



We the People...
The Citizen and the Constitution

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CORRELATION GUIDE

for

WASHINGTON STATE COMMISSION ON STUDENT LEARNING
SOCIAL STUDIES: CIVICS - ESSENTIAL ACADEMIC LEARNING REQUIREMENTS

We the People... The Citizen and the Constitution
Correlation Guide
FOR
WASHINGTON STATE COMMISSION ON STUDENT LEARNING
SOCIAL STUDIES: CIVICS - ESSENTIAL ACADEMIC LEARNING REQUIREMENTS

Introduction

The purpose of this correlation is to show how **We the People... the Citizen and the Constitution**, Levels I, II, and III fit the Washington State Commission on Student Learning, Social Studies: Civics - Essential Academic Learning Requirements for grades five through twelve.

The first column of the chart lists the standard components described in the Washington Learning Requirements. The second column, lists the benchmark tasks that elementary students must perform to meet each standard. The third column lists the Level I lessons of **We the People...** that correspond to Washington requirements. All **We the People...** unit and lesson references are indicated in bold. All **We the People...** titles in bold indicate that all lessons within the listed unit correspond to Washington requirements.

The remaining columns follow a similar pattern. Column four lists the benchmark tasks for middle school students, column five lists the corresponding **We the People..., Level II** lessons, column six lists the benchmark tasks for high school students, and column six lists the corresponding **We the People..., Level III** lessons. **We the People... Project Citizen** curriculum is included in the middle level correlation where appropriate.

We the People... The Citizen and the Constitution
Correlation Guide for Civics - Essential Academic Learning Requirements

1. The student understands and can explain the core values and principles of the U.S. democracy as set forth in foundational documents, including the Declaration of Independence and the Constitution.

To meet this standard, the student will:

COMPONENTS	BENCHMARK 1 - TBD	BENCHMARK 2 - TBD	BENCHMARK 3 - TBD
1.1: understand and interpret the major ideas of foundational documents	identify foundational documents and describe their essential characteristics	describe the origins, creation, and outcomes of foundational documents such as the Declaration of Independence and the Constitution	explain key concepts of the Declaration of Independence and the Constitution and evaluate their impact on the contemporary U.S. political system
	explain what the U.S. Constitution is and why it is important	explain specific rights guaranteed by the Constitution and how these rights are related to responsibilities	examine the origins and continuing influence of key ideals of the U.S. democracy such as individual human dignity, liberty, justice, equality, and rule of law
1.2: examine key ideals of U.S. democracy	identify key democratic ideals of U.S. government such as equal representation, liberty, and justice	explain key ideals of the United State's democratic form of government such as individual human dignity, liberty, justice, equality, and rule of law and discuss their application in specific situations	analyze why democratic ideals demand that people work together to reduce the disparity between ideals and realities
	identify the traits of responsible citizenship and explain how they contribute to the democratic ideal	identify efforts to reduce differences between democratic ideals and realities	

We the People... (Level I)
Correlating Text

We the People... (Level II)
Correlating Text

We the People... (Level III)
Correlating Text

We the People... (Level III)
Correlating Text

UNIT 1, Lesson 5
How did the Founders use their ideas in the Declaration of Independence?
UNIT 2, Lessons 7-10
How was our Constitution written?
UNIT 3, Lessons 11-15
How did the Framers organize our government?
UNIT 4, Lessons 16-20
How does the Constitution protect your basic rights?

UNIT 2, Lesson 7
What basic ideas about government were in the Declaration of Independence?
UNIT 3, Lessons 11-17
What happened at the Philadelphia Convention?
UNIT 4, Lessons 18-22
How was the Constitution used to establish our government?

UNIT 1, Lesson 8
Why did the American colonists want to free themselves from Britain?
What basic ideas about government did the Founders put in the Declaration of Independence?
UNIT 3, Lessons 18-22
How did the writers and principles embodied in the Constitution shape American institutions and practices?
UNIT 6, Lesson 40
What is meant by returning to fundamental principles?

UNIT 1, Lesson 5
How did the Founders use their ideas in the Declaration of Independence?
UNIT 2, Lessons 7-10
How was our Constitution written?
UNIT 3, Lessons 11-15
How did the Framers organize our government?
UNIT 4, Lessons 16-20
How does the Constitution protect your basic rights?

UNIT 1, Lesson 5
How did the Founders use their ideas in the Declaration of Independence?
UNIT 2, Lesson 8
How many representatives should each state have in Congress?
UNIT 4, Lesson 19
How does the Constitution protect your right to be treated fairly by the government?
UNIT 5, Lessons 21-22
What are the responsibilities of citizens?

