

We the People: The Citizen and the Constitution

Level II

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

7th-8th grade

Level Two Textbook Correlation

aligned to

Arizona History & Social Science Anchor Standards

Norma Jean Higuera-Trask

7th Grade

Overview of Unit 1: What Were the Founder's Basic Ideas About Government?

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

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

DISCIPLINARY SKILLS AND PROCESSES

- 7.SP1.2: Classify a series of historical events and developments as examples of change and/or continuity.
- 7.SP1.4: Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are historically significant.
- 7.SP2.1: Analyze multiple factors that influence the perspectives of people during different historical eras.
- 7.SP2.2: Explain how and why perspectives of people have changed over time.
- 7.SP3.2: Use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions.
- 7.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details, while acknowledging the strengths and weaknesses of the explanations.
- 7.SP4.3: Organize applicable evidence into a coherent argument.

CIVICS

- 7.C4.1: Compare historical and contemporary means of changing societies to promote the common good.
- 7.C4.2: Assess specific rules and laws (both actual and proposed) as a means of addressing public problems.
- 7.C4.3: Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings.

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

- 7.C4.4: Explain challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places. Apply a range of deliberative and democratic procedures to make decisions and take action in local, regional, and global communities.

Lesson 2: Why Do We Need Government?

DISCIPLINARY SKILLS AND PROCESSES

- 7.SP1.1: Analyze connections among events and developments in broader historical contexts.
- 7.SP1.2: Classify a series of historical events and developments as examples of change and/or continuity.
- 7.SP1.4: Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are historically significant.
- 7.SP2.1: Analyze multiple factors that influence the perspectives of people during different historical eras.
- 7.SP2.2 Explain how and why perspectives of people have changed over time.
- 7.SP2.3: Analyze how people's perspectives influenced what information is available in the historical sources they created.
- 7.SP4.3: Organize applicable evidence into a coherent argument.

CIVICS

- 7.C4.1: Compare historical and contemporary means of changing societies to promote the common good.
- 7.C4.2: Assess specific rules and laws (both actual and proposed) as a means of addressing public problems.
- 7.C4.3: Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings.
- 7.C4.4: Explain challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places. Apply a range of deliberative and democratic procedures to make decisions and take action in local, regional, and global communities.

Lesson 3: What is Republican Government?

DISCIPLINARY SKILLS AND PROCESSES

- 7.SP3.1: Create compelling questions and supporting questions that reflect enduring issues about the world, past and present.
- 7.SP3.2: Use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions.
- 7.SP3.3: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- 7.SP3.4: Use questions generated about multiple sources, including international sources, to identify further areas of inquiry and additional sources.
- 7.SP3.5: Evaluate the relevance and utility of sources based on information such as author, date, origin, intended audience, and purpose.
- 7.SP3.6: Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of those arguments.
- 7.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details, while acknowledging the strengths and weaknesses of the explanations.

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

- 7.SP4.1: Explain the multiple causes and effects of events and developments in the past and present.
- 7.SP4.2: Evaluate the influence of various causes of events and developments in the past and present.
- 7.SP4.3: Organize applicable evidence into a coherent argument.
- 7.SP4.4: Compare the central arguments in multiple secondary sources on a related topic using multiple types of sources.

CIVICS

- 7.C4.1: Compare historical and contemporary means of changing societies to promote the common good.
- 7.C4.2: Assess specific rules and laws (both actual and proposed) as a means of addressing public problems.
- 7.C4.3: Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings.
- 7.C4.4: Explain challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places. Apply a range of deliberative and democratic procedures to make decisions and take action in local, regional, and global communities.

Lesson 4: What is Constitutional Government?

DISCIPLINARY SKILLS AND PROCESSES

- 7.SP3.1: Create compelling questions and supporting questions that reflect enduring issues about the world, past and present.
- 7.SP3.2: Use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions.
- 7.SP3.3: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- 7.SP3.4: Use questions generated about multiple sources, including international sources, to identify further areas of inquiry and additional sources.
- 7.SP3.5: Evaluate the relevance and utility of sources based on information such as author, date, origin, intended audience, and purpose.
- 7.SP3.6: Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of those arguments.
- 7.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details, while acknowledging the strengths and weaknesses of the explanations.
- 7.SP4.1: Explain the multiple causes and effects of events and developments in the past and present.
- 7.SP4.2: Evaluate the influence of various causes of events and developments in the past and present.
- 7.SP4.3: Organize applicable evidence into a coherent argument.
- 7.SP4.4: Compare the central arguments in multiple secondary sources on a related topic using multiple types of sources.

CIVICS

- 7.C4.1: Compare historical and contemporary means of changing societies to promote the common good.
- 7.C4.2: Assess specific rules and laws (both actual and proposed) as a means of addressing public problems.
- 7.C4.3: Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings.

- 7.C4.4: Explain challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places. Apply a range of deliberative and democratic procedures to make decisions and take action in local, regional, and global communities.

Lesson 5: How Can We Organize Government to Prevent the Abuse of Power?

DISCIPLINARY SKILLS AND PROCESSES

- 7.SP3.1: Create compelling questions and supporting questions that reflect enduring issues about the world, past and present.
- 7.SP3.2: Use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions.
- 7.SP3.3: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- 7.SP3.4: Use questions generated about multiple sources, including international sources, to identify further areas of inquiry and additional sources.
- 7.SP3.5: Evaluate the relevance and utility of sources based on information such as author, date, origin, intended audience, and purpose.
- 7.SP3.6: Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of those arguments.
- 7.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details, while acknowledging the strengths and weaknesses of the explanations.
- 7.SP4.1: Explain the multiple causes and effects of events and developments in the past and present.
- 7.SP4.2: Evaluate the influence of various causes of events and developments in the past and present.
- 7.SP4.3: Organize applicable evidence into a coherent argument.
- 7.SP4.4: Compare the central arguments in multiple secondary sources on a related topic using multiple types of sources.

CIVICS

- 7.C4.1: Compare historical and contemporary means of changing societies to promote the common good.
- 7.C4.2: Assess specific rules and laws (both actual and proposed) as a means of addressing public problems.
- 7.C4.3: Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings.
- 7.C4.4: Explain challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places. Apply a range of deliberative and democratic procedures to make decisions and take action in local, regional, and global communities.

Overview of Unit 2: What Shaped the Founder’s Thinking About Government?

Anchor Standard	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11
SP3	X	X	X	X	X	X
SP4	X	X	X	X	X	X

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

C2				X	X	
C4	X	X	X	X	X	X

Lesson 6: How Did Constitutional Government Develop in Great Britain?

DISCIPLINARY SKILLS AND PROCESSES

- 7.SP3.1: Create compelling questions and supporting questions that reflect enduring issues about the world, past and present.
- 7.SP3.2: Use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions.
- 7.SP3.3: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- 7.SP3.4: Use questions generated about multiple sources, including international sources, to identify further areas of inquiry and additional sources.
- 7.SP3.5: Evaluate the relevance and utility of sources based on information such as author, date, origin, intended audience, and purpose.
- 7.SP3.6: Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of those arguments.
- 7.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details, while acknowledging the strengths and weaknesses of the explanations.
- 7.SP4.1: Explain the multiple causes and effects of events and developments in the past and present.
- 7.SP4.2: Evaluate the influence of various causes of events and developments in the past and present.
- 7.SP4.3: Organize applicable evidence into a coherent argument.
- 7.SP4.4: Compare the central arguments in multiple secondary sources on a related topic using multiple types of sources.

CIVICS

- 7.C4.1: Compare historical and contemporary means of changing societies to promote the common good.
- 7.C4.2: Assess specific rules and laws (both actual and proposed) as a means of addressing public problems.
- 7.C4.3: Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings.
- 7.C4.4: Explain challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places. Apply a range of deliberative and democratic procedures to make decisions and take action in local, regional, and global communities.

Lesson 7: What Experiences Led to the American Revolution?

DISCIPLINARY SKILLS AND PROCESSES

- 7.SP3.1: Create compelling questions and supporting questions that reflect enduring issues about the world, past and present.
- 7.SP3.2: Use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions.
- 7.SP3.3: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.

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

- 7.SP3.4: Use questions generated about multiple sources, including international sources, to identify further areas of inquiry and additional sources.
- 7.SP3.5: Evaluate the relevance and utility of sources based on information such as author, date, origin, intended audience, and purpose.
- 7.SP3.6: Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of those arguments.
- 7.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details, while acknowledging the strengths and weaknesses of the explanations.
- 7.SP4.1: Explain the multiple causes and effects of events and developments in the past and present.
- 7.SP4.2: Evaluate the influence of various causes of events and developments in the past and present.
- 7.SP4.3: Organize applicable evidence into a coherent argument.
- 7.SP4.4: Compare the central arguments in multiple secondary sources on a related topic using multiple types of sources.

CIVICS

- 7.C4.1: Compare historical and contemporary means of changing societies to promote the common good.
- 7.C4.2: Assess specific rules and laws (both actual and proposed) as a means of addressing public problems.
- 7.C4.3: Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings.
- 7.C4.4: Explain challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places. Apply a range of deliberative and democratic procedures to make decisions and take action in local, regional, and global communities.

Lesson 8: What Basic Ideas About Government Are in the Declaration of Independence?

DISCIPLINARY SKILLS AND PROCESSES

- 7.SP3.1: Create compelling questions and supporting questions that reflect enduring issues about the world, past and present.
- 7.SP3.2: Use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions.
- 7.SP3.3: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- 7.SP3.4: Use questions generated about multiple sources, including international sources, to identify further areas of inquiry and additional sources.
- 7.SP3.5: Evaluate the relevance and utility of sources based on information such as author, date, origin, intended audience, and purpose.
- 7.SP3.6: Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of those arguments.
- 7.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details, while acknowledging the strengths and weaknesses of the explanations.
- 7.SP4.1: Explain the multiple causes and effects of events and developments in the past and present.
- 7.SP4.2: Evaluate the influence of various causes of events and developments in the past and present.
- 7.SP4.3: Organize applicable evidence into a coherent argument.

- 7.SP4.4: Compare the central arguments in multiple secondary sources on a related topic using multiple types of sources.

CIVICS

- 7.C4.1: Compare historical and contemporary means of changing societies to promote the common good.
- 7.C4.2: Assess specific rules and laws (both actual and proposed) as a means of addressing public problems.
- 7.C4.3: Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings.
- 7.C4.4: Explain challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places. Apply a range of deliberative and democratic procedures to make decisions and take action in local, regional, and global communities.

Lesson 9: What Happened During the American Revolution? How Did the Government Function?

DISCIPLINARY SKILLS AND PROCESSES

- 7.SP3.1: Create compelling questions and supporting questions that reflect enduring issues about the world, past and present.
- 7.SP3.2: Use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions.
- 7.SP3.3: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- 7.SP3.4: Use questions generated about multiple sources, including international sources, to identify further areas of inquiry and additional sources.
- 7.SP3.5: Evaluate the relevance and utility of sources based on information such as author, date, origin, intended audience, and purpose.
- 7.SP3.6: Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of those arguments.
- 7.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details, while acknowledging the strengths and weaknesses of the explanations.
- 7.SP4.1: Explain the multiple causes and effects of events and developments in the past and present.
- 7.SP4.2: Evaluate the influence of various causes of events and developments in the past and present.
- 7.SP4.3: Organize applicable evidence into a coherent argument.
- 7.SP4.4: Compare the central arguments in multiple secondary sources on a related topic using multiple types of sources.

CIVICS

- 7.C2.1: Explain how revolutions and other changes in government impact citizens' rights.
- 7.C4.1: Compare historical and contemporary means of changing societies to promote the common good.
- 7.C4.2: Assess specific rules and laws (both actual and proposed) as a means of addressing public problems.
- 7.C4.3: Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings.

