

# ***We the People: Project Citizen***

**9<sup>th</sup> – 12<sup>th</sup> Grade**

**Level Two Textbook Correlation**

**aligned to**

**Arizona History & Social Science Anchor Standards**

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## **High School Standards**

### **DISCIPLINARY SKILLS AND PROCESSES**

**Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.**

- HS.SP1.1 Evaluate how events and developments were shaped by unique circumstances of time and place as well as broader contexts.
  - *Project Citizen – Chapter 3: The Project Citizen Process - Step 4: Developing a Portfolio to Present Your Research (Portfolio Group 2 – Examining Alternative Policies to Deal with the Problem)*
- HS.SP1.2 Analyze change and continuity in historical eras.
  - *Project Citizen lessons not explicitly aligned to this grade level standard.*
- HS.SP1.3 Evaluate the significance of past events as they relate to their own lived and the world.
  - *Project Citizen – Chapter 3: The Project Citizen Process - Step 1: Identifying Problems to Be Dealt with by Public Policy*
  - *Project Citizen – Chapter 3: The Project Citizen Process - Step 4: Developing a Portfolio to Present Your Research (Portfolio Group 2 – Examining Alternative Policies to Deal with the Problem)*
- HS.SP1.4 Use compelling questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
  - *Project Citizen – Chapter 3: The Project Citizen Process - Step 3: Gathering Information on the Problem You Will Study*
  - *Project Citizen – Chapter 3: The Project Citizen Process - Step 4: Developing a Portfolio to Present Your Research (Portfolio Group 2 – Examining Alternative Policies to Deal with the Problem)*

**Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.**

- HS.SP2.1 Analyze how contexts shaped and continue to shape people’s perspectives.
  - *Project Citizen – Chapter 3: The Project Citizen Process - Step 3: Gathering Information on the Problem You Will Study*
- HS.SP2.2 Analyze the ways in which perspective shapes recorded history.
  - *Project Citizen lessons not explicitly aligned to this grade level standard.*
- HS.SP2.3 Demonstrate historical empathy when examining individuals or groups in the past whose perspectives might be very different from those held today.
  - *Project Citizen – Chapter 3: The Project Citizen Process - Step 3: Gathering Information on the Problem You Will Study*

**Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.**

- HS.SP3.1 Develop and frame questions about issues and events in the discipline and determine the types of sources that will be helpful in answering these questions.
  - *Project Citizen – Chapter 3: The Project Citizen Process - Step 3: Gathering Information on the Problem You Will Study*
  - *Project Citizen – Chapter 3: The Project Citizen Process - Step 4: Developing a Portfolio to Present Your Research\**
- HS.SP3.2 Gather relevant information from multiple sources representing a wide range of views while using origin, authority, structure, context, and corroborative value of the source to guide interpretations.
  - *Project Citizen – Chapter 3: The Project Citizen Process - Step 1: Identifying Problems to Be Dealt with by Public Policy*
  - *Project Citizen – Chapter 3: The Project Citizen Process - Step 3: Gathering Information on the Problem You Will Study*
  - *Project Citizen – Chapter 3: The Project Citizen Process - Step 4: Developing a Portfolio to Present Your Research \**
- HS.SP3.3 Analyze the relationship between primary sources and the secondary interpretations made from them including possible limitations in various kinds of evidence and differing secondary interpretations.
  - *Project Citizen – Chapter 3: The Project Citizen Process - Step 3: Gathering Information on the Problem You Will Study*
- HS.SP3.4 Evaluate the credibility of a source by examining how experts value the source.
  - *Project Citizen – Chapter 3: The Project Citizen Process - Step 3: Gathering Information on the Problem You Will Study*
- HS.SP3.5 Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
  - *Project Citizen – Chapter 3: The Project Citizen Process - Step 3: Gathering Information on the Problem You Will Study*
- HS.SP3.6 Construct and present arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
  - *Project Citizen – Chapter 3: The Project Citizen Process - Step 2: Selecting a Problem or Problems for Your Class to Study*

