

We the People: The Citizen and the Constitution

Level III

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 Level 3 Scope & Sequence: One Semester

	Unit # 1	Unit # 2	Unit # 3	Unit # 4	Unit # 5	Unit #6
Unit Name(s)	What Are the Philosophical and Historical Foundations of the American System of Government?	How Did the Framers Create the Constitution?	How Have Constitutional Values and Principles Shaped American Institutions and Practices?	How Has Federalism Shaped Our Constitutional Democracy?	What Rights Are Protected by the Constitution and its Amendments?	What Challenges Face American Citizenship and Constitutional Democracy in the 21st Century?
Lessons	1-5	6-12	13-18	19-23	24-29	30-36
Length	Weeks 1-3	Weeks 4-6	Weeks 5-7	Weeks 8-10	Weeks 11-13	Weeks 14-16
Essential Questions	Why do governments exist? What makes government legitimate? Why do people agree to be governed? What ideas shaped the Founders? Why are constitutional principles still relevant today?	Why did the Articles of Confederation fail? Why is compromise necessary? How should power be divided? What makes a constitution effective?	How does the Constitution organize power? Why are checks and balances necessary? How do the branches interact? How does government adapt to modern challenges?	How has the Constitution changed over time? Why is power shared? How do state and national governments cooperate?	What rights should government protect? How do liberty and security conflict? How has equality expanded? Who decides constitutional rights?	What makes an effective citizen? Why does civic participation matter? How should citizens influence public policy? What responsibilities accompany rights?
Core Concepts	Human Nature Natural Rights Social Contract Popular Sovereignty Rule of Law Republicanism Constitutionalism Civic Virtue	Articles of Confederation Constitutional Convention Separation of Powers Checks and Balances Federalism Great Compromise Ratification Federalists	Congress Presidency Bureaucracy Judiciary Separation of Powers Judicial Review	Federalism Reconstruction Amendments Constitutional Change State Powers National Powers Amendment Process	Bill of Rights Due Process Civil Liberties Civil Rights Equal Protection Landmark Supreme Court Cases	Citizenship Civic Responsibility Voting Elections Public Policy Civic Engagement Media Literacy
Transfer Goals	Students understand that constitutional government developed from centuries of political thought and continues to shape democratic societies today.	Students understand that constitutional democracies require compromise, deliberation, and carefully balanced powers.	Students understand that constitutional institutions must balance effective government with limited power.	Students understand that constitutional government evolves while preserving its foundational principles.	Students understand that protecting liberty requires balancing individual rights with the common good.	Students understand that constitutional democracy depends upon informed, active, and responsible citizens.
Assessments	-Hobbes vs. Locke Debate -Socratic Seminar on Enlightenment Philosophy -Declaration of Independence CER -Unit 1 Hearing Question	-Constitutional Convention Simulation -Ratification Convention -Federalist vs. Anti-Federalist Debate -Unit 2 Hearing Question	-Presidential Crisis Simulation -Pro Se Court -Unit 3 Hearing Questions	-Federalism Case Study -Amendment Proposal -Unit 4 Hearing Question	-Landmark Case Brief -Mock Trial -Socratic Seminar on Civil Rights -Unit 5 Hearing Question	-Civic Action Project -Public Policy Proposal -Unit 6 Hearing Question
Performance Tasks: Students Will Be Able To...	-analyze Enlightenment philosophy -compare historical governments -evaluate primary sources -explain constitutional principles -defend claims using historical evidence	-negotiate constitutional compromises -analyze competing viewpoints -explain constitutional structures -justify constitutional decisions	-simulate congressional committees -argue Supreme Court cases -analyze executive decisions -evaluate institutional effectiveness	-compare state and national authority -analyze constitutional amendments -evaluate changing interpretations	-analyze Supreme Court decisions -evaluate constitutional rights -defend constitutional arguments	-develop civic action plans -analyze current constitutional issues -communicate policy recommendations -participate in civic discourse

We the People Level 3 Scope & Sequence: One Year, First Semester

	Unit # 1	Unit # 2	Unit # 3	Simulated Hearings
Unit Name(s)	What Are the Philosophical and Historical Foundations of the American System of Government?	How Did the Framers Create the Constitution?	How Have Constitutional Values and Principles Shaped American Institutions and Practices?	Midterm
Lessons	1-5	6-12	13-18	Review Lessons 1-18
Length	Weeks 1-5	Weeks 6-10	Weeks 11-15	Weeks 16-18
Essential Questions	Why do governments exist? What makes government legitimate? Why do people agree to be governed? What ideas shaped the Founders? Why are constitutional principles still relevant today?	Why did the Articles of Confederation fail? Why is compromise necessary? How should power be divided? What makes a constitution effective?	How does the Constitution organize power? Why are checks and balances necessary? How do the branches interact? How does government adapt to modern challenges?	Students are assigned Hearing Questions from Units 1-3 and will participate in a Mock Congressional Hearing.
Core Concepts	Human Nature, Natural Rights, Social Contract, Popular Sovereignty, Rule of Law, Republicanism, Constitutionalism, Civic Virtue	Articles of Confederation, Constitutional Convention, Separation of Powers, Checks and Balances, Federalism, Great Compromise, Ratification, Federalists, Anti-Federalists	Congress, Presidency, Bureaucracy, Judiciary, Separation of Powers, Judicial Review	Refer to Units 1-3
Transfer Goals	Students understand that constitutional government developed from centuries of political thought and continues to shape democratic societies today.	Students understand that constitutional democracies require compromise, deliberation, and carefully balanced powers.	Students understand that constitutional institutions must balance effective government with limited power.	Refer to Units 1-3
Assessments	-Hobbes vs. Locke Debate -Socratic Seminar on Enlightenment Philosophy -Declaration of Independence CER -Unit 1 Hearing Question	-Constitutional Convention Simulation -Ratification Convention -Federalist vs. Anti-Federalist Debate -Unit 2 Hearing Question	-Presidential Crisis Simulation -Pro Se Court -Unit 3 Hearing Question	-Mock Congressional Hearing

We the People Level 3 Scope & Sequence: One Year, Second Semester

Unit # 4	Unit # 5	Unit # 6	Simulated Hearings
How Has Federalism Shaped Our Constitutional Democracy?	What Rights Are Protected by the Constitution and Its Amendments?	What Challenges Face American Citizenship and Constitutional Democracy in the 21st Century?	Final
19-23	24-29	30-36	Review Lessons 19-36
Weeks 19-23	Weeks 24-28	Weeks 29-33	Weeks 34-36
How has the Constitution changed over time? Why is power shared? How do state and national governments cooperate?	What rights should government protect? How do liberty and security conflict? How has equality expanded? Who decides constitutional rights?	What makes an effective citizen? Why does civic participation matter? How should citizens influence public policy? What responsibilities accompany rights?	Students are assigned Hearing Questions from Units 4-6 and will participate in a Mock Congressional Hearing.
Federalism, Reconstruction Amendments, Constitutional Change, State Powers, National Powers, Amendment Process	Bill of Rights, Due Process, Civil Liberties, Civil Rights, Equal Protection, Landmark Supreme Court Cases	Citizenship, Civic Responsibility, Voting, Elections, Public Policy, Civic Engagement, Media Literacy	Refer to Units 4-6
Students understand that constitutional government evolves while preserving its foundational principles.	Students understand that protecting liberty requires balancing individual rights with the common good.	Students understand that constitutional democracy depends upon informed, active, and responsible citizens.	Refer to Units 4-6
-Federalism Case Study -Amendment Proposal -Unit 4 Hearing Question	-Landmark Case Brief -Mock Trial -Socratic Seminar on Civil Rights -Unit 5 Hearing Question	-Civic Action Project -Public Policy Proposal -Unit 6 Hearing Question	-Mock Congressional Hearing

We the People: The Citizen & the Constitution

9th-12th grade

Level Three Textbook Correlation

aligned to

Arizona Social Science/History and ELA and Literacy Standards

Overview of Unit 1: What Are the Philosophical and Historical Foundations of the American System of Government?

