

Prentice Hall: Magruder's American Government ©2003

Correlated to:

**Utah Core Standards for United States Government & Citizenship and
American Government and Law
(Grades 9-12)**

| UTAH CORE STANDARDS FOR UNITED STATES GOVERNMENT & CITIZENSHIP AND AMERICAN GOVERNMENT AND LAW | PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s)) |
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| UNITED STATES GOVERNMENT & CITIZENSHIP | |
| Core Standards of the Course | |
| Standard 1: Students will understand the significance and impact of the Constitution on everyday life. | |
| Objective 1: Investigate the ideas and events that significantly influenced the creation of the United States Constitution. | |
| <ul style="list-style-type: none"> Identify and summarize the philosophies that contributed to the Constitution; e.g., Machiavelli, Locke, Jefferson, Madison, Hamilton. | SE/TE: 8, 9, 11, 26-33, 40-43, 48-55, 57, 58, 62, 69, 76, 119, 126-127, 238, 262, 263, 391 TR: Unit 1: 2, 3, 9, 10, 15, 16, 17, 18, 19; Unit 2: 6, 7; Unit 3: 2, 3; Close Up On Primary Sources: 3, 4, 29, 30, 31, 34, 54; Close Up on Participation: 10-11; Close Up on the Supreme Court: 3, 32-33 TECH: www.phschool.com; Presentation Pro CD-ROM; Section Support Transparencies: 7, 10, 13, ; 14, 23, 39, 106, 109, 112, 113, 122, 138; Basic Principles of the Constitution ; Transparencies: 15; Simulations and Data Graphing CD-ROM; Social Studies Skills Tutor CD-ROM |
| <ul style="list-style-type: none"> Identify and investigate the events that led to the creation of the Constitution. | SE/TE: 28-32, 33, 34-39, 40-43, 44-47, 48-54 TR: Unit 1: 9, 10, 11, 12, 13, 14, 15, 16; Close Up on Primary Sources: 4, 28, 29, 30, 31, 56, 57 TECH: www.phschool.com; Section Support Transparencies: 10, 11, 12, ; 109, 110, 111, 112; Basic Principles of the Constitution ; Transparencies: 10, 15; Presentation Pro CD-ROM; Simulations and Data Graphing CD-ROM; Social Studies Skills Tutor CD-ROM |
| <ul style="list-style-type: none"> Analyze how the idea of compromise affected the Constitution. | SE/TE: 51-53 TR: Unit 1: 15, 16 TECH: www.phschool.com; Section Support Transparencies: 13, 112; Basic Principles of the Constitution; Transparencies: 15; Presentation Pro CD-ROM; Simulations and Data Graphing CD-ROM; Social Studies Skills Tutor CD-ROM |

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| Objective 2: Assess the essential ideas of United States constitutional government. | |
| <ul style="list-style-type: none"> Examine the purposes and role of government. | SE/TE: 4-5, 8-10, 14-15, 45, 53, 91, 92, 290, 718, 733 TR: Unit 1: 2, 3, 4, 5, 27, 28; Close Up on Primary Sources: 3, 6, 54, 58; Close Up on Participation: 10-11 ; Close Up on the Supreme Court: 28-29 TECH: www.phschool.com; Section Support Transparencies: 7, 8, 18, 106, 107, 117; Basic Principles of the Constitution; Transparencies: 23, 43; Presentation Pro CD-ROM; Simulations and Data Graphing CD-ROM; Social Studies Skills Tutor CD-ROM |
| <ul style="list-style-type: none"> 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/TE: 9, 29-30, 33, 38, 40-43, 44-46, 62-70, 72-77, 79-82, 626, 793-796 TR: Unit 1: 9, 10, 11, 12, 13, 14, 20, 21, 22, 23, 24, 25, 26; Close Up On Primary Sources: 4, 5, 29, 20, 21, 52, 53, 54, 55, 56, 57, 64, 66; Close Up on the Supreme Court: 4 TECH: www.phschool.com; Section Support Transparencies: 10, 11, 12, ; 15, 16, 17, 109, 110, 111, 114, 115, 116; Basic Principles of the Constitution ; Transparencies: 1, 8, 10, 16; Presentation Pro CD-ROM; Social Studies Skills Tutor CD-ROM; Simulations and Data Graphing CD-ROM |
| <ul style="list-style-type: none"> Compare the Articles of Confederation to the United States Constitution. | SE/TE: 9, 38, 44-46, 48-55, 62-84, 793-796 TR: Unit 1: 13, 14, 15, 16, 20, 21, 22, 23, 24, 25, 26; Close Up on Primary Sources: 5, 52, 53, 64, 66; Close Up on the Supreme Court: 4 TECH: www.phschool.com; Section Support Transparencies: 12, 13, 15, ; 16, 17, 111, 112, 114, 115, 116; Basic Principles of the Constitution; Transparencies: 1, 8, 16; Presentation Pro CD-ROM; Simulations and Data Graphing CD-ROM; Social Studies Skills Tutor CD-ROM |
| Objective 3: Determine the importance of popular sovereignty and limited government in a democratic society. | |
| <ul style="list-style-type: none"> Explain how the separation of powers is maintained through checks and balances. | SE/TE: 1, 39, 53, 66-67, 239, 259, 351, 405, 503, 623, 685, 806 TR: Unit 1: 20, 21; Close Up on Primary Sources: 52, 53, 64, 66 TECH: www.phschool.com; Section Support Transparencies: 15, 114; Basic Principles of the Constitution |

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| <p style="text-align: right;">(Continued)</p> <ul style="list-style-type: none"> Explain how the separation of powers is maintained through checks and balances. | <p style="text-align: right;">(Continued)</p> <p>TECH: Transparencies: 8, 16; Presentation Pro CD-ROM; Social Studies Skills Tutor CD-ROM</p> |
| <ul style="list-style-type: none"> Describe how the federal system of government creates a division of power. | <p>SE/TE: 66-67, 88-96 TR: Unit 1: 20, 21, 27, 28; Close Up on Primary Sources: 6, 52, 53, 58, 64, 66; Close Up on the Supreme Court: 28-29 TECH: www.phschool.com; Section Support Transparencies: 15, 18, 114; 117; Basic Principles of the Constitution; Transparencies: 8, 16, 23, 43; Presentation Pro CD-ROM; Social Studies Skills Tutor CD-ROM</p> |
| <ul style="list-style-type: none"> Determine how judicial review makes the Constitution a living document. | <p>SE/TE: 69-70, 74, 113, 503, 519, 681 TR: Unit 1: 20, 21; Close Up on Primary Sources: 52, 53, 64, 66 TECH: www.phschool.com; Section Support Transparencies: 15, 114; Basic Principles of the Constitution; Transparencies: 8, 16; Presentation Pro CD-ROM; Social Studies Skills Tutor CD-ROM</p> |
| <ul style="list-style-type: none"> Examine how the rule of law affects everyday life. | <p>SE/TE: 195, 222, 293, 436, 453, 554, 564-568, 706, ; 738 TR: Unit 5: 20, 21; Close Up on the Supreme Court: 52-53 TECH: www.phschool.com; Section Support Transparencies: 81, 180; Basic Principles of the Constitution ; Transparencies: 34; Presentation Pro CD-ROM</p> |
| <ul style="list-style-type: none"> Investigate the necessity for civic virtue. | <p>SE/TE: 3, 27, 63, 87, 115, 147, 177, 195, 207, 235, 261, 289, 319, 353, 389, 413, 445, 453, 467, 476, 505, 531, 554, 563, 593, 625, 657, 683, 706, 717 TECH: www.phschool.com</p> |
| <p>Objective 4: Investigate the organization and functions of the United States government.</p> | |
| <ul style="list-style-type: none"> Explain how legislative, executive, and judicial powers are distributed and shared among the three branches of national government. | <p>SE/TE: 15-16, 64-66, 67-68, 69-70, 288-316, 388-410, 504-528 TR: Unit 1: 4, 5, 20, 21; Unit 3: 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21; Unit 4: 13, 14, 15, 16, 17, 18, 19, 20, 21; Unit 5: 2, 3, 4, 5, 6, 7, 8, 9, 10; Close Up on Primary Sources: 13, 16, 20, 36, 43, 52, 53, 61, 64, 66, 68; Close Up on the Supreme Court: 12, 15, 30-31, 54-55</p> |

