

We the People: The Citizen & the Constitution

Textbook Correlation

We the People Curriculum:

The Citizen and the Constitution, was developed in 1987 and adopted by the Commission on the Bicentennial of the U.S. Constitution, chaired by Chief Justice Warren E. Burger, as the principal education program of the federal Constitution's bicentennial. The foundation of the We the People program is the classroom curriculum. It complements the regular school curriculum by providing upper elementary, middle and high school students with an innovative course of instruction on the history and principles of U.S. constitutional democracy. The We the People culminating activity is a simulated congressional hearing in which students testify before a panel of judges acting as members of Congress. Students demonstrate their knowledge and understanding of constitutional principles and have opportunities to evaluate, take and defend positions on relevant historical and contemporary issues. Teachers may engage their students in a noncompetitive simulated congressional hearing or a competitive hearing at some levels in certain states.¹

Arizona History and Social Science Standards:

An important aspect of our Republic is that an educated and engaged citizenry is vital for the system to work. In a government where the final authority and sovereignty rests with the people, our local, state, and federal governments will only be as responsive as the citizens demand them to be. Preparing students for the contemporary society cannot be accomplished without a strong emphasis on civics, economics, geography, and history – the core disciplines of the social studies. It is imperative that each generation gains an understanding of the knowledge, skills, and dispositions to participate fully in civic life in a rapidly changing world. The ***Arizona History and Social Science Standards*** are premised upon a rigorous and relevant K-12 social studies program within each district and school in the state. Engaging students in the pursuit of active, informed citizenship will require a broad range of understandings and skills including:

Think analytically by

- Posing and framing questions
- Gathering a variety of evidence
- Recognizing continuity and detecting change over time
- Utilizing chronology to examine cause and effect relationships
- Drawing and combining reasonable inferences from a variety of sources to build an understanding of complex questions

Read widely and critically by

- Examining, interpreting, and contextualizing primary sources focusing on author, purpose, and audience of each source
- Identifying and comparing historical, geographic, economic, and political science interpretations from a wide variety of secondary sources
- Utilizing broader understanding to discern subtext in primary and secondary sources

Communicate cogently and in a compelling manner by

- Developing and defending evidenced based arguments
- Utilizing multiple perspectives for comprehensive explanations
- Practicing and cultivating a wide variety of diverse types of writing
- Engaging in constructive conversations around history and social science topics

¹ The Center for Civic Education, *We the People: The Citizen & The Constitution* (levels II & III), 2016/2017, iii

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We the People: The Citizen & the Constitution

4th-6th grade

Level One Textbook Correlation

aligned to

Arizona History & Social Science Anchor Standards

Bonnie Hickman, M.Ed.

4th Grade

Overview of Unit 1: What Basic Ideas About Government Did the Founders Have?

Anchor Standard	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
SP1	X	X	X	X	X	X
SP2	X	X	X	X	X	X
SP3	X	X	X	X	X	X
SP4		X	X	X	X	X
C1	X	X	X	X	X	X
C2	X	X	X	X	X	X
E2	X	X		X	X	
E3	X		X			
G1	X					
G2	X					
G3	X					
G4	X					
H1		X	X		X	X
H2	X	X	X	X	X	X
H3	X	X	X	X	X	X

Lesson 1: What Were People like in the British Colonies in America During the 1770's?

DISCIPLINARY SKILLS AND PROCESSES

- 4.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 4.SP1.3: Generate questions about individuals and groups who have shaped significant historical events.
 - Key individuals may include but are not limited to explorers, leaders (Mesoamerican, American Indian, and political), settlers, women, landowners, organizations, colonists, missionaries, and enslaved and free Africans
- 4.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives on issues and events.
 - Key issues may include but are not limited to slavery, exploration, property rights, and colonization
- 4.SP3.1: Develop questions about events and developments in the Americas.
- 4.SP3.2: Compare information provided by different sources about events and developments in the Americas.
- 4.SP3.3: Generate questions about multiple sources and their relationships to events and developments in the Americas.
- 4.SP3.4: Use information about a source including the author, date, place of origin, intended audience, and purpose to evaluate the extent to which the source is useful for studying a topic.

CIVICS

- 4.C1.1: Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities within the Americas.
 - Key concepts include but are not limited to governmental structures, views on property ownership and land use, representative assemblies, town meetings, colonial legislatures, and royal governments throughout the Americas in the time period being studied

ECONOMICS

- 4.E2.1: Examine concepts of scarcity, choice, opportunity cost, and risk.
 - Key concepts include but are not limited to nomadic and sedentary societies, reasons for European exploration, triangular trade, Jamestown settlement, and the establishment of colonies
- 4.E3.1: Compare different industries, occupations, and resources as well as different forms of income earned or received that have shaped the Americas.
 - Key concepts include but are not limited to societal roles of the individual in Mesoamerican civilizations, the emerging labor force in the colonies (cash crop farming, slavery, indentured servitude), resources and industries of the Southern, Middle, and New England Colonies, economic way of life in western Africa before the 16th century, and views on property ownership and land use between European settlers and American Indians

GEOGRAPHY

- 4.G1.1: Use and construct maps and graphs to represent changes in the Americas over time.
 - Key concepts include but are not limited to human and physical features of the Americas, trade and exploration routes, the location of civilizations and societies in the Americas including indigenous peoples, and settlement patterns including the development of the Southern, Middle, and New England Colonies
- 4.G2.1: Compare the diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Americas.

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- Key concepts include but are not limited to disease, farming, family structure, housing, cultural assimilation, cultural amalgamation, climate, transportation, domestication of animals, clothing, recreation, and utilization of renewable and non-renewable natural resources
- 4.G3.1: Explain how the location and use of resources affects human settlement and movement.
 - Key concepts include but are not limited to theories about the peopling of the Americas, the Columbian Exchange, treatment of indigenous people, triangular trade, searches for trade routes to Asia that led to exploration and settlement of the Americas
- 4.G4.1: Explain the positive and negative effects of increasing economic interdependence on distinct groups, countries, and new settlements.
 - Key concepts include but are not limited to trade, mercantilism, the development of new technologies, and the use of natural resources

HISTORY

- 4.H2.1: Describe the cycles of conflict and compromise that occurred in the Americas during the convergence of Europeans, American Indians, and Africans in the Americas before and after European exploration.
- 4.H2.2: Analyze the different approaches used by the Spanish, Portuguese, British, and the French in their interactions with American Indians.
- 4.H3.1: Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.
 - Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before European exploration
 - Key concepts include but are not limited to the influence of colonial governments on constitutional government (fundamental rights, rule of law, representative government, voting rights, separation of powers), how enslaved Africans drew upon their African past along with elements of new cultures to develop a distinct African-American culture, how religious tensions in the New England Colonies established colonies founded on religious tolerance, ways in which society expresses itself (art, music, dance, crafts, and writings), and how religious beliefs of groups like the Quakers and Spanish missionaries led to questions about the morality of slavery and ideas of equality

Lesson 2: Why Did the Founders Believe that People Needed a Government?

DISCIPLINARY SKILLS AND PROCESSES

- 4.SP1.2: Compare life in specific historical time periods to life today.
- 4.SP1.3: Generate questions about individuals and groups who have shaped significant historical events.
 - Key individuals may include but are not limited to explorers, leaders (Mesoamerican, American Indian, and political), settlers, women, landowners, organizations, colonists, missionaries, and enslaved and free Africans
- 4.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives on issues and events.
 - Key issues may include but are not limited to slavery, exploration, property rights, and colonization
- 4.SP2.2: Explain connections among historical contexts and people’s perspectives at the time.
- 4.SP3.1: Develop questions about events and developments in the Americas.
- 4.SP3.2: Compare information provided by different sources about events and developments in the Americas.

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- 4.SP3.3: Generate questions about multiple sources and their relationships to events and developments in the Americas.
- 4.SP3.5: Construct and present arguments and explanations using reasoning, examples, and details with relevant information and data from multiple sources.
- 4.SP4.1: Explain probable causes and effects of events and developments.

CIVICS

- 4.C1.1: Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities within the Americas.
 - Key concepts include but are not limited to governmental structures, views on property ownership and land use, representative assemblies, town meetings, colonial legislatures, and royal governments throughout the Americas in the time period being studied.
- 4.C2.1: Use primary and secondary sources to generate questions about the concepts and ideas such as liberty, justice, equality, and individual rights.
 - Key concepts include but are not limited to oppression, slavery and the slave trade, indentured servitude, *The Mayflower Compact*, religious freedom, and European treatment of native cultures in the Americas

ECONOMICS

- 4.E2.1: Examine concepts of scarcity, choice, opportunity cost, and risk.
 - Key concepts include but are not limited to nomadic and sedentary societies, reasons for European exploration, triangular trade, Jamestown settlement, and the establishment of colonies

HISTORY

- 4.H1.1: Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas.
 - Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before and after European exploration, enslaved and free Africans living in the colonies, British, French, Dutch, Spanish explorers and settlers, and the thirteen colonies
- 4.H2.1: Describe the cycles of conflict and compromise that occurred in the Americas during the convergence of Europeans, American Indians, and Africans in the Americas before and after European exploration.
- 4.H2.2: Analyze the different approaches used by the Spanish, Portuguese, British, and the French in their interactions with American Indians.
- 4.H3.1: Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.
 - Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before European exploration
 - Key concepts include but are not limited to the influence of colonial governments on constitutional government (fundamental rights, rule of law, representative government, voting rights, separation of powers), how enslaved Africans drew upon their African past along with elements of new cultures to develop a distinct African-American culture, how religious tensions in the New England Colonies established colonies founded on religious tolerance, ways in which society expresses itself (art, music, dance, crafts, and writings), and how religious beliefs of groups like the Quakers and Spanish missionaries led to questions about the morality of slavery and ideas of equality

Lesson 3: What is a Republican Government?