UNIT 1, Lessons 1-4
What is government?
UNIT 2, Lessons 5-10
What experiences shaped the Founders' thinking about government?
UNIT 5, Lessons 23-27
How does the Constitution protect our basic rights?

UNIT 5, Lesson 26
What is the right to equal protection of the laws?
UNIT 6, Lessons 28-29
What are the responsibilities of citizens?

UNIT 5, Lessons 29-34
What rights does the Bill of Rights protect?
UNIT 1, Lesson 2
How does the government secure natural rights?
UNIT 4, Lessons 23-28
How have the protections of the Bill of Rights been developed and expanded?

UNIT 5, Lesson 26
What is the right to equal protection of the laws?
UNIT 6, Lessons 28-29
What are the responsibilities of citizens?

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UNIT 6, Lessons 28-29
What are the responsibilities of citizens?

UNIT 5, Lesson 26
What is the right to equal protection of the laws?
UNIT 6, Lessons 28-29
What are the responsibilities of citizens?

UNIT 6, Lessons 35-40
What are the roles of the citizen in American democracy?

COMPONENTS	BENCHMARK 1 - TBD	<i>We the People... (Level I)</i> Correlating Text	BENCHMARK 2 - TBD	<i>We the People... (Level II)</i> Correlating Text	BENCHMARK 3 - TBD	<i>We the People... (Level III)</i> Correlating Text
<p>I.3: examine representative government and citizen participation</p>	<p>describe various ways that responsible citizens participate in a democratic government; identify examples of rights and responsibilities of citizenship</p>	<p>UNIT 4, Lessons 16-20 <i>How does the Constitution protect your basic rights?</i> UNIT 5, Lessons 21-22 <i>What are the responsibilities of citizens?</i></p>	<p>explain how U.S. citizens govern through representative government and empower representatives to make, interpret, and enforce laws to carry out public policy</p>	<p>UNIT 4, Lessons 18-22 <i>How was the Constitution used to establish our government?</i> UNIT 6, Lessons 28-29 <i>What are the responsibilities of citizens?</i></p>	<p>examine and evaluate how citizens influence and use governmental institutions and processes to solve problems, for example, through community service, voting, collective action, or lobbying</p>	<p>UNIT 4, Lesson 27 <i>How has the right to vote expanded since the adoption of the Constitution?</i> UNIT 6, Lesson 36 <i>How do we use our citizenship?</i> UNIT 6, Lesson 40 <i>What is meant by returning to fundamental principles?</i></p>
		<p>explain how the U.S. government includes concepts of both a democracy and a republic</p>	<p>UNIT 1, Lessons 1-4 <i>What is government?</i> UNIT 3, Lesson 14 <i>What was the conflict over the legislative power of the national government?</i></p>	<p>analyze the difference between "direct democracy" and a republic in relation to the U.S. form of government</p>	<p>UNIT 1, Lesson 3 <i>What did the Founders learn about republican government from the ancient world?</i> UNIT 3, Lessons 18-22 <i>How did the values and principles embodied in the Constitution shape American institutions and practices?</i></p>	

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2. The student analyzes the purposes and organization of governments and laws.

To meet this standard, the student will:

