

# We the People...The Citizen and the Constitution

## Social Studies Standards Correlations – Honors

### STANDARD 2: CIVICS/GOVERNMENT

Students understand the ideals, rights, and responsibilities of citizenship, and the content, sources, and history of the founding documents of the United States, with particular emphasis on the Constitution and how the government functions at the local, state, national, and international levels.

#### DISTINCTION (Honors)

*Students know and are able to do all of the above and the following:*

- **2SS-D1. Analyze the historical and philosophical underpinnings of United States Constitution and government, and the underlying democratic theory and pluralism, with emphasis on:**

PO 1. concepts of Common Law as developed in England and expressed in Sir William Blackstone's *Commentaries on the Laws of England*

- **WTP lessons not applicable for 2SS-D1, PO 1** (English Common Law is mentioned in WTP lesson 5: *What Were the British Origins of American Constitutionalism*, although Sir William Blackstone's *Commentaries* are not.)

PO 2. the nature of government expressed in John Locke's *Second Treatise of Civil Government*

- **WTP lesson 1:** What Would Life Be Like in a State of Nature? (the *Second Treatise of Civil Government* is not specifically mentioned.)
- **WTP lesson 2:** How Does Government Secure Natural Rights? (the *Second Treatise of Civil Government* is not specifically mentioned)

PO 3. foundations of representative government established in the English House of Commons

- **WTP lesson 6:** How Did Representative Government Begin in England?

PO 4. foundations of fair trial and the rights of the accused established in English Common Law and the English justice system

- **WTP lesson 5:** What Were the British Origins of American Constitutionalism?
- **WTP lesson 6:** How Did Representative Government Begin in England?

PO 5. Puritan beliefs in work ethic and congregational participation in decision-making

- **WTP lesson 7:** What Basic Ideas about Rights and Constitutional Government Did Colonial Americans Have?

PO 6. the argument for freedom of speech and press established in the trial of John Peter Zenger (1735)

- **WTP lesson 30:** How Does the First Amendment Protect Freedom of Expression?

PO 7. an evaluation of the elitist view developed by Charles A Beard in *An Economic Interpretation of the Constitution (1913)*

- **WTP lessons not applicable for 2SS-D1, PO 7**

PO 8. concepts of limitation of government power through separation of power expressed in *The Federalist* Numbers 1, 47, 48, and 51

- **WTP lessons not applicable for 2SS-D1, PO 8** ('separation of powers' is discussed in several lessons in the text, but the Federalist Papers are not cited specifically)

PO 9. concepts of federalism expressed in *The Federalist* Numbers 16, 17, & 39

- **WTP lessons not applicable for 2SS-D1, PO 9** ('federalism' is discussed in several lessons in the text, but the Federalist Papers are not cited specifically)

PO 10. reflections of the American democracy detailed by Alexis de Tocqueville in *Democracy In America*

- **WTP lesson 28:** To What Extent Can the Law Correct Injustices and Other Problems in American Society?
- **WTP lesson 31:** How Does the First Amendment Protect Freedom of Assembly, Petition, and Association?
- **WTP lesson 35:** What Does It Mean to Be a Citizen?

PO 11. the argument for federal supremacy by the U.S. Supreme Court in *McCulloch v. Maryland*

- **WTP lesson 22:** How Is Power Divided between the Federal and State Governments?

PO 12. An evaluation of elitist and pluralist theories of government

- **WTP lessons not applicable for 2SS-D1, PO 12**

- **2SS-D2. Evaluate American culture, political beliefs and behaviors of individuals in the political process, with emphasis on:**

PO 1. origins of American political culture, including the role of family and religion and the means by which schools and the media act to perpetuate or change beliefs

- **WTP lesson 36:** How Do We Use Our Citizenship?

- **WTP lesson 37:** How May Citizenship Change in the Nation’s Third Century?

PO 2. the evidence of shared beliefs in liberty, democracy, equality of opportunity, individualism, civic duty

- **WTP lesson 36:** How Do We Use Our Citizenship?

PO 3. ways in which individuals choose to express their beliefs

- **WTP lesson 36:** How Do We Use Our Citizenship?

PO 4. the difference between political culture and ideology

- **WTP lesson 35:** What Does It Mean to Be a Citizen?

PO 5. recognize ideological perspectives including conservative, liberal, progressive and libertarian

- **WTP lessons not applicable for 2SS-D2, PO 5**

PO 6. what leads individuals to differ in political beliefs and behaviors

- **WTP lesson 4:** How Did Modern Ideas of Individual Rights Develop?
- **WTP lesson 36:** How Do We Use Our Citizenship?
- **WTP lesson 37:** How May Citizenship Change in the Nation’s Third Century?

PO 7. evaluation of divergent views of political process held by specific ethnic and regional groups and the political ramifications of these differences

- **WTP lesson 28:** To What Extent Can the Law Correct Injustice and Other Problems in American Society?

PO 8. processes by which citizens learn about politics

- **WTP lesson 36:** How Do We Use Our Citizenship?
- **WTP lesson 37:** How May Citizenship Change in the Nation’s Third Century?
- **WTP lesson 38:** What Can American Citizens Learn about Constitutionalism from Other Countries?

PO 9. nature, sources, and consequences of public opinion

- **WTP lesson 36:** How Do We Use Our Citizenship?
- **WTP lesson 37:** How May Citizenship Change in the Nation’s Third Century?
- **WTP lesson 39:** What Are Some Constitutional Issues Facing United States Citizens in the Nation’s Third Century?

PO 10. factors in voting and other means of political participation

- **WTP lesson 27:** How Has the Right to Vote Expanded Since the Adoption of the Constitution?
  - **WTP lesson 36:** How Do We Use Our Citizenship?
  - **WTP lesson 37:** How May Citizenship Change in the Nation’s Third Century?
  - **WTP lesson 39:** What Are Some Constitutional Issues Facing United States Citizens in the Nation’s Third Century?
- **2SS-D3. Evaluate political parties, interest groups, and mass media, including the mechanisms of organizing that facilitate the communication of interests and preferences by like-minded citizens, with emphasis on:**

PO 1. political parties and elections, including their functions, organization, historical development, and effects on the political process

- **WTP lesson 20:** What Caused the Rise of Political Parties?
- **WTP lesson 27:** How Has the Right to Vote Expanded Since the Adoption of the Constitution?
- **WTP lesson 37:** How May Citizenship Change in the Nation’s Third Century?

PO 2. interest groups and Political Action Committees (PACs), their activities, and the way they influence the political process and policymaking

- **WTP lesson 36:** How Do We Use Our Citizenship?