DISCIPLINARY SKILLS AND PROCESSES

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- 4.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 4.SP1.2: Compare life in specific historical time periods to life today.
- 4.SP1.3: Generate questions about individuals and groups who have shaped significant historical events.
 - Key individuals may include but are not limited to explorers, leaders (Mesoamerican, American Indian, and political), settlers, women, landowners, organizations, colonists, missionaries, and enslaved and free Africans
- 4.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives on issues and events.
 - Key issues may include but are not limited to slavery, exploration, property rights, and colonization
- 4.SP3.3: Generate questions about multiple sources and their relationships to events and developments in the Americas.
- 4.SP4.1: Explain probable causes and effects of events and developments.

CIVICS

- 4.C1.1: Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities within the Americas.
 - Key concepts include but are not limited to governmental structures, views on property ownership and land use, representative assemblies, town meetings, colonial legislatures, and royal governments throughout the Americas in the time period being studied
- 4.C2.1: Use primary and secondary sources to generate questions about the concepts and ideas such as liberty, justice, equality, and individual rights.
 - Key concepts include but are not limited to oppression, slavery and the slave trade, indentured servitude, *The Mayflower Compact*, religious freedom, and European treatment of native cultures in the Americas

ECONOMICS

- 4.E3.1: Compare different industries, occupations, and resources as well as different forms of income earned or received that have shaped the Americas.
 - Key concepts include but are not limited to societal roles of the individual in Mesoamerican civilizations, the emerging labor force in the colonies (cash crop farming, slavery, indentured servitude), resources and industries of the Southern, Middle, and New England Colonies, economic way of life in western Africa before the 16th century, and views on property ownership and land use between European settlers and American Indians

HISTORY

- 4.H1.1: Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas.
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 - Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before European exploration

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Lesson 4: What is a Constitutional Government?

DISCIPLINARY SKILLS AND PROCESSES

- 4.SP1.2: Compare life in specific historical time periods to life today.
- 4.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives on issues and events.
 - Key issues may include but are not limited to slavery, exploration, property rights, and colonization
- 4.SP2.2: Explain connections among historical contexts and people’s perspectives at the time.
- 4.SP3.3: Generate questions about multiple sources and their relationships to events and developments in the Americas.
- 4.SP3.4: Use information about a source including the author, date, place of origin, intended audience, and purpose to evaluate the extent to which the source is useful for studying a topic.
- 4.SP3.5: Construct and present arguments and explanations using reasoning, examples, and details with relevant information and data from multiple sources.
- 4.SP3.6: Present summaries of arguments and explanations using print, oral, and digital technologies.
- 4.SP4.1: Explain probable causes and effects of events and developments.

CIVICS

- 4.C1.1: Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities within the Americas.
 - Key concepts include but are not limited to governmental structures, views on property ownership and land use, representative assemblies, town meetings, colonial legislatures, and royal governments throughout the Americas in the time period being studied

ECONOMICS

- 4.E2.1: Examine concepts of scarcity, choice, opportunity cost, and risk.
 - Key concepts include but are not limited to nomadic and sedentary societies, reasons for European exploration, triangular trade, Jamestown settlement, and the establishment of colonies

HISTORY

- 4.H2.1: Describe the cycles of conflict and compromise that occurred in the Americas during the convergence of Europeans, American Indians, and Africans in the Americas before and after European exploration.
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music, dance, crafts, and writings), and how religious beliefs of groups like the Quakers and Spanish missionaries led to questions about the morality of slavery and ideas of equality

Lesson 5: What Ideas Did the Founders use in the Declaration of Independence?

DISCIPLINARY SKILLS AND PROCESSES

- 4.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 4.SP1.2: Compare life in specific historical time periods to life today.
- 4.SP1.3: Generate questions about individuals and groups who have shaped significant historical events.
 - Key individuals may include but are not limited to explorers, leaders (Mesoamerican, American Indian, and political), settlers, women, landowners, organizations, colonists, missionaries, and enslaved and free Africans
- 4.SP2.1 Explain why individuals and groups during the same historical period differed in their perspectives on issues and events.
 - Key issues may include but are not limited to slavery, exploration, property rights, and colonization
- 4.SP2.2: Explain connections among historical contexts and people’s perspectives at the time.
- 4.SP3.1: Develop questions about events and developments in the Americas.
- 4.SP3.2: Compare information provided by different sources about events and developments in the Americas.
- 4.SP3.3: Generate questions about multiple sources and their relationships to events and developments in the Americas.
- 4.SP3.4: Use information about a source including the author, date, place of origin, intended audience, and purpose to evaluate the extent to which the source is useful for studying a topic.
- 4.SP3.5: Construct and present arguments and explanations using reasoning, examples, and details with relevant information and data from multiple sources.
- 4.SP3.6: Present summaries of arguments and explanations using print, oral, and digital technologies.
- 4.SP4.1: Explain probable causes and effects of events and developments.
- 4.SP4.2: Summarize the central claim in a secondary work of history.
- 4.SP4.3: Use evidence from multiple sources to develop and communicate claims about the causes and effects of events.

CIVICS

- 4.C1.1: Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities within the Americas.
 - Key concepts include but are not limited to governmental structures, views on property ownership and land use, representative assemblies, town meetings, colonial legislatures, and royal governments throughout the Americas in the time period being studied
- 4.C2.1: Use primary and secondary sources to generate questions about the concepts and ideas such as liberty, justice, equality, and individual rights.
 - Key concepts include but are not limited to oppression, slavery and the slave trade, indentured servitude, *The Mayflower Compact*, religious freedom, and European treatment of native cultures in the Americas

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- 4.E2.1: Examine concepts of scarcity, choice, opportunity cost, and risk.

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- Key concepts include but are not limited to nomadic and sedentary societies, reasons for European exploration, triangular trade, Jamestown settlement, and the establishment of colonies

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- 4.H2.2: Analyze the different approaches used by the Spanish, Portuguese, British, and the French in their interactions with American Indians.
- 4.H3.1: Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.
 - Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before European exploration
 - Key concepts include but are not limited to the influence of colonial governments on constitutional government (fundamental rights, rule of law, representative government, voting rights, separation of powers), how enslaved Africans drew upon their African past along with elements of new cultures to develop a distinct African-American culture, how religious tensions in the New England Colonies established colonies founded on religious tolerance, ways in which society expresses itself (art, music, dance, crafts, and writings), and how religious beliefs of groups like the Quakers and Spanish missionaries led to questions about the morality of slavery and ideas of equality

Lesson 6: What Were the First State Governments Like?

DISCIPLINARY SKILLS AND PROCESSES

- 4.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 4.SP1.2: Compare life in specific historical time periods to life today.
- 4.SP1.3: Generate questions about individuals and groups who have shaped significant historical events.
 - Key individuals may include but are not limited to explorers, leaders (Mesoamerican, American Indian, and political), settlers, women, landowners, organizations, colonists, missionaries, and enslaved and free Africans
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- 4.SP3.2: Compare information provided by different sources about events and developments in the Americas.
- 4.SP3.3: Generate questions about multiple sources and their relationships to events and developments in the Americas.

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- 4.SP3.4: Use information about a source including the author, date, place of origin, intended audience, and purpose to evaluate the extent to which the source is useful for studying a topic.
- 4.SP3.5: Construct and present arguments and explanations using reasoning, examples, and details with relevant information and data from multiple sources.
- 4.SP3.6: Present summaries of arguments and explanations using print, oral, and digital technologies.
- 4.SP4.1: Explain probable causes and effects of events and developments.

CIVICS

- 4.C1.1: Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities within the Americas.
 - Key concepts include but are not limited to governmental structures, views on property ownership and land use, representative assemblies, town meetings, colonial legislatures, and royal governments throughout the Americas in the time period being studied

HISTORY

- 4.H1.1: Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas.
 - Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before and after European exploration, enslaved and free Africans living in the colonies, British, French, Dutch, Spanish explorers and settlers, and the thirteen colonies
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- 4.H2.2: Analyze the different approaches used by the Spanish, Portuguese, British, and the French in their interactions with American Indians.
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 - Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before European exploration
 - Key concepts include but are not limited to the influence of colonial governments on constitutional government (fundamental rights, rule of law, representative government, voting rights, separation of powers), how enslaved Africans drew upon their African past along with elements of new cultures to develop a distinct African-American culture, how religious tensions in the New England Colonies established colonies founded on religious tolerance, ways in which society expresses itself (art, music, dance, crafts, and writings), and how religious beliefs of groups like the Quakers and Spanish missionaries led to questions about the morality of slavery and ideas of equality

Overview of Unit 2: How Did the Framers Write Our Constitution?

