

Correlation of  
**We The People Series – Level One**  
to the South Carolina Social Studies Academic Standards, Grades 4-5 [2011] and the  
South Carolina College- and Career-Ready Standards for English Language Arts, Grades 4-5 [2015]

<b>UNIT 1 – WHAT BASIC IDEAS ABOUT GOVERNMENT DID THE FOUNDERS HAVE?</b>		
<b>LESSON TITLE</b>	<b>SOCIAL STUDIES STANDARDS</b>	<b>ELA STANDARDS</b>
<p><b>Lesson 1</b>  <b>What were the British colonies in America like in the 1700s?</b></p>	<p><b>4-2.2</b> Compare the various European settlements in North America in terms of economic activities, religious emphasis, government, and lifestyles.  <b>4-2.3</b> Explain the impact of the triangular trade, indentured servitude, and the enslaved and free Africans on the developing culture and economy of North America.  <b>4-2.4</b> Summarize the relationships among the Native Americans, Europeans, and Africans, including the French and Indian Wars, the slave revolts, and the conduct of trade.  <b>4-3.1</b> Explain the major political and economic factors leading to the American Revolution, including the French and Indian War, the Stamp Act, the Tea Act, and the Intolerable Acts as well as American resistance to these acts through boycotts, petitions, and congresses.</p>	<p><b>Inquiry-Based Literacy Standards      Grades 3,4,5</b></p> <p><b>Standard 1:</b> Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.  <b>Standard 2:</b> Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.  <b>Standard 3:</b> Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.  <b>Standard 4:</b> Synthesize integrated information to share learning and/or take action.</p> <p><b>Reading Informational Text Standards      Grades 3,4,5</b></p>
<p><b>Lesson 2</b>  <b>Why did the Founders believe that people needed a government?</b></p>	<p><b>4-3.1</b> Explain the major political and economic factors leading to the American Revolution, including the French and Indian War, the Stamp Act, the Tea Act, and the Intolerable Acts as well as American resistance to these acts through boycotts, petitions, and congresses.  <b>4-3.2</b> Explain the significance of major ideas and philosophies of government reflected in the Declaration of Independence  <b>4-4.1</b> Compare the ideas in the Articles of Confederation with those in the United States Constitution, including how powers are now shared between state and national government and how individuals and states are represented in Congress.  <b>4-4.2</b> Explain the structure &amp; function of the legislative, executive, &amp; judicial branches of the federal government.  <b>4-4.3</b> Explain how the United States Constitution and the Bill of Rights placed importance on the active involvement of citizens in government and protected the rights of white male property owners but not those of the slaves, women, and Native Americans.</p>	<p><b>Standard 2:</b> Demonstrate understanding of spoken words, syllables, and sounds.  <b>Standard 3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.  <b>Standard 4:</b> Read with sufficient accuracy and fluency to support comprehension.  <b>Standard 5:</b> Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations  <b>Standard 6:</b> Summarize key details and ideas to support analysis of central ideas.  <b>Standard 7:</b> Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.  <b>Standard 10:</b> Analyze and provide evidence of how the author’s choice of purpose or perspective shapes content, meaning, and style.</p>

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<p><b>Lesson 3</b>  <b>What is a republican government?</b></p>	<p><b>4-3.2</b> Explain the significance of major ideas and philosophies of government reflected in the Declaration of Independence.  <b>4-4.1</b> Compare the ideas in the Articles of Confederation with those in the United States Constitution, including how powers are now shared between state and national government and how individuals and states are represented in Congress.  <b>4-4.2</b> Explain the structure &amp; function of the legislative, executive, &amp; judicial branches of the federal government.  <b>4-4.3</b> Explain how the United States Constitution and the Bill of Rights placed importance on the active involvement of citizens in government and protected the rights of white male property owners but not those of the slaves, women, and Native Americans.</p>	<p><b>Writing Standards</b> <span style="float: right;"><b>Grades 3,4,5</b></span>  <b>Standard 1:</b> Write arguments to support claims with clear reasons and relevant evidence.  <b>Standard 2:</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  <b>Standard 3:</b> Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.  <b>Standard 4:</b> Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</p>
<p><b>Lesson 4</b>  <b>What is a constitutional government?</b></p>	<p><b>4-3.2</b> Explain the significance of major ideas and philosophies of government reflected in the Declaration of Independence.  <b>4-4.1</b> Compare the ideas in the Articles of Confederation with those in the United States Constitution, including how powers are now shared between state and national government and how individuals and states are represented in Congress.  <b>4-4.2</b> Explain the structure &amp; function of the legislative, executive, &amp; judicial branches of the federal government.  <b>4-4.3</b> Explain how the United States Constitution and the Bill of Rights placed importance on the active involvement of citizens in government and protected the rights of white male property owners but not those of the slaves, women, and Native Americans.</p>	<p><b>Communication Standards</b> <span style="float: right;"><b>Grades 3,4,5</b></span>  <b>Standard 1:</b> Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.  <b>Standard 2:</b> Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.</p>
<p><b>Lesson 5</b>  <b>What ideas did the Founders use in the Declaration of Independence?</b></p>	<p><b>4-3.2</b> Explain the significance of major ideas and philosophies of government reflected in the Declaration of Independence.</p>	
<p><b>Lesson 6</b>  <b>What were the first state governments like?</b></p>	<p><b>4-3.2</b> Explain the significance of major ideas and philosophies of government reflected in the Declaration of Independence.</p>	