Anchor Standard	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
SP1			X		X
SP2		X			
SP3	X			X	
SP4	X	X	X	X	X
C1	X	X	X	X	
C2		X	X	X	X
C3					X
C4				X	X

Arizona Civics Course Considerations found in Unit 1:

- Foundations of government including but not limited to the historical foundations and philosophical foundations of the American political system, the purpose and role of government, and where government gets its authority.
- American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expression, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality.

Lesson 1: How Do We Study the Constitution?

DISCIPLINARY SKILLS AND PROCESSES

- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- Course Consideration: Foundations of government including but not limited to the historical foundations and philosophical foundations of the American political system, the purpose and role of government, and where government gets its authority.
- Course Consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality.

Reading

- 9-10.RI.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- 9-10.RI.9: Analyze seminal/primary documents of historical and literary significance, including how they address related themes and concepts.
- 11-12.RL.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- 11-12.RL.9: Drawing on a wide range of time periods, analyze how two or more texts treat similar themes or topics.

Writing

- 9-10.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- 9-10.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 9-10.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- 11-12.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- 11-12.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 11-12.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Lesson 2: What Major Ideas Influenced the American Perspective About Civic Life and Government?

DISCIPLINARY SKILLS AND PROCESSES

"We the People" 2026 Edition Correlation with AZ Social Science/History and ELA and Literacy Standards

- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C1: Civic virtues and democratic principles are key components of the American political system.
- C2: Citizens have individual rights, roles, and responsibilities.
- HS.C1.1: Explain the significance of civic virtues to a well-functioning constitutional republic.
- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- Course Consideration: Foundations of government including but not limited to the historical foundations and philosophical foundations of the American political system, the purpose and role of government, and where government gets its authority.
- Course Consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality.

Reading

- 9-10.RI.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- 9-10.RI.9: Analyze seminal/primary documents of historical and literary significance, including how they address related themes and concepts.
- 11-12.RL.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- 11-12.RL.9: Drawing on a wide range of time periods, analyze how two or more texts treat similar themes or topics.

Writing

- 9-10.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- 9-10.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 9-10.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- 11-12.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- 11-12.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate;

synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

- 11-12.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Lesson 3: How Did Colonists Think About Constitutional Government and Rights?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C2: Citizens have individual rights, roles, and responsibilities.
- HS.C1.2 Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents.
- HS.C2.3 Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- Course Consideration: Foundations of government including but not limited to the historical foundations and philosophical foundations of the American political system, the purpose and role of government, and where government gets its authority.
- Course Consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality.

Reading

- 9-10.RI.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- 9-10.RI.9: Analyze seminal/primary documents of historical and literary significance, including how they address related themes and concepts.
- 11-12.RL.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- 11-12.RL.9: Drawing on a wide range of time periods, analyze how two or more texts treat similar themes or topics.

Writing

- 9-10.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- 9-10.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

- 9-10.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- 11-12.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- 11-12.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 11-12.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Lesson 4: Why Did American Colonists Want to Free Themselves from Great Britain?

DISCIPLINARY SKILLS AND PROCESSES

- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C1: Civic virtues and democratic principles are key components of the American political system.
- C2: Citizens have individual rights, roles, and responsibilities.
- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.
- HS.C1.2: Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents.
- HS.C2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- Course Consideration: Foundations of government including but not limited to the historical foundations and philosophical foundations of the American political system, the purpose and role of government, and where government gets its authority.
- Course Consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality.

Reading

- 9-10.RI.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- 9-10.RI.9: Analyze seminal/primary documents of historical and literary significance, including how they address related themes and concepts.
- 11-12.RL.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- 11-12.RL.9: Drawing on a wide range of time periods, analyze how two or more texts treat similar themes or topics.

Writing

- 9-10.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- 9-10.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 9-10.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- 11-12.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- 11-12.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 11-12.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Lesson 5: How Democratic Were Early State Constitutions?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C2: Citizens have individual rights, roles, and responsibilities.
- C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.
- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.
- HS.C1.2: Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents.
- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- HS.C2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- Course Consideration: Civil Liberties and Civil Rights
- Course Consideration: Foundations of government including but not limited to the historical foundations and philosophical foundations of the American political system, the purpose and role of government, and where government gets its authority.

Reading

- 9-10.RI.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- 9-10.RI.9: Analyze seminal/primary documents of historical and literary significance, including how they address related themes and concepts.
- 11-12.RL.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- 11-12.RL.9: Drawing on a wide range of time periods, analyze how two or more texts treat similar themes or topics.

Writing

- 9-10.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- 9-10.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 9-10.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- 11-12.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- 11-12.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 11-12.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Demonstrating Your Knowledge: Unit 1 Sample Question

Speaking and Listening

- 9-10.SL.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 9-10.SL.2: Integrate multiple sources of information presented in diverse media and formats, evaluating the credibility and accuracy of each source.
- 9-10.SL.3: Evaluate a speaker's point of view, reasoning, use of evidence, and use of rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- 9-10.SL.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task; use appropriate eye contact, adequate volume, and clear pronunciation.
- 9-10.SL.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Overview of Unit 2: How Did the Framers Create the Constitution?

Anchor Standard	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11	Lesson 12
SP1	X						
SP2		X	X		X	X	X
SP3	X		X	X		X	X
SP4	X				X		
C1				X			
C2							
C3	X			X	X	X	X
C4	X	X	X	X	X	X	X

Arizona Civics Course Considerations found in Unit 2:

- Foundations of government including but not limited to the historical foundations and philosophical foundations of the American political system, the purpose and role of government, and where government gets its authority.
- Institutions of the national government including but not limited to Congress, the President and the bureaucracy, federal courts; and institutions of the state government including the legislature, governor and the bureaucracy, and the state courts.
- American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality.

Lesson 6: What Did America's First Government Look Like?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.

"We the People" 2026 Edition Correlation with AZ Social Science/History and ELA and Literacy Standards

- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.
- HS.C3.2: Analyze the origins, functions, and structures of government at the national, state, local, and tribal levels and compare with other systems of government.
- Course Consideration: Foundations of government including but not limited to the historical foundations and philosophical foundations of the American political system, the purpose and role of government, and where government gets its authority.

Reading

- 9-10.RI.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- 9-10.RI.9: Analyze seminal/primary documents of historical and literary significance, including how they address related themes and concepts.
- 11-12.RL.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- 11-12.RL.9: Drawing on a wide range of time periods, analyze how two or more texts treat similar themes or topics.

Writing

- 9-10.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- 9-10.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 9-10.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- 11-12.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- 11-12.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 11-12.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Lesson 7: What Problems Were the Delegates Trying to Solve at the Constitutional Convention?

