

We the People: The Citizen and the Constitution

Level I

Textbook Correlations for
Arizona History and Social Science Standards
Arizona English Language Arts Standards



Center for
Civic Education

Arizona Foundation for
LEGAL SERVICES
& EDUCATION
THE ARIZONA BAR FOUNDATION

We the People: The Citizen & the Constitution

4th-6th grade

Level One Textbook Correlation

aligned to

Arizona History & Social Science Anchor Standards

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4th Grade

Overview of Unit 1: What Basic Ideas About Government Did the Founders Have?

Anchor Standard	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
SP1	X	X	X	X	X	X
SP2	X	X	X	X	X	X
SP3	X	X	X	X	X	X
SP4		X	X	X	X	X
C1	X	X	X	X	X	X
C2	X	X	X	X	X	X
E2	X	X		X	X	
E3	X		X			
G1	X					
G2	X					
G3	X					
G4	X					
H1		X	X		X	X
H2	X	X	X	X	X	X
H3	X	X	X	X	X	X

Lesson 1: What Were People like in the British Colonies in America During the 1770's?

DISCIPLINARY SKILLS AND PROCESSES

- 4.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 4.SP1.3: Generate questions about individuals and groups who have shaped significant historical events.
 - Key individuals may include but are not limited to explorers, leaders (Mesoamerican, American Indian, and political), settlers, women, landowners, organizations, colonists, missionaries, and enslaved and free Africans
- 4.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives on issues and events.
 - Key issues may include but are not limited to slavery, exploration, property rights, and colonization
- 4.SP3.1: Develop questions about events and developments in the Americas.
- 4.SP3.2: Compare information provided by different sources about events and developments in the Americas.
- 4.SP3.3: Generate questions about multiple sources and their relationships to events and developments in the Americas.
- 4.SP3.4: Use information about a source including the author, date, place of origin, intended audience, and purpose to evaluate the extent to which the source is useful for studying a topic.

CIVICS

- 4.C1.1: Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities within the Americas.
 - Key concepts include but are not limited to governmental structures, views on property ownership and land use, representative assemblies, town meetings, colonial legislatures, and royal governments throughout the Americas in the time period being studied

ECONOMICS

- 4.E2.1: Examine concepts of scarcity, choice, opportunity cost, and risk.
 - Key concepts include but are not limited to nomadic and sedentary societies, reasons for European exploration, triangular trade, Jamestown settlement, and the establishment of colonies
- 4.E3.1: Compare different industries, occupations, and resources as well as different forms of income earned or received that have shaped the Americas.
 - Key concepts include but are not limited to societal roles of the individual in Mesoamerican civilizations, the emerging labor force in the colonies (cash crop farming, slavery, indentured servitude), resources and industries of the Southern, Middle, and New England Colonies, economic way of life in western Africa before the 16th century, and views on property ownership and land use between European settlers and American Indians

GEOGRAPHY

- 4.G1.1: Use and construct maps and graphs to represent changes in the Americas over time.
 - Key concepts include but are not limited to human and physical features of the Americas, trade and exploration routes, the location of civilizations and societies in the Americas including indigenous peoples, and settlement patterns including the development of the Southern, Middle, and New England Colonies
- 4.G2.1: Compare the diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Americas.

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- Key concepts include but are not limited to disease, farming, family structure, housing, cultural assimilation, cultural amalgamation, climate, transportation, domestication of animals, clothing, recreation, and utilization of renewable and non-renewable natural resources
- 4.G3.1: Explain how the location and use of resources affects human settlement and movement.
 - Key concepts include but are not limited to theories about the peopling of the Americas, the Columbian Exchange, treatment of indigenous people, triangular trade, searches for trade routes to Asia that led to exploration and settlement of the Americas
- 4.G4.1: Explain the positive and negative effects of increasing economic interdependence on distinct groups, countries, and new settlements.
 - Key concepts include but are not limited to trade, mercantilism, the development of new technologies, and the use of natural resources

HISTORY

- 4.H2.1: Describe the cycles of conflict and compromise that occurred in the Americas during the convergence of Europeans, American Indians, and Africans in the Americas before and after European exploration.
- 4.H2.2: Analyze the different approaches used by the Spanish, Portuguese, British, and the French in their interactions with American Indians.
- 4.H3.1: Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.
 - Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before European exploration
 - Key concepts include but are not limited to the influence of colonial governments on constitutional government (fundamental rights, rule of law, representative government, voting rights, separation of powers), how enslaved Africans drew upon their African past along with elements of new cultures to develop a distinct African-American culture, how religious tensions in the New England Colonies established colonies founded on religious tolerance, ways in which society expresses itself (art, music, dance, crafts, and writings), and how religious beliefs of groups like the Quakers and Spanish missionaries led to questions about the morality of slavery and ideas of equality

Lesson 2: Why Did the Founders Believe that People Needed a Government?

DISCIPLINARY SKILLS AND PROCESSES

- 4.SP1.2: Compare life in specific historical time periods to life today.
- 4.SP1.3: Generate questions about individuals and groups who have shaped significant historical events.
 - Key individuals may include but are not limited to explorers, leaders (Mesoamerican, American Indian, and political), settlers, women, landowners, organizations, colonists, missionaries, and enslaved and free Africans
- 4.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives on issues and events.
 - Key issues may include but are not limited to slavery, exploration, property rights, and colonization
- 4.SP2.2: Explain connections among historical contexts and people’s perspectives at the time.
- 4.SP3.1: Develop questions about events and developments in the Americas.
- 4.SP3.2: Compare information provided by different sources about events and developments in the Americas.

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- 4.SP3.3: Generate questions about multiple sources and their relationships to events and developments in the Americas.
- 4.SP3.5: Construct and present arguments and explanations using reasoning, examples, and details with relevant information and data from multiple sources.
- 4.SP4.1: Explain probable causes and effects of events and developments.

CIVICS

- 4.C1.1: Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities within the Americas.
 - Key concepts include but are not limited to governmental structures, views on property ownership and land use, representative assemblies, town meetings, colonial legislatures, and royal governments throughout the Americas in the time period being studied.
- 4.C2.1: Use primary and secondary sources to generate questions about the concepts and ideas such as liberty, justice, equality, and individual rights.
 - Key concepts include but are not limited to oppression, slavery and the slave trade, indentured servitude, *The Mayflower Compact*, religious freedom, and European treatment of native cultures in the Americas

ECONOMICS

- 4.E2.1: Examine concepts of scarcity, choice, opportunity cost, and risk.
 - Key concepts include but are not limited to nomadic and sedentary societies, reasons for European exploration, triangular trade, Jamestown settlement, and the establishment of colonies

HISTORY

- 4.H1.1: Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas.
 - Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before and after European exploration, enslaved and free Africans living in the colonies, British, French, Dutch, Spanish explorers and settlers, and the thirteen colonies
- 4.H2.1: Describe the cycles of conflict and compromise that occurred in the Americas during the convergence of Europeans, American Indians, and Africans in the Americas before and after European exploration.
- 4.H2.2: Analyze the different approaches used by the Spanish, Portuguese, British, and the French in their interactions with American Indians.
- 4.H3.1: Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.
 - Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before European exploration
 - Key concepts include but are not limited to the influence of colonial governments on constitutional government (fundamental rights, rule of law, representative government, voting rights, separation of powers), how enslaved Africans drew upon their African past along with elements of new cultures to develop a distinct African-American culture, how religious tensions in the New England Colonies established colonies founded on religious tolerance, ways in which society expresses itself (art, music, dance, crafts, and writings), and how religious beliefs of groups like the Quakers and Spanish missionaries led to questions about the morality of slavery and ideas of equality

Lesson 3: What is a Republican Government?

DISCIPLINARY SKILLS AND PROCESSES

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- 4.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 4.SP1.2: Compare life in specific historical time periods to life today.
- 4.SP1.3: Generate questions about individuals and groups who have shaped significant historical events.
 - Key individuals may include but are not limited to explorers, leaders (Mesoamerican, American Indian, and political), settlers, women, landowners, organizations, colonists, missionaries, and enslaved and free Africans
- 4.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives on issues and events.
 - Key issues may include but are not limited to slavery, exploration, property rights, and colonization
- 4.SP3.3: Generate questions about multiple sources and their relationships to events and developments in the Americas.
- 4.SP4.1: Explain probable causes and effects of events and developments.

CIVICS

- 4.C1.1: Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities within the Americas.
 - Key concepts include but are not limited to governmental structures, views on property ownership and land use, representative assemblies, town meetings, colonial legislatures, and royal governments throughout the Americas in the time period being studied
- 4.C2.1: Use primary and secondary sources to generate questions about the concepts and ideas such as liberty, justice, equality, and individual rights.
 - Key concepts include but are not limited to oppression, slavery and the slave trade, indentured servitude, *The Mayflower Compact*, religious freedom, and European treatment of native cultures in the Americas

ECONOMICS

- 4.E3.1: Compare different industries, occupations, and resources as well as different forms of income earned or received that have shaped the Americas.
 - Key concepts include but are not limited to societal roles of the individual in Mesoamerican civilizations, the emerging labor force in the colonies (cash crop farming, slavery, indentured servitude), resources and industries of the Southern, Middle, and New England Colonies, economic way of life in western Africa before the 16th century, and views on property ownership and land use between European settlers and American Indians

HISTORY

- 4.H1.1: Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas.
 - Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before and after European exploration, enslaved and free Africans living in the colonies, British, French, Dutch, Spanish explorers and settlers, and the thirteen colonies
- 4.H2.1: Describe the cycles of conflict and compromise that occurred in the Americas during the convergence of Europeans, American Indians, and Africans in the Americas before and after European exploration.
- 4.H3.1: Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.
 - Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before European exploration

- Key concepts include but are not limited to the influence of colonial governments on constitutional government (fundamental rights, rule of law, representative government, voting rights, separation of powers), how enslaved Africans drew upon their African past along with elements of new cultures to develop a distinct African-American culture, how religious tensions in the New England Colonies established colonies founded on religious tolerance, ways in which society expresses itself (art, music, dance, crafts, and writings), and how religious beliefs of groups like the Quakers and Spanish missionaries led to questions about the morality of slavery and ideas of equality

Lesson 4: What is a Constitutional Government?

DISCIPLINARY SKILLS AND PROCESSES

- 4.SP1.2: Compare life in specific historical time periods to life today.
- 4.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives on issues and events.
 - Key issues may include but are not limited to slavery, exploration, property rights, and colonization
- 4.SP2.2: Explain connections among historical contexts and people’s perspectives at the time.
- 4.SP3.3: Generate questions about multiple sources and their relationships to events and developments in the Americas.
- 4.SP3.4: Use information about a source including the author, date, place of origin, intended audience, and purpose to evaluate the extent to which the source is useful for studying a topic.
- 4.SP3.5: Construct and present arguments and explanations using reasoning, examples, and details with relevant information and data from multiple sources.
- 4.SP3.6: Present summaries of arguments and explanations using print, oral, and digital technologies.
- 4.SP4.1: Explain probable causes and effects of events and developments.

CIVICS

- 4.C1.1: Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities within the Americas.
 - Key concepts include but are not limited to governmental structures, views on property ownership and land use, representative assemblies, town meetings, colonial legislatures, and royal governments throughout the Americas in the time period being studied

ECONOMICS

- 4.E2.1: Examine concepts of scarcity, choice, opportunity cost, and risk.
 - Key concepts include but are not limited to nomadic and sedentary societies, reasons for European exploration, triangular trade, Jamestown settlement, and the establishment of colonies

HISTORY

- 4.H2.1: Describe the cycles of conflict and compromise that occurred in the Americas during the convergence of Europeans, American Indians, and Africans in the Americas before and after European exploration.
- 4.H3.1: Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.
 - Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before European exploration
 - Key concepts include but are not limited to the influence of colonial governments on constitutional government (fundamental rights, rule of law, representative government, voting rights, separation of powers), how enslaved Africans drew upon their African past along with elements of new cultures to develop a distinct African-American culture, how religious tensions in the New England Colonies established colonies founded on religious tolerance, ways in which society expresses itself (art,

music, dance, crafts, and writings), and how religious beliefs of groups like the Quakers and Spanish missionaries led to questions about the morality of slavery and ideas of equality

Lesson 5: What Ideas Did the Founders use in the Declaration of Independence?

DISCIPLINARY SKILLS AND PROCESSES

- 4.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 4.SP1.2: Compare life in specific historical time periods to life today.
- 4.SP1.3: Generate questions about individuals and groups who have shaped significant historical events.
 - Key individuals may include but are not limited to explorers, leaders (Mesoamerican, American Indian, and political), settlers, women, landowners, organizations, colonists, missionaries, and enslaved and free Africans
- 4.SP2.1 Explain why individuals and groups during the same historical period differed in their perspectives on issues and events.
 - Key issues may include but are not limited to slavery, exploration, property rights, and colonization
- 4.SP2.2: Explain connections among historical contexts and people’s perspectives at the time.
- 4.SP3.1: Develop questions about events and developments in the Americas.
- 4.SP3.2: Compare information provided by different sources about events and developments in the Americas.
- 4.SP3.3: Generate questions about multiple sources and their relationships to events and developments in the Americas.
- 4.SP3.4: Use information about a source including the author, date, place of origin, intended audience, and purpose to evaluate the extent to which the source is useful for studying a topic.
- 4.SP3.5: Construct and present arguments and explanations using reasoning, examples, and details with relevant information and data from multiple sources.
- 4.SP3.6: Present summaries of arguments and explanations using print, oral, and digital technologies.
- 4.SP4.1: Explain probable causes and effects of events and developments.
- 4.SP4.2: Summarize the central claim in a secondary work of history.
- 4.SP4.3: Use evidence from multiple sources to develop and communicate claims about the causes and effects of events.

CIVICS

- 4.C1.1: Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities within the Americas.
 - Key concepts include but are not limited to governmental structures, views on property ownership and land use, representative assemblies, town meetings, colonial legislatures, and royal governments throughout the Americas in the time period being studied
- 4.C2.1: Use primary and secondary sources to generate questions about the concepts and ideas such as liberty, justice, equality, and individual rights.
 - Key concepts include but are not limited to oppression, slavery and the slave trade, indentured servitude, *The Mayflower Compact*, religious freedom, and European treatment of native cultures in the Americas

ECONOMICS

- 4.E2.1: Examine concepts of scarcity, choice, opportunity cost, and risk.

- Key concepts include but are not limited to nomadic and sedentary societies, reasons for European exploration, triangular trade, Jamestown settlement, and the establishment of colonies

HISTORY

- 4.H1.1: Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas.
 - Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before and after European exploration, enslaved and free Africans living in the colonies, British, French, Dutch, Spanish explorers and settlers, and the thirteen colonies
- 4.H2.1: Describe the cycles of conflict and compromise that occurred in the Americas during the convergence of Europeans, American Indians, and Africans in the Americas before and after European exploration.
- 4.H2.2: Analyze the different approaches used by the Spanish, Portuguese, British, and the French in their interactions with American Indians.
- 4.H3.1: Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.
 - Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before European exploration
 - Key concepts include but are not limited to the influence of colonial governments on constitutional government (fundamental rights, rule of law, representative government, voting rights, separation of powers), how enslaved Africans drew upon their African past along with elements of new cultures to develop a distinct African-American culture, how religious tensions in the New England Colonies established colonies founded on religious tolerance, ways in which society expresses itself (art, music, dance, crafts, and writings), and how religious beliefs of groups like the Quakers and Spanish missionaries led to questions about the morality of slavery and ideas of equality

Lesson 6: What Were the First State Governments Like?

DISCIPLINARY SKILLS AND PROCESSES

- 4.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 4.SP1.2: Compare life in specific historical time periods to life today.
- 4.SP1.3: Generate questions about individuals and groups who have shaped significant historical events.
 - Key individuals may include but are not limited to explorers, leaders (Mesoamerican, American Indian, and political), settlers, women, landowners, organizations, colonists, missionaries, and enslaved and free Africans
- 4.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives on issues and events.
 - Key issues may include but are not limited to slavery, exploration, property rights, and colonization
- 4.SP2.2: Explain connections among historical contexts and people’s perspectives at the time.
- 4.SP3.1: Develop questions about events and developments in the Americas.
- 4.SP3.2: Compare information provided by different sources about events and developments in the Americas.
- 4.SP3.3: Generate questions about multiple sources and their relationships to events and developments in the Americas.

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- 4.SP3.4: Use information about a source including the author, date, place of origin, intended audience, and purpose to evaluate the extent to which the source is useful for studying a topic.
- 4.SP3.5: Construct and present arguments and explanations using reasoning, examples, and details with relevant information and data from multiple sources.
- 4.SP3.6: Present summaries of arguments and explanations using print, oral, and digital technologies.
- 4.SP4.1: Explain probable causes and effects of events and developments.

CIVICS

- 4.C1.1: Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities within the Americas.
 - Key concepts include but are not limited to governmental structures, views on property ownership and land use, representative assemblies, town meetings, colonial legislatures, and royal governments throughout the Americas in the time period being studied

HISTORY

- 4.H1.1: Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas.
 - Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before and after European exploration, enslaved and free Africans living in the colonies, British, French, Dutch, Spanish explorers and settlers, and the thirteen colonies
- 4.H2.1: Describe the cycles of conflict and compromise that occurred in the Americas during the convergence of Europeans, American Indians, and Africans in the Americas before and after European exploration.
- 4.H2.2: Analyze the different approaches used by the Spanish, Portuguese, British, and the French in their interactions with American Indians.
- 4.H3.1: Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.
 - Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before European exploration
 - Key concepts include but are not limited to the influence of colonial governments on constitutional government (fundamental rights, rule of law, representative government, voting rights, separation of powers), how enslaved Africans drew upon their African past along with elements of new cultures to develop a distinct African-American culture, how religious tensions in the New England Colonies established colonies founded on religious tolerance, ways in which society expresses itself (art, music, dance, crafts, and writings), and how religious beliefs of groups like the Quakers and Spanish missionaries led to questions about the morality of slavery and ideas of equality

Overview of Unit 2: How Did the Framers Write Our Constitution?

Anchor Standard	Lesson 7	Lesson 8	Lesson 9	Lesson 10
SP1	X	X	X	X
SP2	X	X	X	X
SP3	X	X	X	X

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SP4	X	X	X	X
C1	X	X	X	X
C2	X	X	X	X
E2	X	X	X	X
E3	X	X		X
G1	X		X	X
G3			X	X
G4	X		X	X
H1	X			X
H2	X	X	X	X
H3	X	X	X	X

Lesson 7: What Was the First National Government Like?

DISCIPLINARY SKILLS AND PROCESSES

- 4.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 4.SP1.2: Compare life in specific historical time periods to life today.
- 4.SP1.3: Generate questions about individuals and groups who have shaped significant historical events.
 - Key individuals may include but are not limited to explorers, leaders (Mesoamerican, American Indian, and political), settlers, women, landowners, organizations, colonists, missionaries, and enslaved and free Africans
- 4.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives on issues and events.
 - Key issues may include but are not limited to slavery, exploration, property rights, and colonization
- 4.SP2.2: Explain connections among historical contexts and people’s perspectives at the time.
- 4.SP3.1: Develop questions about events and developments in the Americas.
- 4.SP3.2: Compare information provided by different sources about events and developments in the Americas.
- 4.SP3.3: Generate questions about multiple sources and their relationships to events and developments in the Americas.
- 4.SP3.4: Use information about a source including the author, date, place of origin, intended audience, and purpose to evaluate the extent to which the source is useful for studying a topic.
- 4.SP4.1: Explain probable causes and effects of events and developments.
- 4.SP4.2: Summarize the central claim in a secondary work of history.

CIVICS

“We the People” 2020 Edition Correlation with AZ Social Science/History Standards

- 4.C1.1: Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities within the Americas.
 - Key concepts include but are not limited to governmental structures, views on property ownership and land use, representative assemblies, town meetings, colonial legislatures, and royal governments throughout the Americas in the time period being studied
- 4.C2.1: Use primary and secondary sources to generate questions about the concepts and ideas such as liberty, justice, equality, and individual rights.
 - Key concepts include but are not limited to oppression, slavery and the slave trade, indentured servitude, *The Mayflower Compact*, religious freedom, and European treatment of native cultures in the Americas

ECONOMICS

- 4.E2.1: Examine concepts of scarcity, choice, opportunity cost, and risk.
 - Key concepts include but are not limited to nomadic and sedentary societies, reasons for European exploration, triangular trade, Jamestown settlement, and the establishment of colonies
- 4.E3.1: Compare different industries, occupations, and resources as well as different forms of income earned or received that have shaped the Americas.
 - Key concepts include but are not limited to societal roles of the individual in Mesoamerican civilizations, the emerging labor force in the colonies (cash crop farming, slavery, indentured servitude), resources and industries of the Southern, Middle, and New England Colonies, economic way of life in western Africa before the 16th century, and views on property ownership and land use between European settlers and American Indians

GEOGRAPHY

- 4.G1.1: Use and construct maps and graphs to represent changes in the Americas over time.
 - Key concepts include but are not limited to human and physical features of the Americas, trade and exploration routes, the location of civilizations and societies in the Americas including indigenous peoples, and settlement patterns including the development of the Southern, Middle, and New England Colonies
- 4.G4.1: Explain the positive and negative effects of increasing economic interdependence on distinct groups, countries, and new settlements.
 - Key concepts include but are not limited to trade, mercantilism, the development of new technologies, and the use of natural resources

HISTORY

- 4.H1.1: Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas.
 - Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before and after European exploration, enslaved and free Africans living in the colonies, British, French, Dutch, Spanish explorers and settlers, and the thirteen colonies
- 4.H2.1: Describe the cycles of conflict and compromise that occurred in the Americas during the convergence of Europeans, American Indians, and Africans in the Americas before and after European exploration.
- 4.H3.1: Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.
 - Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before European exploration

- Key concepts include but are not limited to the influence of colonial governments on constitutional government (fundamental rights, rule of law, representative government, voting rights, separation of powers), how enslaved Africans drew upon their African past along with elements of new cultures to develop a distinct African-American culture, how religious tensions in the New England Colonies established colonies founded on religious tolerance, ways in which society expresses itself (art, music, dance, crafts, and writings), and how religious beliefs of groups like the Quakers and Spanish missionaries led to questions about the morality of slavery and ideas of equality

Lesson 8: How was the Philadelphia Convention Organized?

DISCIPLINARY SKILLS AND PROCESSES

- 4.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 4.SP1.2: Compare life in specific historical time periods to life today.
- 4.SP1.3: Generate questions about individuals and groups who have shaped significant historical events.
 - Key individuals may include but are not limited to explorers, leaders (Mesoamerican, American Indian, and political), settlers, women, landowners, organizations, colonists, missionaries, and enslaved and free Africans
- 4.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives on issues and events.
 - Key issues may include but are not limited to slavery, exploration, property rights, and colonization
- 4.SP2.2: Explain connections among historical contexts and people’s perspectives at the time.
- 4.SP3.1: Develop questions about events and developments in the Americas.
- 4.SP3.2: Compare information provided by different sources about events and developments in the Americas.
- 4.SP3.3: Generate questions about multiple sources and their relationships to events and developments in the Americas.
- 4.SP3.4: Use information about a source including the author, date, place of origin, intended audience, and purpose to evaluate the extent to which the source is useful for studying a topic.
- 4.SP3.5: Construct and present arguments and explanations using reasoning, examples, and details with relevant information and data from multiple sources.
- 4.SP3.6: Present summaries of arguments and explanations using print, oral, and digital technologies.
- 4.SP4.1: Explain probable causes and effects of events and developments.
- 4.SP4.2: Summarize the central claim in a secondary work of history.

