

We the People: The Citizen & the Constitution

7th-8th grade

Level Two Textbook Correlation

aligned to

Arizona History & Social Science Anchor Standards

Norma Jean Higuera-Trask

7th Grade

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

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

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

DISCIPLINARY SKILLS AND PROCESSES

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

CIVICS

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

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

Lesson 2: Why Do We Need Government?

DISCIPLINARY SKILLS AND PROCESSES

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

CIVICS

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

Lesson 3: What is Republican Government?

DISCIPLINARY SKILLS AND PROCESSES

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

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

CIVICS

- 7.C4.1: Compare historical and contemporary means of changing societies to promote the common good.
- 7.C4.2: Assess specific rules and laws (both actual and proposed) as a means of addressing public problems.
- 7.C4.3: Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings.
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Lesson 4: What is Constitutional Government?

DISCIPLINARY SKILLS AND PROCESSES

- 7.SP3.1: Create compelling questions and supporting questions that reflect enduring issues about the world, past and present.
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- 7.C4.4: Explain challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places. Apply a range of deliberative and democratic procedures to make decisions and take action in local, regional, and global communities.

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

DISCIPLINARY SKILLS AND PROCESSES

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

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

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C2				X	X	
C4	X	X	X	X	X	X

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

DISCIPLINARY SKILLS AND PROCESSES

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Lesson 7: What Experiences Led to the American Revolution?

DISCIPLINARY SKILLS AND PROCESSES

- 7.SP3.1: Create compelling questions and supporting questions that reflect enduring issues about the world, past and present.
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- 7.SP3.4: Use questions generated about multiple sources, including international sources, to identify further areas of inquiry and additional sources.
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Lesson 8: What Basic Ideas About Government Are in the Declaration of Independence?

DISCIPLINARY SKILLS AND PROCESSES

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

DISCIPLINARY SKILLS AND PROCESSES

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CIVICS

- 7.C2.1: Explain how revolutions and other changes in government impact citizens' rights.
- 7.C4.1: Compare historical and contemporary means of changing societies to promote the common good.
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- 7.C4.4: Explain challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places. Apply a range of deliberative and democratic procedures to make decisions and take action in local, regional, and global communities.

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

DISCIPLINARY SKILLS AND PROCESSES

- 7.SP3.1: Create compelling questions and supporting questions that reflect enduring issues about the world, past and present.
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Lesson 11: How Did the Articles of Confederation Organize the First National Government?

DISCIPLINARY SKILLS AND PROCESSES

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- 7.SP3.3: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
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Overview of Unit 3: What Happened at the Philadelphia Convention?

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

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

DISCIPLINARY SKILLS AND PROCESSES

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

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- 7.SP3.3: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- 7.SP3.4: Use questions generated about multiple sources, including international sources, to identify further areas of inquiry and additional sources.
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Lesson 13: How Did the Framers Resolve the Conflict About Representation in Congress?

DISCIPLINARY SKILLS AND PROCESSES

- 7.SP3.1: Create compelling questions and supporting questions that reflect enduring issues about the world, past and present.
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- 7.SP4.3: Organize applicable evidence into a coherent argument.
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Lesson 14: How Did the Framers Resolve the Conflict between the Northern and Southern States?

DISCIPLINARY SKILLS AND PROCESSES

- 7.SP3.1: Create compelling questions and supporting questions that reflect enduring issues about the world, past and present.
- 7.SP3.2: Use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions.
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- 7.C4.4: Explain challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places. Apply a range of deliberative and democratic procedures to make decisions and take action in local, regional, and global communities.

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

DISCIPLINARY SKILLS AND PROCESSES

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

DISCIPLINARY SKILLS AND PROCESSES

- 7.SP3.1: Create compelling questions and supporting questions that reflect enduring issues about the world, past and present.
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CIVICS

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

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

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

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

DISCIPLINARY SKILLS AND PROCESSES

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

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

CIVICS

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

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

DISCIPLINARY SKILLS AND PROCESSES

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

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

CIVICS

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

Lesson 19: How Did Congress Organize the New Government?

DISCIPLINARY SKILLS AND PROCESSES

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

CIVICS

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

Lesson 20: How Did Political Parties Develop?

