

We the People Level III	Arizona Common Core Standard for ELA and Literacy in History/Social Studies Writing – Grades 9-10 and 11-12
	<p>All 39 lessons in We the People Level III 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>
Lesson 1 What did the founders think about constitutional government?	<p>(9-10.WHST.1) Write arguments focused on discipline-specific content</p> <p>(9-10.WHST.2) Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>(9-10.WHST.4) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>(9-10.WHST.5) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>(9-10.WHST.6) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>(9-10.WHST.7) Conduct short as well as more sustained research projects to answer a question (including a self- generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>(9-10.WHST.8) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>(9-10.WHST.9) Draw evidence from informational texts to support analysis, reflection, and research.</p>

	<p>(9-10.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> <p>(11-12.WHST.1) Write arguments focused on discipline-specific content</p> <p>11-12.WHST.2) Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>(11-12.WHST.4) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>(11-12.WHST.5) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>(11-12.WHST.6) Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>(11-12.WHST.7) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>(11-12.WHST.8) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>(11-12.WHST.9) Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>(11-12.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>
<p>Lesson 2 What Ideas about Civic Life Informed the Founding Generation?</p>	<p>All standards may be met as noted above.</p>

Lesson 3 What Historical Developments Influenced Modern Ideas of Individual Rights?	All standards may be met as noted above.
Lesson 4 What were the British Origins of American Constitutionalism?	All standards may be met as noted above.
Lesson 5 What Basic Ideas about Rights and Constitutional Government Did Colonial Americans Hold?	All standards may be met as noted above.
Lesson 6 Why Did American Colonists Want to Free Themselves from Great Britain?	All standards may be met as noted above.
Lesson 7 What Basic Ideas about Government and Rights Did the State Constitutions Include?	All standards may be met as noted above.
Lesson 8 What were the Articles of Confederation, and Why did some Founders want to change them?	All standards may be met as noted above.
Lesson 9 How was the Philadelphia Convention organized?	All standards may be met as noted above.
Lesson 10 Why Was Representation a Major Issue at the Philadelphia Convention?	All standards may be met as noted above.
Lesson 11 What Questions did the Framers consider in designing the three branches of the National Government?	All standards may be met as noted above.

Lesson 12 How did the Delegates Distribute Powers between national and state governments?	All standards may be met as noted above.
Lesson 13 What was the Antifederalist Position in the Debate about Ratification?	All standards may be met as noted above.
Lesson 14 What was the Federalist Position in the Debate about ratification?	All standards may be met as noted above.
Lesson 15 How Have Amendments and Judicial Review Changed the Constitution?	All standards may be met as noted above.
Lesson 16 What is the Role of Political Parties the Constitutional System?	All standards may be met as noted above.
Lesson 17 How Did the Civil War Test and Transform the American Constitutional System?	All standards may be met as noted above.
Lesson 18 How has the Due Process Clause of the Fourteenth Amendment Changed the Constitution?	All standards may be met as noted above.
Lesson 19 How has the Equal protection clause of the 14th Amendment changed the Constitution?	All standards may be met as noted above.

Lesson 20 How has the Right to Vote been expanded since the Adoption of the Constitution?	All standards may be met as noted above.
Lesson 21 What is the Role of Congress in American Constitutional Democracy?	All standards may be met as noted above.
Lesson 22 How Does Congress perform its functions in the American Constitutional System?	All standards may be met as noted above.
Lesson 23 What is the Role of the presidents in the American Constitutional System?	All standards may be met as noted above.
Lesson 24 How are National Laws Administered in the American Constitutional System?	All standards may be met as noted above.
Lesson 25 What is the Role of the Supreme Court in the American Constitutional System?	All standards may be met as noted above.
Lesson 26 How does American Federalism Work?	All standards may be met as noted above.

Lesson 27 What are Bills of Rights and What Kinds of Rights Does the U.S. Bill of Rights Protect?	All standards may be met as noted above.
Lesson 28 How Does the First Amendment Affect the Establishment and Free Exercise of Religion?	All standards may be met as noted above.
Lesson 29 How Does the First Amendment Protect Free Expression?	All standards may be met as noted above.
Lesson 30 How Does the First Amendment Protect Freedom to Assemble, Petition and Associate?	All standards may be met as noted above.
Lesson 31 How Do the Fourth and Fifth Amendments Protect Against Unreasonable Law Enforcement Procedures?	All standards may be met as noted above.
Lesson 32 How Do the Fifth, Sixth and Eighth Amendments Protect Rights within the Judicial System?	All standards may be met as noted above.
Lesson 33 What Does it Mean to Be a Citizen?	All standards may be met as noted above.
Lesson 34 What is the Importance of Civic Engagement to American Constitutional Democracy?	All standards may be met as noted above.

Lesson 35 How have Civil Rights Movements Resulted in Fundamental Political and Social Change in the United States?	All standards may be met as noted above.
Lesson 36 How have American Political Ideas and the American Constitutional System Influenced other nations?	All standards may be met as noted above.
Lesson 37 What Key Challenges Does the United States face in the Future?	All standards may be met as noted above.
Lesson 38 What are the Challenges of the Participation of the United States in World Affairs?	All standards may be met as noted above.
Lesson 39 What Does Returning to Fundamental Principles mean?	All standards may be met as noted above.