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| <p style="text-align: right;">(Continued)</p> <ul style="list-style-type: none"> Explain how legislative, executive, and judicial powers are distributed and shared among the three branches of national government. | <p style="text-align: right;">(Continued)</p> <p>TECH: www.phschool.com; Section Support Transparencies: 8, 15, 43, ; 44, 45, 46, 47, 57, 58, 59, 60, 73, 74, 75, 76,; 106, 107, 114, 142, 143, 144, 145, 156, 157,; 158, 159, 172, 173, 174, 175; Basic Principles of the Constitution; Transparencies: 3, 8, 16, 17, 18, 24, ; 25, 32, 36, 37, 48; Presentation Pro CD-ROM; Simulations and Data Graphing CD-ROM; Social Studies Skills Tutor CD-ROM</p> |
| <ul style="list-style-type: none"> Describe how the United States Congress makes laws. | <p>SE/TE: 329-333, 334-340, 342-346 TR: Unit 3: 24, 25, 26, 27, 28, 29, 30; Close Up on Primary Sources: 14; Close Up on the Supreme Court: 13; Close Up on Participation: 8</p> <p>TECH: www.phschool.com; Section Support Transparencies: 49, 50, 51, ; 148, 149, 150; Basic Principles of the Constitution ; Transparencies: 30; Presentation Pro CD-ROM; Simulations and Data Graphing CD-ROM</p> |
| <ul style="list-style-type: none"> Examine the ways in which the executive branch carries out laws. | <p>SE/TE: 393-397 TR: Unit 4: 15, 16</p> <p>TECH: www.phschool.com; Section Support Transparencies: 58, 157; Basic Principles of the Constitution; Transparencies: 25; Presentation Pro CD-ROM; Simulations and Data Graphing CD-ROM</p> |
| <ul style="list-style-type: none"> Investigate how laws are interpreted by courts through an adversarial process; i.e., plaintiff, defendant. | <p>SE/TE: 512-515 TR: Unit 5: 4, 5; Close Up on Primary Sources: 20 TECH: www.phschool.com; Section Support Transparencies: 74, 173; Presentation Pro CD-ROM</p> |
| <p>Standard 2: Students will understand the protections and privileges of individuals and groups in the United States.</p> | |
| <p>Objective 1: Assess the freedoms and rights guaranteed in the United States Constitution.</p> | |
| <ul style="list-style-type: none"> Determine the rights and liberties outlined in the Bill of Rights. | <p>SE/TE: 57, 74, 75, 76, 89, 532-533, 534, 565-566 TR: Unit 1: 22, 23; Unit 5: 11, 12, 20, 21; Close Up on Primary Sources: 5; Close Up on the Supreme Court: 52-53</p> <p>TECH: www.phschool.com; Section Support Transparencies: 16, 77, 81,; 115, 176, 180; Basic Principles of the Constitution</p> |

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| <p style="text-align: right;">(Continued)</p> <ul style="list-style-type: none"> Determine the rights and liberties outlined in the Bill of Rights. | <p style="text-align: right;">(Continued)</p> <p>TECH: Transparencies: 1, 33, 34; Presentation Pro CD-ROM; Simulations and Data Graphing CD-ROM</p> |
| <ul style="list-style-type: none"> Examine how the Bill of Rights promotes civil rights and protects diversity. | <p>SE/TE: 57, 74, 75, 76, 89, 532-533, 534, 565-566 TR: Unit 1: 22, 23; Unit 5: 11, 12, 20, 21; Close Up on Primary Sources: 5; Close Up on the Supreme Court: 52-53 TECH: www.phschool.com; Section Support Transparencies: 16, 77, 81,; 115, 176, 180; Basic Principles of the Constitution; Transparencies: 1, 33, 34; Presentation Pro CD-ROM; Simulations and Data Graphing CD-ROM</p> |
| <ul style="list-style-type: none"> Assess the significance of the First and Fourteenth Amendments. | <p>SE/TE: 59, 74, 75, 77, 92, 97, 107, 150, 153, 157, 236, 237, 271, 285, 295, 315, 43, 533, 534, 535, 536, 537-544, 545, 546-553, 555-558, 564-568, 586-587, 601-602, 610, 612, 613, 653, 664, 677, 730, 740, 799, 800, 801, 802, 803, 804, 805, 806 TR: Unit 1: 22, 23; Unit 2: 36, 37; Unit 5: 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 26, 27, 28, 31, 32, 33, 34; Close Up on Primary Sources: 5, 21, 23, 46, 59; Close Up on the Supreme Court: 20, 21, 36-37, 38-39, 40-41, 42-43, 46-47, 50-51, 52-53; Simulations and Debates: 50-52, 59-61 TECH: www.phschool.com; Section Support Transparencies: 16, 36, 77,; 78, 79, 80, 81, 84, 86, 87, 115, 135, 176, 177, ; 178, 179, 180, 183, 185, 186; Basic Principles of the Constitution ; Transparencies: 1, 5, 13, 33, 35, 38,39, ; 40, 42, ; Presentation Pro CD-ROM; Simulations and Data Graphing CD-ROM; Social Studies Skills Tutor CD-ROM</p> |
| <p>Objective 2: Analyze how civil rights and liberties have been changed through court decisions.</p> | |
| <ul style="list-style-type: none"> Examine how the Bill of Rights promotes a just legal system. | <p>SE/TE: 57, 74, 75, 76, 89, 532-533, 534, 565-566 TR: Unit 1: 22, 23; Unit 5: 11, 12, 20, 21; Close Up on Primary Sources: 5; Close Up on the Supreme Court: 52-53 TECH: www.phschool.com; Section Support Transparencies: 16, 77, 81,; 115, 176, 180; Basic Principles of the Constitution; Transparencies: 1, 33, 34; Presentation Pro CD-ROM; Simulations and Data Graphing CD-ROM</p> |

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| <ul style="list-style-type: none"> Summarize the differing interpretations of the strict versus loose constructionists. | SE/TE: 291-292, 306 TR: Unit 3: 11, 12, 17, 18 TECH: www.phschool.com; Section Support Transparencies: 43, 46, 142, ; 145; Basic Principles of the Constitution; Transparencies: 3, 17; Presentation Pro CD-ROM; Social Studies Skills Tutor CD-ROM |
| <ul style="list-style-type: none"> 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/TE: 532, 582-583, 584, 602-604, 610, 619, 799, 800, 801, 803-804 TR: Unit 5: 24, 25; Close Up on Primary Sources: 22, 23, 46, 60; Close Up on the Supreme Court: 36-37, 40-41, 42-43, 48-49; Simulations and Debates: 2-23 TECH: www.phschool.com; Section Support Transparencies: 83, 86, 87, ; 182, 185, 186; Basic Principles of the Constitution; Transparencies: 5, 35, 42; Presentation Pro CD-ROM |
| <p>Standard 3: Students will understand the distribution of power in the national, state, and local government in the United States federal system.</p> | |
| <p>Objective 1: Determine the relationship between the national government and the states.</p> | |
| <ul style="list-style-type: none"> Identify and explain the concept of federalism. | SE/TE: 1, 70, 73-74, 86-95, 101-103, 113, 138, 262-263, 506, 534-536 TR: Unit 1: 20, 21, 22, 23, 27, 28, 29, 30; Unit 3: 2, 3; Unit 5: 11, 12; Close Up on Primary Sources: 5, 6, 52, 53, 58, 64, 66; Close Up on the Supreme Court: 28-29 TECH: www.phschool.com; Section Support Transparencies: 15, 16, 18, ; 19, 39, 77, 114, 115, 117, 118, 138, 176; Basic Principles of the Constitution; Transparencies: 1, 8, 16, 23, 33, 43; Presentation Pro CD-ROM; Social Studies Skills Tutor CD-ROM; Simulations and Data Graphing CD-ROM |
| <ul style="list-style-type: none"> Examine the debate between federal supremacy and states’ rights. | SE/TE: 86-87, 92, 93, 96, 97-98, 101, 103 TR: Unit 1: 27, 28, 29, 30; Close Up on Primary Sources: 6, 58; Close Up on the Supreme Court: 28-29 TECH: www.phschool.com; Section Support Transparencies: 18, 19, 117, ; 118; Basic Principles of the Constitution; Transparencies: 23, 43; Presentation Pro CD-ROM; Simulations and Data Graphing CD-ROM; Social Studies Skills Tutor CD-ROM |

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| <ul style="list-style-type: none"> Assess the unique relationship between the sovereign American Indian nations and the United States government. | <p>SE/TE: 28, 161, 163, 543, 596-597, 613-614; Unit 2: 17, 18; Unit 5: 29, 30, 35, 36, 37; Close Up on Primary Sources: 32, 37, 38, 39, 45, 46, 47; Close Up on the Supreme Court: 22</p> <p>TECH: www.phschool.com; Section Support Transparencies: 28, 85, 88, ; 127, 184, 187; Basic Principles of the Constitution; Transparencies: 2; Presentation Pro CD-ROM; Simulations and Data Graphing CD-ROM</p> |
| <p>Objective 2: Analyze the role of local government in the United States federal system.</p> | |
| <ul style="list-style-type: none"> Describe the powers given to local governments. | <p>SE/TE: 91, 92, 718, 719-720, 721-722, 726-729</p> <p>TR: Unit 1: 27, 28; Unit 7: 13, 14, 15, 16; Close Up on Primary Sources: 6, 27, 58; Close Up on the Supreme Court: 28-29; Simulations and Debates: 34-38</p> <p>TECH: www.phschool.com; Section Support Transparencies: 18, 102, ; 103, 117, 201, 202; Basic Principles of the Constitution; Transparencies: 23, 43; Presentation Pro CD-ROM</p> |
| <ul style="list-style-type: none"> Investigate the structure and function of local government. | <p>SE/TE: 91, 92, 718, 719-720, 721-722, 726-729</p> <p>TR: Unit 1: 27, 28; Unit 7: 13, 14, 15, 16; Close Up on Primary Sources: 6, 27, 58; Close Up on the Supreme Court: 28-29; Simulations and Debates: 34-38</p> <p>TECH: www.phschool.com; Section Support Transparencies: 18, 102, ; 103, 117, 201, 202; Basic Principles of the Constitution; Transparencies: 23, 43; Presentation Pro CD-ROM</p> |
| <ul style="list-style-type: none"> Assess how federal monies influence local policy and decision-making. | <p>SE/TE: 739, 743-744</p> <p>TR: Unit 7: 19, 20, 21; Close Up on the Supreme Court: 26</p> <p>TECH: www.phschool.com; Section Support Transparencies: 105, 204; Presentation Pro CD-ROM</p> |