Anchor Standard	Lesson 7	Lesson 8	Lesson 9	Lesson 10
SP1	X	X	X	X
SP2	X	X	X	X
SP3	X	X	X	X

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SP4	X	X	X	X
C1	X	X	X	X
C2	X	X	X	X
E2	X	X	X	X
E3	X	X		X
G1	X		X	X
G3			X	X
G4	X		X	X
H1	X			X
H2	X	X	X	X
H3	X	X	X	X

Lesson 7: What Was the First National Government Like?

DISCIPLINARY SKILLS AND PROCESSES

- 4.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 4.SP1.2: Compare life in specific historical time periods to life today.
- 4.SP1.3: Generate questions about individuals and groups who have shaped significant historical events.
 - Key individuals may include but are not limited to explorers, leaders (Mesoamerican, American Indian, and political), settlers, women, landowners, organizations, colonists, missionaries, and enslaved and free Africans
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- 4.SP3.2: Compare information provided by different sources about events and developments in the Americas.
- 4.SP3.3: Generate questions about multiple sources and their relationships to events and developments in the Americas.
- 4.SP3.4: Use information about a source including the author, date, place of origin, intended audience, and purpose to evaluate the extent to which the source is useful for studying a topic.
- 4.SP4.1: Explain probable causes and effects of events and developments.
- 4.SP4.2: Summarize the central claim in a secondary work of history.

CIVICS

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- 4.C1.1: Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities within the Americas.
 - Key concepts include but are not limited to governmental structures, views on property ownership and land use, representative assemblies, town meetings, colonial legislatures, and royal governments throughout the Americas in the time period being studied
- 4.C2.1: Use primary and secondary sources to generate questions about the concepts and ideas such as liberty, justice, equality, and individual rights.
 - Key concepts include but are not limited to oppression, slavery and the slave trade, indentured servitude, *The Mayflower Compact*, religious freedom, and European treatment of native cultures in the Americas

ECONOMICS

- 4.E2.1: Examine concepts of scarcity, choice, opportunity cost, and risk.
 - Key concepts include but are not limited to nomadic and sedentary societies, reasons for European exploration, triangular trade, Jamestown settlement, and the establishment of colonies
- 4.E3.1: Compare different industries, occupations, and resources as well as different forms of income earned or received that have shaped the Americas.
 - Key concepts include but are not limited to societal roles of the individual in Mesoamerican civilizations, the emerging labor force in the colonies (cash crop farming, slavery, indentured servitude), resources and industries of the Southern, Middle, and New England Colonies, economic way of life in western Africa before the 16th century, and views on property ownership and land use between European settlers and American Indians

GEOGRAPHY

- 4.G1.1: Use and construct maps and graphs to represent changes in the Americas over time.
 - Key concepts include but are not limited to human and physical features of the Americas, trade and exploration routes, the location of civilizations and societies in the Americas including indigenous peoples, and settlement patterns including the development of the Southern, Middle, and New England Colonies
- 4.G4.1: Explain the positive and negative effects of increasing economic interdependence on distinct groups, countries, and new settlements.
 - Key concepts include but are not limited to trade, mercantilism, the development of new technologies, and the use of natural resources

HISTORY

- 4.H1.1: Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas.
 - Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before and after European exploration, enslaved and free Africans living in the colonies, British, French, Dutch, Spanish explorers and settlers, and the thirteen colonies
- 4.H2.1: Describe the cycles of conflict and compromise that occurred in the Americas during the convergence of Europeans, American Indians, and Africans in the Americas before and after European exploration.
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- Key concepts include but are not limited to the influence of colonial governments on constitutional government (fundamental rights, rule of law, representative government, voting rights, separation of powers), how enslaved Africans drew upon their African past along with elements of new cultures to develop a distinct African-American culture, how religious tensions in the New England Colonies established colonies founded on religious tolerance, ways in which society expresses itself (art, music, dance, crafts, and writings), and how religious beliefs of groups like the Quakers and Spanish missionaries led to questions about the morality of slavery and ideas of equality

Lesson 8: How was the Philadelphia Convention Organized?

DISCIPLINARY SKILLS AND PROCESSES

- 4.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 4.SP1.2: Compare life in specific historical time periods to life today.
- 4.SP1.3: Generate questions about individuals and groups who have shaped significant historical events.
 - Key individuals may include but are not limited to explorers, leaders (Mesoamerican, American Indian, and political), settlers, women, landowners, organizations, colonists, missionaries, and enslaved and free Africans
- 4.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives on issues and events.
 - Key issues may include but are not limited to slavery, exploration, property rights, and colonization
- 4.SP2.2: Explain connections among historical contexts and people’s perspectives at the time.
- 4.SP3.1: Develop questions about events and developments in the Americas.
- 4.SP3.2: Compare information provided by different sources about events and developments in the Americas.
- 4.SP3.3: Generate questions about multiple sources and their relationships to events and developments in the Americas.
- 4.SP3.4: Use information about a source including the author, date, place of origin, intended audience, and purpose to evaluate the extent to which the source is useful for studying a topic.
- 4.SP3.5: Construct and present arguments and explanations using reasoning, examples, and details with relevant information and data from multiple sources.
- 4.SP3.6: Present summaries of arguments and explanations using print, oral, and digital technologies.
- 4.SP4.1: Explain probable causes and effects of events and developments.
- 4.SP4.2: Summarize the central claim in a secondary work of history.

CIVICS

- 4.C1.1: Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities within the Americas.
 - Key concepts include but are not limited to governmental structures, views on property ownership and land use, representative assemblies, town meetings, colonial legislatures, and royal governments throughout the Americas in the time period being studied
- 4.C2.1: Use primary and secondary sources to generate questions about the concepts and ideas such as liberty, justice, equality, and individual rights.
 - Key concepts include but are not limited to oppression, slavery and the slave trade, indentured servitude, *The Mayflower Compact*, religious freedom, and European treatment of native cultures in the Americas

ECONOMICS

- 4.E2.1: Examine concepts of scarcity, choice, opportunity cost, and risk.
 - Key concepts include but are not limited to nomadic and sedentary societies, reasons for European exploration, triangular trade, Jamestown settlement, and the establishment of colonies
- 4.E3.1: Compare different industries, occupations, and resources as well as different forms of income earned or received that have shaped the Americas.
 - Key concepts include but are not limited to societal roles of the individual in Mesoamerican civilizations, the emerging labor force in the colonies (cash crop farming, slavery, indentured servitude), resources and industries of the Southern, Middle, and New England Colonies, economic way of life in western Africa before the 16th century, and views on property ownership and land use between European settlers and American Indians

GEOGRAPHY

- 4.G1.1: Use and construct maps and graphs to represent changes in the Americas over time.
 - Key concepts include but are not limited to human and physical features of the Americas, trade and exploration routes, the location of civilizations and societies in the Americas including indigenous peoples, and settlement patterns including the development of the Southern, Middle, and New England Colonies
- 4.G3.1: Explain how the location and use of resources affects human settlement and movement.
 - Key concepts include but are not limited to theories about the peopling of the Americas, the Columbian Exchange, treatment of indigenous people, triangular trade, searches for trade routes to Asia that led to exploration and settlement of the Americas
- 4.G4.1: Explain the positive and negative effects of increasing economic interdependence on distinct groups, countries, and new settlements.
 - Key concepts include but are not limited to trade, mercantilism, the development of new technologies, and the use of natural resources

HISTORY

- 4.H2.1: Describe the cycles of conflict and compromise that occurred in the Americas during the convergence of Europeans, American Indians, and Africans in the Americas before and after European exploration.
- 4.H3.1: Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.
 - Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before European exploration
 - Key concepts include but are not limited to the influence of colonial governments on constitutional government (fundamental rights, rule of law, representative government, voting rights, separation of powers), how enslaved Africans drew upon their African past along with elements of new cultures to develop a distinct African-American culture, how religious tensions in the New England Colonies established colonies founded on religious tolerance, ways in which society expresses itself (art, music, dance, crafts, and writings), and how religious beliefs of groups like the Quakers and Spanish missionaries led to questions about the morality of slavery and ideas of equality

Lesson 9: How Many Representatives Should Each State Have in Congress?

DISCIPLINARY SKILLS AND PROCESSES

- 4.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 4.SP1.2: Compare life in specific historical time periods to life today.