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<b>UNIT 2 – HOW DID THE FRAMERS WRITE OUR CONSTITUTION?</b>		
LESSON TITLE	SOCIAL STUDIES STANDARDS	ELA STANDARDS
<p><b>Lesson 7</b>  <b>What was the first national government like?</b></p>	<p><b>4-3.2</b> Explain the significance of major ideas and philosophies of government reflected in the Declaration of Independence.  <b>4-4.1</b> Compare the ideas in the Articles of Confederation with those in the United States Constitution, including how powers are now shared between state and national government and how individuals and states are represented in Congress.  <b>4-4.2</b> Explain the structure and function of the legislative, executive, and judicial branches of the federal government.  <b>4-4.4</b> Compare the roles and accomplishments of early leaders in the development of the new nation, including George Washington, John Adams, Thomas Jefferson, Alexander Hamilton, John Marshall, and James Madison.</p>	<p><b>Inquiry-Based Literacy Standards      Grades 3,4,5</b>  <b>Standard 1:</b> Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.  <b>Standard 2:</b> Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.  <b>Standard 3:</b> Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.  <b>Standard 4:</b> Synthesize integrated information to share learning and/or take action.</p> <p><b>Reading Informational Text Standards      Grades 3,4,5</b>  <b>Standard 1:</b> Demonstrate understanding of the organization and basic features of print.  <b>Standard 3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.  <b>Standard 4:</b> Read with sufficient accuracy and fluency to support comprehension.  <b>Standard 5:</b> Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.  <b>Standard 6:</b> Summarize key details and ideas to support analysis of central ideas.  <b>Standard 7:</b> Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.  <b>Standard 10:</b> Analyze and provide evidence of how the author’s choice of purpose or perspective shapes content, meaning, and style.</p>
<p><b>Lesson 8</b>  <b>How was the Philadelphia Convention organized?</b></p>	<p><b>4-4.1</b> Compare the ideas in the Articles of Confederation with those in the United States Constitution, including how powers are now shared between state and national government and how individuals and states are represented in Congress.  <b>4-4.4</b> Compare the roles and accomplishments of early leaders in the development of the new nation, including George Washington, John Adams, Thomas Jefferson, Alexander Hamilton, John Marshall, and James Madison.</p>	<p><b>Standard 10:</b> Analyze and provide evidence of how the author’s choice of purpose or perspective shapes content, meaning, and style.</p>
<p><b>Lesson 9</b>  <b>How many representatives should each state have in Congress?</b></p>	<p><b>4-4.1</b> Compare the ideas in the Articles of Confederation with those in the United States Constitution, including how powers are now shared between state and national government and how individuals and states are represented in Congress.  <b>4-4.2</b> Explain the structure and function of the legislative, executive, and judicial branches of the federal government.</p>	<p><b>Writing Standards      Grades 3,4,5</b>  <b>Standard 1:</b> Write arguments to support claims with clear reasons and relevant evidence.</p>

