

United States Constitution Fitness Award (Optional Utah K-5 Award Program)

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Program Overview

- Guiding Questions: Why do I respect and value the United States Constitution? What are my civic responsibilities?
- Observances: American Founders and Constitution Month (September) and Constitution Day (September 17th), in conjunction with Utah code §[53G-1-401](#).
- Purpose: Provides educators and families with ideas for observing American Founders Month and Constitution Day, as well as learning about the founding of the U.S., the writing of the Constitution, and civic responsibilities.
- Completion Requirement: Complete six items from school and/or home during each grade level.

Related Resources

- [Utah's PK-12 Social Studies Standards](#)
- [Utah's K-6 Optional Social Studies Curriculum](#) (Google Drive)

Kindergarten

Compelling Questions

- Who are the people in our families and communities that we honor? Why are these people honored and remembered? Whom do we honor in United States history?
- Why are some events and people from history remembered?
- What purposes do symbols of our school, community, and country serve?

Standard K.1.2

Use a variety of texts to analyze and retell the stories of a diverse range of key historical figures, including some from United States history, and make inferences about why they are remembered and honored as people who exemplify the traits of honesty, integrity, morality, civility, duty, honor, service, respect, and obedience to law.

- **School Activities:** Retell a story about a person from U.S. history who exemplifies honesty, integrity, morality, civility, duty, honor, service, or respect. (ELA Standard K.R.6)
- **Home Activities:** Complete an expected job at home or school without being asked; draw a picture of something in your community you are grateful for; thank someone for what they do for you.
- **Supporting Resources:** "[Who was George Washington?](#)" video; connections to holidays like Martin Luther King, Jr. Day or Presidents' Day.

Standard K.3.1

Describe some of the rules students or family members follow and why they are important as a member of a family, class, and school.

- **School Activities:** Show how to follow 3 classroom or school rules and explain why they are important.
- **Home Activities:** Show how to follow 3 family rules at home and explain why they are important; participate in "Rule Reporter" by identifying one home rule and explaining how it helps the family live together happily.
- **Supporting Resources:** *The Book of Rules* by Brian Gehrlein.

Standard K.3.2

List and describe the essential qualities needed to learn and work together as friends, neighbors, and family members (for example, honesty, integrity, morality, civility, duty, honor, service, respect, obedience to law).

- **School Activities:** Practice cooperation, collaboration, and compromise with classmates; complete a "Community Helper Spotlight" by drawing a helper and explaining a rule they follow to keep people safe.

- **Home Activities:** Create a picture, poster, or representation of qualities family members use to learn and work together.
- **Supporting Resources:** *Extra Yarn* by Mac Barnett and Jon Klassen; *Our Class is a Family* by Shannon Olsen and Sandie Sonke; *The Invisible Boy* by Trudy Ludwig and Patrice Barton; *Perfect* by Max Amato.

Standard K.3.4

Explain why national, state, and other symbols and actions (including the United States flag, the Pledge of Allegiance, the bald eagle, the Utah flag) are considered important. What rules and traditions have been made to reflect that importance?

- **School Activities:** Memorize and perform the Pledge of Allegiance and explain specific phrases; or complete an alternate activity identifying the colors on the U.S. flag and explaining their meaning. (Fine Arts Standard K.T.P.5)
- **Home Activities:** Explain to someone at home what it means to stand, put your hand on your heart, and recite the Pledge; complete a flag coloring page.
- **Supporting Resources:** "[How Do We Celebrate Our Shared Traditions?](#)" Civics Unit; [More Than a Flag](#) resource page; *I Read Symbols* by Tana Hoban; *Our Pledge. Our Promise* by Sheri Wall and Greg Manly; *The Flag We Love* by Pam Munoz Ryan and Ralph Masiello.

First Grade

Compelling Questions

- Whom do we honor in United States history?
- Why is it important to ask questions about and remember events from the past?
- What are primary sources, and why is it important to use them?
- What are the roles and responsibilities of citizens and government in your community?

Standards 1.1.2

Summarize the contributions of a diverse range of historical figures and groups in their community, state, and nation, and evaluate their significance (for example, figures might be chosen based on their examples of honesty, integrity, morality, civility, duty, honor, service, respect, obedience to law).

- **School Activities:** Retell a story about a U.S. historical figure showing positive virtues and explain its importance today (ELA Standard 1.R.6, Health Standard 1.HF.3); create a "Historical Figure Trading Card".
- **Home Activities:** Retell a story about an ancestor exemplifying honesty, integrity, morality, civility, duty, honor, service, or respect.
- **Supporting Resources:** "[Who was George Washington?](#)" video; connect to an observance of a holiday such as Martin Luther King, Jr. Day, President's Day, etc.