DISCIPLINARY SKILLS AND PROCESSES

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

CIVICS

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

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

DISCIPLINARY SKILLS AND PROCESSES

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

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

CIVICS

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

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

DISCIPLINARY SKILLS AND PROCESSES

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

CIVICS

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

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

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

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

DISCIPLINARY SKILLS AND PROCESSES

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

CIVICS

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

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

DISCIPLINARY SKILLS AND PROCESSES

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

CIVICS

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

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

DISCIPLINARY SKILLS AND PROCESSES

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

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

CIVICS

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

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

DISCIPLINARY SKILLS AND PROCESSES

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

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

CIVICS

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

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

DISCIPLINARY SKILLS AND PROCESSES

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

CIVICS

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

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

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

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

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

DISCIPLINARY SKILLS AND PROCESSES

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

CIVICS

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

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

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

DISCIPLINARY SKILLS AND PROCESSES

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

CIVICS

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

Lesson 30: How Might Citizens Participate in Civic Affairs?

DISCIPLINARY SKILLS AND PROCESSES

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

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

CIVICS

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

8th Grade

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

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

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

DISCIPLINARY SKILLS AND PROCESSES

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

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

CIVICS

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

Lesson 2: Why Do We Need Government?

DISCIPLINARY SKILLS AND PROCESSES

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

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

CIVICS

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

Lesson 3: What is Republican Government?

DISCIPLINARY SKILLS AND PROCESSES

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

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

CIVICS

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

Lesson 4: What is Constitutional Government?

DISCIPLINARY SKILLS AND PROCESSES

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

CIVICS

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

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

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

DISCIPLINARY SKILLS AND PROCESSES

- 8.SP2.2: Explain how and why perspectives of people have changed over time.
- 8.SP2.3: Analyze how people’s perspectives influenced what information is available in the historical sources they created.
- 8.SP3.1: Create and answer compelling and supporting questions that reflect enduring issues in the field of history and social science.
- 8.SP3.2: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- 8.SP3.3: Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- 8.SP3.4: Evaluate the relevance and utility of historical sources based on information such as author, date, origin, intended audience, and purpose.
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- 8.SP4.2: Evaluate the influence of various causes of events and developments in the past.
- 8.SP4.3: Organize applicable evidence into a coherent argument about the multiple causes and effects of events and issues.
- 8.SP4.4: Compare the credibility, and authenticity of central arguments in secondary works of history on related topics in multiple media.

CIVICS

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

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

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

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

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

DISCIPLINARY SKILLS AND PROCESSES

- 8.SP2.2: Explain how and why perspectives of people have changed over time.
- 8.SP2.3: Analyze how people’s perspectives influenced what information is available in the historical sources they created.
- 8.SP3.1: Create and answer compelling and supporting questions that reflect enduring issues in the field of history and social science.
- 8.SP3.2: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- 8.SP3.3: Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
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- 8.SP4.3: Organize applicable evidence into a coherent argument about the multiple causes and effects of events and issues.
- 8.SP4.4: Compare the credibility, and authenticity of central arguments in secondary works of history on related topics in multiple media.

CIVICS

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

Lesson 7: What Experiences Led to the American Revolution?

DISCIPLINARY SKILLS AND PROCESSES

- 8.SP2.2: Explain how and why perspectives of people have changed over time.
- 8.SP2.3: Analyze how people’s perspectives influenced what information is available in the historical sources they created.
- 8.SP3.1: Create and answer compelling and supporting questions that reflect enduring issues in the field of history and social science.
- 8.SP3.2: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
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- 8.SP4.4: Compare the credibility, and authenticity of central arguments in secondary works of history on related topics in multiple media.

CIVICS

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

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

DISCIPLINARY SKILLS AND PROCESSES

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

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- 8.SP3.2: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- 8.SP3.3: Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- 8.SP3.4: Evaluate the relevance and utility of historical sources based on information such as author, date, origin, intended audience, and purpose.
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- 8.SP4.2: Evaluate the influence of various causes of events and developments in the past.
- 8.SP4.3: Organize applicable evidence into a coherent argument about the multiple causes and effects of events and issues.
- 8.SP4.4: Compare the credibility, and authenticity of central arguments in secondary works of history on related topics in multiple media.