PO 3. the mass media, their functions and structures, and the way media influences the political process and policymaking

- **WTP lesson 37:** How May Citizenship Change in the Nation’s Third Century?

- **2SS-D4. Evaluate and analyze the organization, power and interrelationships of institutions of national government: the Congress, the presidency, the bureaucracy, and the federal courts, with emphasis on:**

PO 1. the major formal and informal institutional arrangements of powers

- **WTP lesson 2:** How Does Government Secure Natural Rights?
- **WTP lesson 14:** What Powers Were Granted to the Executive and Judicial Branches?
- **WTP lesson 17:** What Was the Federalists’ Position in the Debate about Ratification?
- **WTP lesson 18:** How Was the Constitution Used to Organize the New Government?

PO 2. the relationships among these four institutions

- **WTP lesson 14:** What Powers Were Granted to the Executive and Judicial Branches?
- **WTP lesson 17:** What Was the Federalists' Position in the Debate about Ratification?

PO 3. the links between these institutions and political parties, interest groups, the media, subnational governments, and public opinion

- **WTP lesson 36:** How Do We Use Our Citizenship?

- **2SS-D5. Analyze the interactions, dynamics, actors, interests, institutions and processes that result in the formation of policy in the United States, with emphasis on:**

- **WTP lessons not applicable for 2SS-D5**

PO 1. the development of policy agendas

PO 2. the role and processes in policymaking of the Congress, president, bureaucracy and the courts

PO 3. an analysis of policymaking relationships, including iron triangles and issues networks

PO 4. evaluating policymaking in terms of cost/benefit analysis, recognizing perceptions of gaining or losing a benefit

PO 5. recognizing linkages between policy processes and the following: political institutions and federalism, political parties, interest groups, public opinion

- **2SS-D6. Develop and defend issues involving civil rights and civil liberties, with emphasis on:**

PO 1. analysis of the workings of the Supreme Court

- **WTP lesson 26:** How Did the Civil Rights Movement Use the Constitution to Achieve Its Goals?

PO 2. legal and political evolution of court decisions

- **WTP lesson 26:** How Did the Civil Rights Movement Use the Constitution to Achieve Its Goals?
- **WTP lesson 27:** How Has the Right to Vote Expanded Since the Adoption of the Constitution?

PO 3. development of civil liberties and civil rights by judicial interpretation

- **WTP lesson 26:** How Did the Civil Rights Movement Use the Constitution to Achieve Its Goals?
- **WTP lesson 27:** How Has the Right to Vote Expanded Since the Adoption of the Constitution?
- **WTP lesson 39:** What Are Some Constitutional Issues Facing United States Citizens in the Nation's Third Century?

PO 4. assessment of the strengths and weaknesses of Supreme Court decisions as tools for change

- **WTP lesson 14:** What Powers Were Granted to the Executive and Judicial Branches?
- **WTP lesson 18:** How Was the Constitution Used to Organize the New Government?
- **WTP lesson 21:** What is Judicial Review? Why Is It Controversial?
- **WTP lesson 29:** Why Does the First Amendment Limit the Government's Power Over Religion?
- **WTP lesson 31:** How Does the First Amendment Protect Freedom of Assembly, Petition, and Association?
- **WTP lesson 33:** How Do the Fourth and Fifth Amendments Protect Us against Unreasonable Law Enforcement Procedures?
- **WTP lesson 34:** How Do the Fifth and Eighth Amendments Protect Our Rights within the Judicial System?

PO 5. knowledge of substantive rights and liberties

- **WTP lesson 2:** How Does Government Secure Natural Rights?
- **WTP lesson 39:** What Are Some Constitutional Issues Facing United States Citizens in the Nation's Third Century?

PO 6. the impact of the Fourteenth Amendment on the constitutional development of rights and liberties

- **WTP lesson 25:** How Did the Fourteenth Amendment Expand Constitutional Protections of Rights?
- **WTP lesson 32:** What Is the Importance of Procedural Due Process?

# We the People...The Citizen and the Constitution and the Arizona Social Studies Standards

## Level III

### STANDARD 2: CIVICS/GOVERNMENT

Students understand the ideals, rights, and responsibilities of citizenship, and the content, sources, and history of the founding documents of the United States, with particular emphasis on the Constitution and how the government functions at the local, state, national, and international levels.

#### PROFICIENCY (Grades 9-12)

*Students know and are able to do all of the above and the following:*

- **2SS-P1. Explain the philosophical foundations of the American political system in terms of the inalienable rights of man and the purpose of government, with emphasis on:**

PO 1. the basic principles of natural rights expressed by John Locke, including the state of nature, property, equality, and dissolution of government (*Second Treatise of Government*)

- **WTP lesson 1:** What Would Life Be Like in a State of Nature?

PO 2. the foundational principles of laws by William Blackstone including the nature of laws in general and the absolute rights of individuals (*Commentaries on the Laws of England*)

- **WTP lessons not applicable for 2SS-P1**

PO 3. the importance to the Founders of the rights of Englishmen, the Magna Carta, the representative government in England, and the English Bill of Rights

- **WTP lesson 5:** What Were the British Origins of American Constitutionalism?
- **WTP lesson 6:** How Did Representative Government Begin in England?

PO 4. the fundamental principles in the Declaration of Independence

- **WTP lesson 8:** Why Did the American Colonists Want to Free Themselves from Britain? What Basic Ideas about Government Did the Founders Put in the Declaration of Independence?

PO 5. the moral and ethical ideals which have their antecedent in the Judeo-Christian tradition

- **WTP lesson 4:** How Did Modern Ideas of Individual Rights Develop?

- **2SS-P2. Analyze the historical sources and ideals of the structure of the United States government, with emphasis on:**

PO 1. the principles of democracy and republican form of government developed by the Greeks and Romans, respectively

- **WTP lesson 3:** What Did the Founders Learn about Republican Government from the Ancient World?

PO 2. separation of powers (Charles de Montesquieu)

- **WTP lesson 6:** How Did Representative Government Begin in England?

- **2SS-P3. Analyze why and how the United States Constitution was created by the framers, with emphasis on:**

PO 1. failures of the Articles of Confederation that led to the Philadelphia Convention

- **WTP lesson 10:** Why Did the Founders Want to Change the Articles of Confederation?

PO 2. proposals for representation in the Virginia and the New Jersey Plans that led to the Great Compromise

- **WTP lesson 12:** Why Did the Framers Use the Virginia Plan to Create the Constitution?

PO 3. development of a federal system of government reserving powers to the states and the people

- **WTP lesson 12:** Why Did the Framers Use the Virginia Plan to Create the Constitution?
- **WTP lesson 22:** How Is Power Divided between the Federal and State Governments?