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| <ul style="list-style-type: none"> Explore current issues affecting local governments; e.g., spending, state v. local control, land use. | <p>SE/TE: 725-726, 729-732, 733-738 TR: Unit 7: 15, 16, 17, 18; Close Up on Primary Sources: 69 TECH: www.phschool.com; Section Support Transparencies: 103, 104, ; 202, 203; Basic Principles of the Constitution; Transparencies: 50; Presentation Pro CD-ROM; Simulations and Data Graphing CD-ROM</p> |
| <ul style="list-style-type: none"> Examine how public education is a function of state and local government. | <p>SE/TE: 91, 92, 734 TR: Unit 1: 27, 28; Close Up on Primary Sources: 6, 58; Close Up on the Supreme Court: 28-29 TECH: www.phschool.com; Section Support Transparencies: 18, 117; Basic Principles of the Constitution; Transparencies: 23, 43; Presentation Pro CD-ROM</p> |
| <p>Standard 4: Students will understand the responsibilities of citizens in the United States.</p> | |
| <p>Objective 1: Investigate the responsibilities and obligations of a citizen.</p> | |
| <ul style="list-style-type: none"> Assess the need to obey laws. | <p>SE/TE: 195, 222, 293, 436, 453, 554, 564-568, 706, 738 TR: Unit 5: 20, 21; Close Up on the Supreme Court: 52-53 TECH: www.phschool.com; Section Support Transparencies: 81, 180; Basic Principles of the Constitution; Transparencies: 34; Presentation Pro CD-ROM</p> |
| <ul style="list-style-type: none"> Examine the election and voting process. | <p>SE/TE: 103, 120-121, 178-186, 188-194, 195, 215-216, 269-272, 378-379 TR: Unit 2: 4, 5, 22, 23, 24, 25, 31, 32; Unit 3: 4, 5; Unit 4: 10, 11, 12; Close Up on Primary Sources: 9; Close Up on the Supreme Court: 14; Simulations and Debates: 56-58 TECH: www.phschool.com; Section Support Transparencies: 22, 30, 31, ; 34, 40, 56, 121, 129, 130, 133, 139, 155; Presentation Pro CD-ROM; Social Studies Skills Tutor CD-ROM</p> |
| <ul style="list-style-type: none"> Examine the United States tax system. | <p>SE/TE: 294-295, 452, 453, 740 TR: Unit 3: 13, 14; Close Up on the Supreme Court: 30-31 TECH: www.phschool.com; Section Support Transparencies: 44, 143; Basic Principles of the Constitution; Transparencies: 24; Presentation Pro CD-ROM; Simulations and Data Graphing CD-ROM</p> |

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| <ul style="list-style-type: none"> Recognize the need for selective service in maintaining a military. | <p>SE/TE: 479-480 TR: Unit 4: 42, 43 TECH: www.phschool.com; Section Support Transparencies: 70, 169; Basic Principles of the Constitution; Transparencies: 27; Presentation Pro CD-ROM</p> |
| <ul style="list-style-type: none"> Investigate the major political parties and their ideas. | <p>SE/TE: 81, 116-118, 119-131, 132-136, 137-138, 139, 140-141, 142, 169-172, 179, 237-238, 250-251, 324, 327, 368-369, 371, 373 TR: Unit 2: 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 19, 20, 21, 36, 37, 40, 41, 42; Unit 4: 8, 9; Close Up on Primary Sources: 7, 34, 49, 59; Close Up on the Supreme Court: 6, 7, 10, 32-33; Close Up on Participation: 20-21; Simulations and Debates: 42-43 TECH: www.phschool.com; Section Support Transparencies: 21, 22, 23; 24, 25, 29, 36, 55, 120, 121, 122, 123, 124, ; 125, 138, 154; Basic Principles of the Constitution; Transparencies: 13, 44, 45; Presentation Pro CD-ROM; Social Studies Skills Tutor CD-ROM; Simulations and Data Graphing CD-ROM</p> |
| <p>Objective 2: Investigate ways in which responsible citizens take part in civic life.</p> | |
| <ul style="list-style-type: none"> Evaluate the need for civic dialogue in maintaining a democratic society; e.g., public meetings, mass meetings. | <p>SE/TE: 13, 554, 613-618, 721, 722 TR: Unit 5: 35, 36, 37; Unit 7: 13, 14; Close Up on Primary Sources: 27, 39; Close Up on the Supreme Court: 22; Simulations and Debates: 34-38 TECH: www.phschool.com; Section Support Transparencies: 88, 102, ; 187, 201; Presentation Pro CD-ROM; Simulations and Data Graphing CD-ROM</p> |
| <ul style="list-style-type: none"> Participate the activities that promote the public good; e.g., the voting process, jury duty, community service. | <p>SE/TE: 195, 222, 293, 436, 453, 554, 706, 738 TECH: www.phschool.com</p> |
| <p>Objective 3: Assess methods for respectfully dealing with differences.</p> | |

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| <ul style="list-style-type: none"> Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation. | SE/TE: 594-599, 677 TR: Unit 5: 29, 30; Close Up on Primary Sources: 32; Simulations and Debates: 44-45 TECH: www.phschool.com; Section Support Transparencies: 85, 184; Basic Principles of the Constitution; Transparencies: 14; Presentation Pro CD-ROM |
| <ul style="list-style-type: none"> Develop an understanding of the role of civility in dealing with individual and group differences. | SE/TE: 594-599, 677 TR: Unit 5: 29, 30; Close Up on Primary Sources: 32; Simulations and Debates: 44-45 TECH: www.phschool.com; Section Support Transparencies: 85, 184 |
| <p style="text-align: right;">(Continued)</p> <ul style="list-style-type: none"> Develop an understanding of the role of civility in dealing with individual and group differences. | <p style="text-align: right;">(Continued)</p> TECH: Basic Principles of the Constitution; Transparencies: 14; Presentation Pro CD-ROM |
| <p>Standard 5: Students will understand basic economic principles and how they influence everyday life.</p> | |
| <p>Objective 1: Explore major economic systems.</p> | |
| <ul style="list-style-type: none"> Explain how the scarcity and abundance of productive resources contribute to economic systems. | SE/TE: 658-664, 666-670, 672-676 TR: Unit 6: 13, 14, 15, 16, 17, 18, 19; Close Up on Primary Sources: 25, 30; Close Up on the Supreme Court: 24 TECH: www.phschool.com; Section Support Transparencies: 94, 95, 96,; 193, 194, 195; Presentation Pro CD-ROM; Social Studies Skills Tutor CD-ROM |
| <ul style="list-style-type: none"> Develop an understanding of capitalism, communism, socialism, and mixed economic systems. | SE/TE: 658-664, 666-670, 672-676 TR: Unit 6: 13, 14, 15, 16, 17, 18, 19; Close Up on Primary Sources: 25, 30; Close Up on the Supreme Court: 24 TECH: www.phschool.com; Section Support Transparencies: 94, 95, 96,; 193, 194, 195; Presentation Pro CD-ROM; Social Studies Skills Tutor CD-ROM |
| <ul style="list-style-type: none"> Examine the problems of newly developing economies in today’s world. | SE/TE: 658-664, 666-670, 672-676 TR: Unit 6: 13, 14, 15, 16, 17, 18, 19; Close Up on Primary Sources: 25, 30; Close Up on the Supreme Court: 24 TECH: www.phschool.com; Section Support Transparencies: 94, 95, 96,; 193, 194, 195; Presentation Pro CD-ROM; Social Studies Skills Tutor CD-ROM |

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| <p>Objective 2: Determine how supply and demand affects the availability of goods and services.</p> | |
| <ul style="list-style-type: none"> Analyze the role that prices, incentives, and profits play in determining what is produced and distributed in a competitive market system. | <p>SE/TE: 20-21, 658-664 TR: Unit 1: 6, 7, 8; Unit 6: 13, 14; Close Up on Primary Sources: 30; Close Up on the Supreme Court: 2; Simulations and Debates: 46-47 TECH: www.phschool.com; Section Support Transparencies: 9, 94, 108,; 193; Basic Principles of the Constitution; Transparencies: 9, 29; Presentation Pro CD-ROM</p> |
| <ul style="list-style-type: none"> Determine how scarcity and choice influence governmental economic decision-making. | <p>SE/TE: 20-21, 658-664 TR: Unit 1: 6, 7, 8; Unit 6: 13, 14; Close Up on Primary Sources: 30; Close Up on the Supreme Court: 2; Simulations and Debates: 46-47 TECH: www.phschool.com; Section Support Transparencies: 9, 94, 108,; 193; Basic Principles of the Constitution; Transparencies: 9, 29; Presentation Pro CD-ROM</p> |
| <ul style="list-style-type: none"> Examine how the private and public sectors contribute to an economic system. | <p>SE/TE: 20-21, 658-664 TR: Unit 1: 6, 7, 8; Unit 6: 13, 14; Close Up on Primary Sources: 30; Close Up on the Supreme Court: 2; Simulations and Debates: 46-47 TECH: www.phschool.com; Section Support Transparencies: 9, 94, 108,; 193; Basic Principles of the Constitution; Transparencies: 9, 29; Presentation Pro CD-ROM</p> |
| <ul style="list-style-type: none"> Analyze the role of specialization and exchange in the economic process. | <p>SE/TE: 20-21, 658-664 TR: Unit 1: 6, 7, 8; Unit 6: 13, 14; Close Up on Primary Sources: 30; Close Up on the Supreme Court: 2; Simulations and Debates: 46-47 TECH: www.phschool.com; Section Support Transparencies: 9, 94, 108,; 193; Basic Principles of the Constitution; Transparencies: 9, 29; Presentation Pro CD-ROM</p> |
| <p>Standard 6: Students will understand the relationship between the United States and the international system.</p> | |
| <p>Objective 1: Examine major government structures and functions outside the United States.</p> | |