CIVICS

- 4.C1.1: Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities within the Americas.
 - Key concepts include but are not limited to governmental structures, views on property ownership and land use, representative assemblies, town meetings, colonial legislatures, and royal governments throughout the Americas in the time period being studied
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 - Key concepts include but are not limited to oppression, slavery and the slave trade, indentured servitude, *The Mayflower Compact*, religious freedom, and European treatment of native cultures in the Americas

ECONOMICS

- 4.E2.1: Examine concepts of scarcity, choice, opportunity cost, and risk.
 - Key concepts include but are not limited to nomadic and sedentary societies, reasons for European exploration, triangular trade, Jamestown settlement, and the establishment of colonies
- 4.E3.1: Compare different industries, occupations, and resources as well as different forms of income earned or received that have shaped the Americas.
 - Key concepts include but are not limited to societal roles of the individual in Mesoamerican civilizations, the emerging labor force in the colonies (cash crop farming, slavery, indentured servitude), resources and industries of the Southern, Middle, and New England Colonies, economic way of life in western Africa before the 16th century, and views on property ownership and land use between European settlers and American Indians

GEOGRAPHY

- 4.G1.1: Use and construct maps and graphs to represent changes in the Americas over time.
 - Key concepts include but are not limited to human and physical features of the Americas, trade and exploration routes, the location of civilizations and societies in the Americas including indigenous peoples, and settlement patterns including the development of the Southern, Middle, and New England Colonies
- 4.G3.1: Explain how the location and use of resources affects human settlement and movement.
 - Key concepts include but are not limited to theories about the peopling of the Americas, the Columbian Exchange, treatment of indigenous people, triangular trade, searches for trade routes to Asia that led to exploration and settlement of the Americas
- 4.G4.1: Explain the positive and negative effects of increasing economic interdependence on distinct groups, countries, and new settlements.
 - Key concepts include but are not limited to trade, mercantilism, the development of new technologies, and the use of natural resources

HISTORY

- 4.H2.1: Describe the cycles of conflict and compromise that occurred in the Americas during the convergence of Europeans, American Indians, and Africans in the Americas before and after European exploration.
- 4.H3.1: Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.
 - Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before European exploration
 - Key concepts include but are not limited to the influence of colonial governments on constitutional government (fundamental rights, rule of law, representative government, voting rights, separation of powers), how enslaved Africans drew upon their African past along with elements of new cultures to develop a distinct African-American culture, how religious tensions in the New England Colonies established colonies founded on religious tolerance, ways in which society expresses itself (art, music, dance, crafts, and writings), and how religious beliefs of groups like the Quakers and Spanish missionaries led to questions about the morality of slavery and ideas of equality

Lesson 9: How Many Representatives Should Each State Have in Congress?

DISCIPLINARY SKILLS AND PROCESSES

- 4.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 4.SP1.2: Compare life in specific historical time periods to life today.

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- 4.SP1.3: Generate questions about individuals and groups who have shaped significant historical events.
 - Key individuals may include but are not limited to explorers, leaders (Mesoamerican, American Indian, and political), settlers, women, landowners, organizations, colonists, missionaries, and enslaved and free Africans
- 4.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives on issues and events.
 - Key issues may include but are not limited to slavery, exploration, property rights, and colonization
- 4.SP2.2: Explain connections among historical contexts and people's perspectives at the time.
- 4.SP3.1: Develop questions about events and developments in the Americas.
- 4.SP3.2: Compare information provided by different sources about events and developments in the Americas.
- 4.SP3.3: Generate questions about multiple sources and their relationships to events and developments in the Americas.
- 4.SP3.4: Use information about a source including the author, date, place of origin, intended audience, and purpose to evaluate the extent to which the source is useful for studying a topic.
- 4.SP3.5: Construct and present arguments and explanations using reasoning, examples, and details with relevant information and data from multiple sources.
- 4.SP3.6: Present summaries of arguments and explanations using print, oral, and digital technologies.
- 4.SP4.1: Explain probable causes and effects of events and developments.
- 4.SP4.2: Summarize the central claim in a secondary work of history.

CIVICS

- 4.C1.1: Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities within the Americas.
 - Key concepts include but are not limited to governmental structures, views on property ownership and land use, representative assemblies, town meetings, colonial legislatures, and royal governments throughout the Americas in the time period being studied
- 4.C2.1: Use primary and secondary sources to generate questions about the concepts and ideas such as liberty, justice, equality, and individual rights.
 - Key concepts include but are not limited to oppression, slavery and the slave trade, indentured servitude, *The Mayflower Compact*, religious freedom, and European treatment of native cultures in the Americas

ECONOMICS

- 4.E2.1: Examine concepts of scarcity, choice, opportunity cost, and risk.
 - Key concepts include but are not limited to nomadic and sedentary societies, reasons for European exploration, triangular trade, Jamestown settlement, and the establishment of colonies

GEOGRAPHY

- 4.G1.1: Use and construct maps and graphs to represent changes in the Americas over time.
 - Key concepts include but are not limited to human and physical features of the Americas, trade and exploration routes, the location of civilizations and societies in the Americas including indigenous peoples, and settlement patterns including the development of the Southern, Middle, and New England Colonies
- 4.G3.1: Explain how the location and use of resources affects human settlement and movement.

- Key concepts include but are not limited to theories about the peopling of the Americas, the Columbian Exchange, treatment of indigenous people, triangular trade, searches for trade routes to Asia that led to exploration and settlement of the Americas
- 4.G4.1: Explain the positive and negative effects of increasing economic interdependence on distinct groups, countries, and new settlements.
 - Key concepts include but are not limited to trade, mercantilism, the development of new technologies, and the use of natural resources

HISTORY

- 4.H2.1: Describe the cycles of conflict and compromise that occurred in the Americas during the convergence of Europeans, American Indians, and Africans in the Americas before and after European exploration.
- 4.H3.1: Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.
 - Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before European exploration
 - Key concepts include but are not limited to the influence of colonial governments on constitutional government (fundamental rights, rule of law, representative government, voting rights, separation of powers), how enslaved Africans drew upon their African past along with elements of new cultures to develop a distinct African-American culture, how religious tensions in the New England Colonies established colonies founded on religious tolerance, ways in which society expresses itself (art, music, dance, crafts, and writings), and how religious beliefs of groups like the Quakers and Spanish missionaries led to questions about the morality of slavery and ideas of equality

Lesson 10: What Did the Framers Do About the Problem of Slavery?

DISCIPLINARY SKILLS AND PROCESSES

- 4.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 4.SP1.2: Compare life in specific historical time periods to life today.
- 4.SP1.3: Generate questions about individuals and groups who have shaped significant historical events.
 - Key individuals may include but are not limited to explorers, leaders (Mesoamerican, American Indian, and political), settlers, women, landowners, organizations, colonists, missionaries, and enslaved and free Africans
- 4.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives on issues and events.
 - Key issues may include but are not limited to slavery, exploration, property rights, and colonization
- 4.SP2.2: Explain connections among historical contexts and people’s perspectives at the time.
- 4.SP3.1: Develop questions about events and developments in the Americas.
- 4.SP3.2: Compare information provided by different sources about events and developments in the Americas.
- 4.SP3.3: Generate questions about multiple sources and their relationships to events and developments in the Americas.
- 4.SP3.4: Use information about a source including the author, date, place of origin, intended audience, and purpose to evaluate the extent to which the source is useful for studying a topic.
- 4.SP4.1: Explain probable causes and effects of events and developments.

- 4.SP4.2: Summarize the central claim in a secondary work of history.

CIVICS

- 4.C1.1: Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities within the Americas.
 - Key concepts include but are not limited to governmental structures, views on property ownership and land use, representative assemblies, town meetings, colonial legislatures, and royal governments throughout the Americas in the time period being studied.
- 4.C2.1: Use primary and secondary sources to generate questions about the concepts and ideas such as liberty, justice, equality, and individual rights.
 - Key concepts include but are not limited to oppression, slavery and the slave trade, indentured servitude, *The Mayflower Compact*, religious freedom, and European treatment of native cultures in the Americas

ECONOMICS

- 4.E2.1: Examine concepts of scarcity, choice, opportunity cost, and risk.
 - Key concepts include but are not limited to nomadic and sedentary societies, reasons for European exploration, triangular trade, Jamestown settlement, and the establishment of colonies
- 4.E3.1: Compare different industries, occupations, and resources as well as different forms of income earned or received that have shaped the Americas.
 - Key concepts include but are not limited to societal roles of the individual in Mesoamerican civilizations, the emerging labor force in the colonies (cash crop farming, slavery, indentured servitude), resources and industries of the Southern, Middle, and New England Colonies, economic way of life in western Africa before the 16th century, and views on property ownership and land use between European settlers and American Indians

GEOGRAPHY

- 4.G1.1: Use and construct maps and graphs to represent changes in the Americas over time.
 - Key concepts include but are not limited to human and physical features of the Americas, trade and exploration routes, the location of civilizations and societies in the Americas including indigenous peoples, and settlement patterns including the development of the Southern, Middle, and New England Colonies
- 4.G3.1: Explain how the location and use of resources affects human settlement and movement.
 - Key concepts include but are not limited to theories about the peopling of the Americas, the Columbian Exchange, treatment of indigenous people, triangular trade, searches for trade routes to Asia that led to exploration and settlement of the Americas
- 4.G4.1: Explain the positive and negative effects of increasing economic interdependence on distinct groups, countries, and new settlements.
 - Key concepts include but are not limited to trade, mercantilism, the development of new technologies, and the use of natural resources

HISTORY

- 4.H1.1: Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas.
 - Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before and after European exploration, enslaved and free Africans living in the colonies, British, French, Dutch, Spanish explorers and settlers, and the thirteen colonies
- 4.H2.1: Describe the cycles of conflict and compromise that occurred in the Americas during the convergence of Europeans, American Indians, and Africans in the Americas before and after European exploration.

- 4.H2.2: Analyze the different approaches used by the Spanish, Portuguese, British, and the French in their interactions with American Indians.
- 4.H3.1: Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.
 - Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before European exploration
 - Key concepts include but are not limited to the influence of colonial governments on constitutional government (fundamental rights, rule of law, representative government, voting rights, separation of powers), how enslaved Africans drew upon their African past along with elements of new cultures to develop a distinct African-American culture, how religious tensions in the New England Colonies established colonies founded on religious tolerance, ways in which society expresses itself (art, music, dance, crafts, and writings), and how religious beliefs of groups like the Quakers and Spanish missionaries led to questions about the morality of slavery and ideas of equality

Overview of Unit 3: How Does the Constitution Organize Our Government?

Anchor Standard	Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15	Lesson 16
SP2			X	X	X	X
SP3	X	X	X	X	X	X
SP4	X					
C2	X	X	X	X	X	X
E2	X					
H1	X					
H3	X	X	X	X	X	X

Lesson 11: What Basic Ideas About Government Are Included in the Preamble of the Constitution?

DISCIPLINARY SKILLS AND PROCESSES

- 4.SP3.4: Use information about a source including the author, date, place of origin, intended audience, and purpose to evaluate the extent to which the source is useful for studying a topic.
- 4.SP4.1: Explain probable causes and effects of events and developments.
- 4.SP4.2: Summarize the central claim in a secondary work of history.
- 4.SP4.3: Use evidence from multiple sources to develop and communicate claims about the causes and effects of events.

CIVICS

- 4.C1.1: Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities within the Americas.
 - Key concepts include but are not limited to governmental structures, views on property ownership and land use, representative assemblies, town meetings, colonial legislatures, and royal governments throughout the Americas in the time period being studied

- 4.C2.1: Use primary and secondary sources to generate questions about the concepts and ideas such as liberty, justice, equality, and individual rights.
 - Key concepts include but are not limited to oppression, slavery and the slave trade, indentured servitude, *The Mayflower Compact*, religious freedom, and European treatment of native cultures in the Americas

ECONOMICS

- 4.E2.1: Examine concepts of scarcity, choice, opportunity cost, and risk.
 - Key concepts include but are not limited to nomadic and sedentary societies, reasons for European exploration, triangular trade, Jamestown settlement, and the establishment of colonies

HISTORY

- 4.H1.1: Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas.
 - Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before and after European exploration, enslaved and free Africans living in the colonies, British, French, Dutch, Spanish explorers and settlers, and the thirteen colonies
- 4.H3.1: Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.
 - Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before European exploration
 - Key concepts include but are not limited to the influence of colonial governments on constitutional government (fundamental rights, rule of law, representative government, voting rights, separation of powers), how enslaved Africans drew upon their African past along with elements of new cultures to develop a distinct African-American culture, how religious tensions in the New England Colonies established colonies founded on religious tolerance, ways in which society expresses itself (art, music, dance, crafts, and writings), and how religious beliefs of groups like the Quakers and Spanish missionaries led to questions about the morality of slavery and ideas of equality

Lesson12: How Does the Constitution Limit the Powers of Our Government?

DISCIPLINARY SKILLS AND PROCESSES

- 4.SP3.5: Construct and present arguments and explanations using reasoning, examples, and details with relevant information and data from multiple sources.

CIVICS

- 4.C1.1: Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities within the Americas.
 - Key concepts include but are not limited to governmental structures, views on property ownership and land use, representative assemblies, town meetings, colonial legislatures, and royal governments throughout the Americas in the time period being studied

HISTORY

- 4.H3.1: Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.
 - Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before European exploration
 - Key concepts include but are not limited to the influence of colonial governments on constitutional government (fundamental rights, rule of law, representative government, voting rights, separation of powers), how enslaved Africans drew upon their African past along with elements of new cultures to develop a distinct African-American culture, how religious tensions in the New England Colonies

established colonies founded on religious tolerance, ways in which society expresses itself (art, music, dance, crafts, and writings), and how religious beliefs of groups like the Quakers and Spanish missionaries led to questions about the morality of slavery and ideas of equality

Lesson 13: What is the Legislative Branch?

DISCIPLINARY SKILLS AND PROCESSES

- 4.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 4.SP1.2: Compare life in specific historical time periods to life today.
- 4.SP1.3: Generate questions about individuals and groups who have shaped significant historical events.
 - Key individuals may include but are not limited to explorers, leaders (Mesoamerican, American Indian, and political), settlers, women, landowners, organizations, colonists, missionaries, and enslaved and free Africans

CIVICS

- 4.C1.1: Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities within the Americas.
 - Key concepts include but are not limited to governmental structures, views on property ownership and land use, representative assemblies, town meetings, colonial legislatures

HISTORY

- 4.H3.1: Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.
 - Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before European exploration
 - Key concepts include but are not limited to the influence of colonial governments on constitutional government (fundamental rights, rule of law, representative government, voting rights, separation of powers), how enslaved Africans drew upon their African past along with elements of new cultures to develop a distinct African-American culture, how religious tensions in the New England Colonies established colonies founded on religious tolerance, ways in which society expresses itself (art, music, dance, crafts, and writings), and how religious beliefs of groups like the Quakers and Spanish missionaries led to questions about the morality of slavery and ideas of equality

Lesson 14: What is the Executive Branch?

DISCIPLINARY SKILLS AND PROCESSES

- 4.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 4.SP1.2: Compare life in specific historical time periods to life today.
- 4.SP1.3: Generate questions about individuals and groups who have shaped significant historical events.
 - Key individuals may include but are not limited to explorers, leaders (Mesoamerican, American Indian, and political), settlers, women, landowners, organizations, colonists, missionaries, and enslaved and free Africans

CIVICS

- 4.C1.1: Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities within the Americas.

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- Key concepts include but are not limited to governmental structures, views on property ownership and land use, representative assemblies, town meetings, colonial legislatures, and royal governments throughout the Americas in the time period being studied

HISTORY

- 4.H3.1: Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.
 - Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before European exploration
 - Key concepts include but are not limited to the influence of colonial governments on constitutional government (fundamental rights, rule of law, representative government, voting rights, separation of powers), how enslaved Africans drew upon their African past along with elements of new cultures to develop a distinct African-American culture, how religious tensions in the New England Colonies established colonies founded on religious tolerance, ways in which society expresses itself (art, music, dance, crafts, and writings), and how religious beliefs of groups like the Quakers and Spanish missionaries led to questions about the morality of slavery and ideas of equality

Lesson 15: What is the Judicial Branch?

DISCIPLINARY SKILLS AND PROCESSES

- 4.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives on issues and events.
 - Key issues may include but are not limited to slavery, exploration, property rights, and colonization
- 4.SP3.1: Develop questions about events and developments in the Americas.
- 4.SP3.5: Construct and present arguments and explanations using reasoning, examples, and details with relevant information and data from multiple sources.
- 4.SP3.6: Present summaries of arguments and explanations using print, oral, and digital technologies.

CIVICS

- 4.C1.1: Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities within the Americas.
 - Key concepts include but are not limited to governmental structures, views on property ownership and land use, representative assemblies, town meetings, colonial legislatures, and royal governments throughout the Americas in the time period being studied

HISTORY

- 4.H3.1: Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.
 - Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before European exploration
 - Key concepts include but are not limited to the influence of colonial governments on constitutional government (fundamental rights, rule of law, representative government, voting rights, separation of powers), how enslaved Africans drew upon their African past along with elements of new cultures to develop a distinct African-American culture, how religious tensions in the New England Colonies established colonies founded on religious tolerance, ways in which society expresses itself (art, music, dance, crafts, and writings), and how religious beliefs of groups like the Quakers and Spanish missionaries led to questions about the morality of slavery and ideas of equality

Lesson 16: How Did the Constitution Create a Federal System of Government?

DISCIPLINARY SKILLS AND PROCESSES

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- 4.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives on issues and events.
 - Key issues may include but are not limited to slavery, exploration, property rights, and colonization
- 4.SP3.5: Construct and present arguments and explanations using reasoning, examples, and details with relevant information and data from multiple sources.
- 4.SP3.6: Present summaries of arguments and explanations using print, oral, and digital technologies.

CIVICS

- 4.C1.1: Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities within the Americas.
 - Key concepts include but are not limited to governmental structures, views on property ownership and land use, representative assemblies, town meetings, colonial legislatures, and royal governments throughout the Americas in the time period being studied
- 4.C2.1: Use primary and secondary sources to generate questions about the concepts and ideas such as liberty, justice, equality, and individual rights.
 - Key concepts include but are not limited to oppression, slavery and the slave trade, indentured servitude, *The Mayflower Compact*, religious freedom, and European treatment of native cultures in the Americas

HISTORY

- 4.H3.1: Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.
 - Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before European exploration
 - Key concepts include but are not limited to the influence of colonial governments on constitutional government (fundamental rights, rule of law, representative government, voting rights, separation of powers), how enslaved Africans drew upon their African past along with elements of new cultures to develop a distinct African-American culture, how religious tensions in the New England Colonies established colonies founded on religious tolerance, ways in which society expresses itself (art, music, dance, crafts, and writings), and how religious beliefs of groups like the Quakers and Spanish missionaries led to questions about the morality of slavery and ideas of equality

Overview of Unit 4: How Does the Constitution Protect Our Basic Rights?

Anchor Standard	Lesson 17	Lesson 18	Lesson 19	Lesson 20	Lesson 21
SP1	X	X	X	X	X
SP2	X	X	X	X	X
SP3	X	X	X	X	X
SP4	X	X	X	X	X
C1	X	X	X	X	X
C2	X	X	X	X	X

H2	X	X	X	X	X
H3	X	X	X	X	X

Lesson 17: How Does the Constitution Protect Your Right to Freedom of Expression?

DISCIPLINARY SKILLS AND PROCESSES

- 4.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 4.SP1.2: Compare life in specific historical time periods to life today.
- 4.SP1.3: Generate questions about individuals and groups who have shaped significant historical events.
 - Key individuals may include but are not limited to explorers, leaders (Mesoamerican, American Indian, and political), settlers, women, landowners, organizations, colonists, missionaries, and enslaved and free Africans
- 4.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives on issues and events.
 - Key issues may include but are not limited to slavery, exploration, property rights, and colonization
- 4.SP2.2: Explain connections among historical contexts and people’s perspectives at the time.
- 4.SP3.1: Develop questions about events and developments in the Americas.
- 4.SP3.2: Compare information provided by different sources about events and developments in the Americas.
- 4.SP3.3: Generate questions about multiple sources and their relationships to events and developments in the Americas.
- 4.SP3.4: Use information about a source including the author, date, place of origin, intended audience, and purpose to evaluate the extent to which the source is useful for studying a topic.
- 4.SP3.5: Construct and present arguments and explanations using reasoning, examples, and details with relevant information and data from multiple sources.
- 4.SP3.6: Present summaries of arguments and explanations using print, oral, and digital technologies.
- 4.SP4.1: Explain probable causes and effects of events and developments.
- 4.SP4.2: Summarize the central claim in a secondary work of history.
- 4.SP4.3: Use evidence from multiple sources to develop and communicate claims about the causes and effects of events.

CIVICS

- 4.C1.1: Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities within the Americas.
 - Key concepts include but are not limited to governmental structures, views on property ownership and land use, representative assemblies, town meetings, colonial legislatures, and royal governments throughout the Americas in the time period being studied
- 4.C2.1: Use primary and secondary sources to generate questions about the concepts and ideas such as liberty, justice, equality, and individual rights.
 - Key concepts include but are not limited to oppression, slavery and the slave trade, indentured servitude, *The Mayflower Compact*, religious freedom, and European treatment of native cultures in the Americas

HISTORY

- 4.H2.1: Describe the cycles of conflict and compromise that occurred in the Americas during the convergence of Europeans, American Indians, and Africans in the Americas before and after European exploration.
- 4.H3.1: Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.
 - Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before European exploration
 - Key concepts include but are not limited to the influence of colonial governments on constitutional government (fundamental rights, rule of law, representative government, voting rights, separation of powers), how enslaved Africans drew upon their African past along with elements of new cultures to develop a distinct African-American culture, how religious tensions in the New England Colonies established colonies founded on religious tolerance, ways in which society expresses itself (art, music, dance, crafts, and writings), and how religious beliefs of groups like the Quakers and Spanish missionaries led to questions about the morality of slavery and ideas of equality

Lesson 18: How Does the Constitution Protect Your Right to Freedom of Religion?

DISCIPLINARY SKILLS AND PROCESSES

- 4.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 4.SP1.2: Compare life in specific historical time periods to life today.
- 4.SP1.3: Generate questions about individuals and groups who have shaped significant historical events.
 - Key individuals may include but are not limited to explorers, leaders (Mesoamerican, American Indian, and political), settlers, women, landowners, organizations, colonists, missionaries, and enslaved and free Africans
- 4.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives on issues and events.
 - Key issues may include but are not limited to slavery, exploration, property rights, and colonization
- 4.SP2.2: Explain connections among historical contexts and people’s perspectives at the time.
- 4.SP3.1: Develop questions about events and developments in the Americas.
- 4.SP3.2: Compare information provided by different sources about events and developments in the Americas.
- 4.SP3.3: Generate questions about multiple sources and their relationships to events and developments in the Americas.
- 4.SP3.4: Use information about a source including the author, date, place of origin, intended audience, and purpose to evaluate the extent to which the source is useful for studying a topic.
- 4.SP3.5: Construct and present arguments and explanations using reasoning, examples, and details with relevant information and data from multiple sources.
- 4.SP3.6: Present summaries of arguments and explanations using print, oral, and digital technologies.
- 4.SP4.1: Explain probable causes and effects of events and developments.
- 4.SP4.2: Summarize the central claim in a secondary work of history.
- 4.SP4.3: Use evidence from multiple sources to develop and communicate claims about the causes and effects of events.

CIVICS

- 4.C1.1: Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities within the Americas.
 - Key concepts include but are not limited to governmental structures, views on property ownership and land use, representative assemblies, town meetings, colonial legislatures, and royal governments throughout the Americas in the time period being studied
- 4.C2.1: Use primary and secondary sources to generate questions about the concepts and ideas such as liberty, justice, equality, and individual rights.
 - Key concepts include but are not limited to oppression, slavery and the slave trade, indentured servitude, *The Mayflower Compact*, religious freedom, and European treatment of native cultures in the Americas

HISTORY

- 4.H2.1: Describe the cycles of conflict and compromise that occurred in the Americas during the convergence of Europeans, American Indians, and Africans in the Americas before and after European exploration.
- 4.H3.1: Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.
 - Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before European exploration
 - Key concepts include but are not limited to the influence of colonial governments on constitutional government (fundamental rights, rule of law, representative government, voting rights, separation of powers), how enslaved Africans drew upon their African past along with elements of new cultures to develop a distinct African-American culture, how religious tensions in the New England Colonies established colonies founded on religious tolerance, ways in which society expresses itself (art, music, dance, crafts, and writings), and how religious beliefs of groups like the Quakers and Spanish missionaries led to questions about the morality of slavery and ideas of equality

Lesson 19: How Does the Constitution Protect Your Right to Equal Protection of the Laws?

