

## Textbook Alignment to the Utah United States Government & Citizenship Core Curriculum Rubric for “Recommended Primary” Materials

<b>Title</b> _____ <b>ISBN#</b> _____			
<b>Publisher:</b> _____			
<b>Name of Person(s) conducting alignment and evaluation:</b> _____			
<b>Overall percentage of coverage of the Utah State Core Curriculum:</b> _____%			
<b>Standard I: Students will understand the significance and impact of the Constitution on everyday life.</b>			
<b>Percentage of coverage for Standard I:</b> %			
Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
<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.		
	b. Identify and investigate the events that led to the creation of the Constitution.		
	c. Analyze how the idea of compromise affected the		

	Constitution.		
<b>Objective 1.2: Assess the essential ideas of United States constitutional government.</b>	a. Examine the purposes and role of government.		
	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.		
	c. Compare the Articles of Confederation to the United States Constitution.		
<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.		
	b. Describe how the federal system of government creates a division of power.		
	c. Determine how judicial review makes the Constitution a living document.		
	d. Examine how the rule of law affects everyday life.		
	e. Investigate the necessity for civic virtue.		,
<b>Objective 1.4: Investigate the organization and functions of the United</b>	a. Explain how legislative, executive, and judicial powers are distributed and		

<b>States government.</b>	shared among the three branches of national government.		
	b. Describe how the United States Congress makes laws.		
	c. Examine the ways in which the executive branch carries out laws.		
	d. Investigate how laws are interpreted by courts through an adversarial process; i.e., plaintiff, defendant.		
<b>Standard II: Students will understand the protections and privileges of individuals and groups in the United States.</b>			
<b>Percentage of coverage for Standard II:   %</b>			
<b>Objectives</b>	<b>Indicators</b>	<b>If covered, appropriate page #'s</b>	<b>Comments on coverage</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.		
	b. Examine how the Bill of Rights promotes civil rights and protects diversity.		
	c. Assess the significance of the First and Fourteenth Amendments.		
<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.		
	b. Summarize the differing interpretations of the strict versus loose		

	constructionists.		
	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> .		
<b>Standard III: Students will understand the distribution of power among the national, state, and local governments in the United States federal system.</b>			
<b>Percentage of coverage for Standard III:    %</b>			
<b>Objectives</b>	<b>Indicators</b>	<b>If covered, appropriate page #'s</b>	<b>Comments on coverage</b>
<b>Objective 3.1: Determine the relationship between the national government and the states.</b>	a. Identify and explain the concept of federalism.		
	b. Examine the debate between federal supremacy and states' rights.		
	c. Assess the unique relationship between the sovereign American Indian nations and the United States government.		
<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.		
	b. Investigate the structure and function of local government.		
	c. Assess how federal monies influence local policy and decision-making.		
	d. Explore current issues affecting local governments; e.g., spending, state v. local		

	control, land use.		
	e. Examine how public education is a function of state and local government.		
<b>Standard IV: Students will understand the responsibilities of citizens in the United States.</b>			
<b>Percentage of coverage for Standard IV: %</b>			
<b>Objectives</b>	<b>Indicators</b>	<b>If covered, appropriate page #'s</b>	<b>Comments on coverage</b>
<b>Objective 4.1: Investigate the responsibilities and obligations of a citizen.</b>	a. Assess the need to obey laws.		
	b. Examine the election and voting process.		
	c. Examine the United States tax system.		,
	d. Recognize the need for selective service in maintaining a military.		
	e. Investigate the major political parties and their ideas.		
<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.		
	b. Participate in activities that promote the public good; e.g., the voting process, jury duty, community service.		
<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.		
	b. Develop an understanding of the role of civility in dealing with individual and group differences.		
<b>Standard V: Students will understand basic economic principles and how they influence everyday life.</b>			
<b>Percentage of coverage for Standard V:   %</b>			
<b>Objectives</b>	<b>Indicators</b>	<b>If covered, appropriate page #'s</b>	<b>Comments on coverage</b>
<b>Objective 5.1: Explore major economic systems.</b>	a. Explain how the scarcity and abundance of productive resources contribute to economic systems.		
	b. Develop an understanding of capitalism, communism, socialism, and mixed economic systems.		
	c. Examine the problems of newly developing economies in today's world.		
<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.		
	b. Determine how scarcity and choice influence governmental economic decision making.		
	c. Examine how the private		

