

We the People: The Citizen and The Constitution

Secondary Level Text Correlation

To

Civics and Economics

Tenth Grade Course

North Carolina Social Studies Standard Course of Study



We the People: The Citizen and the Constitution introduces students to the study of constitutional government in the United States. It is not a text in constitutional law. Rather, its intent is to provide students with an understanding of how the Constitution came into existence, why it took the form it did, and how it has functioned for the past two hundred years.

The *We the People* text is an excellent supplementary resource for teaching the tenth grade social studies course, *Civics and Economics*. Its aim is to provide students with an understanding of the American past and to equip them intellectually to be active, participating citizens. This text is a tool that enables students to learn something about political philosophy, history, and political science, thus providing them with the foundation of a civic education.

This correlation document identifies *We the People* lessons teachers can use to address the competency goals and objectives of the tenth grade curriculum. In addition to the content presented, the lesson design and suggested activities in the text provide opportunities for students to acquire and develop strategies identified in each of the following five skill competency goals and the corresponding objectives in the *North Carolina Social Studies Standard Course of Study*:

Skill Competency Goal 1: The learner will acquire strategies for reading social studies materials and for increasing social studies vocabulary.

Skill Competency Goal 2: The learner will acquire strategies to access a variety of sources, and use appropriate research skills to gather, synthesize, and report information using diverse modalities to demonstrate the knowledge acquired.

Skill Competency Goal 3: The learner will acquire strategies to analyze, interpret, create, and use resources and materials.

Skill Competency Goal 4: The learner will acquire strategies needed for applying decision-making and problem-solving techniques both orally and in writing to historic, contemporary, and controversial world issues.

Skill Competency Goal 5: The learner will acquire strategies needed for effective incorporation of computer technology in the learning process.

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Secondary Level Text – Table of Contents

Unit & Lesson	Title
Unit One:	What Are the Philosophical and Historical Foundations of the American Political System?
Lesson 1	What Would Life be Like in a State of Nature?
Lesson 2	How Does Government Secure Natural Rights?
Lesson 3	What Did the Founders Learn about Republican Government from the Ancient World?
Lesson 4	How Did Modern Ideas of Individual Rights Develop?
Lesson 5	What Were the British Origins of American Constitutionalism?
Lesson 6	How Did Representative Government Begin in England?
Lesson 7	What Basic Ideas about Rights and Constitutional Government Did Colonial Americans Have?
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?
Lesson 9	What Basic Ideas about Government Did the State Constitutions Include? How Did the New States Protect Rights?
Unit Two:	How Did the Framers Create the Constitution?
Lesson 10	Why Did the Founders Want to Change the Articles of Confederation of 1781?
Lesson 11	Who Attended the Philadelphia Convention? What Did They Agree to Do?
Lesson 12	Why Did the Framers Use the Virginia Plan to Create the Constitution?
Lesson 13	What Powers Were Granted to the Legislative Branch?
Lesson 14	What Powers Were Granted to the Executive and Judicial Branches?
Lesson 15	What Conflicting Opinions Did the Framers Have about the Completed Constitution?
Lesson 16	What was the Anti-Federalists' Position in the Debate about Ratification?
Lesson 17	What was the Federalists' Position in the Debate about Ratification?

Unit Three:	How Did the Values and Principles Embodied in the Constitution Shape American Institutions and Practices?
Lesson 18	How Was the Constitution Used to Organize the New Government?
Lesson 19	What Rights Did the Constitution Protect? How Was the Bill of Rights Added to the Constitution?
Lesson 20	What Caused the Rise of Political Parties?
Lesson 21	What Is Judicial Review? Why Is It Controversial?
Lesson 22	How Is Power Divided Between the Federal and State Government?
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Lesson 23	What Were the Constitutional Issues That Led to the Civil War?
Lesson 24	What Amendments to the Constitution Were Added to Protect the Rights of African Americans?
Lesson 25	How Did the Fourteenth Amendment Expand Constitutional Protections of Rights?
Lesson 26	How Did the Civil Rights Movement Use the Constitution to Achieve Its Goals?
Lesson 27	How Has the Right to Vote Expanded Since the Adoption of the Constitution?
Lesson 28	To What Extent Can the Law Correct Injustice and Other Problems in American Society?
Unit Five:	What Rights Does the Bill of Rights Protect?
Lesson 29	Why Does the First Amendment Limit the Government's Power over Religion?
Lesson 30	How Does the First Amendment Protect Freedom of Expression?
Lesson 31	How Does the First Amendment Protect Freedom of Assembly, Petition, and Association?
Lesson 32	What Is the Importance of Procedural Due Process?
Lesson 33	How Do the Fourth and Fifth Amendments Protect Us Against Unreasonable Law Enforcement Procedures?
Lesson 34	How Do the Fifth Through Eighth Amendments Protect Our Rights within the Judicial System?