DISCIPLINARY SKILLS AND PROCESSES

- 4.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 4.SP1.2: Compare life in specific historical time periods to life today.
- 4.SP1.3: Generate questions about individuals and groups who have shaped significant historical events.
 - Key individuals may include but are not limited to explorers, leaders (Mesoamerican, American Indian, and political), settlers, women, landowners, organizations, colonists, missionaries, and enslaved and free Africans
- 4.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives on issues and events.
 - Key issues may include but are not limited to slavery, exploration, property rights, and colonization
- 4.SP2.2: Explain connections among historical contexts and people’s perspectives at the time.
- 4.SP3.1: Develop questions about events and developments in the Americas.
- 4.SP3.2: Compare information provided by different sources about events and developments in the Americas.
- 4.SP3.3: Generate questions about multiple sources and their relationships to events and developments in the Americas.

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- 4.SP3.4: Use information about a source including the author, date, place of origin, intended audience, and purpose to evaluate the extent to which the source is useful for studying a topic.
- 4.SP3.5: Construct and present arguments and explanations using reasoning, examples, and details with relevant information and data from multiple sources.
- 4.SP3.6: Present summaries of arguments and explanations using print, oral, and digital technologies.
- 4.SP4.1: Explain probable causes and effects of events and developments.
- 4.SP4.2: Summarize the central claim in a secondary work of history.
- 4.SP4.3: Use evidence from multiple sources to develop and communicate claims about the causes and effects of events.

CIVICS

- 4.C1.1: Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities within the Americas.
 - Key concepts include but are not limited to governmental structures, views on property ownership and land use, representative assemblies, town meetings, colonial legislatures, and royal governments throughout the Americas in the time period being studied
- 4.C2.1: Use primary and secondary sources to generate questions about the concepts and ideas such as liberty, justice, equality, and individual rights.
 - Key concepts include but are not limited to oppression, slavery and the slave trade, indentured servitude, *The Mayflower Compact*, religious freedom, and European treatment of native cultures in the Americas

HISTORY

- 4.H2.1: Describe the cycles of conflict and compromise that occurred in the Americas during the convergence of Europeans, American Indians, and Africans in the Americas before and after European exploration.
- 4.H3.1: Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.
 - Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before European exploration
 - Key concepts include but are not limited to the influence of colonial governments on constitutional government (fundamental rights, rule of law, representative government, voting rights, separation of powers), how enslaved Africans drew upon their African past along with elements of new cultures to develop a distinct African-American culture, how religious tensions in the New England Colonies established colonies founded on religious tolerance, ways in which society expresses itself (art, music, dance, crafts, and writings), and how religious beliefs of groups like the Quakers and Spanish missionaries led to questions about the morality of slavery and ideas of equality

Lesson 20: How Does the Constitution Protect Your Right to Due Process of Law?

DISCIPLINARY SKILLS AND PROCESSES

- 4.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 4.SP1.2: Compare life in specific historical time periods to life today.
- 4.SP1.3: Generate questions about individuals and groups who have shaped significant historical events.

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- Key individuals may include but are not limited to explorers, leaders (Mesoamerican, American Indian, and political), settlers, women, landowners, organizations, colonists, missionaries, and enslaved and free Africans
- 4.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives on issues and events.
 - Key issues may include but are not limited to slavery, exploration, property rights, and colonization
- 4.SP2.2: Explain connections among historical contexts and people’s perspectives at the time.
- 4.SP3.1: Develop questions about events and developments in the Americas.
- 4.SP3.2: Compare information provided by different sources about events and developments in the Americas.
- 4.SP3.3: Generate questions about multiple sources and their relationships to events and developments in the Americas.
- 4.SP3.4: Use information about a source including the author, date, place of origin, intended audience, and purpose to evaluate the extent to which the source is useful for studying a topic.
- 4.SP3.5: Construct and present arguments and explanations using reasoning, examples, and details with relevant information and data from multiple sources.
- 4.SP3.6: Present summaries of arguments and explanations using print, oral, and digital technologies.
- 4.SP4.1: Explain probable causes and effects of events and developments.
- 4.SP4.2: Summarize the central claim in a secondary work of history.
- 4.SP4.3: Use evidence from multiple sources to develop and communicate claims about the causes and effects of events.

CIVICS

- 4.C1.1: Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities within the Americas.
 - Key concepts include but are not limited to governmental structures, views on property ownership and land use, representative assemblies, town meetings, colonial legislatures, and royal governments throughout the Americas in the time period being studied
- 4.C2.1: Use primary and secondary sources to generate questions about the concepts and ideas such as liberty, justice, equality, and individual rights.
 - Key concepts include but are not limited to oppression, slavery and the slave trade, indentured servitude, *The Mayflower Compact*, religious freedom, and European treatment of native cultures in the Americas

HISTORY

- 4.H2.1: Describe the cycles of conflict and compromise that occurred in the Americas during the convergence of Europeans, American Indians, and Africans in the Americas before and after European exploration
- 4.H3.1: Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.
 - Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before European exploration
 - Key concepts include but are not limited to the influence of colonial governments on constitutional government (fundamental rights, rule of law, representative government, voting rights, separation of powers), how enslaved Africans drew upon their African past along with elements of new cultures to develop a distinct African-American culture, how religious tensions in the New England Colonies established colonies founded on religious tolerance, ways in which society expresses itself (art,

music, dance, crafts, and writings), and how religious beliefs of groups like the Quakers and Spanish missionaries led to questions about the morality of slavery and ideas of equality

Lesson 21: How Does the Constitution Protect Your Right to Vote?

DISCIPLINARY SKILLS AND PROCESSES

- 4.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 4.SP1.2: Compare life in specific historical time periods to life today.
- 4.SP1.3: Generate questions about individuals and groups who have shaped significant historical events.
 - Key individuals may include but are not limited to explorers, leaders (Mesoamerican, American Indian, and political), settlers, women, landowners, organizations, colonists, missionaries, and enslaved and free Africans
- 4.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives on issues and events.
 - Key issues may include but are not limited to slavery, exploration, property rights, and colonization
- 4.SP2.2: Explain connections among historical contexts and people’s perspectives at the time.
- 4.SP3.1: Develop questions about events and developments in the Americas.
- 4.SP3.2: Compare information provided by different sources about events and developments in the Americas.
- 4.SP3.3: Generate questions about multiple sources and their relationships to events and developments in the Americas.
- 4.SP3.4: Use information about a source including the author, date, place of origin, intended audience, and purpose to evaluate the extent to which the source is useful for studying a topic.
- 4.SP3.5: Construct and present arguments and explanations using reasoning, examples, and details with relevant information and data from multiple sources.
- 4.SP3.6: Present summaries of arguments and explanations using print, oral, and digital technologies.
- 4.SP4.1: Explain probable causes and effects of events and developments.
- 4.SP4.2: Summarize the central claim in a secondary work of history.
- 4.SP4.3: Use evidence from multiple sources to develop and communicate claims about the causes and effects of events.

CIVICS

- 4.C1.1: Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities within the Americas.
 - Key concepts include but are not limited to governmental structures, views on property ownership and land use, representative assemblies, town meetings, colonial legislatures, and royal governments throughout the Americas in the time period being studied
- 4.C2.1: Use primary and secondary sources to generate questions about the concepts and ideas such as liberty, justice, equality, and individual rights.
 - Key concepts include but are not limited to oppression, slavery and the slave trade, indentured servitude, *The Mayflower Compact*, religious freedom, and European treatment of native cultures in the Americas

HISTORY

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- 4.H2.1: Describe the cycles of conflict and compromise that occurred in the Americas during the convergence of Europeans, American Indians, and Africans in the Americas before and after European exploration.
- 4.H3.1: Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.
 - Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before European exploration
 - Key concepts include but are not limited to the influence of colonial governments on constitutional government (fundamental rights, rule of law, representative government, voting rights, separation of powers), how enslaved Africans drew upon their African past along with elements of new cultures to develop a distinct African-American culture, how religious tensions in the New England Colonies established colonies founded on religious tolerance, ways in which society expresses itself (art, music, dance, crafts, and writings), and how religious beliefs of groups like the Quakers and Spanish missionaries led to questions about the morality of slavery and ideas of equality

Overview of Unit 5: What Are the Responsibilities of Citizens?

Anchor Standard	Lesson 22	Lesson 23	Lesson 24
SP1	X	X	X
SP2	X	X	X
SP3	X	X	X
SP4	X	X	X
C1		X	X
C2	X	X	X
H3	X		

Lesson 22: What is the Role of the United States in the World Today?

DISCIPLINARY SKILLS AND PROCESSES

- 4.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 4.SP1.2: Compare life in specific historical time periods to life today.
- 4.SP1.3: Generate questions about individuals and groups who have shaped significant historical events.
 - Key individuals may include but are not limited to explorers, leaders (Mesoamerican, American Indian, and political), settlers, women, landowners, organizations, colonists, missionaries, and enslaved and free Africans
- 4.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives on issues and events.
 - Key issues may include but are not limited to slavery, exploration, property rights, and colonization

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- 4.SP2.2: Explain connections among historical contexts and people's perspectives at the time.
- 4.SP3.1: Develop questions about events and developments in the Americas.
- 4.SP3.5: Construct and present arguments and explanations using reasoning, examples, and details with relevant information and data from multiple sources.
- 4.SP3.6: Present summaries of arguments and explanations using print, oral, and digital technologies.
- 4.SP4.3: Use evidence from multiple sources to develop and communicate claims about the causes and effects of events.

CIVICS

- 4.C2.1: Use primary and secondary sources to generate questions about the concepts and ideas such as liberty, justice, equality, and individual rights.
 - Key concepts include but are not limited to oppression, slavery and the slave trade, indentured servitude, *The Mayflower Compact*, religious freedom, and European treatment of native cultures in the Americas

HISTORY

- 4.H3.1: Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.
 - Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before European exploration
 - Key concepts include but are not limited to the influence of colonial governments on constitutional government (fundamental rights, rule of law, representative government, voting rights, separation of powers), how enslaved Africans drew upon their African past along with elements of new cultures to develop a distinct African-American culture, how religious tensions in the New England Colonies established colonies founded on religious tolerance, ways in which society expresses itself (art, music, dance, crafts, and writings), and how religious beliefs of groups like the Quakers and Spanish missionaries led to questions about the morality of slavery and ideas of equality

Lesson 23: What Are Some Important Responsibilities of Citizens?

DISCIPLINARY SKILLS AND PROCESSES

- 4.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 4.SP1.2: Compare life in specific historical time periods to life today.
- 4.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives on issues and events.
 - Key issues may include but are not limited to slavery, exploration, property rights, and colonization
- 4.SP2.2: Explain connections among historical contexts and people's perspectives at the time.
- 4.SP3.1: Develop questions about events and developments in the Americas.
- 4.SP3.2: Compare information provided by different sources about events and developments in the Americas.
- 4.SP3.3: Generate questions about multiple sources and their relationships to events and developments in the Americas.
- 4.SP3.4: Use information about a source including the author, date, place of origin, intended audience, and purpose to evaluate the extent to which the source is useful for studying a topic.
- 4.SP3.5: Construct and present arguments and explanations using reasoning, examples, and details with relevant information and data from multiple sources.
- 4.SP3.6: Present summaries of arguments and explanations using print, oral, and digital technologies.

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- 4.SP4.1: Explain probable causes and effects of events and developments.
- 4.SP4.2: Summarize the central claim in a secondary work of history.
- 4.SP4.3: Use evidence from multiple sources to develop and communicate claims about the causes and effects of events.

CIVICS

- 4.C1.1: Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities within the Americas.
 - Key concepts include but are not limited to governmental structures, views on property ownership and land use, representative assemblies, town meetings, colonial legislatures, and royal governments throughout the Americas in the time period being studied
- 4.C2.1: Use primary and secondary sources to generate questions about the concepts and ideas such as liberty, justice, equality, and individual rights.
 - Key concepts include but are not limited to oppression, slavery and the slave trade, indentured servitude, *The Mayflower Compact*, religious freedom, and European treatment of native cultures in the Americas

Lesson 24: How Can Citizens Promote the Common Good?

DISCIPLINARY SKILLS AND PROCESSES

- 4.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 4.SP1.2: Compare life in specific historical time periods to life today.
- 4.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives on issues and events.
 - Key issues may include but are not limited to slavery, exploration, property rights, and colonization
- 4.SP2.2: Explain connections among historical contexts and people's perspectives at the time.
- 4.SP3.1: Develop questions about events and developments in the Americas.
- 4.SP3.2: Compare information provided by different sources about events and developments in the Americas.
- 4.SP3.3: Generate questions about multiple sources and their relationships to events and developments in the Americas.
- 4.SP3.4: Use information about a source including the author, date, place of origin, intended audience, and purpose to evaluate the extent to which the source is useful for studying a topic.
- 4.SP3.5: Construct and present arguments and explanations using reasoning, examples, and details with relevant information and data from multiple sources.
- 4.SP3.6: Present summaries of arguments and explanations using print, oral, and digital technologies.
- 4.SP4.1: Explain probable causes and effects of events and developments.
- 4.SP4.2: Summarize the central claim in a secondary work of history.
- 4.SP4.3: Use evidence from multiple sources to develop and communicate claims about the causes and effects of events.

CIVICS

- 4.C1.1: Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities within the Americas.
 - Key concepts include but are not limited to governmental structures, views on property ownership and land use, representative assemblies, town meetings, colonial legislatures, and royal governments throughout the Americas in the time period being studied

“We the People” 2020 Edition Correlation with AZ Social Science/History Standards

- 4.C2.1: Use primary and secondary sources to generate questions about the concepts and ideas such as liberty, justice, equality, and individual rights.
 - Key concepts include but are not limited to oppression, slavery and the slave trade, indentured servitude, *The Mayflower Compact*, religious freedom, and European treatment of native cultures in the Americas

5th Grade

Overview of Unit 1: What Basic Ideas About Government Did the Founders Have?

Anchor Standard	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
SP1	X	X	X	X	X	X
SP2	X	X	X	X	X	X
SP3	X	X	X	X	X	X
SP4	X	X	X	X	X	X
C2	X	X	X	X	X	X
C3	X	X	X		X	X
C4	X	X	X	X	X	X
E1	X				X	
E2				X	X	
E3	X		X		X	
E4	X				X	
E5				X		
G1	X					
G2	X					
G3	X					
G4	X					
H2	X	X	X	X	X	X
H4	X		X		X	

Lesson 1: What Were People Like in the British Colonies in America During the 1770's?

DISCIPLINARY SKILLS AND PROCESSES

- 5.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 5.SP1.3: Generate questions about individuals and groups who have shaped significant historical changes and continuities.
 - Key individuals or groups should represent the time- period being studied and be inclusive of the diversity represented in the history of the United States
- 5.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives.
 - Key individuals and groups can include but are not limited to a loyalist and patriots, federalist and anti-federalist, Hamilton and Jefferson, abolitionists and slave owners, Abraham Lincoln and John C. Calhoun, southerners and northerners, labor and business, nativists and immigrants, and American Indians and settlers
 - Key issues and events can include but are not limited to federalism, constitutional interpretation, individual liberties, slavery, Jim Crow Laws and segregation, secession, westward expansion, Indian boarding schools, immigration, Manifest Destiny, worker's rights, and women's rights
- 5.SP3.1: Develop compelling and supporting questions about the United States that are open to different interpretations.
- 5.SP3.2: Use distinctions among fact and opinion to determine the credibility of multiple sources.
- 5.SP3.3: Compare information provided by multiple sources about events and developments in the United States.
- 5.SP3.4: Infer the intended audience and purpose of a source from information within the source itself.
- 5.SP4.1: Explain probable causes and effects of events and developments in United States history from the revolutionary period to the rise of industry and urbanization.
 - Events include but are not limited to the American Revolution, Constitutional Convention, Civil War, Reconstruction, westward expansion, industrialism, and urbanization
- 5.SP4.2: Use evidence to develop a claim about the past.

CIVICS

- 5.C2.1: Explain how a republic relies on people's responsible participation within the context of key historical events pre-American Revolution to Industrialization.
 - Key concepts include but are not limited to volunteerism, joining associations and groups, joining political parties, using the First Amendment (free speech, religion, press, assembly, petition), censorship, voting in elections, running for office, working on campaigns, bringing cases to court, civil disobedience, protest movements, and serving in the military
- 5.C3.1: Describe the origins, functions, and structure of the United States Constitution and the three branches of government.
 - Key origins include historical and philosophical influences like the government structures of Ancient Greece and Rome, Enlightenment thinkers like John Locke, British documents like the Magna Carta, colonial governments, the Articles of Confederation, and the compromises and ratification debates of the Constitutional Convention Key functions of the United States government as outlined in the Preamble
 - Key structures include distributing, sharing, and limiting powers of the national government through separation of powers, checks and balances, and federalism

“We the People” 2020 Edition Correlation with AZ Social Science/History Standards

- Key organization of the Constitution include the Preamble, seven Articles, and Amendments (including the Bill of Rights)
- 5.C4.1: Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.
 - Key concepts can include but are not limited to the purpose of the Declaration of Independence, the creation of the Constitution, the formation and development of social and reform movements, and responses to industrialism and poverty at the turn of the century

ECONOMICS

- 5.E1.1: Give examples of financial risks that individuals and households face within the context of the time period studied.
- 5.E3.1: Develop an understanding of the characteristics of entrepreneurship within a market economy and apply these characteristics to individuals during the time-period studied.
 - Characteristics include but are not limited to risk taking, innovation, and problem solving
- 5.E4.1: Describe how government decisions on taxation, spending, protections, and regulation affected the national economy during the time-period being studied
- 5.E4.2: Analyze how agriculture, new industries, innovative technologies, changes in transportation, and labor impacted the national economy including productivity, supply and demand, and price during the time-period being studied.
- 5.E5.1: Generate questions to explain how trade leads to increasing economic interdependence on different nations.
 - Key concepts include but are not limited to products that are imported into markets within the United States and products that are exported to other markets in the world

GEOGRAPHY

- 5.G1.1: Use and construct maps and graphs to represent changes in the United States.
 - Key concepts include but are not limited to physical and human features of the United States, the regions of the United States and their characteristics, geographic location of major events, the growth of the United States through territorial expansion, demographic changes, and the states and their capitals
- 5.G2.1: Describe how natural and human-caused changes to habitats or climate can impact our world.
- 5.G3.1: Use key historical events with geographic tools to analyze the causes and effects of environmental and technological events on human settlements and migration.
 - Key concepts include but are not limited to consequences of territorial expansion on American Indians, the institution of slavery, the positive and negative impact of new technologies on the environment and the growth of cities, and the impact of transportation and infrastructure on settlement and migration
- 5G4.1: Describe how economic activities, natural phenomena, and human-made events in one place or region are impacted by interactions with nearby and distant places or regions.

HISTORY

- 5.H2.1: Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.
 - Key conflicts can include but are not limited to cultural conflicts, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability
- 5.H4.1: Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States' multicultural society within the historical timeframe.

Lesson 2: Why Did the Founders Believe that People Needed a Government?

DISCIPLINARY SKILLS AND PROCESSES

- 5.SP1.2: Explain how events of the past affect students’ lives and society.
- 5.SP1.3: Generate questions about individuals and groups who have shaped significant historical changes and continuities.
 - Key individuals or groups should represent the time- period being studied and be inclusive of the diversity represented in the history of the United States
- 5.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives.
 - Key individuals and groups can include but are not limited to a loyalist and patriots, federalist and anti-federalist, Hamilton and Jefferson, abolitionists and slave owners, Abraham Lincoln and John C. Calhoun, southerners and northerners, labor and business, nativists and immigrants, and American Indians and settlers
 - Key issues and events can include but are not limited to federalism, constitutional interpretation, individual liberties, slavery, Jim Crow Laws and segregation, secession, westward expansion, Indian boarding schools, immigration, Manifest Destiny, worker’s rights, and women’s rights
- 5.SP3.6: Construct and present arguments using claims and evidence from multiple sources.
- 5.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.
- 5.SP4.1: Explain probable causes and effects of events and developments in United States history from the revolutionary period to the rise of industry and urbanization.
 - Events include but are not limited to the American Revolution, Constitutional Convention, Civil War, Reconstruction, westward expansion, industrialism, and urbanization

CIVICS

- 5.C2.1: Explain how a republic relies on people’s responsible participation within the context of key historical events pre-American Revolution to Industrialization.
 - Key concepts include but are not limited to volunteerism, joining associations and groups, joining political parties, using the First Amendment (free speech, religion, press, assembly, petition), censorship, voting in elections, running for office, working on campaigns, bringing cases to court, civil disobedience, protest movements, and serving in the military
- 5.C3.1: Describe the origins, functions, and structure of the United States Constitution and the three branches of government.
 - Key origins include historical and philosophical influences like the government structures of Ancient Greece and Rome, Enlightenment thinkers like John Locke, British documents like the Magna Carta, colonial governments, the Articles of Confederation, and the compromises and ratification debates of the Constitutional Convention Key functions of the United States government as outlined in the Preamble
 - Key structures include distributing, sharing, and limiting powers of the national government through separation of powers, checks and balances, and federalism
 - Key organization of the Constitution include the Preamble, seven Articles, and Amendments (including the Bill of Rights)
- 5.C4.1: Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.

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- Key concepts can include but are not limited to the purpose of the Declaration of Independence, the creation of the Constitution, the formation and development of social and reform movements, and responses to industrialism and poverty at the turn of the century
- 5.C4.2: Use a range of deliberative and democratic procedures to make decisions about and act on issues and civic problems in their classrooms and schools.

HISTORY

- 5.H2.1: Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.
 - Key conflicts can include but are not limited to cultural conflicts, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability

Lesson 3: What is a Republican Government?

DISCIPLINARY SKILLS AND PROCESSES

- 5.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 5.SP1.2: Explain how events of the past affect students' lives and society.
- 5.SP1.3: Generate questions about individuals and groups who have shaped significant historical changes and continuities.
 - Key individuals or groups should represent the time- period being studied and be inclusive of the diversity represented in the history of the United States
- 5.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives
 - Key individuals and groups can include but are not limited to a loyalist and patriots, federalist and anti-federalist, Hamilton and Jefferson, abolitionists and slave owners, Abraham Lincoln and John C. Calhoun, southerners and northerners, labor and business, nativists and immigrants, and American Indians and settlers
 - Key issues and events can include but are not limited to federalism, constitutional interpretation, individual liberties, slavery, Jim Crow Laws and segregation, secession, westward expansion, Indian boarding schools, immigration, Manifest Destiny, worker's rights, and women's rights
- 5.SP3.5: Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.
- 5.SP4.1: Explain probable causes and effects of events and developments in United States history from the revolutionary period to the rise of industry and urbanization.
 - Events include but are not limited to the American Revolution, Constitutional Convention, Civil War, Reconstruction, westward expansion, industrialism, and urbanization
- 5.SP4.2: Use evidence to develop a claim about the past.

CIVICS

- 5.C2.1: Explain how a republic relies on people's responsible participation within the context of key historical events pre-American Revolution to Industrialization.
 - Key concepts include but are not limited to volunteerism, joining associations and groups, joining political parties, using the First Amendment (free speech, religion, press, assembly, petition), censorship, voting in elections, running for office, working on campaigns, bringing cases to court, civil disobedience, protest movements, and serving in the military

"We the People" 2020 Edition Correlation with AZ Social Science/History Standards

- 5.C3.1: Describe the origins, functions, and structure of the United States Constitution and the three branches of government.
 - Key origins include historical and philosophical influences like the government structures of Ancient Greece and Rome, Enlightenment thinkers like John Locke, British documents like the Magna Carta, colonial governments, the Articles of Confederation, and the compromises and ratification debates of the Constitutional Convention
 - Key functions of the United States government as outlined in the Preamble
 - Key structures include distributing, sharing, and limiting powers of the national government through separation of powers, checks and balances, and federalism
 - Key organization of the Constitution include the Preamble, seven Articles, and Amendments (including the Bill of Rights)
- 5.C4.1: Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.
 - Key concepts can include but are not limited to the purpose of the Declaration of Independence, the creation of the Constitution, the formation and development of social and reform movements, and responses to industrialism and poverty at the turn of the century
- 5.C4.2: Use a range of deliberative and democratic procedures to make decisions about and act on issues and civic problems in their classrooms and schools.