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- 4.SP1.3: Generate questions about individuals and groups who have shaped significant historical events.
 - Key individuals may include but are not limited to explorers, leaders (Mesoamerican, American Indian, and political), settlers, women, landowners, organizations, colonists, missionaries, and enslaved and free Africans
- 4.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives on issues and events.
 - Key issues may include but are not limited to slavery, exploration, property rights, and colonization
- 4.SP2.2: Explain connections among historical contexts and people’s perspectives at the time.
- 4.SP3.1: Develop questions about events and developments in the Americas.
- 4.SP3.2: Compare information provided by different sources about events and developments in the Americas.
- 4.SP3.3: Generate questions about multiple sources and their relationships to events and developments in the Americas.
- 4.SP3.4: Use information about a source including the author, date, place of origin, intended audience, and purpose to evaluate the extent to which the source is useful for studying a topic.
- 4.SP3.5: Construct and present arguments and explanations using reasoning, examples, and details with relevant information and data from multiple sources.
- 4.SP3.6: Present summaries of arguments and explanations using print, oral, and digital technologies.
- 4.SP4.1: Explain probable causes and effects of events and developments.
- 4.SP4.2: Summarize the central claim in a secondary work of history.

CIVICS

- 4.C1.1: Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities within the Americas.
 - Key concepts include but are not limited to governmental structures, views on property ownership and land use, representative assemblies, town meetings, colonial legislatures, and royal governments throughout the Americas in the time period being studied
- 4.C2.1: Use primary and secondary sources to generate questions about the concepts and ideas such as liberty, justice, equality, and individual rights.
 - Key concepts include but are not limited to oppression, slavery and the slave trade, indentured servitude, *The Mayflower Compact*, religious freedom, and European treatment of native cultures in the Americas

ECONOMICS

- 4.E2.1: Examine concepts of scarcity, choice, opportunity cost, and risk.
 - Key concepts include but are not limited to nomadic and sedentary societies, reasons for European exploration, triangular trade, Jamestown settlement, and the establishment of colonies

GEOGRAPHY

- 4.G1.1: Use and construct maps and graphs to represent changes in the Americas over time.
 - Key concepts include but are not limited to human and physical features of the Americas, trade and exploration routes, the location of civilizations and societies in the Americas including indigenous peoples, and settlement patterns including the development of the Southern, Middle, and New England Colonies
- 4.G3.1: Explain how the location and use of resources affects human settlement and movement.

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- Key concepts include but are not limited to theories about the peopling of the Americas, the Columbian Exchange, treatment of indigenous people, triangular trade, searches for trade routes to Asia that led to exploration and settlement of the Americas
- 4.G4.1: Explain the positive and negative effects of increasing economic interdependence on distinct groups, countries, and new settlements.
 - Key concepts include but are not limited to trade, mercantilism, the development of new technologies, and the use of natural resources

HISTORY

- 4.H2.1: Describe the cycles of conflict and compromise that occurred in the Americas during the convergence of Europeans, American Indians, and Africans in the Americas before and after European exploration.
- 4.H3.1: Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.
 - Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before European exploration
 - Key concepts include but are not limited to the influence of colonial governments on constitutional government (fundamental rights, rule of law, representative government, voting rights, separation of powers), how enslaved Africans drew upon their African past along with elements of new cultures to develop a distinct African-American culture, how religious tensions in the New England Colonies established colonies founded on religious tolerance, ways in which society expresses itself (art, music, dance, crafts, and writings), and how religious beliefs of groups like the Quakers and Spanish missionaries led to questions about the morality of slavery and ideas of equality

Lesson 10: What Did the Framers Do About the Problem of Slavery?

DISCIPLINARY SKILLS AND PROCESSES

- 4.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 4.SP1.2: Compare life in specific historical time periods to life today.
- 4.SP1.3: Generate questions about individuals and groups who have shaped significant historical events.
 - Key individuals may include but are not limited to explorers, leaders (Mesoamerican, American Indian, and political), settlers, women, landowners, organizations, colonists, missionaries, and enslaved and free Africans
- 4.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives on issues and events.
 - Key issues may include but are not limited to slavery, exploration, property rights, and colonization
- 4.SP2.2: Explain connections among historical contexts and people’s perspectives at the time.
- 4.SP3.1: Develop questions about events and developments in the Americas.
- 4.SP3.2: Compare information provided by different sources about events and developments in the Americas.
- 4.SP3.3: Generate questions about multiple sources and their relationships to events and developments in the Americas.
- 4.SP3.4: Use information about a source including the author, date, place of origin, intended audience, and purpose to evaluate the extent to which the source is useful for studying a topic.
- 4.SP4.1: Explain probable causes and effects of events and developments.

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- 4.SP4.2: Summarize the central claim in a secondary work of history.

CIVICS

- 4.C1.1: Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities within the Americas.
 - Key concepts include but are not limited to governmental structures, views on property ownership and land use, representative assemblies, town meetings, colonial legislatures, and royal governments throughout the Americas in the time period being studied.
- 4.C2.1: Use primary and secondary sources to generate questions about the concepts and ideas such as liberty, justice, equality, and individual rights.
 - Key concepts include but are not limited to oppression, slavery and the slave trade, indentured servitude, *The Mayflower Compact*, religious freedom, and European treatment of native cultures in the Americas

ECONOMICS

- 4.E2.1: Examine concepts of scarcity, choice, opportunity cost, and risk.
 - Key concepts include but are not limited to nomadic and sedentary societies, reasons for European exploration, triangular trade, Jamestown settlement, and the establishment of colonies
- 4.E3.1: Compare different industries, occupations, and resources as well as different forms of income earned or received that have shaped the Americas.
 - Key concepts include but are not limited to societal roles of the individual in Mesoamerican civilizations, the emerging labor force in the colonies (cash crop farming, slavery, indentured servitude), resources and industries of the Southern, Middle, and New England Colonies, economic way of life in western Africa before the 16th century, and views on property ownership and land use between European settlers and American Indians

GEOGRAPHY

- 4.G1.1: Use and construct maps and graphs to represent changes in the Americas over time.
 - Key concepts include but are not limited to human and physical features of the Americas, trade and exploration routes, the location of civilizations and societies in the Americas including indigenous peoples, and settlement patterns including the development of the Southern, Middle, and New England Colonies
- 4.G3.1: Explain how the location and use of resources affects human settlement and movement.
 - Key concepts include but are not limited to theories about the peopling of the Americas, the Columbian Exchange, treatment of indigenous people, triangular trade, searches for trade routes to Asia that led to exploration and settlement of the Americas
- 4.G4.1: Explain the positive and negative effects of increasing economic interdependence on distinct groups, countries, and new settlements.
 - Key concepts include but are not limited to trade, mercantilism, the development of new technologies, and the use of natural resources

HISTORY

- 4.H1.1: Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas.
 - Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before and after European exploration, enslaved and free Africans living in the colonies, British, French, Dutch, Spanish explorers and settlers, and the thirteen colonies
- 4.H2.1: Describe the cycles of conflict and compromise that occurred in the Americas during the convergence of Europeans, American Indians, and Africans in the Americas before and after European exploration.

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- 4.H2.2: Analyze the different approaches used by the Spanish, Portuguese, British, and the French in their interactions with American Indians.
- 4.H3.1: Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.
 - Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before European exploration
 - Key concepts include but are not limited to the influence of colonial governments on constitutional government (fundamental rights, rule of law, representative government, voting rights, separation of powers), how enslaved Africans drew upon their African past along with elements of new cultures to develop a distinct African-American culture, how religious tensions in the New England Colonies established colonies founded on religious tolerance, ways in which society expresses itself (art, music, dance, crafts, and writings), and how religious beliefs of groups like the Quakers and Spanish missionaries led to questions about the morality of slavery and ideas of equality

Overview of Unit 3: How Does the Constitution Organize Our Government?

Anchor Standard	Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15	Lesson 16
SP2			X	X	X	X
SP3	X	X	X	X	X	X
SP4	X					
C2	X	X	X	X	X	X
E2	X					
H1	X					
H3	X	X	X	X	X	X

Lesson 11: What Basic Ideas About Government Are Included in the Preamble of the Constitution?

DISCIPLINARY SKILLS AND PROCESSES

- 4.SP3.4: Use information about a source including the author, date, place of origin, intended audience, and purpose to evaluate the extent to which the source is useful for studying a topic.
- 4.SP4.1: Explain probable causes and effects of events and developments.
- 4.SP4.2: Summarize the central claim in a secondary work of history.
- 4.SP4.3: Use evidence from multiple sources to develop and communicate claims about the causes and effects of events.