- 7.C4.4: Explain challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places. Apply a range of deliberative and democratic procedures to make decisions and take action in local, regional, and global communities.

Lesson 10: How Did the States Govern Themselves After the Revolution?

DISCIPLINARY SKILLS AND PROCESSES

- 7.SP3.1: Create compelling questions and supporting questions that reflect enduring issues about the world, past and present.
- 7.SP3.2: Use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions.
- 7.SP3.3: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- 7.SP3.4: Use questions generated about multiple sources, including international sources, to identify further areas of inquiry and additional sources.
- 7.SP3.5: Evaluate the relevance and utility of sources based on information such as author, date, origin, intended audience, and purpose.
- 7.SP3.6: Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of those arguments.
- 7.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details, while acknowledging the strengths and weaknesses of the explanations.
- 7.SP4.1: Explain the multiple causes and effects of events and developments in the past and present.
- 7.SP4.2: Evaluate the influence of various causes of events and developments in the past and present.
- 7.SP4.3: Organize applicable evidence into a coherent argument.
- 7.SP4.4: Compare the central arguments in multiple secondary sources on a related topic using multiple types of sources.

CIVICS

- 7.C2.1: Explain how revolutions and other changes in government impact citizens' rights.
- 7.C4.1: Compare historical and contemporary means of changing societies to promote the common good.
- 7.C4.2: Assess specific rules and laws (both actual and proposed) as a means of addressing public problems.
- 7.C4.3: Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings.
- 7.C4.4: Explain challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places. Apply a range of deliberative and democratic procedures to make decisions and take action in local, regional, and global communities.

Lesson 11: How Did the Articles of Confederation Organize the First National Government?

DISCIPLINARY SKILLS AND PROCESSES

- 7.SP3.1: Create compelling questions and supporting questions that reflect enduring issues about the world, past and present.
- 7.SP3.2: Use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions.

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

- 7.SP3.3: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- 7.SP3.4: Use questions generated about multiple sources, including international sources, to identify further areas of inquiry and additional sources.
- 7.SP3.5: Evaluate the relevance and utility of sources based on information such as author, date, origin, intended audience, and purpose.
- 7.SP3.6: Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of those arguments.
- 7.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details, while acknowledging the strengths and weaknesses of the explanations.
- 7.SP4.1: Explain the multiple causes and effects of events and developments in the past and present.
- 7.SP4.2: Evaluate the influence of various causes of events and developments in the past and present.
- 7.SP4.3: Organize applicable evidence into a coherent argument.
- 7.SP4.4: Compare the central arguments in multiple secondary sources on a related topic using multiple types of sources.

CIVICS

- 7.C4.1: Compare historical and contemporary means of changing societies to promote the common good.
- 7.C4.2: Assess specific rules and laws (both actual and proposed) as a means of addressing public problems.
- 7.C4.3: Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings.
- 7.C4.4: Explain challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places. Apply a range of deliberative and democratic procedures to make decisions and take action in local, regional, and global communities.

Overview of Unit 3: What Happened at the Philadelphia Convention?

Anchor Standard	Lesson 12	Lesson 13	Lesson 14	Lesson 15	Lesson 16
SP3	X	X	X	X	X
SP4	X	X	X	X	X
C4	X	X	X	X	X

Lesson 12: Who Attended the Philadelphia Convention? How Was it Organized?

DISCIPLINARY SKILLS AND PROCESSES

- 7.SP3.1: Create compelling questions and supporting questions that reflect enduring issues about the world, past and present.
- 7.SP3.2: Use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions.

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

- 7.SP3.3: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- 7.SP3.4: Use questions generated about multiple sources, including international sources, to identify further areas of inquiry and additional sources.
- 7.SP3.5: Evaluate the relevance and utility of sources based on information such as author, date, origin, intended audience, and purpose.
- 7.SP3.6: Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of those arguments.
- 7.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details, while acknowledging the strengths and weaknesses of the explanations.
- 7.SP4.1: Explain the multiple causes and effects of events and developments in the past and present.
- 7.SP4.2: Evaluate the influence of various causes of events and developments in the past and present.
- 7.SP4.3: Organize applicable evidence into a coherent argument.
- 7.SP4.4: Compare the central arguments in multiple secondary sources on a related topic using multiple types of sources.

CIVICS

- 7.C4.1: Compare historical and contemporary means of changing societies to promote the common good.
- 7.C4.2: Assess specific rules and laws (both actual and proposed) as a means of addressing public problems.
- 7.C4.3: Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings.
- 7.C4.4: Explain challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places. Apply a range of deliberative and democratic procedures to make decisions and take action in local, regional, and global communities.

Lesson 13: How Did the Framers Resolve the Conflict About Representation in Congress?

DISCIPLINARY SKILLS AND PROCESSES

- 7.SP3.1: Create compelling questions and supporting questions that reflect enduring issues about the world, past and present.
- 7.SP3.2: Use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions.
- 7.SP3.3: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- 7.SP3.4: Use questions generated about multiple sources, including international sources, to identify further areas of inquiry and additional sources.
- 7.SP3.5: Evaluate the relevance and utility of sources based on information such as author, date, origin, intended audience, and purpose.
- 7.SP3.6: Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of those arguments.
- 7.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details, while acknowledging the strengths and weaknesses of the explanations.
- 7.SP4.1: Explain the multiple causes and effects of events and developments in the past and present.
- 7.SP4.2: Evaluate the influence of various causes of events and developments in the past and present.

- 7.SP4.3: Organize applicable evidence into a coherent argument.
- 7.SP4.4: Compare the central arguments in multiple secondary sources on a related topic using multiple types of sources.

CIVICS

- 7.C4.1: Compare historical and contemporary means of changing societies to promote the common good.
- 7.C4.2: Assess specific rules and laws (both actual and proposed) as a means of addressing public problems.
- 7.C4.3: Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings.
- 7.C4.4: Explain challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places. Apply a range of deliberative and democratic procedures to make decisions and take action in local, regional, and global communities.

Lesson 14: How Did the Framers Resolve the Conflict between the Northern and Southern States?

DISCIPLINARY SKILLS AND PROCESSES

- 7.SP3.1: Create compelling questions and supporting questions that reflect enduring issues about the world, past and present.
- 7.SP3.2: Use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions.
- 7.SP3.3: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- 7.SP3.4: Use questions generated about multiple sources, including international sources, to identify further areas of inquiry and additional sources.
- 7.SP3.5: Evaluate the relevance and utility of sources based on information such as author, date, origin, intended audience, and purpose.
- 7.SP3.6: Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of those arguments.
- 7.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details, while acknowledging the strengths and weaknesses of the explanations.
- 7.SP4.1: Explain the multiple causes and effects of events and developments in the past and present.
- 7.SP4.2: Evaluate the influence of various causes of events and developments in the past and present.
- 7.SP4.3: Organize applicable evidence into a coherent argument.
- 7.SP4.4: Compare the central arguments in multiple secondary sources on a related topic using multiple types of sources.

CIVICS

- 7.C4.1: Compare historical and contemporary means of changing societies to promote the common good.
- 7.C4.2: Assess specific rules and laws (both actual and proposed) as a means of addressing public problems.
- 7.C4.3: Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings.

- 7.C4.4: Explain challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places. Apply a range of deliberative and democratic procedures to make decisions and take action in local, regional, and global communities.

Lesson 15: How Did the Framers Resolve the Conflict About the Powers of the Legislative Branch?

DISCIPLINARY SKILLS AND PROCESSES

- 7.SP3.1: Create compelling questions and supporting questions that reflect enduring issues about the world, past and present.
- 7.SP3.2: Use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions.
- 7.SP3.3: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- 7.SP3.4: Use questions generated about multiple sources, including international sources, to identify further areas of inquiry and additional sources.
- 7.SP3.5: Evaluate the relevance and utility of sources based on information such as author, date, origin, intended audience, and purpose.
- 7.SP3.6: Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of those arguments.
- 7.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details, while acknowledging the strengths and weaknesses of the explanations.
- 7.SP4.1: Explain the multiple causes and effects of events and developments in the past and present.
- 7.SP4.2: Evaluate the influence of various causes of events and developments in the past and present.
- 7.SP4.3: Organize applicable evidence into a coherent argument.
- 7.SP4.4: Compare the central arguments in multiple secondary sources on a related topic using multiple types of sources.

CIVICS

- 7.C4.1: Compare historical and contemporary means of changing societies to promote the common good.
- 7.C4.2: Assess specific rules and laws (both actual and proposed) as a means of addressing public problems.
- 7.C4.3: Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings.
- 7.C4.4: Explain challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places. Apply a range of deliberative and democratic procedures to make decisions and take action in local, regional, and global communities.

Lesson 16: How Much Power Should be Given to the Executive and Judicial Branches?

DISCIPLINARY SKILLS AND PROCESSES

- 7.SP3.1: Create compelling questions and supporting questions that reflect enduring issues about the world, past and present.
- 7.SP3.2: Use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions.
- 7.SP3.3: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.

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

- 7.SP3.4: Use questions generated about multiple sources, including international sources, to identify further areas of inquiry and additional sources.
- 7.SP3.5: Evaluate the relevance and utility of sources based on information such as author, date, origin, intended audience, and purpose.
- 7.SP3.6: Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of those arguments.
- 7.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details, while acknowledging the strengths and weaknesses of the explanations.
- 7.SP4.1: Explain the multiple causes and effects of events and developments in the past and present.
- 7.SP4.2: Evaluate the influence of various causes of events and developments in the past and present.
- 7.SP4.3: Organize applicable evidence into a coherent argument.
- 7.SP4.4: Compare the central arguments in multiple secondary sources on a related topic using multiple types of sources.

CIVICS

- 7.C4.1: Compare historical and contemporary means of changing societies to promote the common good.
- 7.C4.2: Assess specific rules and laws (both actual and proposed) as a means of addressing public problems.
- 7.C4.3: Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings.
- 7.C4.4: Explain challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places. Apply a range of deliberative and democratic procedures to make decisions and take action in local, regional, and global communities.

Overview of Unit 4: How Was the Constitution Used to Establish Our Government?

Anchor Standard	Lesson 17	Lesson 18	Lesson 19	Lesson 20	Lesson 21	Lesson 22
SP3	X	X	X	X	X	X
SP4	X	X	X	X	X	X
C4	X	X	X	X	X	X

Lesson 17: How Did the Constitution Create a Federal System of Government?

DISCIPLINARY SKILLS AND PROCESSES

- 7.SP3.1: Create compelling questions and supporting questions that reflect enduring issues about the world, past and present.
- 7.SP3.2: Use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions.
- 7.SP3.3: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.

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

- 7.SP3.4: Use questions generated about multiple sources, including international sources, to identify further areas of inquiry and additional sources.
- 7.SP3.5: Evaluate the relevance and utility of sources based on information such as author, date, origin, intended audience, and purpose.
- 7.SP3.6: Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of those arguments.
- 7.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details, while acknowledging the strengths and weaknesses of the explanations.
- 7.SP4.1: Explain the multiple causes and effects of events and developments in the past and present.
- 7.SP4.2: Evaluate the influence of various causes of events and developments in the past and present.
- 7.SP4.3: Organize applicable evidence into a coherent argument.
- 7.SP4.4: Compare the central arguments in multiple secondary sources on a related topic using multiple types of sources.

CIVICS

- 7.C4.1: Compare historical and contemporary means of changing societies to promote the common good.
- 7.C4.2: Assess specific rules and laws (both actual and proposed) as a means of addressing public problems.
- 7.C4.3: Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings.
- 7.C4.4: Explain challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places. Apply a range of deliberative and democratic procedures to make decisions and take action in local, regional, and global communities.

Lesson 18: How Did the People Approve the New Constitution?

