

| Wyoming Content Standard<br>End of Grade 4   | Benchmark   | WTP Lessons and Activities  |
|--|---|---|
| <p><b>1. <u>Citizenship/Government/Democracy</u></b><br/>Students demonstrate how structures of power, authority, and governance have developed historically and continue to evolve.</p> | <p>1. Students identify the rights, and responsibilities of citizenship.</p> <p>2. Students explain how laws affect families, schools, communities, and states.</p> | <p>1. St, Lesson 2, p. 15 This ‘Problem Solving’ exercise asks students to examine their own ideas about rights. p. 16 Succinctly summaries natural rights.</p> <p>2. ST, Lesson 5, Excellent summary of the ideas of the Declaration of Independence</p> <p>3. ST, Lesson 10, Succinct summary of the idea of the Preamble to the US Constitution</p> <p>5. ST, Lesson 11, Summarizes concepts of separation of powers and checks and balances.</p> <p>6. ST, Lesson 12, Summaries powers of legislative branch. ‘Problem Solving’ exercise on pp. 85-86 (How should senator Smith vote?) asks students to play the role of a US Senator dealing with the right of people to smoke in public places.</p> <p>7. ST, Lesson 13, Succinctly summaries powers of executive branch.</p> <p>14. ST, Lesson 14, explains role of US Supreme Court and concept of judicial review.</p> <p>8. ST, Lessons 16-20 deal with five basic rights protected by the US Constitution. ‘Problem Solving’ exercises on pp. 110-111(freedom of expression), 115(prayer in public schools), 119-120 (equal protection), 126-127(right to lawyer), and 130(right to vote) afford excellent discussion opportunities for students.</p> <p>9. ST, Lessons 21-22 deals with the responsibilities of citizenship. Again, ‘Problem Solving exercises on pp. 139-144(Can you have rights without responsibilities?) and 146-7 (What decision would you reach?) provide great discussion opportunities for students to process the concept of citizen responsibilities.</p> <p>1. Most lessons in WTP address this topic. Of particular interest are “Problem Solving” exercises in Lesson 2, p. 18 (What might happen if their were nor rules, laws, or government?), Lesson 3, pp. 23 (Your interests and the common welfare), Lesson 4, pp. 26-27 (Rules and laws), Lesson 7, pp. 52-5353 (Who should participate in creating a government?), Lesson 10, pp. 71-72 (The Preamble’s ideas), Lesson 12, pp.84-86 (How should Senator smith vote?)Lesson 16, pp. 110-111 (When should freedom of expression be limited?), Lesson 15, p. 99 (What is a federal system?),Lesson 17, pp. 115</p> |

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| <p><b>1. <u>Citizenship/Government/Democracy</u></b><br/>Students demonstrate how structures of power, authority, and governance have developed historically and continue to evolve.</p> <p>Cont'd</p>                            | <p>2. Students explain how laws affect families, schools, communities, and states.</p> <p>Cont'd</p>  | <p>(Prayer in the public schools), Lesson 18, pp.119-120 (What is equal treatment?), Lesson 19, pp. 12-127 ( when should you have a right to a lawyer?), Lesson 20, p. 130 ( Who should have the right to vote., Lesson 21, 139-144 (Can you have rights without responsibilities?) and Lesson 22, pp. 146-7 ( What decision would you reach?)</p> |
| <p><b>2. <u>Culture/Cultural Diversity</u></b><br/>Students demonstrate an understanding of different cultures and how these cultures have contributed and continue to contribute to the world in which they live.</p>            | <p>1. Students describe the ways in which cultures address human needs and concerns such as freedom, justice, and responsibility while influencing human behavior through language, stories, folk tales, music, and artistic creations.</p> | <p>1. ST, Lesson 18 This lesson addresses the concept of 'equal protection'. It's an excellent jumping off point for discussing diversity and the contributions of different cultures in American society.</p>   |
| <p><b>4. <u>Time, Continuity and Change</u></b><br/>Students demonstrate an understanding of the people, events, problems, ideas, and cultures that were significant in the history of our community, state, nation and world</p> | <p>1. Students discuss current events and how they affect individuals, communities, state, country, and the world.</p>  | <p>1. Concepts explained in the WTP text lend themselves to a discussion about relevant current events. Some examples are natural rights, civic virtue, due process and equal protection.</p>  |
| <p><b>5. <u>People, Places, and Environments</u></b><br/>Students demonstrate an understanding of interrelations among people, places, economics, and environments.</p>   | <p>1. Students use physical maps and globe to identify locations using scale, cardinal and intermediate directions, legends, keys and symbols.</p>  | <p>1. ST, Lesson 1 Using the map of the 13 original states on p. 6 in comparison with a similar map in an historical atlas, students can develop a more complete political and physical map of the US in 1787 complete with scale, cardinal, legends, keys and symbols.</p>  |



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

**Correlation**

**For**

**Wyoming Social Studies**

**Standards and Benchmark**

**Grade 4**