

DRAFT

**We the People...
The Citizen and the Constitution**

**Published by the Center for Civic Education
Funded by the U.S. Department of Education by act of Congress**

**CORRELATION GUIDE
Level 1**

**For
Michigan Social Studies
Grade Level Content Expectations v. 12.07**

DRAFT

Introduction

What follows is a correlation between the lessons contained in the “level 1” text *We the People: the Citizen and the Constitution* (2003) and the Michigan Grade-Level Content Expectations (GLCE) for Social Studies (v.12/7), focusing on grades four and five. Connections to fundamental principles/values of American constitutional democracy, most of which are known in Michigan as “core democratic values,” are included as well.

In the first section, each lesson from the text is listed along with the content expectations and principles/values that are addressed in each lesson. Included are the GLCE codes from the state document. The codes reflect the grade, the standard category, the standard, and the expectation for each GLCE. Codes for fourth grade expectations, for example “4 – C1.0.1,” refer to fourth grade, first Civics standard, first expectation (K-4 expectations are organized using the standard categories and do not have codes for individual standards, and have a “0” inserted as a place holder). Fifth grade codes, for example “5 – U3.3.8,” refer to fifth^h grade, third U.S. History and Geography era, third standard, eighth expectation.

While the focus of this correlation is on Civics expectations, relevant Geography and History expectations were included as well. Expectations shown in italics are touched upon in the text, and may be useful to reinforce instruction from other sources.

Except for the italicized expectations mentioned above, expectations are listed in their entirety. Bold type is used to show the portions of multiple-part expectations that are addressed in the particular lesson.

Page numbers following the expectations refer to the pages in the text where the expectation is specifically addressed.

The second section of this correlation guide contains a listing of the GLCE for Social Studies for fourth and fifth grades and identifies which lessons and page numbers address each expectation.

DRAFT

SECTION ONE

Unit One: What basic ideas about government did the Founders have?

Lesson	Expectation (pages from WTP text)	Fundamental Principles/Values of American Constitutional Democracy
1: What were the British colonies in America like in the 1770s? (pg. 5-12)	<p>4 – G4.0.1 <i>Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration. (pg. 6-8)</i></p> <p>4 – G4.0.2 <i>Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States (e.g., forms of shelter, language, food). (pg. 6-9)</i></p> <p>5 – U2.1.1 <i>Describe significant developments in the Southern colonies, including</i></p> <ul style="list-style-type: none"> • <i>patterns of settlement and control including the impact of geography (landforms and climate) on settlement. (pg. 8)</i> • <i>...development of slavery. (pg. 8-9)</i> <p>5 – U2.1.2 <i>Describe significant developments in the New England colonies, including</i></p> <ul style="list-style-type: none"> • <i>patterns of settlement and control including the impact of geography (landforms and climate) on settlement. (pg. 8)</i> • <i>relations with American Indians (e.g., Pequot/King Phillip’s War) (pg. 7)</i> • <i>growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies (pg. 8)...</i> <p>5 – U2.1.3 <i>Describe significant developments in the Middle Colonies, including</i></p> <ul style="list-style-type: none"> • <i>patterns of settlement and control including the impact of geography (landforms and climate) on settlement. (pg.8)</i> 	<ul style="list-style-type: none"> • Diversity

DRAFT

	<ul style="list-style-type: none"> • <i>the growth of Middle Colonies economies (e.g., breadbasket) (pg. 8)...</i> <p>5 – U2.3.2 <i>Describe the daily life of people living in the New England, Middle, and Southern colonies. (pg. 6-11)</i></p> <p>5 – U2.3.3 <i>Describe colonial life in America from the perspectives of at least three different groups of people (e.g., wealthy landowners, farmers, merchants, indentured servants, laborers and the poor, women, enslaved people, free Africans, and American Indians). (pg. 6-9)</i></p> <p>5 – U2.3.4 <i>Describe the development of the emerging labor force in the colonies (e.g., cash crop farming, slavery, indentured servants). (pg. 6-9)</i></p> <p>5 – U2.3.5 <i>Make generalizations about the reasons for regional differences in colonial America. (pg. 7-8)</i></p>	
<p>2: Why did the Founders believe that people needed a government? (pg. 13-20)</p>	<p>4 – C1.0.1 Identify questions political scientists ask in examining the United States (e.g., What does government do? What are the basic values and principles of American democracy? What is the relationship of the United States to other nations? What are the roles of the citizen in American democracy?). (pg. 15-19)</p> <p>4 – C1.0.2 Explain probable consequences of an absence of government and of rules and laws. (pg. 16-18)</p> <p>4 – C5.0.1 Explain responsibilities of citizenship (e.g., initiating changes in laws or policy, holding public office, respecting the law, being informed and attentive to public issues, paying taxes, registering to vote and voting knowledgeably, serving as a juror). (pg. 19)</p> <p>4 – C5.0.2 Describe the relationship between rights and responsibilities of citizenship. (pg. 19)</p>	<ul style="list-style-type: none"> • Individual Rights • Life • Liberty • Property • Rule of Law

