

# WE THE PEOPLE – THE CITIZEN & THE CONSTITUTION

Level I

4<sup>th</sup> Grade

<b>Unit 1</b>			
<b>What basic ideas about government did the Founders have?</b>			
	<b>Chapter</b>	<b>GLEs</b>	<b>Benchmark</b>
<b>1</b>	<b>What were the British colonies in America like in the 1770s?</b>	<p><b>11.</b> Identify geographical/physical reasons for regional variations that influence patterns of settlement and land use in the United States and the world, past and present</p> <p><b>12.</b> Describe characteristics of the human population in a given area (e.g., cultural diversity, population size or growth)</p> <p><b>13.</b> Explain and compare the cultural identities of various U.S. regions and how a region is influenced by past events and the heritage of its people</p> <p><b>16.</b> Identify ways in which people in the United States depend upon and modify the physical environment</p> <p><b>57.</b> Identify leaders and their influence in the early development of America</p> <p><b>62.</b> Identify and explain cultural elements that have contributed to our national heritage</p> <p><b>67.</b> Identify important historic figures from around the world and explain the impact of their contributions (e.g., Galileo, Madame Curie, Guttenberg)</p>	<p style="text-align: center;">G-1C-E2</p> <p style="text-align: center;">G-1C-E3</p> <p style="text-align: center;">G-1C-E4</p> <p style="text-align: center;">G-1D-E1</p> <p style="text-align: center;">H-1C-E1</p> <p style="text-align: center;">H-1C-E4</p> <p style="text-align: center;">H-1D-E3</p>
<b>2</b>	<b>Why did the Founders believe that people needed a government?</b>	<p><b>20.</b> Identify the necessity or basic purposes of government in such terms as establishing order, providing security, managing conflict, and providing services</p> <p><b>26.</b> Identify the purpose and importance of a rule or a law</p> <p><b>51.</b> Compare how a person today might view an issue or event differently from a person living in an earlier time</p> <p><b>52.</b> Describe the point of view of an historical figure or group, drawing on given stimulus material (e.g., views expressed in the “I Have a Dream” speech)</p> <p><b>58.</b> Describe the importance of events and ideas significant to our nation’s development</p> <p><b>67.</b> Identify important historic figures from around the world and explain the impact of their contributions (e.g., Galileo, Madame Curie, Guttenberg)</p>	<p style="text-align: center;">C-1A-E2</p> <p style="text-align: center;">C-1A-E7</p> <p style="text-align: center;">H-1A-E2</p> <p style="text-align: center;">H-1A-E2</p> <p style="text-align: center;">H-1C-E1</p> <p style="text-align: center;">H-1D-E3</p>
<b>3</b>	<b>What is a republican government?</b>	<p><b>21.</b> Distinguish between <i>limited government</i> and <i>unlimited government</i></p> <p><b>22.</b> Explain the role of government and the rights of citizens</p> <p><b>64.</b> Identify significant historical achievements of various cultures of the world (e.g., building of the pyramids, founding of the Olympics)</p> <p><b>67.</b> Identify important historic figures from around the world and explain the impact of their contributions (e.g., Galileo, Madame Curie, Guttenberg)</p>	<p style="text-align: center;">C-1A-E3</p> <p style="text-align: center;">C-1A-E3</p> <p style="text-align: center;">H-1D-E1</p> <p style="text-align: center;">H-1D-E3</p>
<b>4</b>	<b>What is a constitutional government?</b>	<p><b>21.</b> Distinguish between <i>limited government</i> and <i>unlimited government</i></p> <p><b>22.</b> Explain the role of government and the rights of citizens</p> <p><b>26.</b> Identify the purpose and importance of a rule or a law</p>	<p style="text-align: center;">C-1A-E3</p> <p style="text-align: center;">C-1A-E3</p> <p style="text-align: center;">C-1A-E7</p>
<b>5</b>	<b>What ideas did the Founders</b>	<p><b>27.</b> Describe the significance of the Declaration of Independence, the U.S. Constitution and its principles of democracy, and the Bill of Rights (e.g., basic freedoms)</p> <p><b>50.</b> Interpret data presented in a timeline or construct a historical</p>	<p style="text-align: center;">C-1B-E1</p> <p style="text-align: center;">H-1A-E1</p>