DISCIPLINARY SKILLS AND PROCESSES

- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.

CIVICS

- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.
- HS.C1.2: Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents.

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- HS.C1.3: Explain and use deliberative processes implemented in various civic and political institutions.
- HS.C2.6: Evaluate the contributions of individuals and groups, including Arizonans, who have played a role in promoting civic and democratic principles.
- Course Consideration: Foundations of government including but not limited to the historical foundations and philosophical foundations of the American political system, the purpose and role of government, and where government gets its authority.
- Course Consideration: Law-making process including the role of deliberation and compromise.
- Course Consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality.

Reading

- 9-10.RI.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- 9-10.RI.9: Analyze seminal/primary documents of historical and literary significance, including how they address related themes and concepts.
- 11-12.RL.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- 11-12.RL.9: Drawing on a wide range of time periods, analyze how two or more texts treat similar themes or topics.

Writing

- 9-10.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- 9-10.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 9-10.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- 11-12.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- 11-12.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 11-12.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Lesson 8: How Did Compromise Shape the Constitution?

DISCIPLINARY SKILLS AND PROCESSES

- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

CIVICS

- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.
- HS.C1.3: Explain and use deliberative processes implemented in various civic and political institutions.
- HS.C3.1: Examine how the United States Constitution established a system of government that has powers, responsibilities, and limits and analyze how those powers, responsibilities, and limits have changed over time.
- HS.C3.2: Analyze the origins, functions, and structures of government at the national, state, local, and tribal levels and compare with other systems of government.
- HS.C4.5: Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems, instances of such problems in multiple contexts, and challenges and opportunities faced by those trying to address these problems over time and place.
- Course consideration: Foundations of government including but not limited to the historical foundations and philosophical foundations of the American political system, the purpose and role of government, and where government gets its authority.
- Course consideration: Institutions of the national government including but not limited to Congress, the President and the bureaucracy, federal courts; and institutions of the state government including the legislature, governor and the bureaucracy, and the state courts.
- Course consideration: Law-making process including the role of deliberation and compromise.

Reading

- 9-10.RI.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- 9-10.RI.9: Analyze seminal/primary documents of historical and literary significance, including how they address related themes and concepts.
- 11-12.RL.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- 11-12.RL.9: Drawing on a wide range of time periods, analyze how two or more texts treat similar themes or topics.

Writing

- 9-10.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- 9-10.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

- 9-10.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- 11-12.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- 11-12.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 11-12.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Lesson 9: How Did the Constitutional Convention Shape the Powers of the Executive and Judicial Branches?

DISCIPLINARY SKILLS AND PROCESSES

- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

CIVICS

- C1: Civic virtues and democratic principles are key components of the American political system.
- C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.
- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.
- HS.C1.2: Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents.
- HS.C2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- HS.C3.1: Examine how the United States Constitution established a system of government that has powers, responsibilities, and limits and analyze how those powers, responsibilities, and limits have changed over time.
- HS.C3.2: Analyze the origins, functions, and structures of government at the national, state, local, and tribal levels and compare with other systems of government.
- Course Consideration: Institutions of the national government including but not limited to Congress, the President and the bureaucracy, federal courts; and institutions of the state government including the legislature, governor and the bureaucracy, and the state courts.
- Course Consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality.

Reading

- 9-10.RI.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- 9-10.RI.9: Analyze seminal/primary documents of historical and literary significance, including how they address related themes and concepts.

- 11-12.RL.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- 11-12.RL.9: Drawing on a wide range of time periods, analyze how two or more texts treat similar themes or topics.

Writing

- 9-10.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- 9-10.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 9-10.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- 11-12.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- 11-12.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 11-12.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Lesson 10: Did the Constitutional Convention Create a Complete Government?

DISCIPLINARY SKILLS AND PROCESSES

- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.
- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.
- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- HS.C2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- HS.C3.1: Examine how the United States Constitution established a system of government that has powers, responsibilities, and limits and analyze how those powers, responsibilities, and limits have changed over time.
- HS.C3.2: Analyze the origins, functions, and structures of government at the national, state, local, and tribal levels and compare with other systems of government.

- Course Consideration: Foundations of government including but not limited to the historical foundations and philosophical foundations of the American political system, the purpose and role of government, and where government gets its authority.
- Course Consideration: Institutions of the national government including but not limited to Congress, the President and the bureaucracy, federal courts; and institutions of the state government including the legislature, governor and the bureaucracy, and the state courts.

Reading

- 9-10.RI.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- 9-10.RI.9: Analyze seminal/primary documents of historical and literary significance, including how they address related themes and concepts.
- 11-12.RL.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- 11-12.RL.9: Drawing on a wide range of time periods, analyze how two or more texts treat similar themes or topics.

Writing

- 9-10.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- 9-10.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 9-10.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- 11-12.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- 11-12.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 11-12.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Lesson 11: Were the Anti-Federalists Justified in Opposing the New Constitution?

DISCIPLINARY SKILLS AND PROCESSES

- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

CIVICS

- C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.
- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.
- HS.C1.2: Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents.
- HS.C3.1: Examine how the United States Constitution established a system of government that has powers, responsibilities, and limits and analyze how those powers, responsibilities, and limits have changed over time.
- Course Consideration: Foundations of government including but not limited to the historical foundations and philosophical foundations of the American political system, the purpose and role of government, and where government gets its authority.
- Course Consideration: Institutions of the national government including but not limited to Congress, the President and the bureaucracy, federal courts; and institutions of the state government including the legislature, governor and the bureaucracy, and the state courts.
- Course Consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality.

Reading

- 9-10.RI.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- 9-10.RI.9: Analyze seminal/primary documents of historical and literary significance, including how they address related themes and concepts.
- 11-12.RL.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- 11-12.RL.9: Drawing on a wide range of time periods, analyze how two or more texts treat similar themes or topics.

Writing

- 9-10.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- 9-10.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 9-10.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- 11-12.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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- 11-12.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 11-12.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Lesson 12: How Did Ratification Succeed?

DISCIPLINARY SKILLS AND PROCESSES

- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

CIVICS

- C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.
- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.
- HS.C1.2: Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents.
- HS.C3.1: Examine how the United States Constitution established a system of government that has powers, responsibilities, and limits and analyze how those powers, responsibilities, and limits have changed over time.
- Course Consideration: Foundations of government including but not limited to the historical foundations and philosophical foundations of the American political system, the purpose and role of government, and where government gets its authority.
- Course Consideration: Institutions of the national government including but not limited to Congress, the President and the bureaucracy, federal courts; and institutions of the state government including the legislature, governor and the bureaucracy, and the state courts.
- Course Consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality.

Reading

- 9-10.RI.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- 9-10.RI.9: Analyze seminal/primary documents of historical and literary significance, including how they address related themes and concepts.
- 11-12.RL.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

- 11-12.RL.9: Drawing on a wide range of time periods, analyze how two or more texts treat similar themes or topics.

Writing

- 9-10.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- 9-10.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 9-10.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- 11-12.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- 11-12.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 11-12.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Demonstrating Your Knowledge: Unit 2 Sample Question

Speaking and Listening

- 9-10.SL.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 9-10.SL.2: Integrate multiple sources of information presented in diverse media and formats, evaluating the credibility and accuracy of each source.
- 9-10.SL.3: Evaluate a speaker's point of view, reasoning, use of evidence, and use of rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- 9-10.SL.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task; use appropriate eye contact, adequate volume, and clear pronunciation.
- 9-10.SL.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Overview of Unit 3: How Have Constitutional Values and Principles Shaped American Institutions and Practices?