ECONOMICS

- 5.E3.1: Develop an understanding of the characteristics of entrepreneurship within a market economy and apply these characteristics to individuals during the time-period studied.
 - Characteristics include but are not limited to risk taking, innovation, and problem solving

HISTORY

- 5.H2.1: Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.
 - Key conflicts can include but are not limited to cultural conflicts, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability
- 5.H4.1: Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States' multicultural society within the historical timeframe.

Lesson 4: What is a Constitutional Government?

DISCIPLINARY SKILLS AND PROCESSES

- 5.SP1.2: Explain how events of the past affect students' lives and society.
- 5.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives.
 - Key individuals and groups can include but are not limited to a loyalist and patriots, federalist and anti-federalist, Hamilton and Jefferson, abolitionists and slave owners, Abraham Lincoln and John C. Calhoun, southerners and northerners, labor and business, nativists and immigrants, and American Indians and settlers
 - Key issues and events can include but are not limited to federalism, constitutional interpretation, individual liberties, slavery, Jim Crow Laws and segregation, secession, westward expansion, Indian boarding schools, immigration, Manifest Destiny, worker's rights, and women's rights
- 5.SP3.3: Compare information provided by multiple sources about events and developments in the United States.

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- 5.SP3.4: Infer the intended audience and purpose of a source from information within the source itself.
- 5.SP3.5: Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.
- 5.SP3.6: Construct and present arguments using claims and evidence from multiple sources.
- 5.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.
- 5.SP4.1: Explain probable causes and effects of events and developments in United States history from the revolutionary period to the rise of industry and urbanization.
 - Events include but are not limited to the American Revolution, Constitutional Convention, Civil War, Reconstruction, westward expansion, industrialism, and urbanization

CIVICS

- 5.C2.1: Explain how a republic relies on people's responsible participation within the context of key historical events pre-American Revolution to Industrialization.
 - Key concepts include but are not limited to volunteerism, joining associations and groups, joining political parties, using the First Amendment (free speech, religion, press, assembly, petition), censorship, voting in elections, running for office, working on campaigns, bringing cases to court, civil disobedience, protest movements, and serving in the military
- 5.C4.1: Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.
 - Key concepts can include but are not limited to the purpose of the Declaration of Independence, the creation of the Constitution, the formation and development of social and reform movements, and responses to industrialism and poverty at the turn of the century
- 5.C4.2: Use a range of deliberative and democratic procedures to make decisions about and act on issues and civic problems in their classrooms and schools.

ECONOMICS

- 5.E2.1: Compare the benefits and costs of individual choices within the context of key historical events.
 - Key concepts can include but are not limited to smuggling during the American Revolution, separating from England, economic powers outlined in the Constitution, slavery, secession, territorial expansion, and unregulated industry

HISTORY

- 5.H2.1: Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.
 - Key conflicts can include but are not limited to cultural conflicts, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability
- 5.H4.1: Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States' multicultural society within the historical timeframe.

Lesson 5: What Ideas Did the Founders Use in the Declaration of Independence?

DISCIPLINARY SKILLS AND PROCESSES

- 5.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 5.SP1.2: Explain how events of the past affect students' lives and society.

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- 5.SP1.3: Generate questions about individuals and groups who have shaped significant historical changes and continuities.
 - Key individuals or groups should represent the time- period being studied and be inclusive of the diversity represented in the history of the United States
- 5.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives.
 - Key individuals and groups can include but are not limited to a loyalist and patriots, federalist and anti-federalist, Hamilton and Jefferson, abolitionists and slave owners, Abraham Lincoln and John C. Calhoun, southerners and northerners, labor and business, nativists and immigrants, and American Indians and settlers
 - Key issues and events can include but are not limited to federalism, constitutional interpretation, individual liberties, slavery, Jim Crow Laws and segregation, secession, westward expansion, Indian boarding schools, immigration, Manifest Destiny, worker’s rights, and women’s rights
- 5.SP3.3: Compare information provided by multiple sources about events and developments in the United States.
- 5.SP3.4: Infer the intended audience and purpose of a source from information within the source itself.
- 5.SP3.5: Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.
- 5.SP3.6: Construct and present arguments using claims and evidence from multiple sources.
- 5.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.
- 5.SP4.1: Explain probable causes and effects of events and developments in United States history from the revolutionary period to the rise of industry and urbanization.
 - Events include but are not limited to the American Revolution, Constitutional Convention, Civil War, Reconstruction, westward expansion, industrialism, and urbanization
- 5.SP4.2: Use evidence to develop a claim about the past.
- 5.SP4.3: Summarize the central claim in a secondary source.

CIVICS

- 5.C2.1: Explain how a republic relies on people’s responsible participation within the context of key historical events pre-American Revolution to Industrialization.
 - Key concepts include but are not limited to volunteerism, joining associations and groups, joining political parties, using the First Amendment (free speech, religion, press, assembly, petition), censorship, voting in elections, running for office, working on campaigns, bringing cases to court, civil disobedience, protest movements, and serving in the military
- 5.C3.1: Describe the origins, functions, and structure of the United States Constitution and the three branches of government.
 - Key origins include historical and philosophical influences like the government structures of Ancient Greece and Rome, Enlightenment thinkers like John Locke, British documents like the Magna Carta, colonial governments, the Articles of Confederation, and the compromises and ratification debates of the Constitutional Convention Key functions of the United States government as outlined in the Preamble
 - Key structures include distributing, sharing, and limiting powers of the national government through separation of powers, checks and balances, and federalism

- Key organization of the Constitution include the Preamble, seven Articles, and Amendments (including the Bill of Rights)
- 5.C4.1: Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.
 - Key concepts can include but are not limited to the purpose of the Declaration of Independence, the creation of the Constitution, the formation and development of social and reform movements, and responses to industrialism and poverty at the turn of the century
- 5.C4.2: Use a range of deliberative and democratic procedures to make decisions about and act on issues and civic problems in their classrooms and schools.

ECONOMICS

- 5.E1.1: Give examples of financial risks that individuals and households face within the context of the time period studied.
- 5.E2.1: Compare the benefits and costs of individual choices within the context of key historical events.
 - Key concepts can include but are not limited to smuggling during the American Revolution, separating from England, economic powers outlined in the Constitution, slavery, secession, territorial expansion, and unregulated industry
- 5.E3.1: Develop an understanding of the characteristics of entrepreneurship within a market economy and apply these characteristics to individuals during the time-period studied.
 - Characteristics include but are not limited to risk taking, innovation, and problem solving
- 5.E4.1: Describe how government decisions on taxation, spending, protections, and regulation affected the national economy during the time-period being studied.
- 5.E4.2: Analyze how agriculture, new industries, innovative technologies, changes in transportation, and labor impacted the national economy including productivity, supply and demand, and price during the time-period being studied.
- 5.E5.1: Generate questions to explain how trade leads to increasing economic interdependence on different nations.
 - Key concepts include but are not limited to products that are imported into markets within the United States and products that are exported to other markets in the world

HISTORY

- 5.H2.1: Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.
 - Key conflicts can include but are not limited to cultural conflicts, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability
- 5.H4.1: Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States’ multicultural society within the historical timeframe.

Lesson 6: What Were the First State Governments Like?

DISCIPLINARY SKILLS AND PROCESSES

- 5.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 5.SP1.2: Explain how events of the past affect students’ lives and society.
- 5.SP1.3: Generate questions about individuals and groups who have shaped significant historical changes and continuities.

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- Key individuals or groups should represent the time- period being studied and be inclusive of the diversity represented in the history of the United States
- 5.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives.
 - Key individuals and groups can include but are not limited to a loyalist and patriots, federalist and anti-federalist, Hamilton and Jefferson, abolitionists and slave owners, Abraham Lincoln and John C. Calhoun, southerners and northerners, labor and business, nativists and immigrants, and American Indians and settlers
 - Key issues and events can include but are not limited to federalism, constitutional interpretation, individual liberties, slavery, Jim Crow Laws and segregation, secession, westward expansion, Indian boarding schools, immigration, Manifest Destiny, worker's rights, and women's rights
- 5.SP3.3: Compare information provided by multiple sources about events and developments in the United States.
- 5.SP3.4: Infer the intended audience and purpose of a source from information within the source itself.
- 5.SP3.5: Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.
- 5.SP3.6: Construct and present arguments using claims and evidence from multiple sources.
- 5.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.
- 5.SP4.1: Explain probable causes and effects of events and developments in United States history from the revolutionary period to the rise of industry and urbanization.
 - Events include but are not limited to the American Revolution, Constitutional Convention, Civil War, Reconstruction, westward expansion, industrialism, and urbanization

CIVICS

- 5.C2.1: Explain how a republic relies on people's responsible participation within the context of key historical events pre-American Revolution to Industrialization.
 - Key concepts include but are not limited to volunteerism, joining associations and groups, joining political parties, using the First Amendment (free speech, religion, press, assembly, petition), censorship, voting in elections, running for office, working on campaigns, bringing cases to court, civil disobedience, protest movements, and serving in the military
- 5.C3.1: Describe the origins, functions, and structure of the United States Constitution and the three branches of government.
 - Key origins include historical and philosophical influences like the government structures of Ancient Greece and Rome, Enlightenment thinkers like John Locke, British documents like the Magna Carta, colonial governments, the Articles of Confederation, and the compromises and ratification debates of the Constitutional Convention Key functions of the United States government as outlined in the Preamble
 - Key structures include distributing, sharing, and limiting powers of the national government through separation of powers, checks and balances, and federalism
 - Key organization of the Constitution include the Preamble, seven Articles, and Amendments (including the Bill of Rights)
- 5.C4.1: Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.

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- Key concepts can include but are not limited to the purpose of the Declaration of Independence, the creation of the Constitution, the formation and development of social and reform movements, and responses to industrialism and poverty at the turn of the century
- 5.C4.2: Use a range of deliberative and democratic procedures to make decisions about and act on issues and civic problems in their classrooms and schools.

HISTORY

- 5.H2.1: Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.
 - Key conflicts can include but are not limited to cultural conflicts, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability
- 5.H4.1: Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States’ multicultural society within the historical timeframe.

Overview of Unit 2: How Did the Framers Write Our Constitution?

Anchor Standard	Lesson 7	Lesson 8	Lesson 9	Lesson 10
SP1	X	X	X	X
SP2	X	X	X	X
SP3	X	X	X	X
SP4	X	X	X	X
C2	X	X	X	X
C3	X	X	X	X
C4	X	X	X	X
E1	X		X	X
E2	X	X	X	X
E3	X	X		X
E4	X	X	X	X
E5	X			X
G1	X		X	X
G3			X	X
G4	X		X	X

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H2	X	X	X	X
H4	X	X	X	X

Lesson 7: What Was the First National Government Like?

DISCIPLINARY SKILLS AND PROCESSES

- 5.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 5.SP1.2: Explain how events of the past affect students’ lives and society.
- 5.SP1.3: Generate questions about individuals and groups who have shaped significant historical changes and continuities.
 - Key individuals or groups should represent the time- period being studied and be inclusive of the diversity represented in the history of the United States
- 5.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives.
 - Key individuals and groups can include but are not limited to a loyalist and patriots, federalist and anti-federalist, Hamilton and Jefferson, abolitionists and slave owners, Abraham Lincoln and John C. Calhoun, southerners and northerners, labor and business, nativists and immigrants, and American Indians and settlers
 - Key issues and events can include but are not limited to federalism, constitutional interpretation, individual liberties, slavery, Jim Crow Laws and segregation, secession, westward expansion, Indian boarding schools, immigration, Manifest Destiny, worker’s rights, and women’s rights
- 5.SP3.1: Develop compelling and supporting questions about the United States that are open to different interpretations.
- 5.SP3.2: Use distinctions among fact and opinion to determine the credibility of multiple sources.
- 5.SP3.3: Compare information provided by multiple sources about events and developments in the United States.
- 5.SP3.4: Infer the intended audience and purpose of a source from information within the source itself.
- 5.SP4.1: Explain probable causes and effects of events and developments in United States history from the revolutionary period to the rise of industry and urbanization.
 - Events include but are not limited to the American Revolution, Constitutional Convention, Civil War, Reconstruction, westward expansion, industrialism, and urbanization
- 5.SP4.2: Use evidence to develop a claim about the past.
- 5.SP4.3: Summarize the central claim in a secondary source.

CIVICS

- 5.C2.1: Explain how a republic relies on people’s responsible participation within the context of key historical events pre-American Revolution to Industrialization.
 - Key concepts include but are not limited to volunteerism, joining associations and groups, joining political parties, using the First Amendment (free speech, religion, press, assembly, petition), censorship, voting in elections, running for office, working on campaigns, bringing cases to court, civil disobedience, protest movements, and serving in the military
- 5.C3.1: Describe the origins, functions, and structure of the United States Constitution and the three branches of government.

- Key origins include historical and philosophical influences like the government structures of Ancient Greece and Rome, Enlightenment thinkers like John Locke, British documents like the Magna Carta, colonial governments, the Articles of Confederation, and the compromises and ratification debates of the Constitutional Convention Key functions of the United States government as outlined in the Preamble
- Key structures include distributing, sharing, and limiting powers of the national government through separation of powers, checks and balances, and federalism
- Key organization of the Constitution include the Preamble, seven Articles, and Amendments (including the Bill of Rights)
- 5.C4.1: Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.
 - Key concepts can include but are not limited to the purpose of the Declaration of Independence, the creation of the Constitution, the formation and development of social and reform movements, and responses to industrialism and poverty at the turn of the century

ECONOMICS

- 5.E1.1: Give examples of financial risks that individuals and households face within the context of the time period studied.
- 5.E2.1: Compare the benefits and costs of individual choices within the context of key historical events.
 - Key concepts can include but are not limited to smuggling during the American Revolution, separating from England, economic powers outlined in the Constitution, slavery, secession, territorial expansion, and unregulated industry
- 5.E3.1: Develop an understanding of the characteristics of entrepreneurship within a market economy and apply these characteristics to individuals during the time-period studied.
 - Characteristics include but are not limited to risk taking, innovation, and problem solving
- 5.E4.1: Describe how government decisions on taxation, spending, protections, and regulation affected the national economy during the time-period being studied
- 5.E4.2: Analyze how agriculture, new industries, innovative technologies, changes in transportation, and labor impacted the national economy including productivity, supply and demand, and price during the time-period being studied.
- 5.E5.1: Generate questions to explain how trade leads to increasing economic interdependence on different nations.
 - Key concepts include but are not limited to products that are imported into markets within the United States and products that are exported to other markets in the world

GEOGRAPHY

- 5.G1.1: Use and construct maps and graphs to represent changes in the United States.
 - Key concepts include but are not limited to physical and human features of the United States, the regions of the United States and their characteristics, geographic location of major events, the growth of the United States through territorial expansion, demographic changes, and the states and their capitals
- 5G4.1: Describe how economic activities, natural phenomena, and human-made events in one place or region are impacted by interactions with nearby and distant places or regions.

HISTORY

- 5.H2.1: Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.
 - Key conflicts can include but are not limited to cultural conflicts, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability

- 5.H4.1: Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States’ multicultural society within the historical timeframe.

Lesson 8: How Was the Philadelphia Convention Organized?

DISCIPLINARY SKILLS AND PROCESSES

- 5.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 5.SP1.2: Explain how events of the past affect students’ lives and society.
- 5.SP1.3: Generate questions about individuals and groups who have shaped significant historical changes and continuities.
 - Key individuals or groups should represent the time- period being studied and be inclusive of the diversity represented in the history of the United States
- 5.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives
 - Key individuals and groups can include but are not limited to a loyalist and patriots, federalist and anti-federalist, Hamilton and Jefferson, abolitionists and slave owners, Abraham Lincoln and John C. Calhoun, southerners and northerners, labor and business, nativists and immigrants, and American Indians and settlers
 - Key issues and events can include but are not limited to federalism, constitutional interpretation, individual liberties, slavery, Jim Crow Laws and segregation, secession, westward expansion, Indian boarding schools, immigration, Manifest Destiny, worker’s rights, and women’s rights
- 5.SP3.1: Develop compelling and supporting questions about the United States that are open to different interpretations.
- 5.SP3.2: Use distinctions among fact and opinion to determine the credibility of multiple sources.
- 5.SP3.3: Compare information provided by multiple sources about events and developments in the United States.
- 5.SP3.4: Infer the intended audience and purpose of a source from information within the source itself.
- 5.SP4.1: Explain probable causes and effects of events and developments in United States history from the revolutionary period to the rise of industry and urbanization.
 - Events include but are not limited to the American Revolution, Constitutional Convention, Civil War, Reconstruction, westward expansion, industrialism, and urbanization
- 5.SP4.2: Use evidence to develop a claim about the past.
- 5.SP4.3: Summarize the central claim in a secondary source.

CIVICS

- 5.C2.1: Explain how a republic relies on people’s responsible participation within the context of key historical events pre-American Revolution to Industrialization.
 - Key concepts include but are not limited to volunteerism, joining associations and groups, joining political parties, using the First Amendment (free speech, religion, press, assembly, petition), censorship, voting in elections, running for office, working on campaigns, bringing cases to court, civil disobedience, protest movements, and serving in the military
- 5.C3.1: Describe the origins, functions, and structure of the United States Constitution and the three branches of government.
 - Key origins include historical and philosophical influences like the government structures of Ancient Greece and Rome, Enlightenment thinkers like John Locke, British documents like the Magna Carta,

colonial governments, the Articles of Confederation, and the compromises and ratification debates of the Constitutional Convention Key functions of the United States government as outlined in the Preamble

- Key structures include distributing, sharing, and limiting powers of the national government through separation of powers, checks and balances, and federalism
- Key organization of the Constitution include the Preamble, seven Articles, and Amendments (including the Bill of Rights)
- 5.C4.1: Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.
 - Key concepts can include but are not limited to the purpose of the Declaration of Independence, the creation of the Constitution, the formation and development of social and reform movements, and responses to industrialism and poverty at the turn of the century
- 5.C4.2: Use a range of deliberative and democratic procedures to make decisions about and act on issues and civic problems in their classrooms and schools.

ECONOMICS

- 5.E2.1: Compare the benefits and costs of individual choices within the context of key historical events.
 - Key concepts can include but are not limited to smuggling during the American Revolution, separating from England, economic powers outlined in the Constitution, slavery, secession, territorial expansion, and unregulated industry
- 5.E3.1: Develop an understanding of the characteristics of entrepreneurship within a market economy and apply these characteristics to individuals during the time-period studied.
 - Characteristics include but are not limited to risk taking, innovation, and problem solving
- 5.E4.1: Describe how government decisions on taxation, spending, protections, and regulation affected the national economy during the time-period being studied.
- 5.E4.2: Analyze how agriculture, new industries, innovative technologies, changes in transportation, and labor impacted the national economy including productivity, supply and demand, and price during the time-period being studied.

HISTORY

- 5.H2.1: Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.
 - Key conflicts can include but are not limited to cultural conflicts, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability
- 5.H4.1: Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States' multicultural society within the historical timeframe.

Lesson 9: How Many Representatives Should Each State Have in Congress?

DISCIPLINARY SKILLS AND PROCESSES

- 5.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 5.SP1.2: Explain how events of the past affect students' lives and society.
- 5.SP1.3: Generate questions about individuals and groups who have shaped significant historical changes and continuities.
 - Key individuals or groups should represent the time- period being studied and be inclusive of the diversity represented in the history of the United States

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- 5.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives.
 - Key individuals and groups can include but are not limited to a loyalist and patriots, federalist and anti-federalist, Hamilton and Jefferson, abolitionists and slave owners, Abraham Lincoln and John C. Calhoun, southerners and northerners, labor and business, nativists and immigrants, and American Indians and settlers
 - Key issues and events can include but are not limited to federalism, constitutional interpretation, individual liberties, slavery, Jim Crow Laws and segregation, secession, westward expansion, Indian boarding schools, immigration, Manifest Destiny, worker's rights, and women's rights
- 5.SP3.1: Develop compelling and supporting questions about the United States that are open to different interpretations.
- 5.SP3.2: Use distinctions among fact and opinion to determine the credibility of multiple sources.
- 5.SP3.3: Compare information provided by multiple sources about events and developments in the United States.
- 5.SP3.4: Infer the intended audience and purpose of a source from information within the source itself.
- 5.SP3.5: Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.
- 5.SP3.6: Construct and present arguments using claims and evidence from multiple sources.
- 5.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.
- 5.SP4.1: Explain probable causes and effects of events and developments in United States history from the revolutionary period to the rise of industry and urbanization.
 - Events include but are not limited to the American Revolution, Constitutional Convention, Civil War, Reconstruction, westward expansion, industrialism, and urbanization
- 5.SP4.2: Use evidence to develop a claim about the past.
- 5.SP4.3: Summarize the central claim in a secondary source.

CIVICS

- 5.C2.1: Explain how a republic relies on people's responsible participation within the context of key historical events pre-American Revolution to Industrialization.
 - Key concepts include but are not limited to volunteerism, joining associations and groups, joining political parties, using the First Amendment (free speech, religion, press, assembly, petition), censorship, voting in elections, running for office, working on campaigns, bringing cases to court, civil disobedience, protest movements, and serving in the military
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 - Key structures include distributing, sharing, and limiting powers of the national government through separation of powers, checks and balances, and federalism
 - Key organization of the Constitution include the Preamble, seven Articles, and Amendments (including the Bill of Rights)

- 5.C4.1: Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.
 - Key concepts can include but are not limited to the purpose of the Declaration of Independence, the creation of the Constitution, the formation and development of social and reform movements, and responses to industrialism and poverty at the turn of the century
- 5.C4.2: Use a range of deliberative and democratic procedures to make decisions about and act on issues and civic problems in their classrooms and schools.

ECONOMICS

- 5.E1.1: Give examples of financial risks that individuals and households face within the context of the time period studied.
- 5.E2.1: Compare the benefits and costs of individual choices within the context of key historical events.
 - Key concepts can include but are not limited to smuggling during the American Revolution, separating from England, economic powers outlined in the Constitution, slavery, secession, territorial expansion, and unregulated industry
- 5.E4.1: Describe how government decisions on taxation, spending, protections, and regulation affected the national economy during the time-period being studied.
- 5.E4.2: Analyze how agriculture, new industries, innovative technologies, changes in transportation, and labor impacted the national economy including productivity, supply and demand, and price during the time-period being studied.

GEOGRAPHY

- 5.G1.1: Use and construct maps and graphs to represent changes in the United States.
 - Key concepts include but are not limited to physical and human features of the United States, the regions of the United States and their characteristics, geographic location of major events, the growth of the United States through territorial expansion, demographic changes, and the states and their capitals
- 5.G3.1: Use key historical events with geographic tools to analyze the causes and effects of environmental and technological events on human settlements and migration.
 - Key concepts include but are not limited to consequences of territorial expansion on American Indians, the institution of slavery, the positive and negative impact of new technologies on the environment and the growth of cities, and the impact of transportation and infrastructure on settlement and migration
- 5.G4.1: Describe how economic activities, natural phenomena, and human-made events in one place or region are impacted by interactions with nearby and distant places or regions.

HISTORY

- 5.H2.1: Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.
 - Key conflicts can include but are not limited to cultural conflicts, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability
- 5.H4.1: Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States' multicultural society within the historical timeframe.

Lesson 10: What Did the Framers Do About the Problem of Slavery?

DISCIPLINARY SKILLS AND PROCESSES

- 5.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.

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- 5.SP1.2: Explain how events of the past affect students’ lives and society.
- 5.SP1.3: Generate questions about individuals and groups who have shaped significant historical changes and continuities.
 - Key individuals or groups should represent the time- period being studied and be inclusive of the diversity represented in the history of the United States
- 5.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives.
 - Key individuals and groups can include but are not limited to a loyalist and patriots, federalist and anti-federalist, Hamilton and Jefferson, abolitionists and slave owners, Abraham Lincoln and John C. Calhoun, southerners and northerners, labor and business, nativists and immigrants, and American Indians and settlers
 - Key issues and events can include but are not limited to federalism, constitutional interpretation, individual liberties, slavery, Jim Crow Laws and segregation, secession, westward expansion, Indian boarding schools, immigration, Manifest Destiny, worker’s rights, and women’s rights
- 5.SP3.1: Develop compelling and supporting questions about the United States that are open to different interpretations.
- 5.SP3.4: Infer the intended audience and purpose of a source from information within the source itself.
- 5.SP4.1: Explain probable causes and effects of events and developments in United States history from the revolutionary period to the rise of industry and urbanization.
 - Events include but are not limited to the American Revolution, Constitutional Convention, Civil War, Reconstruction, westward expansion, industrialism, and urbanization
- 5.SP4.2: Use evidence to develop a claim about the past.
- 5.SP4.3: Summarize the central claim in a secondary source.