DRAFT

	<p>5 – U3.1.7 Describe how colonial experiences with self-government (e.g., Mayflower Compact, House of Burgesses and town meetings) and ideas about government (e.g., purposes of government such as protecting individual rights and promoting the common good, natural rights, limited government, representative government) influenced the decision to declare independence. (pg. 19)</p>	
<p>3: What is a republican government? (pg. 21-28)</p>	<p>4 – C1.0.1 Identify questions political scientists ask in examining the United States (e.g., What does government do? What are the basic values and principles of American democracy? What is the relationship of the United States to other nations? What are the roles of the citizen in American democracy?). (pg. 22-27)</p> <p>5 – U3.3.5 Give reasons why the Framers wanted to limit the power of government (e.g., fear of a strong executive, representative government, importance of individual rights). (pg. 23-24)</p>	<ul style="list-style-type: none"> • Common Good • Patriotism • Popular Sovereignty • Representative Government
<p>4: What is a constitutional government? (pg. 29-38)</p>	<p>4 – C3.0.1 Give examples of ways the Constitution limits the powers of the federal government (e.g., election of public officers, separation of powers, checks and balances, Bill of Rights). (pg. 32)</p> <p>5 – U3.3.5 Give reasons why the Framers wanted to limit the power of government (e.g., fear of a strong executive, representative government, importance of individual rights). (pg. 32-37)</p>	<ul style="list-style-type: none"> • Constitutional Government
<p>5: What ideas did the Founders use in the Declaration of Independence? (pg. 39-46)</p>	<p>4 – C5.0.1 Explain responsibilities of citizenship (e.g., initiating changes in laws or policy, holding public office, respecting the law, being informed and attentive to public issues, paying taxes, registering to vote and voting knowledgeably, serving as a juror). (pg. 40-41)</p> <p>5 – U3.1.1 Describe the role of the French and Indian War, how British policy toward the colonies in America changed from 1763 to 1775, and colonial dissatisfaction with the new policy. (pg. 40-</p>	<ul style="list-style-type: none"> • Life • Liberty • Pursuit of Happiness

DRAFT

	<p>41)</p> <p>5 – U3.1.3 Using an event from the Revolutionary era (e.g., Boston Tea Party, quartering of soldiers, writs of assistance, closing of colonial legislatures), explain how British and colonial views on authority and the use of power without authority differed (views on representative government). (pg. 42-44)</p> <p>5 – U3.1.4 Describe the role of the First and Second Continental Congress in unifying the colonies (addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation). (pg. 41-42)</p> <p>5 – U3.1.5 Use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so. (pg. 42-44)</p> <p>5 – U3.1.6 Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine. (pg. 42, 44)</p> <p>5 – U3.1.7 Describe how colonial experiences with self-government (e.g., Mayflower Compact, House of Burgesses and town meetings) and ideas about government (e.g., purposes of government such as protecting individual rights and promoting the common good, natural rights, limited government, representative government) influenced the decision to declare independence. (pg. 43-44)</p> <p>5 – U3.1.8 Identify a problem confronting people in the colonies, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken. (pg. 40-44)</p>	
--	--	--

DRAFT

<p>6: What were the first state governments like? (pg. 47-52)</p>	<p>5 – U3.1.8 Identify a problem confronting people in the colonies, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken. (pg. 48-50)</p> <p>5 – U3.3.5 Give reasons why the Framers wanted to limit the power of government (e.g., fear of a strong executive, representative government, importance of individual rights). (pg. 48-50)</p>	<ul style="list-style-type: none"> • Individual Rights • Popular Sovereignty • Representative Government • Constitutional Government • Separation of Powers • Checks and Balances • Civilian Control of the Military
--	--	---

Unit Two: How did the Founders write our Constitution?

