

**We the People: The Citizen & Democracy, Grades 3-5**  
**Alignment to Utah Elementary Social Studies Standards (2022)**

Units and Lessons	Unit/Lesson Title	Utah Core Standard(s) *This alignment does not imply that the full scope of a standard will be met; rather, some standards will be foundationally introduced but instruction will need to be developed further.	K-2 Standards that may have built background
<b>Unit 1</b>	<b>WHAT IS A DEMOCRACY?</b>		
<b>Lesson 1</b>	What do we know about democracy?	<p><b>3.1.1</b> Discuss the basic differences between different forms of government, including a constitutional republic, a pure democracy, an oligarchy, and a monarchy.</p> <p><b>3.1.2</b> Explain why the first three words of the United States Constitution are vital to the workings of representative government.</p> <p><b>3.2.1</b> Locate their community, city or town, state, country, and continent on print and digital maps of the earth, and contrast their sizes and the relationships in scale.</p> <p><b>3.3.5</b> Explain how their community's leaders are elected or appointed and effective ways to work together with them to improve the community.</p> <p><b>6.1.6</b> Compare the purposes and functions of early governments (for example, monarchy, oligarchy, tyranny, pure democracy, republic, theocracy) to modern governments.</p>	<p><b>K.2.4</b> Describe and use relative location terms of objects (for example, left/right, above/below, up/down, near/far) while using maps and globes.</p> <p><b>1.2.3</b> Use maps and globes to locate their local community, Utah, the United States, the seven continents, and the five oceans (that is, Africa, Antarctica, Asia, Australia, Europe, North America, South America; Antarctic [Southern] Ocean, Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean).</p> <p><b>2.3.2</b> Describe the rights and responsibilities of citizens in the United States and Utah.</p> <p><b>2.3.4</b> Consider why it is necessary for cities and towns to have governments, and describe ways local representative government promotes the general welfare of their community (for example, water, sewer, garbage pick-up, road and trail maintenance, public schools).</p> <p><b>2.3.5</b> Identify current leaders (for example, family, school, community, governor, national leaders) and their responsibilities. Discuss the traits of effective leaders.</p>

<p><b>Lesson 2</b></p>	<p>Why do we have rules and laws?</p>	<p><b>3.1.3</b> Summarize how the Constitution of the United States is the supreme law of the land, and explain how laws provide order and stability.</p> <p><b>3.1.5</b> Explain how the Constitution balances power between the three branches of government at both the state and federal levels (checks and balances).</p> <p><b>3.4.4</b> Examine the types of government found in the community they chose in 3.4.1, and compare them with the government of their community (for example, how community leaders are selected, how the government maintains order, keeps people safe, and makes and enforces rules and laws; the role of a community member; the inclusion of immigrants).</p> <p><b>4.4.1</b> Identify the function and location of state government. Analyze Article 1 of the Utah Constitution to explain how the enumerated rights reflect shared values.</p> <p><b>5.3.3</b> Explain why the Founders established a compound constitutional republic with three branches, and cite historic and current examples of checks and balances.</p>	<p><b>K.3.1</b> Describe some of the rules students or family members follow and why they are important as a member of a family, class, and school.</p> <p><b>1.3.1</b> Compare how classroom rules are similar to laws in the community.</p> <p><b>2.3.1</b> Define the essential qualities of good community members (for example, honesty, integrity, morality, civility, duty, honor, service, respect, and obedience to law).</p> <p><b>2.3.5</b> Identify current leaders (for example, family, school, community, governor, national leaders) and their responsibilities. Discuss the traits of effective leaders.</p>
<p><b>Lesson 3</b></p>	<p>What is a government?</p>	<p><b>3.1.1</b> Discuss the basic differences between different forms of government, including a constitutional republic, a pure democracy, an oligarchy, and a monarchy.</p> <p><b>3.1.5</b> Explain how the Constitution balances power between the three branches of government at both the state and federal levels (checks and balances).</p> <p><b>3.3.6</b> Describe why governments collect taxes and how they decide how to use them.</p>	<p><b>2.1.3</b> Summarize key ideas included in the Declaration of Independence (for example, purpose of government, equality, representative government, limited government, rule of law, natural rights, common good).</p> <p><b>2.3.4</b> Consider why it is necessary for cities and towns to have governments, and describe ways local representative government promotes the general welfare of their community (for example, water, sewer, garbage pick-up, road and trail</p>

