

## Textbook Alignment to the Utah Core – U.S. Government & Citizenship

This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list ([www.schools.utah.gov/curr/imc/indvendor.html](http://www.schools.utah.gov/curr/imc/indvendor.html).) Yes  No

Name of Company and Individual Conducting Alignment: Len Van de Graaff

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

On record with the USOE.

The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): U.S. Government & Citizenship Core Curriculum

Title: Foundations Series: American Government, © 2010 ISBN#: 078546994X (SE); 0785468536 (TE)

Publisher: Pearson publishing as Prentice Hall

Overall percentage of coverage in the *Student Edition (SE) and Teacher Edition (TE)* of the Utah State Core Curriculum: 100%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: 0%

**STANDARD I: Students will understand the significance and impact of the Constitution on everyday life.**

Percentage of coverage in the *student and teacher edition* for Standard I: 100 %

Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard I: 0%

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 1.1: Investigate the ideas and events that significantly influenced the creation of the United States Constitution.</b>				
a.	Identify and summarize the philosophies that contributed to the Constitution; e.g., Machiavelli, Locke, Jefferson, Madison, Hamilton.	SE: 17, 23–24, 30, 31–32, 36–40, 41–43, 45, 548, 557, 672, 675, 676, 677 TE: 17, 23–24, 30, 31–32, 36–40, 41–43, 41, 45, 548, 557, 672, 675, 676, 677		
b.	Identify and investigate the events that led to the creation of the Constitution.	SE: 33–35, 36–40, 41–43 TE: 33–35, 36–40, 41–43		
c.	Analyze how the idea of compromise affected the Constitution.	SE: 38 TE: 38		
<b>Objective 1.2: Assess the essential ideas of United States constitutional government.</b>				
a.	Examine the purposes and role of government.	SE: 6–7, 9–12 TE: 6–7, 9–12		
b.	Investigate the major ideas of the Declaration of Independence, the Constitution, and other writings; e.g., Magna Carta, English Bill of Rights, Mayflower Compact, Declaration of Independence, Articles of Confederation, Iroquois Confederation.	SE: C1–C25, 22, 23, 24, 30, 31, 36–40, 41–43, 50–57, 60–66, 68–71, 558, 669, 670 TE: C 1–C25, 22, 23, 24, 30, 31, 36–40, 41–43, 50–57, 60–66, 68–71, 558, 669, 670		
c.	Compare the Articles of Confederation to the United States Constitution.	SE: 33–35 TE: 33–35		
<b>Objective 1.3: Determine the importance of popular sovereignty and limited government in a democratic society.</b>				
a.	Explain how the separation of powers is maintained through checks and balances.	SE: 32, 40, 45, 53–55, 57, 59, 208, 605 TE: 32, 40, 45, 53–55, 57, 59, 208, 605		
b.	Describe how the federal system of government creates a division of power.	SE: 32, 40, 52–53, 57, 78–84, 605 TE: 32, 40, 52–53, 57, 78–84, 605		
c.	Determine how judicial review makes the Constitution a	SE: 55, 57, 58–59, 70,		