Lesson	Benchmarks	Fundamental Principles/Values of American Constitutional Democracy
<p>7: What was the first national government like? (pg. 55-62)</p>	<p>5 – U3.1.4 Describe the role of the First and Second Continental Congress in unifying the colonies (addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation). (pg. 56-58)</p> <p>5 – U3.3.1 Describe the powers of the national government and state governments under the Articles of Confederation. (pg. 57-58)</p> <p>5 – U3.3.2 Give examples of problems the country faced under the Articles of Confederation (e.g., lack of national army, competing currencies, reliance on state governments for money). (pg. 59-61)</p> <p>5 – U3.3.3 Explain why the Constitutional Convention was convened and why the Constitution was written. (pg. 61)</p>	<ul style="list-style-type: none"> • Freedom of Religion • Freedom of Speech • Freedom of Press

DRAFT

<p>8: How was the Philadelphia Convention organized? (pg. 63-70)</p>	<p>5 – U3.3.3 Explain why the Constitutional Convention was convened and why the Constitution was written. (pg. 69)</p>	
<p>9: How many representatives should each state have in Congress? (pg. 71-78)</p>	<p>4 – C3.0.3 Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches). (pg. 76-77)</p> <p>5 – U3.3.4 Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution (Great Compromise, Three-Fifths Compromise). (pg. 72-77)</p>	<ul style="list-style-type: none"> • Representative Government
<p>10: What did the Framers do about the problem of slavery? (pg. 79-84)</p>	<p><i>4 – G4.0.1 Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration. (pg. 80)</i></p> <p><i>4 – G4.0.2 Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States (e.g., forms of shelter, language, food). (pg. 80-81)</i></p> <p><i>5 – U1.4.1 Describe the convergence of Europeans, American Indians and Africans in North America after 1492 from the perspective of these three groups. (pg. 80)</i></p> <p>5 – U2.1.1 Describe significant developments in the Southern colonies, including...</p> <ul style="list-style-type: none"> • development of slavery (pg. 80) <p>5 – U2.3.3 Describe colonial life in America from the perspectives of at least three different groups of people (e.g., wealthy landowners, farmers, merchants, indentured servants, laborers and the poor, women, enslaved people, free Africans, and American Indians). (pg. 80)</p>	

DRAFT

	5 – U3.3.4 Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution (Great Compromise, Three-Fifths Compromise). (pg. 81-83)	
--	---	--

Unit Three: How does the Constitution organize our government?

Lesson	Expectation (pages from WTP text)	Fundamental Principles/Values of American Constitutional Democracy
11: What basic ideas about government are included in the Preamble to the Constitution? (pg. 87-92)	4 – C2.0.1 Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights (e.g., freedom of religion, freedom of expression, freedom of press) serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights. (pg. 90)	<ul style="list-style-type: none"> • Common Good • Justice • Liberty • Popular Sovereignty
	4 – C1.0.3 Describe the purposes of government as identified in the Preamble of the Constitution. (pg. 89-91)	
12: How does the Constitution limit the powers of our government? (pg. 93-98)	4 – C2.0.1 Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights (e.g., freedom of religion, freedom of expression, freedom of press) serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights. (pg. 95-97)	<ul style="list-style-type: none"> • Checks and Balances • Separation of Powers
	4 – C3.0.1 Give examples of ways the Constitution limits the powers of the federal government (e.g., election of public officers, separation of powers, checks and balances, Bill of Rights). (pg. 95-97)	
	4 – C3.0.3 Describe the organizational structure of the federal	

DRAFT

	<p style="text-align: center;">government in the United States (legislative, executive, and judicial branches). (pg. 95)</p> <p>4 – C3.0.4 Describe how the powers of the federal government are separated among the branches. (pg. 95-97)</p> <p>4 – C3.0.5 Give examples of how the system of checks and balances limits the power of the federal government (e.g., presidential veto of legislation, courts declaring a law unconstitutional, congressional approval of judicial appointments). (pg. 97)</p>	
<p>13: What is the legislative branch? (pg. 99-108)</p>	<p>4 – C2.0.1 Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights (e.g., freedom of religion, freedom of expression, freedom of press) serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights. (pg. 102-103)</p> <p>4 – C3.0.1 Give examples of ways the Constitution limits the powers of the federal government (e.g., election of public officers, separation of powers, checks and balances, Bill of Rights). (pg. 100-103)</p> <p>4 – C3.0.2 Give examples of powers granted to the federal government (e.g., coining of money, declaring war) and those reserved for the states (e.g., driver’s license, marriage license). (pg. 101)</p> <p>4 – C3.0.3 Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches). (pg. 100)</p> <p>4 – C3.0.4 Describe how the powers of the federal government are separated among the branches. (pg. 100-103)</p> <p>4 – C3.0.5 Give examples of how the system of checks and balances limits the power of the federal government (e.g., presidential veto of legislation, courts declaring a law unconstitutional, congressional approval of judicial appointments). (pg. 102-103)</p>	<ul style="list-style-type: none"> • Checks and Balances • Civilian Control of the Military • Common Good • Individual Rights • Separation of Powers