		<p><b>4.4.1</b> Identify the function and location of state government. Analyze Article 1 of the Utah Constitution to explain how the enumerated rights reflect shared values.</p> <p><b>4.4.5</b> Analyze the way local, state, tribal, and federal governments interact with one another.</p> <p><b>5.3.1</b> Use examples from the Constitution to investigate and explain the development, general purpose, and significant foundational principles of the United States government (a compound constitutional republic), as well as earlier documents and philosophies used to help develop the Constitution (for example, the Magna Carta, Mayflower Compact, Articles of Confederation, Haudenosaunee (Iroquois) Confederacy).</p> <p><b>5.3.3</b> Explain why the Founders established a compound constitutional republic with three branches, and cite historic and current examples of checks and balances.</p> <p><b>6.6.1</b> Discern characteristics needed for the transformation from simple societies to civilizations, and compare those characteristics in at least three different ancient civilizations found in different regions of the world (for example, Mesopotamia, Egypt, Indus River Valley, China, Inca, Aztec, Persia, Greece, Carthage, Gupta, Rome).</p> <p><b>6.1.6</b> Compare the purposes and functions of early governments (for example, monarchy, oligarchy, tyranny, pure democracy, republic, theocracy) to modern governments.</p>	maintenance, public schools).
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<p><b>Lesson 4</b></p>	<p>What different kinds of governments are there?</p>	<p><b>3.1.1</b> Discuss the basic differences between different forms of government, including a constitutional republic, a pure democracy, an oligarchy, and a monarchy.</p> <p><b>3.1.3</b> Summarize how the Constitution of the United States is the supreme law of the land, and explain how laws provide order and stability.</p> <p><b>5.3.1</b> Use examples from the Constitution to investigate and explain the development, general purpose, and significant foundational principles of the United States government (a compound constitutional republic), as well as earlier documents and philosophies used to help develop the Constitution (for example, the Magna Carta, Mayflower Compact, Articles of Confederation, Haudenosaunee (Iroquois) Confederacy).</p> <p><b>5.3.3</b> Explain why the Founders established a compound constitutional republic with three branches, and cite historic and current examples of checks and balances.</p> <p><b>6.1.6</b> Compare the purposes and functions of early governments (for example, monarchy, oligarchy, tyranny, pure democracy, republic, theocracy) to modern governments.</p>	
<p><b>Lesson 5</b></p>	<p>What is a democracy?</p>	<p><b>3.1.1</b> Discuss the basic differences between different forms of government, including a constitutional republic, a pure democracy, an oligarchy, and a monarchy.</p> <p><b>3.1.4</b> Identify the rights protected by the First Amendment in the Bill of Rights, and analyze how those rights affect them.</p>	

		<p><b>3.3.2</b> Reflect upon the processes used to address needs and reach solutions within their family, their classroom, or other groups of which they are a part. Compare those to the democratic processes used to address needs and reach solutions within their communities.</p> <p><b>5.3.4</b> Explain the significance of the Bill of Rights, and identify the impact of one of these amendments in history, a current event, and/or your daily life.</p> <p><b>5.4.5</b> Explain how the actions of key individuals and groups influenced the outcome of the Civil War (for example, Abraham Lincoln, Jefferson Davis, Clara Barton, Robert E. Lee, Ulysses S. Grant, Stonewall Jackson, William Tecumseh Sherman, Harriet Beecher Stowe, Rose O’Neal Greenhow, Frederick Douglass, Harriet Tubman).</p> <p><b>6.1.6</b> Compare the purposes and functions of early governments (for example, monarchy, oligarchy, tyranny, pure democracy, republic, theocracy) to modern governments.</p>	
<p><b>Unit 2</b></p>	<p><b>How did the United States become a Democracy?</b></p>		
<p><b>Lesson 6</b></p>	<p>What were the British colonies? What government did they have?</p>	<p><b>5.1.3</b> Use maps and primary/secondary sources to evaluate the push and pull factors that led to exploration and colonization of North America (for example, fleeing persecution, enslavement, economic advancement, indentured servitude, religious freedom/isolationism).</p> <p><b>5.1.4</b> Describe how conflicts over land, trade, and alliances sometimes arose during colonization in</p>	

