

| We the People Level 1 | Arizona Common Core Standard for ELA and Literacy in History/Social Studies <u>Writing – Grade 5</u> |
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| | <p>All 24 lessons in We the People Level 1 include critical thinking and other activities which give the instructor the option of having students respond as individuals or in groups, verbally or in writing. If the instructor chooses to have students respond in writing, then the following standards are applicable to <u>all</u> of the corresponding lessons.</p> <p>Additionally, the culminating activity, a simulated congressional hearing, in particular, incorporates all of the writing standards in a singular activity.</p> |
| <p>Lesson 1 What were the British colonies in America like in the 1700s</p> | <p>(5.W.1)</p> <ol style="list-style-type: none"> 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ol style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>). <p>Provide a concluding statement or section related to the opinion presented.</p> <p>(5.W.2)</p> <ol style="list-style-type: none"> 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ol style="list-style-type: none"> a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. <p>Provide a concluding statement or section related to the information or explanation presented.</p> <p>(5.W.3)</p> <ol style="list-style-type: none"> 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ol style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. <p><u>Production and Distribution of Writing</u></p> |

(AZ.5.W.4)

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

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

(5.W.5)

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

(5.W.6)

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

Research to Build and Present Knowledge

(5.W.7)

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

(5.W.8)

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

(5.W.9)

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

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

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

(5.W.10)

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

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

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

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