DRAFT

	<p>4 – C3.0.6 Describe how the President, members of the Congress, and justices of the Supreme Court come to power (e.g., elections versus appointments). (pg. 100)</p> <p>4 – C3.0.7 Explain how the federal government uses taxing and spending to serve the purposes of government. (pg. 101)</p> <p>4 – P3.1.1 Identify public issues in the United States that influence the daily lives of its citizens. (pg. 104-107)</p> <p>4 – P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the United States. (pg. 104-107)</p> <p>5 – U3.3.6 Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution (e.g., enumerated and reserved powers). (pg. 101)</p> <p>5 – P3.1.1 Identify contemporary public issues related to the United States Constitution and their related factual, definitional, and ethical questions. (pg.104-107)</p> <p>5 – P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on contemporary constitutional issues in the United States. (pg. 104-107)</p>	
<p>14: What is the executive branch? (pg. 109-114)</p>	<p>4 – C2.0.1 Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights (e.g., freedom of religion, freedom of expression, freedom of press) serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights. (pg. 110-112)</p> <p>4 – C3.0.1 Give examples of ways the Constitution limits the powers of the federal government (e.g., election of public officers,</p>	<ul style="list-style-type: none"> • Checks and Balances • Civilian Control of the Military • Separation of Powers

DRAFT

	<p>separation of powers, checks and balances, Bill of Rights). (pg. 110-113)</p> <p>4 – C3.0.2 Give examples of powers granted to the federal government (e.g., coining of money, declaring war) and those reserved for the states (e.g., driver’s license, marriage license). (pg. 110-112)</p> <p>4 – C3.0.3 Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches). (pg. 113)</p> <p>4 – C3.0.4 Describe how the powers of the federal government are separated among the branches. (pg. 110-112)</p> <p>4 – C3.0.5 Give examples of how the system of checks and balances limits the power of the federal government (e.g., presidential veto of legislation, courts declaring a law unconstitutional, congressional approval of judicial appointments). (pg. 110-112)</p> <p>4 – C3.0.6 Describe how the President, members of the Congress, and justices of the Supreme Court come to power (e.g., elections versus appointments). (pg. 113)</p> <p>4 – C3.0.7 Explain how the federal government uses taxing and spending to serve the purposes of government. (pg. 111)</p> <p>5 – U3.3.5 Give reasons why the Framers wanted to limit the power of government (e.g., fear of a strong executive, representative government, importance of individual rights). (pg. 110)</p> <p>5 – U3.3.6 Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution (e.g., enumerated and reserved powers). (pg. 110-112)</p>	
--	---	--

DRAFT

<p>15: What is the judicial branch? (pg. 115-122)</p>	<p>4 – C2.0.1 Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights (e.g., freedom of religion, freedom of expression, freedom of press) serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights. (pg. 116-119)</p> <p>4 – C2.0.2 Identify situations in which specific rights guaranteed by the Constitution and Bill of Rights are involved (e.g., freedom of religion, freedom of expression, freedom of press). (pg. 118, 120-121)</p> <p>4 – C3.0.1 Give examples of ways the Constitution limits the powers of the federal government (e.g., election of public officers, separation of powers, checks and balances, Bill of Rights). (pg. 118-119)</p> <p>4 – C3.0.2 Give examples of powers granted to the federal government (e.g., coining of money, declaring war) and those reserved for the states (e.g., driver’s license, marriage license). (pg. 116-118)</p> <p>4 – C3.0.3 Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches). (pg. 116)</p> <p>4 – C3.0.4 Describe how the powers of the federal government are separated among the branches. (pg. 116-118)</p> <p>4 – C3.0.5 Give examples of how the system of checks and balances limits the power of the federal government (e.g., presidential veto of legislation, courts declaring a law unconstitutional, congressional approval of judicial appointments). (pg. 116-121)</p>	<ul style="list-style-type: none">• Checks and Balances• Freedom of Religion• Individual Rights• Separation of Powers
--	---	--