Standards 1.1.3

Use primary sources (for example, artifacts and documents such as photographs, newspapers, speakers, stories, songs) to make inferences about why certain events in history are remembered.

- **School Activities:** Learn the first verse of the national anthem and explain the historical events standard in the lyrics; Answer the question "What events in history are included in the words of the song and why are they remembered?" (Fine Arts Standards K.M.R.2, K.M.CO.2, K.M.CO.4)
- **Home Activities:** "Family History Artifact": Use an artifact (cultural or religious regalia, quilt, journal, etc.) that is important to them or their family to tell about an important event in the family's history and why it is important. How is the artifact part of the story?
- **Supporting Resources:** "[Who was George Washington?](#)" video; "[Oh, Say Can You See...](#)" lesson from Edsitement; [National Archives Educator Resources](#); [Library of Congress Teachers](#); *The Flag We Love* by Pam Munoz Ryan and Ralph Masiello; *This is the Rope* by Jacqueline Woodson and James Ransome.

Standard 1.3.4

Identify the symbols, landmarks, and essential documents of the school, community, state, and nation (including the national motto and state emblem). Demonstrate how to show respect for those items, including care and disposal of the United States flag.

- **School Activities:** Recognize the national motto "In God We Trust" (Math Standard 1.MD.5); teach someone how to properly care for and dispose of the U.S. flag and explain why such processes are required when handling the flag.
- **Home Activities:** Explain the different symbols in the United States Flag and proper flag care to someone at home; create an art project or color a picture featuring a symbol of Utah or the United States.
- **Supporting Resources:** "[A Capitol Adventure](#)" Student Activity Guide; [More Than a Flag](#) resource page; *The Flag We Love* by Pam Munoz Ryan and Ralph Masiello; [National Archives Educator Resources](#); [Library of Congress Teachers](#).

Standard 1.3.5

Demonstrate characteristics of responsible citizenship (for example, respect others' property, treat people with dignity, find solutions to conflicts, take responsibility for one's actions, take care of school grounds).

- **School Activities:** Work with classmates to act out examples of responsible citizenship (Fine Arts Standards 1.T.P.4, 1.T.P.9, 1.T.CO.2; Health Standards 1.HF.2, 1.HF.3, 1.MEH.2)
- **Home Activities:** Make a new friend; help clean up a space at school, home, or in the community.
- **Supporting Resources:** "[How Do Communities Make Good Decisions?](#)" iCivics Unit; [What Can a Citizen Do?](#) blog; *The Wartville Wizard* by Don Madden; *V is for Voting* by Kate Farrell and Caitlin Kuhwald; *Something Beautiful* by Sharon Dennis Wyeth and Chris K. Soentpiet.

Second Grade

Compelling Questions

- What are the benefits and responsibilities of being good citizens?

Standard 2.1.3

Summarize key ideas included in the Declaration of Independence (for example, purpose of government, equality, representative government, limited government, rule of law, natural rights, common good).

- **School Activities:** Memorize and perform (act out or use the body to communicate), from the Declaration of Independence, "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness." Answer the question: What does this phrase mean to you? (Fine Arts Standards 2.T.P.4, 2.T.P. 5)
- **Home Activities:** Recite the same Declaration excerpt to someone at home and explain what it means to you.
- **Supporting Resources:** UEN "[Declaration of Independence](#)" Podcast; "[What are Unalienable Rights?](#)" video.

Standard 2.1.4

Retell the histories of key people and events connected to state and national symbols, landmarks, and essential documents (for example, Thomas Jefferson and the Declaration of Independence, Francis Scott Key and The Star Spangled Banner, Abraham Lincoln and the Lincoln Memorial, Theodore Roosevelt and Woodrow Wilson and national parks, Utah pioneers and Utah's nickname and motto).

- **School Activities:** Create a scene/puppet show depicting a person from the nation's founding and explain the scene story behind the picture, why you chose the person(s) and what civic virtues they exemplify (Fine Arts Standards 2.T.CR.3, 2.V.CR.1, 2.V.CO.1); memorize and perform the second verse of the Star-Spangled Banner or another patriotic song (Fine Arts Standards 2.M.P.4, 2.M.P.11).
- **Home Activities:** Explain to someone at home why the Star-Spangled Banner was written.
- **Supporting Resources:** [National Archives Educator Resources](#); [Library of Congress Teachers](#).

