



INDIANA BAR
FOUNDATION

***We the People:
The Citizen and the Constitution***



Alignment of *We the People* to the
Indiana Academic Content Standards for:

Sixth Grade Civics
Sixth Grade History/Social Studies Literacy
Sixth Grade English Language Arts

Introduction

We the People: The Citizen and the Constitution (*We the People* or WTP) is a program administered in Indiana by the Indiana Bar Foundation and nationally by the Center for Civic Education. It is designed to teach the history, philosophies, evolution, interpretation, and application of the U.S. Constitution, Bill of Rights, and other founding American documents. By using *We the People* in the classroom, students gain a better understanding of the American constitutional government, enhance their literacy skills, and increase interpersonal life skills.

We the People has multiple units to help teach the civics content, including units on the philosophical underpinnings of democratic government, what took place in Philadelphia to create our Constitution, structure and function of government, Bill of Rights protections, and roles and responsibilities of citizens. After learning the content, teachers use the built-in authentic assessment of a simulated legislative hearing. Students collaborate in small panels of typically 3-5 students to collaboratively answer a question based on their content of study. The students jointly give an oral presentation answer the question and then field follow up questions from an evaluating panel, whether that be the teacher or an outside group.

As an enhancement to the classroom learning, the Indiana Bar Foundation provides a statewide showcase to allow the students to compete against other classes around the state in a civics competition. Students would be evaluated based on criteria including understanding, constitutional application, reasoning, supporting evidence, responsiveness, and participation.

This standards alignment document is designed to help teachers and administrators understand the academic quality of the *We the People* program and its alignment to the Indiana Academic Standards. Teachers and administrators should feel comfortable and confident that the program boosts the academic experience and learning of students and is built to be used as a compliment to what is already expected to be taught in school. The lessons noted in the Civics section of this document come from the textbook *We the People: The Citizen & The Constitution Level 1 (4th Edition)*, published by the Center for Civic Education.

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Civics

Standard	Standard Description	WTP Connection
6.C.1 Essential	Summarize the principles and purposes of government as stated in the Preamble to the United States Constitution.	Students will be able to explain the purposes of government, including terms including: blessings of liberty, common defense, domestic tranquility, general welfare, and justice. <i><u>WTP Lesson 11:</u> What basic ideas about government are included in the Preamble to the Constitution?</i>
6.C.2 Essential	Identify and explain essential ideas of constitutional government, which include limited government; rule of law; due process of law; separated and shared powers; checks and balances; federalism; popular sovereignty; republicanism; representative government; and individual rights to life, liberty, and property; and freedom of conscience and religion.	These concepts are covered throughout the curriculum as they are all fundamental to the foundation of the American government system. They are found in various lessons showcasing the different values of the American government system. <i><u>WTP Lesson 3:</u> What is a republican government?</i> <i><u>WTP Lesson 4:</u> What is a constitutional government?</i> <i><u>WTP Lesson 12:</u> How does the Constitution limit the powers of our government?</i> <i><u>WTP Lesson 16:</u> How did the Constitution create a federal system of government?</i> <i><u>WTP Lesson 18:</u> How does the Constitution protect your freedom of religion?</i> <i><u>WTP Lesson 20:</u> How does the Constitution protect your right to vote?</i>
6.C.3 Essential	Explain the concept of a separation of powers and how and why these powers are distributed, shared, and limited in the constitutional government of the United States	Students will examine the concept of separation of powers in multiple ways, including by looking at its inclusion in early state constitutions, examining separation of powers in various sections of the Constitution, and understanding separation of powers as it relates to the division of the roles and responsibilities of the branches of government. <i><u>WTP Lesson 6:</u> What were the first state governments like?</i> <i><u>WTP Lesson 12:</u> How does the Constitution limit the powers of government?</i> <i><u>WTP Lesson 13:</u> What is the legislative branch?</i> <i><u>WTP Lesson 14:</u> What is the executive branch?</i> <i><u>WTP Lesson 15:</u> What is the judicial branch?</i>