DISCIPLINARY SKILLS AND PROCESSES

- 7.SP3.1: Create compelling questions and supporting questions that reflect enduring issues about the world, past and present.
- 7.SP3.2: Use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions.
- 7.SP3.3: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- 7.SP3.4: Use questions generated about multiple sources, including international sources, to identify further areas of inquiry and additional sources.
- 7.SP3.5: Evaluate the relevance and utility of sources based on information such as author, date, origin, intended audience, and purpose.
- 7.SP3.6: Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of those arguments.
- 7.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details, while acknowledging the strengths and weaknesses of the explanations.
- 7.SP4.1: Explain the multiple causes and effects of events and developments in the past and present.
- 7.SP4.2: Evaluate the influence of various causes of events and developments in the past and present.
- 7.SP4.3: Organize applicable evidence into a coherent argument.

- 7.SP4.4: Compare the central arguments in multiple secondary sources on a related topic using multiple types of sources.

CIVICS

- 7.C4.1: Compare historical and contemporary means of changing societies to promote the common good.
- 7.C4.2: Assess specific rules and laws (both actual and proposed) as a means of addressing public problems.
- 7.C4.3: Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings.
- 7.C4.4: Explain challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places. Apply a range of deliberative and democratic procedures to make decisions and take action in local, regional, and global communities.

Lesson 19: How Did Congress Organize the New Government?

DISCIPLINARY SKILLS AND PROCESSES

- 7.SP3.1: Create compelling questions and supporting questions that reflect enduring issues about the world, past and present.
- 7.SP3.2: Use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions.
- 7.SP3.3: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- 7.SP3.4: Use questions generated about multiple sources, including international sources, to identify further areas of inquiry and additional sources.
- 7.SP3.5: Evaluate the relevance and utility of sources based on information such as author, date, origin, intended audience, and purpose.
- 7.SP3.6: Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of those arguments.
- 7.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details, while acknowledging the strengths and weaknesses of the explanations.
- 7.SP4.1: Explain the multiple causes and effects of events and developments in the past and present.
- 7.SP4.2: Evaluate the influence of various causes of events and developments in the past and present.
- 7.SP4.3: Organize applicable evidence into a coherent argument.
- 7.SP4.4: Compare the central arguments in multiple secondary sources on a related topic using multiple types of sources.

CIVICS

- 7.C4.1: Compare historical and contemporary means of changing societies to promote the common good.
- 7.C4.2: Assess specific rules and laws (both actual and proposed) as a means of addressing public problems.
- 7.C4.3: Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings.
- 7.C4.4: Explain challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places. Apply a range of deliberative and democratic procedures to make decisions and take action in local, regional, and global communities.

Lesson 20: How Did Political Parties Develop?

DISCIPLINARY SKILLS AND PROCESSES

- 7.SP3.1: Create compelling questions and supporting questions that reflect enduring issues about the world, past and present.
- 7.SP3.2: Use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions.
- 7.SP3.3: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- 7.SP3.4: Use questions generated about multiple sources, including international sources, to identify further areas of inquiry and additional sources.
- 7.SP3.5: Evaluate the relevance and utility of sources based on information such as author, date, origin, intended audience, and purpose.
- 7.SP3.6: Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of those arguments.
- 7.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details, while acknowledging the strengths and weaknesses of the explanations.
- 7.SP4.1: Explain the multiple causes and effects of events and developments in the past and present.
- 7.SP4.2: Evaluate the influence of various causes of events and developments in the past and present.
- 7.SP4.3: Organize applicable evidence into a coherent argument.
- 7.SP4.4: Compare the central arguments in multiple secondary sources on a related topic using multiple types of sources.

CIVICS

- 7.C4.1: Compare historical and contemporary means of changing societies to promote the common good.
- 7.C4.2: Assess specific rules and laws (both actual and proposed) as a means of addressing public problems.
- 7.C4.3: Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings.
- 7.C4.4: Explain challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places. Apply a range of deliberative and democratic procedures to make decisions and take action in local, regional, and global communities.

Lesson 21: How Does the U.S. Supreme Court Use the Power of Judicial Review?

DISCIPLINARY SKILLS AND PROCESSES

- 7.SP3.1 Create compelling questions and supporting questions that reflect enduring issues about the world, past and present.
- 7.SP3.2 Use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions.
- 7.SP3.3 Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- 7.SP3.4 Use questions generated about multiple sources, including international sources, to identify further areas of inquiry and additional sources.

- 7.SP3.5 Evaluate the relevance and utility of sources based on information such as author, date, origin, intended audience, and purpose.
- 7.SP3.6 Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of those arguments.
- 7.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details, while acknowledging the strengths and weaknesses of the explanations.
- 7.SP4.1 Explain the multiple causes and effects of events and developments in the past and present.
- 7.SP4.2 Evaluate the influence of various causes of events and developments in the past and present.
- 7.SP4.3 Organize applicable evidence into a coherent argument.
- 7.SP4.4 Compare the central arguments in multiple secondary sources on a related topic using multiple types of sources.

CIVICS

- 7.C4.1: Compare historical and contemporary means of changing societies to promote the common good.
- 7.C4.2: Assess specific rules and laws (both actual and proposed) as a means of addressing public problems.
- 7.C4.3: Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings.
- 7.C4.4: Explain challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places. Apply a range of deliberative and democratic procedures to make decisions and take action in local, regional, and global communities.

Lesson 22: How Does the U.S. Supreme Court Determine the Meaning of the Words in the Constitution?

DISCIPLINARY SKILLS AND PROCESSES

- 7.SP3.1: Create compelling questions and supporting questions that reflect enduring issues about the world, past and present.
- 7.SP3.2: Use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions.
- 7.SP3.3: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- 7.SP3.4: Use questions generated about multiple sources, including international sources, to identify further areas of inquiry and additional sources.
- 7.SP3.5: Evaluate the relevance and utility of sources based on information such as author, date, origin, intended audience, and purpose.
- 7.SP3.6: Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of those arguments.
- 7.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details, while acknowledging the strengths and weaknesses of the explanations.
- 7.SP4.1: Explain the multiple causes and effects of events and developments in the past and present.
- 7.SP4.2: Evaluate the influence of various causes of events and developments in the past and present.
- 7.SP4.3: Organize applicable evidence into a coherent argument.
- 7.SP4.4: Compare the central arguments in multiple secondary sources on a related topic using multiple types of sources.

CIVICS

- 7.C4.1: Compare historical and contemporary means of changing societies to promote the common good.
- 7.C4.2: Assess specific rules and laws (both actual and proposed) as a means of addressing public problems.
- 7.C4.3: Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings.
- 7.C4.4: Explain challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places. Apply a range of deliberative and democratic procedures to make decisions and take action in local, regional, and global communities.

Overview of Unit 5: How Does the Constitution Protect Our Basic Rights?

Anchor Standard	Lesson 23	Lesson 24	Lesson 25	Lesson 26	Lesson 27
SP3	X	X	X	X	X
SP4	X	X	X	X	X
C4	X	X	X	X	X

Lesson 23: How Does the Constitution Protect Freedom of Expression?

DISCIPLINARY SKILLS AND PROCESSES

- 7.SP3.1: Create compelling questions and supporting questions that reflect enduring issues about the world, past and present.
- 7.SP3.2: Use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions.
- 7.SP3.3: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- 7.SP3.4: Use questions generated about multiple sources, including international sources, to identify further areas of inquiry and additional sources.
- 7.SP3.5: Evaluate the relevance and utility of sources based on information such as author, date, origin, intended audience, and purpose.
- 7.SP3.6: Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of those arguments.
- 7.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details, while acknowledging the strengths and weaknesses of the explanations.
- 7.SP4.1: Explain the multiple causes and effects of events and developments in the past and present.
- 7.SP4.2: Evaluate the influence of various causes of events and developments in the past and present.
- 7.SP4.3: Organize applicable evidence into a coherent argument.
- 7.SP4.4: Compare the central arguments in multiple secondary sources on a related topic using multiple types of sources.

CIVICS

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

- 7.C4.1: Compare historical and contemporary means of changing societies to promote the common good.
- 7.C4.2: Assess specific rules and laws (both actual and proposed) as a means of addressing public problems.
- 7.C4.3: Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings.
- 7.C4.4: Explain challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places. Apply a range of deliberative and democratic procedures to make decisions and take action in local, regional, and global communities.

Lesson 24: How Does the Constitution Protect Freedom of Religion?

DISCIPLINARY SKILLS AND PROCESSES

- 7.SP3.1: Create compelling questions and supporting questions that reflect enduring issues about the world, past and present.
- 7.SP3.2: Use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions.
- 7.SP3.3: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- 7.SP3.4: Use questions generated about multiple sources, including international sources, to identify further areas of inquiry and additional sources.
- 7.SP3.5: Evaluate the relevance and utility of sources based on information such as author, date, origin, intended audience, and purpose.
- 7.SP3.6: Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of those arguments.
- 7.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details, while acknowledging the strengths and weaknesses of the explanations.
- 7.SP4.1: Explain the multiple causes and effects of events and developments in the past and present.
- 7.SP4.2: Evaluate the influence of various causes of events and developments in the past and present.
- 7.SP4.3: Organize applicable evidence into a coherent argument.
- 7.SP4.4: Compare the central arguments in multiple secondary sources on a related topic using multiple types of sources.

CIVICS

- 7.C4.1: Compare historical and contemporary means of changing societies to promote the common good.
- 7.C4.2: Assess specific rules and laws (both actual and proposed) as a means of addressing public problems.
- 7.C4.3: Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings.
- 7.C4.4: Explain challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places. Apply a range of deliberative and democratic procedures to make decisions and take action in local, regional, and global communities.

Lesson 25: How Has the Right to Vote Expanded Since the Constitution Was Adopted?

DISCIPLINARY SKILLS AND PROCESSES

- 7.SP3.1: Create compelling questions and supporting questions that reflect enduring issues about the world, past and present.
- 7.SP3.2: Use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions.
- 7.SP3.3: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- 7.SP3.4: Use questions generated about multiple sources, including international sources, to identify further areas of inquiry and additional sources.
- 7.SP3.5: Evaluate the relevance and utility of sources based on information such as author, date, origin, intended audience, and purpose.
- 7.SP3.6: Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of those arguments.
- 7.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details, while acknowledging the strengths and weaknesses of the explanations.
- 7.SP4.1: Explain the multiple causes and effects of events and developments in the past and present.
- 7.SP4.2: Evaluate the influence of various causes of events and developments in the past and present.
- 7.SP4.3: Organize applicable evidence into a coherent argument.
- 7.SP4.4: Compare the central arguments in multiple secondary sources on a related topic using multiple types of sources.

CIVICS

- 7.C4.1: Compare historical and contemporary means of changing societies to promote the common good.
- 7.C4.2: Assess specific rules and laws (both actual and proposed) as a means of addressing public problems.
- 7.C4.3: Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings.
- 7.C4.4: Explain challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places. Apply a range of deliberative and democratic procedures to make decisions and take action in local, regional, and global communities.

Lesson 26: How Does the Constitution Safeguard the Right to Equal Protection of the Law?

DISCIPLINARY SKILLS AND PROCESSES

- 7.SP3.1: Create compelling questions and supporting questions that reflect enduring issues about the world, past and present.
- 7.SP3.2: Use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions.
- 7.SP3.3: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- 7.SP3.4: Use questions generated about multiple sources, including international sources, to identify further areas of inquiry and additional sources.
- 7.SP3.5: Evaluate the relevance and utility of sources based on information such as author, date, origin, intended audience, and purpose.
- 7.SP3.6: Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of those arguments.

- 7.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details, while acknowledging the strengths and weaknesses of the explanations.
- 7.SP4.1: Explain the multiple causes and effects of events and developments in the past and present.
- 7.SP4.2: Evaluate the influence of various causes of events and developments in the past and present.
- 7.SP4.3: Organize applicable evidence into a coherent argument.
- 7.SP4.4: Compare the central arguments in multiple secondary sources on a related topic using multiple types of sources.