	<b>use in the Declaration of Independence?</b>	<p>timeline (e.g., events in history, historical figure's life and accomplishments)</p> <p><b>52.</b> Describe the point of view of an historical figure or group, drawing on given stimulus material (e.g., views expressed in the "I Have a Dream" speech)</p> <p><b>54.</b> Compare and contrast primary and secondary sources</p> <p><b>58.</b> Describe the importance of events and ideas significant to our nation's development</p> <p><b>59.</b> Identify a document/speech/address significant to the development of the nation from an excerpt (e.g., Preamble to the U.S. Constitution), and identify the author/speaker of a particular document/speech/address</p>	<p>H-1A-E2</p> <p>H-1A-E3 H-1C-E1</p> <p>H-1C-E1</p>
6	<b>What were the first state governments like?</b>	<p><b>20.</b> Identify the necessity or basic purposes of government in such terms as establishing order, providing security, managing conflict, and providing services</p> <p><b>23.</b> Identify the three branches of the federal government and describe their major responsibilities</p> <p><b>24.</b> Identify key government positions at the national level, their respective powers, and limits on their powers</p> <p><b>25.</b> Distinguish between elected and appointed officials and give examples of each at the local, state, and national levels</p> <p><b>58.</b> Describe the importance of events and ideas significant to our nation's development</p>	<p>C-1A-E2</p> <p>C-1A-E4</p> <p>C-1A-E5</p> <p>C-1A-E6</p> <p>H-1C-E1</p>
<b>Unit 2</b>			
<b>How did the Framers write our Constitution?</b>			
7	<b>What was the first national government like?</b>	<p><b>8.</b> Explain physical and human developments in a region of the United States since it was first settled based on given information</p> <p><b>11.</b> Identify geographical/physical reasons for regional variations that influence patterns of settlement and land use in the United States and the world, past and present</p> <p><b>19.</b> Describe the use, distribution, and importance of natural resources in different regions of the United States using geographic tools such as maps</p> <p><b>20.</b> Identify the necessity or basic purposes of government in such terms as establishing order, providing security, managing conflict, and providing services</p> <p><b>58.</b> Describe the importance of events and ideas significant to our nation's development</p> <p><b>59.</b> Identify a document/speech/address significant to the development of the nation from an excerpt (e.g., Preamble to the U.S. Constitution), and identify the author/speaker of a particular document/speech/address</p>	<p>G-1B-E3</p> <p>G-1C-E2</p> <p>G-1D-E4</p> <p>C-1A-E2</p> <p>H-1C-E1</p> <p>H-1C-E1</p>
8	<b>How was the Philadelphia Convention Organized?</b>	<p><b>20.</b> Identify the necessity or basic purposes of government in such terms as establishing order, providing security, managing conflict, and providing services</p> <p><b>27.</b> Describe the significance of the Declaration of Independence, the U.S. Constitution and its principles of democracy, and the Bill of Rights (e.g., basic freedoms)</p> <p><b>57.</b> Identify leaders and their influence in the early development of America</p> <p><b>58.</b> Describe the importance of events and ideas significant to our nation's development (H-1C-E1)</p> <p><b>67.</b> Identify important historic figures from around the world and explain the impact of their contributions (e.g., Galileo, Madame Curie, Guttenberg)</p>	<p>C-1A-E2</p> <p>C-1B-E1</p> <p>H-1C-E1</p> <p>H-1C-E1</p> <p>H-1D-E3</p>
		<b>21.</b> Distinguish between <i>limited government</i> and <i>unlimited government</i>	C-1A-E3