<p>6.C.4</p> <p>Essential</p>	<p>Describe and give examples of individual rights guaranteed by the Bill of Rights</p>	<p>Students will examine how the Constitution protects our basic rights, including the rights to expression, religion, equal protection, due process, and voting</p> <p><i><u>WTP Lesson 17:</u> How does the Constitution protect your right to freedom of expression?</i></p> <p><i><u>WTP Lesson 18:</u> How does the Constitution protect your right to freedom of religion?</i></p> <p><i><u>WTP Lesson 19:</u> How does the Constitution protect your right to equal protection of the laws?</i></p> <p><i><u>WTP Lesson 20:</u> How does the Constitution protect your right to due process of law?</i></p> <p><i><u>WTP Lesson 21:</u> How does the Constitution protect your right to vote?</i></p>
<p>6.C.6</p>	<p>Describe individual rights held under Article I of the Indiana Constitution, such as freedom of speech, freedom of religion, and the right to public education</p>	<p>While the Indiana Constitution is not specifically mentioned as part of this national publication, the students explore and understand the Northwest Ordinance and rights embedded within it, which led to those in Indiana.</p> <p><i><u>WTP Lesson 7:</u> What was the first national government like?</i></p>
<p>6.C.10</p>	<p>Explain that the United States has three levels of government (local, state, and national), and that each level has special duties and responsibilities</p>	<p>Students will understand the federal system of government in the United State and the powers and limits of the national government.</p> <p><i><u>WTP Lesson 16:</u> How did the Constitution create a federal system of government?</i></p>
<p>6.C.11</p> <p>Essential</p>	<p>Identify the three branches of the United States government and explain the functions of each.</p>	<p>Students take an in-depth look at the legislative, executive, and judicial branches, how they're organized, their powers, and their limits.</p> <p><i><u>WTP Lesson 12:</u> How does the Constitution limit the powers of our government?</i></p> <p><i><u>WTP Lesson 13:</u> What is the legislative branch?</i></p> <p><i><u>WTP Lesson 14:</u> What is the executive branch?</i></p> <p><i><u>WTP Lesson 15:</u> What is the judicial branch?</i></p>

<p>6.C.13</p>	<p>Explain the role citizens have in making decisions and rules within the community, state, and nation.</p>	<p>Students will understand the ways the Constitution protects an individual’s freedom of speech and the right to vote.</p> <p><i>WTP Lesson 17: How does the Constitution protect your right to freedom of expression?</i></p> <p><i>WTP Lesson 21: How does the Constitution protect your right to vote?</i></p>
<p>6.C.15</p>	<p>Use a variety of informational resources to identify and evaluate contemporary issues that involve civic responsibilities, individual rights, and the common good.</p>	<p>Students will understand the commitment to the common good as well as examine individual rights including expression, religion, equal protection, due process, and voting.</p> <p><i>WTP Lesson 3: What is a republican government?</i></p> <p><i>WTP Lesson 17: How does the Constitution protect your right to freedom of expression?</i></p> <p><i>WTP Lesson 18: How does the Constitution protect your right to freedom of religion?</i></p> <p><i>WTP Lesson 19: How does the Constitution protect your right to equal protection of the laws?</i></p> <p><i>WTP Lesson 20: How does the Constitution protect your right to due process of law?</i></p> <p><i>WTP Lesson 21: How does the Constitution protect your right to vote?</i></p> <p><i>WTP Lesson 22: What is the role of the United States in the world today?</i></p> <p><i>WTP Lesson 24: How can citizens promote the common good?</i></p>
<p>6.C.16 Essential</p>	<p>Recognize and explain the relationship between the rights and responsibilities of citizenship in the United States</p>	<p>Students will understand important responsibilities of citizen and how citizens promote the common good for society.</p> <p><i>WTP Lesson 23: What are some important responsibilities of citizens?</i></p> <p><i>WTP Lesson 24: How can citizens promote the common good?</i></p>

History/Social Studies Literacy Standards

Standard	Standard Description	WTP Connection
6-8.LH.1.1	Read and comprehend history/social studies texts within a range of complexity appropriate for grades 6-8 independently and proficiently by the end of grade 8	Students throughout the program will be asked to read founding American documents, including the U.S. Constitution and Declaration of Independence. Other age-appropriate texts can be incorporated, for example: "Letter on Thomas Jefferson" by John Adams (1776)
6-8.LH.2.1	Cite specific textual evidence to support analysis of primary and secondary sources.	Students will have to use both primary and secondary sources to bolster the arguments and claims made in their prepared statements for the culminating assessment of the WTP program.
6-8.LH.3.1	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies	History/social studies specific vocabulary is integrated throughout the program. Examples include: appeal, bill, citizen, interpret, liberty, majority, and principles.
6-8.LH.3.3	Identify aspects of a text that reveal an author's perspective or purpose (examples: loaded language, inclusion or avoidance or particular facts)	Multiple reading resources are utilized throughout the WTP program. Students will learn about the author's purpose and goal for each resource. For example, the purpose and perspective of the authors of the Declaration of Independence or Martin Luther King's I Have a Dream speech can be examined to determine perspective and purpose.
6-8.LH.4.3	Compare and contrast treatments of the same topic in a primary and secondary source	WTP students use both their standard issued school textbook as well as a WTP textbook, both as secondary sources. Teachers integrate the primary sources based on the topic of study so students can engage with, learn about, as well as compare and contrast the information.
6-8.LH.5.1	Write arguments focused on discipline-specific content	Students are guided by questions to answer on wide-ranging civics concepts. To answer the questions, they must formulate an argument with constitutional application, reasoning, and supporting evidence.
6-8.LH.6.1	Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults	The entire culminating activity requires students to write multiple argumentative essays to answer a multi-parted question. In answering the questions, the students will collaboratively work in small groups, typically of 3-5 students, write, edit, revise, and eventually present. In order to answer the question completely, the students must use appropriate reference material, including textbooks and primary resources.