	living document.	454–455 TE: 55, 57, 58–59, 70, 454–455		
d.	Examine how the rule of law affects everyday life.	SE: 41, 52, 468–471, 472– 476, 477–482, 484–487, 498– 503, 527–531, 534–538, 554, 605 TE: 41, 52, 468–471, 472– 476, 477–482, 484–487, 498– 503, 527–531, 534–538, 554, 605		
e.	Investigate the necessity for civic virtue.	SE: 13, 15, 117, 143, 235, 483, 539, 623 TE: 13, 15, 117, 143, 235, 483, 539, 623		
<b>Objective 1.4: Investigate the organization and functions of the United States government.</b>				
a.	Explain how legislative, executive, and judicial powers are distributed and shared among the three branches of national government.	SE: 32, 40, 52, 53–55, 56, 62–63, 78–84, 252–258, 259– 263, 266–270, 271, 272–277, 346–349, 352–354, 355–357, 444–448, 454–457, 470–471, 605 TE: 32, 40, 52, 53–55, 56, 62–63, 78–84, 252–258, 259– 263, 266–270, 271, 272–277, 346–349, 352–354, 355–357, 444–448, 454–457, 470–471, 605		
b.	Describe how the United States Congress makes laws.	SE: 294–299, 300, 301– 305 TE: 294–299, 300, 301– 305		
c.	Examine the ways in which the executive branch carries out laws.	SE: 315, 346–349, 350– 351, 355–357 TE: 315, 346–349, 350– 351, 355–357		
d.	Investigate how laws are interpreted by courts through an adversarial process; i.e., plaintiff, defendant.	SE: 444–448, 449, 450– 453, 454–457, 458–461, 505–509 TE: 444–448, 449, 450– 453, 454–457, 458–461, 505–509		
<b>STANDARD II: Students will understand the protections and privileges of individuals and groups in the United States.</b>				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: <u>0</u> %		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 2.1: Assess the freedoms and rights guaranteed in the United States Constitution.</b>				
a.	Determine the rights and liberties outlined in the Bill of Rights.	SE: C16– C18, 24, 55, 62, 63, 206, 207, 263, 468, 470–471, 472–476, 477-497, 498, 499, 500–501, 503, 504, 506, 507, 508, 512–515, 527, 580 TE: C16–C18, 24, 55, 62, 63, 206, 207, 263, 468, 470–471, 472–476, 477-497, 498, 499, 500–501, 503, 504, 506, 507, 508, 512–515, 527, 580		
b.	Examine how the Bill of Rights promotes civil rights and protects diversity.	SE: C16, 24, 62, 206, 207, 468, 470, 472–476 TE: C16, 24, 62, 206, 207, 468, 470, 472–476		
c.	Assess the significance of the First and Fourteenth Amendments.	SE: C16, C19–C20, 62, 64, 137, 206, 207, 268, 470, 472–476, 494–497, 500, 506, 536, 537, 540, 580 TE: C16, C19–C20, 62, 64, 137, 206, 207, 268, 470, 472–476, 494–497, 500, 506, 536, 537, 540, 580		
<b>Objective 2.2: Analyze how civil rights and liberties have been changed through court decisions.</b>				
a.	Examine how the Bill of Rights promotes a just legal system.	SE: C17–C18, 62, 263, 470, 507, 506, 512–515, 508, 527 TE: C17–C18, 62, 263, 470, 507, 506, 512–515, 508, 527		
b.	Summarize the differing interpretations of the strict versus loose constructionists.	SE: 267–269 TE: 267–269		
c.	Identify landmark cases and their impact on civil rights and individual liberties; e.g., <i>Dred Scott</i> , <i>Plessey</i> , <i>Brown</i> , <i>Miranda</i> , <i>Gideon</i> , <i>Bakke</i> .	SE: 508, 510–511, 528–529, 532–533, 535–538 TE: 508, 510–511, 528–529, 532–533, 535–538		
<b>STANDARD III: Students will understand the distribution of power among the national, state, and local governments in the United States federal system.</b>				

Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ <b>100</b> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ <b>0</b> %		
<b>OBJECTIVES &amp; INDICATORS</b>		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>Objective 3.1: Determine the relationship between the national government and the states.</b>				
a.	Identify and explain the concept of federalism.	SE: 56, 62–63, 78–84, 88, 470–471 TE: 56, 62–63, 78–84, 88, 470–471		
b.	Examine the debate between federal supremacy and states' rights.	SE: 82, 83, 84, 85–89 TE: 82, 83, 84, 85–89		
c.	Assess the unique relationship between the sovereign American Indian nations and the United States government.	SE: 270, 523, 636 TE: 270, 523, 636		
<b>Objective 3.2: Analyze the role of local government in the United States federal system.</b>				
a.	Describe the powers given to local governments.	SE: 635, 640, 641, 644–646, 648–653 TE: 635, 640, 641, 644–646, 648–653		
b.	Investigate the structure and function of local government.	SE: 635, 640, 641, 644–646, 648–653 TE: 635, 640, 641, 644–646, 648–653		
c.	Assess how federal monies influence local policy and decision-making.	SE: 638, 645, 646, 648, 652 TE: 638, 645, 646, 648, 652		
d.	Explore current issues affecting local governments; e.g., spending, state v. local control, land use.	SE: 635, 640, 641, 644–646, 648–653 TE: 635, 640, 641, 644–646, 648–653		
e.	Examine how public education is a function of state and local government.	SE: 644–645 TE: 644–645		
<b>STANDARD IV: Students will understand the responsibilities of citizens in the United States.</b>				

Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: _____ <b>100</b> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ <b>0</b> %		
<b>OBJECTIVES &amp; INDICATORS</b>		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>Objective 4.1: Investigate the responsibilities and obligations of a citizen.</b>				
a.	Assess the need to obey laws.	SE: 444–448, 449, 450–453, 454–457, 458–461, 505–509 TE: 444–448, 449, 450–453, 454–457, 458–461, 505–509		
b.	Examine the election and voting process.	SE: 117, 128–131, 132–137, 138–142, 143, 144–149, 156–162, 163–167, 168, 169–175 TE: 117, 128–131, 132–137, 138–142, 143, 144–149, 156–162, 163–167, 168, 169–175		
c.	Examine the United States tax system.	SE: 254, 255, 390–392, 647, 648–651, 652 TE: 254, 255, 390–392, 647, 648–651, 652		
d.	Recognize the need for selective service in maintaining a military.	SE: 379, 381 TE: 379, 381		
e.	Investigate the major political parties and their ideas.	SE: 100–101, 102–107, 108–112, 113–116, 118–121 TE: 100–101, 102–107, 108–112, 113–116, 118–121		
<b>Objective 4.2: Investigate ways in which responsible citizens take part in civic life.</b>				
a.	Evaluate the need for civic dialogue in maintaining a democratic society; e.g., public meetings, mass meetings.	SE: 483, 484–487 TE: 483, 484–487		
b.	Participate in activities that promote the public good; e.g., the voting process, jury duty, community service.	SE: 13, 117, 143, 235, 483, 623 TE: 13, 117, 143, 235, 483, 623		
<b>Objective 4.3: Assess methods for respectfully dealing with differences.</b>				