COMPONENTS	BENCHMARK 1 - TBD	<i>We the People... (Level I)</i> Correlating Text	BENCHMARK 2 - TBD	<i>We the People... (Level II)</i> Correlating Text	BENCHMARK 3 - TBD	<i>We the People... (Level III)</i> Correlating Text
2.1: understand and explain the organization of U.S. government	describe government in terms of people and groups who have the right to make, apply, and enforce rules and laws	UNIT 3, Lessons 11-15 <i>How did the Framers organize our government?</i>	describe how the U.S. government derives its power from the consent of the governed	UNIT 2, Lessons 5-10 <i>What experiences shaped the Founders' thinking about government?</i> UNIT 4, Lessons 18-22 <i>How was the Constitution used to establish our government?</i>	examine and explain the constitutional principles that establish and limit federal, state, and local government	UNIT 3, Lessons 18-22 <i>How did the values and principles embodied in the Constitution shape American institutions and practices?</i>
	distinguish between local, state, and national government and identify representatives from each	UNIT 3, Lesson 15 <i>What is a federal government?</i>	describe the structure of the U.S. government (legislative, executive, and judicial branches; federal, state, and local levels; and political parties)	UNIT 4, Lessons 18-22 <i>How was the Constitution used to establish our government?</i>	identify problems and solutions related to the distribution of power between the legislative, executive, and judicial branches of government	UNIT 2, Lessons 10-17 <i>How did the Framers create the Constitution?</i> UNIT 3, Lessons 18-22 <i>How did the values and principles embodied in the Constitution shape American institutions and practices?</i>
2.2: understand the function and effect of law	explain the purpose of rules and laws, for example, the purpose of classroom rules and family rules	UNIT 1, Lesson 2 <i>Why did the Founders think we needed a government?</i>	distinguish among making, enforcing, and interpreting laws	UNIT 4, Lesson 18 <i>What was the federal system created by the Constitution?</i>	explain how the Constitution is maintained as the supreme law of the land and how it is changed and ratified	UNIT 3, Lessons 18-22 <i>How did the values and principles embodied in the Constitution shape American institutions and practices?</i>
	explain what government is and what governments do, for example, make laws, establish schools, and provide health services	UNIT 1, Lesson 2 <i>Why did the Founders think we needed a government?</i> UNIT 1, Lesson 3 <i>What is a republican government?</i> UNIT 1, Lesson 4 <i>What is a constitutional government?</i>	describe the purposes of government and how its powers are acquired, used, and justified	UNIT 1, Lessons 1-4 <i>What is government?</i>	explain the purposes of government and analyze how its powers are acquired, used, justified, and balanced	UNIT 1, Lessons 1-9 <i>What are the philosophical and historical foundations of the American political system?</i>
2.3: compare and contrast democracies with other forms of government	understand that different societies have different forms of government	UNIT 1, Lesson 3 <i>What is a republican government?</i> UNIT 1, Lesson 4 <i>What is a constitutional government?</i>	describe a variety of forms of government, for example, democracy, monarchy, oligarchy	UNIT 1, Lessons 1-4 <i>What is government?</i>	compare U.S. democracy to other forms of government and identify representative political leaders from selected historical and contemporary settings	UNIT 6, Lesson 38 <i>What can American citizens learn about Constitutionalism from other countries?</i>
			explain how various forms of government have different effects on the lives of their people	UNIT 1, Lessons 1-4 <i>What is government?</i>	analyze and explain how citizens can influence governments, for example voting, lobbying, protest, or revolution	UNIT 6, Lesson 36 <i>How do we use our citizenship?</i>

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3. The student understands the purposes and organization of international relationships and how U.S. foreign policy is made.

To meet this standard, the student will:

COMPONENTS	BENCHMARK 1 - TBD	<i>We the People... (Level I)</i> Correlating Text	BENCHMARK 2 - TBD	<i>We the People... (Level II)</i> Correlating Text	BENCHMARK 3 - TBD	<i>We the People... (Level III)</i> Correlating Text
3.1: understand how the world is politically and how nations interact	explain what a nation is and how the world is divided into many nations		describe and explain how national interests affect international relations		analyze the relationships and tensions between national sovereignty and international issues, in such matters as territory, economic development, nuclear and other weapons, use of natural resources, and human rights concerns	<i>UNIT 6, Lesson 37</i> <i>How may citizenship change in the nation's third century?</i> <i>UNIT 6, Lesson 38</i> <i>What can American citizens learn about Constitutionalism from other countries?</i> <i>UNIT 6, Lesson 39</i> <i>What are some Constitutional issues facing United States citizens in the nation's third century?</i>
	identify the specific kinds of roles individuals might play in interactions with other nations such as the president, a peace corps volunteer, or an interpreter		describe U.S. roles and interests in major international organizations and international political alliances now and in the past		evaluate how U.S. interests are maintained through international agreements, treaties, and alliances and describe U.S. foreign policy now and in the past	
3.2: recognize factors and roles that affect the development of foreign policy	give examples of conflict, cooperation, and interdependence among individuals, groups, and nations		identify factors that influence foreign policy such as trade, use of technology, and well-being of people		explain conditions and motivations that affect the development of foreign policy such as historical tensions, balance of power, and economic development	
	explain why a nation would want to develop relationships with other nations		explain how U.S. foreign policy is made		evaluate U.S. foreign policy decisions and how U.S. foreign policy affects other nations	
			identify and describe the roles of international and multinational organizations in foreign policy.		select, apply, and defend criteria for evaluating the conduct of particular international organizations	

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4. The student understands the rights and responsibilities of citizenship and the principles of democratic civic involvement.