Unit Six:	What Are the Roles of the Citizen in American Democracy?
Lesson 35	What Does It Mean to Be a Citizen?
Lesson 36	How Do We Use Our Citizenship?
Lesson 37	How May Citizenship Change in the Nation's Third Century?
Lesson 38	What Can American Citizens Learn about Constitutionalism from Other Countries?
Lesson 39	What Are Some Constitutional Issues Facing United States Citizens in the Nation's Third Century?
Lesson 40	What Is Meant by Returning to Fundamental Principles?

Competency Goal 1: The learner will investigate the foundations of the American political system and explore basic values and principles of American democracy.	
<i>Objective</i>	<i>We the People Lesson</i>
1.02 Trace and analyze the development of ideas about self-government in British North America.	Unit 1: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9 Unit 2: Lessons 10, 11, 12, 13, 14, 15, 16, 17, 18, 19
1.03 Examine the causes of the American Revolution.	Unit 1: Lessons 1, 2, 3, 4, 5, 6, 7, 8
1.04 Elaborate on the emergence of an American identity.	Unit 2: Lessons 10, 11, 12, 13, 14, 15, 16, 17 Unit 3: Lessons 18, 19, 20, 21, 22
1.05 Identify the major domestic problems of the nation under the Articles of Confederation and assess the extent to which they were resolved by the new Constitution.	Unit 2: Lessons 10, 11, 12, 13, 14, 15, 16, 17
1.06 Compare viewpoints about government in the Federalist and the Anti-Federalist Papers.	Unit 2: Lessons 15, 16, 17
1.07 Evaluate the extent to which the Bill of Rights extended the Constitution.	Unit 4: Lessons 23, 24, 25, 26, 27, 28 Unit 5: Lessons 29, 30, 31, 32, 33
1.08 Compare the American system of government to other forms of government.	Unit 1: Lessons 3, 4, 5, 6, 7 Unit 6: Lessons 38, 39

Competency Goal 2: The learner will analyze how the government established by the United States Constitution embodies the purposes, values, and principles of American democracy.	
<i>Objective</i>	<i>We the People Lesson</i>
2.01 Identify principles in the United States Constitution.	Unit 1: Lessons 1, 2, 3, 4, 5, 6 Unit 2: Lessons 12, 13, 14, 15, 16, 17 Unit 4: Lessons 24, 25, 26, 27, 28 Unit 5: Lessons 29, 30
2.02 Explain how the United States Constitution defines the framework, organization and structure of the three branches of government at the national level.	Unit 1: Lessons 3, 4, 5, 6 Unit 2: Lessons 11, 12, 13, 14, 15, 16, 17 Unit 3: Lessons 18, 21
2.03 Explain how the United States Constitution grants and limits the authority of public officials and government agencies.	Unit 1: Lessons 1, 2, 3, 4, 5, 6, 7 Unit 2: Lessons 12, 13, 14, 15, 16, 17 Unit 3: Lessons 18, 19, 21, 22 Unit 4: Lessons 24, 25, 26, 27, 28
2.04 Describe how the United States Constitution may be changed and analyze the impact of specific changes.	Unit 2: Lessons 13, 14 Unit 3: Lessons 18, 19, 21, 22 Unit 4: Lessons 24, 25, 26, 27, 28 Unit 5: Lessons 29, 30, 31, 32, 33, 34
2.05 Analyze court cases that illustrate that the United States Constitution is the supreme law of the land.	Unit 1: Lesson 9 Unit 3: Lessons 18, 19, 21, 22 Unit 4: Lessons 23, 24, 25, 26, 27, 28 Unit 5: Lessons 29, 30, 31, 32, 33, 34