- *Project Citizen – Chapter 3: The Project Citizen Process - Step 4: Developing a Portfolio to Present Your Research (Task Portfolio Group 1 – Explaining the Problem; Portfolio Group 3 – Proposing a Public Policy to Deal with the Problem)*
- *Project Citizen – Chapter 3: The Project Citizen Process - Step 5: Presenting Your Portfolio in a Simulated Public Hearing*
- HS.SP3.7 Construct and present explanations using sound reasoning, correct sequence (linear and non-linear) examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation.
  - *Project Citizen – Chapter 3: The Project Citizen Process - Step 2: Selecting a Problem or Problems for Your Class to Study*
  - *Project Citizen – Chapter 3: The Project Citizen Process - Step 4: Developing a Portfolio to Present Your Research\**
  - *Project Citizen – Chapter 3: The Project Citizen Process - Step 5: Presenting Your Portfolio in a Simulated Public Hearing*
- HS.SP3.8 Present arguments and explanations that feature ideas and perspectives on issues and topics to reach a range of audiences and venues using print, oral, and digital technologies.
  - *Project Citizen – Chapter 3: The Project Citizen Process - Step 4: Developing a Portfolio to Present Your Research\**
  - *Project Citizen – Chapter 3: The Project Citizen Process - Step 5: Presenting Your Portfolio in a Simulated Public Hearing*

**Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.**

- HS.SP4.1 Analyze multiple and complex causes and effects of events in the past and present.
  - *Project Citizen – Chapter 3: The Project Citizen Process - Step 3: Gathering Information on the Problem You Will Study*
- HS.SP4.2 Distinguish between long-term causes and triggering events in developing and argument.
  - *Project Citizen – Chapter 3: The Project Citizen Process - Step 3: Gathering Information on the Problem You Will Study*
- HS.SP4.3 Integrate evidence from multiple relevant sources and interpretations into a reasoned argument.
  - *Project Citizen – Chapter 3: The Project Citizen Process - Step 4: Developing a Portfolio to Present Your Research\**
  - *Project Citizen – Chapter 3: The Project Citizen Process - Step 5: Presenting Your Portfolio in a Simulated Public Hearing*
- HS.SP4.4 Compare the central arguments in secondary works on related topics in multiple media. Critiques the central arguments in secondary works on related topics in multiple media in terms of their accuracy and relevance.
  - *Project Citizen – Chapter 3: The Project Citizen Process - Step 3: Gathering Information on the Problem You Will Study*

## **CIVICS**

**Civic virtues and democratic principles are key components of the American political system**

\* All Portfolio Group Lessons in Step are aligned.

- HS.C1.1 Explain the significance of civic virtues to a well-functioning constitutional republic.
  - *Project Citizen – Chapter 1: Introduction to Project Citizen*
  - *Project Citizen – Chapter 3: The Project Citizen Process - Step 4: Developing a Portfolio to Present Your Research (Portfolio Group 3 – Proposing a Public Policy to Deal with the Problem)*
  - *Project Citizen – Chapter 4: Why is Participation Important in Democracy?*
- HS.C1.2 Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents.
  - *Project Citizen – Chapter 1: Introduction to Project Citizen*
  - *Project Citizen – Chapter 2: An Introduction to Public Policy*
  - *Project Citizen – Chapter 3: The Project Citizen Process - Step 4: Developing a Portfolio to Present Your Research (Portfolio Group 3 – Proposing a Public Policy to Deal with the Problem; Portfolio Group 4 – Developing an Action Plan)*
  - *Project Citizen – Chapter 4: Why Is Participation Important to Democracy?*
- HS.C1.3 Explain and use deliberative processes implemented in various civic and political institutions.
  - *Project Citizen – Chapter 2: An Introduction to Public Policy*
  - *Project Citizen – Chapter 3: The Project Citizen Process - Step 4: Developing a Portfolio to Present Your Research \**
  - *Project Citizen – Chapter 3: The Project Citizen Process - Step 5: Presenting Your Portfolio in a Simulated Public Hearing*
- HS.C1.4 Analyze the evolution of civic virtues, democratic principles constitutional rights, and human rights.
  - *Project Citizen – Chapter 3: The Project Citizen Process - Step 4: Developing a Portfolio to Present Your Research (Portfolio Group 3 – Proposing a Public Policy to Deal with the Problem)*
  - *Project Citizen – Chapter 4: Why is Participation Important in Democracy?*