a.	Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation.	SE: 27, 216, 345, 408–413, 421–429, 430, 431–435, 483, 504, 522–526, 527–531, 534–538, 593-595 TE: 27, 67, 216, 217–223, 345, 399, 408–413, 421–429, 430, 431–435, 483, 504, 522–526, 527–531, 534–538, 593-595		
b.	Develop an understanding of the role of civility in dealing with individual and group differences.	SE: 14, 15, 117, 235, 483, 539, 623 TE: 14, 15, 117, 235, 483, 539, 623		
<b>STANDARD V: Students will understand basic economic principles and how they influence everyday life.</b>				
Percentage of coverage in the <i>student and teacher edition</i> for Standard V: _____ <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard V: _____ <u>0</u> %		
<b>OBJECTIVES &amp; INDICATORS</b>		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>Objective 5.1: Explore major economic systems.</b>				
a.	Explain how the scarcity and abundance of productive resources contribute to economic systems.	SE: 578–579, 581 TE: 578–579, 581		
b.	Develop an understanding of capitalism, communism, socialism, and mixed economic systems.	SE: 576–577, 578–583, 584–589, 590, 591–595 TE: 576–577, 578–583, 584–589, 590, 591–595		
c.	Examine the problems of newly developing economies in today's world.	SE: 586, 588, 595 TE: 586, 588, 595		
<b>Objective 5.2: Determine how supply and demand affect the availability of goods and services.</b>				
a.	Analyze the role that prices, incentives, and profits play in determining what is produced and distributed in a competitive market system.	SE: 580, 581, 583 TE: 580, 581, 583		
b.	Determine how scarcity and choice influence governmental economic decision making.	SE: 400–401, 593–595 TE: 400–401, 593–595		
c.	Examine how the private and public sectors contribute to an economic system.	SE: 593–595 TE: 593–595		

<b>d.</b>	Analyze the role of specialization and exchange in the economic process.	SE: 390–392, 393–395, 396–398, 578–583, 591–595 TE: 390–392, 393–395, 396–398, 578–583, 591–595		
<b>STANDARD VI: Students will understand the relationship between the United States and the international system.</b>				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VI: _____ <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VI: _____ <u>0</u> %		
<b>OBJECTIVES &amp; INDICATORS</b>		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>Objective 6.1: Examine major government structures and functions outside the United States.</b>				
<b>a.</b>	Explain the purpose of government and analyze how government powers are acquired, used, and justified.	SE: 6–7, 9–12, 550–551, 552–555, 557–563, 564–566, 567–571 TE: 6–7, 9–12, 550–551, 552–555, 557–563, 564–566, 567–571		
<b>b.</b>	Compare different political systems with that of the United States; e.g., dictatorship, democracy, theocracy, monarchy, totalitarianism.	SE: 550–551, 552–555, 557–563, 564–566, 567–571 TE: 550–551, 552–555, 557–563, 564–566, 567–571		
<b>c.</b>	Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.	SE: 408–413, 421–429, 430, 431–435, 590, 591–595 TE: 408–413, 421–429, 430, 431–435, 590, 591–595		
<b>Objective 6.2: Evaluate how United States foreign policy affects the world.</b>				
<b>a.</b>	Explain the powers that the Constitution gives to the president and Congress in foreign affairs, and how these powers have been used.	SE: 352–354, 408–413, 421–429, 430, 431–435 TE: 352–354, 408–413, 421–429, 430, 431–435		
<b>b.</b>	Describe the process by which United States foreign policy is made; e.g., federal agencies, domestic interest groups, the public, the media.	SE: 406–407, 408–413, 414–420, 421–429, 430, 431–435 TE: 406–407, 408–413, 414–420, 421–429, 430, 431–435		
<b>c.</b>	Analyze the various ways in which United States foreign	SE: 421–429, 430, 431– 435, 591–595		



	policy is carried out; e.g., diplomatic, economic, military, humanitarian.	TE: 421–429, 430, 431–435, 591–595		
d.	Explain how United States domestic politics affect United States foreign policy.	SE: 421–424, 426–429, 590, 593–595 TE: 421–424, 426–429, 590, 593–595		
<b>Objective 6.3: Explore how the United States influences other nations, and how other nations influence the United States.</b>				
a.	Describe the impact of the United States’ concepts of democracy and individual rights on the world.	SE: 422–423, 427–429, 431, 558–560 TE: 422–423, 427–429, 431, 558–560		
b.	Explain how developments in other nations affect United States society and life.	SE: 408–413, 421–429, 430, 431–435, 590, 591–595 TE: 408–413, 421–429, 430, 431–435, 590, 591–595		
c.	Describe the role of the United States in international organizations.	SE: 432–435, 594–595 TE: 432–435, 594–595		