CIVICS

- 7.C4.1: Compare historical and contemporary means of changing societies to promote the common good.
- 7.C4.2: Assess specific rules and laws (both actual and proposed) as a means of addressing public problems.
- 7.C4.3: Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings.
- 7.C4.4: Explain challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places. Apply a range of deliberative and democratic procedures to make decisions and take action in local, regional, and global communities.

Lesson 27: How Does the Constitution Protect the Right to Due Process of Law?

DISCIPLINARY SKILLS AND PROCESSES

- 7.SP3.1: Create compelling questions and supporting questions that reflect enduring issues about the world, past and present.
- 7.SP3.2: Use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions.
- 7.SP3.3: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- 7.SP3.4: Use questions generated about multiple sources, including international sources, to identify further areas of inquiry and additional sources.
- 7.SP3.5: Evaluate the relevance and utility of sources based on information such as author, date, origin, intended audience, and purpose.
- 7.SP3.6: Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of those arguments.
- 7.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details, while acknowledging the strengths and weaknesses of the explanations.
- 7.SP4.1: Explain the multiple causes and effects of events and developments in the past and present.
- 7.SP4.2: Evaluate the influence of various causes of events and developments in the past and present.
- 7.SP4.3: Organize applicable evidence into a coherent argument.
- 7.SP4.4: Compare the central arguments in multiple secondary sources on a related topic using multiple types of sources.

CIVICS

- 7.C4.1: Compare historical and contemporary means of changing societies to promote the common good.
- 7.C4.2: Assess specific rules and laws (both actual and proposed) as a means of addressing public problems.

- 7.C4.3: Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings.
- 7.C4.4: Explain challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places. Apply a range of deliberative and democratic procedures to make decisions and take action in local, regional, and global communities.

Overview of Unit 6: What Are the Responsibilities of Citizens?

Anchor Standard	Lesson 28	Lesson 29	Lesson 30
SP3	X	X	X
SP4	X	X	X
C4	X	X	X

Lesson 28: What is the Relationship of the United States to Other Nations in the World?

DISCIPLINARY SKILLS AND PROCESSES

- 7.SP3.1: Create compelling questions and supporting questions that reflect enduring issues about the world, past and present.
- 7.SP3.2: Use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions.
- 7.SP3.3: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- 7.SP3.4: Use questions generated about multiple sources, including international sources, to identify further areas of inquiry and additional sources.
- 7.SP3.5: Evaluate the relevance and utility of sources based on information such as author, date, origin, intended audience, and purpose.
- 7.SP3.6: Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of those arguments.
- 7.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details, while acknowledging the strengths and weaknesses of the explanations.
- 7.SP4.1: Explain the multiple causes and effects of events and developments in the past and present.
- 7.SP4.2: Evaluate the influence of various causes of events and developments in the past and present.
- 7.SP4.3: Organize applicable evidence into a coherent argument.
- 7.SP4.4: Compare the central arguments in multiple secondary sources on a related topic using multiple types of sources.

CIVICS

- 7.C4.1: Compare historical and contemporary means of changing societies to promote the common good.
- 7.C4.2: Assess specific rules and laws (both actual and proposed) as a means of addressing public problems.
- 7.C4.3: Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings.

- 7.C4.4: Explain challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places. Apply a range of deliberative and democratic procedures to make decisions and take action in local, regional, and global communities.

Lesson 29: What Are the Rights and Responsibilities of Citizenship?

DISCIPLINARY SKILLS AND PROCESSES

- 7.SP3.1: Create compelling questions and supporting questions that reflect enduring issues about the world, past and present.
- 7.SP3.2: Use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions.
- 7.SP3.3: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- 7.SP3.4: Use questions generated about multiple sources, including international sources, to identify further areas of inquiry and additional sources.
- 7.SP3.5: Evaluate the relevance and utility of sources based on information such as author, date, origin, intended audience, and purpose.
- 7.SP3.6: Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of those arguments.
- 7.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details, while acknowledging the strengths and weaknesses of the explanations.
- 7.SP4.1: Explain the multiple causes and effects of events and developments in the past and present.
- 7.SP4.2: Evaluate the influence of various causes of events and developments in the past and present.
- 7.SP4.3: Organize applicable evidence into a coherent argument.
- 7.SP4.4: Compare the central arguments in multiple secondary sources on a related topic using multiple types of sources.

CIVICS

- 7.C4.1: Compare historical and contemporary means of changing societies to promote the common good.
- 7.C4.2: Assess specific rules and laws (both actual and proposed) as a means of addressing public problems.
- 7.C4.3: Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings.
- 7.C4.4: Explain challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places. Apply a range of deliberative and democratic procedures to make decisions and take action in local, regional, and global communities.

Lesson 30: How Might Citizens Participate in Civic Affairs?

DISCIPLINARY SKILLS AND PROCESSES

- 7.SP3.1: Create compelling questions and supporting questions that reflect enduring issues about the world, past and present.
- 7.SP3.2: Use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions.
- 7.SP3.3: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.

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

- 7.SP3.4: Use questions generated about multiple sources, including international sources, to identify further areas of inquiry and additional sources.
- 7.SP3.5: Evaluate the relevance and utility of sources based on information such as author, date, origin, intended audience, and purpose.
- 7.SP3.6: Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of those arguments.
- 7.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details, while acknowledging the strengths and weaknesses of the explanations.
- 7.SP4.1: Explain the multiple causes and effects of events and developments in the past and present.
- 7.SP4.2: Evaluate the influence of various causes of events and developments in the past and present.
- 7.SP4.3: Organize applicable evidence into a coherent argument.
- 7.SP4.4: Compare the central arguments in multiple secondary sources on a related topic using multiple types of sources.

CIVICS

- 7.C4.1: Compare historical and contemporary means of changing societies to promote the common good.
- 7.C4.2: Assess specific rules and laws (both actual and proposed) as a means of addressing public problems.
- 7.C4.3: Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings.
- 7.C4.4: Explain challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places. Apply a range of deliberative and democratic procedures to make decisions and take action in local, regional, and global communities.

8th Grade

Overview of Unit 1: What Were the Founder’s Basic Ideas About Government?

Anchor Standard	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
SP2	X	X	X	X	X
SP3	X	X	X	X	X
SP4	X	X	X	X	X
C1	X		X	X	
C4	X	X	X	X	X

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

DISCIPLINARY SKILLS AND PROCESSES

- 8.SP2.2: Explain how and why perspectives of people have changed over time.
- 8.SP2.3: Analyze how people’s perspectives influenced what information is available in the historical sources they created.

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

- 8.SP3.1: Create and answer compelling and supporting questions that reflect enduring issues in the field of history and social science.
- 8.SP3.2: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- 8.SP3.3: Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- 8.SP3.4: Evaluate the relevance and utility of historical sources based on information such as author, date, origin, intended audience, and purpose.
- 8.SP3.5: Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the source to guide the selection to support claims and counterclaims.
- 8.SP3.6: Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of the arguments.
- 8.SP3.7: Construct and present explanations using reasoning, correct sequence, examples, details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
- 8.SP3.8: Present arguments and explanations on topics of interest to others to reach multiple audiences in and outside of the classroom print, oral, and digital technologies.
- 8.SP4.1: Explain the multiple causes and effects of events and developments in the past.
- 8.SP4.2: Evaluate the influence of various causes of events and developments in the past.
- 8.SP4.3: Organize applicable evidence into a coherent argument about the multiple causes and effects of events and issues.
- 8.SP4.4: Compare the credibility, and authenticity of central arguments in secondary works of history on related topics in multiple media.

CIVICS

- 8.C1.3: Analyze the influence of personal interests and perspectives when people address issues and problems in government and civil society.
- 8.C4.1: Compare historical and contemporary means of changing societies to promote the common good.
- 8.C4.2: Assess specific rules and laws (both actual and proposed) as means of addressing public problems.

Lesson 2: Why Do We Need Government?

DISCIPLINARY SKILLS AND PROCESSES

- 8.SP2.2: Explain how and why perspectives of people have changed over time.
- 8.SP2.3: Analyze how people's perspectives influenced what information is available in the historical sources they created.
- 8.SP3.1: Create and answer compelling and supporting questions that reflect enduring issues in the field of history and social science.
- 8.SP3.2: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- 8.SP3.3: Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- 8.SP3.4: Evaluate the relevance and utility of historical sources based on information such as author, date, origin, intended audience, and purpose.

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

- 8.SP3.5: Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the source to guide the selection to support claims and counterclaims.
- 8.SP3.6: Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of the arguments.
- 8.SP3.7: Construct and present explanations using reasoning, correct sequence, examples, details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
- 8.SP3.8: Present arguments and explanations on topics of interest to others to reach multiple audiences in and outside of the classroom print, oral, and digital technologies.
- 8.SP4.1: Explain the multiple causes and effects of events and developments in the past.
- 8.SP4.2: Evaluate the influence of various causes of events and developments in the past.
- 8.SP4.3: Organize applicable evidence into a coherent argument about the multiple causes and effects of events and issues.
- 8.SP4.4: Compare the credibility, and authenticity of central arguments in secondary works of history on related topics in multiple media.

CIVICS

- 8.C4.1: Compare historical and contemporary means of changing societies to promote the common good.

Lesson 3: What is Republican Government?

DISCIPLINARY SKILLS AND PROCESSES

- 8.SP2.2: Explain how and why perspectives of people have changed over time.
- 8.SP2.3: Analyze how people's perspectives influenced what information is available in the historical sources they created.
- 8.SP3.1: Create and answer compelling and supporting questions that reflect enduring issues in the field of history and social science.
- 8.SP3.2: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- 8.SP3.3: Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- 8.SP3.4: Evaluate the relevance and utility of historical sources based on information such as author, date, origin, intended audience, and purpose.
- 8.SP3.5: Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the source to guide the selection to support claims and counterclaims.
- 8.SP3.6: Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of the arguments.
- 8.SP3.7: Construct and present explanations using reasoning, correct sequence, examples, details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
- 8.SP3.8: Present arguments and explanations on topics of interest to others to reach multiple audiences in and outside of the classroom print, oral, and digital technologies.
- 8.SP4.1: Explain the multiple causes and effects of events and developments in the past.
- 8.SP4.2: Evaluate the influence of various causes of events and developments in the past.

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

- 8.SP4.3: Organize applicable evidence into a coherent argument about the multiple causes and effects of events and issues.
- 8.SP4.4: Compare the credibility, and authenticity of central arguments in secondary works of history on related topics in multiple media.

CIVICS

- 8.C1.3: Analyze the influence of personal interests and perspectives when people address issues and problems in government and civil society.
- 8.C4.1: Compare historical and contemporary means of changing societies to promote the common good.
- 8.C4.2: Assess specific rules and laws (both actual and proposed) as means of addressing public problems.

Lesson 4: What is Constitutional Government?

DISCIPLINARY SKILLS AND PROCESSES

- 8.SP2.2: Explain how and why perspectives of people have changed over time.
- 8.SP2.3: Analyze how people's perspectives influenced what information is available in the historical sources they created.
- 8.SP3.1: Create and answer compelling and supporting questions that reflect enduring issues in the field of history and social science.
- 8.SP3.2: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- 8.SP3.3: Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- 8.SP3.4: Evaluate the relevance and utility of historical sources based on information such as author, date, origin, intended audience, and purpose.
- 8.SP3.5: Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the source to guide the selection to support claims and counterclaims.
- 8.SP3.6: Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of the arguments.
- 8.SP3.7: Construct and present explanations using reasoning, correct sequence, examples, details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
- 8.SP3.8: Present arguments and explanations on topics of interest to others to reach multiple audiences in and outside of the classroom print, oral, and digital technologies.
- 8.SP4.1: Explain the multiple causes and effects of events and developments in the past.
- 8.SP4.2: Evaluate the influence of various causes of events and developments in the past.
- 8.SP4.3: Organize applicable evidence into a coherent argument about the multiple causes and effects of events and issues.
- 8.SP4.4: Compare the credibility, and authenticity of central arguments in secondary works of history on related topics in multiple media.