PO 4. the Federalist and anti-Federalist positions

- **WTP lesson 16:** What Was the Anti-Federalists' Position in the Debate about Ratification?
- **WTP lesson 17:** What Was the Federalists' Position in the Debate about Ratification?

PO 5. the development of state constitutions and how this experience influenced the framing of the United States Constitution and Bill of Rights

- **WTP lesson 9:** What Basic Ideas about Government Did the State Constitution Include? How Did the New States Protect Rights?
- **WTP lesson 16:** What Was the Anti-Federalists' Position in the Debate about Ratification?
- **WTP lesson 17:** What Was the Federalists' Position in the Debate about Ratification?

- **2SS-P4. Analyze the structure, powers, and roles of the legislative branch of the United States government, with emphasis on:**

PO 1. specific powers delegated in Article I of the Constitution, checks and balances such as veto override, impeachment, Senate confirmation of appointments, and treaties

- **WTP lesson 13:** What Powers Were Granted to the Legislative Branch?

PO 2. the role of competing factions (*The Federalist* Number 10)

- **WTP lessons not applicable for 2SS-P4, PO2**

PO 3. how the lawmaking process operates, including the role of leadership within Congress

- **WTP lesson 13:** What Powers Were Granted to the Legislative Branch?

PO 4. the influence of the unelected such as staff, lobbyists, and special interest groups

- **WTP lessons not applicable for 2SS-P4, PO 4**

- **2SS-P5. Analyze the structure, powers, and roles of the executive branch of the United States government, with emphasis on:**

PO 1. specific powers delegated in Article II of the Constitution, including checks and balances such as the veto and judicial appointment power

- **WTP lesson 14:** What Powers Were Granted to the Executive and Judicial Branches

PO 2. the roles and duties of the presidency and the development and function of the executive branch, including the cabinet and federal bureaucracy

- **WTP lesson 18:** How Was the Constitution Used to Organize the New Government?

PO 3. election of the president through the nomination process, national conventions, and electoral college

- **WTP lesson 14:** What Powers Were Granted to the Executive and Judicial Branches

- **2SS-P6. Analyze the structure, powers, and roles of the judicial branch of the United States government, including landmark United States Supreme Court decisions, with emphasis on:**

PO 1. specific powers delegated by the Constitution in Article III and judicial review developed in *Marbury v. Madison* (*The Federalist* Number 80)

- **WTP lesson 14:** What Powers Were Granted to the Executive and Judicial Branches

- **WTP lesson 21:** What is Judicial Review? Why Is It Controversial?

PO 2. A dual court system of state and federal courts

- **WTP lesson 18:** How Was the Constitution Used to Organize the New Government?

- **2SS-P7. Analyze the division and sharing of power within the federal system of government, with emphasis on:**

PO 1. federalism, expressed powers, implied powers, inherent powers, and concurrent powers

- **WTP lesson 23:** What Were the Constitutional Issues That Led to the Civil War?

PO 2. state sovereignty, the reserved powers, and the resulting conflicts between federal, state, and local governments (*The Federalist* Number 45)

- **WTP lesson 22:** How Is Power Divided between the Federal and State Governments?

PO 3. the issues of federalism raised in *McCulloch v. Maryland*

- **WTP lesson 22:** How Is Power Divided between the Federal and State Governments?

PO 4. The sovereignty of tribal governments

- **WTP lessons not applicable for 2SS-P7, PO 4**
- **2SS-P8. Analyze the rights, protections, limits, and freedoms included in the United States Constitution and the Bill of Rights, with emphasis on:**

PO 1. Constitutional mandates such as the right of habeas corpus, no bill of attainder, and the prohibition of *ex post facto* laws

- **WTP lesson 13:** What Powers Were Granted to the Legislative Branch?

PO 2. the First Amendment guarantees of freedom of religion, speech, press, assembly, and petition

- **WTP lesson 29:** Why Does the First Amendment Limit the Government's Power Over Religion?
- **WTP lesson 30:** How Does the First Amendment Protect Freedom of Expression?
- **WTP lesson 31:** How Does the First Amendment Protect Freedom of Assembly, Petition, and Association?

PO 3. the Second Amendment right to bear arms

- **WTP lessons not applicable for 2SS-P8, PO 3**

PO 4. the Fourth, Fifth, and Sixth Amendments of search and seizure, rights of the accused, right to a fair and speedy trial, and other legal protections

- **WTP lesson 33:** How Do the Fourth and Fifth Amendments Protect Us against Unreasonable Law Enforcement Procedures?
- **WTP lesson 34:** How Do the Fifth through Eighth Amendments Protect Our Rights within the Judicial System?

PO 5. the Fourteenth Amendment protection of due process and equal protection under the law

- **WTP lesson 24:** What Amendments to the Constitution Were Added to Protect the Rights of African Americans?

PO 6. conflicts which occur between rights, including the tensions between the right to a fair trial and freedom of the press, and between majority rule and individual rights

- **WTP lesson 31:** How Does the First Amendment Protect Freedom of Assembly, Petition, and Association?
- **WTP lesson 32:** What is the Importance of Procedural Due Process?
- **2SS-P9. Analyze the structure, power, and organization of Arizona’s government as expressed in the Arizona Constitution, with emphasis on:**
  - **WTP lessons not applicable for 2SS-P9**

PO 1. direct democracy by initiative, referendum, and recall processes

PO 2. the election process including redistricting, voter registration, and primaries

PO 3. Arizona’s legislature, its structure, how a bill becomes law, and the impeachment process

PO 4. the five major executive officers and their specific powers

PO 5. Arizona's courts, appointment of judges, and elections to retain positions

- **2SS-P10. Demonstrate skills related to the duties and obligations of citizenship needed to participate in America’s government, with emphasis on:**

PO 1. the connections between self-interest, the common good, and the essential element of civic virtue (George Washington’s Farewell Speech)

- **WTP lesson 35:** What Does It Mean to Be a Citizen?
- **WTP lesson 36:** How Do We Use Our Citizenship?

PO 2. obeying the law, serving on juries, paying taxes, voting, and military service

- **WTP lesson 36:** How Do We Use Our Citizenship?

PO 3. analyzing public issues, policy making, and evaluating candidates and their positions

- **WTP lesson 36:** How Do We Use Our Citizenship?
- **WTP lesson 37:** How May Citizenship Change in the Nation’s Third Century?

- **2SS-P11. Compare the United States system of politics and government to other systems of the world, with emphasis on:**

PO 1. advantages and disadvantages of unitary, confederate, and federal systems

- **WTP lesson 38:** What Can American Citizens Learn about Constitutionalism from Other Countries?