CIVICS

- 5.C2.1: Explain how a republic relies on people’s responsible participation within the context of key historical events pre-American Revolution to Industrialization.
 - Key concepts include but are not limited to volunteerism, joining associations and groups, joining political parties, using the First Amendment (free speech, religion, press, assembly, petition), censorship, voting in elections, running for office, working on campaigns, bringing cases to court, civil disobedience, protest movements, and serving in the military
- 5.C3.1: Describe the origins, functions, and structure of the United States Constitution and the three branches of government.
 - Key origins include historical and philosophical influences like the government structures of Ancient Greece and Rome, Enlightenment thinkers like John Locke, British documents like the Magna Carta, colonial governments, the Articles of Confederation, and the compromises and ratification debates of the Constitutional Convention Key functions of the United States government as outlined in the Preamble
 - Key structures include distributing, sharing, and limiting powers of the national government through separation of powers, checks and balances, and federalism
 - Key organization of the Constitution include the Preamble, seven Articles, and Amendments (including the Bill of Rights)
- 5.C4.1: Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.

- Key concepts can include but are not limited to the purpose of the Declaration of Independence, the creation of the Constitution, the formation and development of social and reform movements, and responses to industrialism and poverty at the turn of the century

ECONOMICS

- 5.E1.1: Give examples of financial risks that individuals and households face within the context of the time period studied.
- 5.E2.1: Compare the benefits and costs of individual choices within the context of key historical events.
 - Key concepts can include but are not limited to smuggling during the American Revolution, separating from England, economic powers outlined in the Constitution, slavery, secession, territorial expansion, and unregulated industry
- 5.E3.1: Develop an understanding of the characteristics of entrepreneurship within a market economy and apply these characteristics to individuals during the time-period studied.
 - Characteristics include but are not limited to risk taking, innovation, and problem solving
- 5.E4.1: Describe how government decisions on taxation, spending, protections, and regulation affected the national economy during the time-period being studied.
- 5.E4.2: Analyze how agriculture, new industries, innovative technologies, changes in transportation, and labor impacted the national economy including productivity, supply and demand, and price during the time-period being studied.
- 5.E5.1: Generate questions to explain how trade leads to increasing economic interdependence on different nations.
 - Key concepts include but are not limited to products that are imported into markets within the United States and products that are exported to other markets in the world

GEOGRAPHY

- 5.G1.1: Use and construct maps and graphs to represent changes in the United States.
 - Key concepts include but are not limited to physical and human features of the United States, the regions of the United States and their characteristics, geographic location of major events, the growth of the United States through territorial expansion, demographic changes, and the states and their capitals
- 5.G3.1: Use key historical events with geographic tools to analyze the causes and effects of environmental and technological events on human settlements and migration.
 - Key concepts include but are not limited to consequences of territorial expansion on American Indians, the institution of slavery, the positive and negative impact of new technologies on the environment and the growth of cities, and the impact of transportation and infrastructure on settlement and migration
- 5G4.1: Describe how economic activities, natural phenomena, and human-made events in one place or region are impacted by interactions with nearby and distant places or regions.

HISTORY

- 5.H2.1: Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.
 - Key conflicts can include but are not limited to cultural conflicts, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability
- 5.H4.1: Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States’ multicultural society within the historical timeframe.

Overview of Unit 3: How Does the Constitution Organize Our Government?

Anchor Standard	Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15	Lesson 16
SP2			X	X	X	X
SP3	X	X	X	X	X	X
SP4	X					
C2	X		X	X	X	X
C3	X	X	X	X	X	X
C4	X	X	X	X	X	X
E2	X		X	X	X	X
E4		X	X	X	X	X
H2	X	X	X	X	X	X
H4	X		X	X	X	X

Lesson 11: What Basic Ideas About Government Are Included in the Preamble of the Constitution?

DISCIPLINARY SKILLS AND PROCESSES

- 5.SP3.5: Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.
- 5.SP3.6: Construct and present arguments using claims and evidence from multiple sources.
- 5.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.
- 5.SP4.1: Explain probable causes and effects of events and developments in United States history from the revolutionary period to the rise of industry and urbanization.
 - Events include but are not limited to the American Revolution, Constitutional Convention, Civil War, Reconstruction, westward expansion, industrialism, and urbanization

CIVICS

- 5.C2.1: Explain how a republic relies on people's responsible participation within the context of key historical events pre-American Revolution to Industrialization.
 - Key concepts include but are not limited to volunteerism, joining associations and groups, joining political parties, using the First Amendment (free speech, religion, press, assembly, petition), censorship, voting in elections, running for office, working on campaigns, bringing cases to court, civil disobedience, protest movements, and serving in the military
- 5.C3.1: Describe the origins, functions, and structure of the United States Constitution and the three branches of government.

“We the People” 2020 Edition Correlation with AZ Social Science/History Standards

- Key origins include historical and philosophical influences like the government structures of Ancient Greece and Rome, Enlightenment thinkers like John Locke, British documents like the Magna Carta, colonial governments, the Articles of Confederation, and the compromises and ratification debates of the Constitutional Convention Key functions of the United States government as outlined in the Preamble
- Key structures include distributing, sharing, and limiting powers of the national government through separation of powers, checks and balances, and federalism
- Key organization of the Constitution include the Preamble, seven Articles, and Amendments (including the Bill of Rights)
- 5.C4.1: Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.
 - Key concepts can include but are not limited to the purpose of the Declaration of Independence, the creation of the Constitution, the formation and development of social and reform movements, and responses to industrialism and poverty at the turn of the century
- 5.C4.2: Use a range of deliberative and democratic procedures to make decisions about and act on issues and civic problems in their classrooms and schools.

ECONOMICS

- 5.E2.1: Compare the benefits and costs of individual choices within the context of key historical events.
 - Key concepts can include but are not limited to smuggling during the American Revolution, separating from England, economic powers outlined in the Constitution, slavery, secession, territorial expansion, and unregulated industry

HISTORY

- 5.H2.1: Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.
 - Key conflicts can include but are not limited to cultural conflicts, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability
- 5.H4.1: Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States’ multicultural society within the historical timeframe.

Lesson12: How Does the Constitution Limit the Powers of Our Government?

DISCIPLINARY SKILLS AND PROCESSES

- 5.SP3.1: Develop compelling and supporting questions about the United States that are open to different interpretations.
- 5.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.

CIVICS

- 5.C2.1: Explain how a republic relies on people’s responsible participation within the context of key historical events pre-American Revolution to Industrialization.
 - Key concepts include but are not limited to volunteerism, joining associations and groups, joining political parties, using the First Amendment (free speech, religion, press, assembly, petition), censorship, voting in elections, running for office, working on campaigns, bringing cases to court, civil disobedience, protest movements, and serving in the military
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"We the People" 2020 Edition Correlation with AZ Social Science/History Standards

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- 5.C4.1: Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.
 - Key concepts can include but are not limited to the purpose of the Declaration of Independence, the creation of the Constitution, the formation and development of social and reform movements, and responses to industrialism and poverty at the turn of the century

ECONOMICS

- 5.E4.1: Describe how government decisions on taxation, spending, protections, and regulation affected the national economy during the time-period being studied.

HISTORY

- 5.H2.1: Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.
 - Key conflicts can include but are not limited to cultural conflicts, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability

Lesson 13: What is the Legislative Branch?

DISCIPLINARY SKILLS AND PROCESSES

- 5.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives.
 - Key individuals and groups can include but are not limited to a loyalist and patriots, federalist and anti-federalist, Hamilton and Jefferson, abolitionists and slave owners, Abraham Lincoln and John C. Calhoun, southerners and northerners, labor and business, nativists and immigrants, and American Indians and settlers
 - Key issues and events can include but are not limited to federalism, constitutional interpretation, individual liberties, slavery, Jim Crow Laws and segregation, secession, westward expansion, Indian boarding schools, immigration, Manifest Destiny, worker's rights, and women's rights
- 5.SP3.6: Construct and present arguments using claims and evidence from multiple sources.
- 5.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.

CIVICS

- 5.C2.1: Explain how a republic relies on people's responsible participation within the context of key historical events pre-American Revolution to Industrialization.
 - Key concepts include but are not limited to volunteerism, joining associations and groups, joining political parties, using the First Amendment (free speech, religion, press, assembly, petition), censorship, voting in elections, running for office, working on campaigns, bringing cases to court, civil disobedience, protest movements, and serving in the military
- 5.C3.1: Describe the origins, functions, and structure of the United States Constitution and the three branches of government.

“We the People” 2020 Edition Correlation with AZ Social Science/History Standards

- Key origins include historical and philosophical influences like the government structures of Ancient Greece and Rome, Enlightenment thinkers like John Locke, British documents like the Magna Carta, colonial governments, the Articles of Confederation, and the compromises and ratification debates of the Constitutional Convention Key functions of the United States government as outlined in the Preamble
- Key structures include distributing, sharing, and limiting powers of the national government through separation of powers, checks and balances, and federalism
- Key organization of the Constitution include the Preamble, seven Articles, and Amendments (including the Bill of Rights)
- 5.C4.2: Use a range of deliberative and democratic procedures to make decisions about and act on issues and civic problems in their classrooms and schools.

ECONOMICS

- 5.E2.1: Compare the benefits and costs of individual choices within the context of key historical events.
 - Key concepts can include but are not limited to smuggling during the American Revolution, separating from England, economic powers outlined in the Constitution, slavery, secession, territorial expansion, and unregulated industry
- 5.E4.1: Describe how government decisions on taxation, spending, protections, and regulation affected the national economy during the time-period being studied.

HISTORY

- 5.H2.1: Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.
 - Key conflicts can include but are not limited to cultural conflicts, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability
- 5.H4.1: Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States’ multicultural society within the historical timeframe.

Lesson 14: What is the Executive Branch?

DISCIPLINARY SKILLS AND PROCESSES

- 5.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives.
 - Key individuals and groups can include but are not limited to a loyalist and patriots, federalist and anti-federalist, Hamilton and Jefferson, abolitionists and slave owners, Abraham Lincoln and John C. Calhoun, southerners and northerners, labor and business, nativists and immigrants, and American Indians and settlers
 - Key issues and events can include but are not limited to federalism, constitutional interpretation, individual liberties, slavery, Jim Crow Laws and segregation, secession, westward expansion, Indian boarding schools, immigration, Manifest Destiny, worker’s rights, and women’s rights
- 5.SP3.6: Construct and present arguments using claims and evidence from multiple sources.
- 5.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.

CIVICS

- 5.C2.1: Explain how a republic relies on people’s responsible participation within the context of key historical events pre-American Revolution to Industrialization.
 - Key concepts include but are not limited to volunteerism, joining associations and groups, joining political parties, using the First Amendment (free speech, religion, press, assembly, petition),

censorship, voting in elections, running for office, working on campaigns, bringing cases to court, civil disobedience, protest movements, and serving in the military

- 5.C3.1: Describe the origins, functions, and structure of the United States Constitution and the three branches of government.
 - Key origins include historical and philosophical influences like the government structures of Ancient Greece and Rome, Enlightenment thinkers like John Locke, British documents like the Magna Carta, colonial governments, the Articles of Confederation, and the compromises and ratification debates of the Constitutional Convention
 - Key functions of the United States government as outlined in the Preamble
 - Key structures include distributing, sharing, and limiting powers of the national government through separation of powers, checks and balances, and federalism
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- 5.C4.2: Use a range of deliberative and democratic procedures to make decisions about and act on issues and civic problems in their classrooms and schools.

ECONOMICS

- 5.E2.1: Compare the benefits and costs of individual choices within the context of key historical events.
 - Key concepts can include but are not limited to smuggling during the American Revolution, separating from England, economic powers outlined in the Constitution, slavery, secession, territorial expansion, and unregulated industry
- 5.E4.1: Describe how government decisions on taxation, spending, protections, and regulation affected the national economy during the time-period being studied.

HISTORY

- 5.H2.1: Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.
 - Key conflicts can include but are not limited to cultural conflicts, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability
- 5.H4.1: Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States’ multicultural society within the historical timeframe.

Lesson 15: What is the Judicial Branch?

DISCIPLINARY SKILLS AND PROCESSES

- 5.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives.
 - Key individuals and groups can include but are not limited to a loyalist and patriots, federalist and anti-federalist, Hamilton and Jefferson, abolitionists and slave owners, Abraham Lincoln and John C. Calhoun, southerners and northerners, labor and business, nativists and immigrants, and American Indians and settlers
 - Key issues and events can include but are not limited to federalism, constitutional interpretation, individual liberties, slavery, Jim Crow Laws and segregation, secession, westward expansion, Indian boarding schools, immigration, Manifest Destiny, worker’s rights, and women’s rights
- 5.SP3.6: Construct and present arguments using claims and evidence from multiple sources.
- 5.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.

CIVICS

"We the People" 2020 Edition Correlation with AZ Social Science/History Standards

- 5.C2.1: Explain how a republic relies on people's responsible participation within the context of key historical events pre-American Revolution to Industrialization.
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- 5.C3.1: Describe the origins, functions, and structure of the United States Constitution and the three branches of government.
 - Key origins include historical and philosophical influences like the government structures of Ancient Greece and Rome, Enlightenment thinkers like John Locke, British documents like the Magna Carta, colonial governments, the Articles of Confederation, and the compromises and ratification debates of the Constitutional Convention
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ECONOMICS

- 5.E2.1: Compare the benefits and costs of individual choices within the context of key historical events.
 - Key concepts can include but are not limited to smuggling during the American Revolution, separating from England, economic powers outlined in the Constitution, slavery, secession, territorial expansion, and unregulated industry
- 5.E4.1: Describe how government decisions on taxation, spending, protections, and regulation affected the national economy during the time-period being studied.

HISTORY

- 5.H2.1: Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.
 - Key conflicts can include but are not limited to cultural conflicts, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability
- 5.H4.1: Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States' multicultural society within the historical timeframe.

Lesson 16: How Did the Constitution Create a Federal System of Government?

DISCIPLINARY SKILLS AND PROCESSES

- 5.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives.
 - Key individuals and groups can include but are not limited to a loyalist and patriots, federalist and anti-federalist, Hamilton and Jefferson, abolitionists and slave owners, Abraham Lincoln and John C. Calhoun, southerners and northerners, labor and business, nativists and immigrants, and American Indians and settlers
 - Key issues and events can include but are not limited to federalism, constitutional interpretation, individual liberties, slavery, Jim Crow Laws and segregation, secession, westward expansion, Indian boarding schools, immigration, Manifest Destiny, worker's rights, and women's rights

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- 5.SP3.6: Construct and present arguments using claims and evidence from multiple sources.
- 5.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.

CIVICS

- 5.C2.1: Explain how a republic relies on people's responsible participation within the context of key historical events pre-American Revolution to Industrialization.
 - Key concepts include but are not limited to volunteerism, joining associations and groups, joining political parties, using the First Amendment (free speech, religion, press, assembly, petition), censorship, voting in elections, running for office, working on campaigns, bringing cases to court, civil disobedience, protest movements, and serving in the military
- 5.C3.1: Describe the origins, functions, and structure of the United States Constitution and the three branches of government.
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 - Key functions of the United States government as outlined in the Preamble
 - Key structures include distributing, sharing, and limiting powers of the national government through separation of powers, checks and balances, and federalism
 - Key organization of the Constitution include the Preamble, seven Articles, and Amendments (including the Bill of Rights)
- 5.C4.2: Use a range of deliberative and democratic procedures to make decisions about and act on issues and civic problems in their classrooms and schools.

ECONOMICS

- 5.E2.1: Compare the benefits and costs of individual choices within the context of key historical events.
 - Key concepts can include but are not limited to smuggling during the American Revolution, separating from England, economic powers outlined in the Constitution, slavery, secession, territorial expansion, and unregulated industry
- 5.E4.1: Describe how government decisions on taxation, spending, protections, and regulation affected the national economy during the time-period being studied.

HISTORY

- 5.H2.1: Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.
 - Key conflicts can include but are not limited to cultural conflicts, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability
- 5.H4.1: Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States' multicultural society within the historical timeframe.

Overview of Unit 4: How Does the Constitution Protect Our Basic Rights?

Anchor Standard	Lesson 17	Lesson 18	Lesson 19	Lesson 20	Lesson 21
SP1	X	X	X	X	X

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SP2	X	X	X	X	X
SP3	X	X	X	X	X
SP4	X	X	X	X	X
C2	X	X	X	X	X
C3	X	X	X	X	X
C4	X	X	X	X	X
H2	X	X	X	X	X
H4	X	X	X	X	X

Lesson 17: How Does the Constitution Protect Your Right to Freedom of Expression?

DISCIPLINARY SKILLS AND PROCESSES

- 5.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 5.SP1.2: Explain how events of the past affect students’ lives and society.
- 5.SP1.3: Generate questions about individuals and groups who have shaped significant historical changes and continuities.
 - Key individuals or groups should represent the time- period being studied and be inclusive of the diversity represented in the history of the United States
- 5.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives.
 - Key individuals and groups can include but are not limited to a loyalist and patriots, federalist and anti-federalist, Hamilton and Jefferson, abolitionists and slave owners, Abraham Lincoln and John C. Calhoun, southerners and northerners, labor and business, nativists and immigrants, and American Indians and settlers
 - Key issues and events can include but are not limited to federalism, constitutional interpretation, individual liberties, slavery, Jim Crow Laws and segregation, secession, westward expansion, Indian boarding schools, immigration, Manifest Destiny, worker’s rights, and women’s rights
- 5.SP3.1: Develop compelling and supporting questions about the United States that are open to different interpretations.
- 5.SP3.2: Use distinctions among fact and opinion to determine the credibility of multiple sources.
- 5.SP3.3: Compare information provided by multiple sources about events and developments in the United States.
- 5.SP3.4: Infer the intended audience and purpose of a source from information within the source itself.
- 5.SP3.5: Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.
- 5.SP3.6: Construct and present arguments using claims and evidence from multiple sources.
- 5.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.

"We the People" 2020 Edition Correlation with AZ Social Science/History Standards

- 5.SP4.1: Explain probable causes and effects of events and developments in United States history from the revolutionary period to the rise of industry and urbanization.
 - Events include but are not limited to the American Revolution, Constitutional Convention, Civil War, Reconstruction, westward expansion, industrialism, and urbanization
- 5.SP4.2: Use evidence to develop a claim about the past.
- 5.SP4.3: Summarize the central claim in a secondary source.

CIVICS

- 5.C2.1: Explain how a republic relies on people's responsible participation within the context of key historical events pre-American Revolution to Industrialization.
 - Key concepts include but are not limited to volunteerism, joining associations and groups, joining political parties, using the First Amendment (free speech, religion, press, assembly, petition), censorship, voting in elections, running for office, working on campaigns, bringing cases to court, civil disobedience, protest movements, and serving in the military
- 5.C3.1: Describe the origins, functions, and structure of the United States Constitution and the three branches of government.
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- 5.C4.2: Use a range of deliberative and democratic procedures to make decisions about and act on issues and civic problems in their classrooms and schools.

HISTORY

- 5.H2.1: Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.
 - Key conflicts can include but are not limited to cultural conflicts, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability
- 5.H4.1: Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States' multicultural society within the historical timeframe.

Lesson 18: How Does the Constitution Protect Your Right to Freedom of Religion?

DISCIPLINARY SKILLS AND PROCESSES

- 5.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 5.SP1.2: Explain how events of the past affect students' lives and society.

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- 5.SP1.3: Generate questions about individuals and groups who have shaped significant historical changes and continuities.
 - Key individuals or groups should represent the time- period being studied and be inclusive of the diversity represented in the history of the United States
- 5.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives.
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- 5.SP3.1: Develop compelling and supporting questions about the United States that are open to different interpretations.
- 5.SP3.2: Use distinctions among fact and opinion to determine the credibility of multiple sources.
- 5.SP3.3: Compare information provided by multiple sources about events and developments in the United States.
- 5.SP3.4: Infer the intended audience and purpose of a source from information within the source itself.
- 5.SP3.5: Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.
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- 5.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.
- 5.SP4.1: Explain probable causes and effects of events and developments in United States history from the revolutionary period to the rise of industry and urbanization.
 - Events include but are not limited to the American Revolution, Constitutional Convention, Civil War, Reconstruction, westward expansion, industrialism, and urbanization
- 5.SP4.2: Use evidence to develop a claim about the past.
- 5.SP4.3: Summarize the central claim in a secondary source.

CIVICS

- 5.C2.1: Explain how a republic relies on people’s responsible participation within the context of key historical events pre-American Revolution to Industrialization.
 - Key concepts include but are not limited to volunteerism, joining associations and groups, joining political parties, using the First Amendment (free speech, religion, press, assembly, petition), censorship, voting in elections, running for office, working on campaigns, bringing cases to court, civil disobedience, protest movements, and serving in the military
- 5.C3.1: Describe the origins, functions, and structure of the United States Constitution and the three branches of government.
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- Key structures include distributing, sharing, and limiting powers of the national government through separation of powers, checks and balances, and federalism
- Key organization of the Constitution include the Preamble, seven Articles, and Amendments (including the Bill of Rights)
- 5.C4.1: Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.
 - Key concepts can include but are not limited to the purpose of the Declaration of Independence, the creation of the Constitution, the formation and development of social and reform movements, and responses to industrialism and poverty at the turn of the century
- 5.C4.2: Use a range of deliberative and democratic procedures to make decisions about and act on issues and civic problems in their classrooms and schools.

HISTORY

- 5.H2.1: Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.
 - Key conflicts can include but are not limited to cultural conflicts, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability
- 5.H4.1: Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States’ multicultural society within the historical timeframe.

Lesson 19: How Does the Constitution Protect Your Right to Equal Protection of the Laws?

DISCIPLINARY SKILLS AND PROCESSES

- 5.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 5.SP1.2: Explain how events of the past affect students’ lives and society.
- 5.SP1.3: Generate questions about individuals and groups who have shaped significant historical changes and continuities.
 - Key individuals or groups should represent the time- period being studied and be inclusive of the diversity represented in the history of the United States
- 5.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives.
 - Key individuals and groups can include but are not limited to a loyalist and patriots, federalist and anti-federalist, Hamilton and Jefferson, abolitionists and slave owners, Abraham Lincoln and John C. Calhoun, southerners and northerners, labor and business, nativists and immigrants, and American Indians and settlers
 - Key issues and events can include but are not limited to federalism, constitutional interpretation, individual liberties, slavery, Jim Crow Laws and segregation, secession, westward expansion, Indian boarding schools, immigration, Manifest Destiny, worker’s rights, and women’s rights
- 5.SP3.1: Develop compelling and supporting questions about the United States that are open to different interpretations.
- 5.SP3.2: Use distinctions among fact and opinion to determine the credibility of multiple sources.
- 5.SP3.3: Compare information provided by multiple sources about events and developments in the United States.
- 5.SP3.4: Infer the intended audience and purpose of a source from information within the source itself.

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- 5.SP3.5: Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.
- 5.SP3.6: Construct and present arguments using claims and evidence from multiple sources.
- 5.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.
- 5.SP4.1: Explain probable causes and effects of events and developments in United States history from the revolutionary period to the rise of industry and urbanization.
 - Events include but are not limited to the American Revolution, Constitutional Convention, Civil War, Reconstruction, westward expansion, industrialism, and urbanization
- 5.SP4.2: Use evidence to develop a claim about the past.
- 5.SP4.3: Summarize the central claim in a secondary source.