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| <ul style="list-style-type: none"> Explain the purpose of government and analyze how government powers are acquired, used and justified. | <p>SE/TE: 4-5, 8-10, 12-16, 57, 64-66, 67-68, 69-70, 88-89, 288-316, 329-333, 334-340, 342-346, 388-410, 504-528</p> <p>TR: Unit 1: 2, 3, 4, 5, 20, 21, 27, 28; Unit 3: 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30; Unit 4: 13, 14, 15, 16, 17, 18, 19, 20, 21; Close Up on Primary Sources: 3, 5, 6, 13, 16, 43, 52, 54, 58, 62, 68; Close Up on Participation: 8, 10-11; Close Up on the Supreme Court: 12, 13, 15, 28-29, 30-31, 54-5; Simulations and Debates: 24-33, 53-55</p> <p>TECH: www.phschool.com; Section Support Transparencies: 7, 8, 15, 16, ; 18, 43, 44, 45, 46, 47, 49, 50, 51, 57, 58, 59, ; 60, 106, 107, 114, 115, 117, 142, 143, 144, ; 145, 146, 148, 149, 150, 156, 157, 158, 159</p> |
| <p style="text-align: right;">(Continued)</p> <ul style="list-style-type: none"> Explain the purpose of government and analyze how government powers are acquired, used and justified. | <p style="text-align: right;">(Continued)</p> <p>TECH: Basic Principles of the Constitution; Transparencies: 1, 3, 8, 16, 23, 24, 30,; 31, 36, 43; Presentation Pro CD-ROM; Simulations and Data Graphing CD-ROM; Social Studies Skills Tutor CD-ROM</p> |
| <ul style="list-style-type: none"> Compare different political systems with that of the United States; e.g., dictatorship, democracy, theocracy, monarchy, totalitarianism. | <p>SE/TE: 5, 12, 13-14, 15-16, 18-22</p> <p>TR: Unit 1: 4, 5, 6, 7, 8; Close Up on the Supreme Court: 2; Simulations and Debates: 46-47</p> <p>TECH: www.phschool.com; Section Support Transparencies: 8, 9, 107, ; 108; Basic Principles of the Constitution; Transparencies: 9; Presentation Pro CD-ROM; Simulations and Data Graphing CD-ROM; Social Studies Skills Tutor CD-ROM</p> |
| <ul style="list-style-type: none"> Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations. | <p>SE/TE: 45,80, 90, 92, 314, 399-400, 482, 640, 641</p> <p>TR: Unit 1: 27, 28; Unit 4: 17, 18; Unit 6: 6, 7; Close Up on Primary Sources: 6, 16, 24, 43, 58, 62; Close Up on the Supreme Court: 28-29</p> <p>TECH: www.phschool.com; Section Support Transparencies: 18, 59, 91, ; 117, 158, 190; Basic Principles of the Constitution; Transparencies: 6, 23, 28, 31, 43; Presentation Pro CD-ROM</p> |
| <p>Objective 2: Evaluate how United States foreign policy affects the world.</p> | |

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| <ul style="list-style-type: none"> Explain the powers that the Constitution gives to the president and Congress in foreign affairs, and how these powers have been used. | <p>SE/TE: 301-304, 399-403 TR: Unit 3: 15, 16; Unit 4: 17, 18; Close Up on Primary Sources: 16, 43, 62, 68; Simulations and Debates: 53-55 TECH: www.phschool.com; Section Support Transparencies: 45, 59, 144,; 158; Basic Principles of the Constitution; Transparencies: 31; Presentation Pro CD-ROM</p> |
| <ul style="list-style-type: none"> Describe the process by which United States foreign policy is made; e.g., federal agencies, domestic interest groups, the public, the media. | <p>SE/TE: 236-241, 249-254, 477-480 TR: Unit 2: 36, 37, 40, 41, 42; Unit 4: 42, 43; Close Up on Primary Sources: 59; Close Up on the Supreme Court: 10 TECH: www.phschool.com; Section Support Transparencies: 36, 38, 70,; 136, 137, 169; Basic Principles of the Constitution; Transparencies: 13, 27, 45; Presentation Pro CD-ROM; Social Studies Skills Tutor CD-ROM</p> |
| <ul style="list-style-type: none"> Analyze the various ways that United States foreign policy is carried out; e.g., diplomatic, economic, military, humanitarian. | <p>SE/TE: 481-489, 491-498 TR: Unit 4: 44, 45, 46, 47, 48; Close Up on Primary Sources: 41, 42, 50; Close Up on the Supreme Court: 18; Close Up on Participation: 22-23 TECH: www.phschool.com; Section Support Transparencies: 71, 72, 170,; 171; Presentation Pro CD-ROM; Simulations and Data Graphing CD-ROM; Social Studies Skills Tutor CD-ROM</p> |
| <ul style="list-style-type: none"> Explain how United States domestic politics affect United States foreign policy. | <p>SE/TE: 399-400, 416, 422, 468-475 TR: Unit 4: 17, 18, 40,4 1; Close Up on Primary Sources: 16, 19, 43, 62; Simulations and Debates: 39-41, 53 TECH: www.phschool.com; Section Support Transparencies: 59, 69, 158,; 168; Basic Principles of the Constitution; Transparencies: 31; Presentation Pro CD-ROM</p> |
| <p>Objective 3: Explore how the United States influences other nations, and how other nations influence the United States.</p> | |

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| <ul style="list-style-type: none"> Describe the impact of the United States’ concepts of democracy and individual rights on the world. | <p>SE/TE: 18-22, 626-633, 634-638, 639-644, 645-649, 650-652 TR: Unit 1: 6, 7, 8; Unit 6: 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12; Close Up on Primary Sources: 24; Close Up on the Supreme Court: 2, 23; Simulations and Debates: 46-47 TECH: www.phschool.com; Section Support Transparencies: 9, 89, 90, ; 91, 92, 93, 108, 188, 189, 190, 191, 192; Basic Principles of the Constitution ; Transparencies: 6, 9, 20, 28; Presentation Pro CD-ROM; Social Studies Skills Tutor CD-ROM</p> |
| <ul style="list-style-type: none"> Explain how developments in other nations affect United States society and life. | <p>SE/TE: 626, 634, 639, 645, 650 TR: Unit 6: 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12; Close Up on Primary Sources: 24; Close Up on the Supreme Court: 23; Simulations and Debates: 46-47 TECH: www.phschool.com; Section Support Transparencies: 89, 90, ; 91, 92, 93, 188, 189, 190, 191, 192; Basic Principles of the Constitution ; Transparencies: 6, 20, 28; Presentation Pro CD-ROM; Social Studies Skills Tutor CD-ROM</p> |
| <ul style="list-style-type: none"> Describe the role of the United States in international organizations. | <p>SE/TE: 485, 494-498, 641 TR: Unit 4: 44, 45, 46, 47, 48; Close Up on Primary Sources: 41, 42, 50; Close Up on the Supreme Court: 18; Close Up on Participation: 22-23 TECH: www.phschool.com; Section Support Transparencies: 71, 72, 170,; 171; Presentation Pro CD-ROM; Social Studies Skills Tutor CD-ROM; Simulations and Data Graphing CD-ROM</p> |
| <p>AMERICAN GOVERNMENT AND LAW</p> | |
| <p>Core Standards of the Course</p> | |
| <p>Standard 1: 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 1: Develop writing skills in social studies.</p> | |

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| <ul style="list-style-type: none"> Enhance writing skills through descriptions of the government, political and legal processes. | SE/TE: 17, 25, 55, 61, 85, 104, 111, 125, 145, 151, 175, 205, 233, 241, 257, 287, 317, 341, 349, 376, 387, 411, 443, 465, 490, 501, 523, 529, 561, 591, 621, 633, 655, 679, 715, 747 TECH: www.phschool.com |
| <ul style="list-style-type: none"> Develop an original project or paper on government policy articulation, formulation, implementation, adjudication. | SE/TE: 17, 55, 104, 125, 151, 241, 266, 341, 376, 490, 523, 600, 633, 665 TECH: www.phschool.com |
| <ul style="list-style-type: none"> Write a paper on a legal issue presently confronting the United States and evaluate possible solutions. | SE/TE: 17, 55, 104, 125, 151, 241, 266, 341, 376, 490, 523, 600, 633, 665 TECH: www.phschool.com |
| Objective 2: Develop social studies process skills. | |
| <ul style="list-style-type: none"> Use appropriate vocabulary and terminology. | SE/TE: 17, 55, 104, 125, 151, 241, 266, 341, 376, 490, 523, 600, 633, 665 TECH: www.phschool.com |
| <ul style="list-style-type: none"> Identify main and supporting ideas and arguments in assigned reading materials. | SE/TE: 17, 55, 104, 125, 151, 241, 266, 341, 376, 490, 523, 600, 633, 665 TECH: www.phschool.com |
| <ul style="list-style-type: none"> Comprehend and arrange events in chronological order or some other sequence. | SE/TE: 17, 55, 104, 125, 151, 241, 266, 341, 376, 490, 523, 600, 633, 665 TECH: www.phschool.com |
| <ul style="list-style-type: none"> Interpret or create graphs, charts, statistics, newspapers, political articles, and observations of political events. | SE/TE: 15, 168, 227, 264, 266, 296, 357, 398, 485, 587, 600, 609, 665, 669, 670, 710 TECH: www.phschool.com |
| <p>Standard 2: 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> | |
| Objective 1: Develop map and globe skills of space and place. | |