9	<b>How many representatives should each state have in Congress?</b>	<p>27. Describe the significance of the Declaration of Independence, the U.S. Constitution and its principles of democracy, and the Bill of Rights (e.g., basic freedoms)</p> <p>51. Compare how a person today might view an issue or event differently from a person living in an earlier time</p> <p>58. Describe the importance of events and ideas significant to our nation's development</p> <p>59. Identify a document/speech/address significant to the development of the nation from an excerpt (e.g., Preamble to the U.S. Constitution), and identify the author/speaker of a particular document/speech/address</p>	<p>C-1B-E1</p> <p>H-1A-E2</p> <p>H-1C-E1</p> <p>H-1C-E1</p>
10	<b>What did the Framers do about the problem of slavery?</b>	<p>21. Distinguish between <i>limited government</i> and <i>unlimited government</i></p> <p>27. Describe the significance of the Declaration of Independence, the U.S. Constitution and its principles of democracy, and the Bill of Rights (e.g., basic freedoms)</p> <p>51. Compare how a person today might view an issue or event differently from a person living in an earlier time</p> <p>58. Describe the importance of events and ideas significant to our nation's development</p> <p>59. Identify a document/speech/address significant to the development of the nation from an excerpt (e.g., Preamble to the U.S. Constitution), and identify the author/speaker of a particular document/speech/address</p> <p>62. Identify and explain cultural elements that have contributed to our national heritage</p>	<p>C-1A-E3</p> <p>C-1B-E1</p> <p>H-1A-E2</p> <p>H-1C-E1</p> <p>H-1C-E1</p> <p>H-1C-E4</p>
<p><b>Unit 3</b></p> <p><b>How does the Constitution organize our government?</b></p>			
11	<b>What basic ideas about government are included in the Preamble to the Constitution?</b>	<p>27. Describe the significance of the Declaration of Independence, the U.S. Constitution and its principles of democracy, and the Bill of Rights (e.g., basic freedoms)</p> <p>59. Identify a document/speech/address significant to the development of the nation from an excerpt (e.g., Preamble to the U.S. Constitution), and identify the author/speaker of a particular document/speech/address</p>	<p>C-1B-E1</p> <p>H-1C-E1</p>
12	<b>How does the Constitution limit the powers of our government/</b>	<p>21. Distinguish between <i>limited government</i> and <i>unlimited government</i></p> <p>23. Identify the three branches of the federal government and describe their major responsibilities</p> <p>27. Describe the significance of the Declaration of Independence, the U.S. Constitution and its principles of democracy, and the Bill of Rights (e.g., basic freedoms)</p> <p>51. Compare how a person today might view an issue or event differently from a person living in an earlier time</p> <p>59. Identify a document/speech/address significant to the development of the nation from an excerpt (e.g., Preamble to the U.S. Constitution), and identify the author/speaker of a particular document/speech/address</p>	<p>C-1A-E3</p> <p>C-1A-E4</p> <p>C-1B-E1</p> <p>H-1A-E2</p> <p>H-1C-E1</p>
13	<b>What is the legislative branch?</b>	<p>23. Identify the three branches of the federal government and describe their major responsibilities</p> <p>24. Identify key government positions at the national level, their respective powers, and limits on their powers</p> <p>60. Describe American democratic principles as exemplified by major historic events, groups of people, and leaders (e.g., American Revolution, Civil War, Civil Rights Movement)</p>	<p>C-1A-E4</p> <p>C-1A-E5</p> <p>H-1C-E2</p>
14	<b>What is the executive branch?</b>	<p>23. Identify the three branches of the federal government and describe their major responsibilities</p> <p>24. Identify key government positions at the national level, their respective powers, and limits on their powers</p> <p>60. Describe American democratic principles as exemplified by major</p>	<p>C-1A-E4</p> <p>C-1A-E5</p> <p>H-1C-E2</p>