CIVICS

- 8.C1.3: Analyze the influence of personal interests and perspectives when people address issues and problems in government and civil society.

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

- 8.C4.1: Compare historical and contemporary means of changing societies to promote the common good.
- 8.C4.2: Assess specific rules and laws (both actual and proposed) as means of addressing public problems.

Lesson 5: How Can We Organize Government to Prevent the Abuse of Power?

DISCIPLINARY SKILLS AND PROCESSES

- 8.SP2.2: Explain how and why perspectives of people have changed over time.
- 8.SP2.3: Analyze how people’s perspectives influenced what information is available in the historical sources they created.
- 8.SP3.1: Create and answer compelling and supporting questions that reflect enduring issues in the field of history and social science.
- 8.SP3.2: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- 8.SP3.3: Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- 8.SP3.4: Evaluate the relevance and utility of historical sources based on information such as author, date, origin, intended audience, and purpose.
- 8.SP3.5: Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the source to guide the selection to support claims and counterclaims.
- 8.SP3.6: Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of the arguments.
- 8.SP3.7: Construct and present explanations using reasoning, correct sequence, examples, details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
- 8.SP3.8: Present arguments and explanations on topics of interest to others to reach multiple audiences in and outside of the classroom print, oral, and digital technologies.
- 8.SP4.1: Explain the multiple causes and effects of events and developments in the past.
- 8.SP4.2: Evaluate the influence of various causes of events and developments in the past.
- 8.SP4.3: Organize applicable evidence into a coherent argument about the multiple causes and effects of events and issues.
- 8.SP4.4: Compare the credibility, and authenticity of central arguments in secondary works of history on related topics in multiple media.

CIVICS

- 8.C4.1: Compare historical and contemporary means of changing societies to promote the common good.

Overview of Unit 2: What Shaped the Founder’s Thinking About Government?

Anchor Standard	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson10	Lesson 11
SP2	X	X	X	X	X	X

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

SP3	X	X	X	X	X	X
SP4	X	X	X	X	X	X
C1	X	X	X			
C4	X	X				

Lesson 6: How Did Constitutional Government Develop in Great Britain?

DISCIPLINARY SKILLS AND PROCESSES

- 8.SP2.2: Explain how and why perspectives of people have changed over time.
- 8.SP2.3: Analyze how people’s perspectives influenced what information is available in the historical sources they created.
- 8.SP3.1: Create and answer compelling and supporting questions that reflect enduring issues in the field of history and social science.
- 8.SP3.2: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- 8.SP3.3: Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- 8.SP3.4: Evaluate the relevance and utility of historical sources based on information such as author, date, origin, intended audience, and purpose.
- 8.SP3.5: Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the source to guide the selection to support claims and counterclaims.
- 8.SP3.6: Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of the arguments.
- 8.SP3.7: Construct and present explanations using reasoning, correct sequence, examples, details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
- 8.SP3.8: Present arguments and explanations on topics of interest to others to reach multiple audiences in and outside of the classroom print, oral, and digital technologies.
- 8.SP4.1: Explain the multiple causes and effects of events and developments in the past.
- 8.SP4.2: Evaluate the influence of various causes of events and developments in the past.
- 8.SP4.3: Organize applicable evidence into a coherent argument about the multiple causes and effects of events and issues.
- 8.SP4.4: Compare the credibility, and authenticity of central arguments in secondary works of history on related topics in multiple media.

CIVICS

- 8.C1.3: Analyze the influence of personal interests and perspectives when people address issues and problems in government and civil society.
- 8.C4.1: Compare historical and contemporary means of changing societies to promote the common good.
- 8.C4.2: Assess specific rules and laws (both actual and proposed) as means of addressing public problems.

Lesson 7: What Experiences Led to the American Revolution?

DISCIPLINARY SKILLS AND PROCESSES

- 8.SP2.2: Explain how and why perspectives of people have changed over time.
- 8.SP2.3: Analyze how people's perspectives influenced what information is available in the historical sources they created.
- 8.SP3.1: Create and answer compelling and supporting questions that reflect enduring issues in the field of history and social science.
- 8.SP3.2: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- 8.SP3.3: Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- 8.SP3.4: Evaluate the relevance and utility of historical sources based on information such as author, date, origin, intended audience, and purpose.
- 8.SP3.5: Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the source to guide the selection to support claims and counterclaims.
- 8.SP3.6: Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of the arguments.
- 8.SP3.7: Construct and present explanations using reasoning, correct sequence, examples, details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
- 8.SP3.8: Present arguments and explanations on topics of interest to others to reach multiple audiences in and outside of the classroom print, oral, and digital technologies.
- 8.SP4.1: Explain the multiple causes and effects of events and developments in the past.
- 8.SP4.2: Evaluate the influence of various causes of events and developments in the past.
- 8.SP4.3: Organize applicable evidence into a coherent argument about the multiple causes and effects of events and issues.
- 8.SP4.4: Compare the credibility, and authenticity of central arguments in secondary works of history on related topics in multiple media.

CIVICS

- 8.C1.3: Analyze the influence of personal interests and perspectives when people address issues and problems in government and civil society.
- 8.C4.1: Compare historical and contemporary means of changing societies to promote the common good.
- 8.C4.2: Assess specific rules and laws (both actual and proposed) as means of addressing public problems.

Lesson 8: What Basic Ideas About Government Are in the Declaration of Independence?

DISCIPLINARY SKILLS AND PROCESSES

- 8.SP2.2: Explain how and why perspectives of people have changed over time.
- 8.SP2.3: Analyze how people's perspectives influenced what information is available in the historical sources they created.
- 8.SP3.1: Create and answer compelling and supporting questions that reflect enduring issues in the field of history and social science.

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

- 8.SP3.2: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- 8.SP3.3: Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- 8.SP3.4: Evaluate the relevance and utility of historical sources based on information such as author, date, origin, intended audience, and purpose.
- 8.SP3.5: Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the source to guide the selection to support claims and counterclaims.
- 8.SP3.6: Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of the arguments.
- 8.SP3.7: Construct and present explanations using reasoning, correct sequence, examples, details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
- 8.SP3.8: Present arguments and explanations on topics of interest to others to reach multiple audiences in and outside of the classroom print, oral, and digital technologies.
- 8.SP4.1: Explain the multiple causes and effects of events and developments in the past.
- 8.SP4.2: Evaluate the influence of various causes of events and developments in the past.
- 8.SP4.3: Organize applicable evidence into a coherent argument about the multiple causes and effects of events and issues.
- 8.SP4.4: Compare the credibility, and authenticity of central arguments in secondary works of history on related topics in multiple media.

CIVICS

- 8.C1.1: Analyze ideas and principles contained in the founding documents of the United States, including the Declaration of Independence and Constitution, and explain how they influence society and political systems.
 - Ideas and principles contained in founding documents include but are not limited to popular sovereignty, consent of the governed, the social contract, limited government, rule of law, separation of powers, checks and balances, federalism, and individual rights

Lesson 9: What Happened During the American Revolution? How Did the Government Function?

DISCIPLINARY SKILLS AND PROCESSES

- 8.SP2.2: Explain how and why perspectives of people have changed over time.
- 8.SP2.3: Analyze how people's perspectives influenced what information is available in the historical sources they created.
- 8.SP3.1: Create and answer compelling and supporting questions that reflect enduring issues in the field of history and social science.
- 8.SP3.2: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- 8.SP3.3: Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- 8.SP3.4: Evaluate the relevance and utility of historical sources based on information such as author, date, origin, intended audience, and purpose.

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

- 8.SP3.5: Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the source to guide the selection to support claims and counterclaims.
- 8.SP3.6: Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of the arguments.
- 8.SP3.7: Construct and present explanations using reasoning, correct sequence, examples, details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
- 8.SP3.8: Present arguments and explanations on topics of interest to others to reach multiple audiences in and outside of the classroom print, oral, and digital technologies.
- 8.SP4.1: Explain the multiple causes and effects of events and developments in the past.
- 8.SP4.2: Evaluate the influence of various causes of events and developments in the past.
- 8.SP4.3: Organize applicable evidence into a coherent argument about the multiple causes and effects of events and issues.
- 8.SP4.4: Compare the credibility, and authenticity of central arguments in secondary works of history on related topics in multiple media.

Lesson 10: How Did the States Govern Themselves After the Revolution?

DISCIPLINARY SKILLS AND PROCESSES

- 8.SP2.2: Explain how and why perspectives of people have changed over time.
- 8.SP2.3: Analyze how people's perspectives influenced what information is available in the historical sources they created.
- 8.SP3.1: Create and answer compelling and supporting questions that reflect enduring issues in the field of history and social science.
- 8.SP3.2: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- 8.SP3.3: Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- 8.SP3.4: Evaluate the relevance and utility of historical sources based on information such as author, date, origin, intended audience, and purpose.
- 8.SP3.5: Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the source to guide the selection to support claims and counterclaims.
- 8.SP3.6: Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of the arguments.
- 8.SP3.7: Construct and present explanations using reasoning, correct sequence, examples, details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
- 8.SP3.8: Present arguments and explanations on topics of interest to others to reach multiple audiences in and outside of the classroom print, oral, and digital technologies.
- 8.SP4.1: Explain the multiple causes and effects of events and developments in the past.
- 8.SP4.2: Evaluate the influence of various causes of events and developments in the past.
- 8.SP4.3: Organize applicable evidence into a coherent argument about the multiple causes and effects of events and issues.
- 8.SP4.4: Compare the credibility, and authenticity of central arguments in secondary works of history on related topics in multiple media.

Lesson 11: How Did the Articles of Confederation Organize the First National Government?

DISCIPLINARY SKILLS AND PROCESSES

- 8.SP2.2: Explain how and why perspectives of people have changed over time.
- 8.SP2.3: Analyze how people’s perspectives influenced what information is available in the historical sources they created.
- 8.SP3.1: Create and answer compelling and supporting questions that reflect enduring issues in the field of history and social science.
- 8.SP3.2: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- 8.SP3.3: Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- 8.SP3.4: Evaluate the relevance and utility of historical sources based on information such as author, date, origin, intended audience, and purpose.
- 8.SP3.5: Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the source to guide the selection to support claims and counterclaims.
- 8.SP3.6: Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of the arguments.
- 8.SP3.7: Construct and present explanations using reasoning, correct sequence, examples, details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
- 8.SP3.8: Present arguments and explanations on topics of interest to others to reach multiple audiences in and outside of the classroom print, oral, and digital technologies.
- 8.SP4.1: Explain the multiple causes and effects of events and developments in the past.
- 8.SP4.2: Evaluate the influence of various causes of events and developments in the past.
- 8.SP4.3: Organize applicable evidence into a coherent argument about the multiple causes and effects of events and issues.
- 8.SP4.4: Compare the credibility, and authenticity of central arguments in secondary works of history on related topics in multiple media.

Overview of Unit 3 What Happened at the Philadelphia Convention?

Anchor Standard	Lesson 12	Lesson 13	Lesson 14	Lesson 15	Lesson 16
SP2	X	X	X	X	X
SP3	X	X	X	X	X
SP4	X	X	X	X	X
C2			X		
C3	X	X		X	

C4	X	X			X
----	---	---	--	--	---

Lesson 12: Who Attended the Philadelphia Convention? How Was it Organized?