To meet this standard, the student will:

COMPONENTS	BENCHMARK 1 - TBD	<i>We the People... (Level I)</i> Correlating Text	BENCHMARK 2 - TBD	<i>We the People... (Level II)</i> Correlating Text	BENCHMARK 3 - TBD	<i>We the People... (Level III)</i> Correlating Text
4.1: understand individual rights and their accompanying responsibilities	identify individual rights and the responsibilities they imply, for example, classroom rules, family obligations, traffic safety, and voting	UNIT 4, Lessons 16-20 <i>How does the Constitution protect your basic rights?</i> UNIT 5, Lessons 21-22 <i>What are the responsibilities of citizens?</i>	explain how responsibility to the common good might conflict with the exercise of individual rights, for example, freedom of expression or private property rights	UNIT 5, Lessons 23-27 <i>How does the Constitution protect our basic rights?</i> UNIT 6, Lessons 28-29 <i>What are the responsibilities of citizens?</i>	analyze how individual rights can be balanced with the common good, for example, freedom of press, or economic/environmental balance	UNIT 5, Lessons 29-34 <i>What rights does the Bill of Rights protect?</i> UNIT 6, Lesson 40 <i>What is meant by returning to fundamental principles?</i>
	explain why democracy requires citizens to exercise their own rights and to respect the rights of others, for example, playground rules, common courtesy, and sharing	UNIT 4, Lessons 16-20 <i>How does the Constitution protect your basic rights?</i> UNIT 5, Lessons 21-22 <i>What are the responsibilities of citizens?</i>	examine why democracy requires government to protect the rights of citizens and to promote the common good	UNIT 4, Lesson 18 <i>What was the federal system created by the Constitution?</i> UNIT 5, Lessons 23-27 <i>How does the Constitution protect our basic rights?</i>	analyze why democracy requires citizens to deliberate on public problems and participate in collective decision-making	UNIT 3, Lesson 18-22 <i>How did the values and principles embodied in the Constitution shape American institutions and practices?</i> UNIT 6, Lessons 35-40 <i>What are the roles of the citizen in American democracy?</i>
4.2: identify and demonstrate rights of U.S. citizenship	participate in civic discussion pertaining to public issues at school and in the local community, such as running for school office or voting in school elections	UNIT 3, Lesson 12 <i>What is the legislative branch?</i> UNIT 4, Lesson 20 <i>How does the Constitution protect your right to vote?</i> UNIT 5, Lessons 21-22 <i>What are the responsibilities of citizens?</i>	participate in civic discussions with the aim of solving problems such as curfews, timber policies, or foreign aid	UNIT 5, Lessons 23-27 <i>How does the Constitution protect our basic rights?</i> UNIT 6, Lessons 28-29 <i>What are the responsibilities of citizens?</i>	engage in oral and written civic discourse to analyze pressing controversial issues and evaluate different solutions	UNIT 5, Lessons 29-34 <i>What rights does the Bill of Rights protect?</i> UNIT 4, Lesson 28 <i>To what extent can the law correct injustice and other problems in American society?</i> UNIT 6, Lesson 39 <i>What are some constitutional issues facing United States citizens in the nation's third century?</i>
	explain the important characteristics of U.S. citizenship including the right and responsibility of voting	UNIT 4, Lesson 20 <i>How does the Constitution protect your right to vote?</i> UNIT 5, Lessons 21-22 <i>What are the responsibilities of citizens?</i>	discuss how voting in a representative democracy is a privilege and a responsibility	UNIT 5, Lesson 25 <i>How has the right to vote expanded since the Constitution was adopted?</i> UNIT 6, Lesson 28 <i>How can citizens participate?</i>	evaluate campaign and voting activities and explain the importance of voting knowledgeably	UNIT 3, Lesson 20 <i>What caused the rise of political parties?</i> UNIT 4, Lesson 27 <i>How has the right to vote expanded since the adoption of the Constitution?</i> UNIT 6, Lesson 36 <i>How do we use our citizenship?</i>

COMPONENTS	BENCHMARK 1 - TBD	We the People... (Level I) Correlating Text	BENCHMARK 2 - TBD	We the People... (Level II) Correlating Text	BENCHMARK 3 - TBD	We the People... (Level III) Correlating Text
<p>4.3: explain how citizen participation influences public policy</p>	<p>describe how one person can make a difference in school or the local community, for example, by holding school office or leading a food drive</p> <p>define "public servants" and identify the types of jobs public servants hold</p>	<p>UNIT 3, Lessons 11-15 <i>How did the Framers organize our government?</i></p>	<p>analyze the influence of diversity of public opinion on the development of public policy and decision-making</p> <p>describe the relationship between civic responsibility and public service</p>	<p>UNIT 6, Lessons 28-29 <i>What are the responsibilities of citizens?</i></p> <p>FROM <i>We the People... Project Citizen STEPS 1 - VI</i></p> <p>UNIT 6, Lessons 28-29 <i>What are the responsibilities of citizens?</i></p> <p>FROM <i>We the People... Project Citizen STEPS 1 - IV</i></p>	<p>evaluate the positive and negative consequences of public opinion and the media on public policy development</p> <p>investigate career of interest in the field of public service</p>	<p>UNIT 5, Lesson 30 <i>How does the First Amendment protect our freedom of expression?</i></p> <p>UNIT 6, Lesson 39 <i>What are some constitutional issues facing United States citizens in the nation's third century?</i></p>