CIVICS

- 4.C1.1: Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities within the Americas.
 - Key concepts include but are not limited to governmental structures, views on property ownership and land use, representative assemblies, town meetings, colonial legislatures, and royal governments throughout the Americas in the time period being studied

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

- 4.C2.1: Use primary and secondary sources to generate questions about the concepts and ideas such as liberty, justice, equality, and individual rights.
 - Key concepts include but are not limited to oppression, slavery and the slave trade, indentured servitude, *The Mayflower Compact*, religious freedom, and European treatment of native cultures in the Americas

ECONOMICS

- 4.E2.1: Examine concepts of scarcity, choice, opportunity cost, and risk.
 - Key concepts include but are not limited to nomadic and sedentary societies, reasons for European exploration, triangular trade, Jamestown settlement, and the establishment of colonies

HISTORY

- 4.H1.1: Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas.
 - Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before and after European exploration, enslaved and free Africans living in the colonies, British, French, Dutch, Spanish explorers and settlers, and the thirteen colonies
- 4.H3.1: Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.
 - Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before European exploration
 - Key concepts include but are not limited to the influence of colonial governments on constitutional government (fundamental rights, rule of law, representative government, voting rights, separation of powers), how enslaved Africans drew upon their African past along with elements of new cultures to develop a distinct African-American culture, how religious tensions in the New England Colonies established colonies founded on religious tolerance, ways in which society expresses itself (art, music, dance, crafts, and writings), and how religious beliefs of groups like the Quakers and Spanish missionaries led to questions about the morality of slavery and ideas of equality

Lesson12: How Does the Constitution Limit the Powers of Our Government?

DISCIPLINARY SKILLS AND PROCESSES

- 4.SP3.5: Construct and present arguments and explanations using reasoning, examples, and details with relevant information and data from multiple sources.

CIVICS

- 4.C1.1: Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities within the Americas.
 - Key concepts include but are not limited to governmental structures, views on property ownership and land use, representative assemblies, town meetings, colonial legislatures, and royal governments throughout the Americas in the time period being studied

HISTORY

- 4.H3.1: Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.
 - Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before European exploration
 - Key concepts include but are not limited to the influence of colonial governments on constitutional government (fundamental rights, rule of law, representative government, voting rights, separation of powers), how enslaved Africans drew upon their African past along with elements of new cultures to develop a distinct African-American culture, how religious tensions in the New England Colonies

established colonies founded on religious tolerance, ways in which society expresses itself (art, music, dance, crafts, and writings), and how religious beliefs of groups like the Quakers and Spanish missionaries led to questions about the morality of slavery and ideas of equality

Lesson 13: What is the Legislative Branch?

DISCIPLINARY SKILLS AND PROCESSES

- 4.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 4.SP1.2: Compare life in specific historical time periods to life today.
- 4.SP1.3: Generate questions about individuals and groups who have shaped significant historical events.
 - Key individuals may include but are not limited to explorers, leaders (Mesoamerican, American Indian, and political), settlers, women, landowners, organizations, colonists, missionaries, and enslaved and free Africans

CIVICS

- 4.C1.1: Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities within the Americas.
 - Key concepts include but are not limited to governmental structures, views on property ownership and land use, representative assemblies, town meetings, colonial legislatures

HISTORY

- 4.H3.1: Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.
 - Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before European exploration
 - Key concepts include but are not limited to the influence of colonial governments on constitutional government (fundamental rights, rule of law, representative government, voting rights, separation of powers), how enslaved Africans drew upon their African past along with elements of new cultures to develop a distinct African-American culture, how religious tensions in the New England Colonies established colonies founded on religious tolerance, ways in which society expresses itself (art, music, dance, crafts, and writings), and how religious beliefs of groups like the Quakers and Spanish missionaries led to questions about the morality of slavery and ideas of equality

Lesson 14: What is the Executive Branch?

DISCIPLINARY SKILLS AND PROCESSES

- 4.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 4.SP1.2: Compare life in specific historical time periods to life today.
- 4.SP1.3: Generate questions about individuals and groups who have shaped significant historical events.
 - Key individuals may include but are not limited to explorers, leaders (Mesoamerican, American Indian, and political), settlers, women, landowners, organizations, colonists, missionaries, and enslaved and free Africans

CIVICS

- 4.C1.1: Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities within the Americas.

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- Key concepts include but are not limited to governmental structures, views on property ownership and land use, representative assemblies, town meetings, colonial legislatures, and royal governments throughout the Americas in the time period being studied

HISTORY

- 4.H3.1: Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.
 - Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before European exploration
 - Key concepts include but are not limited to the influence of colonial governments on constitutional government (fundamental rights, rule of law, representative government, voting rights, separation of powers), how enslaved Africans drew upon their African past along with elements of new cultures to develop a distinct African-American culture, how religious tensions in the New England Colonies established colonies founded on religious tolerance, ways in which society expresses itself (art, music, dance, crafts, and writings), and how religious beliefs of groups like the Quakers and Spanish missionaries led to questions about the morality of slavery and ideas of equality

Lesson 15: What is the Judicial Branch?

DISCIPLINARY SKILLS AND PROCESSES

- 4.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives on issues and events.
 - Key issues may include but are not limited to slavery, exploration, property rights, and colonization
- 4.SP3.1: Develop questions about events and developments in the Americas.
- 4.SP3.5: Construct and present arguments and explanations using reasoning, examples, and details with relevant information and data from multiple sources.
- 4.SP3.6: Present summaries of arguments and explanations using print, oral, and digital technologies.

CIVICS

- 4.C1.1: Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities within the Americas.
 - Key concepts include but are not limited to governmental structures, views on property ownership and land use, representative assemblies, town meetings, colonial legislatures, and royal governments throughout the Americas in the time period being studied

HISTORY

- 4.H3.1: Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.
 - Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before European exploration
 - Key concepts include but are not limited to the influence of colonial governments on constitutional government (fundamental rights, rule of law, representative government, voting rights, separation of powers), how enslaved Africans drew upon their African past along with elements of new cultures to develop a distinct African-American culture, how religious tensions in the New England Colonies established colonies founded on religious tolerance, ways in which society expresses itself (art, music, dance, crafts, and writings), and how religious beliefs of groups like the Quakers and Spanish missionaries led to questions about the morality of slavery and ideas of equality

Lesson 16: How Did the Constitution Create a Federal System of Government?

DISCIPLINARY SKILLS AND PROCESSES

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- 4.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives on issues and events.
 - Key issues may include but are not limited to slavery, exploration, property rights, and colonization
- 4.SP3.5: Construct and present arguments and explanations using reasoning, examples, and details with relevant information and data from multiple sources.
- 4.SP3.6: Present summaries of arguments and explanations using print, oral, and digital technologies.

CIVICS

- 4.C1.1: Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities within the Americas.
 - Key concepts include but are not limited to governmental structures, views on property ownership and land use, representative assemblies, town meetings, colonial legislatures, and royal governments throughout the Americas in the time period being studied
- 4.C2.1: Use primary and secondary sources to generate questions about the concepts and ideas such as liberty, justice, equality, and individual rights.
 - Key concepts include but are not limited to oppression, slavery and the slave trade, indentured servitude, *The Mayflower Compact*, religious freedom, and European treatment of native cultures in the Americas

HISTORY

- 4.H3.1: Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.
 - Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before European exploration
 - Key concepts include but are not limited to the influence of colonial governments on constitutional government (fundamental rights, rule of law, representative government, voting rights, separation of powers), how enslaved Africans drew upon their African past along with elements of new cultures to develop a distinct African-American culture, how religious tensions in the New England Colonies established colonies founded on religious tolerance, ways in which society expresses itself (art, music, dance, crafts, and writings), and how religious beliefs of groups like the Quakers and Spanish missionaries led to questions about the morality of slavery and ideas of equality

Overview of Unit 4: How Does the Constitution Protect Our Basic Rights?

Anchor Standard	Lesson 17	Lesson 18	Lesson 19	Lesson 20	Lesson 21
SP1	X	X	X	X	X
SP2	X	X	X	X	X
SP3	X	X	X	X	X
SP4	X	X	X	X	X
C1	X	X	X	X	X
C2	X	X	X	X	X

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H2	X	X	X	X	X
H3	X	X	X	X	X

Lesson 17: How Does the Constitution Protect Your Right to Freedom of Expression?

DISCIPLINARY SKILLS AND PROCESSES

- 4.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 4.SP1.2: Compare life in specific historical time periods to life today.
- 4.SP1.3: Generate questions about individuals and groups who have shaped significant historical events.
 - Key individuals may include but are not limited to explorers, leaders (Mesoamerican, American Indian, and political), settlers, women, landowners, organizations, colonists, missionaries, and enslaved and free Africans
- 4.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives on issues and events.
 - Key issues may include but are not limited to slavery, exploration, property rights, and colonization
- 4.SP2.2: Explain connections among historical contexts and people’s perspectives at the time.
- 4.SP3.1: Develop questions about events and developments in the Americas.
- 4.SP3.2: Compare information provided by different sources about events and developments in the Americas.
- 4.SP3.3: Generate questions about multiple sources and their relationships to events and developments in the Americas.
- 4.SP3.4: Use information about a source including the author, date, place of origin, intended audience, and purpose to evaluate the extent to which the source is useful for studying a topic.
- 4.SP3.5: Construct and present arguments and explanations using reasoning, examples, and details with relevant information and data from multiple sources.
- 4.SP3.6: Present summaries of arguments and explanations using print, oral, and digital technologies.
- 4.SP4.1: Explain probable causes and effects of events and developments.
- 4.SP4.2: Summarize the central claim in a secondary work of history.
- 4.SP4.3: Use evidence from multiple sources to develop and communicate claims about the causes and effects of events.

