

Hawaii Content Standards and We the People Correlation, Grade 5  
Political Science/Civics

<p><b>Governance/Power/Authority</b> Students understand the ways and reasons people and groups create governments and use this knowledge to make reasoned decisions.</p>	<p><b>Grades 4-6</b> Identify and describe the branches of government and apply this knowledge in the classroom; Develop criteria to create and evaluate rules and laws, e.g. draft class/school rules that meet these criteria</p>	<p>Lesson 2: Why did the Founders think we needed a government? 3: What is a republican government? 4: What is a constitutional government? 12: What is the legislative branch? 13: What is the executive branch? 14: What is the judicial branch? 15: What is the federal government?</p>
<p><b>Democracy</b> Students understand and demonstrate the principles and values underlying American constitutional democracy</p>	<p><b>Grades 4-6</b> Explain and demonstrate the values and principles of American democracy as reflected in key documents (Declaration of Independence, Constitution, Bill of Rights), speeches and events.</p>	<p>Lesson 5: How did the Founders use their ideas in the Declaration of Independence? 10: What basic ideas are in the Preamble to the Constitution? 11: How did the Framers limit the powers of government?</p>
<p><b>Citizenship/Participation</b> Students understand roles, rights (personal, economic, political) and responsibilities of American citizens and exercise them in civic action.</p>	<p><b>Grades 4-6</b> Demonstrate citizenship (roles, rights and responsibilities) by engaging in civic action, e.g. proposing alternatives to conflict or inequalities and practicing ho'oponopono.</p>	<p>Lesson 21: What responsibilities accompany our rights? 22: How can we promote the common welfare?</p>
<p><b>Political Analysis</b> Students understand and use the tools and methods of the political scientist to explain ideas, events and behaviors and use this knowledge to make reasoned decisions.</p>	<p><b>Grades 4-6</b> Use the tools and methods of political scientists, including polls, analysis and perspective taking to investigate issues or events of relevance to them, e.g. taking polls on voting issues</p>	<p>Lesson 16: How does the Constitution protect your freedom of expression? 17: How does the Constitution protect your freedom of religion? 18: How does the Constitution protect your right to be treated equally by the government? 19: How does the Constitution protect your right to be treated fairly by the government? 20: How does the Constitution protect your right to vote?</p>

Hawaii Content Standards and We the People Correlation, Grade 8

Political Science/Civics

<p><b>Governance/Power Authority</b> Students understand the ways and reasons people and groups create governments and use this knowledge to make reasoned decisions.</p>	<p><b>Grades 6-8</b> Explain the purposes and structures of governments (local, state, national and international) and demonstrate participation in their local government, e.g., letter writing, campaign, holding election signs.</p>	<p><b>We the People</b> Lesson 1: Why do we need a government? 2: What is republican government? 3: What is constitutional government? 4: How can governments be organized to prevent the abuse of power? 28: How can citizens participate?</p>
<p><b>Democracy</b> Students understand and demonstrate the principles and values underlying American constitutional democracy</p>	<p>Analyze different interpretations of key documents across time, places and national moods and evaluate, take and defend a position on competing ideas.</p>	<p>Lesson 6: What experiences led to the American Revolution? 7: What basic ideas about government were in the Declaration of Independence? 9: What were Americans like in the 1780s? 21: Who decides what the Constitution means? 23: How does the Constitution protect freedom of expression? 24: How does the Constitution protect freedom of religion? 26: What is the right to equal protection of the laws? 27: What is the right to due process and how is it protected?</p>
<p><b>Global Cooperation, Conflict and Interdependence</b> Students understand similarities and differences across cultural perspectives, and evaluate the ways individuals, groups, societies, nations and organizations change and interact</p>	<p>Argue the influences of America on other nations and organizations and vice versa and take and defend a position on particular interactions, both historical and contemporary.</p>	<p>Lesson 5: How were the Americans influenced by their English background?</p>
<p><b>Citizenship/ Participation</b> Students understand roles, rights (personal, economic, political) and responsibilities of American</p>	<p>Explain the significance of citizenship and participate responsibly for the common good, e.g., select and study an issue or problem and plan and implement a civic action.</p>	<p>Lesson 28: How can citizens participate? 29: What decisions will you make as a citizen?</p>