#### **Citizens have individual rights, roles, and responsibilities**

- HS.C2.1 Explain the importance of individual participation in civic and political institutions.
  - *Project Citizen – Chapter 1: Introduction to Project Citizen*
  - *Project Citizen – Chapter 3: The Project Citizen Process - Step 4: Developing a Portfolio to Present Your Research \**
  - *Project Citizen – Chapter 4: Why Is Participation Important in Democracy?*
- HS.C2.2 Analyze the role of citizens in the United States political system over time and compare this to the role of citizens in other political system.
  - *Project Citizen lessons not explicitly aligned to this grade level standard.*
- HS.C2.3 Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
  - *Project Citizen lessons not explicitly aligned to this grade level standard.*
- HS.C2.4 Analyze the responsibilities of citizens.
  - *Project Citizen – Chapter 1: Introduction to Project Citizen*
  - *Project Citizen – Chapter 3: The Project Citizen Process - Step 1: Identifying Problems to Be Dealt with by Public Policy*

\* All Portfolio Group Lessons in Step are aligned.

- *Project Citizen – Chapter 3: The Project Citizen Process - Step 2: Selecting a Problem or Problems for Your Class to Study*
- *Project Citizen – Chapter 3: The Project Citizen Process - Step 3: Gathering Information on the Problem You Will Study*
- *Project Citizen – Chapter 3: The Project Citizen Process - Step 4: Developing a Portfolio to Present Your Research\**
- *Project Citizen – Chapter 3: The Project Citizen Process - Step 5: Presenting Your Portfolio in a Simulated Public Hearing*
- *Project Citizen – Chapter 4: Why Is Participation Important to Democracy?*
- HS.C2.5 Compare the rights guaranteed in the Arizona Constitution to those in the United State Constitution.
  - *Project Citizen – Chapter 2: An Introduction to Public Policy*
  - *Project Citizen – Chapter 3: The Project Citizen Process - Step 4: Developing a Portfolio to Present Your Research (Portfolio Group 3 – Proposing a Public Policy to Deal with the Problem)*
- HS.C2.6 Evaluate the contributions of individuals and groups, including Arizonans, who have played a role in promoting civic and democratic principles.
  - *Project Citizen – Chapter 2: An Introduction to Public Policy*
  - *Project Citizen – Chapter 3: The Project Citizen Process - Step 3: Gathering Information on the Problem You Will Study*
  - *Project Citizen – Chapter 4: Why Is Participation Important in Democracy?*

**An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government is essential to effective citizenship.**

- HS.C3.1 Examine how the United States Constitution established a system of government that has powers, responsibilities, and limits and analyze how those powers, responsibilities, and limits have changes over time.
  - *Project Citizen lessons not explicitly aligned to this grade level standard.*
- HS.C3.2 Analyze the origins, functions, and structures of government at the national, state, local, and tribal levels and compare with other systems of government.
  - *Project Citizen – Chapter 3: The Project Citizen Process - Step 4: Developing a Portfolio to Present Your Research (Portfolio Group 3 – Proposing a Public Policy to Deal with the Problem)*
- HS.C3.3 Analyze the impact of political parties, interest groups, elections, and the media on political institutions.
  - *Project Citizen lessons not explicitly aligned to this grade level standard.*
- HS.C3.4 Analyze the impact of constitutions, laws, treaties, charters, and agreements on the maintenance of international order.
  - *Project Citizen lessons not explicitly aligned to this grade level standard.*

**Process, rules, and laws direct how individuals are governed and how society addresses problems.**

\* All Portfolio Group Lessons in Step are aligned.