CIVICS

- 4.C1.1: Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities within the Americas.
 - Key concepts include but are not limited to governmental structures, views on property ownership and land use, representative assemblies, town meetings, colonial legislatures, and royal governments throughout the Americas in the time period being studied
- 4.C2.1: Use primary and secondary sources to generate questions about the concepts and ideas such as liberty, justice, equality, and individual rights.
 - Key concepts include but are not limited to oppression, slavery and the slave trade, indentured servitude, *The Mayflower Compact*, religious freedom, and European treatment of native cultures in the Americas

HISTORY

- 4.H2.1: Describe the cycles of conflict and compromise that occurred in the Americas during the convergence of Europeans, American Indians, and Africans in the Americas before and after European exploration.
- 4.H3.1: Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.
 - Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before European exploration
 - Key concepts include but are not limited to the influence of colonial governments on constitutional government (fundamental rights, rule of law, representative government, voting rights, separation of powers), how enslaved Africans drew upon their African past along with elements of new cultures to develop a distinct African-American culture, how religious tensions in the New England Colonies established colonies founded on religious tolerance, ways in which society expresses itself (art, music, dance, crafts, and writings), and how religious beliefs of groups like the Quakers and Spanish missionaries led to questions about the morality of slavery and ideas of equality

Lesson 18: How Does the Constitution Protect Your Right to Freedom of Religion?

DISCIPLINARY SKILLS AND PROCESSES

- 4.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 4.SP1.2: Compare life in specific historical time periods to life today.
- 4.SP1.3: Generate questions about individuals and groups who have shaped significant historical events.
 - Key individuals may include but are not limited to explorers, leaders (Mesoamerican, American Indian, and political), settlers, women, landowners, organizations, colonists, missionaries, and enslaved and free Africans
- 4.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives on issues and events.
 - Key issues may include but are not limited to slavery, exploration, property rights, and colonization
- 4.SP2.2: Explain connections among historical contexts and people’s perspectives at the time.
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- 4.SP3.2: Compare information provided by different sources about events and developments in the Americas.
- 4.SP3.3: Generate questions about multiple sources and their relationships to events and developments in the Americas.
- 4.SP3.4: Use information about a source including the author, date, place of origin, intended audience, and purpose to evaluate the extent to which the source is useful for studying a topic.
- 4.SP3.5: Construct and present arguments and explanations using reasoning, examples, and details with relevant information and data from multiple sources.
- 4.SP3.6: Present summaries of arguments and explanations using print, oral, and digital technologies.
- 4.SP4.1: Explain probable causes and effects of events and developments.
- 4.SP4.2: Summarize the central claim in a secondary work of history.
- 4.SP4.3: Use evidence from multiple sources to develop and communicate claims about the causes and effects of events.

CIVICS

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

- 4.C1.1: Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities within the Americas.
 - Key concepts include but are not limited to governmental structures, views on property ownership and land use, representative assemblies, town meetings, colonial legislatures, and royal governments throughout the Americas in the time period being studied
- 4.C2.1: Use primary and secondary sources to generate questions about the concepts and ideas such as liberty, justice, equality, and individual rights.
 - Key concepts include but are not limited to oppression, slavery and the slave trade, indentured servitude, *The Mayflower Compact*, religious freedom, and European treatment of native cultures in the Americas

HISTORY

- 4.H2.1: Describe the cycles of conflict and compromise that occurred in the Americas during the convergence of Europeans, American Indians, and Africans in the Americas before and after European exploration.
- 4.H3.1: Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.
 - Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before European exploration
 - Key concepts include but are not limited to the influence of colonial governments on constitutional government (fundamental rights, rule of law, representative government, voting rights, separation of powers), how enslaved Africans drew upon their African past along with elements of new cultures to develop a distinct African-American culture, how religious tensions in the New England Colonies established colonies founded on religious tolerance, ways in which society expresses itself (art, music, dance, crafts, and writings), and how religious beliefs of groups like the Quakers and Spanish missionaries led to questions about the morality of slavery and ideas of equality

Lesson 19: How Does the Constitution Protect Your Right to Equal Protection of the Laws?

DISCIPLINARY SKILLS AND PROCESSES

- 4.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 4.SP1.2: Compare life in specific historical time periods to life today.
- 4.SP1.3: Generate questions about individuals and groups who have shaped significant historical events.
 - Key individuals may include but are not limited to explorers, leaders (Mesoamerican, American Indian, and political), settlers, women, landowners, organizations, colonists, missionaries, and enslaved and free Africans
- 4.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives on issues and events.
 - Key issues may include but are not limited to slavery, exploration, property rights, and colonization
- 4.SP2.2: Explain connections among historical contexts and people’s perspectives at the time.
- 4.SP3.1: Develop questions about events and developments in the Americas.
- 4.SP3.2: Compare information provided by different sources about events and developments in the Americas.
- 4.SP3.3: Generate questions about multiple sources and their relationships to events and developments in the Americas.

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- 4.SP3.4: Use information about a source including the author, date, place of origin, intended audience, and purpose to evaluate the extent to which the source is useful for studying a topic.
- 4.SP3.5: Construct and present arguments and explanations using reasoning, examples, and details with relevant information and data from multiple
- sources.
- 4.SP3.6: Present summaries of arguments and explanations using print, oral, and digital technologies.
- 4.SP4.1: Explain probable causes and effects of events and developments.
- 4.SP4.2: Summarize the central claim in a secondary work of history.
- 4.SP4.3: Use evidence from multiple sources to develop and communicate claims about the causes and effects of events.

CIVICS

- 4.C1.1: Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities within the Americas.
 - Key concepts include but are not limited to governmental structures, views on property ownership and land use, representative assemblies, town meetings, colonial legislatures, and royal governments throughout the Americas in the time period being studied
- 4.C2.1: Use primary and secondary sources to generate questions about the concepts and ideas such as liberty, justice, equality, and individual rights.
 - Key concepts include but are not limited to oppression, slavery and the slave trade, indentured servitude, *The Mayflower Compact*, religious freedom, and European treatment of native cultures in the Americas

HISTORY

- 4.H2.1: Describe the cycles of conflict and compromise that occurred in the Americas during the convergence of Europeans, American Indians, and Africans in the Americas before and after European exploration.
- 4.H3.1: Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.
 - Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before European exploration
 - Key concepts include but are not limited to the influence of colonial governments on constitutional government (fundamental rights, rule of law, representative government, voting rights, separation of powers), how enslaved Africans drew upon their African past along with elements of new cultures to develop a distinct African-American culture, how religious tensions in the New England Colonies established colonies founded on religious tolerance, ways in which society expresses itself (art, music, dance, crafts, and writings), and how religious beliefs of groups like the Quakers and Spanish missionaries led to questions about the morality of slavery and ideas of equality

Lesson 20: How Does the Constitution Protect Your Right to Due Process of Law?

DISCIPLINARY SKILLS AND PROCESSES

- 4.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 4.SP1.2: Compare life in specific historical time periods to life today.
- 4.SP1.3: Generate questions about individuals and groups who have shaped significant historical events.

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- Key individuals may include but are not limited to explorers, leaders (Mesoamerican, American Indian, and political), settlers, women, landowners, organizations, colonists, missionaries, and enslaved and free Africans
- 4.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives on issues and events.
 - Key issues may include but are not limited to slavery, exploration, property rights, and colonization
- 4.SP2.2: Explain connections among historical contexts and people’s perspectives at the time.
- 4.SP3.1: Develop questions about events and developments in the Americas.
- 4.SP3.2: Compare information provided by different sources about events and developments in the Americas.
- 4.SP3.3: Generate questions about multiple sources and their relationships to events and developments in the Americas.
- 4.SP3.4: Use information about a source including the author, date, place of origin, intended audience, and purpose to evaluate the extent to which the source is useful for studying a topic.
- 4.SP3.5: Construct and present arguments and explanations using reasoning, examples, and details with relevant information and data from multiple sources.
- 4.SP3.6: Present summaries of arguments and explanations using print, oral, and digital technologies.
- 4.SP4.1: Explain probable causes and effects of events and developments.
- 4.SP4.2: Summarize the central claim in a secondary work of history.
- 4.SP4.3: Use evidence from multiple sources to develop and communicate claims about the causes and effects of events.

CIVICS

- 4.C1.1: Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities within the Americas.
 - Key concepts include but are not limited to governmental structures, views on property ownership and land use, representative assemblies, town meetings, colonial legislatures, and royal governments throughout the Americas in the time period being studied
- 4.C2.1: Use primary and secondary sources to generate questions about the concepts and ideas such as liberty, justice, equality, and individual rights.
 - Key concepts include but are not limited to oppression, slavery and the slave trade, indentured servitude, *The Mayflower Compact*, religious freedom, and European treatment of native cultures in the Americas

HISTORY

- 4.H2.1: Describe the cycles of conflict and compromise that occurred in the Americas during the convergence of Europeans, American Indians, and Africans in the Americas before and after European exploration
- 4.H3.1: Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.
 - Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before European exploration
 - Key concepts include but are not limited to the influence of colonial governments on constitutional government (fundamental rights, rule of law, representative government, voting rights, separation of powers), how enslaved Africans drew upon their African past along with elements of new cultures to develop a distinct African-American culture, how religious tensions in the New England Colonies established colonies founded on religious tolerance, ways in which society expresses itself (art,

music, dance, crafts, and writings), and how religious beliefs of groups like the Quakers and Spanish missionaries led to questions about the morality of slavery and ideas of equality

Lesson 21: How Does the Constitution Protect Your Right to Vote?