2.06 Analyze court cases that demonstrate how the United States Constitution and the Bill of Rights protect the rights of individuals.	Unit 3: Lessons 21, 22 Unit 4: Lessons 23, 24, 25, 26, 27, 28 Unit 5: Lessons 29, 30, 31, 32, 33, 34
2.07 Identify modern controversies related to powers of the federal government that are similar to the debates between Federalists and Anti-Federalists over ratification of the United States Constitution.	Unit 2: Lessons 15, 16, 17 Unit 3: Lessons 18, 19, 20, 21, 22 Unit 4: Lessons 23, 24, 25, 26, 27, 28 Unit 5: Lessons 29, 30, 31, 32, 33 Unit 6: Lessons 35, 36, 37, 38, 39, 40
Competency Goal 3: The learner will analyze how state and local government is established by the North Carolina Constitution.	
<i>Objective</i>	<i>We the People Lesson</i>
3.06 Analyze how the Fourteenth Amendment extends the Bill of Rights' protections to citizens of a state.	Unit 4: Lessons 24, 25, 26, 27, 28 Unit 5: Lessons 29, 30, 31, 32, 33, 34 Unit 6: Lessons 35, 36, 37, 38, 39, 40
Competency Goal 4: The learner will explore active roles as a citizen at the local, state, and national levels of government.	
<i>Objective</i>	<i>We the People Lesson</i>
4.01 Examine the structure and organization of political parties.	Unit 3: Lesson 20
4.02 Describe the election process and the qualifications and procedures for voting.	Unit 3: Lesson 22 Unit 4: Lessons 24, 25, 26, 27, 28

4.03 Analyze information on political issues and candidates seeking political office.	Unit 6: Lessons 35, 36, 37, 38, 39, 40
4.04 Demonstrate active methods of promoting and inhibiting change through political action.	Unit 4: Lessons 24, 25, 26, 27, 28 Unit 5: Lessons 29, 30, 31, 32, 33, 34 Unit 6: Lessons 35, 36, 37, 38, 39, 40
4.05 Analyze consequences of compliance or non-compliance with laws governing society.	Unit 2: Lessons 15, 16 Unit 3: Lessons 21, 22 Unit 4: Lessons 23, 24, 25, 26, 27, 28 Unit 5: Lessons 29, 30, 31, 32, 33, 34 Unit 6: Lessons 35, 36
4.06 Describe the benefits of civic participation.	Unit 6: Lessons 35, 36, 37, 38, 39, 40
4.07 Analyze costs and benefits of jury service, voting, seeking office, and civic action at the local, state, and national level.	Unit 4: Lessons 24, 25, 26, 27, 28 Unit 6: Lessons 35, 36, 37, 38, 39, 40
4.08 Participate in civic life, politics and/or government.	Unit 6: Lessons 35, 36, 37, 38, 39, 40
4.09 Utilize various methods of resolving conflicts.	Unit 3: Lessons 20, 21, 22 Unit 4: Lessons 23, 24, 25, 26, 27, 28 Unit 6: Lessons 35, 36, 37, 38, 39, 40

Competency Goal 5: The learner will explain how the political and legal systems provide a means to balance competing interests and resolve conflicts.	
<i>Objective</i>	<i>We the People Lesson</i>
5.01 Evaluate the role of debate, consensus, compromise, and negotiation in resolving conflicts.	Unit 1: Lessons 8, 9 Unit 2: Lessons 14, 15, 16, 17 Unit 3: Lessons 19, 20, 21, 22 Unit 4: Lessons 24, 25, 26, 27, 28 Unit 5: Lessons 29, 30, 31, 32, 33, 34 Unit 6: Lessons 35, 36, 37, 39
5.02 Identify the jurisdiction of state and federal courts.	Unit 2: Lessons 14, 15, 16, 17 Unit 3: Lessons 18, 19, 21, 22 Unit 4: Lessons 24, 25, 26, 28 Unit 5: Lessons 29, 30, 31, 32, 33, 34 Unit 6: Lessons 39, 40
5.03 Describe the adversarial nature of the judicial process.	Unit 2: Lessons 14, 15, 16, 17 Unit 3: Lessons 18, 19, 21, 22 Unit 4: Lessons 24, 25, 26, 28 Unit 5: Lessons 29, 30, 31, 32, 33, 34 Unit 6: Lessons 39, 40
5.04 Evaluate the role of debate and compromise in the legislative process.	Unit 1: Lessons 5, 6, 7, 8, 9 Unit 2: Lessons 12, 13, 15, 16, 17 Unit 3: Lessons 18, 22 Unit 4: Lessons 23, 24, 25, 26, 27, 28 Unit 5: Lessons 29, 30, 31, 32, 33, 34