CIVICS

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

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

DISCIPLINARY SKILLS AND PROCESSES

- 8.SP2.2: Explain how and why perspectives of people have changed over time.
- 8.SP2.3: Analyze how people’s perspectives influenced what information is available in the historical sources they created.
- 8.SP3.1: Create and answer compelling and supporting questions that reflect enduring issues in the field of history and social science.
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- 8.SP3.5: Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the source to guide the selection to support claims and counterclaims.
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- 8.SP4.3: Organize applicable evidence into a coherent argument about the multiple causes and effects of events and issues.
- 8.SP4.4: Compare the credibility, and authenticity of central arguments in secondary works of history on related topics in multiple media.

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

DISCIPLINARY SKILLS AND PROCESSES

- 8.SP2.2: Explain how and why perspectives of people have changed over time.
- 8.SP2.3: Analyze how people’s perspectives influenced what information is available in the historical sources they created.
- 8.SP3.1: Create and answer compelling and supporting questions that reflect enduring issues in the field of history and social science.
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- 8.SP4.3: Organize applicable evidence into a coherent argument about the multiple causes and effects of events and issues.
- 8.SP4.4: Compare the credibility, and authenticity of central arguments in secondary works of history on related topics in multiple media.

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

DISCIPLINARY SKILLS AND PROCESSES

- 8.SP2.2: Explain how and why perspectives of people have changed over time.
- 8.SP2.3: Analyze how people’s perspectives influenced what information is available in the historical sources they created.
- 8.SP3.1: Create and answer compelling and supporting questions that reflect enduring issues in the field of history and social science.
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- 8.SP4.2: Evaluate the influence of various causes of events and developments in the past.
- 8.SP4.3: Organize applicable evidence into a coherent argument about the multiple causes and effects of events and issues.
- 8.SP4.4: Compare the credibility, and authenticity of central arguments in secondary works of history on related topics in multiple media.

Overview of Unit 3 What Happened at the Philadelphia Convention?

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

C4	X	X			X
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Lesson 12: Who Attended the Philadelphia Convention? How Was it Organized?

DISCIPLINARY SKILLS AND PROCESSES

- 8.SP2.2: Explain how and why perspectives of people have changed over time.
- 8.SP2.3: Analyze how people’s perspectives influenced what information is available in the historical sources they created.
- 8.SP3.1: Create and answer compelling and supporting questions that reflect enduring issues in the field of history and social science.
- 8.SP3.2: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
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- 8.SP4.3: Organize applicable evidence into a coherent argument about the multiple causes and effects of events and issues.
- 8.SP4.4: Compare the credibility, and authenticity of central arguments in secondary works of history on related topics in multiple media.

CIVICS

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

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

DISCIPLINARY SKILLS AND PROCESSES

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

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- 8.SP3.2: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- 8.SP3.3: Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- 8.SP3.4: Evaluate the relevance and utility of historical sources based on information such as author, date, origin, intended audience, and purpose.
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- 8.SP3.8: Present arguments and explanations on topics of interest to others to reach multiple audiences in and outside of the classroom print, oral, and digital technologies.
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- 8.SP4.3: Organize applicable evidence into a coherent argument about the multiple causes and effects of events and issues.
- 8.SP4.4: Compare the credibility, and authenticity of central arguments in secondary works of history on related topics in multiple media.

CIVICS

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

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

DISCIPLINARY SKILLS AND PROCESSES

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

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- 8.SP3.5: Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the source to guide the selection to support claims and counterclaims.
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- 8.SP4.3: Organize applicable evidence into a coherent argument about the multiple causes and effects of events and issues.
- 8.SP4.4: Compare the credibility, and authenticity of central arguments in secondary works of history on related topics in multiple media.

CIVICS

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

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

DISCIPLINARY SKILLS AND PROCESSES

- 8.SP2.2: Explain how and why perspectives of people have changed over time.
- 8.SP2.3: Analyze how people’s perspectives influenced what information is available in the historical sources they created.
- 8.SP3.1: Create and answer compelling and supporting questions that reflect enduring issues in the field of history and social science.
- 8.SP3.2: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- 8.SP3.3: Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- 8.SP3.4: Evaluate the relevance and utility of historical sources based on information such as author, date, origin, intended audience, and purpose.
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- 8.SP3.8: Present arguments and explanations on topics of interest to others to reach multiple audiences in and outside of the classroom print, oral, and digital technologies.
- 8.SP4.1: Explain the multiple causes and effects of events and developments in the past.
- 8.SP4.2: Evaluate the influence of various causes of events and developments in the past.

