

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.) Yes X 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: Magruder's American Government © 2010

ISBN#: 0133736032

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 %

OBJECTIVES & INDICATORS

Coverage in Student Edition (SE) and Teacher Edition (TE) (pg #'s, etc.)

Coverage in Ancillary Material (titles, pg #'s, etc.)

Not covered in TE, SE or ancillaries ✓

Objective 1.1: Investigate the ideas and events that significantly influenced the creation of the United States Constitution.				
a.	Identify and summarize the philosophies that contributed to the Constitution; e.g., Machiavelli, Locke, Jefferson, Madison, Hamilton.	SE/TE: The Roots of Democracy, 27; The Enlightenment and American Government, 55 TE: Background, 50		
b.	Identify and investigate the events that led to the Creation of the Constitution.	SE/TE: Political Beginnings, 30–34; The Critical Period, 48–51; Creating the Constitution, 52–58; Ratifying the Constitution, 59–62		
c.	Analyze how the idea of compromise affected the Constitution.	SE/TE: Compromises, 55–58		
Objective 1.2: Assess the essential ideas of United States constitutional government.				
a.	Examine the purposes and role of government.	SE/TE: What is Government? 4–11; Forms of Government, 12–18		
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/TE: Our Political Beginnings, 30–32; Declaration of Independence, 9, 40–41, 43–47; The Critical Period, 48–49; Creating the Constitution, 52–58; Ratifying the Constitution, 59–62; Bill of Rights (U.S.), C16–C17, 60, 80, 81, 82, 546–547, 549; Historical Documents, 781–804; Constitution Study Guide: Amendments, C1, C2–C15, C16–C23		

c.	Compare the Articles of Confederation to the United States Constitution.	SE/TE: The Critical Period, 48–51; Creating the Constitution, 52–58		
Objective 1.3: Determine the importance of popular sovereignty and limited government in a democratic society.				
a.	Explain how the separation of powers is maintained through checks and balances.	SE/TE: Separation of Powers, 70–73, 523, 653, 815		
b.	Describe how the federal system of government creates a division of power.	SE/TE: Checks and Balances, 57, 71, 72–73, 245, 417, 794–796; Separation of Powers, 57, 70–72, 523, 653, 815		
c.	Determine how judicial review makes the Constitution a living document.	SE/TE: Judicial Review, 71, 73–74, 76–77, 87, 532, 534, 549, 563, 710		
d.	Examine how the rule of law affects everyday life.	SE/TE: Rule of Law, 30, 70, 651; Majority rule, 20–21; also see: Civil Rights: Equal Justice Under Law, 592–593; Diversity and Discrimination in American Society, 594–600; Equality Before the Law, 601–603; Federal Civil Rights Laws, 608–612; American Citizenship, 613–619		
e.	Investigate the necessity for civic virtue.	SE/TE: Volunteering 19, Voter Behavior, 170–178; Casting Your Vote, 169; also see: “Citizenship 101,” 19, 84, 141, 169, 227, 272, 369, 472, 568, 631, 652, 731; Citizenship by Naturalization and by Birth, 632, 633–634		

Objective 1.4: Investigate the organization and functions of the United States government.				
a.	Explain how legislative, executive, and judicial powers are distributed and shared among the three branches of national government.	SE/TE: Checks and Balances, 57, 71, 72–73, 245, 417, 794–796; Separation of Powers, 57, 70–72, 523, 653, 815; Judicial Review, 76–77		
b.	Describe how the United States Congress makes laws.	SE/TE: Making Law: The House, 343–349; Making Law: The Senate, 351–356		
c.	Examine the ways in which the executive branch carries out laws.	SE/TE: Executive Powers, 405–409; Legislative and Judicial Powers, 417–420		
d.	Investigate how laws are interpreted by courts through an adversarial process; i.e., plaintiff, defendant.	SE/TE: The Federal Court System: The National Judiciary, 520–526; The Inferior Courts, 528–531; The Supreme Court, 532–537; The Special Courts, 538–540; Judicial Review, 71, 73–74, 76–77, 87		