Standards 2.3.1, 2.3.2, & 2.3.3

2.3.1 Define the essential qualities of good community members (for example, honesty, integrity, morality, civility, duty, honor, service, respect, and obedience to law).

2.3.2 Describe the rights and responsibilities of citizens in the United States and Utah.

2.3.3 Provide examples of ways in which responsible community members have worked

together to resolve conflicts, solve problems, and create unity within their community.

- **School Activities:** Create a "Looks Like, Sounds Like, Feels Like Chart" representing a unified community.
- **Home Activities:** Discuss contributions of community members, public services, and rules (crosswalks, clean spaces) while traveling as a family; make a thank you card for a public servant (mayor, military, first responders).
- **Supporting Resources:** "[What is Authority?](#)" lesson; *All Through the Night: Important Jobs that Get Done at Night* by Polly Faber and Harriet Hobday.

Standard 2.3.6

Identify celebrations and state and national holidays that remember and honor people and events in the history of Utah and the United States.

- **School Activities:** Act out one reason that the colonists declared independence on July 4, 1776. Explain why the Fourth of July is also called Independence Day? (Fine Arts Standards 2.T.CR.5, 2.T.P.1, 2.T.P.6)
- **Home Activities:** Explain to someone at home why the Declaration of Independence is celebrated on July 4th and the Constitution on September 17th.
- **Supporting Resources:** "[Why Do Many People Celebrate on the Fourth of July?](#)" iCivics Unit; "[Constitution Day Rap](#)" lesson.

Third Grade

Compelling Questions

- How are the founding documents of the United States unique?
- How does the government protect individual rights?
- How does the Preamble reflect the Founding Fathers' expectations for the role of government?

Standard 3.1.2

Explain why the first three words of the United States Constitution are vital to the workings of representative government.

- **School Activities:** Memorize and perform the Preamble to the U.S. Constitution and answer how it reflects expectations for government; Answer the question, "How does the Preamble reflect the Founding Fathers' expectations for the role of government?" *"We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America."* (Fine Arts Standard 3.T.P.5)
- **Home Activities:** Explain or write about why the first three words of the U.S. Constitution are, "We the people".
- **Supporting Resources:** "[What Basic Ideas are in the Preamble?](#)" lesson; Schoolhouse Rock! [Preamble song](#); "[What is the Constitution?](#)" video.

Standard 3.1.3

Summarize how the Constitution of the United States is the supreme law of the land, and explain how laws provide order and stability.

- **School Activities:** Explain how the justice system relies on the Constitution as a source document for all decisions regarding law and order (Health Standard [3.HF.5](#)); conduct a mock trial using the Constitution as the basis for rendering a decision.
- **Home Activities:** Share examples with family on why laws are necessary for a healthy, free nation to function safely.
- **Supporting Resources:** "[The Constitution: The Country's Rules](#)" lesson; *How to Build Your Own Country* by Valerie Wyatt and Karen Fredericks; Schoolhouse Rock! "[I'm Just a Bill](#)".

Standard 3.1.4

Identify the rights protected by the First Amendment in the Bill of Rights, and analyze how those rights affect them.

- **School Activities:** Design and create a product outlining First Amendment rights and demonstrating their modern importance.
- **Home Activities:** Perform an act of service and write about how service relates to responsible citizenship.
- **Supporting Resources:** "[Breaking Down the Bill of Rights](#)" video.

Standard 3.1.5

Explain how the Constitution balances power between the three branches of government at both the state and federal levels (checks and balances).

- **School Activities:** Create a graphic showing how power is divided among the three branches of the federal government.
- **Home Activities:** Explain the balance of power between the legislative, executive, and judicial branches to someone at home.
- **Supporting Resources:** "[Learning Adventures: Branches of Government](#)" game; *What is the President's Job?* by Allison Singer.

Fourth Grade

Compelling Questions

- How is federal and state power balanced in Utah, and what is the function of Utah's state Constitution?
- How are issues between state, federal, and tribal lands resolved?

Standards

4.4.1 Identify the function and location of state government. Analyze Article 1 of the Utah Constitution to explain how the enumerated rights reflect shared values.

4.4.2 Compare the Utah Constitution with the United States Constitution, noting the similarities (including legislative, executive and judicial branches, rights of citizens) and important/ significant differences (for example, role in education, public lands, local governance).

- **School Activities:** Compare [Article 1, Section 1 of the Utah Constitution](#) to the First Amendment of the U.S. Constitution and create a representation of their differences/similarities; explain federalism and power divisions; retell the story of Utah's state capitals (Fillmore and Salt Lake City).
- **Home Activities:** Start a Gratitude Journal showing patriotism as a demonstration of gratitude; sacrifice time or share a talent with someone and write a paragraph on the experience; create a chart showing 3 similarities and 3 differences between the U.S. and Utah Constitutions.
- **Supporting Resources:** "[Why Do We Have So Many Governments?](#)" iCivics Unit; "[The US Constitution: Setting the Ground Rules of America](#)" video.