		historic events, groups of people, and leaders (e.g., American Revolution, Civil War, Civil Rights Movement)	
15	<b>What is the judicial branch?</b>	<p>23. Identify the three branches of the federal government and describe their major responsibilities</p> <p>24. Identify key government positions at the national level, their respective powers, and limits on their powers</p> <p>60. Describe American democratic principles as exemplified by major historic events, groups of people, and leaders (e.g., American Revolution, Civil War, Civil Rights Movement)</p>	<p>C-1A-E4</p> <p>C-1A-E5</p> <p>H-1C-E2</p>
16	<b>How did the Constitution create a federal system of government?</b>	<p>21. Distinguish between <i>limited government</i> and <i>unlimited government</i></p> <p>22. Explain the role of government and the rights of citizens</p> <p>23. Identify the three branches of the federal government and describe their major responsibilities</p> <p>24. Identify key government positions at the national level, their respective powers, and limits on their powers</p>	<p>C-1A-E3</p> <p>C-1A-E3</p> <p>C-1A-E4</p> <p>C-1A-E5</p>
<b>Unit 4</b>			
<b>How does the Constitution protect our basic rights?</b>			
17	<b>How does the Constitution protect your right to freedom of expression?</b>	<p>26. Identify the purpose and importance of a rule or a law</p> <p>27. Describe the significance of the Declaration of Independence, the U.S. Constitution and its principles of democracy, and the Bill of Rights (e.g., basic freedoms)</p> <p>50. Interpret data presented in a timeline or construct a historical timeline (e.g., events in history, historical figure's life and accomplishments)</p> <p>51. Compare how a person today might view an issue or event differently from a person living in an earlier time</p> <p>52. Describe the point of view of an historical figure or group, drawing on given stimulus material (e.g., views expressed in the "I Have a Dream" speech)</p>	<p>C-1A-E7</p> <p>C-1B-E1</p> <p>H-1A-E1</p> <p>H-1A-E2</p> <p>H-1A-E2</p>
18	<b>How does the Constitution protect your right to freedom of religion?</b>	<p>26. Identify the purpose and importance of a rule or a law</p> <p>27. Describe the significance of the Declaration of Independence, the U.S. Constitution and its principles of democracy, and the Bill of Rights (e.g., basic freedoms)</p> <p>50. Interpret data presented in a timeline or construct a historical timeline (e.g., events in history, historical figure's life and accomplishments)</p> <p>51. Compare how a person today might view an issue or event differently from a person living in an earlier time</p> <p>52. Describe the point of view of an historical figure or group, drawing on given stimulus material (e.g., views expressed in the "I Have a Dream" speech)</p> <p>60. Describe American democratic principles as exemplified by major historic events, groups of people, and leaders (e.g., American Revolution, Civil War, Civil Rights Movement)</p>	<p>C-1A-E7</p> <p>C-1B-E1</p> <p>H-1A-E1</p> <p>H-1A-E2</p> <p>H-1A-E2</p> <p>H-1C-E2</p>
19	<b>How does the Constitution protect your right to equal protection of the law?</b>	<p>26. Identify the purpose and importance of a rule or a law</p> <p>27. Describe the significance of the Declaration of Independence, the U.S. Constitution and its principles of democracy, and the Bill of Rights (e.g., basic freedoms)</p> <p>50. Interpret data presented in a timeline or construct a historical timeline (e.g., events in history, historical figure's life and accomplishments)</p> <p>51. Compare how a person today might view an issue or event differently from a person living in an earlier time</p> <p>52. Describe the point of view of an historical figure or group, drawing on given stimulus material (e.g., views expressed in the "I Have a</p>	<p>C-1A-E7</p> <p>C-1B-E1</p> <p>H-1A-E1</p> <p>H-1A-E2</p> <p>H-1A-E2</p>