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<p><b>Lesson 10</b>  <b>What did the Framers do about the problem of slavery?</b></p>	<p><b>4-4.1</b> Compare the ideas in the Articles of Confederation with those in the United States Constitution, including how powers are now shared between state and national government and how individuals and states are represented in Congress.</p> <p><b>4-3.4</b> Explain how the American Revolution affected attitudes toward and the future of slavery, women, and Native Americans.</p> <p><b>4-4.3</b> Explain how the United States Constitution and the Bill of Rights placed importance on the active involvement of citizens in government and protected the rights of white male property owners but not those of the slaves, women, and Native Americans.</p>	<p><b>Standard 2:</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>Standard 3:</b> Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p><b>Standard 4:</b> Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</p> <p><b>Communication Standards      Grades 3,4,5</b></p> <p><b>Standard 1:</b> Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.</p> <p><b>Standard 2:</b> Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.</p>
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<b>UNIT 3 – HOW DOES THE CONSTITUTION ORGANIZE OUR GOVERNMENT?</b>		
<b>LESSON TITLE</b>	<b>SOCIAL STUDIES STANDARDS</b>	<b>ELA STANDARDS</b>
<p><b>Lesson 11</b>  <b>What basic ideas about government are included in the Preamble to the Constitution?</b></p>	<p><b>4-3.1</b> Explain the major political and economic factors leading to the American Revolution, including the French and Indian War, the Stamp Act, the Tea Act, and the Intolerable Acts as well as American resistance to these acts through boycotts, petitions, and congresses.  <b>4-3.2</b> Explain the significance of major ideas and philosophies of government reflected in the Declaration of Independence.  <b>4-3.4</b> Explain how the American Revolution affected attitudes toward and the future of slavery, women, and Native Americans.  <b>4-4.1</b> Compare the ideas in the Articles of Confederation with those in the United States Constitution, including how powers are now shared between state and national government and how individuals and states are represented in Congress.  <b>4-4.3</b> Explain how the United States Constitution and the Bill of Rights placed importance on the active involvement of citizens in government and protected the rights of white male property owners but not those of the slaves, women, and Native Americans.</p>	<p><b>Inquiry-Based Literacy Standards      Grades 3,4,5</b>  <b>Standard 1:</b> Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.  <b>Standard 2:</b> Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.  <b>Standard 3:</b> Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.  <b>Standard 4:</b> Synthesize integrated information to share learning and/or take action.</p> <p><b>Reading Informational Text Standards      Grades 3,4,5</b>  <b>Standard 1:</b> Demonstrate understanding of the organization and basic features of print.  <b>Standard 2:</b> Demonstrate understanding of spoken words, syllables, and sounds.  <b>Standard 5:</b> Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.  <b>Standard 6:</b> Summarize key details and ideas to support analysis of central ideas.  <b>Standard 7:</b> Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.</p>
<p><b>Lesson 12</b>  <b>How does the Constitution limit the powers of our government?</b></p>	<p><b>4-4.1</b> Compare the ideas in the Articles of Confederation with those in the United States Constitution, including how powers are now shared between state and national government and how individuals and states are represented in Congress.  <b>4-4.2</b> Explain the structure and function of the legislative, executive, and judicial branches of the federal government.  <b>4-4.3</b> Explain how the United States Constitution and the Bill of Rights placed importance on the active involvement of citizens in government and protected the rights of white male property owners but not those of the slaves, women, and Native Americans.</p>	<p><b>Writing Standards      Grades 3,4,5</b>  <b>Standard 1:</b> Write arguments to support claims with clear reasons and relevant evidence.  <b>Standard 2:</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>

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<p><b>Lesson 13</b>  <b>What is the legislative branch?</b></p>	<p><b>4-4.2</b> Explain the structure and function of the legislative, executive, and judicial branches of the federal government.</p>	<p><b>Standard 4:</b> Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</p>
<p><b>Lesson 14</b>  <b>What is the executive branch?</b></p>	<p><b>4-4.2</b> Explain the structure and function of the legislative, executive, and judicial branches of the federal government.</p>	<p><b>Communication Standards</b> <span style="float: right;"><b>Grades 3,4,5</b></span>  <b>Standard 1:</b> Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.</p>
<p><b>Lesson 15</b>  <b>What is the judicial branch?</b></p>	<p><b>4-4.2</b> Explain the structure and function of the legislative, executive, and judicial branches of the federal government.</p>	<p><b>Standard 2:</b> Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.</p>
<p><b>Lesson 16</b>  <b>How did the Constitution create a federal system of government?</b></p>	<p><b>4-4.1</b> Compare the ideas in the Articles of Confederation with those in the United States Constitution, including how powers are now shared between state and national government and how individuals and states are represented in Congress.</p>	

