

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

Analyze the effects that the United State Constitution and Declaration of Independence have on the lives of students (305-506)	Objective: 6050-0202		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)	7. Standard: 6050 - 02 Objective: 6050-0201	3. Core Subject Area: Social Studies - 6050 - Fifth Grade
ives of students. UNIT 1, Lessons 1-6: What were the Founders' basic ideas about government? UNIT 2, Lessons 7-10: How was our Constitution written? UNIT 3, Lesson 11-15: How did the Framers organize our government? UNIT 4, Lessons 16-20: How does the Constitution protect your basic rights? UNIT 5, Lessons 21-22: What are the responsibilities of citizens?	UNIT 1, Lesson 6: What was our first national government like? UNIT 2, Lessons 7-10: How was our Constitution written UNIT 3, Lesson 11: How did the Framers limit the powers of our government? UNIT 4, Lessons 16-20: How does the Constitution protect your basic rights?	UNIT 1, Lesson 5: How did the Founders use their ideas in the Declaration of Independence?	UNIT 1, Lesson 1: UNIT 1, Lesson 2:		4. Specific Pages or Items that Correlate:
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Salt Lake City, Utah 84111 (801) 538-7783 Utah State Textbook Commission
Utah State office of Education
250 East 500 South

Objective: 6050-0504 Discuss the function of our court system.	Objective: 6050-0503 Identify major values in the Declaration of Independence, Constitution, and Bill of Rights.	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.	lain the scope and limits of freedom in a democratic ety. (305-604)	3. Core Subject Area: Social Studies - 6050 - Fifth Grade
UNIT 3, Lesson 14: What is the judicial branch? UNIT 4, Lesson 19: How does the Constitution protect your right to be treated fairly by the government?	UNIT 1, Lesson 5: How did the Founders use their ideas in the Declaration of Independence? UNIT 2, Lesson 10: What basic ideas are in the Preamble to the Constitution? UNIT 4, Lessons 16-20: How does the Constitution protect your basic rights?	UNIT 3, Lessons 11-15: How did the Framers organize our government? UNIT 4, Lesson 20: How does the Constitution protect your right to vote? UNIT 5, Lessons 21-22: What are the responsibilities of citizens?	UNIT 1, Lessons 1-6: What were the Founders' basic ideas about government? UNIT 5, Lessons 21-22: What are the responsibilities of chizens?	4. Specific Pages or Items that Correlate:
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				6. Partial Coverage of Core Concept



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

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CORE CORRELATION

for

State of Utah Social Studies Course Description

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															and solutions.	Use current events to understand historical problems		CONTINUE ROS.	Commentariae	secondary sources; e.g., textbooks, encyclopedias	manuscripts, oral histories, art, folklore, and music; and	Investigate primary sources; e.g., journals, pictures,						used to address change throughout U.S. history.	Construct questions, based on observations, that can be							and any make a supply the supply	event and resource use	Investigate the relationship of people place time	1		Develop observation skills to foster inquiry in social		A.		Constitution of the contract o	3. Core Subject Area: Social Studies - 6120 - United States History
What are fair procedures?	UNIT 5, Leason 27 Problem Solving, pg. 118:	Realization related and interests	UNIT 5, Lesson 23 Problem Solving no. 100:	How would you decide?	UNIT 4, Lesson 22 Problem Solving, pg. 92:	How well do you understand Jefferson's concerns?	UNIT 4, Lesson 20 Problem Solving, pg. 86:	Creating bill that are constitutional	ONIT 3, Lesson 14 Problem Solving, pg. 59:	Balancing rights and interests	ONII 4, Lesson 23 Problem Solving, pg. 100;	ONIT 5, Lesson to Problem Solving, pg. 69:	present means amount your for compounds of the Dectabation	Breit ideas and other arrows Serving, pg. 31:	INIT? I care 7 Death California Para	UNIT 2. Lesson 5 Problem Solving, pg. 23:	How were blacks kept from volum?	UNIT 4, Lesson 25 Problem Solving, pg. 106:	Rebellion over voting rights-right or wrong?	UNIT 4, Lesson 25 Problem Solving, pg. 107:	Developing Compromises to form the Union	ONLY 2, Lesson 12 Problem Solving, pg. 33:	Developing a solution on representation	Comment of the same of the comment o	UNIT 3. Lesson 12 Problem Solving are 51.	Wat a new Constitution mandal?	O UNIT 2. Lesson 10 Problem Solving to 44.	What decisions would you provide	UNIT 6, Leason 29 Problem Solving, pg. 127:	Examining participation	UNIT 6, Lesson 28 Problem Solving, pg. 128;	The Founders' fear of abuse of power	UNIT 1, Leason 4 Problem Solving, pg.15:	Individual interests and the common welfare	UNIT 1, Leason 2 Problem Solving, pg.9:	It's your turn to think like a philosopher.	 UNIT 1, Leason 1 Problem Solving, pg.5; 	We the People Examples							Control of the contro	4. Specific Pages or Items that Correlate:
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1. Publisher:
2. Instructions