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| <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 Crow laws. | <p>SE/TE: 128, 129, 401, 479-480, 602-604, 666, 797, 798 TR: Unit 2: 6, 7; Unit 4: 42, 43; Unit 5: 31, 32; Close Up on Primary Sources: 23, 34; Close Up on the Supreme Court: 32-33, 36-37, 40-41, 42-43 TECH: www.phschool.com; Section Support Transparencies: 23, 70, 86,; 122, 169, 185; Basic Principles of the Constitution; Transparencies: 5, 27, 35, 42; Presentation Pro CD-ROM; Social Studies Skills Tutor CD-ROM</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. | <p>SE/TE: 76, 77, 81, 159, 160, 228-229, 263, 271-272, 365-367, 377-382; Unit 1: 22, 23; Unit 2: 17, 18, 33, 34, 35; Unit 3: 4, 5; Unit 4: 6, 7, 10, 11, 12; Close Up on Primary Sources: 5, 37, 38, 45, 46, 47; Close Up on the Supreme Court: 9, 14, 50; Simulations and Debates: 56-58 TECH: www.phschool.com; Section Support Transparencies: 16, 28, 35,; 40, 54, 56, 115, 127, 134, 139, 153, 155; Basic Principles of the Constitution ; Transparencies: 1, 2; Presentation Pro CD-ROM; Simulations and Data Graphing CD-ROM</p> |
| <ul style="list-style-type: none"> Explain how geographic divisions at the community, county, state, and national levels relate to the unique American approach to federalism. | <p>SE/TE: 88-96, 97-104, 105-108 TR: Unit 1: 27, 28, 29, 30, 31, 32, 33; Close Up on Primary Sources: 6, 58; Close Up on the Supreme Court: 28-29, 109 TECH: www.phschool.com; Section Support Transparencies: 18, 19, 20, ; 117, 118, 119; Basic Principles of the Constitution; Transparencies: 23, 43; Presentation Pro CD-ROM; Simulations and Data Graphing CD-ROM; Social Studies Skills Tutor CD-ROM</p> |
| <ul style="list-style-type: none"> Demonstrate knowledge of how United States domestic and foreign policy has been affected by geographical factors. | <p>SE/TE: 399-400, 416, 422, 468-475 TR: Unit 4: 17, 18, 40, 41; Close Up on Primary Sources: 16, 19,43, 62; Simulations and Debates: 39-41, 53 TECH: www.phschool.com; Section Support Transparencies: 59, 69, 158,; 168; Basic Principles of the Constitution; Transparencies: 31; Presentation Pro CD-ROM</p> |

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| Objective 2: Develop, plan, and evaluate alternative uses of the environment and natural resources. | |
| <ul style="list-style-type: none"> Explain how governments balance costs and benefits in their formulation of environmental policy. | SE/TE: 422 TR: Unit 4: 24, 25; Close Up on Primary Sources: 17; Simulations and Debates: 39 TECH: www.phschool.com; Section Support Transparencies: 62, 161; Presentation Pro CD-ROM; Simulations and Data Graphing CD-ROM |
| <ul style="list-style-type: none"> Discuss how governments attempt to control or modify the environment to satisfy the needs of their citizenry and the national interest. | SE/TE: 422 TR: Unit 4: 24, 25; Close Up on Primary Sources: 17; Simulations and Debates: 39 TECH: www.phschool.com; Section Support Transparencies: 62, 161; Presentation Pro CD-ROM; Simulations and Data Graphing CD-ROM |
| <ul style="list-style-type: none"> Predict how environmental issues result in changing needs and conflicts for various groups and interests. | SE/TE: 422 TR: Unit 4: 24, 25; Close Up on Primary Sources: 17; Simulations and Debates: 39 TECH: www.phschool.com; Section Support Transparencies: 62, 161; Presentation Pro CD-ROM; Simulations and Data Graphing CD-ROM |
| Standard 3: Students will demonstrate why and how ideas, attitudes, events, persons, movements, and documents have influenced humanity. | |
| Objective 1: Historical interpretations of the role of government and law evolve with change in society. | |
| <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. | SE/TE: 28-33, 34-39, 40, 44-47 TR: Unit 1: 9, 10, 11, 12, 13, 14; Close Up on Primary Sources: 4, 28, 29, 30, 31, 55, 56, 57 TECH: www.phschool.com; Section Support Transparencies: 10, 11, 12,; 109, 110, 111; Basic Principles of the Constitution; Transparencies: 10; Presentation Pro CD-ROM |

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| <ul style="list-style-type: none"> Identify the key principles and provisions of the United States Constitution. | <p>SE/TE: 26-56, 64-70, 73-74, 89-91, 93 TR: Unit 1: 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 27, 28; Close Up on Primary Sources: 4, 5, 6, 28, 29, 30, 31, 52, 53, 55, 56, 57, 58, 64, 66; Close Up on the Supreme Court: 3, 28-29 TECH: www.phschool.com; Section Support Transparencies: 10, 11, 12, ; 13, 14, 15, 16, 18, 109, 110, 111, 112, 113, ; 114, 115, 117; Basic Principles of the Constitution; Transparencies: 1, 8, 10, 15, 16, 23, 43; Presentation Pro CD-ROM; Simulations and Data Graphing CD-ROM; Social Studies Skills Tutor CD-ROM</p> |
| <ul style="list-style-type: none"> Apply law-related and citizenship education concepts to a legal issue currently being discussed in the court, government or legal system. | <p>SE/TE: 564-568, 569-575, 576-584, 613-618 TR: Unit 5: 20, 21, 22, 23, 24, 25, 35, 36, 37; Close Up on Primary Sources: 22, 39, 60; Close Up on the Supreme Court: 22, 34-35, 48-49, 52-53; Simulations and Debates: 50-52, 65-70 TECH: www.phschool.com; Section Support Transparencies: 81, 82, 83,; 88, 180, 181, 182, 187; Basic Principles of the Constitution; Transparencies: 34, 41; Presentation Pro CD-ROM; Social Studies Skills Tutor CD-ROM; Simulations and Data Graphing CD-ROM</p> |
| <ul style="list-style-type: none"> Demonstrate an understanding of the historic development and structure of the federal judicial system. | <p>SE/TE: 506-511, 512-515, 517-522, 524-526 TR: Unit 5: 2, 3, 4, 5, 6, 7, 8, 9, 10; Close Up on Primary Sources: 20, 36, 61, 64, 65; Close Up on the Supreme Court: 19 TECH: www.phschool.com; Section Support Transparencies: 73, 74, 75, ; 76, 172, 173, 174, 175; Basic Principles of the Constitution; Transparencies: 32, 37, 48; Presentation Pro CD-ROM; Simulations and Data Graphing CD-ROM; Social Studies Skills Tutor CD-ROM</p> |
| <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>SE/TE: 69-70, 86-87, 92, 93, 94, 96, 97-98, 103, 113, 503, 519, 564-568, 681 TR: Unit 1: 20, 21, 27, 28, 29, 30; Unit 5: 20, 21; Close Up on Primary Sources: 6, 52, 53, 58, 64, 66; Close Up on the Supreme Court: 28-29, 52-53 TECH: www.phschool.com; Section Support Transparencies: 15, 18, 19,; 81, 114, 117, 118, 180; Basic Principles of the Constitution; Transparencies: 8, 16, 23, 34, 43;</p> |

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| <p style="text-align: right;">(Continued)</p> <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 style="text-align: right;">(Continued)</p> <p>TECH: Presentation Pro CD-ROM; Social Studies Skills Tutor CD-ROM; Simulations and Data Graphing CD-ROM</p> |
| <p>Objective 2: Students will demonstrate why and how our governmental and legal systems have been influenced over time by ideas, attitudes, events, persons, movements, and documents.</p> | |
| <ul style="list-style-type: none"> Define major periods in the development of American political culture and ideology. | <p>SE/TE: 28-33, 34-39, 40, 44-47 TR: Unit 1: 9, 10, 11, 12, 13, 14; Close Up on Primary Sources: 4, 28, 29, 30, 31, 55, 56, 57 TECH: www.phschool.com; Section Support Transparencies: 10, 11, 12,; 109, 110, 111; Basic Principles of the Constitution; Transparencies: 10; Presentation Pro CD-ROM</p> |
| <ul style="list-style-type: none"> Describe the development and dynamics of the two-party system. | <p>SE/TE: 116-118, 119-125, 126-131 TR: Unit 2: 2, 3, 4, 5, 6, 7; Close Up on Primary Sources: 34; Close Up on the Supreme Court: 32-33 TECH: www.phschool.com; Section Support Transparencies: 21, 22, 23,; 120, 121, 122; Presentation Pro CD-ROM; Social Studies Skills Tutor CD-ROM</p> |
| <ul style="list-style-type: none"> Trace the broadening of participatory democracy over the course of American history; e.g., expanding voting rights, civil, criminal, and juvenile rights. | <p>SE/TE: 148-151, 159-160, 601-603, 604-607, 708-709 TR: Unit 2: 13, 14, 17, 18; Unit 5: 31, 32; Unit 7: 10, 11, 12; Close Up on Primary Sources: 23, 37, 38, 45, 46, 47 ; Close Up on the Supreme Court: 25, 36-37, 40-41, 42-43; Close Up on Participation: 16-17 TECH: www.phschool.com; Section Support Transparencies: 26, 28, 86,; 101, 125, 127, 185, 200; Basic Principles of the Constitution; Transparencies: 2, 5, 11, 21, 35, 42; Presentation Pro CD-ROM; Simulations and Data Graphing CD-ROM</p> |
| <ul style="list-style-type: none"> Discuss significant contributions of philosophy, religion, art, literature, sociology, science, and other fields to American government and law. | <p>SE/TE: 9, 35, 81, 91, 120, 171, 189, 229, 246, 281, 291, 339, 355, 402, 431, 455, 470, 519, 549, 572, 602, 648, 662, 696, 735 TECH: www.phschool.com</p> |