Anchor Standard	Lesson 13	Lesson 14	Lesson 15	Lesson 16	Lesson 17	Lesson 18
SP1	X	X		X	X	X

SP2			X		X	
SP3		X		X		
SP4	X		X			X
C1			X	X	X	X
C2		X		X	X	X
C3		X				
C4	X			X	X	

Arizona Civics Course Considerations found in Unit 3:

- Institutions of the national government including but not limited to Congress, the President and the bureaucracy, federal courts; and institutions of the state government including the legislature, governor and the bureaucracy, and the state courts.
- Media, interest groups, and political parties including but not limited to the how these linkage institutions connect the people to government and shape political and social interests, the role of the free press in the American political system, the origin and role of political parties, the two-party system, the role of third parties in American politics, and the social, political, and economic positions of American political parties in history and the present day.
- Elections, voting, and voting behavior including but not limited to political socialization, creation of legislative and congressional districts, opportunities for participation, campaigns, types of elections including primary process and general election process (local, state, and federal), laws governing elections, voter turnout, and barriers to voting.
- Civil Liberties and Civil Rights

Lesson 13: What is the Role of Congress in the American Constitutional System?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.
- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- HS.C2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- HS.C3.1: Examine how the United States Constitution established a system of government that has powers, responsibilities, and limits and analyze how those powers, responsibilities, and limits have changed over time.

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- Course consideration: Institutions of the national government including but not limited to Congress, the President and the bureaucracy, federal courts; and institutions of the state government including the legislature, governor and the bureaucracy, and the state courts
- Course consideration: Elections, voting, and voting behavior including but not limited to political socialization, creation of legislative and congressional districts, opportunities for participation, campaigns, types of elections including primary process and general election process (local, state, and federal), laws governing elections, voter turnout, and barriers to voting
- Course consideration: Civil Liberties and Civil Rights

Reading

- 9-10.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 9-10.RI.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- 11-12.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- 11-12.RI.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

Writing

- 9-10.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- 9-10.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 9-10.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- 11-12.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- 11-12.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 11-12.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Lesson 14: What Is the Role of the President in the American Constitutional System?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.

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- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

CIVICS

- C2: Citizens have individual rights, roles, and responsibilities.
- C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.
- HS.C3.3: Analyze the impact of political parties, interest groups, elections, and the media on political institutions.
- Course Consideration: Media, interest groups, and political parties including but not limited to the how these linkage institutions connect the people to government and shape political and social interests, the role of the free press in the American political system, the origin and role of political parties, the two-party system, the role of third parties in American politics, and the social, political, and economic positions of American political parties in history and the present day.

Reading

- 9-10.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 9-10.RI.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- 11-12.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- 11-12.RI.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

Writing

- 9-10.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- 9-10.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 9-10.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- 11-12.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- 11-12.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 11-12.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Lesson 15: What Functions Do Administrative Agencies Serve Within the Constitutional System?

DISCIPLINARY SKILLS AND PROCESSES

- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C1: Civic virtues and democratic principles are key components of the American political system.
- HS.C2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- HS.C4.4: Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at various levels.
- HS.C4.5: Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems, instances of such problems in multiple contexts, and challenges and opportunities faced by those trying to address these problems over time and place.
- Course consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality

Reading

- 9-10.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 9-10.RI.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- 11-12.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- 11-12.RI.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

Writing

- 9-10.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- 9-10.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 9-10.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- 11-12.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- 11-12.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 11-12.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Lesson 16: What is the Role of the Judiciary in the American Constitutional System?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

CIVICS

- C1: Civic virtues and democratic principles are key components of the American political system.
- C2: Citizens have individual rights, roles, and responsibilities.
- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.
- HS.C1.2: Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents.
- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- HS.C2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- Course consideration: Foundations of government including but not limited to the historical foundations and philosophical foundations of the American political system, the purpose and role of government, and where government gets its authority.
- Course consideration: Civil Liberties and Civil Rights
- Course consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality.

Reading

- 9-10.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 9-10.RI.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- 11-12.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

- 11-12.RI.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

Writing

- 9-10.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- 9-10.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 9-10.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- 11-12.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- 11-12.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 11-12.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Lesson 17: How Does the Constitution Balance Power Among the Branches of Government?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.

CIVICS

- C1: Civic virtues and democratic principles are key components of the American political system.
- C2: Citizens have individual rights, roles, and responsibilities.
- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.
- HS.C1.2: Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents.
- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- HS.C2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- HS.C4.4: Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at various levels.
- HS.C4.5: Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems, instances of such problems in multiple contexts, and challenges and opportunities faced by those trying to address these problems over time and place.

“We the People” 2026 Edition Correlation with AZ Social Science/History and ELA and Literacy Standards

- HS.C4.6: Assess options for action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
- Course consideration: Foundations of government including but not limited to the historical foundations and philosophical foundations of the American political system, the purpose and role of government, and where government gets its authority.
- Course consideration: Institutions of the national government including but not limited to Congress, the President and the bureaucracy, federal courts; and institutions of the state government including the legislature, governor and the bureaucracy, and the state courts.
- Course consideration: Citizenship including rights, roles, and responsibilities of a citizen and the process for naturalization.
- Course consideration: Civil Liberties and Civil Rights
- Course consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality.

Reading

- 9-10.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 9-10.RI.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- 11-12.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- 11-12.RI.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

Writing

- 9-10.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- 9-10.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 9-10.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- 11-12.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- 11-12.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

- 11-12.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Lesson 18: In What Ways Has the Constitution Been Interpreted or Amended to Shape American Institutions?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C1: Civic virtues and democratic principles are key components of the American political system.
- C2: Citizens have individual rights, roles, and responsibilities.
- HS.C1.2: Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents.
- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- HS.C2.1: Explain the importance of individual participation in civic and political institutions.
- HS.C2.2: Analyze the role of citizens in the United States political system over time and compare this to the role of citizens in other political systems.
- HS.C2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- HS.C4.5: Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems, instances of such problems in multiple contexts, and challenges and opportunities faced by those trying to address these problems over time and place.
- Course consideration: Foundations of government including but not limited to the historical foundations and philosophical foundations of the American political system, the purpose and role of government, and where government gets its authority.
- Course consideration: Elections, voting, and voting behavior including but not limited to political socialization, creation of legislative and congressional districts, opportunities for participation, campaigns, types of elections including primary process and general election process (local, state, and federal), laws governing elections, voter turnout, and barriers to voting.
- Course consideration: Citizenship including rights, roles, and responsibilities of a citizen and the process for naturalization.
- Course consideration: Civil Liberties and Civil Rights

Reading

- 9-10.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 9-10.RI.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- 11-12.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

- 11-12.RI.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

Writing

- 9-10.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- 9-10.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 9-10.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- 11-12.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- 11-12.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 11-12.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Demonstrating Your Knowledge: Unit 3 Sample Question

Speaking and Listening

- 9-10.SL.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 9-10.SL.2: Integrate multiple sources of information presented in diverse media and formats, evaluating the credibility and accuracy of each source.
- 9-10.SL.3: Evaluate a speaker's point of view, reasoning, use of evidence, and use of rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- 9-10.SL.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task; use appropriate eye contact, adequate volume, and clear pronunciation.
- 9-10.SL.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Overview of Unit 4: How Has Federalism Shaped Our Constitutional Democracy?