		Dream” speech) <b>60.</b> Describe American democratic principles as exemplified by major historic events, groups of people, and leaders (e.g., American Revolution, Civil War, Civil Rights Movement)	H-1C-E2
<b>20</b>	<b>How does the Constitution protect your right to due process of law?</b>	<b>26.</b> Identify the purpose and importance of a rule or a law <b>27.</b> Describe the significance of the Declaration of Independence, the U.S. Constitution and its principles of democracy, and the Bill of Rights (e.g., basic freedoms) <b>50.</b> Interpret data presented in a timeline or construct a historical timeline (e.g., events in history, historical figure’s life and accomplishments) <b>51.</b> Compare how a person today might view an issue or event differently from a person living in an earlier time <b>52.</b> Describe the point of view of an historical figure or group, drawing on given stimulus material (e.g., views expressed in the “I Have a Dream” speech) <b>60.</b> Describe American democratic principles as exemplified by major historic events, groups of people, and leaders (e.g., American Revolution, Civil War, Civil Rights Movement)	C-1A-E7 C-1B-E1  H-1A-E1  H-1A-E2  H-1A-E2  H-1C-E2
<b>21</b>	<b>How does the Constitution protect your right to vote?</b>	<b>26.</b> Identify the purpose and importance of a rule or a law <b>27.</b> Describe the significance of the Declaration of Independence, the U.S. Constitution and its principles of democracy, and the Bill of Rights (e.g., basic freedoms) <b>50.</b> Interpret data presented in a timeline or construct a historical timeline (e.g., events in history, historical figure’s life and accomplishments) <b>51.</b> Compare how a person today might view an issue or event differently from a person living in an earlier time <b>52.</b> Describe the point of view of an historical figure or group, drawing on given stimulus material (e.g., views expressed in the “I Have a Dream” speech) <b>60.</b> Describe American democratic principles as exemplified by major historic events, groups of people, and leaders (e.g., American Revolution, Civil War, Civil Rights Movement)	C-1A-E7 C-1B-E1  H-1A-E1  H-1A-E2  H-1A-E2  H-1C-E2
<b>Unit 5</b>			
<b>What are the responsibilities of citizens?</b>			
<b>22</b>	<b>What is the role of the United States in the world today?</b>	<b>29.</b> Explain the concept of <i>nation</i> with reference to countries, governments, and peoples <b>30.</b> Identify ways nations interact and why interactions are important (e.g., treaties, diplomacy) <b>31.</b> Identify the United Nations and its role in international peace keeping	C-1C-E1 C-1C-E1 C-1C-E1
<b>23</b>	<b>What are some important responsibilities of citizens?</b>	<b>20.</b> Identify the necessity or basic purposes of government in such terms as establishing order, providing security, managing conflict, and providing services <b>32.</b> Identify the means by which individuals become U.S. citizens <b>33.</b> Identify the rights and responsibilities of citizenship in making the nation a better place to live <b>34.</b> Discuss civic traits of <i>good citizenship</i> that are important to the preservation and improvement of American constitutional democracy, using an excerpt from a speech, address, or essay which illustrates those traits <b>35.</b> Identify a national issue and describe how good citizenship can help solve the problem	C-1A-E2  C-1D-E1 C-1D-E2  C-1D-E3 C-1D-E4  C-1D-E5
<b>24</b>	<b>How can</b>	<b>20.</b> Identify the necessity or basic purposes of government in such	C-1A-E2

	<p><b>citizens promote the common good?</b></p>	<p>terms as establishing order, providing security, managing conflict, and providing services</p> <p><b>32.</b> Identify the means by which individuals become U.S. citizens</p> <p><b>33.</b> Identify the rights and responsibilities of citizenship in making the nation a better place to live</p> <p><b>34.</b> Discuss civic traits of <i>good citizenship</i> that are important to the preservation and improvement of American constitutional democracy, using an excerpt from a speech, address, or essay which illustrates those traits</p> <p><b>35.</b> Identify a national issue and describe how good citizenship can help solve the problem</p>	<p>C-1D-E1 C-1D-E2</p> <p>C-1D-E3 C-1D-E4</p> <p>C-1D-E5</p>
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