CIVICS

- 5.C2.1: Explain how a republic relies on people's responsible participation within the context of key historical events pre-American Revolution to Industrialization.
 - Key concepts include but are not limited to volunteerism, joining associations and groups, joining political parties, using the First Amendment (free speech, religion, press, assembly, petition), censorship, voting in elections, running for office, working on campaigns, bringing cases to court, civil disobedience, protest movements, and serving in the military
- 5.C3.1: Describe the origins, functions, and structure of the United States Constitution and the three branches of government.
 - Key origins include historical and philosophical influences like the government structures of Ancient Greece and Rome, Enlightenment thinkers like John Locke, British documents like the Magna Carta, colonial governments, the Articles of Confederation, and the compromises and ratification debates of the Constitutional Convention
 - Key functions of the United States government as outlined in the Preamble
 - Key structures include distributing, sharing, and limiting powers of the national government through separation of powers, checks and balances, and federalism
 - Key organization of the Constitution include the Preamble, seven Articles, and Amendments (including the Bill of Rights)
- 5.C4.1: Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.
 - Key concepts can include but are not limited to the purpose of the Declaration of Independence, the creation of the Constitution, the formation and development of social and reform movements, and responses to industrialism and poverty at the turn of the century
- 5.C4.2: Use a range of deliberative and democratic procedures to make decisions about and act on issues and civic problems in their classrooms and schools.

HISTORY

- 5.H2.1: Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.
 - Key conflicts can include but are not limited to cultural conflicts, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability
- 5.H4.1: Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States' multicultural society within the historical timeframe.

Lesson 20: How Does the Constitution Protect Your Right to Due Process of Law?

DISCIPLINARY SKILLS AND PROCESSES

- 5.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 5.SP1.2: Explain how events of the past affect students’ lives and society.
- 5.SP1.3: Generate questions about individuals and groups who have shaped significant historical changes and continuities.
 - Key individuals or groups should represent the time- period being studied and be inclusive of the diversity represented in the history of the United States
- 5.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives.
 - Key individuals and groups can include but are not limited to a loyalist and patriots, federalist and anti-federalist, Hamilton and Jefferson, abolitionists and slave owners, Abraham Lincoln and John C. Calhoun, southerners and northerners, labor and business, nativists and immigrants, and American Indians and settlers
 - Key issues and events can include but are not limited to federalism, constitutional interpretation, individual liberties, slavery, Jim Crow Laws and segregation, secession, westward expansion, Indian boarding schools, immigration, Manifest Destiny, worker’s rights, and women’s rights
- 5.SP3.1: Develop compelling and supporting questions about the United States that are open to different interpretations.
- 5.SP3.2: Use distinctions among fact and opinion to determine the credibility of multiple sources.
- 5.SP3.3: Compare information provided by multiple sources about events and developments in the United States.
- 5.SP3.4: Infer the intended audience and purpose of a source from information within the source itself.
- 5.SP3.5: Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.
- 5.SP3.6: Construct and present arguments using claims and evidence from multiple sources.
- 5.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.
- 5.SP4.1: Explain probable causes and effects of events and developments in United States history from the revolutionary period to the rise of industry and urbanization.
 - Events include but are not limited to the American Revolution, Constitutional Convention, Civil War, Reconstruction, westward expansion, industrialism, and urbanization
- 5.SP4.2: Use evidence to develop a claim about the past.
- 5.SP4.3: Summarize the central claim in a secondary source.

CIVICS

- 5.C2.1: Explain how a republic relies on people’s responsible participation within the context of key historical events pre-American Revolution to Industrialization.
 - Key concepts include but are not limited to volunteerism, joining associations and groups, joining political parties, using the First Amendment (free speech, religion, press, assembly, petition), censorship, voting in elections, running for office, working on campaigns, bringing cases to court, civil disobedience, protest movements, and serving in the military

- 5.C3.1: Describe the origins, functions, and structure of the United States Constitution and the three branches of government.
 - Key origins include historical and philosophical influences like the government structures of Ancient Greece and Rome, Enlightenment thinkers like John Locke, British documents like the Magna Carta, colonial governments, the Articles of Confederation, and the compromises and ratification debates of the Constitutional Convention
 - Key functions of the United States government as outlined in the Preamble
 - Key structures include distributing, sharing, and limiting powers of the national government through separation of powers, checks and balances, and federalism
 - Key organization of the Constitution include the Preamble, seven Articles, and Amendments (including the Bill of Rights)
- 5.C4.1: Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.
 - Key concepts can include but are not limited to the purpose of the Declaration of Independence, the creation of the Constitution, the formation and development of social and reform movements, and responses to industrialism and poverty at the turn of the century
- 5.C4.2: Use a range of deliberative and democratic procedures to make decisions about and act on issues and civic problems in their classrooms and schools.

HISTORY

- 5.H2.1: Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.
 - Key conflicts can include but are not limited to cultural conflicts, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability
- 5.H4.1: Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States’ multicultural society within the historical timeframe.

Lesson 21: How Does the Constitution Protect Your Right to Vote?

DISCIPLINARY SKILLS AND PROCESSES

- 5.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 5.SP1.2: Explain how events of the past affect students’ lives and society.
- 5.SP1.3: Generate questions about individuals and groups who have shaped significant historical changes and continuities.
 - Key individuals or groups should represent the time- period being studied and be inclusive of the diversity represented in the history of the United States
- 5.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives.
 - Key individuals and groups can include but are not limited to a loyalist and patriots, federalist and anti-federalist, Hamilton and Jefferson, abolitionists and slave owners, Abraham Lincoln and John C. Calhoun, southerners and northerners, labor and business, nativists and immigrants, and American Indians and settlers
 - Key issues and events can include but are not limited to federalism, constitutional interpretation, individual liberties, slavery, Jim Crow Laws and segregation, secession, westward expansion, Indian boarding schools, immigration, Manifest Destiny, worker’s rights, and women’s rights

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- 5.SP3.1: Develop compelling and supporting questions about the United States that are open to different interpretations.
- 5.SP3.2: Use distinctions among fact and opinion to determine the credibility of multiple sources.
- 5.SP3.3: Compare information provided by multiple sources about events and developments in the United States.
- 5.SP3.4: Infer the intended audience and purpose of a source from information within the source itself.
- 5.SP3.5: Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.
- 5.SP3.6: Construct and present arguments using claims and evidence from multiple sources.
- 5.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.
- 5.SP4.1: Explain probable causes and effects of events and developments in United States history from the revolutionary period to the rise of industry and urbanization.
 - Events include but are not limited to the American Revolution, Constitutional Convention, Civil War, Reconstruction, westward expansion, industrialism, and urbanization
- 5.SP4.2: Use evidence to develop a claim about the past.
- 5.SP4.3: Summarize the central claim in a secondary source.

CIVICS

- 5.C2.1: Explain how a republic relies on people’s responsible participation within the context of key historical events pre-American Revolution to Industrialization.
 - Key concepts include but are not limited to volunteerism, joining associations and groups, joining political parties, using the First Amendment (free speech, religion, press, assembly, petition), censorship, voting in elections, running for office, working on campaigns, bringing cases to court, civil disobedience, protest movements, and serving in the military
- 5.C3.1: Describe the origins, functions, and structure of the United States Constitution and the three branches of government.
 - Key origins include historical and philosophical influences like the government structures of Ancient Greece and Rome, Enlightenment thinkers like John Locke, British documents like the Magna Carta, colonial governments, the Articles of Confederation, and the compromises and ratification debates of the Constitutional Convention
 - Key functions of the United States government as outlined in the Preamble
 - Key structures include distributing, sharing, and limiting powers of the national government through separation of powers, checks and balances, and federalism
 - Key organization of the Constitution include the Preamble, seven Articles, and Amendments (including the Bill of Rights)
- 5.C4.1: Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.
 - Key concepts can include but are not limited to the purpose of the Declaration of Independence, the creation of the Constitution, the formation and development of social and reform movements, and responses to industrialism and poverty at the turn of the century
- 5.C4.2: Use a range of deliberative and democratic procedures to make decisions about and act on issues and civic problems in their classrooms and schools.

HISTORY

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- 5.H2.1: Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.
 - Key conflicts can include but are not limited to cultural conflicts, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability
- 5.H4.1: Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States’ multicultural society within the historical timeframe.

Overview of Unit 5: What Are the Responsibilities of Citizens?

Anchor Standard	Lesson 22	Lesson 23	Lesson 24
SP1	X	X	X
SP2	X	X	X
SP3	X	X	X
SP4	X	X	X
C2	X	X	X
C3	X	X	X
C4	X	X	X
E5	X		
H4	X		

Lesson 22: What Is the Role of the United States in the World Today?

DISCIPLINARY SKILLS AND PROCESSES

- 5.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 5.SP1.2: Explain how events of the past affect students’ lives and society.
- 5.SP1.3: Generate questions about individuals and groups who have shaped significant historical changes and continuities.
 - Key individuals or groups should represent the time- period being studied and be inclusive of the diversity represented in the history of the United States
- 5.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives.
 - Key individuals and groups can include but are not limited to a loyalist and patriots, federalist and anti-federalist, Hamilton and Jefferson, abolitionists and slave owners, Abraham Lincoln and John C. Calhoun, southerners and northerners, labor and business, nativists and immigrants, and American Indians and settlers

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- Key issues and events can include but are not limited to federalism, constitutional interpretation, individual liberties, slavery, Jim Crow Laws and segregation, secession, westward expansion, Indian boarding schools, immigration, Manifest Destiny, worker’s rights, and women’s rights
- 5.SP3.1: Develop compelling and supporting questions about the United States that are open to different interpretations.
- 5.SP3.3: Compare information provided by multiple sources about events and developments in the United States.
- 5.SP4.1: Explain probable causes and effects of events and developments in United States history from the revolutionary period to the rise of industry and urbanization.
 - Events include but are not limited to the American Revolution, Constitutional Convention, Civil War, Reconstruction, westward expansion, industrialism, and urbanization
- 5.SP4.2: Use evidence to develop a claim about the past.

CIVICS

- 5.C2.1: Explain how a republic relies on people’s responsible participation within the context of key historical events pre-American Revolution to Industrialization.
 - Key concepts include but are not limited to volunteerism, joining associations and groups, joining political parties, using the First Amendment (free speech, religion, press, assembly, petition), censorship, voting in elections, running for office, working on campaigns, bringing cases to court, civil disobedience, protest movements, and serving in the military
- 5.C3.1: Describe the origins, functions, and structure of the United States Constitution and the three branches of government.
 - Key origins include historical and philosophical influences like the government structures of Ancient Greece and Rome, Enlightenment thinkers like John Locke, British documents like the Magna Carta, colonial governments, the Articles of Confederation, and the compromises and ratification debates of the Constitutional Convention
 - Key functions of the United States government as outlined in the Preamble
 - Key structures include distributing, sharing, and limiting powers of the national government through separation of powers, checks and balances, and federalism
 - Key organization of the Constitution include the Preamble, seven Articles, and Amendments (including the Bill of Rights)
- 5.C4.1: Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.
 - Key concepts can include but are not limited to the purpose of the Declaration of Independence, the creation of the Constitution, the formation and development of social and reform movements, and responses to industrialism and poverty at the turn of the century
- 5.C4.2: Use a range of deliberative and democratic procedures to make decisions about and act on issues and civic problems in their classrooms and schools.

ECONOMICS

- 5.E5.1: Generate questions to explain how trade leads to increasing economic interdependence on different nations.
 - Key concepts include but are not limited to products that are imported into markets within the United States and products that are exported to other markets in the world

HISTORY

- 5.H4.1: Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States’ multicultural society within the historical timeframe.

Lesson 23: What Are Some Important Responsibilities of Citizens?

DISCIPLINARY SKILLS AND PROCESSES

- 5.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 5.SP1.2: Explain how events of the past affect students' lives and society.
- 5.SP1.3: Generate questions about individuals and groups who have shaped significant historical changes and continuities.
 - Key individuals or groups should represent the time- period being studied and be inclusive of the diversity represented in the history of the United States
- 5.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives.
 - Key individuals and groups can include but are not limited to a loyalist and patriots, federalist and anti-federalist, Hamilton and Jefferson, abolitionists and slave owners, Abraham Lincoln and John C. Calhoun, southerners and northerners, labor and business, nativists and immigrants, and American Indians and settlers
 - Key issues and events can include but are not limited to federalism, constitutional interpretation, individual liberties, slavery, Jim Crow Laws and segregation, secession, westward expansion, Indian boarding schools, immigration, Manifest Destiny, worker's rights, and women's rights
- 5.SP3.1: Develop compelling and supporting questions about the United States that are open to different interpretations.
- 5.SP3.2: Use distinctions among fact and opinion to determine the credibility of multiple sources.
- 5.SP3.3: Compare information provided by multiple sources about events and developments in the United States.
- 5.SP3.4: Infer the intended audience and purpose of a source from information within the source itself.
- 5.SP3.5: Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.
- 5.SP3.6: Construct and present arguments using claims and evidence from multiple sources.
- 5.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.
- 5.SP4.2: Use evidence to develop a claim about the past.
- 5.SP4.3: Summarize the central claim in a secondary source.

CIVICS

- 5.C2.1: Explain how a republic relies on people's responsible participation within the context of key historical events pre-American Revolution to Industrialization.
 - Key concepts include but are not limited to volunteerism, joining associations and groups, joining political parties, using the First Amendment (free speech, religion, press, assembly, petition), censorship, voting in elections, running for office, working on campaigns, bringing cases to court, civil disobedience, protest movements, and serving in the military
- 5.C3.1: Describe the origins, functions, and structure of the United States Constitution and the three branches of government.
 - Key origins include historical and philosophical influences like the government structures of Ancient Greece and Rome, Enlightenment thinkers like John Locke, British documents like the Magna Carta, colonial governments, the Articles of Confederation, and the compromises and ratification debates of

the Constitutional Convention Key functions of the United States government as outlined in the Preamble

- Key structures include distributing, sharing, and limiting powers of the national government through separation of powers, checks and balances, and federalism
- Key organization of the Constitution include the Preamble, seven Articles, and Amendments (including the Bill of Rights)
- 5.C4.1: Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.
 - Key concepts can include but are not limited to the purpose of the Declaration of Independence, the creation of the Constitution, the formation and development of social and reform movements, and responses to industrialism and poverty at the turn of the century
- 5.C4.2: Use a range of deliberative and democratic procedures to make decisions about and act on issues and civic problems in their classrooms and schools.

Lesson 24: How Can Citizens Promote the Common Good?

DISCIPLINARY SKILLS AND PROCESSES

- 5.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 5.SP1.2: Explain how events of the past affect students' lives and society.
- 5.SP1.3: Generate questions about individuals and groups who have shaped significant historical changes and continuities.
 - Key individuals or groups should represent the time- period being studied and be inclusive of the diversity represented in the history of the United States
- 5.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives.
 - Key individuals and groups can include but are not limited to a loyalist and patriots, federalist and anti-federalist, Hamilton and Jefferson, abolitionists and slave owners, Abraham Lincoln and John C. Calhoun, southerners and northerners, labor and business, nativists and immigrants, and American Indians and settlers
 - Key issues and events can include but are not limited to federalism, constitutional interpretation, individual liberties, slavery, Jim Crow Laws and segregation, secession, westward expansion, Indian boarding schools, immigration, Manifest Destiny, worker's rights, and women's rights
- 5.SP3.1: Develop compelling and supporting questions about the United States that are open to different interpretations.
- 5.SP3.2: Use distinctions among fact and opinion to determine the credibility of multiple sources.
- 5.SP3.3: Compare information provided by multiple sources about events and developments in the United States.
- 5.SP3.4: Infer the intended audience and purpose of a source from information within the source itself.
- 5.SP3.5: Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.
- 5.SP3.6: Construct and present arguments using claims and evidence from multiple sources.
- 5.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.
- 5.SP4.2: Use evidence to develop a claim about the past.

- 5.SP4.3: Summarize the central claim in a secondary source.

CIVICS

- 5.C2.1: Explain how a republic relies on people’s responsible participation within the context of key historical events pre-American Revolution to Industrialization.
 - Key concepts include but are not limited to volunteerism, joining associations and groups, joining political parties, using the First Amendment (free speech, religion, press, assembly, petition), censorship, voting in elections, running for office, working on campaigns, bringing cases to court, civil disobedience, protest movements, and serving in the military
- 5.C3.1: Describe the origins, functions, and structure of the United States Constitution and the three branches of government.
 - Key origins include historical and philosophical influences like the government structures of Ancient Greece and Rome, Enlightenment thinkers like John Locke, British documents like the Magna Carta, colonial governments, the Articles of Confederation, and the compromises and ratification debates of the Constitutional Convention Key functions of the United States government as outlined in the Preamble
 - Key structures include distributing, sharing, and limiting powers of the national government through separation of powers, checks and balances, and federalism
 - Key organization of the Constitution include the Preamble, seven Articles, and Amendments (including the Bill of Rights)
- 5.C4.1: Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.
 - Key concepts can include but are not limited to the purpose of the Declaration of Independence, the creation of the Constitution, the formation and development of social and reform movements, and responses to industrialism and poverty at the turn of the century
- 5.C4.2: Use a range of deliberative and democratic procedures to make decisions about and act on issues and civic problems in their classrooms and schools.

6th Grade

Overview of Unit 1: What Basic Ideas About Government Did the Founders Have?

Anchor Standard	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
SP1	X	X	X	X	X	X
SP2		X	X	X	X	X
SP3	X	X	X	X	X	X
SP4		X	X	X	X	X
C2	X	X	X	X	X	X
C4	X	X	X	X	X	X

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E1	X		X		X	
E3	X				X	
E5	X					
G1	X					
G3	X					
G4	X					
H1	X	X	X		X	X
H2	X	X	X	X	X	X
H3	X	X	X	X	X	X
H4	X		X		X	

Lesson 1: What Were People Like in the British Colonies in America During the 1770's?

DISCIPLINARY SKILLS AND PROCESSES

- 6.SP1.2: Analyze connections among events and developments in various geographic and cultural contexts.
- 6.SP1.3: Classify a series of historical events and developments as examples of change and/or continuity.
- 6.SP3.1: Define and frame compelling and supporting questions about issues and events in the time-period and region studied.
- 6.SP3.4: Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.
- 6.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.

CIVICS

- 6.C2.1: Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.
- 6.C4.1: Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.
- 6.C4.2: Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.
 - Key concepts include but are not limited to civility, respect for the rights of others, individual responsibility, respect for law, open mindedness, critical examination of issues, negotiation and compromise, civic mindedness, compassion, patriotism, conciliation, and consensus building

ECONOMICS

- 6.E1.1: Analyze the relationship between education, income, and job opportunities within the context of the time period and region studied.
- 6.E3.1: Describe the relationship between various costs and benefits of economic production.

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- 6.E3.2: Explain the influence the factors of production have on the manufacture of goods and services within different cultures, regions, and communities.
 - Key concepts include traditional economic systems, manorialism, guilds, taxation systems, and coerced labor
- 6.E3.3: Analyze the influence of specialization and trade within diverse cultures and communities in regions studied.
- 6.E5.1: Describe the factors that influence trade between countries or cultures.
- 6.E5.2: Explain the effects of increasing economic interdependence within distinct groups.

GEOGRAPHY

- 6.G1.1: Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions.
 - Key concepts include major landforms and water bodies, countries, cities, ecosystems, climate, languages, religion, economic systems, governmental systems, population patterns, disease, trade routes, and settlement patterns
- 6.G3.1: Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
 - Key concepts include but are not limited to language, land and sea transportation and trade routes
- 6.G3.2: Analyze the influence of location, use of natural resources, catastrophic environmental events, and technological developments on human settlement and migration.
 - Key concepts include but are not limited to development of early river civilization, pastoral societies, rise of cities, innovations in transportation, and collapse of empires
- 6.G4.2: Describe how natural and human-made catastrophic events and economic activities in one place affect people living in nearby and distant places.
 - Key concepts include but are not limited to disease, war, items exchanged, ideas spread along trade routes, and natural disasters

HISTORY

- 6.H1.1: Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.
- 6.H1.2: Explain the causes and effects of interactions between cultures and civilizations.
 - Key concepts include but are not limited to trade, competition, warfare, slavery, serfdom, innovations, and contributions.
- 6.H2.1: Evaluate the causes and effects of conflict and resolution among different societies and cultures.
 - Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry
- 6.H3.1: Analyze the impact of religious, government, and civic groups over time.
- 6.H3.3: Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.
- 6.H4.1: Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.

Lesson 2: Why Did the Founders Believe That People Needed a Government?

DISCIPLINARY SKILLS AND PROCESSES

- 6.SP1.1: Examine ways that historians and social scientist know about the past.

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- 6.SP1.2: Analyze connections among events and developments in various geographic and cultural contexts.
- 6.SP1.3: Classify a series of historical events and developments as examples of change and/or continuity.
- 6.SP1.4: Evaluate the significance of past events and their effect on students' lives and society.
- 6.SP2.1: Explain how and why perspectives of people have changed throughout different historical eras.
- 6.SP2.2: Analyze how people's perspective influenced what information is available in the historical sources they created.
- 6.SP3.1: Define and frame compelling and supporting questions about issues and events in the time-period and region studied.
- 6.SP3.3: Classify the kinds of historical sources used in secondary interpretations.
- 6.SP3.6: Construct and present arguments using claims and evidence from multiple sources.
- 6.SP4.1: Explain the multiple causes and effects of events and developments in the past.

CIVICS

- 6.C2.1: Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.
- 6.C4.1: Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.
- 6.C4.2: Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.
 - Key concepts include but are not limited to civility, respect for the rights of others, individual responsibility, respect for law, open mindedness, critical examination of issues, negotiation and compromise, civic mindedness, compassion, patriotism, conciliation, and consensus building

HISTORY

- 6.H1.1: Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.
- 6.H2.1: Evaluate the causes and effects of conflict and resolution among different societies and cultures.
 - Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry
- 6.H3.1: Analyze the impact of religious, government, and civic groups over time.
- 6.H3.3: Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.

Lesson 3: What is a Republican Government?

DISCIPLINARY SKILLS AND PROCESSES

- 6.SP1.1: Examine ways that historians and social scientist know about the past.
- 6.SP1.2: Analyze connections among events and developments in various geographic and cultural contexts.
- 6.SP1.3: Classify a series of historical events and developments as examples of change and/or continuity.
- 6.SP1.4: Evaluate the significance of past events and their effect on students' lives and society.
- 6.SP2.1: Explain how and why perspectives of people have changed throughout different historical eras.

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- 6.SP3.1: Define and frame compelling and supporting questions about issues and events in the time-period and region studied.
- 6.SP4.1: Explain the multiple causes and effects of events and developments in the past.
- 6.SP4.2: Organize applicable evidence into a coherent argument about the past.

CIVICS

- 6.C2.1: Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.
- 6.C4.1: Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.
- 6.C4.2: Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.
 - Key concepts include but are not limited to civility, respect for the rights of others, individual responsibility, respect for law, open mindedness, critical examination of issues, negotiation and compromise, civic mindedness, compassion, patriotism, conciliation, and consensus building

ECONOMICS

- 6.E1.1: Analyze the relationship between education, income, and job opportunities within the context of the time period and region studied.
- 6.E1.2: Give examples of financial risks that individuals and households face within the context of the time period and region studied.

HISTORY

- 6.H1.1: Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.
- 6.H1.2: Explain the causes and effects of interactions between cultures and civilizations.
 - Key concepts include but are not limited to trade, competition, warfare, slavery, serfdom, innovations, and contributions.
- 6.H2.1: Evaluate the causes and effects of conflict and resolution among different societies and cultures.
 - Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry
- 6.H3.1: Analyze the impact of religious, government, and civic groups over time.
- 6.H3.3: Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.
- 6.H4.1: Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.

Lesson 4: What is a Constitutional Government?

DISCIPLINARY SKILLS AND PROCESSES

- 6.SP1.4: Evaluate the significance of past events and their effect on students' lives and society.
- 6.SP2.1: Explain how and why perspectives of people have changed throughout different historical eras.
- 6.SP2.2: Analyze how people's perspective influenced what information is available in the historical sources they created.
- 6.SP3.3: Classify the kinds of historical sources used in secondary interpretations.

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- 6.SP3.4: Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.
- 6.SP3.5: Use questions generated about multiple sources to identify further areas of inquiry and additional sources.
- 6.SP3.6: Construct and present arguments using claims and evidence from multiple sources.
- 6.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.
- 6.SP4.1: Explain the multiple causes and effects of events and developments in the past.