Standard 4.4.3

Identify Utah symbols, their connection to history and geography, and what these symbols tell us about our shared culture. Explain how they can show respect and appreciation for those symbols.

- **School Activities:** Create artwork featuring Utah symbols and describe how to show respect and appreciation for them (Fine Arts Standards 4.V.CR.1, 4.V.CO.1)
- **Home Activities:** Color or draw the Utah Flag or Utah Historical Flag.

Fifth Grade

Compelling Questions

- What civil rights and liberties are included in the Constitution and Bill of Rights?
- How have rights and liberties in the Constitution been interpreted and applied to different groups over time?
- What is the purpose of the three branches of government, and how do they interact?

Standard 5.2.3

Explain how the actions of key individuals and groups influenced the outcome of the American Revolution (for example, George Washington, Thomas Jefferson, Thomas Paine, Benjamin Franklin, Mercy Warren, Alexander Hamilton, King George III, Haudenosaunee (Iroquois) Confederacy, Marquis De Lafayette, Phillis Wheatley).

- **School Activities:** Write an argumentative paragraph showing how an individual or group influenced the outcome of the American Revolution (ELA Standard 5.W.1)
- **Home Activities:** Tell the story of an important figure or group and their revolutionary impact to someone at home.
- **Supporting Resources:** "[Design a Statue](#)" lesson; "[About the Founding Fathers](#)" reading; "[About the Signers](#)" reading; "[How Did Women Influence the War?](#)" iCivics Unit; "[The Precedent-Setting President: America's First President](#)" video; "[John Adams: The President Who Defended the Redcoats](#)" video; "[The Continental Congress: America's First True Ruling Body](#)" video; *George vs. George* by Rosalyn Schnazer, et al.

Standard 5.3.1

Use examples from the Constitution to investigate and explain the development, general purpose, and significant foundational principles of the United States government (a compound constitutional republic), as well as earlier documents and philosophies used to help develop the Constitution (for example, the Magna Carta, Mayflower Compact, Articles of Confederation, Haudenosaunee (Iroquois) Confederacy).

- **School Activities:** Analyze how documents like the Mayflower Compact, Magna Carta, Articles of Confederation, or Haudenosaunee Confederacy influenced the U.S. Constitution. Answer the question, "What key ideas from these documents or philosophies are included in the founding documents of the United States?" (ELA Standards 5.R.4, 5.W.6)
- **Home Activities:** Explain our form of government (compound constitutional republic) and its foundational principles to someone at home.
- **Supporting Resources:** "[Bonds of Brotherhood](#)" video; *Why I Love America* Constitution Booklet by Fayvin and Cedar Fort Publishing.

Standard 5.3.2

Apply the ideals found in the Preamble of the United States Constitution to historic and

current events and issues.

- **School Activities:** Create a product (writing, art, song) showing how Preamble ideals apply to a specific historical or current event.
- **Home Activities:** Explain the key ideals of the Preamble to someone at home.
- **Supporting Resources:** "[What Basic Ideas Are in the Preamble](#)" lesson.

Standard 5.3.4

Explain the significance of the Bill of Rights, and identify the impact of one of these amendments in history, a current event, and/or your daily life.

- **School Activities:** Write an informative piece examining the Bill of Rights and argue which amendment has had the greatest impact on history, daily life, or current events (ELA Standard 5.W.2)
- **Home Activities:** Write a letter to an ancestor explaining why the Bill of Rights is important to your family.
- **Supporting Resources:** "[Why Did We Need a Bill of Rights?](#)" video; "[What is 'Free Speech'...](#)" iCivics Unit; "[Breaking Down the Bill of Rights](#)" video.

Standard 5.3.5

Investigate how constitutional amendments are passed, and provide examples of how amendments to the Constitution have extended rights to groups originally denied protection under the Constitution (for example, women, enslaved people, immigrants, Black Americans, Native Americans).

- **School Activities:** Use speech, writing, or art to show how amendments extended rights to groups originally denied protection or have benefitted Americans (Health Standards 5.HF.2, 5.HF.4)
- **Home Activities:** Memorize the seven articles of the U.S. Constitution and summarize the importance of each.
- **Supporting Resources:** "[How Did the Constitution Create Compromise?](#)" iCivics Unit; "[Why is Due Process So Important?](#)" iCivics Unit; "[Amending the Constitution](#)" video; *Baseball Saved Us* by Ken Mochizuki; *Granddaddy's Turn* by Michael S. Bandy, et al.; *Equality's Call* by Deborah Diesen and Magdalena Mora; *The Day Gogo Went to Vote* by Elinor Batezat Sisulu and Sharon Wilson.