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| <p>Objective 3: Students will analyze and apply various political and economic theories to the development of contemporary society.</p> | |
| <ul style="list-style-type: none"> Describe various political and economic theories; e., g., Turner, Marx, strict constructionism, economic determinism. | <p>SE/TE: 667, 672-673 TR: Unit 6: 15, 16, 17, 18, 19; Close Up on Primary Sources: 25; Close Up on the Supreme Court: 24; Close Up on Participation: 18-19 TECH: www.phschool.com; Section Support Transparencies: 95, 96, 194,; 195; Presentation Pro CD-ROM; Simulations and Data Graphing CD-ROM</p> |
| <ul style="list-style-type: none"> Hypothesize how specific sociopolitical factors influence change; e.g., in population, economy, societal values. | <p>SE/TE: 55, 72, 100, 658-665 TR: Unit 6: 13, 14; Close Up on Primary Sources: 30 TECH: www.phschool.com; Section Support Transparencies: 94, 193; Basic Principles of the Constitution; Transparencies: 29; Presentation Pro CD-ROM; Social Studies Skills Tutor CD-ROM</p> |
| <p>Standard 4: 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 1: Identify and examine the competing ideas about the necessity and purposes of politics, government, and law.</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. | <p>SE/TE: 4-11, 18-22, 613-618 TR: Unit 1: 2, 3, 6, 7, 8; Unit 5: 35, 36, 37; Close Up on Primary Sources: 3, 39, 54; Close Up on the Supreme Court: 2, 22; Close Up on Participation: 10-11; Simulations and Debates: 46-47 TECH: www.phschool.com; Section Support Transparencies: 7, 9, 88, ; 106, 108, 187; Basic Principles of the Constitution; Transparencies: 9; Presentation Pro CD-ROM; Simulations and Data Graphing CD-ROM</p> |

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| <ul style="list-style-type: none"> Discuss the purposes of constitutions and judicial systems and how they affect the political, economic and social systems of societies. | <p>SE/TE: 1, 4, 5, 113, 259, 351, 503, 623, 681, 692, 699 TR: Unit 1: 2, 3; Close Up on Primary Sources: 3, 54; Close Up on Participation: 10-11 TECH: www.phschool.com; Section Support Transparencies: 7, 106; Presentation Pro CD-ROM</p> |
| <ul style="list-style-type: none"> Examine the conditions under which constitutional governments flourish conditions under which they do not, and the role that citizens play. | <p>SE/TE: 1, 65, 66, 113, 259, 351, 503, 623, 626, 627, 635, 640, 646, 648, 651 TR: Unit 1: 20, 21; Unit 6: 2, 3, 8, 9; Close Up on Primary Sources: 52, 53, 64, 66 TECH: www.phschool.com; Section Support Transparencies: 15, 89, 92,; 114, 188, 191; Basic Principles of the Constitution; Transparencies: 8, 16, 20; Presentation Pro CD-ROM; Social Studies Skills Tutor CD-ROM</p> |
| <ul style="list-style-type: none"> Compare alternative governments and political systems. | <p>SE/TE: 626-633, 634-638, 639-644, 645-649, 650-653 TR: Unit 6: 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12; Close Up on Primary Sources: 24, 52, 53, 64, 66; Close Up on the Supreme Court: 23 TECH: www.phschool.com; Section Support Transparencies: 89, 90, 91, ; 92, 93 188, 189, 190, 191, 192; Basic Principles of the Constitution; Transparencies: 8, 16, 20; Presentation Pro CD-ROM; Social Studies Skills Tutor CD-ROM</p> |
| <p>Objective 2: 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 the needs of individuals and groups. | <p>SE/TE: 74, 160, 306, 360, 604, 640, 690 TECH: www.phschool.com</p> |

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| <ul style="list-style-type: none"> 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 Acts of 1964 and 1991, Miranda v. Arizona, Gideon V. Wainwrite, Texas v. Johnson. | <p>SE/TE: 59, 75, 298, 532, 533, 536, 552-553, 570, 581, 582-583, 596, 599, 603-604, 605, 608-609, 619, 799, 800, 801, 802, 803</p> <p>TR: Unit 5: 11, 12, 15, 16, 24, 25, 31, 32, 33, 34; Close Up on Primary Sources: 22, 46, 60; Close Up on the Supreme Court: 36-37, 38-39, 40-41, 42-43, 48-49, 50-51; Simulations and Debates: 2-23, 59-61</p> <p>TECH: www.phschool.com; Section Support Transparencies: 77, 79, 83, ; 86, 176, 178, 182, 185; Basic Principles of the Constitution; Transparencies: 5, 33, 35, 39, 42; Presentation Pro CD-ROM</p> |
| <ul style="list-style-type: none"> Describe similarities and/or differences of various groups seeking civil rights. | <p>SE/TE: 594-600, 601-603</p> <p>TR: Unit 5: 29, 30, 31, 32; Close Up on Primary Sources: 23, 32; Close Up on the Supreme Court: 36-37, 40-41, 42-43; Simulations and Debates: 44-45</p> |
| <p style="text-align: center;">(Continued)</p> <ul style="list-style-type: none"> Describe similarities and/or differences of various groups seeking civil rights. | <p style="text-align: center;">(Continued)</p> <p>TECH: www.phschool.com; Section Support Transparencies: 85, 86, 184,; 185; Basic Principles of the Constitution; Transparencies: 5, 14, 35, 42; Presentation Pro CD-ROM</p> |
| <ul style="list-style-type: none"> Describe how the federal government has become the primary protector of individual civil rights through constitutional interpretations of the Supreme Court. | <p>SE/TE: 562-563, 564-568, 569-575, 576-584, 601-603, 608-612</p> <p>TR: Unit 5: 20, 21, 22, 23, 24, 25, 31, 32, 33, 34; Close Up on Primary Sources: 22, 23, 46, 60; Close Up on the Supreme Court: 34-35, 36-37, 40-41, 42-43, 48-49, 52-53; Simulations and Debates: 65-70</p> <p>TECH: www.phschool.com; Section Support Transparencies: 81, 82, 83,; 86, 87, 180, 181, 182, 185, 186; Basic Principles of the Constitution; Transparencies: 5, 34, 35, 41, 42; Presentation Pro CD-ROM; Social Studies Skills Tutor CD-ROM</p> |
| <ul style="list-style-type: none"> Describe and analyze civic responsibilities. | <p>SE/TE: 3, 27, 63, 87, 115, 147, 177, 195, 207, 222, 235, 261, 289, 293, 319, 353, 389, 413, 436, 453, 467, 505, 531, 554, 563, 593, 625, 657, 683, 706, 717, 738</p> <p>TECH: www.phschool.com</p> |

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| <ul style="list-style-type: none"> Explain how the courts’ role in citizenship protects individual rights using law-related strategies. | <p>SE/TE: 613-618 TR: Unit 5: 35, 36, 37; Close Up on Primary Sources: 39; Close Up on the Supreme Court: 22 TECH: www.phschool.com; Section Support Transparencies: 88, 187; Presentation Pro CD-ROM; Simulations and Data Graphing CD-ROM</p> |
| <p>Objective 3: Compare different political systems, their ideologies, institutions, processes, and political cultures.</p> | |
| <ul style="list-style-type: none"> Explain the differences between federal and centralized systems of government and give examples of each. | <p>SE/TE: 14, 15, 16 TR: Unit 1: 4, 5 TECH: www.phschool.com; Section Support Transparencies: 8, 107; Presentation Pro CD-ROM; Simulations and Data Graphing CD-ROM; Social Studies and Skills Tutor CD-ROM</p> |
| <ul style="list-style-type: none"> Compare different ways governments gain legitimacy; e.g., the constitutional monarchy of Great Britain, representative democracy of the United States. | <p>SE/TE: 48-55, 56-58, 64-71, 626-633 TR: Unit 1: 15, 16, 17, 18, 19, 20, 21; Unit 6: 2, 3; Close Up on Primary Sources: 52, 53, 64, 66; Close Up on the Supreme Court: 2</p> |
| <p style="text-align: center;">(Continued)</p> <ul style="list-style-type: none"> Compare different ways governments gain legitimacy; e.g., the constitutional monarchy of Great Britain, representative democracy of the United States. | <p style="text-align: center;">(Continued)</p> <p>TECH: www.phschool.com; Section Support Transparencies: 13, 14, 15, ; 89, 112, 113, 114, 188; Presentation Pro CD-ROM; Simulations and Data Graphing CD-ROM; Social Studies Skills Tutor CD-ROM</p> |
| <ul style="list-style-type: none"> Compare and contrast the structure and function of political parties in the United States and other nations. | <p>SE/TE: 116-118, 119-125, 126-131, 132-136, 137-142 TR: Unit 2: 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12; Close Up on Primary Sources: 7, 34; Close Up on the Supreme Court: 6, 32-33 TECH: www.phschool.com; Section Support Transparencies: 21, 22, 23,; 24, 25, 120, 121, 122, 123, 124; Basic Principles of the Constitution; Transparencies: 44; Presentation Pro CD-ROM; Social Studies Skills Tutor CD-ROM; Simulations and Data Graphing CD-ROM</p> |
| <ul style="list-style-type: none"> Discuss the political attitudes and responsibilities of American citizens. | <p>SE/TE: 3, 27, 63, 87, 115, 147, 177, 195, 207, 222, 235, 261, 289, 293, 319, 353, 389, 413, 436, 453, 467, 505, 531, 554, 563, 593, 625, 657, 683, 706, 717, 738 TECH: www.phschool.com</p> |