CIVICS

- 6.C2.1: Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.
- 6.C4.1: Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.
- 6.C4.2: Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.
 - Key concepts include but are not limited to civility, respect for the rights of others, individual responsibility, respect for law, open mindedness, critical examination of issues, negotiation and compromise, civic mindedness, compassion, patriotism, conciliation, and consensus building

HISTORY

- 6.H2.1: Evaluate the causes and effects of conflict and resolution among different societies and cultures.
 - Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry
- 6.H3.1: Analyze the impact of religious, government, and civic groups over time.
- 6.H3.3: Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.

Lesson 5: What Ideas Did the Founders Use in the Declaration of Independence?

DISCIPLINARY SKILLS AND PROCESSES

- 6.SP1.1: Examine ways that historians and social scientist know about the past.
- 6.SP1.2: Analyze connections among events and developments in various geographic and cultural contexts.
- 6.SP1.3: Classify a series of historical events and developments as examples of change and/or continuity.
- 6.SP1.4: Evaluate the significance of past events and their effect on students' lives and society.
- 6.SP2.1: Explain how and why perspectives of people have changed throughout different historical eras.
- 6.SP2.2: Analyze how people's perspective influenced what information is available in the historical sources they created.
- 6.SP3.3: Classify the kinds of historical sources used in secondary interpretations.
- 6.SP3.4: Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.

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- 6.SP3.5: Use questions generated about multiple sources to identify further areas of inquiry and additional sources.
- 6.SP3.6: Construct and present arguments using claims and evidence from multiple sources.
- 6.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.
- 6.SP4.1: Explain the multiple causes and effects of events and developments in the past.
- 6.SP4.2: Organize applicable evidence into a coherent argument about the past.

CIVICS

- 6.C2.1: Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.
- 6.C4.1: Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.
- 6.C4.2: Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.
 - Key concepts include but are not limited to civility, respect for the rights of others, individual responsibility, respect for law, open mindedness, critical examination of issues, negotiation and compromise, civic mindedness, compassion, patriotism, conciliation, and consensus building

ECONOMICS

- 6.E1.2: Give examples of financial risks that individuals and households face within the context of the time period and region studied.
- 6.E3.2: Explain the influence the factors of production have on the manufacture of goods and services within different cultures, regions, and communities.
 - Key concepts include traditional economic systems, manorialism, guilds, taxation systems, and coerced labor

HISTORY

- 6.H1.1: Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.
- 6.H1.2: Explain the causes and effects of interactions between cultures and civilizations.
 - Key concepts include but are not limited to trade, competition, warfare, slavery, serfdom, innovations, and contributions.
- 6.H2.1: Evaluate the causes and effects of conflict and resolution among different societies and cultures.
 - Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry
- 6.H3.1: Analyze the impact of religious, government, and civic groups over time.
- 6.H3.3: Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.
- 6.H4.1: Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.

Lesson 6: What Were the First State Governments Like?

DISCIPLINARY SKILLS AND PROCESSES

- 6.SP1.1: Examine ways that historians and social scientist know about the past.

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- 6.SP1.2: Analyze connections among events and developments in various geographic and cultural contexts.
- 6.SP1.3: Classify a series of historical events and developments as examples of change and/or continuity.
- 6.SP1.4: Evaluate the significance of past events and their effect on students' lives and society.
- 6.SP2.1: Explain how and why perspectives of people have changed throughout different historical eras.
- 6.SP2.2: Analyze how people's perspective influenced what information is available in the historical sources they created.
- 6.SP3.3: Classify the kinds of historical sources used in secondary interpretations.
- 6.SP3.4: Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.
- 6.SP3.5: Use questions generated about multiple sources to identify further areas of inquiry and additional sources.
- 6.SP3.6: Construct and present arguments using claims and evidence from multiple sources.
- 6.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.
- 6.SP4.1: Explain the multiple causes and effects of events and developments in the past.

CIVICS

- 6.C2.1: Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.
- 6.C4.1: Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.
- 6.C4.2: Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.
 - Key concepts include but are not limited to civility, respect for the rights of others, individual responsibility, respect for law, open mindedness, critical examination of issues, negotiation and compromise, civic mindedness, compassion, patriotism, conciliation, and consensus building

HISTORY

- 6.H1.1: Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.
- 6.H2.1: Evaluate the causes and effects of conflict and resolution among different societies and cultures.
 - Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry
- 6.H3.1: Analyze the impact of religious, government, and civic groups over time.
- 6.H3.3: Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.

Overview of Unit 2: How Did the Framers Write Our Constitution?

Anchor Standard	Lesson 7	Lesson 8	Lesson 9	Lesson 10
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SP1	X	X	X	X
SP2	X	X	X	X
SP3	X	X	X	X
SP4	X	X	X	X
C2	X	X	X	X
C4	X	X	X	X
E1	X		X	X
E3	X	X		X
E5	X			X
G1	X		X	X
G3			X	X
G4	X		X	X
H1	X			X
H2	X	X	X	X
H3	X	X	X	X
H4	X	X	X	X

Lesson 7: What Was the First National Government Like?

DISCIPLINARY SKILLS AND PROCESSES

- 6.SP1.1: Examine ways that historians and social scientist know about the past.
- 6.SP1.2: Analyze connections among events and developments in various geographic and cultural contexts.
- 6.SP1.3: Classify a series of historical events and developments as examples of change and/or continuity.
- 6.SP1.4: Evaluate the significance of past events and their effect on students’ lives and society.
- 6.SP2.1: Explain how and why perspectives of people have changed throughout different historical eras.
- 6.SP2.2: Analyze how people’s perspective influenced what information is available in the historical sources they created.
- 6.SP3.1: Define and frame compelling and supporting questions about issues and events in the time-period and region studied.
- 6.SP4.1: Explain the multiple causes and effects of events and developments in the past.
- 6.SP4.2: Organize applicable evidence into a coherent argument about the past.

CIVICS

- 6.C2.1: Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.
- 6.C4.1: Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.
- 6.C4.2: Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.
 - Key concepts include but are not limited to civility, respect for the rights of others, individual responsibility, respect for law, open mindedness, critical examination of issues, negotiation and compromise, civic mindedness, compassion, patriotism, conciliation, and consensus building

ECONOMICS

- 6.E1.1: Analyze the relationship between education, income, and job opportunities within the context of the time period and region studied.
- 6.E1.2: Give examples of financial risks that individuals and households face within the context of the time period and region studied.
- 6.E3.1: Describe the relationship between various costs and benefits of economic production.
- 6.E3.2: Explain the influence the factors of production have on the manufacture of goods and services within different cultures, regions, and communities.
 - Key concepts include traditional economic systems, manorialism, guilds, taxation systems, and coerced labor
- 6.E3.3: Analyze the influence of specialization and trade within diverse cultures and communities in regions studied.
- 6.E5.2: Explain the effects of increasing economic interdependence within distinct groups.

GEOGRAPHY

- 6.G1.1: Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions.
 - Key concepts include major landforms and water bodies, countries, cities, ecosystems, climate, languages, religion, economic systems, governmental systems, population patterns, disease, trade routes, and settlement patterns
- 6.G4.2: Describe how natural and human-made catastrophic events and economic activities in one place affect people living in nearby and distant places.
 - Key concepts include but are not limited to disease, war, items exchanged, ideas spread along trade routes, and natural disasters

HISTORY

- 6.H1.1: Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.
- 6.H1.2: Explain the causes and effects of interactions between cultures and civilizations.
 - Key concepts include but are not limited to trade, competition, warfare, slavery, serfdom, innovations, and contributions.
- 6.H2.1: Evaluate the causes and effects of conflict and resolution among different societies and cultures.
 - Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry
- 6.H3.1: Analyze the impact of religious, government, and civic groups over time.
- 6.H3.3: Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.

- 6.H4.1: Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.

Lesson 8: How Was the Philadelphia Convention Organized?

DISCIPLINARY SKILLS AND PROCESSES

- 6.SP1.1: Examine ways that historians and social scientist know about the past.
- 6.SP1.2: Analyze connections among events and developments in various geographic and cultural contexts.
- 6.SP1.3: Classify a series of historical events and developments as examples of change and/or continuity.
- 6.SP1.4: Evaluate the significance of past events and their effect on students’ lives and society.
- 6.SP2.1: Explain how and why perspectives of people have changed throughout different historical eras.
- 6.SP2.2: Analyze how people’s perspective influenced what information is available in the historical sources they created.
- 6.SP3.1: Define and frame compelling and supporting questions about issues and events in the time-period and region studied.
- 6.SP3.2: Use evidence to develop claims and counterclaims in response to compelling questions in the time period and region studied.
- 6.SP4.1: Explain the multiple causes and effects of events and developments in the past.
- 6.SP4.2: Organize applicable evidence into a coherent argument about the past.

CIVICS

- 6.C2.1: Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.
- 6.C4.1: Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.
- 6.C4.2: Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.
 - Key concepts include but are not limited to civility, respect for the rights of others, individual responsibility, respect for law, open mindedness, critical examination of issues, negotiation and compromise, civic mindedness, compassion, patriotism, conciliation, and consensus building

ECONOMICS

- 6.E3.2: Explain the influence the factors of production have on the manufacture of goods and services within different cultures, regions, and communities.
 - Key concepts include traditional economic systems, manorialism, guilds, taxation systems, and coerced labor

HISTORY

- 6.H1.2: Explain the causes and effects of interactions between cultures and civilizations.
 - Key concepts include but are not limited to trade, competition, warfare, slavery, serfdom, innovations, and contributions.
- 6.H2.1: Evaluate the causes and effects of conflict and resolution among different societies and cultures.
 - Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry

- 6.H3.1: Analyze the impact of religious, government, and civic groups over time.
- 6.H3.3: Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.
- 6.H4.1: Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.

Lesson 9: How Many Representatives Should Each State Have in Congress?

DISCIPLINARY SKILLS AND PROCESSES

- 6.SP1.1: Examine ways that historians and social scientist know about the past.
- 6.SP1.2: Analyze connections among events and developments in various geographic and cultural contexts.
- 6.SP1.3: Classify a series of historical events and developments as examples of change and/or continuity.
- 6.SP1.4: Evaluate the significance of past events and their effect on students' lives and society.
- 6.SP2.1: Explain how and why perspectives of people have changed throughout different historical eras.
- 6.SP2.2: Analyze how people's perspective influenced what information is available in the historical sources they created.
- 6.SP3.1: Define and frame compelling and supporting questions about issues and events in the time-period and region studied.
- 6.SP3.2: Use evidence to develop claims and counterclaims in response to compelling questions in the time period and region studied.
- 6.SP3.5: Use questions generated about multiple sources to identify further areas of inquiry and additional sources.
- 6.SP3.6: Construct and present arguments using claims and evidence from multiple sources.
- 6.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.
- 6.SP4.1: Explain the multiple causes and effects of events and developments in the past.
- 6.SP4.2: Organize applicable evidence into a coherent argument about the past.

CIVICS

- 6.C2.1: Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.
- 6.C4.1: Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.
- 6.C4.2: Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.
 - Key concepts include but are not limited to civility, respect for the rights of others, individual responsibility, respect for law, open mindedness, critical examination of issues, negotiation and compromise, civic mindedness, compassion, patriotism, conciliation, and consensus building

ECONOMICS

- 6.E1.1: Analyze the relationship between education, income, and job opportunities within the context of the time period and region studied.
- 6.E1.2: Give examples of financial risks that individuals and households face within the context of the time period and region studied.

GEOGRAPHY

- 6.G1.1: Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions.
 - Key concepts include major landforms and water bodies, countries, cities, ecosystems, climate, languages, religion, economic systems, governmental systems, population patterns, disease, trade routes, and settlement patterns
- 6.G2.1: Compare diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Eastern Hemisphere.
 - Key concepts include but are not limited to hunter-gatherer communities, human settlement, Neolithic Revolution, irrigation and farming, domestication of animals, and influence of climate and seasons
- 6.G3.1: Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
 - Key concepts include but are not limited to language, land and sea transportation and trade routes
- 6.G4.2: Describe how natural and human-made catastrophic events and economic activities in one place affect people living in nearby and distant places.
 - Key concepts include but are not limited to disease, war, items exchanged, ideas spread along trade routes, and natural disasters

HISTORY

- 6.H2.1: Evaluate the causes and effects of conflict and resolution among different societies and cultures.
 - Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry
- 6.H3.1: Analyze the impact of religious, government, and civic groups over time.
- 6.H3.3: Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.
- 6.H4.1: Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time,

Lesson 10: What Did the Framers Do About the Problem of Slavery?

DISCIPLINARY SKILLS AND PROCESSES

- 6.SP1.1: Examine ways that historians and social scientist know about the past.
- 6.SP1.2: Analyze connections among events and developments in various geographic and cultural contexts.
- 6.SP1.3: Classify a series of historical events and developments as examples of change and/or continuity.
- 6.SP1.4: Evaluate the significance of past events and their effect on students’ lives and society.
- 6.SP2.1: Explain how and why perspectives of people have changed throughout different historical eras.
- 6.SP2.2: Analyze how people’s perspective influenced what information is available in the historical sources they created.
- 6.SP3.1: Define and frame compelling and supporting questions about issues and events in the time-period and region studied.

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- 6.SP3.2: Use evidence to develop claims and counterclaims in response to compelling questions in the time period and region studied.
- 6.SP3.6: Construct and present arguments using claims and evidence from multiple sources.
- 6.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.
- 6.SP4.1: Explain the multiple causes and effects of events and developments in the past.
- 6.SP4.2: Organize applicable evidence into a coherent argument about the past.

CIVICS

- 6.C2.1: Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.
- 6.C4.1: Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.

ECONOMICS

- 6.E1.1: Analyze the relationship between education, income, and job opportunities within the context of the time period and region studied.
- 6.E1.2: Give examples of financial risks that individuals and households face within the context of the time period and region studied.
- 6.E3.1: Describe the relationship between various costs and benefits of economic production.
- 6.E3.2: Explain the influence the factors of production have on the manufacture of goods and services within different cultures, regions, and communities.
 - Key concepts include traditional economic systems, manorialism, guilds, taxation systems, and coerced labor
- 6.E3.3: Analyze the influence of specialization and trade within diverse cultures and communities in regions studied.
- 6.E5.1: Describe the factors that influence trade between countries or cultures.
- 6.E5.2: Explain the effects of increasing economic interdependence within distinct groups.

GEOGRAPHY

- 6.G1.1: Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions.
 - Key concepts include major landforms and water bodies, countries, cities, ecosystems, climate, languages, religion, economic systems, governmental systems, population patterns, disease, trade routes, and settlement patterns
- 6.G3.1: Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
 - Key concepts include but are not limited to language, land and sea transportation and trade routes
- 6.G4.2: Describe how natural and human-made catastrophic events and economic activities in one place affect people living in nearby and distant places.
 - Key concepts include but are not limited to disease, war, items exchanged, ideas spread along trade routes, and natural disasters

HISTORY

- 6.H1.1: Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.
- 6.H1.2: Explain the causes and effects of interactions between cultures and civilizations.
 - Key concepts include but are not limited to trade, competition, warfare, slavery, serfdom, innovations, and contributions.

- 6.H2.1: Evaluate the causes and effects of conflict and resolution among different societies and cultures.
 - Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry
- 6.H3.1: Analyze the impact of religious, government, and civic groups over time.
- 6.H3.3: Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.
- 6.H4.1: Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.

Overview of Unit 3: How Does the Constitution Organize Our Government?

Anchor Standard	Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15	Lesson 16
SP1	X					
SP2			X	X	X	X
SP3	X	X	X	X	X	X
SP4	X					
C2	X		X	X	X	X
C4	X	X	X	X	X	X
E5			X	X	X	X
H1	X					
H2	X	X	X	X	X	X
H3	X	X	X	X	X	X
H4	X	X	X	X	X	X

Lesson 11: What Basic Ideas About Government Are Included in the Preamble of the Constitution?

DISCIPLINARY SKILLS AND PROCESSES

- 6.SP1.4: Evaluate the significance of past events and their effect on students’ lives and society.
- 6.SP3.4: Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.
- 6.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.
- 6.SP4.1: Explain the multiple causes and effects of events and developments in the past.

- 6.SP4.2: Organize applicable evidence into a coherent argument about the past.

CIVICS

- 6.C2.1: Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.
- 6.C4.1: Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.
- 6.C4.2: Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.
 - Key concepts include but are not limited to civility, respect for the rights of others, individual responsibility, respect for law, open mindedness, critical examination of issues, negotiation and compromise, civic mindedness, compassion, patriotism, conciliation, and consensus building

HISTORY

- 6.H1.1: Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.
- 6.H1.2: Explain the causes and effects of interactions between cultures and civilizations.
 - Key concepts include but are not limited to trade, competition, warfare, slavery, serfdom, innovations, and contributions.
- 6.H2.1: Evaluate the causes and effects of conflict and resolution among different societies and cultures.
 - Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry
- 6.H3.1: Analyze the impact of religious, government, and civic groups over time.
- 6.H3.3: Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.
- 6.H4.1: Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.

Lesson 12: How Does the Constitution Limit the Powers of Our Government?

DISCIPLINARY SKILLS AND PROCESSES

- 6.SP3.1: Define and frame compelling and supporting questions about issues and events in the time-period and region studied.
- 6.SP3.2: Use evidence to develop claims and counterclaims in response to compelling questions in the time period and region studied.
- 6.SP3.6: Construct and present arguments using claims and evidence from multiple sources.
- 6.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.

CIVICS

- 6.C4.1: Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.
- 6.C4.2: Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.
 - Key concepts include but are not limited to civility, respect for the rights of others, individual responsibility, respect for law, open mindedness, critical examination of issues, negotiation and compromise, civic mindedness, compassion, patriotism, conciliation, and consensus building

HISTORY

- 6.H1.2: Explain the causes and effects of interactions between cultures and civilizations.
 - Key concepts include but are not limited to trade, competition, warfare, slavery, serfdom, innovations, and contributions.
- 6.H2.1: Evaluate the causes and effects of conflict and resolution among different societies and cultures.
 - Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry
- 6.H3.3: Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.

Lesson 13: What is the Legislative Branch?

DISCIPLINARY SKILLS AND PROCESSES

- 6.SP2.1: Explain how and why perspectives of people have changed throughout different historical eras.
- 6.SP3.6: Construct and present arguments using claims and evidence from multiple sources.
- 6.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.

CIVICS

- 6.C2.1: Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.
- 6.C4.2: Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.
 - Key concepts include but are not limited to civility, respect for the rights of others, individual responsibility, respect for law, open mindedness, critical examination of issues, negotiation and compromise, civic mindedness, compassion, patriotism, conciliation, and consensus building

ECONOMICS

- 6.E5.1: Describe the factors that influence trade between countries or cultures.

HISTORY

- 6.H2.1: Evaluate the causes and effects of conflict and resolution among different societies and cultures.
 - Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry
- 6.H3.1: Analyze the impact of religious, government, and civic groups over time.
- 6.H3.3: Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.
- 6.H4.1: Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.

Lesson 14: What Is the Executive Branch?

DISCIPLINARY SKILLS AND PROCESSES

- 6.SP2.1: Explain how and why perspectives of people have changed throughout different historical eras.
- 6.SP3.6: Construct and present arguments using claims and evidence from multiple sources.

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- 6.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.

CIVICS

- 6.C2.1: Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.
- 6.C4.2: Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.
 - Key concepts include but are not limited to civility, respect for the rights of others, individual responsibility, respect for law, open mindedness, critical examination of issues, negotiation and compromise, civic mindedness, compassion, patriotism, conciliation, and consensus building

ECONOMICS

- 6.E5.1: Describe the factors that influence trade between countries or cultures.

HISTORY

- 6.H2.1: Evaluate the causes and effects of conflict and resolution among different societies and cultures.
 - Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry
- 6.H3.1: Analyze the impact of religious, government, and civic groups over time.
- 6.H3.3: Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.
- 6.H4.1: Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.

Lesson 15: What Is the Judicial Branch?

DISCIPLINARY SKILLS AND PROCESSES

- 6.SP2.1: Explain how and why perspectives of people have changed throughout different historical eras.
- 6.SP3.6: Construct and present arguments using claims and evidence from multiple sources.
- 6.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.

CIVICS

- 6.C2.1: Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.
- 6.C4.2: Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.
 - Key concepts include but are not limited to civility, respect for the rights of others, individual responsibility, respect for law, open mindedness, critical examination of issues, negotiation and compromise, civic mindedness, compassion, patriotism, conciliation, and consensus building

ECONOMICS

- 6.E5.1: Describe the factors that influence trade between countries or cultures.

HISTORY

- 6.H2.1: Evaluate the causes and effects of conflict and resolution among different societies and cultures.
 - Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry

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- 6.H3.1: Analyze the impact of religious, government, and civic groups over time.
- 6.H3.3: Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.
- 6.H4.1: Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.

Lesson 16: How Did the Constitution Create a Federal System of Government?

DISCIPLINARY SKILLS AND PROCESSES

- 6.SP2.1: Explain how and why perspectives of people have changed throughout different historical eras.
- 6.SP3.6: Construct and present arguments using claims and evidence from multiple sources.
- 6.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.

CIVICS

- 6.C2.1: Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.
- 6.C4.2: Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.
 - Key concepts include but are not limited to civility, respect for the rights of others, individual responsibility, respect for law, open mindedness, critical examination of issues, negotiation and compromise, civic mindedness, compassion, patriotism, conciliation, and consensus building

ECONOMICS

- 6.E5.1: Describe the factors that influence trade between countries or cultures.

HISTORY

- 6.H2.1: Evaluate the causes and effects of conflict and resolution among different societies and cultures.
 - Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry
- 6.H3.1: Analyze the impact of religious, government, and civic groups over time.
- 6.H3.3: Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.
- 6.H4.1: Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.

Overview of Unit 4: How Does the Constitution Protect Our Basic Rights?

Anchor Standard	Lesson 17	Lesson 18	Lesson 19	Lesson 20	Lesson 21
SP1	X	X	X	X	X
SP2	X	X	X	X	X
SP3	X	X	X	X	X

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SP4	X	X	X	X	X
C2	X	X	X	X	X
C4	X	X	X	X	X
H2	X	X	X	X	X
H3	X	X	X	X	X
H4	X	X	X	X	X

Lesson 17: How Does the Constitution Protect Your Right to Freedom of Expression?

DISCIPLINARY SKILLS AND PROCESSES

- 6.SP1.1: Examine ways that historians and social scientist know about the past.
- 6.SP1.2: Analyze connections among events and developments in various geographic and cultural contexts.
- 6.SP1.3: Classify a series of historical events and developments as examples of change and/or continuity.
- 6.SP1.4: Evaluate the significance of past events and their effect on students’ lives and society.
- 6.SP2.1: Explain how and why perspectives of people have changed throughout different historical eras.
- 6.SP2.2: Analyze how people’s perspective influenced what information is available in the historical sources they created.
- 6.SP3.1: Define and frame compelling and supporting questions about issues and events in the time-period and region studied.
- 6.SP3.2: Use evidence to develop claims and counterclaims in response to compelling questions in the time period and region studied.
- 6.SP3.3: Classify the kinds of historical sources used in secondary interpretations.
- 6.SP3.4: Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.
- 6.SP3.5: Use questions generated about multiple sources to identify further areas of inquiry and additional sources.
- 6.SP3.6: Construct and present arguments using claims and evidence from multiple sources.
- 6.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.
- 6.SP4.1: Explain the multiple causes and effects of events and developments in the past.
- 6.SP4.2: Organize applicable evidence into a coherent argument about the past.

CIVICS

- 6.C2.1: Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.
- 6.C4.1: Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.

- 6.C4.2: Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.
 - Key concepts include but are not limited to civility, respect for the rights of others, individual responsibility, respect for law, open mindedness, critical examination of issues, negotiation and compromise, civic mindedness, compassion, patriotism, conciliation, and consensus building

HISTORY

- 6.H2.1: Evaluate the causes and effects of conflict and resolution among different societies and cultures.
 - Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry
- 6.H3.1: Analyze the impact of religious, government, and civic groups over time.
- 6.H3.2: Generate questions to examine the similarities and differences between major world religions and the role of religion in the formation of regions and their cultural, political, economic, and social identity.
 - Key world religions such as Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, Sikhism, and Taoism
- 6.H3.3: Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.
- 6.H4.1: Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.