PO 2. the ways powers are distributed and shared in a parliamentary system

- **WTP lesson 38:** What Can American Citizens Learn about Constitutionalism from Other Countries?

PO 3. free versus totalitarian systems of government

- **WTP lesson 36:** How Do We Use Our Citizenship?
- **WTP lesson 38:** What Can American Citizens Learn about Constitutionalism from Other Countries?

Social Studies Standards Correlation with the  
We the People...The Citizen and the Constitution – Level II

Prepared by Elizabeth Larson-Keagy, PhD

**STANDARD 2: CIVICS/GOVERNMENT**

Students understand the ideals, rights, and responsibilities of citizenship, and the content, sources, and history of the founding documents of the United States, with particular emphasis on the Constitution and how the government functions at the local, state, national, and international levels.

**ESSENTIALS (Grades 6-8)**

*Students know and are able to do all of the above and the following:*

- **2SS-E3. Describe political philosophies and concepts of government that became the foundation for the American Revolution and United States government, with emphasis on:**

PO 1. ideas of the nature of government and rights of individuals expressed in the Declaration of Independence with its roots in British philosophers such as John Locke

- **WTP lesson 1:** Why do we need government?

PO 2. the concept of limited government and the rule of law established in the Magna Carta and the English Bill of Rights

- **WTP lesson 5:** How were the Americans influenced by their English background?

PO 3. the social covenant established in the Mayflower Compact

- **WTP lesson 1:** Why do we need a government?

PO 4. the characteristics of republican and representative governments

- **WTP lesson 2:** What is republican government?

PO 5. anti-Federalist and Federalist arguments for and against the new Constitution, including those expressed in *The Federalist Papers*

- **WTP lesson 17:** Who were the supporters and critics of the Constitution?

PO 6. the concepts of federalism, democracy, bicameralism, separation of powers, and checks and balances

- **WTP lesson 18:** What was the federal system created by the Constitution?

- **2SS-E4. Identify concepts of government as expressed in the United States Constitution and explain the powers granted to the three branches of government and those reserved to the states, with emphasis on:**

PO 1. the federal system dividing sovereignty between the states and the federal government

- **WTP lesson 20:** How did political parties develop?

PO 2. the separation of powers through the development of the executive, legislative, and judicial branches of government

- **WTP lesson 4:** How can governments be organized to prevent the abuse of power?
- **WTP lesson 21:** Who decides what the Constitution means?
- **WTP lesson 22:** How does the Supreme Court interpret the Constitution?

PO 3. John Marshall's role in judicial review, including *Marbury v. Madison*

- **WTP lesson 21:** Who decides what the Constitution means?

- **2SS-E5. Identify and describe a citizens' fundamental constitutional rights, with emphasis on:**

PO 1. freedom of religion, expression, assembly, and press

- **WTP lesson 23:** How does the Constitution protect freedom of expression?
- **WTP lesson 24:** How does the Constitution protect freedom of religion?

PO 2. right to a fair trial

- **WTP lesson 27:** What is the right to due process and how is it protected?

PO 3. equal protection and due process

- **WTP lesson 26:** What is the right to equal protection of the laws?
- **WTP lesson 27:** What is the right to due process and how is it protected?

- **2SS-E6. Describe the structure, functions, and powers of the Arizona state and local governments and their relationship to the federal government, with emphasis on:**

- **WTP lessons not applicable for 2SS-E6**

PO 1. the purposes of the Arizona Constitution

PO 2. the roles and methods of initiative, referendum, and recall processes

PO 3. the function of multiple executive offices

PO 4. the election process, including primaries and general elections

PO 5. the criminal justice system, including juvenile justice

PO 6. the roles and relationships of different levels of government, including federal, state, county, city/town, and tribal

- **2SS-E7. Explain the obligations and responsibilities of citizenship, with emphasis on:**

PO 1. the obligations of upholding the Constitution, obeying the law, paying taxes, and registering for selective service and jury duty

- **WTP lesson 28:** How can citizens participate?

- **WTP lesson 29:** What decisions will you make as a citizen?

PO 2. involvement in political decision-making, including voting, petitioning public officials, and analyzing issues

- **WTP lesson 28:** How can citizens participate?
- **WTP lesson 29:** What decisions will you make as a citizen?

- **2SS-E8. Explain the significance of famous speeches to the duties of citizenship, with emphasis on:**

- **WTP lessons not applicable for 2SS-E8**

PO 1. George Washington's Farewell Address

PO 2. Abraham Lincoln's Gettysburg Address

PO 3. Martin Luther King, Jr.'s "I Have a Dream" speech

Social Studies Standards Correlation with the  
We the People...The Citizen and the Constitution – Level I

Prepared for the Arizona Foundation for Legal Service & Education by Elizabeth Larson-Keagy, PhD

**STANDARD 2: CIVICS/GOVERNMENT**

Students understand the ideals, rights, and responsibilities of citizenship, and the content, sources, and history of the founding documents of the United States, with particular emphasis on the Constitution and how the government functions at the local, state, national, and international levels.

**READINESS (Kindergarten)**

*Students know and are able to:*

- **2SS-R1. Describe how a good citizen conducts oneself, with emphasis on:**

PO.1. why we have rules and the consequences of breaking them

- **WTP lesson 2:** Why did the Founders think we needed a government?

PO 2. identifying examples of honesty, courage, cooperation, and patriotism in literature

- **WTP lesson 6:** What was our first national government like? Shay’s Rebellion
- **WTP lesson 16:** How does the Constitution protect your freedom of expression? Story of Mary Dyer
- **WTP lessons 17-20:** Most descriptions of Supreme Court cases illustrate examples of honesty, courage, cooperation, and patriotism of ordinary citizens

PO 3. people who help keep us safe in our communities (police, firefighters, nurses, doctors)

- **WTP lessons not applicable for 2SS-R1, PO 3**

- **2SS-R2. Recognize national symbols and icons that represent American democracy and values, with emphasis on:**

PO 1. the national flag and the state flag

PO 2. the bald eagle and the Statue of Liberty

PO 3. the Pledge of Allegiance and the National Anthem

- **WTP lessons not applicable for 2SS-R2**

**FOUNDATIONS (Grades 1-3)**

*Students know and are able to do all of the above and the following:*

- **2SS-F1. Describe the varied backgrounds of people living in the United States and the ways they have become members of one nation, with emphasis on:**

PO 1. our shared principles, goals, customs, and traditions

- **WTP lesson 1:** What was America like in the 1770's?
- **WTP lesson 5:** How did the Founders use their ideas in the Declaration of Independence?
- **WTP lesson 9:** How should the problem of slavery be handled?
- **WTP lesson 16:** How does the Constitution protect your freedom of expression?
- **WTP lesson 17:** How does the Constitution protect your freedom of religion?
- **WTP lesson 18:** How does the Constitution protect your right to be treated equally by the government?
- **WTP lesson 19:** How does the Constitution protect your right to be treated fairly by the government?
- **WTP lesson 20:** How does the Constitution protect your right to vote?