DISCIPLINARY SKILLS AND PROCESSES

- 4.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 4.SP1.2: Compare life in specific historical time periods to life today.
- 4.SP1.3: Generate questions about individuals and groups who have shaped significant historical events.
 - Key individuals may include but are not limited to explorers, leaders (Mesoamerican, American Indian, and political), settlers, women, landowners, organizations, colonists, missionaries, and enslaved and free Africans
- 4.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives on issues and events.
 - Key issues may include but are not limited to slavery, exploration, property rights, and colonization
- 4.SP2.2: Explain connections among historical contexts and people’s perspectives at the time.
- 4.SP3.1: Develop questions about events and developments in the Americas.
- 4.SP3.2: Compare information provided by different sources about events and developments in the Americas.
- 4.SP3.3: Generate questions about multiple sources and their relationships to events and developments in the Americas.
- 4.SP3.4: Use information about a source including the author, date, place of origin, intended audience, and purpose to evaluate the extent to which the source is useful for studying a topic.
- 4.SP3.5: Construct and present arguments and explanations using reasoning, examples, and details with relevant information and data from multiple sources.
- 4.SP3.6: Present summaries of arguments and explanations using print, oral, and digital technologies.
- 4.SP4.1: Explain probable causes and effects of events and developments.
- 4.SP4.2: Summarize the central claim in a secondary work of history.
- 4.SP4.3: Use evidence from multiple sources to develop and communicate claims about the causes and effects of events.

CIVICS

- 4.C1.1: Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities within the Americas.
 - Key concepts include but are not limited to governmental structures, views on property ownership and land use, representative assemblies, town meetings, colonial legislatures, and royal governments throughout the Americas in the time period being studied
- 4.C2.1: Use primary and secondary sources to generate questions about the concepts and ideas such as liberty, justice, equality, and individual rights.
 - Key concepts include but are not limited to oppression, slavery and the slave trade, indentured servitude, *The Mayflower Compact*, religious freedom, and European treatment of native cultures in the Americas

HISTORY

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

- 4.H2.1: Describe the cycles of conflict and compromise that occurred in the Americas during the convergence of Europeans, American Indians, and Africans in the Americas before and after European exploration.
- 4.H3.1: Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.
 - Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before European exploration
 - Key concepts include but are not limited to the influence of colonial governments on constitutional government (fundamental rights, rule of law, representative government, voting rights, separation of powers), how enslaved Africans drew upon their African past along with elements of new cultures to develop a distinct African-American culture, how religious tensions in the New England Colonies established colonies founded on religious tolerance, ways in which society expresses itself (art, music, dance, crafts, and writings), and how religious beliefs of groups like the Quakers and Spanish missionaries led to questions about the morality of slavery and ideas of equality

Overview of Unit 5: What Are the Responsibilities of Citizens?

Anchor Standard	Lesson 22	Lesson 23	Lesson 24
SP1	X	X	X
SP2	X	X	X
SP3	X	X	X
SP4	X	X	X
C1		X	X
C2	X	X	X
H3	X		

Lesson 22: What is the Role of the United States in the World Today?

DISCIPLINARY SKILLS AND PROCESSES

- 4.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 4.SP1.2: Compare life in specific historical time periods to life today.
- 4.SP1.3: Generate questions about individuals and groups who have shaped significant historical events.
 - Key individuals may include but are not limited to explorers, leaders (Mesoamerican, American Indian, and political), settlers, women, landowners, organizations, colonists, missionaries, and enslaved and free Africans
- 4.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives on issues and events.
 - Key issues may include but are not limited to slavery, exploration, property rights, and colonization

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

- 4.SP2.2: Explain connections among historical contexts and people’s perspectives at the time.
- 4.SP3.1: Develop questions about events and developments in the Americas.
- 4.SP3.5: Construct and present arguments and explanations using reasoning, examples, and details with relevant information and data from multiple sources.
- 4.SP3.6: Present summaries of arguments and explanations using print, oral, and digital technologies.
- 4.SP4.3: Use evidence from multiple sources to develop and communicate claims about the causes and effects of events.

CIVICS

- 4.C2.1: Use primary and secondary sources to generate questions about the concepts and ideas such as liberty, justice, equality, and individual rights.
 - Key concepts include but are not limited to oppression, slavery and the slave trade, indentured servitude, *The Mayflower Compact*, religious freedom, and European treatment of native cultures in the Americas

HISTORY

- 4.H3.1: Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.
 - Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before European exploration
 - Key concepts include but are not limited to the influence of colonial governments on constitutional government (fundamental rights, rule of law, representative government, voting rights, separation of powers), how enslaved Africans drew upon their African past along with elements of new cultures to develop a distinct African-American culture, how religious tensions in the New England Colonies established colonies founded on religious tolerance, ways in which society expresses itself (art, music, dance, crafts, and writings), and how religious beliefs of groups like the Quakers and Spanish missionaries led to questions about the morality of slavery and ideas of equality

Lesson 23: What Are Some Important Responsibilities of Citizens?

DISCIPLINARY SKILLS AND PROCESSES

- 4.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 4.SP1.2: Compare life in specific historical time periods to life today.
- 4.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives on issues and events.
 - Key issues may include but are not limited to slavery, exploration, property rights, and colonization
- 4.SP2.2: Explain connections among historical contexts and people’s perspectives at the time.
- 4.SP3.1: Develop questions about events and developments in the Americas.
- 4.SP3.2: Compare information provided by different sources about events and developments in the Americas.
- 4.SP3.3: Generate questions about multiple sources and their relationships to events and developments in the Americas.
- 4.SP3.4: Use information about a source including the author, date, place of origin, intended audience, and purpose to evaluate the extent to which the source is useful for studying a topic.
- 4.SP3.5: Construct and present arguments and explanations using reasoning, examples, and details with relevant information and data from multiple sources.
- 4.SP3.6: Present summaries of arguments and explanations using print, oral, and digital technologies.

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- 4.SP4.1: Explain probable causes and effects of events and developments.
- 4.SP4.2: Summarize the central claim in a secondary work of history.
- 4.SP4.3: Use evidence from multiple sources to develop and communicate claims about the causes and effects of events.

CIVICS

- 4.C1.1: Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities within the Americas.
 - Key concepts include but are not limited to governmental structures, views on property ownership and land use, representative assemblies, town meetings, colonial legislatures, and royal governments throughout the Americas in the time period being studied
- 4.C2.1: Use primary and secondary sources to generate questions about the concepts and ideas such as liberty, justice, equality, and individual rights.
 - Key concepts include but are not limited to oppression, slavery and the slave trade, indentured servitude, *The Mayflower Compact*, religious freedom, and European treatment of native cultures in the Americas

Lesson 24: How Can Citizens Promote the Common Good?

DISCIPLINARY SKILLS AND PROCESSES

- 4.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 4.SP1.2: Compare life in specific historical time periods to life today.
- 4.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives on issues and events.
 - Key issues may include but are not limited to slavery, exploration, property rights, and colonization
- 4.SP2.2: Explain connections among historical contexts and people’s perspectives at the time.
- 4.SP3.1: Develop questions about events and developments in the Americas.
- 4.SP3.2: Compare information provided by different sources about events and developments in the Americas.
- 4.SP3.3: Generate questions about multiple sources and their relationships to events and developments in the Americas.
- 4.SP3.4: Use information about a source including the author, date, place of origin, intended audience, and purpose to evaluate the extent to which the source is useful for studying a topic.
- 4.SP3.5: Construct and present arguments and explanations using reasoning, examples, and details with relevant information and data from multiple sources.
- 4.SP3.6: Present summaries of arguments and explanations using print, oral, and digital technologies.
- 4.SP4.1: Explain probable causes and effects of events and developments.
- 4.SP4.2: Summarize the central claim in a secondary work of history.
- 4.SP4.3: Use evidence from multiple sources to develop and communicate claims about the causes and effects of events.

CIVICS

- 4.C1.1: Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities within the Americas.
 - Key concepts include but are not limited to governmental structures, views on property ownership and land use, representative assemblies, town meetings, colonial legislatures, and royal governments throughout the Americas in the time period being studied

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

- 4.C2.1: Use primary and secondary sources to generate questions about the concepts and ideas such as liberty, justice, equality, and individual rights.
 - Key concepts include but are not limited to oppression, slavery and the slave trade, indentured servitude, *The Mayflower Compact*, religious freedom, and European treatment of native cultures in the Americas

5th Grade

Overview of Unit 1: What Basic Ideas About Government Did the Founders Have?