Lesson 18: How Does the Constitution Protect Your Right to Freedom of Religion?

DISCIPLINARY SKILLS AND PROCESSES

- 6.SP1.1: Examine ways that historians and social scientist know about the past.
- 6.SP1.2: Analyze connections among events and developments in various geographic and cultural contexts.
- 6.SP1.3: Classify a series of historical events and developments as examples of change and/or continuity.
- 6.SP1.4: Evaluate the significance of past events and their effect on students' lives and society.
- 6.SP2.1: Explain how and why perspectives of people have changed throughout different historical eras.
- 6.SP2.2: Analyze how people's perspective influenced what information is available in the historical sources they created.
- 6.SP3.1: Define and frame compelling and supporting questions about issues and events in the time-period and region studied.
- 6.SP3.2: Use evidence to develop claims and counterclaims in response to compelling questions in the time period and region studied.
- 6.SP3.3: Classify the kinds of historical sources used in secondary interpretations.
- 6.SP3.4: Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.
- 6.SP3.5: Use questions generated about multiple sources to identify further areas of inquiry and additional sources.
- 6.SP3.6: Construct and present arguments using claims and evidence from multiple sources.

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- 6.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.
- 6.SP4.1: Explain the multiple causes and effects of events and developments in the past.
- 6.SP4.2: Organize applicable evidence into a coherent argument about the past.

CIVICS

- 6.C2.1: Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.
- 6.C4.1: Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.
- 6.C4.2: Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.
 - Key concepts include but are not limited to civility, respect for the rights of others, individual responsibility, respect for law, open mindedness, critical examination of issues, negotiation and compromise, civic mindedness, compassion, patriotism, conciliation, and consensus building

HISTORY

- 6.H2.1: Evaluate the causes and effects of conflict and resolution among different societies and cultures.
 - Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry
- 6.H3.1: Analyze the impact of religious, government, and civic groups over time.
- 6.H3.2: Generate questions to examine the similarities and differences between major world religions and the role of religion in the formation of regions and their cultural, political, economic, and social identity.
 - Key world religions such as Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, Sikhism, and Taoism
- 6.H3.3: Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.
- 6.H4.1: Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.

Lesson 19: How Does the Constitution Protect Your Right to Equal Protection of the Laws?

DISCIPLINARY SKILLS AND PROCESSES

- 6.SP1.1: Examine ways that historians and social scientist know about the past.
- 6.SP1.2: Analyze connections among events and developments in various geographic and cultural contexts.
- 6.SP1.3: Classify a series of historical events and developments as examples of change and/or continuity.
- 6.SP1.4: Evaluate the significance of past events and their effect on students’ lives and society.
- 6.SP2.1: Explain how and why perspectives of people have changed throughout different historical eras.
- 6.SP2.2: Analyze how people’s perspective influenced what information is available in the historical sources they created.
- 6.SP3.1: Define and frame compelling and supporting questions about issues and events in the time-period and region studied.

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- 6.SP3.2: Use evidence to develop claims and counterclaims in response to compelling questions in the time period and region studied.
- 6.SP3.3: Classify the kinds of historical sources used in secondary interpretations.
- 6.SP3.4: Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.
- 6.SP3.5: Use questions generated about multiple sources to identify further areas of inquiry and additional sources.
- 6.SP3.6: Construct and present arguments using claims and evidence from multiple sources.
- 6.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.
- 6.SP4.1: Explain the multiple causes and effects of events and developments in the past.
- 6.SP4.2: Organize applicable evidence into a coherent argument about the past.

CIVICS

- 6.C2.1: Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.
- 6.C4.1: Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.
- 6.C4.2: Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.
 - Key concepts include but are not limited to civility, respect for the rights of others, individual responsibility, respect for law, open mindedness, critical examination of issues, negotiation and compromise, civic mindedness, compassion, patriotism, conciliation, and consensus building

HISTORY

- 6.H2.1: Evaluate the causes and effects of conflict and resolution among different societies and cultures.
 - Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry
- 6.H3.1: Analyze the impact of religious, government, and civic groups over time.
- 6.H3.2: Generate questions to examine the similarities and differences between major world religions and the role of religion in the formation of regions and their cultural, political, economic, and social identity.
 - Key world religions such as Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, Sikhism, and Taoism
- 6.H3.3: Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.
- 6.H4.1: Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.

Lesson 20: How Does the Constitution Protect Your Right to Due Process of Law?

DISCIPLINARY SKILLS AND PROCESSES

- 6.SP1.1: Examine ways that historians and social scientist know about the past.
- 6.SP1.2: Analyze connections among events and developments in various geographic and cultural contexts.

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- 6.SP1.3: Classify a series of historical events and developments as examples of change and/or continuity.
- 6.SP1.4: Evaluate the significance of past events and their effect on students' lives and society.
- 6.SP2.1: Explain how and why perspectives of people have changed throughout different historical eras.
- 6.SP2.2: Analyze how people's perspective influenced what information is available in the historical sources they created.
- 6.SP3.1: Define and frame compelling and supporting questions about issues and events in the time-period and region studied.
- 6.SP3.2: Use evidence to develop claims and counterclaims in response to compelling questions in the time period and region studied.
- 6.SP3.3: Classify the kinds of historical sources used in secondary interpretations.
- 6.SP3.4: Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.
- 6.SP3.5: Use questions generated about multiple sources to identify further areas of inquiry and additional sources.
- 6.SP3.6: Construct and present arguments using claims and evidence from multiple sources.
- 6.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.
- 6.SP4.1: Explain the multiple causes and effects of events and developments in the past.
- 6.SP4.2: Organize applicable evidence into a coherent argument about the past.

CIVICS

- 6.C2.1: Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.
- 6.C4.1: Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.
- 6.C4.2: Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.
 - Key concepts include but are not limited to civility, respect for the rights of others, individual responsibility, respect for law, open mindedness, critical examination of issues, negotiation and compromise, civic mindedness, compassion, patriotism, conciliation, and consensus building

HISTORY

- 6.H2.1: Evaluate the causes and effects of conflict and resolution among different societies and cultures.
 - Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry
- 6.H3.1: Analyze the impact of religious, government, and civic groups over time.
- 6.H3.2: Generate questions to examine the similarities and differences between major world religions and the role of religion in the formation of regions and their cultural, political, economic, and social identity.
 - Key world religions such as Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, Sikhism, and Taoism
- 6.H3.3: Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.

- 6.H4.1: Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.

Lesson 21: How Does the Constitution Protect Your Right to Vote?

DISCIPLINARY SKILLS AND PROCESSES

- 6.SP1.1: Examine ways that historians and social scientist know about the past.
- 6.SP1.2: Analyze connections among events and developments in various geographic and cultural contexts.
- 6.SP1.3: Classify a series of historical events and developments as examples of change and/or continuity.
- 6.SP1.4: Evaluate the significance of past events and their effect on students' lives and society.
- 6.SP2.1: Explain how and why perspectives of people have changed throughout different historical eras.
- 6.SP2.2: Analyze how people's perspective influenced what information is available in the historical sources they created.
- 6.SP3.1: Define and frame compelling and supporting questions about issues and events in the time-period and region studied.
- 6.SP3.2: Use evidence to develop claims and counterclaims in response to compelling questions in the time period and region studied.
- 6.SP3.3: Classify the kinds of historical sources used in secondary interpretations.
- 6.SP3.4: Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.
- 6.SP3.5: Use questions generated about multiple sources to identify further areas of inquiry and additional sources.
- 6.SP3.6: Construct and present arguments using claims and evidence from multiple sources.
- 6.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.
- 6.SP4.1: Explain the multiple causes and effects of events and developments in the past.
- 6.SP4.2: Organize applicable evidence into a coherent argument about the past.

CIVICS

- 6.C2.1: Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.
- 6.C4.1: Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.
- 6.C4.2: Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.
 - Key concepts include but are not limited to civility, respect for the rights of others, individual responsibility, respect for law, open mindedness, critical examination of issues, negotiation and compromise, civic mindedness, compassion, patriotism, conciliation, and consensus building

HISTORY

- 6.H2.1: Evaluate the causes and effects of conflict and resolution among different societies and cultures.

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- Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry
- 6.H3.1: Analyze the impact of religious, government, and civic groups over time.
- 6.H3.2: Generate questions to examine the similarities and differences between major world religions and the role of religion in the formation of regions and their cultural, political, economic, and social identity.
 - Key world religions such as Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, Sikhism, and Taoism
- 6.H3.3: Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.
- 6.H4.1: Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.

Overview of Unit 5: What Are the Responsibilities of Citizens?

Anchor Standard	Lesson 22	Lesson 23	Lesson 24
SP1	X	X	X
SP2	X	X	X
SP3	X	X	X
SP4	X	X	X
C2	X	X	X
E5	X		
H1	X		
H2	X		
H3	X		
H4	X		

Lesson 22: What is the Role of the United States in the World Today?

DISCIPLINARY SKILLS AND PROCESSES

- 6.SP1.1: Examine ways that historians and social scientist know about the past.
- 6.SP1.2: Analyze connections among events and developments in various geographic and cultural contexts.
- 6.SP1.3: Classify a series of historical events and developments as examples of change and/or continuity.
- 6.SP1.4: Evaluate the significance of past events and their effect on students’ lives and society.

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- 6.SP2.1: Explain how and why perspectives of people have changed throughout different historical eras.
- 6.SP2.2: Analyze how people’s perspective influenced what information is available in the historical sources they created.
- 6.SP3.1: Define and frame compelling and supporting questions about issues and events in the time-period and region studied.
- 6.SP4.1: Explain the multiple causes and effects of events and developments in the past.
- 6.SP4.2: Organize applicable evidence into a coherent argument about the past.

CIVICS

- 6.C2.1: Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.
- 6.C4.1: Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.
- 6.C4.2: Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.
 - Key concepts include but are not limited to civility, respect for the rights of others, individual responsibility, respect for law, open mindedness, critical examination of issues, negotiation and compromise, civic mindedness, compassion, patriotism, conciliation, and consensus building

ECONOMICS.

- 6.E5.1: Describe the factors that influence trade between countries or cultures.

HISTORY

- 6.H1.1: Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.
- 6.H1.2: Explain the causes and effects of interactions between cultures and civilizations.
 - Key concepts include but are not limited to trade, competition, warfare, slavery, serfdom, innovations, and contributions.
- 6.H2.1: Evaluate the causes and effects of conflict and resolution among different societies and cultures.
 - Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry
- 6.H3.1: Analyze the impact of religious, government, and civic groups over time.
- 6.H3.2: Generate questions to examine the similarities and differences between major world religions and the role of religion in the formation of regions and their cultural, political, economic, and social identity.
 - Key world religions such as Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, Sikhism, and Taoism
- 6.H3.3: Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.
- 6.H4.1: Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.

Lesson 23: What are Some Important Responsibilities of Citizens?

DISCIPLINARY SKILLS AND PROCESSES

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- 6.SP1.2: Analyze connections among events and developments in various geographic and cultural contexts.
- 6.SP1.3: Classify a series of historical events and developments as examples of change and/or continuity.
- 6.SP1.4: Evaluate the significance of past events and their effect on students’ lives and society.
- 6.SP2.1: Explain how and why perspectives of people have changed throughout different historical eras.
- 6.SP2.2: Analyze how people’s perspective influenced what information is available in the historical sources they created.
- 6.SP3.1: Define and frame compelling and supporting questions about issues and events in the time-period and region studied.
- 6.SP3.2: Use evidence to develop claims and counterclaims in response to compelling questions in the time period and region studied.
- 6.SP3.3: Classify the kinds of historical sources used in secondary interpretations.
- 6.SP3.4: Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.
- 6.SP3.5: Use questions generated about multiple sources to identify further areas of inquiry and additional sources.
- 6.SP3.6: Construct and present arguments using claims and evidence from multiple sources.
- 6.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.
- 6.SP4.1: Explain the multiple causes and effects of events and developments in the past.
- 6.SP4.2: Organize applicable evidence into a coherent argument about the past.

CIVICS

- 6.C2.1: Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.
- 6.C4.1: Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.
- 6.C4.2: Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.
 - Key concepts include but are not limited to civility, respect for the rights of others, individual responsibility, respect for law, open mindedness, critical examination of issues, negotiation and compromise, civic mindedness, compassion, patriotism, conciliation, and consensus building

Lesson 24: How Can Citizens Promote the Common Good?

DISCIPLINARY SKILLS AND PROCESSES

- 6.SP1.2: Analyze connections among events and developments in various geographic and cultural contexts.
- 6.SP1.3: Classify a series of historical events and developments as examples of change and/or continuity.
- 6.SP1.4: Evaluate the significance of past events and their effect on students’ lives and society.
- 6.SP2.1: Explain how and why perspectives of people have changed throughout different historical eras.

“We the People” 2020 Edition Correlation with AZ Social Science/History Standards

- 6.SP2.2: Analyze how people’s perspective influenced what information is available in the historical sources they created.
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- 6.SP3.2: Use evidence to develop claims and counterclaims in response to compelling questions in the time period and region studied.
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For information about other law-related education programs administered by the Foundation which meet standards in social studies, language arts, math and science, visit <https://lawforkids.org/>.

We the People Level 1	Arizona Common Core Standard for ELA and Literacy in History/Social Studies <u>Reading Informational Text</u> – Grade 5
	Note: The common core standards are skill based rather than standards for particular content. Because of that distinction, the Reading Standards for 5th grade COULD all be met with each of the lessons for We the People Level I because the activities and questions in each lesson include options for fulfilling each of these standards. The text includes pictures, some graphs and charts, some individual historical accounts, quotes and opinions as well as full primary source texts of the Declaration of Independence, the Constitution, and its amendments which allow students to meet those Common Core standards which call for analysis and comparisons of these types of sources.
Lesson 1 What were the British colonies in America like in the 1700s	5th grade Reading Informational text Key Ideas and Details 5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. 5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text Craft and Structure 5.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. 5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts. 5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. Integration of Knowledge and Ideas 5.RI.7

	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. 5.RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). 5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. Range of Reading and Level of Text Complexity 5.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
Lesson 2 Why did the Founders believe that people needed a government?	All Common Core standards may be met as noted above.
Lesson 3 What is a republican government?	All Common Core standards may be met as noted above.
Lesson 4 What is a constitutional government?	All Common Core standards may be met as noted above.
Lesson 5 What ideas did the Founders use in the Declaration of Independence?	All Common Core standards may be met as noted above.
Lesson 6 What were the first state governments like?	All Common Core standards may be met as noted above.
Lesson 7 What was the first national government like?	All Common Core standards may be met as noted above.
Lesson 8 How was the Philadelphia Convention organized?	All Common Core standards may be met as noted above.

Lesson 9 How many representatives should each state have in Congress?	All Common Core standards may be met as noted above.
Lesson 10 What did the Framers do about the problem of slavery?	All Common Core standards may be met as noted above.
Lesson 11 What basic ideas about government are included in the Preamble to the Constitution?	All Common Core standards may be met as noted above.
Lesson 12 How does the Constitution limit the powers of our government?	All Common Core standards may be met as noted above.
Lesson 13 What is the legislative branch?	All Common Core standards may be met as noted above.
Lesson 14 What is the executive branch?	All Common Core standards may be met as noted above.
Lesson 15 What is the judicial branch?	All Common Core standards may be met as noted above.
Lesson 16 How did the Constitution create a federal system of government?	All Common Core standards may be met as noted above.
Lesson 17 How does the Constitution protect your right to freedom of expression?	All Common Core standards may be met as noted above.

Lesson 18 How does the Constitution protect your right to freedom of religion?	All Common Core standards may be met as noted above.
Lesson 19 How does the Constitution protect your right to equal protection of the laws?	All Common Core standards may be met as noted above.
Lesson 20 How does the Constitution protect your right to due process of laws?	All Common Core standards may be met as noted above.
Lesson 21 How does the Constitution protect your right to vote?	All Common Core standards may be met as noted above.
Lesson 22 What is the role of the United States in the world today?	All Common Core standards may be met as noted above.
Lesson 23 What are some important responsibilities of citizens?	All Common Core standards may be met as noted above.
Lesson 24 How can citizens promote the common good?	All Common Core standards may be met as noted above.

We the People Level 1	Arizona Common Core Standard for ELA and Literacy in History/Social Studies <u>Writing – Grade 5</u>
	All 24 lessons in We the People Level 1 include critical thinking and other activities which give the instructor the option of having students respond as individuals or in groups, verbally or in writing. If the instructor chooses to have students respond in writing, then the following standards are applicable to <u>all</u> of the corresponding lessons. Additionally, the culminating activity, a simulated congressional hearing, in particular, incorporates all of the writing standards in a singular activity.
Lesson 1 What were the British colonies in America like in the 1700s	(5.W.1) 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>). Provide a concluding statement or section related to the opinion presented. (5.W.2) 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented. (5.W.3) 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. <u>Production and Distribution of Writing</u>

(AZ.5.W.4)

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above. (5.W.4)

a. Produce clear and coherent functional writing (e.g., formal letters, recipes, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes) in which the development and organization are appropriate to task and purpose.

(5.W.5)

5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

(5.W.6)

6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Research to Build and Present Knowledge

(5.W.7)

7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

(5.W.8)

8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

(5.W.9)

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

(5.W.10)

10. Write routinely over extended time frames (time for research, 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.

Lesson 2 Why did the Founders believe that people needed a government?	All standards may be met as noted above.
Lesson 3 What is a republican government?	All standards may be met as noted above.
Lesson 4 What is a constitutional government?	All standards may be met as noted above.
Lesson 5 What ideas did the Founders use in the Declaration of Independence?	All standards may be met as noted above.
Lesson 6 What were the first state governments like?	All standards may be met as noted above.
Lesson 7 What was the first national government like?	All standards may be met as noted above.
Lesson 8 How was the Philadelphia Convention organized?	All standards may be met as noted above.
Lesson 9 How many representatives should each state have in Congress?	All standards may be met as noted above.
Lesson 10 What did the Framers do about the problem of slavery?	All standards may be met as noted above.

Lesson 11 What basic ideas about government are included in the Preamble to the Constitution?	All standards may be met as noted above.
Lesson 12 How does the Constitution limit the powers of our government?	All standards may be met as noted above.
Lesson 13 What is the legislative branch?	All standards may be met as noted above.
Lesson 14 What is the executive branch?	All standards may be met as noted above.
Lesson 15 What is the judicial branch?	All standards may be met as noted above.
Lesson 16 How did the Constitution create a federal system of government?	All standards may be met as noted above.
Lesson 17 How does the Constitution protect your right to freedom of expression?	All standards may be met as noted above.
Lesson 18 How does the Constitution protect your right to freedom of religion?	All standards may be met as noted above.
Lesson 19 How does the Constitution protect your right to equal protection of the laws?	All standards may be met as noted above.

Lesson 20 How does the Constitution protect your right to due process of laws?	All standards may be met as noted above.
Lesson 21 How does the Constitution protect your right to vote?	All standards may be met as noted above.
Lesson 22 What is the role of the United States in the world today?	All standards may be met as noted above.
Lesson 23 What are some important responsibilities of citizens?	All standards may be met as noted above.
Lesson 24 How can citizens promote the common good?	All standards may be met as noted above.

We the People Level 1	Arizona Common Core Standard for ELA and Literacy in History/Social Studies <u>Reading</u> – Grade 6-8 grade
	Note: The common core standards are skill based rather than standards for particular content. Because of that distinction, the Reading Standards for 6-8th grade COULD all be met with each of the lessons for We the People Level I because the activities and questions in each lesson include options for fulfilling each of these standards. The text includes pictures, some graphs and charts, some individual historical accounts, quotes and opinions as well as full primary source texts of the Declaration of Independence, the Constitution, and its amendments which allow students to meet those Common Core standards which call for analysis and comparisons of these types of sources.
Lesson 1 What were the British colonies in America like in the 1700s	6-8.RH.1. Cite specific textual evidence to support analysis of primary and secondary sources. 6-8.RH.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. 6-8.RH.3 Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). 6-8.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. 6-8.RH.5. Describe how a text presents information (e.g., sequentially, comparatively, and/or causally). 6-8.RH.6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). 6-8.RH.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. 6-8.RH.8. Distinguish among fact, opinion, and reasoned judgment in a text. 6-8.RH.9. Analyze the relationship between a primary and secondary source on the same topic. 6-8.RH.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Lesson 2 Why did the Founders believe that people needed a government?	All Common Core standards may be met as noted above.
Lesson 3 What is a republican government?	All Common Core standards may be met as noted above.
Lesson 4 What is a constitutional government?	All Common Core standards may be met as noted above.
Lesson 5 What ideas did the Founders use in the Declaration of Independence?	All Common Core standards may be met as noted above.
Lesson 6 What were the first state governments like?	All Common Core standards may be met as noted above.
Lesson 7 What was the first national government like?	All Common Core standards may be met as noted above.
Lesson 8 How was the Philadelphia Convention organized?	All Common Core standards may be met as noted above.
Lesson 9 How many representatives should each state have in Congress?	All Common Core standards may be met as noted above.
Lesson 10 What did the Framers do about the problem of slavery?	All Common Core standards may be met as noted above.
Lesson 11 What basic ideas about government are included in the Preamble to the Constitution?	All Common Core standards may be met as noted above.

Lesson 12 How does the Constitution limit the powers of our government?	All Common Core standards may be met as noted above.
Lesson 13 What is the legislative branch?	All Common Core standards may be met as noted above.
Lesson 14 What is the executive branch?	All Common Core standards may be met as noted above.
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Lesson 16 How did the Constitution create a federal system of government?	All Common Core standards may be met as noted above.
Lesson 17 How does the Constitution protect your right to freedom of expression?	All Common Core standards may be met as noted above.
Lesson 18 How does the Constitution protect your right to freedom of religion?	All Common Core standards may be met as noted above.
Lesson 19 How does the Constitution protect your right to equal protection of the laws?	All Common Core standards may be met as noted above.
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Lesson 21 How does the Constitution protect your right to vote?	All Common Core standards may be met as noted above.
Lesson 22 What is the role of the United States in the world today?	All Common Core standards may be met as noted above.
Lesson 23 What are some important responsibilities of citizens?	All Common Core standards may be met as noted above.
Lesson 24 How can citizens promote the common good?	All Common Core standards may be met as noted above.

We the People Level 1	Arizona Common Core Standard for ELA and Literacy in History/Social Studies <u>Writing</u> – Grades 6-8
	All 24 lessons in We the People Level I include critical thinking and other activities which give the instructor the option of having students respond as individuals or in groups, verbally or in writing. If the instructor chooses to have students respond in writing, then the following standards are applicable to <u>all</u> of the corresponding lessons. Additionally, the culminating activity, a simulated congressional hearing, in particular, incorporates all of the writing standards in a singular activity.
Lesson 1 What were the British colonies in America like in the 1700s	6-8.WHST.1. Write arguments focused on <i>discipline-specific content</i>. 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. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented. 6-8.WHST.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. Provide a concluding statement or section that follows from and supports the argument presented. 6-8.WHST.3. (See note; not applicable as a separate requirement) Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.

	6-8.WHST.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • Produce clear and coherent functional writing (e.g., formal letters, envelopes, procedures, labels, timelines, graphs/tables, experiments, maps, captions, charts, diagrams) in which the development, organization, and style are appropriate to task, purpose, and audience. 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. 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. 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. 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. 6-8.WHST.9. Draw evidence from informational texts to support analysis, reflection, and research. 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.
Lesson 2 Why did the Founders believe that people needed a government?	All standards may be met as noted above.
Lesson 3 What is a republican government?	All standards may be met as noted above.
Lesson 4 What is a constitutional government?	All standards may be met as noted above.

Lesson 5 What ideas did the Founders use in the Declaration of Independence?	All standards may be met as noted above.
Lesson 6 What were the first state governments like?	All standards may be met as noted above.
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Lesson 15 What is the judicial branch?	All standards may be met as noted above.

Lesson 16 How did the Constitution create a federal system of government?	All standards may be met as noted above.
Lesson 17 How does the Constitution protect your right to freedom of expression?	All standards may be met as noted above.
Lesson 18 How does the Constitution protect your right to freedom of religion?	All standards may be met as noted above.
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Lesson 23 What are some important responsibilities of citizens?	All standards may be met as noted above.
Lesson 24 How can citizens promote the common good?	All standards may be met as noted above.