Standard 5.3.6

Describe the civic duties members of American society have today (for example, voting, holding public office, jury duty).

- **School Activities:** Create a version of a Civic Self-Portrait.
- **Home Activities:** Identify a state or federal representative for your community and write them a gratitude letter sharing what you learned in civics.
- **Supporting Resources:** [Civic Self-Portrait Lesson Plan](#)

Constitutional Fitness Tracker Kindergarten

Complete 6

- ☐ Retell a story about a person from United States history that exemplifies honesty, integrity, morality, civility, duty, honor, service, or respect.
- ☐ Complete a job you are expected to do at home or school without being asked.
- ☐ Draw a picture of something in your community that you are grateful for.
- ☐ Thank someone for the things they do for you (for example, a picture, phone call, note).
- ☐ Show how to follow 3 classroom or school rules and explain why they are important to follow.
- ☐ Show how to follow 3 family rules at home and explain why they are important to follow.
- ☐ Practice using cooperation, collaboration, and compromise with classmates.
- ☐ With the help of someone at home, create a picture, poster, or other representation of qualities family members use to learn and work together.
- ☐ Memorize and perform the Pledge of Allegiance; explain the meaning of specific words and phrases.
- ☐ Alternate activity (Possibly for students who don't say the Pledge): Identify the colors on the U.S. flag and explain their meaning.
- ☐ Explain to someone at home what it means when they stand, put their hand on their heart, and recite the Pledge of Allegiance.

Constitutional Fitness Tracker First Grade

Complete 6

- ☐ Retell a story about a person from United States history that exemplifies honesty, integrity, morality, civility, duty, honor, service, or respect and explain why that person might be important to people living today.
- ☐ Retell a story about an ancestor or family member that exemplifies honesty, integrity, morality, civility, duty, honor, service, or respect.
- ☐ Learn the first verse of the national anthem. Answer the question, "What events in history are included in the words of the song and why are they remembered?"
- ☐ Use an artifact (cultural or religious regalia, quilt, journal, etc.) that is important to them or their family to tell about an important event in the family's history and why it is important. How is the artifact part of the story?
- ☐ Recognize the national motto as, "In God We Trust."
- ☐ Teach someone how to take care of and dispose of the U.S. flag. Explain to the person why such processes are required when handling the flag.
- ☐ Tell someone at home about the different symbols in the United States Flag and how to care for the flag.
- ☐ Color a picture or create an art project with a symbol of Utah or the United States (US Flag, Utah Flag, Utah Historical Flag).
- ☐ Work with classmates to act out examples of responsible citizenship.
- ☐ Make a new friend.
- ☐ Help to clean up a space at your school, community, or home.

Constitutional Fitness Tracker Second Grade

Complete 6

- ☐ Memorize and perform (act out or use the body to communicate), from the Declaration of Independence, "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness." Answer the question: What does this phrase mean to you?
- ☐ Recite to someone at home, from the Declaration of Independence, "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness." Answer the question: What does this phrase mean to you?
- ☐ Create a scene (could use puppets to perform, etc.) from a story involving a person from the founding of our nation and explain the story behind the picture. Why did you choose this person? What civic virtue(s) do they exemplify?
- ☐ Memorize and perform the second verse of the Star-Spangled Banner, or learn another patriotic song (could include the music specialist and song(s) that will be part of an assembly or other performance).
- ☐ Explain to someone at home why the Star Spangled Banner was written.
- ☐ Create a "Looks Like, Sounds Like, Feels Like Chart" for your home, classroom, school, neighborhood, etc. representing a unified community.
- ☐ As you move through your community as a family, notice and discuss the contributions of various community members, as well as opportunities to contribute to the community (different jobs people do, services provided, keeping public spaces clean and treating them with respect, traffic laws and crosswalks, etc.).
- ☐ Make a thank you card and share it with someone who is a public servant (for example, military personnel, mayor, first responders). Ask the person about the rights and responsibilities of living in the United States (This could align with an "Appreciation Day/Week" sometime during the year).
- ☐ Act out one reason that the colonists declared independence on July 4, 1776. Why is the Fourth of July also called Independence Day?
- ☐ Explain to someone at home why we celebrate the Declaration of Independence on the 4th of July and honor the United States Constitution on September 17.