Anchor Standard	Lesson 19	Lesson 20	Lesson 21	Lesson 22	Lesson 23
SP1			X	X	

SP2	X				X
SP3	X	X			X
SP4			X	X	
C1	X	X			
C2					
C3	X	X	X	X	X
C4		X	X	X	X

Arizona Civics Course Considerations found in Unit 4:

- Structures and function of tribal, local, Arizona and other states, national, and international governments including but not limited to constitutional vs. non-constitutional governments, and how governments are organized, limits and powers of the legislative, judicial, and executive branch, and comparative governments.
- Institutions of the national government including but not limited to Congress, the President and the bureaucracy, federal courts; and institutions of the state government including the legislature, governor and the bureaucracy, and the state courts.
- Law-making process including the role of deliberation and compromise.
- Public policy including researching current issues or policies at the local, state, or federal level.

Lesson 19: What Kind of Union Did the Constitution Create?

DISCIPLINARY SKILLS AND PROCESSES

- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

CIVICS

- C1: Civic virtues and democratic principles are key components of the American political system.
- C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.
- HS.C1.2: Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents.
- HS.C3.1: Examine how the United States Constitution established a system of government that has powers, responsibilities, and limits and analyze how those powers, responsibilities, and limits have changed over time.
- HS.C3.2: Analyze the origins, functions, and structures of government at the national, state, local, and tribal levels and compare with other systems of government.
- Course consideration: Structures and function of tribal, local, Arizona and other states, national, and international governments including but not limited to constitutional vs. non-constitutional governments,

and how governments are organized, limits and powers of the legislative, judicial, and executive branch, and comparative governments.

- Course consideration: Institutions of the national government including but not limited to Congress, the President and the bureaucracy, federal courts; and institutions of the state government including the legislature, governor and the bureaucracy, and the state courts.
- Course consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality.

Reading

- 9-10.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 9-10.RI.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- 11-12.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- 11-12.RI.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

Writing

- 9-10.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- 9-10.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 9-10.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- 11-12.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- 11-12.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 11-12.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Lesson 20: Why Do the States Matter?

DISCIPLINARY SKILLS AND PROCESSES

- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

CIVICS

- C1: Civic virtues and democratic principles are key components of the American political system.
- C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.
- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.
- HS.C3.2: Analyze the origins, functions, and structures of government at the national, state, local, and tribal levels and compare with other systems of government.
- HS.C3.3: Analyze the impact of political parties, interest groups, elections, and the media on political institutions.
- HS.C4.1: Evaluate multiple procedures for making governmental decisions in all three branches and at the local, state, tribal, national, and international levels in terms of the civic purpose achieved.
- HS.C4.4: Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at various levels.
- Course consideration: Structures and function of tribal, local, Arizona and other states, national, and international governments including but not limited to constitutional vs. non-constitutional governments, and how governments are organized, limits and powers of the legislative, judicial, and executive branch, and comparative governments.
- Course consideration: Institutions of the national government including but not limited to Congress, the President and the bureaucracy, federal courts; and institutions of the state government including the legislature, governor and the bureaucracy, and the state courts.
- Course consideration: Law-making process including the role of deliberation and compromise.
- Course consideration: Media, interest groups, and political parties including but not limited to the how these linkage institutions connect the people to government and shape political and social interests, the role of the free press in the American political system, the origin and role of political parties, the two-party system, the role of third parties in American politics, and the social, political, and economic positions of American political parties in history and the present day.
- Course consideration: Public policy including researching current issues or policies at the local, state, or federal level.

Reading

- 9-10.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 9-10.RI.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- 11-12.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- 11-12.RI.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

Writing

- 9-10.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

- 9-10.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 9-10.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- 11-12.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- 11-12.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 11-12.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Lesson 21: How Much Power Do State Governments Have Under the Constitution?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.
- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.
- HS.C3.1: Examine how the United States Constitution established a system of government that has powers, responsibilities, and limits and analyze how those powers, responsibilities, and limits have changed over time.
- HS.C3.2: Analyze the origins, functions, and structures of government at the national, state, local, and tribal levels and compare with other systems of government.
- HS.C4.1: Evaluate multiple procedures for making governmental decisions in all three branches and at the local, state, tribal, national, and international levels in terms of the civic purpose achieved.
- HS.C4.4: Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at various levels.
- HS.C4.5: Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems, instances of such problems in multiple contexts, and challenges and opportunities faced by those trying to address these problems over time and place.
- Course consideration: Structures and function of tribal, local, Arizona and other states, national, and international governments including but not limited to constitutional vs. non-constitutional governments, and how governments are organized, limits and powers of the legislative, judicial, and executive branch, and comparative governments.

"We the People" 2026 Edition Correlation with AZ Social Science/History and ELA and Literacy Standards

- Course consideration: Institutions of the national government including but not limited to Congress, the President and the bureaucracy, federal courts; and institutions of the state government including the legislature, governor and the bureaucracy, and the state courts.
- Course consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality.

Reading

- 9-10.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 9-10.RI.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- 11-12.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- 11-12.RI.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

Writing

- 9-10.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- 9-10.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 9-10.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- 11-12.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- 11-12.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 11-12.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Lesson 22: How Did the Reconstruction Amendments Change American Federalism?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.

- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.
- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.
- HS.C1.3: Explain and use deliberative processes implemented in various civic and political institutions.
- HS.C3.1: Examine how the United States Constitution established a system of government that has powers, responsibilities, and limits and analyze how those powers, responsibilities, and limits have changed over time.
- HS.C3.2: Analyze the origins, functions, and structures of government at the national, state, local, and tribal levels and compare with other systems of government.
- HS.C4.4: Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at various levels.
- HS.C4.5: Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems, instances of such problems in multiple contexts, and challenges and opportunities faced by those trying to address these problems over time and place.
- Course consideration: Institutions of the national government including but not limited to Congress, the President and the bureaucracy, federal courts; and institutions of the state government including the legislature, governor and the bureaucracy, and the state courts.

Reading

- 9-10.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 9-10.RI.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- 11-12.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- 11-12.RI.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

Writing

- 9-10.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- 9-10.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 9-10.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- 11-12.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

- 11-12.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 11-12.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Lesson 23: How Does the Constitution Recognize the Sovereignty of Indigenous Nations?

DISCIPLINARY SKILLS AND PROCESSES

- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

CIVICS

- C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.
- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.
- HS.C2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- HS.C3.1: Examine how the United States Constitution established a system of government that has powers, responsibilities, and limits and analyze how those powers, responsibilities, and limits have changed over time.
- HS.C3.2: Analyze the origins, functions, and structures of government at the national, state, local, and tribal levels and compare with other systems of government.
- HS.C4.1: Evaluate multiple procedures for making governmental decisions in all three branches and at the local, state, tribal, national, and international levels in terms of the civic purpose achieved.
- HS.C4.4: Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at various levels.
- HS.C4.5: Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems, instances of such problems in multiple contexts, and challenges and opportunities faced by those trying to address these problems over time and place.
- Course consideration: Structures and function of tribal, local, Arizona and other states, national, and international governments including but not limited to constitutional vs. non-constitutional governments, and how governments are organized, limits and powers of the legislative, judicial, and executive branch, and comparative governments
- Course consideration: Institutions of the national government including but not limited to Congress, the President and the bureaucracy, federal courts; and institutions of the state government including the legislature, governor and the bureaucracy, and the state courts
- Course consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality.