DRAFT

	<p>4 – C3.0.6 Describe how the President, members of the Congress, and justices of the Supreme Court come to power (e.g., elections versus appointments). <i>(pg. 116)</i></p> <p>4 – P3.1.1 Identify public issues in the United States that influence the daily lives of its citizens. <i>(pg. 120-121)</i></p> <p>4 – P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the United States. <i>(pg. 120-121)</i></p> <p>5 – P3.1.1 Identify contemporary public issues related to the United States Constitution and their related factual, definitional, and ethical questions. <i>(pg.120-121)</i></p> <p>5 – P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on contemporary constitutional issues in the United States. <i>(pg. 120-121)</i></p>	
<p>16: How did the Constitution create a federal system of government? (pg. 123-129)</p>	<p>4 – C3.0.1 Give examples of ways the Constitution limits the powers of the federal government (e.g., election of public officers, separation of powers, checks and balances, Bill of Rights). <i>(pg. 128-129)</i></p> <p>4 – C3.0.2 Give examples of powers granted to the federal government (e.g., coining of money, declaring war) and those reserved for the states (e.g., driver’s license, marriage license). <i>(pg. 124-129)</i></p> <p>5 – U3.3.6 Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution (e.g., enumerated and reserved powers). <i>(pg. 124-129)</i></p> <p>5 – U3.3.7 Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for</p>	<ul style="list-style-type: none"> • Federalism

DRAFT

	ratification. (pg. 129)	
--	-------------------------	--

Unit Four: How does the Constitution protect our basic rights?

Lesson	Expectation (pages from WTP text)	Fundamental Principles/Values of American Constitutional Democracy
17: How does the Constitution protect your right to freedom of expression? (pg. 133-142)	<p>4 – C2.0.1 Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights (e.g., freedom of religion, freedom of expression, freedom of press) serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights. (pg. 134-137)</p> <p>4 – C2.0.2 Identify situations in which specific rights guaranteed by the Constitution and Bill of Rights are involved (e.g., freedom of religion, freedom of expression, freedom of press). (pg. 134-141)</p> <p>4 – C5.0.3 Explain why rights have limits. (pg. 137-141)</p> <p>4 – P3.1.1 Identify public issues in the United States that influence the daily lives of its citizens. (pg. 139-141)</p> <p>4 – P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the United States. (pg. 139-141)</p> <p>5 – U3.3.8 Describe the rights found in the First, Second, Third, and Fourth Amendments to the United States Constitution. (pg. 133-142)</p> <p>5 – P3.1.1 Identify contemporary public issues related to the United States Constitution and their related factual, definitional, and</p>	<ul style="list-style-type: none"> • Freedom of Expression • Individual Rights • Liberty

DRAFT

	<p style="text-align: center;">ethical questions. (pg.139-141)</p> <p>5 – P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on contemporary constitutional issues in the United States. (pg. 139-141)</p>	
<p>18: How does the Constitution protect your right to freedom of religion? (pg. 143-150)</p>	<p>4 – C2.0.1 Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights (e.g., freedom of religion, freedom of expression, freedom of press) serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights. (pg. 144-148)</p> <p>4 – C2.0.2 Identify situations in which specific rights guaranteed by the Constitution and Bill of Rights are involved (e.g., freedom of religion, freedom of expression, freedom of press). (pg. 144-149)</p> <p>4 – C5.0.3 Explain why rights have limits. (pg. 146-147)</p> <p>4 – P3.1.1 Identify public issues in the United States that influence the daily lives of its citizens. (pg. 146-149)</p> <p>4 – P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the United States. (pg. 146-149)</p> <p>5 – U3.3.8 Describe the rights found in the First, Second, Third, and Fourth Amendments to the United States Constitution. (pg. 144-148)</p> <p>5 – P3.1.1 Identify contemporary public issues related to the United States Constitution and their related factual, definitional, and ethical questions. (pg.146-149)</p> <p>5 – P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on contemporary constitutional issues in the United States. (pg. 146-149)</p>	<ul style="list-style-type: none"> • Freedom of Religion • Individual Rights • Liberty