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SOCIAL STUDIES: CIVICS - ESSENTIAL ACADEMIC LEARNING REQUIREMENTS

*Kathy Hand
Suggestions for
adding
CC in
other
approp.
places*

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Correlation Guide
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WASHINGTON STATE COMMISSION ON STUDENT LEARNING
SOCIAL STUDIES: CIVICS - ESSENTIAL ACADEMIC LEARNING REQUIREMENTS

Introduction

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The first column of the chart lists the standard components described in the Washington Learning Requirements. The second column, lists the benchmark tasks that elementary students must perform to meet each standard. The third column lists the Level I lessons of **We the People...** that correspond to Washington requirements. All **We the People...** unit and lesson references are indicated in bold. All **We the People...** titles in bold indicate that all lessons within the listed unit correspond to Washington requirements.

The remaining columns follow a similar pattern. Column four lists the benchmark tasks for middle school students, column five lists the corresponding **We the People...**, Level II lessons, column six lists the benchmark tasks for high school students, and column six lists the corresponding **We the People...**, Level III lessons. **We the People... Project Citizen** curriculum is included in the middle level correlation where appropriate.

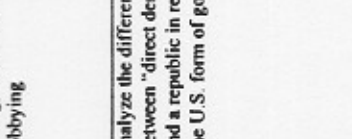
We the People... The Citizen and the Constitution
Correlation Guide for Civics - Essential Academic Learning Requirements

1. The student understands and can explain the core values and principles of the U.S. democracy as set forth in foundational documents, including the Declaration of Independence and the Constitution.

To meet this standard, the student will:

COMPONENTS	BENCHMARK 1 - TBD	<i>We the People... (Level I)</i> Correlating Text	BENCHMARK 2 - TBD	<i>We the People... (Level II)</i> Correlating Text	BENCHMARK 3 - TBD	<i>We the People... (Level III)</i> Correlating Text
1.1: understand and interpret the major ideas of foundational documents	identify foundational documents and describe their essential characteristics	UNIT 1, Lesson 5 <i>How did the Founders use their ideas in the Declaration of Independence?</i> UNIT 2, Lessons 7-10 <i>How was our Constitution written?</i> UNIT 3, Lessons 11-15 <i>How did the Framers organize our government?</i> UNIT 4, Lessons 16-20 <i>How does the Constitution protect your basic rights?</i>	describe the origins, creation, and outcomes of foundational documents such as the Declaration of Independence and the Constitution	UNIT 2, Lesson 7 <i>What basic ideas about government were in the Declaration of Independence?</i> UNIT 3, Lessons 11-17 <i>What happened at the Philadelphia Convention?</i> UNIT 4, Lessons 18-22 <i>How was the Constitution used to establish our government?</i>	explain key concepts of the Declaration of Independence and the Constitution and evaluate their impact on the contemporary U.S. political system	UNIT 1, Lesson 8 <i>Why did the American colonists want to free themselves from Britain?</i> <i>What basic ideas about government did the Founders put in the Declaration of Independence?</i> UNIT 3, Lessons 18-22 <i>How did the values and principles embodied in the Constitution shape American institutions and practices?</i> UNIT 6, Lesson 40 <i>What is meant by returning to fundamental principles?</i>
	explain what the U.S. Constitution is and why it is important	UNIT 2, Lessons 7-10 <i>How was our Constitution written?</i> UNIT 3, Lessons 11-15 <i>How did the Framers organize our government?</i>	explain specific rights guaranteed by the Constitution and how these rights are related to responsibilities	UNIT 5, Lessons 23-27 <i>How does the Constitution protect our basic rights?</i> UNIT 6, Lessons 28-29 <i>What are the responsibilities of citizens?</i>		
1.2: examine key ideals of U.S. democracy	identify key democratic ideals of U.S. government such as equal representation, liberty, and justice	UNIT 1, Lesson 5 <i>How did the Founders use their ideas in the Declaration of Independence?</i> UNIT 2, Lesson 8 <i>How many representatives should each state have in Congress?</i> UNIT 4, Lesson 19 <i>How does the Constitution protect your right to be treated fairly by the government?</i>	explain key ideals of the United State's democratic form of government such as individual human dignity, liberty, justice, equality, and rule of law and discuss their application in specific situations	UNIT 1, Lessons 1-4 <i>What is government?</i> UNIT 2, Lessons 5-10 <i>What experiences shaped the Founders' thinking about government?</i> UNIT 5, Lessons 23-27 <i>How does the Constitution protect our basic rights?</i>	examine the origins and continuing influence of key ideals of the U.S. democracy such as individual human dignity, liberty, justice, equality, and rule of law	UNIT 5, Lessons 29-34 <i>What rights does the Bill of Rights protect?</i> UNIT 1, Lesson 2 <i>How does the government secure natural rights?</i> UNIT 4, Lessons 23-28 <i>How have the protections of the Bill of Rights been developed and expanded?</i>
	identify the traits of responsible citizenship and explain how they contribute to the democratic ideal	UNIT 5, Lessons 21-22 <i>What are the responsibilities of citizens?</i>	identify efforts to reduce differences between democratic ideals and realities	UNIT 5, Lesson 26 <i>What is the right to equal protection of the laws?</i> UNIT 6, Lessons 28-29 <i>What are the responsibilities of citizens?</i>		analyze why democratic ideals demand that people work together to reduce the disparity between ideals and realities