Objective: 6120-0104 Develop speaking skills in social studies 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.	Objective: 6120-0103 Develop reading skills in social studies. 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, almanaes, geographic information systems (GIS), and satellite images through spatial observation. Compare and contrast a variety of written primary and secondary sources, including literature.	Objective: 6120-0102 Develop writing skills in social studies. 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.	: Social Studies - United States History
 Simulated Congressional Hearing Assessment Tool - Instructional Packet UNIT 3 Lesson 17: Who were the supporters and critics of the Constitution? 	Terms to Know Terms to Know Unit Timelines Reference Section	Simulated Congressional Hearing Assessment Tool Instructional Packet Simulated Congressional Hearing Assessment Tool Instructional Packet Simulated Congressional Hearing Assessment Tool Instructional Hearing Assessment Tool Instructional Packet	4. Specific Pages or Items that Correlate:
			5. Comprehensive Coverage of Core Concept
			6. Partial Coverage of Core Concept

		респитен, спите, акай сонвуниет вритим завоста.	 Develop and use historical data bases; e.g., graphs, time lines, 			Analyze information found in an historical date base.	Objective: 6120-0108 Develop critical analysis skills in social studies			 Understand that events and actions have consequences. 				 Explain simple causal relationships. 		organism and arom opinions.	Develop causal reasoning skills in notini studies.	Objective: 6120-0107		 Organize ideas and information in a variety of ways. 	presentations.			 Find the main and supporting ideas from a discussion, case study, lecture, or media presentation. 	9	Objective: 6120-0106	 Utilize technology is research and in making presentation. 	 Consider the audignos to whom you will present. 	 симе арукоризмо геоофизика на волике выз приставлен. 	Cina assessment at a second and a formace	Develop research and presentation skills in social studies. Determine appropriate ways to present an idea or product.	Objective: 6120-0105	7. Standard: 6120-01	3. Core Subject Area: Social Studies - United States History
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	Convention? UNIT'S, Leason 23: How does the Constitution protect our freedom of expression?	UNIT 2, Lessons 5-10: What experiences shaped the Founders' thinking about government? UNIT 3, Lessons 11-17: What happened at the Philadelphia	UNIT 4, Leasons 18-22: How was the Constitution used to	thinking about government? UNIT 3, Lensons 11-17: What happened at the Philadelphia	UNIT 1, Leasons 1-4: What is government? UNIT 2, Leasons 5-10: What experiences shaped the Founders		basic rights? UNIT 6, Leason 29: What decisions will you make as a citizen?	UNIT 5, Lensons 23-27: How does the Constitution protect your	UNIT 4, Lenson 18: What was the federal system created by the	UNIT 2, Lesson 7: What basic ideas about government were in the Declaration of Independence?	Revolution?	UNIT 2, Lesson 6: What experiences led to the American	UNIT 2, Lesson 5: How were the Americans influenced by their	Constitution?	Constitution?	UNIT 3, Leason 16: What opinions did the Framers have of the		hept from voting?	Dollarsed by the state constitutions? UNIT 4, Leason 25 Problem Solving, pg. 108: How were blacks	UNIT 2, Leason 8 Problem Solving, pg. 33: How was power	UNITS 1-6, We the People Level II	protected?	UNIT 5, Lesson 27: What is the right to due process and how is it	UNIT 5, Lesson 23: How does the Constitution protect freedom of expression?		Instructional Packet		Simulated Congressional Hearing Assessment Tool,-	Simulated Congressional Hearing Assessment Tool, Instructional Packet		Simulated Congressional Hearing Assessment Tool,			4. Specific Pages or Items that Correlate:
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Objective 6120-0302 Identify and describe selected periods or movements of historical change within and across cultures. 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.	 Outline how social and religious movements have helped shape United States history. Define the term "Manifest Destiny" and relate its significance to the expansions of the United States. 	Objective: 6120-0301 Compare and contrast the impact of historical events over time. Example Review and explain the events that changed both the Native American and European cultures. Review and explain the ideas, technology, and events that prodded European exploration of the Americas.	Core Subject Area: Social Studies - 6120 - United States History Standard: 6120 - 03
UNIT 2, Lesson 6: What experiences led to the American Revolution? UNIT 3, Lesson 11: Who attended the Philadelphia Convention and how was it organized? UNIT 5, Lesson 25: How has the right to vote expanded since the Constitution was adopted?	 UNIT 5, Lesson 24: How does the Constitution protect freedom of Religion? 	1	4. Specific Pages or Items that Correlate:
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 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. 	Objective: 6120-0303 Analyze contemporary issues using appropriate historical methodology. Analyze how modern decision-making in the United States reflects the cultural and traditional methods and thinking of past outures.	3. Core Subject Area: Social Studies - 6120 - United States History
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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? UNIT 6, Lesson 29: What decisions will you make as a citteen?	UNIT 1, Lessons 1-4: What is government? UNIT 2, Lessons 5-10: What experiences shaped the Founders' thinking about government?	4. Specific Pages or Items that Correlate:
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	•		Example •	Core Subject Area: Social Stu Standard: 6120 - 04 Objective: 6120-0401 Identify and exam roles, and status of