DRAFT

<p>19: How does the Constitution protect your right to equal protection of the laws? (pg. 151-158)</p>	<p>4 – C2.0.2 Identify situations in which specific rights guaranteed by the Constitution and Bill of Rights are involved (e.g., freedom of religion, freedom of expression, freedom of press). <i>(pg. 153-157)</i></p> <p>4 – C5.0.4 Describe ways citizens can work together to promote the values and principles of American democracy. <i>(155-157)</i></p> <p>4 – P3.1.1 Identify public issues in the United States that influence the daily lives of its citizens. <i>(pg. 153-157)</i></p> <p>4 – P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the United States. <i>(pg. 153-157)</i></p> <p>5 – P3.1.1 Identify contemporary public issues related to the United States Constitution and their related factual, definitional, and ethical questions. <i>(pg. 153-157)</i></p> <p>5 – P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on contemporary constitutional issues in the United States. <i>(pg. 153-157)</i></p>	<ul style="list-style-type: none"> • Equality • Individual Rights • Minority Rights
<p>20: How does the Constitution protect your right to due process of law? (pg. 159-164)</p>	<p>4 – C2.0.1 Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights (e.g., freedom of religion, freedom of expression, freedom of press) serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights. <i>(pg. 160)</i></p> <p>4 – C2.0.2 Identify situations in which specific rights guaranteed by the Constitution and Bill of Rights are involved (e.g., freedom of religion, freedom of expression, freedom of press). <i>(pg. 160-163)</i></p> <p>4 – P3.1.1 Identify public issues in the United States that influence the daily lives of its citizens. <i>(pg. 160-163)</i></p>	<ul style="list-style-type: none"> • Individual Rights • Justice • Rule of Law

DRAFT

	<p>4 – P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the United States. (pg. 160-163)</p> <p>5 – P3.1.1 Identify contemporary public issues related to the United States Constitution and their related factual, definitional, and ethical questions. (pg. 160-163)</p> <p>5 – P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on contemporary constitutional issues in the United States. (pg. 160-163)</p>	
<p>21: How does the Constitution protect your right to vote? (pg. 165-172)</p>		<ul style="list-style-type: none"> • Equality • Individual Rights

Unit Five: What are the responsibilities of citizens?

Lesson	Expectation (pages from WTP text)	Fundamental Principles/Values of American Constitutional Democracy
<p>22: What is the role of the United States in the world today? (pg. 175-182)</p>	<p>4 – C1.0.1 Identify questions political scientists ask in examining the United States (e.g., What does government do? What are the basic values and principles of American democracy? What is the relationship of the United States to other nations? What are the roles of the citizen in American democracy?). (pg. 176-180)</p> <p>4 – C2.0.1 Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights (e.g., freedom of religion, freedom of expression, freedom of press) serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights. (pg. 179-180)</p>	<ul style="list-style-type: none"> • Common Good • Equality • Individual Rights • Liberty • Life • Popular Sovereignty • Property • Representative Government • Rule of Law • Separation of Powers

DRAFT

	<p>4 – C3.0.4 Describe how the powers of the federal government are separated among the branches. <i>(pg. 178-179)</i></p> <p>4 – P3.1.1 Identify public issues in the United States that influence the daily lives of its citizens. <i>(pg. 176-178, 181)</i></p> <p>5 – P3.1.1 Identify contemporary public issues related to the United States Constitution and their related factual, definitional, and ethical questions. <i>(pg. 176-178, 181)</i></p>	
<p>23: What are some important responsibilities of citizens? (pg. 183-190)</p>	<p>4 – C1.0.1 Identify questions political scientists ask in examining the United States (e.g., What does government do? What are the basic values and principles of American democracy? What is the relationship of the United States to other nations? What are the roles of the citizen in American democracy?). <i>(pg. 185-189)</i></p> <p>4 – C2.0.2 Identify situations in which specific rights guaranteed by the Constitution and Bill of Rights are involved (e.g., freedom of religion, freedom of expression, freedom of press). <i>(pg. 186-189)</i></p> <p>4 – C5.0.1 Explain responsibilities of citizenship (e.g., initiating changes in laws or policy, holding public office, respecting the law, being informed and attentive to public issues, paying taxes, registering to vote and voting knowledgeably, serving as a juror). <i>(pg. 186-189)</i></p> <p>4 – C5.0.2 Describe the relationship between rights and responsibilities of citizenship. <i>(pg. 185-189)</i></p> <p>4 – C5.0.3 Explain why rights have limits. <i>(pg. 184)</i></p> <p>4 – C5.0.4 Describe ways citizens can work together to promote the values and principles of American democracy. <i>(pg. 185-189)</i></p>	<ul style="list-style-type: none"> • Checks and Balances • Common Good • Equality • Freedom of Expression • Freedom of Religion • Individual Rights • Justice • Separation of Powers