Adapted

COMPONENTS	BENCHMARK 1 - TBD	We the People... (Level I) Correlating Text	BENCHMARK 2 - TBD	We the People... (Level II) Correlating Text	BENCHMARK 3 - TBD	We the People... (Level III) Correlating Text
1.3: examine representative government and citizen participation	describe various ways that responsible citizens participate in a democratic government; identify examples of rights and responsibilities of citizenship	UNIT 4, Lessons 16-20 <i>How does the Constitution protect your basic rights?</i> UNIT 5, Lessons 21-22 <i>What are the responsibilities of citizens?</i>	explain how U.S. citizens govern through representative government and empower representatives to make, interpret, and enforce laws to carry out public policy explain how the U.S. government includes concepts of both a democracy and a republic	UNIT 4, Lessons 18-22 <i>How was the Constitution used to establish our government?</i> UNIT 6, Lessons 28-29 <i>What are the responsibilities of citizens?</i> 	examine and evaluate how citizens influence and use governmental institutions and processes to solve problems, for example, through community service, voting, collective action, or lobbying analyze the difference between "direct democracy" and a republic in relation to the U.S. form of government	UNIT 4, Lesson 27 <i>How has the right to vote expanded since the adoption of the Constitution?</i> UNIT 6, Lesson 36 <i>How do we use our citizenship?</i> UNIT 6, Lesson 40 <i>What is meant by returning to fundamental principles?</i> UNIT 1, Lesson 3 <i>What did the Founders learn about republican government from the ancient world?</i> UNIT 3, Lessons 18-22 <i>How did the values and principles embodied in the Constitution shape American institutions and practices?</i>

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2. The student analyzes the purposes and organization of governments and laws.

To meet this standard, the student will:

COMPONENTS	BENCHMARK 1 - TBD	We the People... (Level I) Correlating Text	BENCHMARK 2 - TBD	We the People... (Level II) Correlating Text	BENCHMARK 3 - TBD	We the People... (Level III) Correlating Text
2.1: understand and explain the organization of U.S. government	describe government in terms of people and groups who have the right to make, apply, and enforce rules and laws	UNIT 3, Lessons 11-15 <i>How did the Framers organize our government?</i>	describe how the U.S. government derives its power from the consent of the governed	UNIT 7, Lessons 5-10 <i>What experiences shaped the Founders' thinking about government?</i> UNIT 4, Lessons 18-22 <i>How was the Constitution used to establish our government?</i>	examine and explain the constitutional principles that establish and limit federal, state, and local government	UNIT 3, Lessons 18-22 <i>How did the values and principles embodied in the Constitution shape American institutions and practices?</i>
	distinguish between local, state, and national government and identify representatives from each	UNIT 3, Lesson 15 <i>What is a federal government?</i>	describe the structure of the U.S. government (legislative, executive, and judicial branches; federal, state, and local levels; and political parties)	UNIT 4, Lessons 18-22 <i>How was the Constitution used to establish our government?</i>	identify problems and solutions related to the distribution of power between the legislative, executive, and judicial branches of government	UNIT 2, Lessons 10-17 <i>How did the Framers create the Constitution?</i> UNIT 3, Lessons 18-22 <i>How did the values and principles embodied in the Constitution shape American institutions and practices?</i>
2.2: understand the function and effect of law	explain the purpose of rules and laws, for example, the purpose of classroom rules and family rules	UNIT 1, Lesson 2 <i>Why did the Founders think we needed a government?</i>	distinguish among making, enforcing, and interpreting laws	UNIT 4, Lesson 18 <i>What was the federal system created by the Constitution?</i> <i>add PC</i>	explain how the Constitution is maintained as the supreme law of the land and how it is changed and ratified	UNIT 3, Lessons 18-22 <i>How did the values and principles embodied in the Constitution shape American institutions and practices?</i>
2.3: compare and contrast democracies with other forms of government	explain what government is and what governments do, for example, make laws, establish schools, and provide health services	UNIT 1, Lesson 2 <i>Why did the Founders think we needed a government?</i> UNIT 1, Lesson 3 <i>What is a republican government?</i> UNIT 1, Lesson 4 <i>What is a constitutional government?</i>	describe the purposes of government and how its powers are acquired, used, and justified	UNIT 1, Lessons 1-4 <i>What is government?</i>	explain the purposes of government and analyze how its powers are acquired, used, justified, and balanced	UNIT 1, Lessons 1-9 <i>What are the philosophical and historical foundations of the American political system?</i>
	understand that different societies have different forms of government	UNIT 1, Lesson 3 <i>What is a republican government?</i> UNIT 1, Lesson 4 <i>What is a constitutional government?</i>	describe a variety of forms of government, for example, democracy, monarchy, oligarchy	UNIT 1, Lessons 1-4 <i>What is government?</i>	compare U.S. democracy to other forms of government and identify representative political leaders from selected historical and contemporary settings	UNIT 6, Lesson 38 <i>What can American citizens learn about Constitutionalism from other countries?</i>
			explain how various forms of government have different effects on the lives of their people	UNIT 1, Lessons 1-4 <i>What is government?</i>	analyze and explain how citizens can influence governments, for example voting, lobbying, protest, or revolution	UNIT 6, Lesson 36 <i>How do we use our citizenship?</i>

We the People... The Open and the Constitution
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3. The student understands the purposes and organization of international relationships and how U.S. foreign policy is made.

To meet this standard, the student will:

COMPONENTS	BENCHMARK 1 - TBD	<i>We the People... (Level I)</i> Correlating Text	BENCHMARK 2 - TBD	<i>We the People... (Level II)</i> Correlating Text	BENCHMARK 3 - TBD	<i>We the People... (Level III)</i> Correlating Text
3.1: understand how the world is politically and how nations interact	explain what a nation is and how the world is divided into many nations		describe and explain how national interests affect international relations		analyze the relationships and tensions between national sovereignty and international issues, in such matters as territory, economic development, nuclear and other weapons, use of natural resources, and human rights concerns	UNIT 6, Lesson 37 <i>How may citizenship change in the nation's third century?</i> UNIT 6, Lesson 38 <i>What can American citizens learn about Constitutionalism from other countries?</i> UNIT 6, Lesson 39 <i>What are some Constitutional issues facing United States citizens in the nation's third century?</i>
	identify the specific kinds of roles individuals might play in interactions with other nations such as the president, a peace corps volunteer, or an interpreter		describe U.S. roles and interests in major international organizations and international political alliances now and in the past		evaluate how U.S. interests are maintained through international agreements, treaties, and alliances and describe U.S. foreign policy now and in the past	
3.2: recognize factors and roles that affect the development of foreign policy	give examples of conflict, cooperation, and interdependence among individuals, groups, and nations		identify factors that influence foreign policy such as trade, use of technology, and well-being of people		explain conditions and motivations that affect the development of foreign policy such as historical tensions, balance of power, and economic development	
	explain why a nation would want to develop relationships with other nations		explain how U.S. foreign policy is made		evaluate U.S. foreign policy decisions and how U.S. foreign policy affects other nations	
			identify and describe the roles of international and multinational organizations in foreign policy		select, apply, and defend criteria for evaluating the conduct of particular international organizations	

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4. The student understands the rights and responsibilities of citizenship and the principles of democratic civic involvement.