DISCIPLINARY SKILLS AND PROCESSES

- 8.SP2.2: Explain how and why perspectives of people have changed over time.
- 8.SP2.3: Analyze how people’s perspectives influenced what information is available in the historical sources they created.
- 8.SP3.1: Create and answer compelling and supporting questions that reflect enduring issues in the field of history and social science.
- 8.SP3.2: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- 8.SP3.3: Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- 8.SP3.4: Evaluate the relevance and utility of historical sources based on information such as author, date, origin, intended audience, and purpose.
- 8.SP3.5: Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the source to guide the selection to support claims and counterclaims.
- 8.SP3.6: Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of the arguments.
- 8.SP3.7: Construct and present explanations using reasoning, correct sequence, examples, details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
- 8.SP3.8: Present arguments and explanations on topics of interest to others to reach multiple audiences in and outside of the classroom print, oral, and digital technologies.
- 8.SP4.1: Explain the multiple causes and effects of events and developments in the past.
- 8.SP4.2: Evaluate the influence of various causes of events and developments in the past.
- 8.SP4.3: Organize applicable evidence into a coherent argument about the multiple causes and effects of events and issues.
- 8.SP4.4: Compare the credibility, and authenticity of central arguments in secondary works of history on related topics in multiple media.

CIVICS

- 8.C3.3: Compare the structures, powers, and limits of government at different levels in the United States.
- 8.C4.2: Assess specific rules and laws (both actual and proposed) as means of addressing public problems.

Lesson 13: How Did the Framers Resolve the Conflict About Representation in Congress?

DISCIPLINARY SKILLS AND PROCESSES

- 8.SP2.2: Explain how and why perspectives of people have changed over time.
- 8.SP2.3: Analyze how people’s perspectives influenced what information is available in the historical sources they created.
- 8.SP3.1: Create and answer compelling and supporting questions that reflect enduring issues in the field of history and social science.

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

- 8.SP3.2: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- 8.SP3.3: Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- 8.SP3.4: Evaluate the relevance and utility of historical sources based on information such as author, date, origin, intended audience, and purpose.
- 8.SP3.5: Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the source to guide the selection to support claims and counterclaims.
- 8.SP3.6: Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of the arguments.
- 8.SP3.7: Construct and present explanations using reasoning, correct sequence, examples, details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
- 8.SP3.8: Present arguments and explanations on topics of interest to others to reach multiple audiences in and outside of the classroom print, oral, and digital technologies.
- 8.SP4.1: Explain the multiple causes and effects of events and developments in the past.
- 8.SP4.2: Evaluate the influence of various causes of events and developments in the past.
- 8.SP4.3: Organize applicable evidence into a coherent argument about the multiple causes and effects of events and issues.
- 8.SP4.4: Compare the credibility, and authenticity of central arguments in secondary works of history on related topics in multiple media.

CIVICS

- 8.C3.3: Compare the structures, powers, and limits of government at different levels in the United States.
- 8.C4.1: Compare historical and contemporary means of changing societies to promote the common good.
- 8.C4.2: Assess specific rules and laws (both actual and proposed) as means of addressing public problems.

Lesson 14: How Did the Framers Resolve the Conflict Between the Northern and Southern States?

DISCIPLINARY SKILLS AND PROCESSES

- 8.SP2.2: Explain how and why perspectives of people have changed over time.
- 8.SP2.3: Analyze how people's perspectives influenced what information is available in the historical sources they created.
- 8.SP3.1: Create and answer compelling and supporting questions that reflect enduring issues in the field of history and social science.
- 8.SP3.2: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- 8.SP3.3: Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- 8.SP3.4: Evaluate the relevance and utility of historical sources based on information such as author, date, origin, intended audience, and purpose.

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

- 8.SP3.5: Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the source to guide the selection to support claims and counterclaims.
- 8.SP3.6: Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of the arguments.
- 8.SP3.7: Construct and present explanations using reasoning, correct sequence, examples, details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
- 8.SP3.8: Present arguments and explanations on topics of interest to others to reach multiple audiences in and outside of the classroom print, oral, and digital technologies.
- 8.SP4.1: Explain the multiple causes and effects of events and developments in the past.
- 8.SP4.2: Evaluate the influence of various causes of events and developments in the past.
- 8.SP4.3: Organize applicable evidence into a coherent argument about the multiple causes and effects of events and issues.
- 8.SP4.4: Compare the credibility, and authenticity of central arguments in secondary works of history on related topics in multiple media.

CIVICS

- 8.C2.3: Analyze concepts and ideals such as majority and minority rights, civil dissent, and the rule of law.

Lesson 15: How Did the Framers Resolve the Conflict About the Powers of the Legislative Branch?

DISCIPLINARY SKILLS AND PROCESSES

- 8.SP2.2: Explain how and why perspectives of people have changed over time.
- 8.SP2.3: Analyze how people’s perspectives influenced what information is available in the historical sources they created.
- 8.SP3.1: Create and answer compelling and supporting questions that reflect enduring issues in the field of history and social science.
- 8.SP3.2: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- 8.SP3.3: Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- 8.SP3.4: Evaluate the relevance and utility of historical sources based on information such as author, date, origin, intended audience, and purpose.
- 8.SP3.5: Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the source to guide the selection to support claims and counterclaims.
- 8.SP3.6: Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of the arguments.
- 8.SP3.7: Construct and present explanations using reasoning, correct sequence, examples, details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
- 8.SP3.8: Present arguments and explanations on topics of interest to others to reach multiple audiences in and outside of the classroom print, oral, and digital technologies.
- 8.SP4.1: Explain the multiple causes and effects of events and developments in the past.
- 8.SP4.2: Evaluate the influence of various causes of events and developments in the past.

- 8.SP4.3: Organize applicable evidence into a coherent argument about the multiple causes and effects of events and issues.
- 8.SP4.4: Compare the credibility, and authenticity of central arguments in secondary works of history on related topics in multiple media.

CIVICS

- 8.C3.3: Compare the structures, powers, and limits of government at different levels in the United States.

Lesson 16: How Much Power Should Be Given to the Executive and Judicial Branches?

DISCIPLINARY SKILLS AND PROCESSES

- 8.SP2.2: Explain how and why perspectives of people have changed over time.
- 8.SP2.3: Analyze how people's perspectives influenced what information is available in the historical sources they created.
- 8.SP3.1: Create and answer compelling and supporting questions that reflect enduring issues in the field of history and social science.
- 8.SP3.2: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- 8.SP3.3: Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- 8.SP3.4: Evaluate the relevance and utility of historical sources based on information such as author, date, origin, intended audience, and purpose.
- 8.SP3.5: Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the source to guide the selection to support claims and counterclaims.
- 8.SP3.6: Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of the arguments.
- 8.SP3.7: Construct and present explanations using reasoning, correct sequence, examples, details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
- 8.SP3.8: Present arguments and explanations on topics of interest to others to reach multiple audiences in and outside of the classroom print, oral, and digital technologies.
- 8.SP4.1: Explain the multiple causes and effects of events and developments in the past.
- 8.SP4.2: Evaluate the influence of various causes of events and developments in the past.
- 8.SP4.3: Organize applicable evidence into a coherent argument about the multiple causes and effects of events and issues.
- 8.SP4.4: Compare the credibility, and authenticity of central arguments in secondary works of history on related topics in multiple media.

CIVICS

- 8.C4.3: Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at different levels including the national, state, local (county, city, school board), and tribal.

Overview of Unit 4: How Was the Constitution Used to Establish Our Government?

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

Anchor Standard	Lesson 17	Lesson 18	Lesson 19	Lesson 20	Lesson 21	Lesson 22
SP2	X	X	X	X	X	X
SP3	X	X	X	X	X	X
SP4	X	X	X	X	X	X
C3	X	X	X	X		
C4	X				X	

Lesson 17: How Did the Constitution Create a Federal System of Government?

DISCIPLINARY SKILLS AND PROCESSES

- 8.SP2.2: Explain how and why perspectives of people have changed over time.
- 8.SP2.3: Analyze how people’s perspectives influenced what information is available in the historical sources they created.
- 8.SP3.1: Create and answer compelling and supporting questions that reflect enduring issues in the field of history and social science.
- 8.SP3.2: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- 8.SP3.3: Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- 8.SP3.4: Evaluate the relevance and utility of historical sources based on information such as author, date, origin, intended audience, and purpose.
- 8.SP3.5: Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the source to guide the selection to support claims and counterclaims.
- 8.SP3.6: Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of the arguments.
- 8.SP3.7: Construct and present explanations using reasoning, correct sequence, examples, details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
- 8.SP3.8: Present arguments and explanations on topics of interest to others to reach multiple audiences in and outside of the classroom print, oral, and digital technologies.
- 8.SP4.1: Explain the multiple causes and effects of events and developments in the past.
- 8.SP4.2: Evaluate the influence of various causes of events and developments in the past.
- 8.SP4.3: Organize applicable evidence into a coherent argument about the multiple causes and effects of events and issues.
- 8.SP4.4: Compare the credibility, and authenticity of central arguments in secondary works of history on related topics in multiple media.

CIVICS

- 8.C3.1 Describe the impact of political and civic institutions such as political parties, interest groups, elections, and the media in shaping policy.

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

- Key concepts include but are not limited to political party platforms, structure of parties on a national, state, and local level including precincts, primary and general elections, presidential nominating system including conventions, congressional elections including congressional districts, gerrymandering, and census, electoral college including how electors are chosen in Arizona, types of interest groups, and role of the media
- 8.C3.3: Compare the structures, powers, and limits of government at different levels in the United States.
- 8.C4.3: Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at different levels including the national, state, local (county, city, school board), and tribal.

Lesson 18: How Did the People Approve the New Constitution?

DISCIPLINARY SKILLS AND PROCESSES

- 8.SP2.2: Explain how and why perspectives of people have changed over time.
- 8.SP2.3: Analyze how people’s perspectives influenced what information is available in the historical sources they created.
- 8.SP3.1: Create and answer compelling and supporting questions that reflect enduring issues in the field of history and social science.
- 8.SP3.2: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- 8.SP3.3: Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- 8.SP3.4: Evaluate the relevance and utility of historical sources based on information such as author, date, origin, intended audience, and purpose.
- 8.SP3.5: Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the source to guide the selection to support claims and counterclaims.
- 8.SP3.6: Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of the arguments.
- 8.SP3.7: Construct and present explanations using reasoning, correct sequence, examples, details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
- 8.SP3.8: Present arguments and explanations on topics of interest to others to reach multiple audiences in and outside of the classroom print, oral, and digital technologies.
- 8.SP4.1: Explain the multiple causes and effects of events and developments in the past.
- 8.SP4.2: Evaluate the influence of various causes of events and developments in the past.
- 8.SP4.3: Organize applicable evidence into a coherent argument about the multiple causes and effects of events and issues.
- 8.SP4.4: Compare the credibility, and authenticity of central arguments in secondary works of history on related topics in multiple media.

CIVICS

- 8.C3.1 Describe the impact of political and civic institutions such as political parties, interest groups, elections, and the media in shaping policy.
 - Key concepts include but are not limited to political party platforms, structure of parties on a national, state, and local level including precincts, primary and general elections, presidential nominating system including conventions, congressional elections including congressional districts,

gerrymandering, and census, electoral college including how electors are chosen in Arizona, types of interest groups, and role of the media

Lesson 19: How Did Congress Organize the New Government?

DISCIPLINARY SKILLS AND PROCESSES

- 8.SP2.2: Explain how and why perspectives of people have changed over time.
- 8.SP2.3: Analyze how people’s perspectives influenced what information is available in the historical sources they created.
- 8.SP3.1: Create and answer compelling and supporting questions that reflect enduring issues in the field of history and social science.
- 8.SP3.2: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- 8.SP3.3: Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- 8.SP3.4: Evaluate the relevance and utility of historical sources based on information such as author, date, origin, intended audience, and purpose.
- 8.SP3.5: Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the source to guide the selection to support claims and counterclaims.
- 8.SP3.6: Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of the arguments.
- 8.SP3.7: Construct and present explanations using reasoning, correct sequence, examples, details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
- 8.SP3.8: Present arguments and explanations on topics of interest to others to reach multiple audiences in and outside of the classroom print, oral, and digital technologies.
- 8.SP4.1: Explain the multiple causes and effects of events and developments in the past.
- 8.SP4.2: Evaluate the influence of various causes of events and developments in the past.
- 8.SP4.3: Organize applicable evidence into a coherent argument about the multiple causes and effects of events and issues.
- 8.SP4.4 Compare the credibility, and authenticity of central arguments in secondary works of history on related topics in multiple media.