STANDARD II: Students will understand the protections and privileges of individuals and groups in the United States.				
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>%		
OBJECTIVES & INDICATORS		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> ✓
Objective 2.1: Assess the freedoms and rights guaranteed in the United States Constitution.				
a.	Determine the rights and liberties outlined in the Bill of Rights.	SE/TE: Bill of Rights (U.S.), C16–C17, 60, 80, 81, 82, 546–550		
b.	Examine how the Bill of Rights promotes civil rights and protects diversity.	SE/TE: Civil Rights: Equal Justice Under Law, 610–611; Diversity and Discrimination in American Society, 612–617; Equality Before the Law, 618–623; Federal Civil Rights Laws, 626–630; Bill of Rights (U.S.), C16–C17, 60, 80, 81, 82, 548, 549, creation of, 546–547		

c.	Assess the significance of the First and Fourteenth Amendments.	SE/TE: Civil Liberties: First Amendment Freedoms, 544–545; The Unalienable Rights, 546–550; Freedom of Religion, 551–558; Freedom of Speech and Press, 559–568; Freedom of Assembly and Petition, 569–572; Fourteenth Amendment, C20–C21, 80, 83, 103, 155, 157, 161, 163, 189, 390, 547, 549–550, 557–559, 569, 578, 598, 603, 604, 607, 622, 628, 630, 632, 633, 684, 715–716, 753, 781, 807–814		
Objective 2.2: Analyze how civil rights and liberties have been changed through court decisions.				
a.	Examine how the Bill of Rights promotes a just legal system.	SE/TE: Due Process of Law, 578–582; Freedom and Security of the Person, 583–590; Rights of the Accused, 592–599; Miranda v. Arizona (1966), 600–601, 811; Punishment, 602–606		
b.	Summarize the differing interpretations of the strict versus loose constructionists.	SE/TE: Strict Versus Liberal Constructionists, 313–314, 327		

<p>c.</p>	<p>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>.</p>	<p>SE/TE: Landmark Decisions of the Supreme Court, xvii, 76–77, 310–311, 410–411, 600–601, 624–625; Supreme Court-at-a-Glance, 390, 562, 588, 597, 619; The Supreme Court, 532–537; also see: Supreme Court Cases, 21, 22, 76–77, 77, 80, 82–83, 87, 96, 101–102, 104, 107, 112, 113–114, 114, 155, 157, 161, 162, 163, 165, 166, 167, 168, 207, 250, 276, 278, 280, 297–298, 299, 303, 304, 308, 310–311, 314, 315, 316, 356, 390, 402, 408–409, 410–411, 413, 419, 420, 458, 527, 533–534, 539, 547, 548, 550, 552, 553, 554–555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565–567, 569, 570–571, 572, 579, 581–582, 585, 586–587, 588, 589, 593, 595, 596, 599, 600–601, 602, 603, 604–605, 619–620, 624, 628, 706, 715–716, 716, 753, 761, 809, 811, 812</p>		
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STANDARD III: Students will understand the distribution of power among the national, state, and local governments in the United States federal system.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ <u>0</u>%		
OBJECTIVES & INDICATORS		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> ✓
Objective 3.1: Determine the relationship between the national government and the states.				
a.	Identify and explain the concept of federalism.	SE/TE: Federalism, 71, 74–75, 80, 92–93, 94–102, 103–109, 110, 111–114, 115, 116–117, 143, 269, 378, 522, 548–550		
b.	Examine the debate between federal supremacy and states' rights.	SE/TE: Federalism: Powers Divided, 94–102; The National Government and the 50 States, 103–109; The Environment and States' Rights, 110		
c.	Assess the unique relationship between the sovereign American Indian nations and the United States government.	SE/TE: Native Americans: system of government and, 32, voting rights of, 168, first amendment rights of, 557, discrimination against, 613–614, 619, tribal government, 745–746		