DRAFT

	<p>5 – U3.3.8 Describe the rights found in the First, Second, Third, and Fourth Amendments to the United States Constitution. (pg. 186-188)</p>	
<p>24: How can citizens promote the common good? (pg. 191-196)</p>	<p>4 – C1.0.1 Identify questions political scientists ask in examining the United States (e.g., What does government do? What are the basic values and principles of American democracy? What is the relationship of the United States to other nations? What are the roles of the citizen in American democracy?). (pg. 192-195)</p> <p>4 – C5.0.1 Explain responsibilities of citizenship (e.g., initiating changes in laws or policy, holding public office, respecting the law, being informed and attentive to public issues, paying taxes, registering to vote and voting knowledgeably, serving as a juror). (pg. 192-195)</p> <p>4 – C5.0.2 Describe the relationship between rights and responsibilities of citizenship. (pg. 192-195)</p> <p>4 – C5.0.4 Describe ways citizens can work together to promote the values and principles of American democracy. (pg. 192-195)</p> <p>4 – P3.1.1 Identify public issues in the United States that influence the daily lives of its citizens. (pg. 193)</p> <p>4 – P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the United States. (pg. 193)</p>	<ul style="list-style-type: none"> • Common Good • Individual Rights • Popular Sovereignty

DRAFT

SECTION TWO

Grade Four

Expectation	We the People Lesson/Pages
4 – C1.0.1 Identify questions political scientists ask in examining the United States (e.g., What does government do? What are the basic values and principles of American democracy? What is the relationship of the United States to other nations? What are the roles of the citizen in American democracy?).	2: 15-19 3: 22-27 22: 176-180 23: 185-189 24: 192-195
4 – C1.0.2 Explain probable consequences of an absence of government and of rules and laws.	2: 16-18
4 – C1.0.3 Describe the purposes of government as identified in the Preamble of the Constitution.	11: 89-91
4 – C2.0.1 Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights (e.g., freedom of religion, freedom of expression, freedom of press) serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights.	11: 90 12: 95-97 13: 102-103 14: 110-112 15: 116-119 17: 134-138 18: 144-148
4 – C2.0.2 Identify situations in which specific rights guaranteed by the Constitution and Bill of Rights are involved (e.g., freedom of religion, freedom of expression, freedom of press).	15: 118, 120-121 17: 134-141 18: 144-149 19: 153-157

DRAFT

		20: 160-163 23: 186-189
4 – C3.0.1	Give examples of ways the Constitution limits the powers of the federal government (e.g., election of public officers, separation of powers, checks and balances, Bill of Rights).	4: 32 12: 95-97 13: 100-103 14: 110-113 15: 118-119 16: 128-129 Pg. 132
4 – C3.0.2	Give examples of powers granted to the federal government (e.g., coining of money, declaring war) and those reserved for the states (e.g., driver’s license, marriage license).	13: 101 14: 110-112 15: 116-118 16: 124-129
4 – C3.0.3	Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches).	9: 76-77 12: 95 13: 100 14: 113 15: 116
4 – C3.0.4	Describe how the powers of the federal government are separated among the branches.	12: 95-97 13: 100-103 14: 110-112 15: 116-118 22: 178-179

DRAFT

4 – C3.0.5 Give examples of how the system of checks and balances limits the power of the federal government (e.g., presidential veto of legislation, courts declaring a law unconstitutional, congressional approval of judicial appointments).	12: 97 13: 102-103 14: 110-112 15: 116-121
4 – C3.0.6 Describe how the President, members of the Congress, and justices of the Supreme Court come to power (e.g., elections versus appointments).	13: 100 14: 113 15: 116
4 – C3.0.7 Explain how the federal government uses taxing and spending to serve the purposes of government.	13: 101 14: 111
4 – C5.0.1 Explain responsibilities of citizenship (e.g., initiating changes in laws or policy, holding public office, respecting the law, being informed and attentive to public issues, paying taxes, registering to vote and voting knowledgeably, serving as a juror).	2: 19 5: 40-41 23: 186-189 24: 192-195
4 – C5.0.2 Describe the relationship between rights and responsibilities of citizenship.	2: 19 23: 185-189 24: 192-195
4 – C5.0.3 Explain why rights have limits.	17: 137-141 18: 146-147 23: 184
4 – C5.0.4 Describe ways citizens can work together to promote the values and principles of American democracy.	19: 155-157 23: 185-189 24: 192-195

DRAFT

4 – P3.1.1 Identify public issues in the United States that influence the daily lives of its citizens.	13: 104-107 15: 120-121 17: 139-141 18: 146-149 19: 153-157 20: 160-163 22: 176-178, 181 24: 193
4 – P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the United States.	13: 104-107 15: 120-121 17: 139-141 18: 146-149 19: 153-157 20: 160-163 24: 193