<p>5.06 Analyze roles of individual citizens, political parties, the media, and other interest groups in public policy decisions, dispute resolution, and government action.</p>	<p>Unit 3: Lesson 20 Unit 4: Lessons 26, 27, 28 Unit 5: Lessons 31, 33, 34 Unit 6: Lessons 35, 36, 37, 38, 39, 40</p>
<p>Competency Goal 6: The learner will explain why laws are needed and how they are enacted, implemented, and enforced at the national, state, and local levels.</p>	
<p><i>Objective</i></p>	<p><i>We the People Lesson</i></p>
<p>6.01 Trace the development of law in American society.</p>	<p>Unit 1: Lessons 1, 2, 3, 4, 5, 7, 8, 9 Unit 2: Lessons 14, 15 Unit 3: Lessons 19, 21 Unit 4: Lessons 23, 24, 25, 26, 27, 28 Unit 5: Lessons 29, 30, 31, 32, 33, 34 Unit 6: Lessons 35, 36, 37, 39, 40</p>
<p>6.02 Cite examples of common, criminal, civil, constitutional, administrative, and statutory law.</p>	<p>Unit 1: Lessons 1, 2, 3, 4, 5, 7, 8, 9 Unit 2: Lessons 14, 15 Unit 3: Lessons 19, 21 Unit 4: Lessons 23, 24, 25, 26, 27, 28 Unit 5: Lessons 29, 30, 31, 32, 33, 34 Unit 6: Lessons 35, 36, 37, 39, 40</p>
<p>6.03 Identify the various procedures in the enactment, implementation, and enforcement of law.</p>	<p>Unit 1: Lessons 1, 2, 3, 4, 5, 7, 8, 9 Unit 2: Lessons 14, 15 Unit 3: Lessons 19, 21 Unit 4: Lessons 23, 24, 25, 26, 27, 28 Unit 5: Lessons 29, 30, 31, 32, 33, 34 Unit 6: Lessons 35, 36, 37, 39, 40</p>

6.04 Identify ways citizens can be informed about the laws.	Unit 6: Lessons 35, 36, 37, 38, 39, 40
6.05 Investigate the role and responsibility of government to inform the citizenry.	Unit 6: Lessons 35, 36, 37, 38, 39, 40
6.06 Analyze the role of lobby groups and special interest groups in the enactment of legislation.	Unit 6: Lessons 35, 36, 37, 38, 39, 40
6.07 Compare responsibilities, jurisdictions, and methods of law enforcement agencies.	Unit 1: Lessons 1, 2, 3, 4, 5, 7, 8, 9 Unit 2: Lessons 14, 15 Unit 3: Lessons 19, 21 Unit 4: Lessons 23, 24, 25, 26, 27, 28 Unit 5: Lessons 29, 30, 31, 32, 33, 34 Unit 6: Lessons 35, 36, 37, 39, 40
Competency Goal 9: The learner will analyze factors influencing the United States economy.	
<i>Objective</i>	<i>We the People Lesson</i>
9.04 Assess how current events impact decisions made by consumers, producers, and government policy makers.	Unit 5: Lessons 31, 33, 34 Unit 6: Lessons 35, 36, 39, 40
Competency Goal 10: The learner will develop, defend, and evaluate positions on issues regarding the personal responsibilities of citizens in the American constitutional democracy.	
<i>Objective</i>	<i>We the People Lesson</i>
10.01 Explain the distinction between personal and civic responsibilities and the tensions that may arise between them.	Unit 2: Lessons 15, 16, 17 Unit 3: Lessons 19, 20, 21, 22

	Unit 4: Lessons 23, 24, 25, 26, 27, 28 Unit 5: Lessons 29, 30, 31, 32, 33, 34 Unit 6: Lessons 35, 36, 37, 38, 39, 40
10.02 Develop, defend, and evaluate positions on issues regarding diversity in American life.	Unit 2: Lessons 15, 16, 17 Unit 3: Lessons 20, 21, 22 Unit 4: Lessons 23, 24, 25, 26, 27, 28 Unit 6: Lessons 35, 36, 37, 38, 39, 40
10.03 Evaluate the importance of supporting, nurturing, and educating oneself in the United States society.	Unit 6: Lessons 35, 36, 37, 38, 39, 40
10.04 Demonstrate characteristics of effective citizenship.	Unit 6: Lessons 35, 36, 37, 38, 39, 40
10.05 Describe examples of recurring public problems and issues.	Unit 2: Lessons 15, 16, 17 Unit 4: Lessons 23, 24, 25, 26, 27, 28 Unit 5: Lessons 29, 30, 31, 32, 33, 34 Unit 6: Lessons 35, 36, 37, 38, 39, 40
10.06 Discuss the consequences and/or benefits of the freedom of economic, legal, and political choices.	Unit 6: Lessons 35, 36, 37, 38, 39, 40

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