Objective 3.2: Analyze the role of local government in the United States federal system.				
a.	Describe the powers given to local governments.	SE/TE: Counties, Towns, and Townships, 742–748; Cities and Metropolitan Areas, 749–755; Providing Vital Services, 756–759; Financing State and Local Government, 761–766		
b.	Investigate the structure and function of local government.	SE/TE: Counties, Towns, and Townships, 742–748; Cities and Metropolitan Areas, 749–755		
c.	Assess how federal monies influence local policy and decision-making.	SE/TE: Financing State and Local Government, 761–766; State Taxation and Spending, 760		
d.	Explore current issues affecting local governments; e.g., spending, state v. local control, land use.	SE/TE: Financing State and Local Government, 761–766; State Taxation and Spending, 760; also see: Document-Based Assessment, 769		
e.	Examine how public education is a function of state and local government.	SE/TE: Local Government and Education, 756–757; Department of Education, 437, 450; Congress and Education, 314–315		

STANDARD IV: Students will understand the responsibilities of citizens in the United States.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: _____ <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ <u>0</u>%		
OBJECTIVES & INDICATORS		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> ✓
Objective 4.1: Investigate the responsibilities and obligations of a citizen.				
a.	Assess the need to obey laws.	SE/TE: Responsibilities and Duties of Citizenship, 23; also see: Rule of Law, 30, 70, 651		
b.	Examine the election and voting process.	SE/TE: Voters and Voter Behavior, 150–151; The right to Vote, 152–155; Voter Qualifications, 156–163; Voter Behavior, 170–178; Casting Your Vote, 169; Working on a Political Campaign, 141; The Electoral Process, 182–183; The Nominating Process, 184–192; Elections, 193–199; Money and Elections, 201–208		
c.	Examine the United States tax system.	SE/TE: Taxes, 140, 299–301, 316, 456–458, 460, 474, 687, 745, 760, 761–764		
d.	Recognize the need for selective service in maintaining a military.	SE/TE: Selective Service System, 445, 583; Selective Service Acts, 316, 445; Selective Training and Service Act, 445		

e.	Investigate the major political parties and their ideas.	SE/TE: Political Parties, 120–121, 122–129, 130–136, 137–140, 142–146, 147–148		
Objective 4.2: Investigate ways in which responsible citizens take part in civic life.				
a.	Evaluate the need for civic dialogue in maintaining a democratic society; e.g., public meetings, mass meetings.	SE/TE: “Citizenship 101,” 19, 84, 141, 169, 227, 272, 369, 472, 568, 631, 652, 731; Issues of Our Time, 35, 110, 200, 253, 317, 350, 404, 450, 504, 527, 591, 692		
b.	Participate in activities that promote the public good; e.g., the voting process, jury duty, community service.	SE/TE: “Citizenship 101,” 19, 84, 141, 169, 227, 272, 369, 472, 568, 631, 652, 731; Issues of Our Time, 35, 110, 200, 253, 317, 350, 404, 450, 504, 527, 591, 692		
Objective 4.3: Assess methods for respectfully dealing with differences.				
a.	Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation.	SE/TE: Issues of Our Time, 35, 110, 200, 253, 317, 350, 404, 450, 504, 527, 591, 692; Landmark Decisions of the Supreme Court, xvii, 76–77, 310–311, 410–411, 600–601, 624–625; Supreme Court-at-a-Glance, 390, 562, 588, 597, 619		

b.	Develop an understanding of the role of civility in dealing with individual and group differences.	SE/TE: For related material see: Issues of Our Time, 35, 110, 200, 253, 317, 350, 404, 450, 504, 527, 591, 692; “Citizenship 101,” 19, 84, 141, 169, 227, 272, 369, 472, 568, 631, 652, 731		
STANDARD V: Students will understand basic economic principles and how they influence everyday life.				
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>%		
OBJECTIVES & INDICATORS		Coverage in Student Edition (SE) and Teacher Edition (TE) (pg #'s, etc.)	Coverage in Ancillary Material (titles, pg #'s, etc.)	Not covered in TE, SE or ancillaries ✓
Objective 5.1: Explore major economic systems.				
a.	Explain how the scarcity and abundance of productive resources contribute to economic systems.	SE/TE: Capitalism, 678–684; Socialism and Communism, 685–691		
b.	Develop an understanding of capitalism, communism, socialism, and mixed economic systems.	SE/TE: Comparative Economic Systems, 676–677; Capitalism, 678–684; Socialism and Communism, 685–691		
c.	Examine the problems of newly developing economies in today’s world.	SE/TE: International Organizations, 697–698; also see: Transitions to Democracy, 661–665; Case Studies in Democracy, 666–672		