PO 2. the diversity in one's school and community and the benefits and challenges of a diverse population

- **WTP lesson 21:** What responsibilities accompany our rights?
- **2SS-F2. Identify and describe the symbols, icons, songs, and traditions of the United States that exemplify cherished ideals and provide continuity and sense of community across time, with emphasis on:**

PO 1. the Pledge of Allegiance, and the songs that express American ideals, including the National Anthem and America the Beautiful

- **WTP lessons not applicable for 2SS-F2, PO 1**

PO 2. the significance of the national holidays and the heroism and achievements of the people associated with them, including Thanksgiving, Presidents' Day, Martin Luther King, Jr. Day, the Fourth of July, Labor Day, and Veterans Day

- **WTP lessons not applicable for 2SS-F2, PO 2**

PO 3. the American symbols, landmarks, and essential documents, including the Declaration of Independence, the flag, the bald eagle, and the Statue of Liberty

- **WTP lesson 5:** How did the Founders use their ideas in the Declaration of Independence? (reference to the Declaration of Independence)
- **2SS-F3. Describe the rights and responsibilities of citizenship, with emphasis on:**

PO 1. the elements of fair play, good sportsmanship, and the idea of treating others the way you want to be treated

- **WTP lesson 21:** What responsibilities accompany our rights?

PO 2. the importance of participation and cooperation in a classroom and community

- **Throughout the WTP text, built-in exercises encourage students to work together, to be active participants in discussion, and to cooperate with one another.**

PO 3. why we have rules and the consequences for violating them

- **WTP lesson 21:** What responsibilities accompany our rights?

PO 4. the responsibility of voting

- **WTP lesson 21:** What responsibilities accompany our rights?

- **2SS-F4. Describe the basic structure and concepts of the United States government, with emphasis on:**

PO 1. making of rules by direct democracy and by representative democracy

- **WTP lesson 3:** What is a republican government?

PO 2. the three branches of government as represented by the president, Congress, and the Supreme Court

- **WTP lesson 11:** How did the Framers limit the powers of our government?
- **WTP lesson 12:** What is the legislative branch?
- **WTP lesson 13:** What is the executive branch?
- **WTP lesson 14:** What is the judicial branch?

PO 3. how Arizona and the other states combine to make a nation

- **WTP lessons not applicable for 2SS-F4, PO 3**

PO 4. the levels of government, including the role of local, tribal, state, and national governments

- **WTP lessons not applicable for 2SS-F4, PO 4**

### **ESSENTIALS (Grades 4-5)**

*Students know and are able to do all of the above and the following:*

#### **FOCUS: America**

- **2SS-E1. Describe the narrative of the people and events associated with the development of the United States Constitution and describe its significance to the foundation of the American republic, with emphasis on:**

PO 1. the colonists' shared sense of individualism, independence, and religious freedom that developed before the Revolution

- **WTP lesson 1:** What was America like in the 1770s?

PO 2. the Articles of Confederation

- **WTP lesson 6:** What was our first national government like?

PO 3. the purpose of the Constitutional Convention

- **WTP lesson 7:** How did the Philadelphia Convention begin?

PO 4. the natural rights expressed in the Declaration of Independence

- **WTP lesson 5:** How did the Framers use their ideas in the Declaration of Independence?

PO 5. the contributions and roles of major individuals, including George Washington, James Madison, and Benjamin Franklin

- **WTP lesson 1:** What was America like in the 1770s?
  - **WTP lesson 2:** Why did the Founders think we needed a new government?
  - **WTP lesson 3:** What is a republican government?
  - **WTP lesson 7:** How did the Philadelphia Convention begin?
- **2SS-E2. Describe political philosophies and concepts of government that became the foundation for the American Revolution and United States government, with emphasis on:**

PO 1. the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty

- **WTP lesson 4:** What is a constitutional government?
- **WTP lesson 10:** What basic ideas are in the Preamble to the Constitution?

PO 2. how the Constitution is designed to secure our liberty by both empowering and limiting central government

- **WTP lesson 11:** How did the Framers limit the powers of our government?
- **WTP lesson 16:** How does the Constitution protect your freedom of expression?
- **WTP lesson 17:** How does the Constitution protect your freedom of religion?
- **WTP lesson 18:** How does the Constitution protect your right to be treated equally by the government?
- **WTP lesson 19:** How does the Constitution protect your right to be treated fairly by the government?
- **WTP lesson 20:** How does the Constitution protect your right to vote?

PO 3. struggles over ratification and the creation of the Bill of Rights

- **WTP lesson 15:** What is a federal government?
- **WTP lesson 16:** How does the Constitution protect your freedom of expression?
- **WTP lesson 17:** How does the Constitution protect your freedom of religion?
- **WTP lesson 18:** How does the Constitution protect your right to be treated equally by the government?
- **WTP lesson 19:** How does the Constitution protect your right to be treated fairly by the government?
- **WTP lesson 20:** How does the Constitution protect your right to vote?

PO 4. the separation of powers between the Congress, the president, and the Supreme Court

- **WTP lesson 11:** How did the Framers limit the powers of our government?
- **WTP lesson 12:** What is the legislative branch?
- **WTP lesson 13:** What is the executive branch?
- **WTP lesson 14:** What is the judicial branch?

*We the People*, Level I text correlated with the  
Arizona Department of Education *Language Arts Standards*

Note: Although the *We the People* text is a civics and government/history text, there are numerous opportunities throughout the text for teachers to use the exercises already included in the student edition to accomplish “Language Arts” requirements.

- Following are examples of exercises that are included in the “Problem Solving” and “Reviewing and Using the Lesson” sections of the textbook, which are included in all 22 lessons.
- While teachers can modify and adapt exercises to fulfill the requirements of many of the Language Arts Standards, teacher must also require that certain objectives are completed and submitted by the student, and then must evaluate those works according to the requirements of the standards.

