



We the People...
The Citizen and the Constitution

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CORRELATION GUIDE

for
State of Delaware
Social Studies Curriculum Framework
Content Standards

CIVICS-GRADES 4-5

Civics Standard One: Students will examine the structure and purpose of governments with specific emphasis on constitutional democracy [Government].

STANDARD	<i>We the People... Level I Correlating Text</i>
4-5: Students will understand that governments have a variety of structures and exist for many purposes and that in America these are explained in the United States and State constitutions.	UNIT 1: <i>What were the Founders' basic ideas about government?</i> UNIT 2: <i>How was our Constitution written?</i>
4-5: Students will understand that the United States government is divided into executive, legislative, and judicial branches, each with specific responsibilities and powers.	UNIT 3: <i>How did the Framers organize our government?</i>

Civics Standard Two: Students will understand the principles and ideals underlying the American political system [Politics].

STANDARD	<i>We the People... Level I Correlating Text</i>
4-5: Students will understand that the principle of "due process" means that the government must follow its own rules when taking actions against a citizen.	UNIT 4, Lesson 18: <i>How does the Constitution protect your right to be treated equally by the government?</i> UNIT 4, Lesson 19: <i>How does the Constitution protect your right to be treated fairly by the government?</i>
4-5: Students will understand that a society based on the ideal of individual liberty requires a commitment on the part of its citizens to the principles of civic responsibility and personal civility.	UNIT 5: <i>What are the responsibilities of citizens?</i>

Civics Standard Three: Students will understand the responsibilities, rights, and privileges of United States citizens [Citizenship].

STANDARD	<i>We the People... Level I Correlating Text</i>
4-5: Students will identify the fundamental rights of all American citizens as enumerated in the Bill of Rights.	UNIT 4: <i>How does the Constitution protect your basic rights?</i>
4-5: Students will apply the protections guaranteed in the Bill of Rights to an analysis of everyday situations.	UNIT 4: <i>How does the Constitution protect your basic rights?</i>

CIVICS-GRADES 4-5 (continued)

Civics Standard Four: Students will develop and employ the civic skills necessary for effective participatory citizenship [Participation].

STANDARD	<i>We the People... Level I Correlating Text</i>
4-5: Students will understand that in order to select effective leaders, citizens have to become informed about candidates' qualifications and the issues of the day.	UNIT 5, Lesson 21: <i>What responsibilities accompany our rights?</i>
4-5: Students will identify and employ the formal and informal methods by which democratic groups function.	UNIT 3, Lesson 12: <i>What is the legislative branch?</i>

CIVICS-GRADES 6-8

Civics Standard One: Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy [Government].

STANDARD	<i>We the People... Level II Correlating Text</i>
6-8: Students will understand that governments have the power to make and enforce laws and regulations, levy taxes, construct foreign policy, and make war.	UNIT 1, Lesson 4: <i>How can government be organized to prevent the abuse of power?</i> UNIT 4, Lesson 18: <i>What was the federal system created by the Constitution?</i>
6-8: Students will analyze the different functions of federal, state, and local governments in the United States and examine the reasons for the different organizational structures each level of government employs.	UNIT 4: <i>How was the Constitution used to establish our government?</i>

Civics Standard Two: Students will understand the principles and ideals underlying the American political system [Politics].

STANDARD	<i>We the People... Level II Correlating Text</i>
6-8: Students will understand that the concept of majority rule does not mean that the rights of minorities may be disregarded and will examine and apply the protections accorded those minorities in the American political system.	UNIT 5: <i>How does the Constitution protect our basic rights?</i>
6-8: Students will understand the principles and content of major American state papers such as the Declaration of Independence; United States Constitution (including the Bill of Rights); and the Federalist Papers.	UNIT 2, Lesson 7: <i>What basic ideas about government were in the Declaration of Independence?</i> UNIT 3, Lesson 16: <i>What opinions did the Framers have of the Constitution?</i> UNIT 3, Lesson 17: <i>Who were the supporters and critics of the Constitution?</i> UNIT 4: <i>How was the Constitution used to establish our government?</i> UNIT 5: <i>How does the Constitution protect our basic rights?</i>

Civics Standard Three: Students will understand the responsibilities, rights, and privileges of United States citizens [Citizenship].

STANDARD	<i>We the People... Level II Correlating Text</i>
6-8: Students will understand that civil rights secure political freedom while property rights secure economic freedom and that both are essential protections for United States citizens.	UNIT 1, Lesson 3: <i>What is constitutional government?</i> UNIT 1, Lesson 4: <i>How can governments be organized to prevent the abuse of power?</i> UNIT 5: <i>How does the Constitution protect our basic rights?</i>
6-8: Students will understand that American citizenship includes responsibilities such as voting, jury duty, obeying the law, service in the armed forces when required, and public service.	UNIT 6: <i>What are the responsibilities of citizens?</i>

CIVICS-GRADES 6-8 (continued)

Civics Standard Four: Students will develop and employ the civic skills necessary for effective participatory citizenship [Participation].