Explain the legal basis for the Civil Rights movement in the 18th and 19th centuries and compare them to those of the 20th century.	Interpret how an why the Republic of the United States of America provides for the general welfare of its citizens in our society.	Explain how the Constitution and the Bill of Rights are the basis for the current legal system and apply law-related education concepts. Examine the purpose and role of government in a constitutional republic.	Identify the major elements of the United States Constitution and apply them to current issues.	Core Subject Area: Social Studies - 6120 - United States History Standard: 6120-04 Objective: 6120-0401 Identify and examine persisting issues involving the rights, roles and status of the individual in relation to society.
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If protected? UNIT 6, Lessons 28-29: What are the responsibilities of chitens? UNIT 3, Lesson 13: What were the conflicts between the northern and southern states? 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 the process and how is	name rights? UNIT 6, Leasons 28-29: What are the responsibilities of citizens? UNIT 1, Leasons 1-4: What is government? UNIT 3, Leason 16: What opinions did the Framers have of the Constitution? UNIT 3, Leason 17: Who were the supporters and critics of the Constitution? UNIT 4, Leasons 18-22: How were the Constitution used to establish our government? UNIT 5, Leason 23: How does the Constitution protect freelom of expression? UNIT 5, Leason 27: What is the right to the process and how is	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, Lessons 28-29: What are the responsibilities of citizens? UNIT 1, Lessons 1-4: What is government? 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	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, Lessons 28-29: What are the responsibilities of	4. Specific Pages or Items that Correlate:
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Trace party	Madi	Descr Const	Const						past a	Apply					princi	Discu					system	Deterr	COMM	• Trace			deem	Exami	Compare and contrast d	Objective: 6120-0402	7. Standard: 6120-04		3. Core Subject Area: Social Studies - 6120 - United States History
Trace the development and evolution of the United States political party system in the 18th and 19th centuries.	Madison, Hazelwood v. Kuhlmeier.	Describe the impact of various Supreme Court decisions on the Countringion: e.g., Brown v. Board of Education, Marbury v.	Describe the impact of various historical legal figures on the Constitution; e.g., Marshall, Taney, Holmes, Warren Burger.						past and present that have occurred in the United States.	Apply law-related and citizenship education concepts to events					principles in senendments 11 through 27.	Discuss the historical ramifications of the basic constitutional					system in the United States.	Determine the original factors responsible for the present legal	annount.	Trace the influence of other nations on the United States			government.	Examine the principles expressed in the Declaration of	Compare and contrast different political systems, their				- 6120 - United States History
•	28					58	99	29	94	•	ch		9	lan	MA.	•	2	0	99	cu	200	•	En	•	ch	lan		•					4. Speci
UNIT 4, Lesson 20: How did political parties develop?	5, Lesson 26: What is the rig	UNIT'S, Leason 21: Who decides what the Constitution means? UNIT'S, Leason 23: How does the Constitution protect freedom	UNIT 4, Leason 21: Who decides what the Constitution means? UNIT 5, Leason 24: How does the Constitution protect freedom of reliation?	UNIT 6, Lennous 28-19: What are the responsibilities of chilens?	basic rights?	establish our government? UNIT 5, Leasons 23-27: How does the Constitution protect our	UNIT 4, Lessons 18-22: How was the Constitution used to	UNIT 3, Lessons 11-17: What happened at the Philiadelphia	thinking about poverament?	UNIT I, Lessons I-4: What is government?	CHILDRY TO	INIT 6 Leason 28-29. What are the resmonthibling of	UNIT 5, Lesson 27: What is the right to the process and how	tires?	the Constitution was adopted?	UNIT 5, Lesson 25: How has the right to vote expanded since	UNIT 5, Lenson 27: What is the right to the process and how		UNIT 4, Leason 21: Who decides what the Constitution means? UNIT 4, Leason 22: How does the Supreme Court interpret the	and judicia	UNIT 3, Leason 15: How much power should be given to the	UNIT 2, Lesson 5: How were the Americans influenced by their	English background?	UNIT 1, Lessons 1-4: What is government?	UNIT 6, Lessons 28-29: What are the responsibilities of chizens?	laws?	the Declaration of Independence? UNIT'S, Lamon 26: What is the right to equal protection of the	UNIT 2, Leason 7: What basic ideas about government were in					4. Specific Pages or Items that Correlate:
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7. Standard: 6120-04 Objective: 6120-0403 Compare and contrast the ways societies and organizations respond to conflict and cooperation. Examine the response of groups to the rising tensions created by historic events; e.g., American Revolution, Civil War, industrialization of American Revolution, 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.	3. Core Subject Area: Social Studies - 6120 - United States History
UNIT 5, Lesson 25: How has the right to vote expunded 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?	4. Specific Pages or Items that Correlate:
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7. Standard: 6120 - 05		1			
Objective: 6120-0503 Describe the in furthering	503 Describe the various roles men, women, and minorities, take in furthering both continuity and change.				
	Explain the changing roles of men and women in United States history.	•	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		
	3,		protection of the laws? UNIT 5, Lesson 27: What is the right to the process		
			and how is it protected? UNIT 6, Lessons 28-29: What are the responsibilities		
	Examine the roles of minority groups in United States	•	of citizens? UNIT S. Lennan 25: How has the right to vote been expanded		
		:	since the Constitution was adopted? UNIT 8, Lennon 26: What is the right to could		
			protection of the laws?		
			and how is it protected?		*