Objective 5.2: Determine how supply and demand affect the availability of goods and services.				
a.	Analyze the role that prices, incentives, and profits play in determining what is produced and distributed in a competitive market system.	SE/TE: Factors of Production, 678–679; Free Enterprise System, 679–682; Profit and Loss, 684; The U.S. in a Global Economy, 603–700		
b.	Determine how scarcity and choice influence governmental economic decision making.	SE/TE: Factors of Production, 678–679; Free Enterprise System, 679–682		
c.	Examine how the private and public sectors contribute to an economic system.	SE/TE: Types of Business Organizations, 683–684		
d.	Analyze the role of specialization and exchange in the economic process.	SE/TE: The U.S. in a Global Economy, 603–700		

STANDARD VI: Students will understand the relationship between the United States and the international system.

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> %
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OBJECTIVES & INDICATORS	Coverage in Student Edition (SE) and Teacher Edition (TE) (pg #'s, etc.)	Coverage in Ancillary Material (titles, pg #'s, etc.)	Not covered in TE, SE or ancillaries ✓
Objective 6.1: Examine major government structures and functions outside the United States.			
a. Explain the purpose of government and analyze how government powers are acquired, used, and justified.	SE/TE: What is Government? 4–11; Forms of Government, 12–18; Basic Concepts of Democracy, 20–25		

b.	Compare different political systems with that of the United States; e.g., dictatorship, democracy, theocracy, monarchy, totalitarianism.	SE/TE: Forms of Government, 12–18; Basic Concepts of Democracy, 20–25; Comparative Political Systems, 644–675		
c.	Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.	SE/TE: Ideas and Revolutions, 653–660; Transitions to Democracy, 661–665; Case Studies in Democracy, 666–672; American Foreign Policy Overview, 495–503; Foreign Aid and Alliances, 505–512		
Objective 6.2: Evaluate how United States foreign policy affects the world.				
a.	Explain the powers that the Constitution gives to the president and Congress in foreign affairs, and how these powers have been used.	SE/TE: Foreign Policy, 304, 365; Foreign Policy and National Defense, 480–481, 482–487, 488–494, 495–503, 504, 505–512, 513, 514–515		
b.	Describe the process by which United States foreign policy is made; e.g., federal agencies, domestic interest groups, the public, the media.	SE/TE: Foreign Policy and National Defense, 480–481, 482–487, 488–494, 495–503, 504, 505–512, 513, 514–515		

c.	Analyze the various ways in which United States foreign policy is carried out; e.g., diplomatic, economic, military, humanitarian.	SE/TE: Foreign Policy and National Defense, 480–481; Foreign Affairs and Diplomacy, 482–487; National Security, 488–494; American Foreign Policy Overview, 495–503; America’s Role in the World, 504; Foreign Aid and Alliances, 505–512; Assessment, 513, 514–515; Foreign Trade, 56, 696–697, 698		
d.	Explain how United States domestic politics affect United States foreign policy.	SE/TE: Foreign Policy and National Defense, 480–481; Foreign Policy Overview, 495–503; Foreign Aid and Alliances, 505–512; also see: North American Free Trade Agreement (NAFTA), 323, 672, 692, 695, 697, 700		
Objective 6.3: Explore how the United States influences other nations, and how other nations influence the United States.				
a.	Describe the impact of the United States’ concepts of democracy and individual rights on the world.	SE/TE: Transitions to Democracy, 661–665; Case Studies in Democracy, 666–672		
b.	Explain how developments in other nations affect United States society and life.	SE/TE: Foreign Policy Overview, 495–503; Foreign Aid and Alliances, 505–512; also see: Ideas and Revolutions, 653–660; Transitions to Democracy, 661–665; Case Studies in Democracy, 666–672		

c.	Describe the role of the United States in international organizations.	SE/TE: International Law, 309; North American Free Trade Agreement (NAFTA), 323, 672, 692, 695, 697, 700; North Atlantic Treaty Organization (NATO), 416, 486, 506–507; United Nations, 498, 500, 507–511; United Nations Educational, Scientific, and Cultural Organization (UNESCO), 510		
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