		<p>North America (for example, Bacon’s Rebellion, King Philip’s War, the French and Indian War).</p> <p><b>5.2.1</b> Use primary sources to craft an argument representing different perspectives during the period leading to the American Revolution (for example, men and women who were Loyalists, Patriots, Native Americans, enslaved people).</p> <p><b>5.2.2</b> Summarize the most significant ideas found in the Declaration of Independence.</p>	
<p><b>Lesson 7</b></p>	<p>How did the United States become a democracy?</p>	<p><b>3.1.1</b> Discuss the basic differences between different forms of government, including a constitutional republic, a pure democracy, an oligarchy, and a monarchy.</p> <p><b>5.1.3</b> Use maps and primary/secondary sources to evaluate the push and pull factors that led to exploration and colonization of North America (for example, fleeing persecution, enslavement, economic advancement, indentured servitude, religious freedom/isolationism).</p> <p><b>5.2.2</b> Summarize the most significant ideas found in the Declaration of Independence.</p> <p><b>5.2.3</b> Explain how the actions of key individuals and groups influenced the outcome of the American Revolution (for example, George Washington, Thomas Jefferson, Thomas Paine, Benjamin Franklin, Mercy Warren, Alexander Hamilton, King George III, Haudenosaunee (Iroquois) Confederacy, Marquis De Lafayette, Phillis Wheatley).</p> <p><b>5.2.4</b> Use evidence from primary and secondary sources to craft an argument that explains how the</p>	

		<p>American colonists prevailed over one of the world's most powerful empires.</p> <p><b>5.3.1</b> Use examples from the Constitution to investigate and explain the development, general purpose, and significant foundational principles of the United States government (a compound constitutional republic), as well as earlier documents and philosophies used to help develop the Constitution (for example, the Magna Carta, Mayflower Compact, Articles of Confederation, Haudenosaunee (Iroquois) Confederacy).</p> <p><b>5.3.4</b> Explain the significance of the Bill of Rights, and identify the impact of one of these amendments in history, a current event, and/or your daily life.</p> <p><b>5.3.5</b> Investigate how constitutional amendments are passed, and provide examples of how amendments to the Constitution have extended rights to groups originally denied protection under the Constitution (for example, women, enslaved people, immigrants, Black Americans, Native Americans).</p>	
<p><b>Lesson</b> <b>8</b></p>	<p>What is our Constitution?</p>	<p><b>3.1.2</b> Explain why the first three words of the United States Constitution are vital to the workings of representative government.</p> <p><b>3.1.3</b> Summarize how the Constitution of the United States is the supreme law of the land, and explain how laws provide order and stability.</p> <p><b>3.1.4</b> Identify the rights protected by the First Amendment in the Bill of Rights, and analyze how those rights affect them.</p>	