3. Core Subject Area: Social Studies - 6120 - United States History	states History	4. Specific Pages or Items that Correlate:	5. Comprehensive Coverage of Core Concept	6. Partial Coverage of Core Concept
7. Standard: 6120 - 07			Core Convela	Core Concept
Objective: 6120-0701 Demonstrate the characteristics of a lifelong learner in school activities. Example	amer in			
•••	Complete course requirements and activities. Organize time and resources efficiently. Identify historical assemples of people who through persistence and commission of people who through persistence and commission of people who through persistence and commission of people who through persistence fools.	 UNIT 5, Leasons 23-27: How does the Constitution protect our basic rights? UNIT 6, Leason 28-29: What are the responsibilities of 		
 Demonstrate the shilling to a complete tests. 	Demonstrate the ability to utilize social studies information to complete testes.	citizens?		
 Apply knowledge and information to new situations 	nation to new situations.	UNIT 1, Leasons 1-4: What is government? UNIT 2, Leasons 5-10 What experiences shaped the Founders' thinking about government? UNIT 3, Leasons 11-17: What happened at the Philadelphia Convention? UNIT 4, Leasons 18-72: How was the Constitution used to establish our government? UNIT 5, Leason 33-27: How does the Constitution protect our basic rights? UNIT 6, Leason 28-29: What are the responsibilities of chitens?		
 Appreciate a variety of cultural contributions and artistic expressions. Manage information through appropriate research, utilize materials and technology, and in the development of presentations and projects for class activities. Investigate career opportunities as an historian or an economic projects. 	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.			
Objective: 6128-8702 Collaborate in working with others to achieve specified	pecified			
 Serve in a variety of roles; e.g., leader, recorder, participant 	leader, recorder, participant.	 Simulated Congressional Hearing Assessment Tool 	•	
 Show a consideration for the rights and opinions of others 	ghts and opinions of others.	Instructional Packet Simulated Compressional Hearing Assessment Tool	•	
 Balance individual and group needs reaching conflicts in positive ways. 	Balance individual and group needs when building consensus or resolving conflicts in positive ways.	Instructional Packet Simulated Congressional Hearing Assessment Tool	<	
Use human, academic, and toc	Use human, academic, and technological resources effectively.	Simulated Congressional Hearing Assessment Tool	<	

•		••		•	Objective: 6120-073 Demonstrate commitmen	7. Standard: 6120 - 07
Use historical and contemporary contexts to analyze individual demonstrations of respect and support for the rights, responsibilities, and dignity of all people.	Identify and take action to meet community needs.	Participate in activities that promote the public good. Understand economic, political, social and environmental systems in historical and present settings.	Demonstrate respect for human dignity, needs, and rights.	Community, the democratic principles of freedom, just a presently defined.	73 Demonstrate and understanding of, and reasoned commitment to the rule of law.	7. Standard: 6120 - 07
 UNIT 5, Lessons 23-27: How does the Constitution protect our basic rights? UNIT 6, Lessons 28-29: What are the responsibilities of citizens? 	Constitution protect our basic rights? UNIT 6, Lessons 28-29: What are the responsibilities of citizens?	UNIT 4, Lessons 18-22: How was the Constitution used to establish our government? INIT'S 1 cases 21-27: How does the	responsibilities of citizens? UNIT 5, Lessons 23-27: How does the Constitution protect our basic rights? UNIT 6, Lessons 28-29: What are the responsibilities of citizens?	 UNIT 1, Lessons 1-4: What is government? UNIT 5, Lessons 23-27: How does the Constitution protect our basic rights? UNIT 6, Lessons 28-29: What are the 		4. Specific Pages or Items that Correlate:
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We the People... The Citizen and the Constitution LEVEL III