- HS.C4.1 Evaluate multiple procedures for making governmental decisions in all three branches and at the local, state, tribal, national, and international levels in terms of the civic purpose achieved.
  - *Project Citizen – Chapter 2: An Introduction to Public Policy*
  - *Project Citizen – Chapter 3: The Project Citizen Process - Step 4: Developing a Portfolio to Present Your Research\**
- HS.C4.2 Evaluate local, state, national, and international policies in terms of intended outcomes and related consequences.
  - *Project Citizen – Chapter 3: The Project Citizen Process - Step 4: Developing a Portfolio to Present Your Research (Portfolio Group 2 – Examining Alternative Policies to Deal with the Problem)*
- HS.C4.3 Explain the procedures for elections at the local, state, tribal, and national levels.
  - *Project Citizen lessons not explicitly aligned to this grade level standard.*
- HS.C4.4 Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at various levels.
  - *Project Citizen – Chapter 1: Introduction to Project Citizen*
  - *Project Citizen – Chapter 2: An Introduction to Public Policy*
  - *Project Citizen – Chapter 3: The Project Citizen Process - Step 1: Identifying Problems to Be Dealt with by Public Policy*
  - *Project Citizen – Chapter 3: The Project Citizen Process - Step 2: Selecting a Problem or Problems for Your Class to Study*
  - *Project Citizen – Chapter 3: The Project Citizen Process - Step 3: Gathering Information on the Problem You Will Study*
  - *Project Citizen – Chapter 3: The Project Citizen Process - Step 4: Developing a Portfolio to Present Your Research\**
  - *Project Citizen – Chapter 3: The Project Citizen Process - Step 5: Presenting Your Portfolio in a Simulated Public Hearing*
- HS.C4.5 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local regional, and global problems, instances of such problems in multiple contexts, and challenges and opportunities faced by those trying to address these problems over time and place.
  - *Project Citizen – Chapter 3: The Project Citizen Process - Step 1: Identifying Problems to Be Dealt with by Public Policy*
- HS.C4.6 Assess options for actions to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
  - *Project Citizen – Chapter 2: An Introduction to Public Policy*
  - *Project Citizen – Chapter 3: The Project Citizen Process - Step 1: Identifying Problems to Be Dealt with by Public Policy*
  - *Project Citizen – Chapter 3: The Project Citizen Process - Step 2: Selecting a Problem or Problems for Your Class to Study*
  - *Project Citizen – Chapter 3: The Project Citizen Process - Step 3: Gathering Information on the Problem You Will Study*
  - *Project Citizen – Chapter 3: The Project Citizen Process - Step 4: Developing a Portfolio to Present Your Research\**

\* All Portfolio Group Lessons in Step are aligned.

- *Project Citizen – Chapter 3: The Project Citizen Process - Step 5: Presenting Your Portfolio in a Simulated Public Hearing*
- *Project Citizen – Chapter 3: The Project Citizen Process - Step 6: Reflecting on Your Experience*
- HS.C4.7 Apply a range of deliberative and democratic strategies and procedures to make decisions in the classroom, school, and out-of-school civic context.
  - *Project Citizen – Chapter 1: Introduction to Project Citizen*
  - *Project Citizen – Chapter 2: An Introduction to Public Policy*
  - *Project Citizen – Chapter 3: The Project Citizen Process - Step 1: Identifying Problems to Be Dealt with by Public Policy*
  - *Project Citizen – Chapter 3: The Project Citizen Process - Step 2: Selecting a Problem or Problems for Your Class to Study*
  - *Project Citizen – Chapter 3: The Project Citizen Process - Step 3: Gathering Information on the Problem You Will Study*
  - *Project Citizen – Chapter 3: The Project Citizen Process - Step 4: Developing a Portfolio to Present Your Research\**
  - *Project Citizen – Chapter 3: The Project Citizen Process - Step 5: Presenting Your Portfolio in a Simulated Public Hearing*

## **ECONOMICS**

**A financially literate individual understands how to manage income, spending, and investing**

- *Project Citizen lessons not explicitly aligned to this grade level anchor standard.*

**By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.**

- *Project Citizen lessons not explicitly aligned to this grade level anchor standard.*

