



***We the People* Curriculum Crosswalk for: Delaware Social Studies G4-5 Cluster Expectations**

Usage: This correlation guide offers a crosswalk between the Delaware Social Studies End of Cluster Expectations for Grades 4-5 and the Level 1 [*We the People* curriculum](#). Listing of *We the People* units and lessons paired with state standards does not imply full coverage of a standard. *We the People* lessons may go deeper and/or broader in content than the standard; likewise, the standard may call for deeper learning than the lesson provides.

Civics Standard 1 [Government]	Economics Standard 1 [Microeconomics]	Geography Standard 1 [Maps]	History Standard 1 [Chronology]
<p>C1a: 4-5 Understand that governments have a variety of structures and exist for many purposes and that in America these are explained in the United States and State constitutions.</p> <p style="text-align: center;"><i>We the People</i> Level 1 curriculum connections</p> <ul style="list-style-type: none"> Unit 2, Lesson 7: What was the first national government like? Unit 1, Lesson 6: What were state governments like? <p>C1a: 4-5 Understand that the United States government is divided into executive, legislative, and judicial branches, each with specific responsibilities and powers.</p> <p style="text-align: center;"><i>We the People</i> Level 1 curriculum connections</p>	<p>E1a: 4-5 Understand that prices in a market economy are determined by the interaction of supply and demand.</p> <p>E1b: 4-5 understand that consumers and producers in a market economy make economic choices based on supply and demand.</p>	<p>G1a: 4-5 Demonstrate development of mental maps of Delaware and of the United States which include the relative location and characteristics of major physical features, political divisions, and human settlements.</p>	<p>H1a: 4-5 Study historical events and persons within a given time frame in order to create a chronology and identify related cause-effect factors.</p> <p style="text-align: center;"><i>We the People</i> Level 1 curriculum connections</p> <ul style="list-style-type: none"> Unit 1, Lesson 1: What were people like in the British colonies in America during the 1770s?



<ul style="list-style-type: none"> • Unit 3, Lesson 12: How does the Constitution limit the powers in our government? • Unit 3, Lesson 13: What is the legislative branch? • Unit 3, Lesson 14: What is the executive branch? • Unit 3, Lesson 15: What is the judicial branch? • Unit 3, Lesson 16: How did the Constitution create a federal system of government? 			
<p>Civics Standard 2 [Politics]</p> <p>2a Understand that the principle of due process protects American citizens by requiring the government to pass and follow fair laws and use fair procedures to execute and enforce those laws.</p> <p><i>We the People</i> Level 1 curriculum connections</p> <ul style="list-style-type: none"> • Unit 4, Lesson 17: How does the Constitution protect your right to freedom of expression? • Unit 4, Lesson 18: How does the Constitution protect your right to freedom of religion? • Unit 4, Lesson 19: How does the Constitution protect your right to equal protection of laws? • Unit 4, Lesson 20: How does the Constitution protect your right to due process of law? • Unit 4, Lesson 21: How does the Constitution protect your right to vote? <p>C2b: 4-5 Understand that a society based on the ideal of individual liberty requires a commitment on the part of its citizens to the</p>	<p>Economics Standard 2 [Macroeconomics]</p> <p>E2a: 4-5 Understand the role of banks and other financial institutions in the economy.</p>	<p>Geography Standard 2 [Environment]</p> <p>G2a: 4-5 Apply a knowledge of topography, climate, soils, and vegetation of Delaware and the United States to understand how human society alters, and is affected by, the physical environment.</p>	<p>History Standard 2 [Analysis]</p> <p>2a Students will draw historical conclusions and construct historical accounts from primary and secondary source materials.</p> <p><i>We the People</i> Level 1 curriculum connections</p> <ul style="list-style-type: none"> • Unit 1, Lesson 5: What ideas did the Founders use in the Declaration of Independence? <p>H2b: 4-5 Examine historical materials relating to a particular region, society, or theme; chronologically arrange them; and analyze change over time.</p> <p><i>We the People</i> Level 1 curriculum connections</p> <ul style="list-style-type: none"> • Unit 2, Lesson 10: What did the Framers do about the problem of slavery? • Unit 3, Lesson 11: What basic ideas about government are included in the Preamble to the Constitution?



<p>principles of civic responsibility and personal civility.</p> <p><i>We the People</i></p> <p>Level 1 curriculum connections</p> <ul style="list-style-type: none"> • Unit 5, Lesson 23: What are some important responsibilities of citizens? • Unit 5, Lesson 24: How can citizens promote the common good? 			
<p>Civics Standard 3 [Citizenship]</p> <p>3a apply the fundamental rights and protections of American citizens guaranteed in the Bill of Rights to everyday situations.</p> <p><i>We the People</i></p> <p>Level 1 curriculum connections</p> <ul style="list-style-type: none"> • Unit 4, Lesson 17: How does the Constitution protect your right to freedom of expression? • Unit 4, Lesson 18: How does the Constitution protect your right to freedom of religion? • Unit 4, Lesson 19: How does the Constitution protect your right to equal protection of laws? • Unit 4, Lesson 20: How does the Constitution protect your right to due process of law? • Unit 4, Lesson 21: How does the Constitution protect your right to vote? 	<p>Economics Standard 3 [Economic Systems]</p> <p>E3a: 4-5 Identify different means of production, distribution, and exchange used within economic systems in different times and places.</p>	<p>Geography Standard 3 [Places]</p> <p>G3a: 4-5 Understand the reasons for the locations of human activities and settlements and routes connecting them in Delaware and in the United States.</p>	<p>History Standard 3 [Interpretation]</p> <p>H3a: 4-5 Explain why historical accounts of the same event sometimes differ and relate this explanation to the evidence presented or the point-of-view of the author.</p>
<p>Civics Standard 4 [Participation]</p> <p>C4a: 4-5 Understand that in order to select effective leaders, citizens have to become informed about candidates' qualifications and the issues of the day.</p>	<p>Economics Standard 4 [International Trade]</p> <p>E4a: 4-5 Demonstrate how international trade links countries around the world and can improve the economic welfare of nations.</p>	<p>Geography Standard 4 [Regions]</p> <p>G4a: 4-5 Apply geographic skills to develop a profile of the local community by placing it in the context of physical, cultural, and other types of regions.</p>	<p>History Standard 4 [Content]</p> <p>H4a: 4-5 Develop an understanding of Delaware history and its connections with United States history, including:</p>



<p><i>We the People</i> Level 1 curriculum connections</p> <ul style="list-style-type: none"> Unit 5, Lesson 23: What are some important responsibilities of citizens? <p>C4b: 4-5 Identify and employ the formal and informal methods by which democratic groups function.</p>			<ul style="list-style-type: none"> -Native American inhabitants before European contact; -exploration and settlement -from the First State to the Civil War -growth of commerce, industry, transportation, and agriculture -modern Delaware <p>H4b: 4-5 Develop and understanding of selected themes in United States history, including:</p> <ul style="list-style-type: none"> -who are the American people? -how did the United States develop its form of government -how have advances in technology changed our lives? -important people in American history. <p><i>We the People</i> Level 1 curriculum connections</p> <ul style="list-style-type: none"> Unit 1, Lesson 1: What were people like in the British colonies in America during the 1770s? Unit 1, Lesson 2: Why did the Founders believe that people needed a government? Unit 1, Lesson 3: What is a republican government? Unit 1, Lesson 4: What is a constitutional government? Unit 1, Lesson 5: What ideas did the Founders use in the Declaration of Independence?
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