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: American Government and Law

1. Publisher: Center for Civic Education

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

7. Standard: 6300-01 Core Subject Area: Social Studies - 6300 - American Government and Law 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. Objective: 6300-0102 Objective: 6300-0101 Example Develop social studies process skills. Develop writing skills in social studies United States and evaluate possible solutions. Write a paper on a legal issue presently confronting the adjudication. policy articulation, formulation, implementation, Develop an original project of paper on government government, political and legal processes. Enhance writing skills through descriptions of Comprehend and arrange events in chronological order or some other sequence. assigned reading materials. Use appropriate vocabulary and terminology. political articles, and observations of political events. Interpret or create graphs, charts, statistics, newspapers, Identify main and supporting ideas and arguments in 4. Specific Pages or Items that Correlate: We the People ... Example Simulated Congressional Hearing Assessment Tool Simulated Congressional Hearing Assessment Tool UNIT 1, Lesson 3 Critical Thinking Exercise: Reviewing and Using the Lesson Instructional Packet Instructional Packet Simulated Congressional Hearing Assessment Tool UNIT 2, Lesson 12 Critical Thinking Exercise: DEVELOPING AND DEFENDING POSITIONS CLASSICAL REPUBLICANSISM THE NATURAL RIGHTS PHILOSPHY AND UNDERSTANDING THE DIFFERENCES BETWEEN Individual Rights Develop? UNIT 1, Lesson 4: How Did Modern Ideas of Unit Timelines Terms to Know Instructional Packet 5. Comprehensive Core Concept Coverage of 11 < 6. Partial Core Concept Coverage of 11

 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. 		Objective: 6300-0201 Develop map and globe skills of space and place. Example • 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.	 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. 	3. Core Subject Area: Social Studies - 6300 - American Government and Law
	African Americans? UNIT 4, Lesson 26: How Did the Civil Rights Movement Use the Constitution to Achieve Its Goals? UNIT 4, Lesson 27: How Has the Right to Vote Expanded Since the Adoption of the Constitution?	We the People Example UNIT 2, Lesson 13: What Powers Were Granted to the Legislative Branch? UNIT 4, Lesson 23: What Were the Constitutional Issues That Led to the Civil War? UNIT 4, Lesson 24: What Amendments to the Constitution Were Added to Protect ht Rights of		4. Specific Pages or Items that Correlate:
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Salt Lake City, Utah 84111 (801) 538-7783 Utah State Textbook Commission Utah State office of Education 250 East 500 South

1. Publisher: Center for Civic Education

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

		We the People, Level III: UNITS 1-6, Lessons 1-40 • UNIT 3, Lessons 18-22: How Did the Values and Principles Embodied in the Constitution shape American Institutions and Practices? • UNIT 5, Lessons 29-34: What Rights Does the Bill of Rights Protect? UNIT 6, Lessons 29-34: What Rights Does the Bill of Rights Protect? UNIT 3, Lesson 21: What is Judicial Review? Why Is It Controversial? UNIT 4, Lesson 28: To What Extent Can the Law Correct Injustice and Other Problems in American Society? UNIT 5, Lesson 32: What Is the Importance of Procedured Due Process? UNIT 5, Lesson 33: How Do the Fourth and Fifth Amendments Protect Us against Unreasonable Law Enforcement Proceedures? UNIT 3, Lessons 34: How do the Fifth through Eighth Amendment Protect Our Rights Within the Judicial System? • UNIT 3, Lessons 18-22: How Did the Values and Principles Embodied in the Constitution shape American Institutions and Practices? UNIT 5, Lessons 23-28: How Have the Protections of the Bill of Rights Been Developed and Expanded? UNIT 5, Lesson 32: What Is the Importance of Proceadural Due Proceas? UNIT 5, Lesson 33: How Do the Fourth and Fifth Amendments Protect Us Against Unreasonable Law Enforcement Procedures? UNIT 5, Lesson 34: How do the Fifth through Eighth Amendment Protect Our Rights Within the	Objective: 6300-0301 Historical interpretations of the role of government and law evolve with change in society. Example 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. Explain how specific Constitutional concepts including judicial review, states' rights, due process, and national supremacy have affected the historical development of the United States.
			 Standard: 6300-03 Students will demonstrate why and how attitudes, events, persons, movements, and
Coverage of Core Concept	Coverage of Core Concept		