	and public sectors contribute to an economic system.		
	d. Analyze the role of specialization and exchange in the economic process.		
<b>Standard VI: Students will understand the relationship between the United States and the international system.</b>			
<b>Percentage of coverage for Standard VI:    %</b>			
<b>Objectives</b>	<b>Indicators</b>	<b>If covered, appropriate page #'s</b>	<b>Comments on coverage</b>
<b>Objective 6.1: Examine major government structures and functions outside the United States.</b>	a. Explain the purpose of government and analyze how government powers are acquired, used, and justified.		
	b. Compare different political systems with that of the United States; e.g., dictatorship, democracy, theocracy, monarchy, totalitarianism.		
	c. Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.		
<b>Objective 6.2: Evaluate how United States foreign policy affects the world.</b>	a. Explain the powers that the Constitution gives to the president and Congress in foreign affairs, and how these powers have been used.		
	b. Describe the process by		

	which United States foreign policy is made; e.g., federal agencies, domestic interest groups, the public, the media.		
	c. Analyze the various ways in which United States foreign policy is carried out; e.g., diplomatic, economic, military, humanitarian.		
	d. Explain how United States domestic politics affect United States foreign policy.		
<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.		
	b. Explain how developments in other nations affect United States society and life.		
	c. Describe the role of the United States in international organizations.		

### General Rubric

Review Category <b>Curriculum Content Coverage</b>	High Quality - 3	2	1	0	NA	Comments
Content matches the standards and objectives of the Utah Core Curriculum.	80% of the Utah Core and objectives are covered. Objectives are	70% of the Utah Core and objectives are covered. Objectives are	50% of the Utah Core and objectives are covered.	<b>Less</b> than 50% of the Utah Core and objectives are		

	clearly stated with measurable outcomes.	clearly stated with measurable outcomes.		covered		
Content is delivered in an appropriate sequence.	80% of the program content is covered in an appropriate sequence matching the Utah Core.	70% of the program content is covered in an appropriate sequence matching the Utah Core.	50% of the program content is covered in an appropriate sequence matching the Utah Core.	Less than 50% of the program content is covered in an appropriate sequence matching the Utah Core.		
Content is covered with appropriate depth.	The program provides 80% or more of the necessary depth needed for appropriate instruction.	The program provides 70% or less of the necessary depth needed for appropriate instruction.	The program provides 50% or less of the necessary depth needed for appropriate instruction.	The program lacks the necessary depth needed for appropriate instruction.		
Content endorses sound research-based practices.	The program utilizes 80% or more of current research-based practices.	The program utilizes 70% or less of current research-based practices.	The program utilizes 50% or less of current research-based practices.	The program does not utilize current research-based practices.		
Content is presented accurately and in an age-appropriate manner.	Materials reflect current content knowledge without content bias. Materials utilize cross-curricular references and experiences. Materials are age appropriate.	Materials have some content inaccuracies, but do not show content bias. Materials utilize some cross-curricular references. Materials are 70% age appropriate	Materials show many content inaccuracies and some content bias. Materials have very limited cross curricular references. Materials are approximately 50% age appropriate.	Materials have major content inaccuracies. Materials have no cross curricular references. Materials are not age appropriate.		
Content is engaging to the student.	80% or more of the materials and activities are	Less than 80% of the materials and activities are	50% or less of the materials and activities are	Very little, if any, of the materials and activities are		