**Standard 1: Reading**

**Foundations (Grades 1-3)**

**R-F1. Use phonetic skills to decode words**

PO 1. Decode words in context using beginning, middle, and final letter/sound relationships

- **WTP – there are many bolded words throughout the text that could easily be sounded out phonetically**

**R-F2. Use word recognition and decoding strategies such as phonetic skills, context clues, picture clues, word order, prefixes and suffixes to comprehend written selections**

PO 1. Derive meaning from a written selection using reading/decoding strategies

- Phonetic clues
- Context clues
- Picture words word order
- Structural analysis (suffixes & prefixes)
- Word recognition
  - **WTP – the text is full of *history*, which in and of itself provides *context*. There are *picture clues* throughout the text as well.**

**R-F3. Use reading comprehension strategies such as drawing conclusions, summarizing, making predictions, identifying cause and effect, and differentiating fiction from nonfiction**

PO 1. Draw conclusions based on the text

PO 2. Restate information from a reading selection

- **WTP – “Problem Solving” sections and “Reviewing and Using the Lesson” in every chapter provide ample opportunity to *draw conclusions* and *restate information* based on the readings.**

PO 3. Predict events, actions and behaviors using prior knowledge and / or details to comprehend a reading selection

- **WTP – Example: pages 23-24, “Your Interests and the Common Welfare” exercise**

PO 4. Identify cause-and-effect relationships

- **WTP – Examples: p. 16, p.49 #2; p. 126-127; class exercise p. 140-144**

PO 5. Differentiate fiction from nonfiction texts

- **WTP – Students can easily learn to identify the difference between the written nonfiction text and the “primary documents” of the Declaration of Independence, the Constitution...**

**R-F4. Identify facts and the main idea, sequence events, define and differentiate characters, and determine an author’s purpose in a range of traditional and contemporary literature**

PO 1. Identify the main idea and relevant facts in a reading selection

PO 2. Sequence a series of events from a reading selection

- **WTP – Examples: p. 31-33 class exercise “Life on a Sailing Ship”; p. 126-127; p. 124-129 the Clarence Gideon case and the Fifth and Fourteenth Amendments; p. 136 #1 “Explain how women won the right to vote;**

PO 3. Compare characters (traits, roles, similarities, differences) in a reading selection

- **WTP – Example: p. 39 “Problem Solving” exercise on the Patriots and the Loyalists**

PO 4. Identify the author’s main purpose (to inform, entertain, persuade, or describe) in a reading selection

- **WTP – the author’s main purpose is obviously to inform, however, cartoons provided in the text may entertain, while other parts of the book seek to persuade or describe situations or events in the making of the Constitution**

**R-F5. Analyze selections of fiction, nonfiction and poetry for their literary elements such as character, setting, plot, sequence of events and organization of text**

PO 1. Compare characters, plot (including sequence of events) settings across reading selections

- **WTP – While not specifically examining characters or plot, students certainly study *sequence of events* in the following selections: Examples: pages 40-41 Declaration of Independence exercise; p. 71-73 Studying the Preamble; p. 93 Peter and President Washington; p. 128-129 Bill of Rights exercise**

PO 2. Explain whether the events in the reading selection are real or fantasy

PO 3. Describe structural elements of poetry (rhyme, rhythm, repetition)

PO 4. Describe the literary elements of fiction and nonfiction

- **WTP – Not Applicable**

**R-F6. Read and comprehend consumer information such as forms, newspaper ads, warning labels and safety pamphlets**

PO 1. Explain the meaning of specific signs (traffic, safety, warning)

- **WTP – NA**

PO 2. Restate information found in consumer literature (...newspapers...)

PO 3. Compare information in written advertisements

- **WTP – Examples: Newspaper articles p. 87 #4; p. 94 #6; p. 98 #4; 102 #3; also Unit Five political signs and ads**

PO 4. Fill out a variety of forms (contest entry, requests for information)

- **WTP – NA**

### **R- F7. Follow a list of directions and evaluate those directions for clarity**

PO 1. Follow a set of written directions

PO 2. Evaluate written directions for sequence and completeness

- **WTP – “Problem Solving” and “Reviewing and Using the Lesson” provide ample opportunity to read and evaluate directions for clarity**

### **R-F8. Recognize the historical and cultural perspectives of literary selections**

**Note: for instructional purposes – not for state assessment**

PO 1. Identify similarities and differences relating to theme, plot, setting, character and point of view in literature from different cultures

- **WTP – NA**

PO 2. Compare real-life experiences to events, characters and conflicts in literary selections from different cultures

- **WTP – Examples: While not in the text, teachers can introduce historical and cultural perspectives on democracy or constitutional rights in other countries, El Salvador or South Africa, for example. Students can also examine British documents, such as the Magna Carta for their cultural and historical perspective**

PO 3. Recognize that some words in literary selections come from a variety of cultures

- **WTP – NA**

### **Essentials (Grades 4-8)**

#### **R-E1. Use structural analysis skills such as identifying root words, prefixes, suffixes and word origins to decode words unfamiliar in print**

PO 1. Identify root words

PO 2. Infer meanings of words in a selection through knowledge of prefixes and suffixes

PO 3. Confirm meaning of words using context clues

- **WTP – Examples: p. 24-25 What is Civic Virtue, and Unit Five provide good places to understand *root words* and *meanings*; Words such as civic virtue, citizen, common welfare, community are interspersed throughout the text**

**R-E2. Use reading strategies such as making inferences and predictions, summarizing, paraphrasing, differentiating fact from opinion, drawing conclusions, and determining the author’s purpose and perspective to comprehend written selections**

PO 1. Identify the main ideas; critical and supporting details; and the author’s purpose, feelings and point of view of the text

PO 2. Distinguish fact from opinion

PO 3. Summarize the text in own words (assessed at district level only)

PO 4. Compare and contrast the text (characters, genre, cultural differences, fact, fiction)

PO 5. Determine cause-and-effect relationships

PO 6. Identify the text in chronological, sequential, or logical order

PO 7. Make an inference using contextual clues

- **WTP – Examples: The We the People text offers many opportunities to fulfill the objectives for R-E2: Most “Problem Solving” exercises; p. 76-80 exercise, “How would you organize your government” gives students discussion time and time to differentiate and understand the objectives; also, p.119-123, “What is equal treatment”**

**R-E3. Analyze selections of fiction, nonfiction and poetry by identifying the plot line (beginning, conflict, rising action, climax and resolution); distinguish the main character from minor ones; describing the relationship between and motivations of characters; and making inferences about the events, setting, style, tone, mood and meaning of the selection**