**Individuals and institution are interdependent within market systems.**

- *Project Citizen lessons not explicitly aligned to this grade level anchor standard.*

**The domestic economy is shaped by interactions between government, institutions, and private sector.**

- *Project Citizen lessons not explicitly aligned to this grade level anchor standard.*

**Interconnected global economy impacts all individuals and groups in significant and varied ways.**

- *Project Citizen lessons not explicitly aligned to this grade level anchor standard.*

## **GEOGRAPHY**

**The use of geographic representations and tools help individuals understand their world.**

- *Project Citizen lessons not explicitly aligned to this grade level anchor standard.*

**Human-environment interactions are essential aspects of human life in all societies.**

\* All Portfolio Group Lessons in Step are aligned.

- *Project Citizen lessons not explicitly aligned to this grade level anchor standard.*

**Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.**

- *Project Citizen lessons not explicitly aligned to this grade level anchor standard.*

**Global interconnections and spatial patterns are a necessary part of geographic reasoning.**

- HS.G4.1 Take an active stance on a geographic issue reflecting its scale (local, regional, state, national, or global)
  - *Project Citizen – Chapter 3: The Project Citizen Process - Step 4: Developing a Portfolio to Present Your Research\**
- HS.G4.2 Analyze patterns of global power and influence in respect to trade, demographics, politics, and resource availability and use.
  - *Project Citizen lessons not explicitly aligned to this grade level standard.*
- HS.G4.3 Analyze patterns of interdependence.
  - *Project Citizen lessons not explicitly aligned to this grade level standard.*

## **HISTORY**

**The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.**

- *Project Citizen lessons not explicitly aligned to this grade level anchor standard.*

**Cycles of conflict and cooperation have shaped relations among people, places, and environments.**

- *Project Citizen lessons not explicitly aligned to this grade level anchor standard.*

**Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.**

- HS.H3.1 Analyze how societies, leaders, institutions, and organizations respond to societal needs and changes.
  - *Project Citizen – Chapter 2: An Introduction to Public Policy*
  - *Project Citizen – Chapter 3: The Project Citizen Process - Step 3: Gathering Information on the Problem You Will Study*
  - *Project Citizen – Chapter 3: The Project Citizen Process - Step 4: Developing a Portfolio to Present Your Research\**
- HS.H3.2 Analyze how ideologies, religion, and belief systems have influenced economic, political, and social institutions over time.
  - *Project Citizen lessons not explicitly aligned to this grade level standard.*
- HS.H3.3 Compare the ways in which economic philosophies influence political, economic, and social developments.
  - *Project Citizen – Chapter 3: The Project Citizen Process - Step 3: Gathering Information on the Problem You Will Study*
- HS.H3.4 Evaluate how societies have balanced individual freedoms, responsibilities, and human dignity versus the common good.

- *Project Citizen – Chapter 2: An Introduction to Public Policy*
- *Project Citizen – Chapter 3: The Project Citizen Process - Step 4: Developing a Portfolio to Present Your Research\**
- HS.H3.5 Explain how different labor systems developed and affected societies over time.
  - *Project Citizen lessons not explicitly aligned to this grade level standard.*

**Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.**

- HS.H4.1 Examine how historically marginalized groups have affected change on political and social institutions.
  - *Project Citizen – Chapter 2: An Introduction to Public Policy*
  - *Project Citizen – Chapter 3: The Project Citizen Process - Step 3: Gathering Information on the Problem You Will Study*
- HS.H4.2 Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.
  - *Project Citizen – Chapter 3: The Project Citizen Process - Step 3: Gathering Information on the Problem You Will Study*
- HS.H4.3 Examine how access to information and technology has been used to influence society.
  - *Project Citizen – Chapter 3: The Project Citizen Process - Step 4: Developing a Portfolio to Present Your Research (Portfolio Group 4 – Developing an Action Plan)*
- HS.H4.4 Examine how a diverse society can be a force for unity and/or disunity.
  - *Project Citizen – Chapter 3: The Project Citizen Process - Step 4: Developing a Portfolio to Present Your Research (Portfolio Group 4 – Developing an Action Plan)*