6-8.LH.7.1	Conduct short research assignments and tasks to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration	The culminating activity of WTP has students researching and answering questions based on different aspects of constitutionalism. As part of this process, students are asked questions from panels of evaluators. In a lead up to this, it is common that students will ask questions of each other. Continual questioning will bring the students into additional research and clarifications of their answers.
6-8.LH.7.3	Draw evidence from informational texts to support analysis, reflection, and research	Informational texts, both primary and secondary, are integral in helping students answer their summative questions. Using these texts will bring additional analysis, reflection, and research to better their understanding and outcome of each question.

English Language Arts Reading Comprehension

Standard	Standard Description	WTP Connection
6.RC.7 Essential	Determine an author’s perspective or purpose in a text, and explain how it is conveyed in the text.	Multiple different reading sources are utilized throughout the WTP program. Students will learn about author purpose and goal for each of them. For example, the purpose and perspective of the author of the Declaration of Independence, I Have a Dream speech, and George W Bush’s Axis of Evil speech can be examined to determine perspective and purpose.
6.RC.9	Integrate information presented in different media or formats (e.g., visually, quantitatively, verbally) to demonstrate a coherent understanding of a topic or issue.	As educators teach the content, multiple textures and formats of media make for a more holistic method of teaching. The Center for Civic Education has created a web-based portal to help bring in additional audio, video, and multimedia sources on various topics

English Language Arts Writing

Standard	Standard Description	WTP Connection
<p>6.W.1</p> <p>Essential</p>	<p>Write arguments in a variety of forms that –</p> <p>a. Introduce claim(s), using strategies such as textual analysis, comparison/contrast and cause/effect.</p> <p>b. Use an organizational structure to group related ideas that support the argument.</p> <p>c. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>d. Establish and maintain a consistent style and tone appropriate to purpose and audience.</p> <p>e. Use appropriate transitions that enhance the progression of the text and clarify the relationships among claim(s) and reasons.</p> <p>f. Provide a concluding statement or section that follows from the argument presented.</p>	<p>In their simulated legislative hearing assessment, students are engaging with multiple questions that need answered in a supported, argumentative structure. The program expects argumentative essays to answer the questions. In doing so, students must showcase a well thought out argument, that includes supporting evidence and reasoning, each being some of the criteria on which they are evaluated. As the essay is being built, the students must continue to accurately and concisely build on its topics and answer the question posted completely</p>
<p>6.W.4</p>	<p>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative –</p> <p>a. Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.</p> <p>b. Use technology to interact and collaborate with others to generate, produce, and publish writing.</p>	<p>In writing the essays, the students should continue to follow the standard writing process. As students work through the questions, they're answering in the essays they're writing, they need to be able to directly, concisely, and thoroughly answer the question. That includes the drafting and rewriting of their answers to create the clear and coherent response. A communal writing system (ie Google Docs) is often employed as students are working on the essays in collaborative group settings.</p>

<p>6.W.5</p> <p>Essential</p>	<p>Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.</p> <p>a. Formulate a research question (e.g., In what ways did Madame Walker influence Indiana society?).</p> <p>b. Gather relevant information from multiple sources, and annotate sources.</p> <p>c. Assess the credibility of each source.</p> <p>d. Quote or paraphrase the information and conclusions of others.</p> <p>e. Avoid plagiarism and provide basic bibliographic information for sources.</p> <p>f. Present information, choosing from a variety of formats.</p>	<p>Each essay the students write to answer their questions is a short research assignment. While the question is given to the students, they must gather multiple relevant sources to research and gain information on the topic. The sources give them the information to put together a reasoned, well-supported argument. These sources are cited to gain creditably of their argument, because they have determined the credibility of the source. The students present their findings through a written essay for the teacher and an oral presentation for competition/showcase.</p>
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English Language Arts Communication & Collaboration

Standard	Standard Description	WTP Connection
<p>6.CC.2</p> <p>Essential</p>	<p>Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p>	<p>There is a question-and-answer segment of the assessment (simulated legislative hearings). Students must respond to specific questions being asked of them, as responsiveness is an evaluated criterion. They must answer this completely, with reasoning and supporting evidence. It's their elaboration of their answer that gives the evaluator their ability to understand the students' knowledge and comprehension of the issue under discussion.</p>
<p>6.CC.6</p>	<p>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; using appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>In answering their question in their oral presentation, the students will have crafted a well thought out, reasoned, and supported argument. They present their argument and claim clearly and concisely. In doing so, they are conducting themselves in a manner that uses appropriate eye contact, volume, and pronunciation to the panel of evaluators.</p>