STANDARD	<i>We the People... Level II Correlating Text</i>
6-8: Students will follow the actions of elected officials, and understand and employ the mechanisms for communicating with them while in office.	UNIT 3, Lesson 14: <i>What was the conflict over the legislative power of the national government?</i> UNIT 3, Lesson 15: <i>How much power should be given to the executive and judicial branches?</i> UNIT 4, Lesson 18: <i>What was the federal system created by the Constitution?</i> UNIT 6, Lesson 28: <i>How can citizens participate?</i>

CIVICS-GRADES 9-12

Civics Standard One: Students will examine the structure and purpose of governments with specific emphasis on constitutional democracy [Government].

STANDARD	<i>We the People...The Citizen and the Constitution Level III Correlating Text</i>
9-12: Students will analyze the ways in which the structure and purposes of different governments around the world reflect differing ideologies, cultures, values, and histories.	UNIT 1, Lesson 4: <i>How Did Modern Ideas of Individual Rights Develop?</i> UNIT 1, Lesson 7: <i>What Basic Ideas about Rights and Constitutional Government Did Colonial Americans Have?</i> UNIT 6, Lesson 38: <i>What Can American Citizens Learn about Constitutionalism from Other Countries?</i>

Civics Standard Two: Students will understand the principles and ideals underlying the American political system [Politics].

STANDARD	<i>We the People...The Citizen and the Constitution Level III Correlating Text</i>
9-12: Students will examine and analyze the extra-constitutional role that political parties play in American politics.	UNIT 3, Lesson 20: <i>What Caused the Rise of Political Parties?</i>
9-12: Students will understand that the functioning of the government is a dynamic process which combines the formal balances of power incorporated in the Constitution with traditions, precedents, and interpretations which have evolved over the past 200 years.	UNIT 1: <i>What Are the Philosophical and Historical Foundations of the American Political System?</i> UNIT 3: <i>How Did the Values and Principles Embodied in the Constitution Shape American Institutions and Practices?</i> UNIT 4: <i>How Have the Protections of the Bill of Rights Been Developed and Expanded?</i>

Civics Standard Three: Students will understand the responsibilities, rights, and privileges of United States citizens [Citizenship].

STANDARD	<i>We the People...The Citizen and the Constitution Level III Correlating Text</i>
9-12: Students will understand that citizens are individually responsible for keeping themselves informed about public policy issues on the local, state, and federal levels; participating in the civic process; and upholding the laws of the land.	UNIT 1, Lesson 5: <i>What were the British Origins of American Constitutionalism?</i> UNIT 3, Lesson 20: <i>What Caused the Rise of Political Parties?</i> UNIT 6, Lesson 35: <i>What Does It Mean to Be a Citizen?</i> UNIT 6, Lesson 36: <i>How Do We Use Our Citizenship?</i>

ADES 9-12 (continued)

Civics Standard Four: Students with the civic skills necessary for effective participatory citizenship [Participation].

STAND	<i>We the People... The Citizen and the Constitution</i> Level III Correlating Text
9-12: Students will develop and employ the government programs and agencies.	UNIT 6, Lesson 35: <i>What Does It Mean to Be a Citizen?</i> UNIT 6, Lesson 36: <i>How Do We Use Our Citizenship?</i>
9-12: Students will understand the process of a commission engaged in examining public policy.	UNIT 6, Lesson 36: <i>How Do We Use Our Citizenship?</i> UNIT 6, Lesson 37: <i>How May Citizenship Change in the Nation's Third Century?</i> UNIT 6, Lesson 39: <i>What Are Some Constitutional Issues Facing United States Citizens in the Nation's Third Century?</i>



**PROJECT
CITIZEN**



CORRELATION GUIDE

for

**State of Delaware
Social Studies Curriculum Framework
Content Standards**

CIVICS-GRADES 6-8

Civics Standard One: students will examine the structure and purposes of governments with specific emphasis on constitutional democracy [Government].

BENCHMARKS	<i>We the People...</i> Level I Correlating Text
6-8: Students will understand that governments have the power to make and enforce laws and regulations, levy taxes, construct foreign policy, and make war.	Step 1: Introduction <ul style="list-style-type: none"> ◆ Class discussion ◆ Small Group Activity ◆ Homework Assignments including completion of the following forms: <ol style="list-style-type: none"> 1. Problem Identification and Analysis Form 2. Interview Form 3. Printed Sources Form 4. Radio/Television Observation Form
6-8: Students will analyze the different functions of federal, state, and local governments in the United States and examine the reasons for the different organizational structures each level of government employs.	Step 1: Identifying Public Policy Problems <ul style="list-style-type: none"> ◆ Class discussion ◆ Small Group Activity ◆ Homework Assignments including completion of the following forms: <ol style="list-style-type: none"> 1. Problem Identification and Analysis Form 2. Interview Form 3. Printed Sources Form 4. Radio/Television Observation Form Step 2: Selecting a Problem for Class Study <ul style="list-style-type: none"> ◆ Deciding which problem is most important by majority vote.

Civics Standard Two: Students will understand the principles and ideals underlying the American political system [Politics].

BENCHMARKS	<i>We the People...</i> Level I Correlating Text
6-8: Students will understand that the concept of majority rule does not mean that the rights of minorities may be disregarded and will examine and apply the protections accorded those minorities in the American political system.	Step 4: Developing a Class Portfolio <ul style="list-style-type: none"> ◆ Portfolio Group Three: Completion of the Constitutional Opinion Form.
6-8: Students will understand the principles and content of major American state papers such as the Declaration of Independence; United States Constitution (including the Bill of Rights); and the Federalist Papers.	