Constitutional Fitness Tracker Third Grade

Complete 6

- ☐ Memorize and perform (utilizing volume, pitch, tone, rate, and clarity) the Preamble of the Constitution of the United States. Answer the question, "How does the Preamble reflect the Founding Fathers' expectations for the role of government?"
- ☐ Explain or write about why the first three words of the U.S. Constitution are, "We the people".
- ☐ Explain how our nation's justice system relies on the Constitution as a source document for all decisions regarding law and order.
- ☐ Share examples with someone at home of why laws are necessary for a healthy, free nation to function safely for all of its citizens.
- ☐ Design and create a product that outlines each of the rights from the First Amendment, and that explains or demonstrates their importance today.
- ☐ Perform an act of service for someone and write about how service is related to being a responsible citizen.
- ☐ Create a graphic that shows how power is divided between the three branches of the federal government.
- ☐ Explain to someone at home how the three branches of government balance power (legislative, executive, and judicial).

Constitutional Fitness Tracker Fourth Grade

Complete 6

- ☐ Compare Article 1 Section 1 of the Utah Constitution to the First Amendment of the U.S. Constitution. Create a representation of their similarities and differences.
- ☐ Explain to someone at home what federalism is, and give examples of the division of powers.
- ☐ Retell the story of the state capitals of Utah (Fillmore and Salt Lake City).
- ☐ Start a Gratitude Journal. Showing patriotism is one way to demonstrate gratitude for one's country.
- ☐ Sacrifice your time for or share a talent with someone. In a short paragraph, describe what you did and how you felt.
- ☐ Create a chart that illustrates 3 similarities and 3 differences between the United States Constitution and the Utah Constitution. Share with someone at home.
- ☐ Create a piece of art that includes the symbols of Utah, and describe how to show respect and appreciation for those symbols.

Constitutional Fitness Tracker Fifth Grade

Complete 6

- ☐ Write a paragraph that argues that the actions of an individual or group (chosen by the student) influenced the outcome of the American Revolution.
- ☐ Tell the story of an important figure or group and their impact on the American Revolution to someone at home.
- ☐ Analyze the influence of the Mayflower Compact, Magna Carta, Articles of Confederation, and/or Haudenosaunee (Iroquois) Confederacy on the United States Constitution. Answer the question, "What key ideas from these documents or philosophies are included in the founding documents of the United States?"
- ☐ Explain to someone at home what our form of government is (compound constitutional republic) and some of the foundational principles upon which it is based.
- ☐ Design and create a product (for example a piece of writing, a piece of art, a song) that "shows" how the ideals in the Preamble of the United States Constitution apply or have applied to a particular event or issue and share it with someone at home.
- ☐ Explain to someone at home what key ideals are found in the Preamble to the U.S. Constitution.
- ☐ Write an informative piece that examines the Bill of Rights. Then argue for which amendment in the Bill of Rights has had the most impact in history, on a current event, or on the student's daily life.
- ☐ Write a letter to an ancestor explaining why the Bill of Rights is important to their family.
- ☐ Through speaking, writing, or an art form provide examples of how Constitutional amendments have benefitted Americans and/or extended rights to groups originally denied protection.
- ☐ Memorize the seven articles of the United States Constitution. Summarize the importance of each article.
- ☐ Create a version of a Civic Self-Portrait.
- ☐ Identify an individual who represents your community at the state or federal level. Write a letter of gratitude to them reflecting on what you have learned in your civics studies.

Certificate of Completion

CONSTITUTION FITNESS AWARD

This certificate is proudly presented to:

Student's name

for completing all of the requirements for Utah's
Constitution Fitness Award for Kindergarten.

Classroom Teacher

School Principal

**"...And to the Republic for which it stands, one
nation under God, indivisible with liberty and
Justice for all"**

United States Pledge of Allegiance



6 Requirements for grade level certificate

(Items may be accomplished at school or home. Utah Social Studies Standard is included.)



Retell a story about a person from United States history that exemplifies honesty, integrity, morality, civility, duty, honor, service, or respect. (Social Studies Standard K.1.2)



Complete a job you are expected to do at home or school without being asked. (Social Studies Standard K.1.2)



Draw a picture of something in your community that you are grateful for, **and/or** Thank someone for something they do for you (for example, a picture, phone call, or note). (Social Studies Standard K.1.2)



Show how to follow 3 classroom or school rules and explain why they are important, or show how to follow 3 family rules at home and explain why they are important. (Social Studies Standard K.3.1)



Practice using cooperation, collaboration, and compromise, or with the help of someone at home, create a picture, poster, or other representation of qualities family members use to learn and work together. (Social Studies Standard K.3.2)



Memorize and perform the Pledge of Allegiance; explain the meaning of specific words and phrases.

