

iCivics Lessons	Arizona Common Core Standard for ELA and Literacy in History/Social Studies Writing – Grades 6-8
<p align="center">Unit ~ Foundations of Government</p> <p align="center">The State of the State</p>	<p>(6-8. WHST.1) Write arguments focused on discipline-specific content.</p> <ul style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. <p>(6-8. WHST.4) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> a. Produce clear and coherent functional writing (e.g., formal letters, envelopes, procedures, labels, timelines, graphs/tables, experiments, maps, caption, charts, diagrams) in which the development, organization, and style are appropriate to task, purpose, and audience.
<p align="center">Who Rules?</p>	<p>(6-8. WHST.1) Write arguments focused on discipline-specific content.</p> <ul style="list-style-type: none"> a. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
<p align="center">Limiting Government</p>	<p>(6-8. WHST. 6) Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>
<p align="center">Why Government</p>	<p>(6-8. WHST.1) Write arguments focused on discipline-specific content.</p> <ul style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

	<p>(6-8. WHST.4) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> b. Produce clear and coherent functional writing (e.g., formal letters, envelopes, procedures, labels, timelines, graphs/tables, experiments, maps, caption, charts, diagrams) in which the development, organization, and style are appropriate to task, purpose, and audience.
<p style="text-align: center;">Roots of Democracy</p>	<p>(6-8. WHST.4) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> a. Produce clear and coherent functional writing (e.g., formal letters, envelopes, procedures, labels, timelines, graphs/tables, experiments, maps, caption, charts, diagrams) in which the development, organization, and style are appropriate to task, purpose, and audience.
<p style="text-align: center;">Unit ~ The Constitution</p> <p style="text-align: center;">Hey King: Get Off Our Backs!</p>	<p>(6-8. WHST.1) Write arguments focused on discipline-specific content.</p> <ul style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

<p>Wanted: A Just Right Government</p>	<p>(6-8. WHST.1) Write arguments focused on discipline-specific content.</p> <ul style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. <p>(6-8. WHST. 8) Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>
<p>Bill of Rights: You Mean I've Got Rights</p>	<p>(6-8. WHST.1) Write arguments focused on discipline-specific content. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p>
<p>Interpreting the Constitution: What Does That Mean?</p>	<p>(6-8. WHST.1) Write arguments focused on discipline-specific content.</p> <ul style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. <p>(6-8. WHST. 6) Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>
<p>Unit ~ Executive Branch</p> <p>For the President, All in a Day's Work</p>	<p>NA</p>
<p>Executive Roles: Money Doesn't Grow on Trees</p>	<p>NA</p>
<p>Foreign Policy: War and Peace and Everything in Between</p>	<p>(6-8. WHST.1) Write arguments focused on discipline-specific content.</p> <ul style="list-style-type: none"> a. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

	<p>(6-8. WHST.4) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> a. Produce clear and coherent functional writing (e.g., formal letters, envelopes, procedures, labels, timelines, graphs/tables, experiments, maps, caption, charts, diagrams) in which the development, organization, and style are appropriate to task, purpose, and audience.
<p>Unit ~ Judicial Branch</p> <p>Judicial Branch in a Flash</p>	NA
<p>Judicial Deep Dive</p>	NA
<p>What Courts Do: James Bond in a Honda</p>	NA
<p>Unit ~ Politics and Public Policy</p> <p>Candidate Evaluation</p>	<p>(6-8. WHST.1) Write arguments focused on discipline-specific content.</p> <ul style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. <p>(6-8. WHST. 7) Conduct short research projects 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.</p> <p>(6-8. WHST. 9) Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p>Mock Election</p>	<p>(6-8. WHST.1) Write arguments focused on discipline-specific content.</p> <ul style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that

	<p>demonstrate an understanding of the topic or text, using credible sources.</p> <p>(6-8. WHST.10) Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
Voting Rights	<p>6-8. WHST.1) Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
<p>Unit ~ State and Local Government</p> <p>On the Level</p>	<p>(6-8. WHST.1) Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
The Great State	<p>(6-8. WHST.1) Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
The Capable County	<p>(6-8. WHST.4) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <ol style="list-style-type: none"> a. Produce clear and coherent functional writing (e.g., formal letters, envelopes, procedures, labels, timelines, graphs/tables, experiments, maps, caption, charts, diagrams) in which the development, organization, and style are appropriate to task, purpose, and audience.
<p>Unit ~ Persuasive Writing</p> <p>So You Think You Can Argue</p>	<p>6-8. WHST.1) Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the

	<p>reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p>
No Rambling Allowed	<p>6-8. WHST.1) Write arguments focused on discipline-specific content.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p>
Yeah, But	<p>(6-8. WHST.1) Write arguments focused on discipline-specific content.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p>
The Dreaded Outline	<p>(6-8. WHST.5) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>
Emphasize, Minimize	<p>(6-8. WHST.5) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>
From Outline...to Essay	<p>6-8. WHST.1) Write arguments focused on discipline-specific content.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. D. Establish and maintain a formal style.</p> <p>Provide a concluding statement or section that follows from and supports the argument presented.</p>

	<p>(6-8. WHST.5) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>(6-8. WHST. 7) Conduct short research projects 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.</p> <p>(6-8. WHST. 8) Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>(6-8. WHST. 9) Draw evidence from informational texts to support analysis, reflection, and research.</p>
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