

<p>We the People Level 1</p>	<p align="center">Arizona Common Core Standard for ELA and Literacy in History/Social Studies <u>Writing</u> – Grades 6-8</p>
	<p>All 24 lessons in We the People Level I include critical thinking and other activities which give the instructor the option of having students respond as individuals or in groups, verbally or in writing. If the instructor chooses to have students respond in writing, then the following standards are applicable to <u>all</u> of the corresponding lessons.</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>6-8.WHST.1. Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. <p>Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>6-8.WHST.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. <p>Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>6-8.WHST.3.</p> <p>(See note; not applicable as a separate requirement)</p> <p>Note: Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.</p>

	<p>6-8.WHST.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> • Produce clear and coherent functional writing (e.g., formal letters, envelopes, procedures, labels, timelines, graphs/tables, experiments, maps, captions, charts, diagrams) in which the development, organization, and style are appropriate to task, purpose, and audience. <p>6-8.WHST.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>6-8.WHST.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>6-8.WHST.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>6-8.WHST.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>6-8.WHST.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>6-8.WHST.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
Lesson 2 Why did the Founders believe that people needed a government?	All standards may be met as noted above.
Lesson 3 What is a republican government?	All standards may be met as noted above.
Lesson 4 What is a constitutional government?	All standards may be met as noted above.

Lesson 5 What ideas did the Founders use in the Declaration of Independence?	All standards may be met as noted above.
Lesson 6 What were the first state governments like?	All standards may be met as noted above.
Lesson 7 What was the first national government like?	All standards may be met as noted above.
Lesson 8 How was the Philadelphia Convention organized?	All standards may be met as noted above.
Lesson 9 How many representatives should each state have in Congress?	All standards may be met as noted above.
Lesson 10 What did the Framers do about the problem of slavery?	All standards may be met as noted above.
Lesson 11 What basic ideas about government are included in the Preamble to the Constitution?	All standards may be met as noted above.
Lesson 12 How does the Constitution limit the powers of our government?	All standards may be met as noted above.
Lesson 13 What is the legislative branch?	All standards may be met as noted above.
Lesson 14 What is the executive branch?	All standards may be met as noted above.
Lesson 15 What is the judicial branch?	All standards may be met as noted above.

Lesson 16 How did the Constitution create a federal system of government?	All standards may be met as noted above.
Lesson 17 How does the Constitution protect your right to freedom of expression?	All standards may be met as noted above.
Lesson 18 How does the Constitution protect your right to freedom of religion?	All standards may be met as noted above.
Lesson 19 How does the Constitution protect your right to equal protection of the laws?	All standards may be met as noted above.
Lesson 20 How does the Constitution protect your right to due process of laws?	All standards may be met as noted above.
Lesson 21 How does the Constitution protect your right to vote?	All standards may be met as noted above.
Lesson 22 What is the role of the United States in the world today?	All standards may be met as noted above.

Lesson 23 What are some important responsibilities of citizens?	All standards may be met as noted above.
Lesson 24 How can citizens promote the common good?	All standards may be met as noted above.