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<b>UNIT 4 – HOW DOES THE CONSTITUTION PROTECT OUR BASIC RIGHTS?</b>		
<b>LESSON TITLE</b>	<b>SOCIAL STUDIES STANDARDS</b>	<b>ELA STANDARDS</b>
<p><b>Lesson 17</b>  <b>How does the Constitution protect your right to freedom of expression?</b></p>	<p><b>4-4.2</b> Explain the structure and function of the legislative, executive, and judicial branches of the federal government.  <b>4-4.3</b> Explain how the United States Constitution and the Bill of Rights placed importance on the active involvement of citizens in government and protected the rights of white male property owners but not those of the slaves, women, and Native Americans.</p>	<p><b>Inquiry-Based Literacy Standards      Grades 3,4,5</b>  <b>Standard 1:</b> Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.  <b>Standard 2:</b> Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.  <b>Standard 3:</b> Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.  <b>Standard 4:</b> Synthesize integrated information to share learning and/or take action.</p>
<p><b>Lesson 18</b>  <b>How does the Constitution protect your right to freedom of religion?</b></p>	<p><b>4-4.2</b> Explain the structure and function of the legislative, executive, and judicial branches of the federal government.  <b>4-4.3</b> Explain how the United States Constitution and the Bill of Rights placed importance on the active involvement of citizens in government and protected the rights of white male property owners but not those of the slaves, women, and Native Americans.</p>	<p><b>Reading – Literary Text (RL)</b>  <b>Standard 1:</b> Demonstrate understanding of the organization and basic features of print.  <b>Standard 2:</b> Demonstrate understanding of spoken words, syllables, and sounds.  <b>Standard 4:</b> Read with sufficient accuracy and fluency to support comprehension.  <b>Standard 5:</b> Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.  <b>Standard 6:</b> Summarize key details and ideas to support analysis of thematic development.  <b>Standard 7:</b> Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.  <b>Standard 9:</b> Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.  <b>Standard 11:</b> Analyze and provide evidence of how the author’s choice of point of view, perspective, or purpose shapes content, meaning, and style.</p>
<p><b>Lesson 19</b>  <b>How does the Constitution protect your right to equal protection of the laws?</b></p>	<p><b>4-4.1</b> Compare the ideas in the Articles of Confederation with those in the United States Constitution, including how powers are now shared between state and national government and how individuals and states are represented in Congress.  <b>4-4.2</b> Explain the structure and function of the legislative, executive, and judicial branches of the federal government.  <b>4-4.3</b> Explain how the United States Constitution and the Bill of Rights placed importance on the active involvement of citizens in government and protected the rights of white male property owners but not those of the slaves, women, and Native Americans.  <b>5-1.1</b> Summarize the aims and course of Reconstruction, including the effects of Abraham Lincoln’s assassination, Southern resistance to the rights of freedmen, and the agenda of the Radical Republicans.  <b>5-1.2</b> Explain the effects of Reconstruction, including new rights under the thirteenth, fourteenth, and fifteenth</p>	<p><b>Standard 11:</b> Analyze and provide evidence of how the author’s choice of point of view, perspective, or purpose shapes content, meaning, and style.</p>