Alternate activity (for students who don't say the Pledge): Identify the colors on the U.S. flag and explain their meaning, **and/or** Explain to someone at home what it means when they stand, put their hand on their heart, and recite the Pledge of Allegiance. (Social Studies Standard K.3.4)

Certificate of Completion

CONSTITUTION FITNESS AWARD

This certificate is proudly presented to:

Student's name

for completing all of the requirements for Utah's
Constitution Fitness Award for first grade.

Classroom Teacher

School Principal

1st

"... Oh, say, does that Star-Spangled Banner yet
wave o'er the land of the free and the home of the
brave?"

Untited States National Anthem- Francis Scott Key

6 Requirements for first grade certificate

(Items may be accomplished at school or home. Utah Social Studies Standard is included.)



Retell a story about a person from United States history that exemplifies honesty, integrity, morality, civility, duty, honor, service, or respect, and explain why that person might be important to people living today, **and/or** Retell a story about an ancestor or family member that exemplifies honesty, integrity, morality, civility, duty, honor, service, or respect. (Social Studies Standard 1.1.2)



Learn the first verse of the national anthem and answer the question, “What events in history are included in the words of the song and why are they remembered?”, **and/or** Use an artifact (for example, quilt, cultural or religious regalia, journal, etc.) that is important to them or their family to tell about an event in the family’s history and why it is important. How is the artifact part of the story? (Social Studies Standard 1.1.3)



Recognize the national motto as “In God We Trust”. Teach someone how to take care of and dispose of the U.S. flag. Explain to the person why such processes are required when handling the flag, **and/or** Tell someone at home about the different symbols in the United States flag and how to care for the flag. (Social Studies Standard 1.3.4)



Color a picture or create an art project with a symbol of Utah or the United States. (Social Studies Standard 1.3.4)



Work with classmates to act out examples of responsible citizenship, **and/or** Make a new friend. (Social Studies Standard 1.3.5)



Help to clean up a space at your school, community, or home. (Studies Standard 1.3.5)

Certificate of Completion

CONSTITUTION FITNESS AWARD

This certificate is proudly presented to:

Student's name

for completing all of the requirements for Utah's
Constitution Fitness Award for Second Grade.

Classroom Teacher

School Principal

**"We hold these truths to be self-evident, that all men
are created equal, that they are endowed by their
Creator with certain unalienable Rights, that among
these are Life, Liberty and the pursuit of
Happiness..."**

The Declaration of Independence



6 Requirements for second grade certificate

(Items may be accomplished at school or home. Utah Social Studies Standard is included.)

-  Memorize and perform, from the Declaration of Independence, “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.” Answer the question: What does this phrase mean to you? (Social Studies Standard 2.1.3)
-  Create a scene from a story involving a person from the founding of our nation and explain the story behind the picture. Why did you choose this person? What civic virtue(s) do they exemplify? (Social Studies Standard 2.1.4)
-  Memorize and perform the second verse of the Star-Spangled Banner, or learn another patriotic song that will be part of an assembly or other performance. (Social Studies Standard 1.3.4)
-  Create a “Looks Like, Sounds Like, Feels Like Chart” for your home, classroom, school, neighborhood, etc. representing a unified community, **and/or** As you move through your community as a family, notice and discuss the contributions of various community members, as well as opportunities to contribute to the community - different jobs people do, services provided, keeping public spaces clean and treating them with respect, traffic laws, and crosswalks, etc. (Social Studies Standard 2.3.1)
-  Make a thank you card and share it with someone who is a public servant (for example, military personnel, mayor, or first responders). Ask the person about the rights and responsibilities of living in the United States. (Social Studies Standard 2.3.2)
-  Act out one reason that the colonists declared independence on July 4, 1776. Why is the Fourth of July also called Independence Day?, **and/or** Explain to someone at home why we celebrate the Declaration of Independence on the 4th of July and honor the United States Constitution on September 17. (Social Studies Standard 2.3.6)

Certificate of Completion

CONSTITUTION FITNESS AWARD

This certificate is proudly presented to:

Student's name

for completing all of the requirements for Utah's
Constitution Fitness Award for third grade.

Classroom Teacher

School Principal

**"We the People of the United States, in Order to
form a more perfect Union, establish Justice,
insure domestic Tranquility, provide for the
common defense, promote the general Welfare,
and secure the Blessings of Liberty to ourselves
and our Posterity, do ordain and establish this
Constitution for the United States of America."**

Preamble-United States Constitution



6 Requirements for third grade certificate

(Items may be accomplished at school or home. Utah Social Studies Standard is included.)