citizens and exercise them in civic action		
<b>Political Analysis</b> Students understand and use the tools and methods of the political scientist to explain ideas, events and behaviors and use this knowledge to make reasoned decisions	Explain and apply tools and methods drawn from political science to examine political issues and problems.	Lesson 20: How did political parties develop? 25: How has the right to vote expanded since the Constitution was adopted?

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Hawaii Content Standards and We the People Correlation, grades 9-12  
Political Science/Civics

<p><b>Governance/Power Authority:</b> Students understand the ways and reasons people and groups create governments and use this knowledge to make reasoned decisions.</p>	<p><b>9-12</b>  Analyze how governments acquire, use and justify power, e.g. how limited government differs from unlimited ones.</p>	<p><b>We the People</b>  Lesson 2: How does government secure natural rights? 18: How was the Constitution used to organize the new government? 19: What rights did the Constitution protect? 22: How is power divided between federal and state government? 29: Why does the 1<sup>st</sup> amendment limit the government's power over religion? 30: How does the 1<sup>st</sup> amendment protect freedom of expression? 31: How does the 1<sup>st</sup> amendment protect freedom of assembly, petition, and association? 32: What is the importance of procedural due process? 33: How do the 4 &amp; 5<sup>th</sup> amendments protect us against unreasonable law enforcement procedures? 34: How do the 5<sup>th</sup>-8<sup>th</sup> amendments protect our rights within the Judicial system?</p>
<p><b>Democracy</b> Students understand and demonstrate the principles and values underlying American constitutional democracy.</p>	<p>Analyze the historical development of the principles and ideals of American constitutional government and evaluate the extent to which they have been realized.</p>	<p>Lesson 3: What did the founders learn about republican government from the ancient world? 4: How did modern ideas of individual rights develop? 6: How did representative government begin in England? 7: What basic ideas about rights &amp; constitutional government did colonial Americans have? 25: How did the 14<sup>th</sup> amendment expand constitutional protection of rights? 28: To what extent can the law correct injustice and other problems in American society?</p>
<p><b>Global Cooperation, Conflict and Interdependence</b> Students understand similarities and differences across cultural perspectives, and evaluate the ways individuals, groups, societies,</p>	<p>Analyze and evaluate the interconnections of local and regional issues with global challenges and how this changes over time and with technology.</p>	<p>Lesson 37: How may citizenship change in the nation's 3rd century? 38: What can American citizens learn about Constitutionalism from other countries? 39: What are some constitutional issues facing U.S. citizens in the 3rd century? 40: What is meant by returning to fundamental principles?</p>

nations and organizations change and interact.	Explain the United States' changing role in international policies and relations and the strength and limitations of U.S. influence on foreign affairs.	
<b>Citizenship/ Participation</b> Students understand roles, rights (personal, economic, political) and responsibilities of American citizens and exercise them in civic action.	Debate positions on issues regarding rights and responsibilities, come to consensus on the issues and take action to gain larger community involvement on the issues, e.g. a service learning project.  Analyze and evaluate the role that political parties play in American politics and participate in political life, e.g. contacting public officials.	Lesson 35: What does it mean to be a citizen? 36: How do we use our citizenship?
<b>Political Analysis</b> Students understand and use the tools and methods of the political scientist to explain ideas, events, and behaviors and use this knowledge to make reasoned decisions.	Apply tools and methods drawn from political science to develop and support a position on political issues.	Lesson 20: What caused the rise of political parties? 31: What is Judicial Review? Why is it controversial? 26: How did the civil rights movement use the Constitution to achieve its goals? 28: To what extent can the law correct injustice and other problems in American society?