Reading

- 9-10.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 9-10.RI.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- 11-12.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- 11-12.RI.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

Writing

- 9-10.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- 9-10.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 9-10.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- 11-12.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- 11-12.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 11-12.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Demonstrating Your Knowledge: Unit 4 Sample Question

Speaking and Listening

- 9-10.SL.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 9-10.SL.2: Integrate multiple sources of information presented in diverse media and formats, evaluating the credibility and accuracy of each source.
- 9-10.SL.3: Evaluate a speaker's point of view, reasoning, use of evidence, and use of rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- 9-10.SL.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task; use appropriate eye contact, adequate volume, and clear pronunciation.

- 9-10.SL.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Overview of Unit 5: What Rights Are Protected by the Constitution and Its Amendments?

Anchor Standard	Lesson 24	Lesson 25	Lesson 26	Lesson 27	Lesson 28	Lesson 29
SP1	X	X	X	X	X	X
SP2	X	X	X	X	X	X
SP3	X	X	X	X	X	X
SP4			X	X	X	X
C1			X	X		
C2	X	X	X	X	X	X
C3						
C4		X			X	X

Arizona Civics Course Considerations found in Unit 5:

- Citizenship including rights, roles, and responsibilities of a citizen and the process for naturalization
- Civil Liberties and Civil Rights
- American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality.

Lesson 24: What Is the Bill of Rights?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

CIVICS

- C2: Citizens have individual rights, roles, and responsibilities.
- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.

- HS.C2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- HS.C2.5: Compare the rights guaranteed in Arizona Constitution to those in the United States Constitution.
- Course consideration: Citizenship including rights, roles, and responsibilities of a citizen and the process for naturalization.
- Course consideration: Civil Liberties and Civil Rights
- Course consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality.

Reading

- 9-10.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 9-10.RI.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- 9-10.RI.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- 9-10.RI.9: Analyze seminal/primary documents of historical and literary significance, including how they address related themes and concepts.
- 11-12.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- 11-12.RL.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- 11-12.RI.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- 11-12.RL.9: Drawing on a wide range of time periods, analyze how two or more texts treat similar themes or topics.

Writing

- 9-10.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- 9-10.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 9-10.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- 11-12.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- 11-12.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 11-12.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Lesson 25: How Does the Bill of Rights Protect People from Illegal Search, Seizure, Arrest and Interrogation?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

CIVICS

- C2: Citizens have individual rights, roles, and responsibilities.
- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.
- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- HS.C2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- HS.C2.5: Compare the rights guaranteed in Arizona Constitution to those in the United States Constitution.
- HS.C2.6: Evaluate the contributions of individuals and groups, including Arizonans, who have played a role in promoting civic and democratic principles.
- Course consideration: Citizenship including rights, roles, and responsibilities of a citizen and the process for naturalization.
- Course consideration: Civil Liberties and Civil Rights
- Course consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality.

Reading

- 9-10.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 9-10.RI.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

- 9-10.RI.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- 9-10.RI.9: Analyze seminal/primary documents of historical and literary significance, including how they address related themes and concepts.
- 11-12.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- 11-12.RL.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- 11-12.RI.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- 11-12.RL.9: Drawing on a wide range of time periods, analyze how two or more texts treat similar themes or topics.

Writing

- 9-10.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- 9-10.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 9-10.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- 11-12.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- 11-12.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 11-12.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Lesson 26: How Does the Bill of Rights Protect Rights to Fair Trial and Just Punishment?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C1: Civic virtues and democratic principles are key components of the American political system.
- C2: Citizens have individual rights, roles, and responsibilities.
- HS.C1.1: Explain the significance of civic virtues to a well-functioning constitutional republic.
- HS.C1.3: Explain and use deliberative processes implemented in various civic and political institutions.
- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- HS.C2.1: Explain the importance of individual participation in civic and political institutions.
- HS.C2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- HS.C2.5: Compare the rights guaranteed in Arizona Constitution to those in the United States Constitution.
- HS.C2.6: Evaluate the contributions of individuals and groups, including Arizonans, who have played a role in promoting civic and democratic principles.
- Course consideration: Law-making process including the role of deliberation and compromise
- Course consideration: Citizenship including rights, roles, and responsibilities of a citizen and the process for naturalization.
- Course consideration: Civil Liberties and Civil Rights
- Course consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality.

Reading

- 9-10.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 9-10.RI.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- 9-10.RI.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- 9-10.RI.9: Analyze seminal/primary documents of historical and literary significance, including how they address related themes and concepts.
- 11-12.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- 11-12.RL.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- 11-12.RI.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

- 11-12.RL.9: Drawing on a wide range of time periods, analyze how two or more texts treat similar themes or topics.

Writing

- 9-10.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- 9-10.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 9-10.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- 11-12.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- 11-12.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 11-12.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Lesson 27: How Have the People's Rights to Vote and to Have Representation Evolved?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C1: Civic virtues and democratic principles are key components of the American political system.
- C2: Citizens have individual rights, roles, and responsibilities.
- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- HS.C2.1: Explain the importance of individual participation in civic and political institutions.
- HS.C2.2: Analyze the role of citizens in the United States political system over time and compare this to the role of citizens in other political systems.
- HS.C2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- HS.C2.5: Compare the rights guaranteed in Arizona Constitution to those in the United States Constitution.

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- HS.C2.6: Evaluate the contributions of individuals and groups, including Arizonans, who have played a role in promoting civic and democratic principles.
- HS.C3.3: Analyze the impact of political parties, interest groups, elections, and the media on political institutions.
- Course consideration: Citizenship including rights, roles, and responsibilities of a citizen and the process for naturalization.
- Course consideration: Civil Liberties and Civil Rights
- Course consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality.

Reading

- 9-10.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 9-10.RI.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- 9-10.RI.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- 9-10.RI.9: Analyze seminal/primary documents of historical and literary significance, including how they address related themes and concepts.
- 11-12.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- 11-12.RL.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- 11-12.RI.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- 11-12.RL.9: Drawing on a wide range of time periods, analyze how two or more texts treat similar themes or topics.

Writing

- 9-10.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- 9-10.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 9-10.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- 11-12.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- 11-12.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 11-12.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Lesson 28: How Do Civic Organizations Give the People a Voice in Government?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C2: Citizens have individual rights, roles, and responsibilities.
- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.
- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- HS.C2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- HS.C2.5: Compare the rights guaranteed in Arizona Constitution to those in the United States Constitution.
- HS.C3.1: Examine how the United States Constitution established a system of government that has powers, responsibilities, and limits and analyze how those powers, responsibilities, and limits have changed over time.
- HS.C4.1: Evaluate multiple procedures for making governmental decisions in all three branches and at the local, state, tribal, national, and international levels in terms of the civic purpose achieved.
- HS.C4.4: Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at various levels.
- HS.C4.5: Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems, instances of such problems in multiple contexts, and challenges and opportunities faced by those trying to address these problems over time and place.
- Course consideration: Citizenship including rights, roles, and responsibilities of a citizen and the process for naturalization.
- Course consideration: Civil Liberties and Civil Rights
- Course consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good,

patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality.