Memorize and perform the Preamble of the Constitution of the United States. Answer the question, “How does the Preamble reflect the Founding Fathers’ expectations for the role of government?”



Explain or write about why the first three words of the U.S. Constitution are, “We the people”. (Social Studies Standard 3.1.2)



Explain how our nation’s justice system relies on the Constitution as a source document for all decisions regarding law and order, **and/or** Share examples with someone at home of why laws are necessary for a healthy, free nation to function safely for all of its citizens. (Social Studies Standard 3.1.3)



Design and create a product that outlines each of the rights from the First Amendment, and that explains or demonstrates their importance today. (Social Studies Standard 3.1.4)



Perform an act of service for someone else and write about how service is related to being a responsible citizen. (Social Studies Standard 3.1.4)



Create a graphic that shows how power is divided between the three branches of the federal government, **and/or** Explain to someone at home how the three branches of government balance power (legislative, executive, and judicial). (Social Studies Standard 3.1.5)

Certificate of Completion

CONSTITUTION FITNESS AWARD

This certificate is proudly presented to:

Student's name

for completing all of the requirements for Utah's
Constitution Fitness Award for fourth grade.

Classroom Teacher

School Principal

"Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances."

First Amendment- The United States Constitution

4th

6 Requirements for fourth grade certificate

(Items may be accomplished at school or home. Utah Social Studies Standard is included.)



Compare Article 1 Section 1 of the Utah Constitution to the First Amendment of the U.S. Constitution. Create a representation of their similarities and differences. (Social Studies Standards 4.4.1)



Retell the story of the state capitals of Utah (Fillmore and SLC). (Social Studies Standard 4.4.2)



Start a Gratitude Journal. One explanation of patriotism is gratitude for one's nation and the sacrifices made. (Social Studies Standard 4.4.2)



Sacrifice your time or share a talent with someone else. Describe what you did and how you felt in a short paragraph. (Social Studies Standard 4.4.2)



Create a chart that illustrates 3 similarities and 3 differences between the United States Constitution and the Utah Constitution **and/or** Explain what federalism is to someone at home, and give examples of the division of powers. (Social Studies Standard 4.4.2)



Create a piece of art that includes the symbols of Utah and describe how to show respect and appreciation for them. (Social Studies Standard 4.4.3)

Certificate of Completion

CONSTITUTION FITNESS AWARD

This certificate is proudly presented to:

Student's name

for completing all of the requirements for Utah's
Constitution Fitness Award for fifth grade.

Classroom Teacher

School Principal

"Amendment X

The powers not delegated to the United States by the
Constitution, nor prohibited by it to the States, are
reserved to the States respectively, or to the people."

Tenth Amendment- United States Constitution

5th

6 Requirements for fifth grade certificate

(Items may be accomplished at school or home. Utah Social Studies Standard is included)



Write a paragraph that argues that the actions of an individual or group (chosen by the student) influenced the outcome of the American Revolution, **and/or** Tell the story of an important figure or group and their impact on the American Revolution to someone at home. (Social Studies Standard 5.2.3)



Analyze the influence of the Mayflower Compact, Magna Carta, Articles of Confederation, and/or Haudenosaunee (Iroquois) Confederacy on the United States Constitution. Answer the question, "What key ideas from these documents or philosophies are included in the founding documents of the United States?", **and/or** Explain to someone at home what our form of government is (compound constitutional republic) and some of the foundational principles upon which it is based. (Social Studies Standard 5.3.1)



Design and create a product that shows how the ideas in the preamble of the United States Constitution apply or have applied to a particular event or issue and share it with someone at home, **and/or** Memorize the seven articles of the United States Constitution. Summarize the importance of each article. (Social Studies Standard 5.3.2)



Write an informative piece that examines the Bill of Rights. Then argue for which amendment in the Bill of Rights has had the most impact in history, on a current event, or on the student's daily life, **and/or** Write a letter to an ancestor explaining why the Bill of Rights is important to their family. (Social Studies Standard 5.3.4)



Through speaking, writing, or an art form provide examples of how Constitutional amendments have benefitted Americans **and/or** extended rights to groups originally denied protection. (Social Studies Standard 5.3.5).



Create a version of a Civic Self-Portrait, **and/or** Identify an individual who represents your community at the state or federal level. Write a letter of gratitude to them reflecting on what you have learned in your civics studies. (Social Studies Standard 5.3.6)