To meet this standard, the student will:

COMPONENTS	BENCHMARK 1 - TBD	We the People... (Level 1) Correlating Text	BENCHMARK 2 - TBD	We the People... (Level II) Correlating Text	BENCHMARK 3 - TBD	We the People... (Level III) Correlating Text
4.1: understand individual rights and their accompanying responsibilities	identify individual rights and the responsibilities they imply, for example, classroom rules, family obligations, traffic safety, and voting	UNIT 4, Lessons 16-20 <i>How does the Constitution protect your basic rights?</i> UNIT 5, Lessons 21-22 <i>What are the responsibilities of citizens?</i>	explain how responsibility to the common good might conflict with the exercise of individual rights, for example, freedom of expression or private property rights	UNIT 5, Lessons 23-27 <i>How does the Constitution protect our basic rights?</i> UNIT 6, Lessons 28-29 <i>What are the responsibilities of citizens?</i>	analyze how individual rights can be balanced with the common good, for example, freedom of press, or economic/environmental balance	UNIT 5, Lessons 29-34 <i>What rights does the Bill of Rights protect?</i> UNIT 6, Lesson 40 <i>What is meant by returning to fundamental principles?</i>
	explain why democracy requires citizens to exercise their own rights and to respect the rights of others, for example, playground rules, common courtesy, and sharing	UNIT 4, Lessons 16-20 <i>How does the Constitution protect your basic rights?</i> UNIT 5, Lessons 21-22 <i>What are the responsibilities of citizens?</i>	examine why democracy requires government to protect the rights of citizens and to promote the common good	UNIT 4, Lesson 18 <i>What was the federal system created by the Constitution?</i> UNIT 5, Lessons 23-27 <i>How does the Constitution protect our basic rights?</i>	analyze why democracy requires citizens to deliberate on public problems and participate in collective decision-making	UNIT 3, Lesson 18-22 <i>How did the values and principles embodied in the Constitution shape American institutions and practices?</i> UNIT 6, Lessons 35-40 <i>What are the roles of the citizen in American democracy?</i>
4.2: identify and demonstrate rights of U.S. citizenship	participate in civic discussion pertaining to public issues at school and in the local community, such as running for school office or voting in school elections	UNIT 3, Lesson 12 <i>What is the legislative branch?</i> UNIT 4, Lesson 20 <i>How does the Constitution protect your right to vote?</i> UNIT 5, Lessons 21-22 <i>What are the responsibilities of citizens?</i>	participate in civic discussions with the aim of solving problems such as curfews, timber policies, or foreign aid	UNIT 5, Lessons 23-27 <i>How does the Constitution protect our basic rights?</i> UNIT 6, Lessons 28-29 <i>What are the responsibilities of citizens?</i>	engage in oral and written civic discourse to analyze pressing controversial issues and evaluate different solutions	UNIT 5, Lessons 29-34 <i>What rights does the Bill of Rights protect?</i> UNIT 4, Lesson 28 <i>To what extent can the law correct injustice and other problems in American society?</i> UNIT 6, Lesson 39 <i>What are some constitutional issues facing United States citizens in the nation's third century?</i>
	explain the important characteristics of U.S. citizenship including the right and responsibility of voting	UNIT 4, Lesson 20 <i>How does the Constitution protect your right to vote?</i> UNIT 5, Lessons 21-22 <i>What are the responsibilities of citizens?</i>	discuss how voting in a representative democracy is a privilege and a responsibility	UNIT 5, Lesson 25 <i>How has the right to vote expanded since the Constitution was adopted?</i> UNIT 6, Lesson 28 <i>How can citizens participate?</i>	evaluate campaign and voting activities and explain the importance of voting knowledgeably	UNIT 3, Lesson 20 <i>What caused the rise of political parties?</i> UNIT 4, Lesson 27 <i>How has the right to vote expanded since the adoption of the Constitution?</i> UNIT 6, Lesson 36 <i>How do we use our citizenship?</i>

COMPONENTS	BENCHMARK 1 - TBD	We the People... (Level I) Correlating Text	BENCHMARK 2 - TBD	We the People... (Level II) Correlating Text	BENCHMARK 3 - TBD	We the People... (Level III) Correlating Text
4.3: explain how citizen participation influences public policy	describe how one person can make a difference in school or the local community, for example, by holding school office or leading a food drive	UNIT 3, Lessons 11-15 <i>How did the Framers organize our government?</i>	analyze the influence of diversity of public opinion on the development of public policy and decision-making	UNIT 6, Lessons 28-29 <i>What are the responsibilities of citizens?</i> FROM <i>We the People... Project Citizen</i> STEPS 1 - VI	evaluate the positive and negative consequences of public opinion and the media on public policy development	UNIT 5, Lesson 30 <i>How does the First Amendment protect our freedom of expression?</i> UNIT 6, Lesson 39 <i>What are some constitutional issues facing United States citizens in the nation's third century?</i>
	define "public servants" and identify the types of jobs public servants hold		describe the relationship between civic responsibility and public service	UNIT 6, Lessons 28-29 <i>What are the responsibilities of citizens?</i> FROM <i>We the People... Project Citizen</i> STEPS 1 - IV	investigate career of interest in the field of public service	