Reading

- 9-10.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 9-10.RI.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- 9-10.RI.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- 9-10.RI.9: Analyze seminal/primary documents of historical and literary significance, including how they address related themes and concepts.
- 11-12.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- 11-12.RI.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- 11-12.RI.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- 11-12.RI.9: Drawing on a wide range of time periods, analyze how two or more texts treat similar themes or topics.

Writing

- 9-10.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- 9-10.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 9-10.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- 11-12.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- 11-12.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 11-12.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Lesson 29: How Does the Constitution Reflect the Will of the People?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C2: Citizens have individual rights, roles, and responsibilities.
- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.
- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- HS.C2.1: Explain the importance of individual participation in civic and political institutions.
- HS.C2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- HS.C2.4: Analyze the responsibilities of citizens.
- HS.C2.5: Compare the rights guaranteed in Arizona Constitution to those in the United States Constitution.
- HS.C3.1: Examine how the United States Constitution established a system of government that has powers, responsibilities, and limits and analyze how those powers, responsibilities, and limits have changed over time.
- HS.C4.1: Evaluate multiple procedures for making governmental decisions in all three branches and at the local, state, tribal, national, and international levels in terms of the civic purpose achieved.
- HS.C4.2: Evaluate local, state, national, and international policies in terms of intended and unintended outcomes and related consequences.
- HS.C4.4: Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at various levels.
- HS.C4.5: Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems, instances of such problems in multiple contexts, and challenges and opportunities faced by those trying to address these problems over time and place.
- Course consideration: Structures and function of tribal, local, Arizona and other states, national, and international governments including but not limited to constitutional vs. non-constitutional governments, and how governments are organized, limits and powers of the legislative, judicial, and executive branch, and comparative governments.
- Course consideration: Institutions of the national government including but not limited to Congress, the President and the bureaucracy, federal courts; and institutions of the state government including the legislature, governor and the bureaucracy, and the state courts.
- Course consideration: Citizenship including rights, roles, and responsibilities of a citizen and the process for naturalization.
- Course consideration: Civil Liberties and Civil Rights

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- Course consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality.

Reading

- 9-10.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 9-10.RI.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- 9-10.RI.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- 9-10.RI.9: Analyze seminal/primary documents of historical and literary significance, including how they address related themes and concepts.
- 11-12.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- 11-12.RI.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- 11-12.RI.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- 11-12.RI.9: Drawing on a wide range of time periods, analyze how two or more texts treat similar themes or topics.

Writing

- 9-10.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- 9-10.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 9-10.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- 11-12.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- 11-12.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 11-12.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Demonstrating Your Knowledge: Unit 5 Sample Question

Speaking and Listening

- 9-10.SL.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 9-10.SL.2: Integrate multiple sources of information presented in diverse media and formats, evaluating the credibility and accuracy of each source.
- 9-10.SL.3: Evaluate a speaker's point of view, reasoning, use of evidence, and use of rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- 9-10.SL.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task; use appropriate eye contact, adequate volume, and clear pronunciation.
- 9-10.SL.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Overview of Unit 6: What Challenges Face American Citizenship and Constitutional Democracy in the 21st Century?

Anchor Standard	Lesson 30	Lesson 31	Lesson 32	Lesson 33	Lesson 34	Lesson 35	Lesson 36
SP1	X		X	X	X	X	X
SP2	X		X	X	X	X	X
SP3	X	X	X	X	X	X	X
SP4	X	X		X	X	X	X
C1	X	X		X			X
C2	X	X	X	X			
C3		X					
C4					X	X	

Arizona Civics Course Considerations found in Unit 6:

- Citizenship including rights, roles, and responsibilities of a citizen and the process for naturalization.
- American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality.
- Public policy including researching current issues or policies at the local, state, or federal level.

Lesson 30: Why is Defining “We the People” Challenging?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C1: Civic virtues and democratic principles are key components of the American political system.
- C2: Citizens have individual rights, roles, and responsibilities.
- HS.C1.1: Explain the significance of civic virtues to a well-functioning constitutional republic.
- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- HS.C2.1: Explain the importance of individual participation in civic and political institutions.
- HS.C2.2: Analyze the role of citizens in the United States political system over time and compare this to the role of citizens in other political systems.
- HS.C2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- HS.C2.4: Analyze the responsibilities of citizens.
- HS.C2.6: Evaluate the contributions of individuals and groups, including Arizonans, who have played a role in promoting civic and democratic principles.
- Course consideration: Citizenship including rights, roles, and responsibilities of a citizen and the process for naturalization.
- Course consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality.

Reading

- 9-10.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 9-10.RI.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- 9-10.RI.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- 9-10.RI.9: Analyze seminal/primary documents of historical and literary significance, including how they address related themes and concepts.

- 11-12.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- 11-12.RL.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- 11-12.RI.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- 11-12.RL.9: Drawing on a wide range of time periods, analyze how two or more texts treat similar themes or topics.

Writing

- 9-10.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- 9-10.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 9-10.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- 11-12.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- 11-12.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 11-12.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Lesson 31: What Does Civic Engagement Look Like in America's Constitutional Democracy?

DISCIPLINARY SKILLS AND PROCESSES

- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C1: Civic virtues and democratic principles are key components of the American political system.
- C2: Citizens have individual rights, roles, and responsibilities.
- C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.
- HS.C1.1: Explain the significance of civic virtues to a well-functioning constitutional republic.
- HS.C1.3: Explain and use deliberative processes implemented in various civic and political institutions.

“We the People” 2026 Edition Correlation with AZ Social Science/History and ELA and Literacy Standards

- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- HS.C2.1: Explain the importance of individual participation in civic and political institutions.
- HS.C2.2: Analyze the role of citizens in the United States political system over time and compare this to the role of citizens in other political systems.
- HS.C2.4: Analyze the responsibilities of citizens.
- HS.C2.6: Evaluate the contributions of individuals and groups, including Arizonans, who have played a role in promoting civic and democratic principles.
- HS.C4.4: Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at various levels.
- Course consideration: Elections, voting, and voting behavior including but not limited to political socialization, creation of legislative and congressional districts, opportunities for participation, campaigns, types of elections including primary process and general election process (local, state, and federal), laws governing elections, voter turnout, and barriers to voting.
- Course consideration: Citizenship including rights, roles, and responsibilities of a citizen and the process for naturalization.
- Course consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality.
- Course consideration: Public policy including researching current issues or policies at the local, state, or federal level.

Reading

- 9-10.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 9-10.RI.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- 9-10.RI.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- 9-10.RI.9: Analyze seminal/primary documents of historical and literary significance, including how they address related themes and concepts.
- 11-12.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- 11-12.RI.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- 11-12.RI.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- 11-12.RI.9: Drawing on a wide range of time periods, analyze how two or more texts treat similar themes or topics.

Writing

- 9-10.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- 9-10.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 9-10.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- 11-12.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- 11-12.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 11-12.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Lesson 32: What Challenges Do Media Pose for Civic Engagement?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

CIVICS

- C2: Citizens have individual rights, roles, and responsibilities.
- HS.C1.2: Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents.
- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- HS.C2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- HS.C4.6: Assess options for action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
- Course consideration: Elections, voting, and voting behavior including but not limited to political socialization, creation of legislative and congressional districts, opportunities for participation, campaigns, types of elections including primary process and general election process (local, state, and federal), laws governing elections, voter turnout, and barriers to voting.
- Course consideration: Citizenship including rights, roles, and responsibilities of a citizen and the process for naturalization.