DRAFT

Grade Five

Expectation	We the People Lesson/Pages
5 – U1.4.1 <i>Describe the convergence of Europeans, American Indians and Africans in North America after 1492 from the perspective of these three groups.</i>	10: 80
5 – U2.1.1 <i>Describe significant developments in the Southern colonies, including</i> <ul style="list-style-type: none"> • <i>patterns of settlement and control including the impact of geography (landforms and climate) on settlement.</i> • <i>...development of slavery.</i> 	1: 8-9 10: 80
5 – U2.1.2 <i>Describe significant developments in the New England colonies, including</i> <ul style="list-style-type: none"> • <i>patterns of settlement and control including the impact of geography (landforms and climate) on settlement</i> • <i>relations with American Indians (e.g., Pequot/King Phillip’s War)</i> • <i>growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies...</i> 	1: 7-8
5 – U2.1.3 <i>Describe significant developments in the Middle Colonies, including</i> <ul style="list-style-type: none"> • <i>patterns of settlement and control including the impact of geography (landforms and climate) on settlement.</i> • <i>the growth of Middle Colonies economies (e.g., breadbasket)...</i> 	1: 8
5 – U2.3.2 <i>Describe the daily life of people living in the New England, Middle, and Southern colonies.</i>	1: 6-11
5 – U2.3.3 <i>Describe colonial life in America from the perspectives of at least three different groups of people (e.g., wealthy landowners, farmers, merchants, indentured servants, laborers and the poor, women, enslaved people, free Africans, and American Indians).</i>	1: 6-9 10: 80
5 – U2.3.4 <i>Describe the development of the emerging labor force in the colonies (e.g., cash crop farming, slavery, indentured servants).</i>	1: 6-9
5 – U2.3.5 <i>Make generalizations about the reasons for regional differences in colonial America.</i>	1: 7-8

DRAFT

5 – U3.1.1	Describe the role of the French and Indian War, how British policy toward the colonies in America changed from 1763 to 1775, and colonial dissatisfaction with the new policy.	5: 40-41
5 – U3.1.3	Using an event from the Revolutionary era (e.g., Boston Tea Party, quartering of soldiers, writs of assistance, closing of colonial legislatures), explain how British and colonial views on authority and the use of power without authority differed (views on representative government).	5: 42-44
5 – U3.1.4	Describe the role of the First and Second Continental Congress in unifying the colonies (addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation).	5: 41-42 7: 56-58
5 – U3.1.5	Use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so.	5: 42-44
5 – U3.1.6	Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.	5: 42, 44
5 – U3.1.7	Describe how colonial experiences with self-government (e.g., Mayflower Compact, House of Burgesses and town meetings) and ideas about government (e.g., purposes of government such as protecting individual rights and promoting the common good, natural rights, limited government, representative government) influenced the decision to declare independence.	2: 19 5: 43-44
5 – U3.1.8	Identify a problem confronting people in the colonies, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken.	5: 40-44 6: 48-50
5 – U3.3.1	Describe the powers of the national government and state governments under the Articles of Confederation.	7: 57-58
5 – U3.3.2	Give examples of problems the country faced under the Articles of Confederation (e.g., lack of national army, competing currencies, reliance on state governments for money).	7: 59-61
5 – U3.3.3	Explain why the Constitutional Convention was convened and why the Constitution was written.	7: 61 8: 69

DRAFT

5 – U3.3.4 Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution (Great Compromise, Three-Fifths Compromise).	9: 72-77 10: 81-83
5 – U3.3.5 Give reasons why the Framers wanted to limit the power of government (e.g., fear of a strong executive, representative government, importance of individual rights).	3: 23-24 4: 32-37 6: 48-50 14: 110
5 – U3.3.6 Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution (e.g., enumerated and reserved powers).	13: 101 14: 110-112 16: 124-129
5 – U3.3.7 Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification.	16: 129
5 – U3.3.8 Describe the rights found in the First, Second, Third, and Fourth Amendments to the United States Constitution.	17: 133-142 18: 144-148 23: 186-188
5 – P3.1.1 Identify contemporary public issues related to the United States Constitution and their related factual, definitional, and ethical questions.	13: 104-107 15: 120-121 17: 139-141 18: 146-149 19: 153-157 20: 160-163 22: 176-178, 181
5 – P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on contemporary	13: 104-107

DRAFT

constitutional issues in the United States.	15: 120-121 17: 139-141 18: 146-149 19: 153-157 20: 160-163
--	--