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| Objective 4: Compare the ways societies and organizations respond to conflicts between forces of unity and forces of diversity. | |
| <ul style="list-style-type: none"> Evaluate activist versus a restrained Supreme Court. | SE/TE: 517-523 TR: Unit 5: 6, 7; Close Up on Primary Sources: 64, 65 TECH: www.phschool.com; Section Support Transparencies: 75, 174; Basic Principles of the Constitution; Transparencies: 37; Presentation Pro CD-ROM; Social Studies Skills Tutor CD-ROM |
| <ul style="list-style-type: none"> Discuss tolerance in relation to a variety of issues. | SE/TE: 91, 103, 394, 594-600, 602-604, 615-617, 801 TR: Unit 5: 29, 30, 31, 32, 35, 36, 37; Close Up on Primary Sources: 23, 32, 39; Close Up on the Supreme Court: 22, 36-37, 40-41, 42-43; Simulations and Debates: 44-45 TECH: www.phschool.com; Section Support Transparencies: 85, 86, 88,; 184, 185, 187; Presentation Pro CD-ROM; Simulations and Data Graphing CD-ROM |
| <ul style="list-style-type: none"> Discuss mistrust of government. | SE/TE: 126-131, 132-135 TR: Unit 2: 6, 7, 8, 9; Close Up on Primary Sources: 7, 34; Close Up on the Supreme Court: 32-33 TECH: www.phschool.com; Section Support Transparencies: 23, 24, 122,; 123; Presentation Pro CD-ROM; Social Studies Skills Tutor CD-ROM; Simulations and Data Graphing CD-ROM |
| <ul style="list-style-type: none"> Explain the difference an individual citizen can make. | SE/TE: 3, 27, 63, 87, 115, 147, 177, 195, 207, 222, 235, 261, 289, 293, 319, 353, 389, 413, 436, 453, 467, 505, 531, 554, 563, 593, 625, 657, 683, 706, 717, 738 TECH: www.phschool.com |
| <ul style="list-style-type: none"> Explain why a certain level of political diversity, competition, and tolerance is necessary in a functioning democracy. | SE/TE: 119-124 TR: Unit 2: 4, 5 TECH: www.phschool.com; Section Support Transparencies: 22, 121; Presentation Pro CD-ROM |
| Standard 5: 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. | |

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| Objective 1: Apply an understanding of how societal traditions, ideas, and behavior patterns affect political culture and legal traditions. | |
| <ul style="list-style-type: none"> Define political culture and identify the dominant aspects. | SE/TE: 208-213, 215-221 TR: Unit 2: 29, 30, 31, 32; Close Up on Primary Sources: 10, 35, 40 TECH: www.phschool.com; Section Support Transparencies: 33, 34, 132,; 133; Presentation Pro CD-ROM; Social Studies Skills CD-ROM |
| <ul style="list-style-type: none"> Discuss factors affecting ideology and party identification. | SE/TE: 119-124, 125-131, 132-135, 137-142 TR: Unit 2: 4, 5, 6, 7, 8, 9, 10, 11, 12; Close Up on Primary Sources: 7, 34; Close Up on the Supreme Court: 6, 32-33 TECH: www.phschool.com; Section Support Transparencies: 22, 23, 24,; 25, 121, 122, 123, 124; Presentation Pro CD-ROM; Social Studies Skills Tutor CD-ROM; Simulations and Data Graphing CD-ROM |
| <ul style="list-style-type: none"> Write an elected official and express your opinion or concerns regarding a law-related issue. | SE/TE: 235, 505, 531 TECH: www.phschool.com |
| <ul style="list-style-type: none"> Visit the legislature during the legislative session and analyze a piece of legislation under discussion. | SE/TE: 334-341, 342-346, 389; Unit 3: 26, 27, 28, 29, 30; Close Up on the Supreme Court: 13; Simulations and Debates: 24-33 TECH: www.phschool.com; Section Support Transparencies: 50, 51, 149,; 150; Presentation Pro CD-ROM; Simulations and Data Graphing CD-ROM |
| Objective 2: Utilize a variety of resources to interpret cultural values and standards. | |
| <ul style="list-style-type: none"> 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. | SE/TE: 37-38, 45, 57, 83, 231, 248, 463, 499, 545, 626, 702-703 TR: Unit 1: 11, 12; Unit 7: 8, 9; Close Up on Primary Sources: 4, 29, 30, 31, 57 TECH: www.phschool.com; Section Support Transparencies: 11, 100, ; 110, 199; Presentation Pro CD-ROM |
| <ul style="list-style-type: none"> Analyze class consciousness in the United States. | SE/TE: 208-213 TR: Unit 2: 29, 30; Close Up on Primary Sources: 10, 35, 40 TECH: www.phschool.com; Section Support Transparencies: 33, 132; Presentation Pro CD-ROM |

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| Objective 3: Explain why individuals, groups, and institutions respond to change in a particular way on the basis of shared assumptions, ideas, and technologies. | |
| <ul style="list-style-type: none"> List the sources and assess the influence of political attitudes in the United States. | SE/TE: 208-213, 215-221, 223-230 TR: Unit 2: 29, 30, 31, 32, 33, 34, 35; Close Up on Primary Sources: 10, 35, 40; Close Up on the Supreme Court: 50 TECH: www.phschool.com; Section Support Transparencies: 33, 34, 35,; 132, 133, 134; Presentation Pro CD-ROM; Social Studies Skills Tutor CD-ROM |
| <ul style="list-style-type: none"> Describe the role that perceptions, beliefs and interests play in defining government policy. | SE/TE: 220-221 TR: Unit 2: 31, 32 TECH: www.phschool.com; Section Support Transparencies: 34, 133 |
| <ul style="list-style-type: none"> Use technology to research case law. | SE/TE: 71, 575 TECH: www.phschool.com |
| Objective 4: Describe the various forms and roles that institutions take furthering both continuity and change within their governments and legal systems. | |
| <ul style="list-style-type: none"> Describe and differentiate majoritarian, interest-group, client, and entrepreneurial politics; e.g., League of Women Voters, Libertarian, ACLU. | SE/TE: 121, 124, 132, 135, 173, 236-237, 238-239, 240, 244-245, 246, 247, 252, 516 TR: Unit 2: 4, 5; Close Up on Primary Sources: 11, 48, 59; Close Up on Participation: 14-15 TECH: www.phschool.com; Section Support Transparencies: 22, 36, 37,; 121, 135, 136; Basic Principles of the Constitution ; Transparencies: 13, 45; Presentation Pro CD-ROM; Social Studies Skills Tutor CD-ROM; Simulations and Data Graphing CD-ROM |
| <ul style="list-style-type: none"> Explain why members of Congress differ over how to address public policy issues. | SE/TE: 4, 13, 252, 461, 744 TECH: www.phschool.com |
| <ul style="list-style-type: none"> Describe how Congress and the Supreme Court affect the role of the President. | SE/TE: 39, 53, 259, 351, 390-392, 405, 409, 503 TR: Unit 4: 13, 14 TECH: www.phschool.com; Section Support Transparencies: 57, 156; Presentation Pro CD-ROM |

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| <ul style="list-style-type: none"> Discuss the role bureaucracy plays in policy-making. | SE/TE: 414-418, 720 TR: Unit 4: 22, 23 TECH: www.phschool.com; Section Support Transparencies: 61, 160; Basic Principles of the Constitution; Transparencies: 47; Presentation Pro CD-ROM |
| <ul style="list-style-type: none"> Explain how an activist court system can influence public policy. | SE/TE: 517-523 TR: Unit 5: 6, 7; Close Up on Primary Sources: 64, 65 TECH: www.phschool.com; Section Support Transparencies: 75, 174; Presentation Pro CD-ROM; Social Studies Skills Tutor CD-ROM |
| <p>Standard 6: Students will demonstrate why societies organize available resources for the production, distribution, and consumption of goods services.</p> | |
| <p>Objective 1: Explain how the scarcity of productive resources requires the development of economic systems to make basic decisions about how goods and services are produced and distributed.</p> | |
| <ul style="list-style-type: none"> Identify the key agencies and actors in the formulation of economic policy. | SE/TE: 133, 445, 496, 658-664 TR: Unit 6: 13, 14; Close Up on Primary Sources: 30 TECH: www.phschool.com; Section Support Transparencies: 94, 193; Presentation Pro CD-ROM; Social Studies Skills Tutor CD-ROM |
| <ul style="list-style-type: none"> Summarize the major competing economic theories that have influenced American economic policy. | SE/TE: 666-670, 672-676 TR: Unit 6: 15, 16, 17, 18, 19; Close Up on Primary Sources: 25; Close Up on Participation: 18-19; Close Up on the Supreme Court: 24 TECH: www.phschool.com; Section Support Transparencies: 95, 96, 194,; 195; Presentation Pro CD-ROM; Simulations and Data Graphing CD-ROM |
| <p>Objective 2: Compare and contrast the various economic institutions that comprise economic systems including households, business firms, banks, government agencies, labor unions and corporations.</p> | |