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	<p>amendments; the actions of the Freedmen’s Bureau; and the move from a plantation system to sharecropping.</p> <p><b>5-3.2</b> Explain the practice of discrimination and the passage of discriminatory laws in the United States and their impact on the rights of African Americans, including the Jim Crow laws and the ruling in Plessy v. Ferguson.</p>	
<p><b>Lesson 20</b>  <b>How does the Constitution protect your right to due process of law?</b></p>	<p><b>4-4.1</b> Compare the ideas in the Articles of Confederation with those in the United States Constitution, including how powers are now shared between state and national government and how individuals and states are represented in Congress.</p> <p><b>4-4.2</b> Explain the structure and function of the legislative, executive, and judicial branches of the federal government.</p> <p><b>5-1.2</b> Explain the effects of Reconstruction, including new rights under the thirteenth, fourteenth, and fifteenth amendments; the actions of the Freedmen’s Bureau; and the move from a plantation system to sharecropping.</p> <p><b>5-5.3</b> Explain the advancement of the modern Civil Rights Movement; including the desegregation of the armed forces, Brown v. Board of Education, the roles of Rosa Parks, Martin Luther King Jr., Malcolm X, the Civil Rights acts, and the Voting Rights Act.</p>	<p><b>Reading Informational Text Standards      Grades 3,4,5</b>  <b>Standard 1:</b> Demonstrate understanding of the organization and basic features of print.  <b>Standard 6:</b> Summarize key details and ideas to support analysis of central ideas.  <b>Standard 7:</b> Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.</p> <p><b>Writing Standards      Grades 3,4,5</b>  <b>Standard 1:</b> Write arguments to support claims with clear reasons and relevant evidence.  <b>Standard 3:</b> Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.  <b>Standard 4:</b> Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</p>
<p><b>Lesson 21</b>  <b>How does the Constitution protect your right to vote?</b></p>	<p><b>4-4.3</b> Explain how the United States Constitution and the Bill of Rights placed importance on the active involvement of citizens in government and protected the rights of white male property owners but not those of the slaves, women, and Native Americans.</p> <p><b>5-1.2</b> Explain the effects of Reconstruction, including new rights under the thirteenth, fourteenth, and fifteenth amendments; the actions of the Freedmen’s Bureau; and the move from a plantation system to sharecropping.</p> <p><b>5-4.1</b> Summarize daily life in the post–World War I period of the 1920s, including improvements in the standard of living, transportation, and entertainment; the impact of the Nineteenth Amendment, the Great Migration, the Harlem Renaissance, and Prohibition; and racial and ethnic conflict.</p> <p><b>5-5.3</b> Explain the advancement of the modern Civil Rights Movement; including the desegregation of the armed forces, Brown v. Board of Education, the roles of Rosa Parks, Martin Luther King Jr., Malcolm X, the Civil Rights acts, and the Voting Rights Act.</p>	<p><b>Communication Standards      Grades 3,4,5</b>  <b>Standard 1:</b> Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.  <b>Standard 2:</b> Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.</p>

**UNIT 5 – WHAT ARE THE RESPONSIBILITIES OF CITIZENS?**

LESSON TITLE	SOCIAL STUDIES STANDARDS	ELA STANDARDS
<p><b>Lesson 22</b>  <b>What is the role of the United States in the world today?</b></p>	<p><b>4-3.2</b> Explain the significance of major ideas and philosophies of government reflected in the Declaration of Independence.  <b>4-5.2</b> Explain the motivations and methods of migrants and immigrants, who moved West, including economic opportunities, the availability of rich land, and the country's belief in Manifest Destiny.  <b>5-5.4</b> Explain the international political alliances that impacted the United States in the latter part of the twentieth century, including the United Nations, the North Atlantic Treaty Organization (NATO), and the Organization of Petroleum Exporting Countries (OPEC).  <b>5-6.1</b> Summarize the changes in world politics that followed the collapse of the Soviet Union and the end of Soviet domination of eastern Europe.  <b>5-6.2</b> Identify places in the world where the United States is involved in humanitarian and economic efforts, including the Middle East, the Balkans, Central America, Africa, and Asia.</p>	<p><b>Inquiry-Based Literacy Standards      Grades 3,4,5</b>  <b>Standard 1:</b> Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.  <b>Standard 4:</b> Synthesize integrated information to share learning and/or take action.  <b>Standard 5:</b> Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.</p> <p><b>Reading Informational Text Standards      Grades 3,4,5</b>  <b>Standard 2:</b> Demonstrate understanding of spoken words, syllables, and sounds.  <b>Standard 5:</b> Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.  <b>Standard 6:</b> Summarize key details and ideas to support analysis of central ideas.  <b>Standard 7:</b> Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.</p>
<p><b>Lesson 23</b>  <b>What are some responsibilities of citizens?</b></p>	<p><b>4-4.3</b> Explain how the United States Constitution and the Bill of Rights placed importance on the active involvement of citizens in government and protected the rights of white male property owners but not those of the slaves, women, and Native Americans.</p>	<p><b>Writing Standards      Grades 3,4,5</b>  <b>Standard 3:</b> Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p>
<p><b>Lesson 24</b>  <b>How can citizens promote the common good?</b></p>	<p><b>4-3.2</b> Explain the significance of major ideas and philosophies of government reflected in the Declaration of Independence.  <b>4-4.3</b> Explain how the United States Constitution and the Bill of Rights placed importance on the active involvement of citizens in government and protected the rights of white male property owners but not those of the slaves, women, and Native Americans.</p>	<p><b>Communication Standards      Grades 3,4,5</b>  <b>Standard 1:</b> Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.  <b>Standard 2:</b> Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.</p>