	interesting and engaging to the student promoting purposeful learning.	interesting and engaging to the student promoting purposeful learning.	interesting and engaging to the student promoting purposeful learning.	interesting and engaging to the student promoting purposeful learning.		
Content is differentiated to meet different abilities and needs.	There are appropriate accommodations for various developmental levels acknowledging prerequisite skills and knowledge.	70% of the program provides appropriate accommodations for various developmental levels acknowledging prerequisite skills and knowledge.	50% of the program provides appropriate accommodations for various developmental levels acknowledging prerequisite skills and knowledge.	There are few or no appropriate accommodations for various developmental levels with little acknowledgment of needed prerequisite skills and knowledge.		
<b>Review Category</b> <b>Physical Qualities</b>	High Quality - 3	2	1	0	NA	Comments
Student materials provide appropriate print, illustrations and text features.	Student materials provide appropriate use of font, illustrations and text features, (e.g., illustrations, graphs, tables).	70% of the student material provides appropriate use of font, illustrations and text features, (e.g., illustrations, graphs, tables).	50% of the student material provides appropriate use of font, illustrations and text features, (e.g., illustrations, graphs, tables).	The student materials lack appropriate use of font, illustrations, and text features, (e.g., illustrations, graphs, tables).		
Student materials provide table of contents, glossary, index, and etc.	Student materials provide necessary table of contents, indices, glossaries, and other references to assist and guide students, parents, and teachers.	Student materials provide some table of contents, indices, glossaries, and other references to assist and guide students, parents, and teachers.	Student materials provide a limited amount of table of contents, indices, glossaries, and other references to assist and guide students, parents, and teachers.	Student materials provide very little, if any, table of contents, indices, glossaries, and other references to assist and guide students, parents, and teachers.		
Student materials are durable.	Student materials are securely bound and reinforced.	Student materials are adequately hardbound.	Student materials have secure bindings.	Student materials have inferior bindings.		
Teacher materials are	Teacher materials	Teacher materials	Teacher materials are	Materials are		

easy to use.	are well organized with easy to read font and good correlation with student materials.	are organized with easy to read font, and follow correlation with student materials.	somewhat organized with hard to read font and layout. Materials provide difficult to follow correlation with student materials.	disorganized with hard to read font for teachers. Layout provides little or no correlation to student materials.		
Teacher material is durable.	Teacher materials are securely bound and reinforced while staying open and flat for teaching.	Teacher materials are adequately hardbound while staying open and flat for teaching	Teacher materials have secure bindings but do not open and lay flat to facilitate teaching.	Teacher materials have inferior bindings but do lay flat to facilitate teaching.		
<b>Review Category Technology Qualities</b>	High Quality - 3	2	1	0	NA	Comments
Technology provided is user friendly.	Program provides menus that are easy to read and follow. Program is user-friendly to install and requires a minimal level of computer expertise. Manuals and directions are understandable.	Program provides menus that are generally easy to read and follow. Installation requires little computer expertise. Manuals and directions are simple to understand.	Program menus are easy to read. Manuals might have to be read in detail to understand operation of technology, (e.g., laser remote, software). Installation might require some knowledge or expertise. Manuals are included.	Menus are not descriptive and hard to follow. Installation requires expertise. No manuals or written instructional materials are provided.		
Technology provided enhances the learning experience.	Technology provided is appropriate giving additional support for student learning.	Technology provided is appropriate giving some additional support for student learning.	Limited technology is provided giving little support for student learning.	No technology is provided.		
Technology has quality audio/visual attributes.	Program provides high quality audio	Program provides good audio and	Program audio and visual effects are of	No technology is available.		

	and visual effects.	visual effects.	poor quality.			
<b>Review Category Ancillary Materials</b>	High Quality - 3	2	1	0	NA	Comments
Student ancillary materials provide appropriate supplemental instruction.	Program provides high quality student ancillary materials that enhance and supplement the delivery of instruction.	Program provides adequate student ancillary materials to enhance and supplement the delivery of instruction.	Program provides some student ancillary materials that are of limited value to supplement and enhance the delivery of instruction.	The program provides no student ancillary materials or student ancillary materials are of such poor quality and have little correlation to learning objectives that they are of no value.		
Student ancillary materials are easy to access and utilize.	Student ancillary materials are easy to access, are durable and easy to utilize.	Student ancillary materials are easy to access, are somewhat durable requiring some modification to utilize.	Student ancillary materials are difficult to access and require modification to utilize.	Student ancillary materials are of such poor quality or difficult to prepare or access that they are of little or no value.		
Parent ancillary materials are appropriate and support desired student learning	Parent ancillary materials are appropriate providing good support for desired student learning through home activities, homework, and practice opportunities.	Parent ancillary materials are appropriate providing adequate support for desired student learning through a variety of opportunities and activities.	Parent ancillary materials are not always appropriate nor do they provide adequate support through a variety of opportunities for student learning.	There are no parent ancillary materials available.		
<b>Review Category Assessment Materials</b>	High Quality - 3	2	1	0	NA	Comments
A variety of assessment options are provided.	Program provides multiple assessment	Program provides some assessment	Program provides limited assessment	Program provides no assessment		