PO 1. Distinguish the main characters from the minor characters

PO 2. Summarize the plot line to include cause and effect

PO 3. Explain the interaction of major and minor characters in a selection

PO 4. Draw defensible conclusions based on events and settings

PO 5. Differentiate fiction, nonfiction and poetry based on their attributes

PO 6. Explain cause and effect within the plot

- **WTP – A text, and not a “literary work” or poetry, the story of the making of the Constitution can be read and studied to distinguish main characters, such as the “Founders” and the “Framers”, and the “Colonists” and so on. The plot is truly on-going, as the Constitution is a fluid document. New characters and plots appear continuously**

**R-E4. Identify the author’s purpose, position, bias, and strategies in a persuasive selection**

PO 1. Identify the author’s purpose and use of details to support the purpose

PO 2. Describe the author’s use of strategies to convince or persuade

- Bandwagon (WTP – NA)
- Peer pressure (WTP – NA)
- “loaded” words (WTP – NA)

PO 3. Identify the author’s bias

- **WTP – The text’s author’s purpose is to convey the story of the Constitution. The “detail” is enormous, documents, essays, case studies, maps, cartoons are all introduced to support the author’s purpose. This text offers great opportunity for critical-thinking and opinion-forming on a variety of topics**

**R-E6. Compare and contrast the historical and cultural perspectives of literary selections**

PO 1. Compare one author's perspective of a historical character, setting or event with another historical or contemporary literary selection (essays, autobiographies, fiction, nonfiction)

PO 2. Compare the lives and experiences of characters in history to present-day individuals who have similar goals or face similar challenges

- **WTP – Examples: This PO is perfect for Unit Five, the Role of Citizens. There are endless comparisons that could be made between historical characters and present-day individuals (and personal experience)**

PO 3. Compare versions of traditional or contemporary literature from different cultures for similarities and differences related to theme, plot, character, setting and point of view

- **WTP – Examples: lesson 9 on the North-South Divide on Ending Slavery provides for great *perspective* discussions; students could also compare and contrast the Magna Carta with the documents that came from the Founding Fathers**

## **Standard 2: Writing**

### **Foundations (Grades 1-3)**

**W-FI. Use the writing process, including generating topics, drafting, revising ideas and editing, to complete effectively a variety of writing tasks**

PO 1. Generate topics through prewriting activities (brainstorming, webbing, mapping, drawing, writer's notebook, K-W-L charts, scaffolds, group discussion)

PO 2. Align purpose (to entertain, inform, communicate) with audience

PO 3. Write a first draft with the necessary components for a specific genre

PO 4. Revise draft content (organization, relevant details, clarity)

PO 5. Edit revised draft using resources (dictionary, word lists and banks, thesaurus, spell checker, glossary, style manual, grammar and usage reference)

PO 6. Proofread revised draft

PO 7. Present final copy according to purpose (read aloud, display, publish, mail, send, perform)

- **WTP – Most “Problem Solving” and “Reviewing and Using the Lesson” give students opportunity to generate topics, brainstorm, submit drafts, edit, proofread, and so on. See, for example, p. 2, Class Projects; p. 40-41 “Problem Solving,” re-write the Declaration of Independence**

**W-F2. Use correct spelling, punctuation, capitalization, grammar and word usage, and good penmanship to complete effectively a variety of writing tasks**

In final copy of student's own writing tasks:

PO 1. Spell high frequency words correctly

PO 2. Punctuate endings of sentences

PO 3. Capitalize sentence beginnings and proper nouns

PO 4. Use standard, age-appropriate grammar and word usage (basic subject-verb agreement, complete simple sentences, appropriate verb tense, regular plurals)

PO 5. Write legibly

- **WTP – Throughout the text! Teachers simply have to require it, and evaluate it.**

**W-F3. Write a personal experience narrative or a creative story that has a beginning, middle, and end and uses descriptive words or phrases to develop ideas and advance the characters, plot, and setting**

PO 1. Write a narrative

- establish a beginning, middle, and end
- use sensory details to describe

Or

PO 2. Write a story

- use sensory details to describe setting and characters
- develop a story line with a problem and events leading to a solution
  - **WTP – Example: p. 69 #3, ‘write a letter home’ exercise**

**W-F4. Gather, organize and accurately, clearly and sequentially report information gained from personal observations and experiences such as science experiments, field trips, and classroom visitors**

PO 1. Record observations

PO 2. Write an introductory statement

PO 3. Report events sequentially

PO 4. Write a concluding statement

- **WTP – Examples: Opportunities to visit City Council meetings or invite guest speakers, such as legislators, will allow students to fulfill these PO's**

**W-F5. Locate, acknowledge and use several sources to write an informational report in their own words**

PO 1. Use resources (video tapes, magazines, informational books, reference materials, interviews, guest speakers, Internet) and report information in their own words

PO 2. Write an introductory statement, followed by details to support the main idea

PO 3. List resources used by title

- **WTP – “Problem Solving” and “Reviewing and Using the Lesson” give students opportunity to consult other resources, books, Internet, video, magazines, government documents and so on to complete these PO's**

**W-F6. Write well-organized communications, such as friendly letters, memos and invitations, for a specific audience and with a clear purpose**

PO 1. Organize content, including necessary components of the selected format, for a specified audience

PO 2. Place commas correctly in components (heading, greeting, closing, address) unique to letters, memos, invitations

- **WTP – Examples: p. 40, write a letter to a newspaper; p. 57 #3, write an article for the newspaper**

## **Essentials (Grades 4-8)**

**W-E1. Use correct spelling, punctuation, capitalization, grammar and usage, along with varied sentence structure and paragraph organization, to complete effectively a variety of writing tasks**

PO 1. Spell correctly

PO 2. Punctuate correctly (sentence endings, commas in a friendly letter's greeting and closing, commas in a series, abbreviations, quotations in dialog, apostrophes)

PO 3. Apply rules of capitalization (sentence beginnings, titles, abbreviations, proper nouns)

PO 4. Apply standard grammar and usage (subject-verb agreement, simple and compound sentences, appropriate verb tense, plurals)

PO 5. Organize paragraphs with a variety of sentence structures (simple, compound)

- **WTP – Throughout the text! Teachers simply have to require it, and evaluate it.**

**W-E2. Write a personal experience narrative or creative story that includes a plot and shows the reader what happens through well-developed characters, setting, dialog, and themes and uses figurative language, descriptive words and phrases**

PO 1. Write a personal experience or narrative

- develop a story line and a sequence that is clear
- use descriptive words and phrases

Or

PO 2. Write a story

- develop a story line in a sequence that is clear
- develop the characters
- describe the setting
- use dialog when appropriate
- use descriptive words and phrases
  - WTP – Examples: p. 69 #3, write a letter home; p. 76, “how would you organize the government”; p. 115, write a story about “prayer in school”; p. 149, “how to be a responsible citizen”

**W-E3. Write a summary that presents information clearly and accurately, contains the most significant details and preserves the position of the author**

*Grades 4-5 for instructional purposes only*

- WTP – Any “Reviewing and Using the Lesson” will allow for the completion of this objective; see p. 92, Peter and President Washington

**W-E4. Write an expository essay that contains effective introductory and summary statements and fully develops the ideas with details, facts, examples, and descriptions**

*Grades 4-5 for instructional purposes, not for state assessment*

- WTP – Examples: p. 24 #2, “explain a situation in which you think you should do something for yourself instead of trying to help others”; p. 31-33, ‘Life on a Sailing Ship’ exercise; p. 49, “Reviewing and Using the Lesson”; p. 94, “Reviewing and Using the Lesson”; p. 122, the ‘Case of Clarence Gideon’; p. 146-147, ‘What decision would you reach?’