3. Core Subject Area: Social Studies - 6300 - American Government and Law	w 4. Specific Pages or Items that Correlate:	5. Comprehensive Coverage of Core Concept	6. Partial Coverage of Core Concept
 Standard: 6300-03 Students will demonstrate why and how attitudes, events, persons, movements, and documents have influenced humanity. 			
Objective: 6309-0302 Students will demonstrate why and how our governmental and legal systems have been influenced over time by ideas, attitudes, events, persons, movements, and documents. Example Define major periods in the development of American political culture and ideology.	We the P	< < < <	
 Describe the development and dynamics of the two-party system. 		< <	
 Trace the broadening of participatory democracy over the course of American history; e.g., expanding voting rights, civil, criminal, and juvenile rights. 		< < ·	
	Law Enforcement Procedures? UNIT 5, Lesson 34: How do the Fifth through Eighth Amendment Protect Our Rights Within the		
Discuss significant contributions of philosophy, religion, art, literature, sociology, science, and other fields to American government and law.	•		
	UNIT 2, Lesson 16: What Was the Anti-Federalist Position in the Debate about Ratification? UNIT 2, Lesson 17: What Was the Federalist Position in the Debate about Ratification?	<	

<		Lean about Constitutionalism from Other Countries?	 Compare alternative governments and political systems.
	<	 UNIT 6, Lessons 35-40: What Are the Roles of the Citizen in American Democracy? UNIT 6, Lesson 38: What Can American Citizens 	 Examine the conditions under which constitutional governments flourish and conditions under which they do not, and the role that citizens play.
		5 25	
	٠ ,	 UNIT 1, Lessons 1-9: What Are the Historical Foundations of the American Political System? UNIT 3, Lessons 18-22: How did the Values and 	 Discuss the purposes of constitutions and judicial systems and how they affect the political, economic, and social systems of societies.
		UNIT 1, Lessons 1-9: What Are the Historical Foundations of the American Political System?	 Explain the role of government and how the law affects individual citizens and groups using law-related and citizenship education concepts and methods.
	<	We the People Example	Identify and examine the competing ideas about the necessity and purposes of politics, government, and law. Example
			Objective: 6300-0401
			 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.
6. Partial Coverage of Core Concept	5. Comprehensive Coverage of Core Concept	4. Specific Pages or Items that Correlate:	3. Core Subject Area: Social Studies - 6300 - American Government and Law
			2. Instructi Material (s) being correlated: We the People, Level III
			1. Publisher: Center for Civic Education

1. Publisher: Center for Civic Education

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

 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. 	Students will demonstrate why people in different societies create and adopt systems of government and how each addresses human needs, rights, and citizen responsibilities. Objective: 6300-0402 Identify and examine persisting issues involving the balance between individual rights and the general welfare. • 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. Sanford, 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.	Core Subject Area: Social Studies - 6300 - American Government and Law Standard: 6300-04
Society? UNIT 5, Lessons 29-34: What Rights Does the Bill of Rights Protect? UNIT 4, Lessons 23-28: How Have the Protections of the Bill of Rights Been Developed and Expanded? UNIT 5, Lessons 29-34: What Rights Does the Bill of Rights Protect? UNIT 6, Lesson 35-40: What Are the Roles of the Citizen in American Democracy? UNIT 5, Lessons 29-34: What Rights Does the Bill of Rights Protect	UNIT 3, Lesson 21: What Is Judicial Review? Why Is it Controversial? UNIT 4, Lesson 23: What Were the Constitutional Issues That Led to the Civil War? UNIT 4, Lesson 26: How Did the Civil Rights Movement Use the Constitution of Achieve Its Goals? UNIT 4, Lesson 28: To What Extent Can the Law Correct Injustice and Other Problems in American	4. Specific Pages or Items that Correlate:
		5. Comprehensive Coverage of Core Concept
		6. Partial Coverage of Core Concept

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	Discuss the political attitudes and responsibilities of American citizens.	Compare and contrast the structure and function of political parties in the United States and other nations.	 Compare different ways governments gain legitimacy; e.g., the constitutional monarchy of Great Britain, representative democracy in the United States 	Objective: 6300-0403 Compare different political systems, their ideologies, institutions, processes, and political cultures. • Explain the difference between federal and centralized systems of government and give examples of each.	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.	3. Core Subject Area: Social Studies - 6300 - American Government and Law 4. Si
UNIT 6, Lesson 39: What are some Constitutional Issues Facing the United States Citizens in the Nation's Third Century? UNIT 6, Lesson 40: What Is Meant by Returning to Fundamental Principles?	ONIT 6, Lesson 38: What Can American Citzens Learn about Constitutionalism from Other Countries? UNIT 6, Lesson 35: What Does It Mean to Be a Citzen? UNIT 6, Lesson 36: How Do We Use Our Citzenship?	UNIT 6, Lesson 38: What Can American Citizens Learn about Constitutionalism from Other Countries? UNIT 3, Lesson 20: What Caused the Rise of Political Parties?	UNIT 3, Lesson 22: How Is Power Divided Between the Federal and State Governments? UNIT 1, Lesson 2: How Does Government Secure Natural Rights? UNIT 1, Lesson 6: How Did Representative Government Bestin in Envland?	UNIT 1, Lesson 2: How Does Government Secure		4. Specific Pages or Items that Correlate:
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						6. Partial Coverage of Core Concept