	measures to monitor individual student progress at regular intervals.	measures to monitor individual student progress at regular intervals.	measures to monitor individual student progress at regular intervals.	measures or measures are of such poor quality or correlation to student learning to be of any value.		
Assessment tools are appropriate to inform instruction and are aligned with the program, the Utah Core curriculum, and U-PASS.	Assessment tools are appropriate to inform the major areas of instruction and are aligned with the program and the Utah Core curriculum and U-PASS.	Assessment tools are appropriate to inform some areas of the instructional program and are adequately aligned with the program and the Utah Core curriculum and U-PASS.	Assessment tools are appropriate to inform limited areas of the instructional program and are poorly aligned with the program and the Utah Core curriculum and U-PASS.	Assessment tools are not appropriate to inform areas of the instructional program and are not aligned with the program and the Utah Core curriculum and U-PASS.		

Assessment tools are easily accessible and utilized.	Assessment tools are easily accessible with a limited amount of training or expertise.	Assessment tools are accessible with some amount of training or expertise needed.	Assessment tools are difficult to access and require extensive training.	Assessment tools are not accessible.		
<b>Category Universal Access</b>	High Quality - 3	2	1	0	NA	Comments
Program content accurately reflects diverse populations.	Program provides ways to adapt curriculum for all students, (e.g., special learning needs, learning disabilities, ELL, and advanced learners).	Program provides some ways to adapt curriculum to meet special learning needs of students.	Program provides limited strategies to assist special learning needs of students.	Program provides no strategies to assist special learning needs of students.		
Program contents provides for the development of healthy attitudes and	Program accurately portrays and promotes	Program accurately portrays and promotes some	Program accurately portrays and promotes a limited	Program does not accurately portray or promote an		

values.	understanding of cultural, racial, religious and diversity in society.	understanding of cultural, racial, religious and diversity in society.	understanding of cultural, racial, religious and diversity in society.	understanding of cultural, racial, religious and diversity in society.		
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**I have reviewed the above program and recommend the following use: (Choose one category only.)**

- (1) Instructional materials are in alignment with content philosophy and instructional strategies of the Utah Core. Materials provide comprehensive coverage of course content and support U-PASS. Materials may be used for **primary course instruction**.
  - (2) Instructional materials provide limited alignment with the Utah Core or U-PASS or have a narrow or restricted scope and sequence. Use of these materials must be supplemented with necessary missing program elements for effective instruction. Materials may be used on a **limited basis with accompanying plan** for use with additional appropriate materials to assure coverage of core requirements.
    - Materials could be used to support primary course instruction - **Tier I** of the **Utah Model for Instruction and Intervention**.
    - Materials could be used to support intervention instruction - **Tier II** of the **Utah Model for Instruction and Intervention**.
    - Materials could be used to support intervention instruction - **Tier III** of the **Utah Model for instruction and Intervention**.
  - (3) Materials are not for student instructional use, but may only be used only as **teacher resource material**.
  - (4) Materials are aligned to the core, developmentally appropriate, may contain valuable content information, but are not intended to be used as the source for primary instruction, but **only as student resource material**.
- Materials have been reviewed, but **not adopted** because of lack of alignment, inaccurate content, misleading connotations, undesirable presentation, or are in conflict with existing law and rules, or otherwise unsuitable for use by students. **School districts are strongly cautioned against using these materials.** Materials were included in the publisher bid, but **not sampled** to the USOE or Textbook commission.
- Materials were not reviewed**, but may be purchased in accordance with the law and Rule **277-469-6**: Advanced placement materials, International materials, concurrent enrollment materials, library or trade books, reference materials, teacher professional materials which are not components of an integrated instructional program. Galley proofs or unfinished copies are not reviewed.

Evaluator Signature: \_\_\_\_\_

Date: \_\_\_\_\_