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

CIVICS

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

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

DISCIPLINARY SKILLS AND PROCESSES

- 8.SP2.2: Explain how and why perspectives of people have changed over time.
- 8.SP2.3: Analyze how people’s perspectives influenced what information is available in the historical sources they created.
- 8.SP3.1: Create and answer compelling and supporting questions that reflect enduring issues in the field of history and social science.
- 8.SP3.2: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- 8.SP3.3: Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- 8.SP3.4: Evaluate the relevance and utility of historical sources based on information such as author, date, origin, intended audience, and purpose.
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- 8.SP4.4: Compare the credibility, and authenticity of central arguments in secondary works of history on related topics in multiple media.

CIVICS

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

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

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

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

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

DISCIPLINARY SKILLS AND PROCESSES

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

CIVICS

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

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

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

DISCIPLINARY SKILLS AND PROCESSES

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

CIVICS

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

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

Lesson 19: How Did Congress Organize the New Government?

DISCIPLINARY SKILLS AND PROCESSES

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

CIVICS

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

Lesson 20: How Did Political Parties Develop?

DISCIPLINARY SKILLS AND PROCESSES

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

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

CIVICS

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

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

DISCIPLINARY SKILLS AND PROCESSES

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

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

CIVICS

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

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

DISCIPLINARY SKILLS AND PROCESSES

- 8.SP2.2: Explain how and why perspectives of people have changed over time.
- 8.SP2.3: Analyze how people’s perspectives influenced what information is available in the historical sources they created.
- 8.SP3.1: Create and answer compelling and supporting questions that reflect enduring issues in the field of history and social science.
- 8.SP3.2: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- 8.SP3.3: Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- 8.SP3.4: Evaluate the relevance and utility of historical sources based on information such as author, date, origin, intended audience, and purpose.
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- 8.SP3.8: Present arguments and explanations on topics of interest to others to reach multiple audiences in and outside of the classroom print, oral, and digital technologies.
- 8.SP4.1: Explain the multiple causes and effects of events and developments in the past.
- 8.SP4.2: Evaluate the influence of various causes of events and developments in the past.
- 8.SP4.3: Organize applicable evidence into a coherent argument about the multiple causes and effects of events and issues.
- 8.SP4.4: Compare the credibility, and authenticity of central arguments in secondary works of history on related topics in multiple media.

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

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

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

DISCIPLINARY SKILLS AND PROCESSES

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

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

CIVICS

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

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

DISCIPLINARY SKILLS AND PROCESSES

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

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

DISCIPLINARY SKILLS AND PROCESSES

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

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

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

DISCIPLINARY SKILLS AND PROCESSES

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

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

CIVICS

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

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

DISCIPLINARY SKILLS AND PROCESSES

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

CIVICS

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

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

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

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

DISCIPLINARY SKILLS AND PROCESSES

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

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

Civics

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

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

DISCIPLINARY SKILLS AND PROCESSES

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

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

CIVICS

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

Lesson 30: How Might Citizens Participate in Civic Affairs?

DISCIPLINARY SKILLS AND PROCESSES

- 8.SP2.2: Explain how and why perspectives of people have changed over time.
- 8.SP2.3: Analyze how people’s perspectives influenced what information is available in the historical sources they created.
- 8.SP3.1: Create and answer compelling and supporting questions that reflect enduring issues in the field of history and social science.
- 8.SP3.2: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- 8.SP3.3: Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
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- 8.SP4.1: Explain the multiple causes and effects of events and developments in the past.
- 8.SP4.2: Evaluate the influence of various causes of events and developments in the past.
- 8.SP4.3: Organize applicable evidence into a coherent argument about the multiple causes and effects of events and issues.
- 8.SP4.4: Compare the credibility, and authenticity of central arguments in secondary works of history on related topics in multiple media.

CIVICS

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

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

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

For information about other law-related education programs administered by the Foundation which meet standards in social studies, language arts, math and science, visit <https://lawforkids.org/>.