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- Course consideration: Civil Liberties and Civil Rights
- Course consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality.
- Course consideration: Public policy including researching current issues or policies at the local, state, or federal level.

Reading

- 9-10.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 9-10.RI.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- 9-10.RI.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- 9-10.RI.9: Analyze seminal/primary documents of historical and literary significance, including how they address related themes and concepts.
- 11-12.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- 11-12.RI.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- 11-12.RI.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- 11-12.RI.9: Drawing on a wide range of time periods, analyze how two or more texts treat similar themes or topics.

Writing

- 9-10.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- 9-10.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 9-10.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- 11-12.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- 11-12.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate;

synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

- 11-12.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Lesson 33: How Has the American Constitutional System Influenced Other Nations?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C1: Civic virtues and democratic principles are key components of the American political system.
- C2: Citizens have individual rights, roles, and responsibilities.
- HS.C1.2: Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents.
- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- HS.C2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- HS.C3.2: Analyze the origins, functions, and structures of government at the national, state, local, and tribal levels and compare with other systems of government.
- HS.C3.4: Analyze the impact of constitutions, laws, treaties, charters, and agreements on the maintenance of international order.
- HS.C4.5: Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems, instances of such problems in multiple contexts, and challenges and opportunities faced by those trying to address these problems over time and place.
- HS.C4.6: Assess options for action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
- Course consideration: Foundations of government including but not limited to the historical foundations and philosophical foundations of the American political system, the purpose and role of government, and where government gets its authority.
- Course consideration: Citizenship including rights, roles, and responsibilities of a citizen and the process for naturalization.
- Course consideration: Civil Liberties and Civil Rights
- Course consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice,

representative government, checks and balances, freedom of religion, civilian control of the military, and equality.

- Course consideration: Public policy including researching current issues or policies at the local, state, or federal level.
- Course consideration: Foreign Policy including but not limited to formation and implementation

Reading

- 9-10.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 9-10.RI.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- 9-10.RI.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- 9-10.RI.9: Analyze seminal/primary documents of historical and literary significance, including how they address related themes and concepts.
- 11-12.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- 11-12.RI.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- 11-12.RI.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- 11-12.RI.9: Drawing on a wide range of time periods, analyze how two or more texts treat similar themes or topics.

Writing

- 9-10.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- 9-10.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 9-10.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- 11-12.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- 11-12.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 11-12.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Lesson 34: What Are Some Challenges and Opportunities of Participation in World Affairs?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.
- HS.C1.3: Explain and use deliberative processes implemented in various civic and political institutions.
- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- HS.C3.4: Analyze the impact of constitutions, laws, treaties, charters, and agreements on the maintenance of international order.
- HS.C4.1: Evaluate multiple procedures for making governmental decisions in all three branches and at the local, state, tribal, national, and international levels in terms of the civic purpose achieved.
- HS.C4.2: Evaluate local, state, national, and international policies in terms of intended and unintended outcomes and related consequences.
- HS.C4.5: Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems, instances of such problems in multiple contexts, and challenges and opportunities faced by those trying to address these problems over time and place.
- HS.C4.6: Assess options for action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
- Course consideration: Structures and function of tribal, local, Arizona and other states, national, and international governments including but not limited to constitutional vs. non-constitutional governments, and how governments are organized, limits and powers of the legislative, judicial, and executive branch, and comparative governments.
- Course consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality.
- Course consideration: Foreign Policy including but not limited to formation and implementation.

Reading

- 9-10.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 9-10.RI.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

- 9-10.RI.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- 9-10.RI.9: Analyze seminal/primary documents of historical and literary significance, including how they address related themes and concepts.
- 11-12.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- 11-12.RL.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- 11-12.RI.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- 11-12.RL.9: Drawing on a wide range of time periods, analyze how two or more texts treat similar themes or topics.

Writing

- 9-10.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- 9-10.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 9-10.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- 11-12.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- 11-12.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 11-12.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Lesson 35: How Do Compromises Made at the Constitutional Convention Impact the United States Today?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.
- HS.C1.3: Explain and use deliberative processes implemented in various civic and political institutions.
- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- HS.C3.4: Analyze the impact of constitutions, laws, treaties, charters, and agreements on the maintenance of international order.
- HS.C4.1: Evaluate multiple procedures for making governmental decisions in all three branches and at the local, state, tribal, national, and international levels in terms of the civic purpose achieved.
- HS.C4.2: Evaluate local, state, national, and international policies in terms of intended and unintended outcomes and related consequences.
- HS.C4.5: Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems, instances of such problems in multiple contexts, and challenges and opportunities faced by those trying to address these problems over time and place.
- HS.C4.6: Assess options for action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
- Course consideration: Structures and function of tribal, local, Arizona and other states, national, and international governments including but not limited to constitutional vs. non-constitutional governments, and how governments are organized, limits and powers of the legislative, judicial, and executive branch, and comparative governments.
- Course consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality.
- Course consideration: Foreign Policy including but not limited to formation and implementation.

Reading

- 9-10.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 9-10.RI.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- 9-10.RI.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- 9-10.RI.9: Analyze seminal/primary documents of historical and literary significance, including how they address related themes and concepts.
- 11-12.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- 11-12.RL.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

- 11-12.RI.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- 11-12.RL.9: Drawing on a wide range of time periods, analyze how two or more texts treat similar themes or topics.

Writing

- 9-10.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- 9-10.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 9-10.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- 11-12.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- 11-12.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 11-12.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Lesson 36: What Does Returning to Fundamental Principles Mean?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C1: Civic virtues and democratic principles are key components of the American political system.
- HS.C1.1: Explain the significance of civic virtues to a well-functioning constitutional republic.
- HS.C1.3: Explain and use deliberative processes implemented in various civic and political institutions.
- HS.C2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- HS.C4.5: Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems, instances of such problems in multiple contexts, and challenges and opportunities faced by those trying to address these problems over time and place.

- HS.C4.6: Assess options for action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
- Course consideration: Foundations of government including but not limited to the historical foundations and philosophical foundations of the American political system, the purpose and role of government, and where government gets its authority.
- Course consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality.

Reading

- 9-10.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 9-10.RI.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- 9-10.RI.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- 9-10.RI.9: Analyze seminal/primary documents of historical and literary significance, including how they address related themes and concepts.
- 11-12.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- 11-12.RI.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- 11-12.RI.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- 11-12.RI.9: Drawing on a wide range of time periods, analyze how two or more texts treat similar themes or topics.

Writing

- 9-10.W.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- 9-10.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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- 11-12.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 11-12.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Demonstrating Your Knowledge: Unit 6 Sample Question

Speaking and Listening

- 9-10.SL.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 9-10.SL.2: Integrate multiple sources of information presented in diverse media and formats, evaluating the credibility and accuracy of each source.
- 9-10.SL.3: Evaluate a speaker's point of view, reasoning, use of evidence, and use of rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- 9-10.SL.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task; use appropriate eye contact, adequate volume, and clear pronunciation.
- 9-10.SL.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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