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| <ul style="list-style-type: none"> Compare and contrast political systems and describe how these respective governments make economic decisions; e.g., democracy, socialism communism, dictatorships, monarchies, oligarchies, aristocracies, and fascism. | <p>SE/TE: 13-14, 627, 658-664, 666-670, 672-676 TR: Unit 1: 4, 5; Unit 6: 13, 14, 15, 16, 17, 18, 19; Close Up on Primary Sources: 25, 30; Close Up on Participation: 18-19; Close Up on the Supreme Court: 24 TECH: www.phschool.com; Section Support Transparencies: 8, 94, 95,; 96, 107, 193, 194, 195; Basic Principles of the Constitution; Transparencies: 29; Presentation Pro CD-ROM; Social Studies Skills Tutor CD-ROM; Simulations and Data Graphing CD-ROM</p> |
| <ul style="list-style-type: none"> Demonstrate how financial institutions work and what services they provide. | <p>SE/TE: 299, 306, 434, 802 TECH: www.phschool.com</p> |
| <ul style="list-style-type: none"> Explain the interrelationship between business interests and government. | <p>SE/TE: 243-244 TR: Unit 2: 38, 39; Close Up on Primary Sources: 11, 48; Close Up on Participation: 14-15 TECH: www.phschool.com; Section Support Transparencies: 37, 136; Presentation Pro CD-ROM; Simulations and Data Graphing CD-ROM</p> |
| <ul style="list-style-type: none"> Analyze the influences of social institutions and mass communication and an individual’s perception of the world. | <p>SE/TE: 208-214, 215-222, 223-230 TR: Unit 2: 29, 30, 31, 32, 33, 34, 35; Close Up on Primary Sources: 10, 35, 40; Close Up on the Supreme Court: 9, 50 TECH: www.phschool.com; Section Support Transparencies: 33, 34, 35,; 132, 133, 134; Presentation Pro CD-ROM; Social Studies Skills Tutor CD-ROM</p> |
| <ul style="list-style-type: none"> Consider different strategies for dealing with situations arising from conflicting beliefs, levels of education, and socioeconomic status. | <p>SE/TE: 17, 55, 109, 125, 151, 241, 341, 376, 490, 523, 633 TECH: www.phschool.com</p> |
| <p>Objective 3: Apply economic concepts and economic reasoning to historical and contemporary developments in government and law.</p> | |
| <ul style="list-style-type: none"> Discuss how the development of the United States from an agricultural to an industrial nation has altered our approach to government. | <p>SE/TE: 28-33, 658-665 TR: Unit 1: 9, 10; Unit 6: 13, 14; Close Up on Primary Sources: 28, 30, 55, 56 TECH: www.phschool.com; Section Support Transparencies: 10, 94, ; 109, 193; Presentation Pro CD-ROM; Social Studies Skills Tutor CD-ROM</p> |
| <ul style="list-style-type: none"> Trace the development of monopolies and their effect on society. | <p>SE/TE: 661 TECH: www.phschool.com</p> |

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| <ul style="list-style-type: none"> Trace the interactions of government and various special interest groups. | <p>SE/TE: 236-237, 238-240, 243-244, 245, 251 TR: Unit 2: 36, 37, 38, 39; Close Up on Primary Sources: 11, 48, 59; Close Up on Participation: 14-15 TECH: www.phschool.com; Section Support Transparencies: 36, 37, 135,; 136; Basic Principles of the Constitution; Transparencies: 13, 45; Presentation Pro CD-ROM; Social Studies Skills Tutor CD-ROM; Simulations and Data Graphing CD-ROM</p> |
| <ul style="list-style-type: none"> Display a practical knowledge of how collective bargaining is utilized by labor unions and business. | <p>SE/TE: 244 TECH: www.phschool.com</p> |
| <ul style="list-style-type: none"> Distinguish between democratic, republican, and other ideological views on unions and business. | <p>SE/TE: 236-237, 238-240, 243-244, 245, 251 TR: Unit 2: 36, 37, 38, 39; Close Up on Primary Sources: 11, 48, 59; Close Up on Participation: 14-15 TECH: www.phschool.com; Section Support Transparencies: 36, 37, 135,; 136; Basic Principles of the Constitution; Transparencies: 13, 45; Presentation Pro CD-ROM; Social Studies Skills Tutor CD-ROM; Simulations and Data Graphing CD-ROM</p> |
| <p>Standard 7: Students will demonstrate why and how lifelong learning, collaboration, and responsible citizenship are necessary to promote personal and public good.</p> | |
| <p>Objective 1: Demonstrate the characteristics of a lifelong learner in school activities.</p> | |
| <ul style="list-style-type: none"> Consider different strategies for coping with situations that arise from conflicting ideas, and socioeconomic conditions in the past and at the present time. | <p>SE/TE: 17, 55, 104, 125, 151, 195, 222, 241, 293, 341, 376, 436, 453, 490, 523, 554, 575, 633, 706, 738 TECH: www.phschool.com</p> |
| <ul style="list-style-type: none"> Organize resources and time efficiently. | <p>SE/TE: 17, 55, 104, 125, 151, 195, 222, 241, 293, 341, 376, 436, 453, 490, 523, 554, 575, 633, 706, 738 TECH: www.phschool.com</p> |
| <ul style="list-style-type: none"> Use appropriate strategies to identify and meet needs and goals. | <p>SE/TE: 17, 55, 104, 125, 151, 195, 222, 241, 293, 341, 376, 436, 453, 490, 523, 554, 575, 633, 706, 738 TECH: www.phschool.com</p> |
| <p>Objective 2: Demonstrate collaboration in working with others to achieve specified results.</p> | |

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| <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. | <p>SE/TE: 17, 55, 104, 125, 151, 195, 222, 241, 293, 341, 376, 436, 453, 490, 523, 554, 575, 633, 706, 738 TECH: www.phschool.com</p> |
| <ul style="list-style-type: none"> Understand how citizens can work together to change or implement legislation. | <p>SE/TE: 207, 261, 289, 293, 319 TECH: www.phschool.com</p> |
| <ul style="list-style-type: none"> Listen with respect to the ideas and views of others. | <p>SE/TE: 9, 35, 81, 91, 120, 171, 189, 229, 246, 281, 291, 339, 355, 402, 431, 455, 470, 519, 549, 572, 602, 648, 662, 696, 735 TECH: www.phschool.com</p> |
| <ul style="list-style-type: none"> Demonstrate an understanding of the group’s needs or goals. | <p>SE/TE: 17, 55, 104, 125, 151, 195, 222, 241, 293, 341, 376, 436, 453, 490, 523, 554, 575, 633, 706, 738 TECH: www.phschool.com</p> |
| <ul style="list-style-type: none"> Use multiple resources effectively. | <p>SE/TE: 436 TECH: www.phschool.com</p> |
| <ul style="list-style-type: none"> Participate in a community, county, or state political campaign. | <p>SE/TE: 115, 389, 413 TECH: www.phschool.com</p> |
| <ul style="list-style-type: none"> Identify careers in government and law. | <p>SE/TE: 17, 55, 104, 125, 151, 195, 222, 241, 293, 341, 376, 436, 453, 490, 523, 554, 575, 633, 706, 738 TECH: www.phschool.com</p> |
| <p>Objective 3: Demonstrates an understanding of, and a reasoned commitment to, the rule of law.</p> | |
| <ul style="list-style-type: none"> Respect and defend individual rights and property. | <p>SE/TE: 27, 531, 564-568, 569-575, 576-584, 585-588 TR: Unit 5: 20, 21, 22, 23, 24, 25, 26, 27, 28; Close Up on Primary Sources: 22, 60; Close Up on the Supreme Court: 21, 34-35, 48-49, 52-53; Simulations and Debates: 50-52, 65-70</p> |
| <p>(Continued)</p> <ul style="list-style-type: none"> Respect and defend individual rights and property. | <p>(Continued)</p> <p>TECH: www.phschool.com; Section Support Transparencies: 81, 82, 83,; 84, 180, 181, 182, 183; Basic Principles of the Constitution ; Transparencies: 34; Presentation Pro CD-ROM; Social Studies Skills Tutor CD-ROM</p> |
| <ul style="list-style-type: none"> Demonstrate individual responsibility; e.g., school policy, voting, motor vehicle laws. | <p>SE/TE: 195, 222, 293, 436, 453, 554, 706, 738 TECH: www.phschool.com</p> |

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| <ul style="list-style-type: none"> Recognize how individual choices and actions affect self, family and community. | <p>SE/TE: 3, 27, 63, 87, 115, 147, 177, 207, 235, 261, 289, 319, 353, 389, 413, 445, 467, 505, 531, 563, 593, 625, 657, 683, 717 TECH: www.phschool.com</p> |
| <ul style="list-style-type: none"> Understand the development of government and law and its function and practice in modern society. | <p>SE/TE: 4-5, 8-10, 12-16, 45, 53, 57, 88-89, 91, 92, 290, 718, 733 TR: Unit 1: 2, 3, 4, 5, 27, 28; Close Up on Primary Sources: 3, 6, 54, 58; Close Up on the Supreme Court: 28-29; Close Up on Participation: 10-11 TECH: www.phschool.com; Section Support Transparencies: 7, 8, 18,; 106, 107, 117; Basic Principles of the Constitution; Transparencies: 23, 43; Presentation Pro CD-ROM; Social Studies Skills Tutor CD-ROM; Simulations and Data Graphing CD-ROM</p> |
| <ul style="list-style-type: none"> Demonstrate respect for elected authorities. | <p>SE/TE: 293, 389, 413 TECH: www.phschool.com</p> |