		<p><b>3.1.5</b> Explain how the Constitution balances power between the three branches of government at both the state and federal levels (checks and balances).</p> <p><b>4.4.1</b> Identify the function and location of state government. Analyze Article 1 of the Utah Constitution to explain how the enumerated rights reflect shared values.</p> <p><b>4.4.2</b> Compare the Utah Constitution with the United States Constitution, noting the similarities (including legislative, executive and judicial branches, rights of citizens) and important/ significant differences (for example, role in education, public lands, local governance).</p> <p><b>5.3.1</b> Use examples from the Constitution to investigate and explain the development, general purpose, and significant foundational principles of the United States government (a compound constitutional republic), as well as earlier documents and philosophies used to help develop the Constitution (for example, the Magna Carta, Mayflower Compact, Articles of Confederation, Haudenosaunee (Iroquois) Confederacy).</p> <p><b>5.3.2</b> Apply the ideals found in the Preamble of the United States Constitution to historic and current events and issues.</p> <p><b>5.3.3</b> Explain why the Founders established a compound constitutional republic with three branches, and cite historic and current examples of checks and balances.</p> <p><b>5.3.4</b> Explain the significance of the Bill of Rights, and identify the impact of one of these amendments</p>	
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		<p>in history, a current event, and/or your daily life.</p> <p><b>5.3.5</b> Investigate how constitutional amendments are passed, and provide examples of how amendments to the Constitution have extended rights to groups originally denied protection under the Constitution (for example, women, enslaved people, immigrants, Black Americans, Native Americans).</p>	
<b>Lesson 9</b>	What purposes of government are in the Declaration of Independence?	<p><b>5.2.2</b> Summarize the most significant ideas found in the Declaration of Independence.</p>	<p><b>2.1.3</b> Summarize key ideas included in the Declaration of Independence (for example, purpose of government, equality, representative government, limited government, rule of law, natural rights, common good).</p> <p><b>2.1.4</b> Retell the histories of key people and events connected to state and national symbols, landmarks, and essential documents (for example, Thomas Jefferson and the Declaration of Independence, Francis Scott Key and The Star Spangled Banner, Abraham Lincoln and the Lincoln Memorial, Theodore Roosevelt and Woodrow Wilson and national parks, Utah pioneers and Utah's nickname and motto).</p>
<b>Lesson 10</b>	What purposes of government are in the Preamble to the Constitution?	<p><b>3.1.2</b> Explain why the first three words of the United States Constitution are vital to the workings of representative government.</p> <p><b>5.3.2</b> Apply the ideals found in the Preamble of the United States Constitution to historic and current events and issues.</p> <p><b>5.3.6</b> Describe the civic duties members of American society have today (for example, voting, holding public office, jury duty).</p>	

# Lesson 11

What are our rights and responsibilities in our democracy?

**3.1.2** Explain why the first three words of the United States Constitution are vital to the workings of representative government

**3.1.3** Summarize how the Constitution of the United States is the supreme law of the land, and explain how laws provide order and stability.

**3.1.4** Identify the rights protected by the First Amendment in the Bill of Rights, and analyze how those rights affect them.

**4.4.2** Compare the Utah Constitution with the United States Constitution, noting the similarities (including legislative, executive and judicial branches, rights of citizens) and important/ significant differences (for example, role in education, public lands, local governance).

**5.3.3** Explain why the Founders established a compound constitutional republic with three branches, and cite historic and current examples of checks and balances.

**5.3.4** Explain the significance of the Bill of Rights, and identify the impact of one of these amendments in history, a current event, and/or your daily life.

**5.3.5** Investigate how constitutional amendments are passed, and provide examples of how amendments to the Constitution have extended rights to groups originally denied protection under the Constitution (for example, women, enslaved people, immigrants, Black Americans, Native Americans).

**5.3.6** Describe the civic duties members of American

**1.3.5** Demonstrate characteristics of responsible citizenship (for example, respect others' property, treat people with dignity, find solutions to conflicts, take responsibility for one's actions, take care of school grounds).

**2.3.2** Describe the rights and responsibilities of citizens in the United States and Utah.

		<p>society have today (for example, voting, holding public office, jury duty).</p> <p><b>6.4.3</b> Determine how human rights and responsibilities around the world have developed over time, and identify ways individuals and organizations work to protect rights considered essential for all humans.</p>	
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