**W-E5. Write a report that conveys a point of view and develops a topic with appropriate facts, details**

PO 1. Write a report in your own words that states, develops, and provides a concluding statement for a point of view (perspective) about a topic that is narrow enough to be adequately covered

PO 2. Use logical sequences (including transitional words and phrases such as first, next, then)

PO 3. Provide support through facts, details, examples or descriptions that are appropriately, directly related to the topic and from a variety of cited sources

- WTP – Examples: p. 52-53, ‘Create a Constitution’ exercise; p. 58-59, Problem Solving, “How many representatives should your state have?”; p. 98, “Reviewing and Using the Lesson”; p. 111 #2,#3, #4, essay possibilities on the First Amendment; p. 118, 123, 130, 136, “Reviewing and Using the Lesson

**W-E6. Write formal communications, such as personal or business letters, messages, directions and applications, in an appropriate format and for a specific audience and purpose**

- PO 1. Write a formal communication in an appropriate format for a specific audience and purpose
- PO 2. Organize ideas in a meaningful sequence using transitional words or phrases (first, next, then)
- PO 3. Express ideas that are clearly and directly related to the topic
  - **WTP – Examples: p. 40, Problem Solving; p. 57 #3, ‘write a newspaper article’**

**W-E7. Write a report to a literary selection by supporting their ideas with references to the text, other works or experiences**

- PO 1. Write a clear response supported with examples from the text, other works or experiences
- PO 2. Relate own ideas to supporting details in a clear manner
- PO 3. Organize response with a clear beginning, middle, and end
  - **WTP – Examples: p. 41, ‘rewrite the Declaration of Independence’; p. 72, ‘Study the Preamble’ (It’s easy to find supporting material in books and on the Internet for comparison purposes and to strengthen an argument.)**

**W-E8. Demonstrate research skills using reference materials such as a dictionary, encyclopedia and thesaurus to complete effectively a variety of writing tasks**

- PO 1. Implement a research strategy that includes:
  - selecting appropriate source for a specific research purpose
  - utilizing reference materials
  - informational trade books, multimedia sources, Internet
  - writing a paraphrase of information from a source
  - recording relevant information taken from a research source
  - incorporating notes into a finished product
    - **WTP – Examples: All Units in the We the People text provide ample opportunity for students to select a research topic and implement a research strategy that incorporates the above objectives. It is up to the teacher to assign the paper, give appropriate directions, and evaluate the work systematically**

**Standard 3: Listening and Speaking**

**Foundations Grades 1-3**

- LS-F1. Use effective vocabulary and logical organization to relate or summarize ideas, events and other information
- LS-F2. Give and follow multiple-step directions

LS-F3. Prepare and deliver information by generating topics; identifying the audience; and organizing ideas, facts or opinions for a variety of speaking purposes such as giving directions, relating personal experiences, telling a story or presenting a report

- **WTP – Examples: Almost all “Problem Solving” exercises call for the use of appropriate and effective vocabulary and logical sequencing, following directions, and preparing and delivering information. “Problem Solving” invites discussion in a small group setting, as well as in a larger class setting.**
- **See, for example, p. 84-86, ‘How should Senator Smith vote?’; p.110-111, ‘When should freedom of expression be limited?’; p. 146-147, ‘What decision would you reach?’**

## **Essentials Grades 4-8**

LS-E1. Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience

LS-E2. Prepare and deliver an oral report in a content area and effectively convey the information through verbal and nonverbal communications with a specific audience

LS-E3. Interpret and respond to questions and evaluate responses both as interviewer and interviewee

LS-E4. Predict, clarify, analyze and critique a speaker’s information and point of view

- **WTP – Examples: Almost all “Problem Solving” exercises allow for the preparation and delivery of speeches and reports. Peer evaluators can be used to clarify, analyze, and critique a speaker’s information and point of view**

## **Standard 4: Viewing and Presenting**

### **Foundations Grades 1-3**

VP-F1. Recognize different types of visual media

VP-F2. Plan and present a report using two or more visual media

VP-E3. Access, view, and respond to visual forms such as computer programs, videos, artifacts, drawings, pictures and collages

VP-E4. Interpret visual clues in cartoons, graphs, tables and charts that enhance the comprehension of text

- **WTP – Examples: Throughout the text there are cartoon, maps, graphs, tables and charts that students can recognize, access, utilize, and interpret; see p. 2 ‘Class Project’ Ideas; p. 20 #4 ‘Draw a cartoon’; p. 33 #3 ‘Role play a board of inquiry...’; p. 99-100, View an illustration and interpret it; p. 102, Draw a cartoon**
- **WTP – Examples: Throughout the text there are cartoon, maps, graphs, tables and charts that students can interpret, see p. 14, #6&7, ‘Look at a map of the US and find your state’**

## Essentials Grades 4-8

VP-E1. Analyze visual media for language, subject matter and visual techniques used to influence opinions, decision making and cultural perceptions

VP-E2. Plan, develop and produce a visual presentation, using a variety of media such as videos, films, newspapers, magazines and computer images

VP-E3. Compare, contrast and establish criteria to evaluate visual media for purpose and effectiveness

- **WTP – Examples: WTP lends itself to viewing a variety of media for language, subject matter and visual techniques – Video tapes on the History of the Constitution and Websites will provide material to analyze**
- **Students can use the “Problem Solving” and Reviewing and “Using the Lesson” to generate topics for any number of presentations utilizing multi-media**
- **While not in the text, teachers / librarians should inform students of the criteria used to evaluate their sources: Primary Documents; Essays; Histories and evaluations of the Primary Documents and the Interpretation of the event surrounding the making of the US Constitution. Librarians can give students an Internet lesson on how to differentiate between sites that are .gov, or .edu, or .org, or .com, etcetera, and how to question all sources by seeking others to verify or discount**