3. Core Subject Area: Soc. 7. Standard: 6300-04 Students will demonstrate w government and how each a Objective: 6300-0404 Compare t between f	3. Core Subject Area: Social Studies - 6300 - American Government and Law 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. Objective: 6300-0404 Compare the ways societies and organizations respond to conflicts between forces of unity and forces of diversity. • Evaluate the activist versus a restrained Supreme Court. • Discuss tolerance in relation to a variety of issues.	4. Specific Pages or Items that Correlate: UNIT 6, Lesson 39: What Are Some Constitutional Issues Facing the United States Citizens in the Nation's Third Century? UNIT 5, Lesson 29: Why Does the First Amendment Limit the Government's Power over Religion? UNIT 5, Lesson 30: How Does the First Amendment Protect Freedom of Expression? UNIT 2, Lesson 15: What Conflicting Opinions Did the Framers Have about the Completed Constitution? UNIT 2, Lesson 16: What Was the Anti-Federalists'	5. Comprehensive Coverage of Core Concept
	Discuss mistrust of government.		
	Explain the difference an individual citizen can make. Explain why a certain level of political diversity,	CINIT 6, Lesson 35: What Does It Mean to be a Chizen? UNIT 6, Lesson 36: How Do We Use Our Citizenship? UNIT 3, Lesson 20: What Caused the Rise of Political	<< •
	democracy.	UNIT 3. Lesson 21: What Is Judicial Review? Why Is It	
		UNIT 5, Lesson 29: Why Does the First Amendment	<
		UNIT 5, Lesson 30: How Does the First Amendment Protect Fundam of Errors ston?	,
		UNIT 6, Lesson 39: What Are Some Constitutional Issues Facing the United States Citizens in the Nation's Third Century?	,

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 Objective: 6300-0501 7. Standard: 6300-05 Objective: 6300-0503 Objective: 6300-0502 Students will demonstrate why and how commonalties and differences of ideas, attitudes choices, and technologies influence the interaction and behavior of individuals, groups, institutions, and cultures. patterns affect political culture and legal traditions. Example Apply an understanding of how societal traditions, ideas, and behavior a wide variety of events and factors; e.g., English Common Law, the American Revolution the nation's religious heritage and, the changing of Discuss how American political culture and law have been influenced by Utilize a variety of resources to interpret cultural values and standards family structure and roles. technologies. particular way on the basis of shared assumptions, ideas, and Explain why individuals, groups, and institutions respond to change in a Discuss factors affecting ideology and party identification. Write an elected official and express your opinion or concerns Define political culture and identify the dominant aspects. regarding a law-related issue. piece of legislation under discussion. Visit the legislature during the legislative session and analyze a Analyze class consciousness in the United States the United States. defining government policy. Describe the role that perceptions, beliefs and interests play in Use technology to research case law List the sources and assess the influence of political attitudes in 4. Specific Pages or Items that Correlate: Begin in England?
UNIT 1, Lesson 8: Why Did the American Colonists Want to Free Themselves From Britain? What Basic Ideas about American Constitutionalism?
UNIT 1, Lesson 6: How Did Representative Government UNIT 1, Lesson 5: What Were the British Origins of We the People ... Examples Government Did the Founders Put in the Declaration of Independence? UNIT 3, Lesson 20: What Caused the Rise of Political Parties? UNIT 3, Lessons 18-22: How Did the Values and Principles Embodied in the Constitution Shape American Institutions and Practices? 5. Comprehensive Core Concept Coverage of 6. Partial Core Concept Coverage of

T. Standard: 6300-05 Students will demonstrate why and how commonalties and differences of ideas, attitudes, choices, and technologies influence the interaction and behavior of individuals, groups, institutions, and cultures. Objective: 6300-0504 Describe the various forms and roles that institutions take in furthering both continuity and change within their governments and legal systems. 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 Third Century? UNIT 6, Lesson 19: What Are. Issues Facing United States Citi	3. Core Subject Area: Social Studies - 6300 - American Government and Law 4. Specific Pages or
UNIT 3, Lesson 18: How Was the Constitution Used to Organize the New Government? UNIT 6, Lesson 39: What Are Some Constitutional Issues Facing United States Citizens in the Nation's Third Century?	4. Specific Pages or Items that Correlate:
	5. Comprehensive Coverage of Core Concept
, ,	6. Partial Coverage of Core Concept