CIVICS

- 8.C3.3 Compare the structures, powers, and limits of government at different levels in the United States.

Lesson 20: How Did Political Parties Develop?

DISCIPLINARY SKILLS AND PROCESSES

- 8.SP2.2: Explain how and why perspectives of people have changed over time.
- 8.SP2.3: Analyze how people’s perspectives influenced what information is available in the historical sources they created.
- 8.SP3.1: Create and answer compelling and supporting questions that reflect enduring issues in the field of history and social science.
- 8.SP3.2: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.

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

- 8.SP3.3: Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- 8.SP3.4: Evaluate the relevance and utility of historical sources based on information such as author, date, origin, intended audience, and purpose.
- 8.SP3.5: Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the source to guide the selection to support claims and counterclaims.
- 8.SP3.6: Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of the arguments.
- 8.SP3.7: Construct and present explanations using reasoning, correct sequence, examples, details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
- 8.SP3.8: Present arguments and explanations on topics of interest to others to reach multiple audiences in and outside of the classroom print, oral, and digital technologies.
- 8.SP4.1: Explain the multiple causes and effects of events and developments in the past.
- 8.SP4.2: Evaluate the influence of various causes of events and developments in the past.
- 8.SP4.3: Organize applicable evidence into a coherent argument about the multiple causes and effects of events and issues.
- 8.SP4.4: Compare the credibility, and authenticity of central arguments in secondary works of history on related topics in multiple media.

CIVICS

- 8.C3.1 Describe the impact of political and civic institutions such as political parties, interest groups, elections, and the media in shaping policy.
 - Key concepts include but are not limited to political party platforms, structure of parties on a national, state, and local level including precincts, primary and general elections, presidential nominating system including conventions, congressional elections including congressional districts, gerrymandering, and census, electoral college including how electors are chosen in Arizona, types of interest groups, and role of the media

Lesson 21: How Does the U.S. Supreme Court Use the Power of Judicial Review?

DISCIPLINARY SKILLS AND PROCESSES

- 8.SP2.2: Explain how and why perspectives of people have changed over time.
- 8.SP2.3: Analyze how people's perspectives influenced what information is available in the historical sources they created.
- 8.SP3.1: Create and answer compelling and supporting questions that reflect enduring issues in the field of history and social science.
- 8.SP3.2: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- 8.SP3.3: Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- 8.SP3.4: Evaluate the relevance and utility of historical sources based on information such as author, date, origin, intended audience, and purpose.
- 8.SP3.5: Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the source to guide the selection to support claims and counterclaims.

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

- 8.SP3.6: Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of the arguments.
- 8.SP3.7: Construct and present explanations using reasoning, correct sequence, examples, details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
- 8.SP3.8: Present arguments and explanations on topics of interest to others to reach multiple audiences in and outside of the classroom print, oral, and digital technologies.
- 8.SP4.1: Explain the multiple causes and effects of events and developments in the past.
- 8.SP4.2: Evaluate the influence of various causes of events and developments in the past.
- 8.SP4.3: Organize applicable evidence into a coherent argument about the multiple causes and effects of events and issues.
- 8.SP4.4: Compare the credibility, and authenticity of central arguments in secondary works of history on related topics in multiple media.

CIVICS

- 8.C4.2 Assess specific rules and laws (both actual and proposed) as means of addressing public problems.

Lesson 22: How Does the U.S. Supreme Court Determine the Meaning of the Words in the Constitution?

DISCIPLINARY SKILLS AND PROCESSES

- 8.SP2.2: Explain how and why perspectives of people have changed over time.
- 8.SP2.3: Analyze how people’s perspectives influenced what information is available in the historical sources they created.
- 8.SP3.1: Create and answer compelling and supporting questions that reflect enduring issues in the field of history and social science.
- 8.SP3.2: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- 8.SP3.3: Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- 8.SP3.4: Evaluate the relevance and utility of historical sources based on information such as author, date, origin, intended audience, and purpose.
- 8.SP3.5: Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the source to guide the selection to support claims and counterclaims.
- 8.SP3.6: Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of the arguments.
- 8.SP3.7: Construct and present explanations using reasoning, correct sequence, examples, details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
- 8.SP3.8: Present arguments and explanations on topics of interest to others to reach multiple audiences in and outside of the classroom print, oral, and digital technologies.
- 8.SP4.1: Explain the multiple causes and effects of events and developments in the past.
- 8.SP4.2: Evaluate the influence of various causes of events and developments in the past.
- 8.SP4.3: Organize applicable evidence into a coherent argument about the multiple causes and effects of events and issues.
- 8.SP4.4: Compare the credibility, and authenticity of central arguments in secondary works of history on related topics in multiple media.

Overview of Unit 5: How Does the constitution Protect Our Basic Rights?

Anchor Standard	Lesson 23	Lesson 24	Lesson 25	Lesson 26	Lesson 27
SP2	X	X	X	X	X
SP3	X	X	X	X	X
SP4	X	X	X	X	X
C1	X			X	
C2	X				X
C4					X

Lesson 23: How Does the Constitution Protect Freedom of Expression?

DISCIPLINARY SKILLS AND PROCESSES

- 8.SP2.2: Explain how and why perspectives of people have changed over time.
- 8.SP2.3: Analyze how people's perspectives influenced what information is available in the historical sources they created.
- 8.SP3.1: Create and answer compelling and supporting questions that reflect enduring issues in the field of history and social science.
- 8.SP3.2: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- 8.SP3.3: Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- 8.SP3.4: Evaluate the relevance and utility of historical sources based on information such as author, date, origin, intended audience, and purpose.
- 8.SP3.5: Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the source to guide the selection to support claims and counterclaims.
- 8.SP3.6: Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of the arguments.
- 8.SP3.7: Construct and present explanations using reasoning, correct sequence, examples, details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
- 8.SP3.8: Present arguments and explanations on topics of interest to others to reach multiple audiences in and outside of the classroom print, oral, and digital technologies.
- 8.SP4.1: Explain the multiple causes and effects of events and developments in the past.
- 8.SP4.2: Evaluate the influence of various causes of events and developments in the past.
- 8.SP4.3: Organize applicable evidence into a coherent argument about the multiple causes and effects of events and issues.

- 8.SP4.4: Compare the credibility, and authenticity of central arguments in secondary works of history on related topics in multiple media.

CIVICS

- 8.C1.2: Demonstrate civic virtues that contribute to the common good and democratic principles within a variety of deliberative processes and settings.
- 8.C1.3: Analyze the influence of personal interests and perspectives when people address issues and problems in government and civil society.
- 8.C2.1: Analyze the powers of citizens in a variety of governmental and nongovernmental contexts.
- 8.C2.3: Analyze concepts and ideals such as majority and minority rights, civil dissent, and the rule of law.

Lesson 24: How Does the Constitution Protect Freedom of Religion?

DISCIPLINARY SKILLS AND PROCESSES

- 8.SP2.2: Explain how and why perspectives of people have changed over time.
- 8.SP2.3: Analyze how people's perspectives influenced what information is available in the historical sources they created.
- 8.SP3.1: Create and answer compelling and supporting questions that reflect enduring issues in the field of history and social science.
- 8.SP3.2: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- 8.SP3.3: Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- 8.SP3.4: Evaluate the relevance and utility of historical sources based on information such as author, date, origin, intended audience, and purpose.
- 8.SP3.5: Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the source to guide the selection to support claims and counterclaims.
- 8.SP3.6: Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of the arguments.
- 8.SP3.7: Construct and present explanations using reasoning, correct sequence, examples, details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
- 8.SP3.8: Present arguments and explanations on topics of interest to others to reach multiple audiences in and outside of the classroom print, oral, and digital technologies.
- 8.SP4.1: Explain the multiple causes and effects of events and developments in the past.
- 8.SP4.2: Evaluate the influence of various causes of events and developments in the past.
- 8.SP4.3: Organize applicable evidence into a coherent argument about the multiple causes and effects of events and issues.
- 8.SP4.4: Compare the credibility, and authenticity of central arguments in secondary works of history on related topics in multiple media.

Lesson 25: How Has the Right to Vote Expanded Since the Constitution Was Adopted?

DISCIPLINARY SKILLS AND PROCESSES

- 8.SP2.2: Explain how and why perspectives of people have changed over time.

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

- 8.SP2.3: Analyze how people's perspectives influenced what information is available in the historical sources they created.
- 8.SP3.1: Create and answer compelling and supporting questions that reflect enduring issues in the field of history and social science.
- 8.SP3.2: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- 8.SP3.3: Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- 8.SP3.4: Evaluate the relevance and utility of historical sources based on information such as author, date, origin, intended audience, and purpose.
- 8.SP3.5: Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the source to guide the selection to support claims and counterclaims.
- 8.SP3.6: Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of the arguments.
- 8.SP3.7: Construct and present explanations using reasoning, correct sequence, examples, details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
- 8.SP3.8: Present arguments and explanations on topics of interest to others to reach multiple audiences in and outside of the classroom print, oral, and digital technologies.
- 8.SP4.1: Explain the multiple causes and effects of events and developments in the past.
- 8.SP4.2: Evaluate the influence of various causes of events and developments in the past.
- 8.SP4.3: Organize applicable evidence into a coherent argument about the multiple causes and effects of events and issues.
- 8.SP4.4: Compare the credibility, and authenticity of central arguments in secondary works of history on related topics in multiple media.

Lesson 26: How Does the Constitution Safeguard the Right to Equal Protection of the Law?

DISCIPLINARY SKILLS AND PROCESSES

- 8.SP2.2: Explain how and why perspectives of people have changed over time.
- 8.SP2.3: Analyze how people's perspectives influenced what information is available in the historical sources they created.
- 8.SP3.1: Create and answer compelling and supporting questions that reflect enduring issues in the field of history and social science.
- 8.SP3.2: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- 8.SP3.3: Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- 8.SP3.4: Evaluate the relevance and utility of historical sources based on information such as author, date, origin, intended audience, and purpose.
- 8.SP3.5: Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the source to guide the selection to support claims and counterclaims.
- 8.SP3.6: Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of the arguments.

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

- 8.SP3.7: Construct and present explanations using reasoning, correct sequence, examples, details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
- 8.SP3.8: Present arguments and explanations on topics of interest to others to reach multiple audiences in and outside of the classroom print, oral, and digital technologies.
- 8.SP4.1: Explain the multiple causes and effects of events and developments in the past.
- 8.SP4.2: Evaluate the influence of various causes of events and developments in the past.
- 8.SP4.3: Organize applicable evidence into a coherent argument about the multiple causes and effects of events and issues.
- 8.SP4.4: Compare the credibility, and authenticity of central arguments in secondary works of history on related topics in multiple media.

CIVICS

- 8.C1.3 Analyze the influence of personal interests and perspectives when people address issues and problems in government and civil society.

Lesson 27: How Does the Constitution Protect the Right to Due Process of Law?

