

We the People Level II	Arizona Common Core Standard for ELA and Literacy in History/Social Studies <u>Writing</u> – Grades 6-8
	<p>All 30 lessons in We the People Level II include critical thinking and other activities which give the instructor the option of having students respond as individuals or in groups, verbally or in writing. If the instructor chooses to have students respond in writing, then the following standards are applicable to <u>all</u> of the corresponding lessons.</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 1770s?</p>	<p>6-8.WHST.1. Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> 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. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. 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"> 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. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. 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. (See note; not applicable as a separate requirement)</p> <p>Note: Students’ narrative skills continue to grow in these grades. The Standards</p>

	<p>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 do we need government?	All standards may be met as noted above.
Lesson 3 What is republican government?	All standards may be met as noted above.

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

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

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