lesson 31, Critical Thinking Exercise: <i>DEVELOPING STANDARDS TO USE IN LIMITING FREEDOM OF ASSEMBLY</i> UNIT 6, Lesson 35, Critical Thinking Exercise: <i>EVALUATING THE RELATIONSHIP BETWEEN THE IDEALS OF CLASSICAL REPUBLICANISM AND CONTEMPORARY AMERICAN CITIZENSHIP</i> <i>Simulated Congressional Hearing Assessment Tool: Instructional Packet</i> <i>Simulated Congressional Hearing Assessment Tool: Instructional Packet</i> <i>Simulated Congressional Hearing Assessment Tool: Instructional Packet</i> <i>Simulated Congressional Hearing Assessment Tool: Instructional Packet</i> <i>Simulated Congressional Hearing Assessment Tool: Instructional Packet</i> <i>Simulated Congressional Hearing Assessment Tool: Instructional Packet</i> 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	



Foundations of Democracy

Teaching the concepts of Authority, Justice, Responsibility
and Privacy Grades K - 12

Published by the Center for Civic Education

CORE CORRELATION

for

State of Utah
Social Studies Course Description

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IM-3
 Core Correlation Form

1. Publisher:	Center for Civic Education
2. Instructional Material(s) being correlated:	Foundation of Democracy Series

3. Core Subject Area:	4. Specific Pages or Items that Correlate:	5. Comprehensive Coverage of Core Concept	6. Partial Coverage of Core Concept
<p>Social Studies - Character Education Integrated Curric.</p> <p>7. Standard: Integrated into all standards</p> <p>Objective:</p> <p>In order to assist and meet the needs of the Utah Character Education Integrated Curriculum Design, the Center for Civic Education has correlated its Foundation of Democracy series and Project Citizen curriculum to individual objectives of the Utah State Office of Education Character Education program description.</p> <p>Character Education - Integrated Curriculum Design</p> <p>Life Skill - Responsible Citizenship -</p> <p>Demonstrates individual responsibility</p> <p>Understands and promotes the democratic principles of freedom, justice, and equality</p> <p>Parallel Integration - Service Learning</p> <p>Participates in activities that promote the public good</p>	<p>Responsibility curriculum</p> <p>What is responsibility</p> <p>Where do responsibilities come from</p> <p>What are the consequences of taking on a responsibility</p> <p>How do you choose among competing responsibilities</p> <p>Project Citizen curriculum</p> <p>Identifying worthwhile community projects</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	

IM-3
Core Correlation Form

3. Core Subject Area: Social Studies - Character Education Integrated Curriculum	4. Specific Pages or Items that Correlate:	5. Comprehensive Coverage of Core Concept	6. Partial Coverage of Core Concept
<p>7. Standard:</p> <p>Objective:</p> <p>Identifies and takes action to met community needs</p> <p>Identifies and accesses resources to solve problems</p> <p>Complementary Integration - Teaching About Rules and Authority</p> <p>Understand that individuals need rules (standard 6010-06)</p> <p>Identify the reasons for authority and rules (standard 6010-06)</p> <p>Understand how rules help promote fair treatment of all people (standard 6010)</p> <p>Interdisciplinary Integration - Teaching About Fairness and Justice</p> <p>Understands the need for fairness and justice</p>	<p>Gathering information on a community problem</p> <p>Developing a public policy problem</p> <p>Presenting a portfolio to demonstrate a problem</p> <p>How can we evaluate rules and laws?</p> <p>Why do we need rules?</p> <p>What is authority?</p> <p>What is the difference between power and authority?</p> <p>Why do we need authority?</p> <p>Who should be in positions of authority?</p> <p>What is justice and fairness?</p> <p>How can we solve problems of distributive justice?</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	

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3. Core Subject Area: Social Studies -Character Education Integrated Curriculum	4. Specific Pages or Items that Correlate:	5. Comprehensive Coverage of Core Concept	6. Partial Coverage of Core Concept
7. Standard: Understands the need for fairness and justice Objective:	How can we solve problems of corrective justice? How can we solve problems of procedural justice? Why do we need the meaning of justice and fairness in our society?	✓ ✓ ✓	

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1. Publisher:	Center for Civic Education
2. Instructional Material(s) being correlated:	Foundations of Democracy Series The Bubble People Learn About Authority

3. Core Subject Area:	4. Specific Pages or Items that Correlate:	5. Comprehensive Coverage of Core Concept	6. Partial Coverage of Core Concept
Social Studies			
7. Standard: 6010-06			
Objective: The students will understand that individuals need rules to govern group behavior	How Can we evaluate rules and laws? How can you develop a new rule or law? Why do we have rules and laws?	✓ ✓ ✓	
Identify the reasons for authority and rules	What is authority? What is the difference between power and author.?	✓ ✓	
Show how rules help promote fair treatment of all people	Why do we need authority?	✓	

Project Citizen, State Standards, State Frameworks and State Assessment

Utah Core Curriculum Standards - Service Learning

Content Standards <i>Intermediate</i>	Performance Standards <i>Intermediate</i>
Enhance writing skills through descriptions of government, political and legal processes	Direct service activities and put students face to face helping someone
Develop an original project or paper on government policy articulation, formation, implementation, adjudication	Indirect service activities performed "behind the scenes" channeling resources to alleviate a problem
Write a paper on a legal issue presently confronting the United States and evaluate possible solutions	Advocacy service projects requiring students to lend their voices and talents to the disenfranchised or correct and injustice (advocating for a new city park, for a change in the law, promoting a youth cause, etc.)
Use appropriate vocabulary skills and terminology	Develop skill building projects in order to identify, learn and practice specific skills necessary for a project
Identify main and supporting ideas and arguments	Use a wide variety of resources including encyclopedias, experts in the community, and computers to study topical material from the curriculum
	Interpret and create graphs, charts, statistics, newspapers, political articles, and observations of political events