DISCIPLINARY SKILLS AND PROCESSES

- 8.SP2.2: Explain how and why perspectives of people have changed over time.
- 8.SP2.3: Analyze how people's perspectives influenced what information is available in the historical sources they created.
- 8.SP3.1: Create and answer compelling and supporting questions that reflect enduring issues in the field of history and social science.
- 8.SP3.2: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- 8.SP3.3: Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- 8.SP3.4: Evaluate the relevance and utility of historical sources based on information such as author, date, origin, intended audience, and purpose.
- 8.SP3.5: Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the source to guide the selection to support claims and counterclaims.
- 8.SP3.6: Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of the arguments.
- 8.SP3.7: Construct and present explanations using reasoning, correct sequence, examples, details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
- 8.SP3.8: Present arguments and explanations on topics of interest to others to reach multiple audiences in and outside of the classroom print, oral, and digital technologies.
- 8.SP4.1: Explain the multiple causes and effects of events and developments in the past.
- 8.SP4.2: Evaluate the influence of various causes of events and developments in the past.
- 8.SP4.3: Organize applicable evidence into a coherent argument about the multiple causes and effects of events and issues.
- 8.SP4.4: Compare the credibility, and authenticity of central arguments in secondary works of history on related topics in multiple media.

CIVICS

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

- 8.C2.3: Analyze concepts and ideals such as majority and minority rights, civil dissent, and the rule of law.
- 8.C4.2: Assess specific rules and laws (both actual and proposed) as means of addressing public problems.
- 8.C4.5: Analyze how a specific problem can manifest itself at the local, regional, and global levels, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem. Apply a range of deliberative and democratic procedures to take action and solve the problem.

Overview of Unit 6: What Are the Responsibilities of Citizens?

Anchor Standard	Lesson 28	Lesson 29	Lesson 30
SP2	X	X	X
SP3	X	X	X
SP4	X	X	X
C1	X	X	X
C2		X	X
C3	X		
C4	X		X

Lesson 28: What is the Relationship of the United States to Other Nations in the World?

DISCIPLINARY SKILLS AND PROCESSES

- 8.SP2.2: Explain how and why perspectives of people have changed over time.
- 8.SP2.3: Analyze how people's perspectives influenced what information is available in the historical sources they created.
- 8.SP3.1: Create and answer compelling and supporting questions that reflect enduring issues in the field of history and social science.
- 8.SP3.2: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- 8.SP3.3: Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- 8.SP3.4: Evaluate the relevance and utility of historical sources based on information such as author, date, origin, intended audience, and purpose.
- 8.SP3.5: Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the source to guide the selection to support claims and counterclaims.
- 8.SP3.6: Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of the arguments.

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

- 8.SP3.7: Construct and present explanations using reasoning, correct sequence, examples, details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
- 8.SP3.8: Present arguments and explanations on topics of interest to others to reach multiple audiences in and outside of the classroom print, oral, and digital technologies.
- 8.SP4.1: Explain the multiple causes and effects of events and developments in the past.
- 8.SP4.2: Evaluate the influence of various causes of events and developments in the past.
- 8.SP4.3: Organize applicable evidence into a coherent argument about the multiple causes and effects of events and issues.
- 8.SP4.4: Compare the credibility, and authenticity of central arguments in secondary works of history on related topics in multiple media.

Civics

- 8.C1.2: Demonstrate civic virtues that contribute to the common good and democratic principles within a variety of deliberative processes and settings.
- 8.C3.2: Examine the origins and purpose of constitutions, laws, treaties, and international agreements.
- 8.C4.1: Compare historical and contemporary means of changing societies to promote the common good.

Lesson 29: What Are the Rights and Responsibilities of Citizenship?

DISCIPLINARY SKILLS AND PROCESSES

- 8.SP2.2: Explain how and why perspectives of people have changed over time.
- 8.SP2.3: Analyze how people's perspectives influenced what information is available in the historical sources they created.
- 8.SP3.1: Create and answer compelling and supporting questions that reflect enduring issues in the field of history and social science.
- 8.SP3.2: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- 8.SP3.3: Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- 8.SP3.4: Evaluate the relevance and utility of historical sources based on information such as author, date, origin, intended audience, and purpose.
- 8.SP3.5: Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the source to guide the selection to support claims and counterclaims.
- 8.SP3.6: Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of the arguments.
- 8.SP3.7: Construct and present explanations using reasoning, correct sequence, examples, details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
- 8.SP3.8: Present arguments and explanations on topics of interest to others to reach multiple audiences in and outside of the classroom print, oral, and digital technologies.
- 8.SP4.1: Explain the multiple causes and effects of events and developments in the past.
- 8.SP4.2: Evaluate the influence of various causes of events and developments in the past.
- 8.SP4.3: Organize applicable evidence into a coherent argument about the multiple causes and effects of events and issues.

- 8.SP4.4: Compare the credibility, and authenticity of central arguments in secondary works of history on related topics in multiple media.

CIVICS

- 8.C1.2: Demonstrate civic virtues that contribute to the common good and democratic principles within a variety of deliberative processes and settings.
- 8.C2.4: Explain how immigrants become naturalized citizens.

Lesson 30: How Might Citizens Participate in Civic Affairs?

DISCIPLINARY SKILLS AND PROCESSES

- 8.SP2.2: Explain how and why perspectives of people have changed over time.
- 8.SP2.3: Analyze how people's perspectives influenced what information is available in the historical sources they created.
- 8.SP3.1: Create and answer compelling and supporting questions that reflect enduring issues in the field of history and social science.
- 8.SP3.2: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- 8.SP3.3: Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- 8.SP3.4: Evaluate the relevance and utility of historical sources based on information such as author, date, origin, intended audience, and purpose.
- 8.SP3.5: Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the source to guide the selection to support claims and counterclaims.
- 8.SP3.6: Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of the arguments.
- 8.SP3.7: Construct and present explanations using reasoning, correct sequence, examples, details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
- 8.SP3.8: Present arguments and explanations on topics of interest to others to reach multiple audiences in and outside of the classroom print, oral, and digital technologies.
- 8.SP4.1: Explain the multiple causes and effects of events and developments in the past.
- 8.SP4.2: Evaluate the influence of various causes of events and developments in the past.
- 8.SP4.3: Organize applicable evidence into a coherent argument about the multiple causes and effects of events and issues.
- 8.SP4.4: Compare the credibility, and authenticity of central arguments in secondary works of history on related topics in multiple media.

CIVICS

- 8.C1.2: Demonstrate civic virtues that contribute to the common good and democratic principles within a variety of deliberative processes and settings.
- 8.C1.4: Engage in projects to help or inform others such as community service and service-learning projects.
- 8.C2.1: Analyze the powers of citizens in a variety of governmental and nongovernmental contexts.
- 8.C2.2: Explain specific roles, rights, and responsibilities of people in a society.
- 8.C2.4: Explain how immigrants become naturalized citizens.

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

- 8.C4.4: Identify, research, analyze, discuss, and defend a position on a national, state, or local public policy issue including an action plan to address or inform others about the issue.
- 8.C4.5: Analyze how a specific problem can manifest itself at the local, regional, and global levels, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem. Apply a range of deliberative and democratic procedures to take action and solve the problem.

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 II	Arizona Common Core Standard for ELA and Literacy in History/Social Studies <u>Reading</u> – Grades 6-8
The We the People Level II text includes the following primary source documents in its reference section: *The Declaration of Independence *The Constitution of the United States *The Bill of Rights	The 6-8 reading standards often incorporate the use of primary source documents. The primary source documents listed to the left are utilized in many of the 30 lesson plans in We the People Level II text. Excerpts from other primary source documents are incorporated in lessons throughout the book.
Lesson 1 What were the British colonies in America like in the 1770s?	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.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.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 do we need government?	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.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.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. 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 3 What is republican government?	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.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. 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 4 What is constitutional government?	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.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 5 How can we organize government to prevent the abuse of power?	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.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. 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 6 What experiences led to the American Revolution?	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.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. 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 7 What experiences led to the American Revolution?	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.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. 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 8 What basic ideas about government are in the Declaration of Independence?	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.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.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 9 What happened during the American Revolution? How did the government function?	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.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. 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 10 How did the states govern themselves after the Revolution?	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.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. 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 11 How did the Articles of Confederation organize the first national government	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.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. 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 12 Who attended the Philadelphia Convention? How was it organized?	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.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. 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 13 How did the Framers resolve the conflict about representation in Congress?	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.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. 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 14 How did the Framers resolve the conflict about the powers of the government?	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.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.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. 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 15 How did the Framers resolve the conflict about powers of the legislative branch?	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.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.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts 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 16 How much power should be given to the executive and judicial branch?	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.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.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts

	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 17 How did the Constitution create a federal system of government?	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.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.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts 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 18 How did the people approve the new Constitution?	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.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.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 19 How did Congress organize the new government?	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.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. 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 20 How did political parties develop?	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.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. 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 21 How does the U.S. Supreme Court use the power of judicial review?	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.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. 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 22 How does the U.S. Supreme Court determine the meaning of the words of the Constiution?	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.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. 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 23 How does the Constitution protect freedom of expression?	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.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. 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 24 How does the constitution protect freedom of religion.	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.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. 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 25 How has the right to vote expanded since the Constitution was adopted?	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.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. 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 26 How does the Constitution safeguard the right to equal protection of the law?	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.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. 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 27 How does the Constitution protect the right to due process of law?	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.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.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. 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 28 What is the relationship of the United States to other nations in the world?	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.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. 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 29 What are the rights and responsibilities of citizenship?	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.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. 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 30 How might citizens participate in civic affairs?	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.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. 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
---	--

We the People Level II	Arizona Common Core Standard for ELA and Literacy in History/Social Studies <u>Writing</u> – Grades 6-8
	All 30 lessons in We the People Level II 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 1770s?	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 do we need government?	All standards may be met as noted above.
Lesson 3 What is republican government?	All standards may be met as noted above.

Lesson 4 What is constitutional government?	All standards may be met as noted above.
Lesson 5 How can we organize government to prevent the abuse of power?	All standards may be met as noted above.
Lesson 6 What experiences led to the American Revolution?	All standards may be met as noted above.
Lesson 7 What experiences led to the American Revolution?	All standards may be met as noted above.
Lesson 8 What basic ideas about government are in the Declaration of Independence?	All standards may be met as noted above.
Lesson 9 What happened during the American Revolution? How did the government function?	All standards may be met as noted above.
Lesson 10 How did the states govern themselves after the Revolution?	All standards may be met as noted above.
Lesson 11 How did the Articles of Confederation organize the first national government	All standards may be met as noted above.
Lesson 12 Who attended the Philadelphia Convention? How was it organized?	All standards may be met as noted above.
Lesson 13 How did the Framers resolve the conflict about representation in Congress?	All standards may be met as noted above.

Lesson 14 How did the Framers resolve the conflict about the powers of the government?	All standards may be met as noted above.
Lesson 15 How did the Framers resolve the conflict about powers of the legislative branch?	All standards may be met as noted above.
Lesson 16 How much power should be given to the executive and judicial branch?	All standards may be met as noted above.
Lesson 17 How did the Constitution create a federal system of government?	All standards may be met as noted above.
Lesson 18 How did the people approve the new Constitution?	All standards may be met as noted above.
Lesson 19 How did Congress organize the new government?	All standards may be met as noted above.
Lesson 20 How did political parties develop?	All standards may be met as noted above.
Lesson 21 How does the U.S. Supreme Court use the power of judicial review?	All standards may be met as noted above.
Lesson 22 How does the U.S. Supreme Court determine the meaning of the words of the Constitution?	All standards may be met as noted above.
Lesson 23 How does the Constitution protect freedom of expression?	All standards may be met as noted above.

Lesson 24 How does the constitution protect freedom of religion?	All standards may be met as noted above.
Lesson 25 How has the right to vote expanded since the Constitution was adopted?	All standards may be met as noted above.
Lesson 26 How does the Constitution safeguard the right to equal protection of the law?	All standards may be met as noted above.
Lesson 27 How does the Constitution protect the right to due process of law?	All standards may be met as noted above.
Lesson 28 What is the relationship of the United States to other nations in the world?	All standards may be met as noted above.
Lesson 29 What are the rights and responsibilities of citizenship?	All standards may be met as noted above.
Lesson 30 How might citizens participate in civic affairs?	All standards may be met as noted above.