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Salt Lake City, Utah 84111
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3. Core Subject Area: S	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
7. Standard: 6300-07 Students will demonstrate citizenship are necessary	Standard: 6300-07 Students will demonstrate why and how lifelong learning, collaboration, and responsible citizenship are necessary to promote personal and public good.			
Objective: 6300-0701 Demonst	701 Demonstrate the characteristics of a lifelong learner in school activities.			
Example •	Consider different strategies for coping with situations which arise from conflicting ideas, and socioeconomic conditions in the past and at the present time.	UNIT 2, Lesson 13, Critical Thinking Exercise: Developing and Defending Plans for Representation UNIT 4, Lesson 28, Critical Thinking Exercise: Examining a Supreme Court Opinion on Affirmative Action	< <	
	Organize resources and time efficiently. Use appropriate strategies to identify and meet needs and goals.			
Objective: 6300-0702 Demon results.	O2 Demonstrate collaboration in working with others to achieve specified results. Describe ways in which government works to deal with conflict	UNIT 5, Lesson 31, Critical Thinking Exercise:	<	
	and to make decisions relating to the common good. Understand how citizens can work together to change or		,	
	Listen with respect to the ideas and views of others.	 CONTEMPORARY AMERICAN CITIZENSHIP Simulated Congressional Hearing Assessment Tool: Instructional Packet 		
	Demonstrate an understanding of the group's needs or goals.	 Simulated Congressional Hearing Assessment Tool: Instructional Packet 	•	
	Show respect and willingness to participate in group problem- solving activities while serving in a variety of roles.	 Simulated Congressional Hearing Assessment Tool: Instructional Packet Simulated Congressional Hearing Assessment Tool: 		
	Demonstrate the ability to resolve conflicts positively. Use multiple resources effectively.	 Instructional Packet Simulated Congressional Hearing Assessment Tool: Instructional Packet 	•	
	Participate in a community, county, or state political campaign. Identify careers in government and law.			



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

1. Publisher: Center for Civic Education

2. Instructional Material(s) being correlated: Foundation of Democracy
Series

	CHARLES THE PROPERTY OF THE PERSON OF THE PE	
4. Specific Pages or Items that Correlate:	5. Comprehensive Coverage of Core Concept	6. Partial Coverage of Core Concept
Responsibility curriculum What is responsibility	11	
Where do responsibilities come from	1	
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Identifying worthwhile community projects	,	
	or Items the contract of the c	or Items that Correlate: 5. ili'ty curriculum responsibility responsibility responsibilities m the consequences g on a responsibilities g on a responsibilities g responsibilities itizen curriculum ing worthwhile

1. Publisher: Center for Civic Education

2. Instructional Material(s) being correlated: Project Citizen and Foundation of Democracy Series

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:			
Objective: Identifies and takes action to met community needs	Gathering information on a Peveloping public policy	/ /	
Identifies and accesses resources to solve problems	Presenting a portfolio to demonstrate a problem	1	
Complementary Integration - Teaching About Rules and Authority	How can we evaluate rules and laws?	1	
Understand that individuals need rules (standard 6010-06)	Why do we need rules? What is authority?	11	
Identify the reasons for authority and rules (standard 6010-06)	is th	43	
Understand how rules help promote fair treatment of all people (standard 6010)	do we need au	7	
Interdisciplinary Integration - Teaching About Fairness	of authority!		
and Justice	What is justice and fairne How can we solve problems	88?	
Understands the need for fairness and justice	of distributive justice?	1	

Core Correlation Form

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3. Core Subject Area: Social Studies - Character Education Integrated Curriculum 7. Standard: Understands the need for	4. Specific Pages or Items that Correlate:
Understands the need fairness and justice	How can we solve problems of corrective justice?
	How can we solve proble of procedural justice?
	Why do we need the mean of justice and fairness our society?

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

Core Correlation Form

I. Publisher: Center for Civic Education

2. Instructional Material(s) being correlated: Foundations of The Bubble People Learn About Authority Democracy Series

7. Standard: 3. Core Subject Area: Objective: Show how rules help promote Identify the reasons for authority group behavior The students will understand that and rules individuals need rules to govern 6010-06 Social Studies fair 4. Specific Pages or Items that Correlate: and laws? new rule or law? HOW HOW between What is Why do What is Can we evaluate rules can you develop a we have rules and authority? power and author. thedifference ÿ, Comprehensive Core Concept Coverage of 1 9 Partial Concept of Core Coverage

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 Intermediate	Performance Standards Intermediate
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 pre- sently 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