Anchor Standard	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
SP1	X	X	X	X	X	X
SP2	X	X	X	X	X	X
SP3	X	X	X	X	X	X
SP4	X	X	X	X	X	X
C2	X	X	X	X	X	X
C3	X	X	X		X	X
C4	X	X	X	X	X	X
E1	X				X	
E2				X	X	
E3	X		X		X	
E4	X				X	
E5				X		
G1	X					
G2	X					
G3	X					
G4	X					
H2	X	X	X	X	X	X
H4	X		X		X	

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

DISCIPLINARY SKILLS AND PROCESSES

- 5.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 5.SP1.3: Generate questions about individuals and groups who have shaped significant historical changes and continuities.
 - Key individuals or groups should represent the time- period being studied and be inclusive of the diversity represented in the history of the United States
- 5.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives.
 - Key individuals and groups can include but are not limited to a loyalist and patriots, federalist and anti-federalist, Hamilton and Jefferson, abolitionists and slave owners, Abraham Lincoln and John C. Calhoun, southerners and northerners, labor and business, nativists and immigrants, and American Indians and settlers
 - Key issues and events can include but are not limited to federalism, constitutional interpretation, individual liberties, slavery, Jim Crow Laws and segregation, secession, westward expansion, Indian boarding schools, immigration, Manifest Destiny, worker's rights, and women's rights
- 5.SP3.1: Develop compelling and supporting questions about the United States that are open to different interpretations.
- 5.SP3.2: Use distinctions among fact and opinion to determine the credibility of multiple sources.
- 5.SP3.3: Compare information provided by multiple sources about events and developments in the United States.
- 5.SP3.4: Infer the intended audience and purpose of a source from information within the source itself.
- 5.SP4.1: Explain probable causes and effects of events and developments in United States history from the revolutionary period to the rise of industry and urbanization.
 - Events include but are not limited to the American Revolution, Constitutional Convention, Civil War, Reconstruction, westward expansion, industrialism, and urbanization
- 5.SP4.2: Use evidence to develop a claim about the past.

CIVICS

- 5.C2.1: Explain how a republic relies on people's responsible participation within the context of key historical events pre-American Revolution to Industrialization.
 - Key concepts include but are not limited to volunteerism, joining associations and groups, joining political parties, using the First Amendment (free speech, religion, press, assembly, petition), censorship, voting in elections, running for office, working on campaigns, bringing cases to court, civil disobedience, protest movements, and serving in the military
- 5.C3.1: Describe the origins, functions, and structure of the United States Constitution and the three branches of government.
 - Key origins include historical and philosophical influences like the government structures of Ancient Greece and Rome, Enlightenment thinkers like John Locke, British documents like the Magna Carta, colonial governments, the Articles of Confederation, and the compromises and ratification debates of the Constitutional Convention Key functions of the United States government as outlined in the Preamble
 - Key structures include distributing, sharing, and limiting powers of the national government through separation of powers, checks and balances, and federalism

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

- Key organization of the Constitution include the Preamble, seven Articles, and Amendments (including the Bill of Rights)
- 5.C4.1: Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.
 - Key concepts can include but are not limited to the purpose of the Declaration of Independence, the creation of the Constitution, the formation and development of social and reform movements, and responses to industrialism and poverty at the turn of the century

ECONOMICS

- 5.E1.1: Give examples of financial risks that individuals and households face within the context of the time period studied.
- 5.E3.1: Develop an understanding of the characteristics of entrepreneurship within a market economy and apply these characteristics to individuals during the time-period studied.
 - Characteristics include but are not limited to risk taking, innovation, and problem solving
- 5.E4.1: Describe how government decisions on taxation, spending, protections, and regulation affected the national economy during the time-period being studied
- 5.E4.2: Analyze how agriculture, new industries, innovative technologies, changes in transportation, and labor impacted the national economy including productivity, supply and demand, and price during the time-period being studied.
- 5.E5.1: Generate questions to explain how trade leads to increasing economic interdependence on different nations.
 - Key concepts include but are not limited to products that are imported into markets within the United States and products that are exported to other markets in the world

GEOGRAPHY

- 5.G1.1: Use and construct maps and graphs to represent changes in the United States.
 - Key concepts include but are not limited to physical and human features of the United States, the regions of the United States and their characteristics, geographic location of major events, the growth of the United States through territorial expansion, demographic changes, and the states and their capitals
- 5.G2.1: Describe how natural and human-caused changes to habitats or climate can impact our world.
- 5.G3.1: Use key historical events with geographic tools to analyze the causes and effects of environmental and technological events on human settlements and migration.
 - Key concepts include but are not limited to consequences of territorial expansion on American Indians, the institution of slavery, the positive and negative impact of new technologies on the environment and the growth of cities, and the impact of transportation and infrastructure on settlement and migration
- 5G4.1: Describe how economic activities, natural phenomena, and human-made events in one place or region are impacted by interactions with nearby and distant places or regions.

HISTORY

- 5.H2.1: Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.
 - Key conflicts can include but are not limited to cultural conflicts, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability
- 5.H4.1: Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States' multicultural society within the historical timeframe.

Lesson 2: Why Did the Founders Believe that People Needed a Government?

DISCIPLINARY SKILLS AND PROCESSES

- 5.SP1.2: Explain how events of the past affect students’ lives and society.
- 5.SP1.3: Generate questions about individuals and groups who have shaped significant historical changes and continuities.
 - Key individuals or groups should represent the time- period being studied and be inclusive of the diversity represented in the history of the United States
- 5.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives.
 - Key individuals and groups can include but are not limited to a loyalist and patriots, federalist and anti-federalist, Hamilton and Jefferson, abolitionists and slave owners, Abraham Lincoln and John C. Calhoun, southerners and northerners, labor and business, nativists and immigrants, and American Indians and settlers
 - Key issues and events can include but are not limited to federalism, constitutional interpretation, individual liberties, slavery, Jim Crow Laws and segregation, secession, westward expansion, Indian boarding schools, immigration, Manifest Destiny, worker’s rights, and women’s rights
- 5.SP3.6: Construct and present arguments using claims and evidence from multiple sources.
- 5.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.
- 5.SP4.1: Explain probable causes and effects of events and developments in United States history from the revolutionary period to the rise of industry and urbanization.
 - Events include but are not limited to the American Revolution, Constitutional Convention, Civil War, Reconstruction, westward expansion, industrialism, and urbanization

CIVICS

- 5.C2.1: Explain how a republic relies on people’s responsible participation within the context of key historical events pre-American Revolution to Industrialization.
 - Key concepts include but are not limited to volunteerism, joining associations and groups, joining political parties, using the First Amendment (free speech, religion, press, assembly, petition), censorship, voting in elections, running for office, working on campaigns, bringing cases to court, civil disobedience, protest movements, and serving in the military
- 5.C3.1: Describe the origins, functions, and structure of the United States Constitution and the three branches of government.
 - Key origins include historical and philosophical influences like the government structures of Ancient Greece and Rome, Enlightenment thinkers like John Locke, British documents like the Magna Carta, colonial governments, the Articles of Confederation, and the compromises and ratification debates of the Constitutional Convention Key functions of the United States government as outlined in the Preamble
 - Key structures include distributing, sharing, and limiting powers of the national government through separation of powers, checks and balances, and federalism
 - Key organization of the Constitution include the Preamble, seven Articles, and Amendments (including the Bill of Rights)
- 5.C4.1: Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.

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

- Key concepts can include but are not limited to the purpose of the Declaration of Independence, the creation of the Constitution, the formation and development of social and reform movements, and responses to industrialism and poverty at the turn of the century
- 5.C4.2: Use a range of deliberative and democratic procedures to make decisions about and act on issues and civic problems in their classrooms and schools.

HISTORY

- 5.H2.1: Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.
 - Key conflicts can include but are not limited to cultural conflicts, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability

Lesson 3: What is a Republican Government?

DISCIPLINARY SKILLS AND PROCESSES

- 5.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 5.SP1.2: Explain how events of the past affect students' lives and society.
- 5.SP1.3: Generate questions about individuals and groups who have shaped significant historical changes and continuities.
 - Key individuals or groups should represent the time- period being studied and be inclusive of the diversity represented in the history of the United States
- 5.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives
 - Key individuals and groups can include but are not limited to a loyalist and patriots, federalist and anti-federalist, Hamilton and Jefferson, abolitionists and slave owners, Abraham Lincoln and John C. Calhoun, southerners and northerners, labor and business, nativists and immigrants, and American Indians and settlers
 - Key issues and events can include but are not limited to federalism, constitutional interpretation, individual liberties, slavery, Jim Crow Laws and segregation, secession, westward expansion, Indian boarding schools, immigration, Manifest Destiny, worker's rights, and women's rights
- 5.SP3.5: Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.
- 5.SP4.1: Explain probable causes and effects of events and developments in United States history from the revolutionary period to the rise of industry and urbanization.
 - Events include but are not limited to the American Revolution, Constitutional Convention, Civil War, Reconstruction, westward expansion, industrialism, and urbanization
- 5.SP4.2: Use evidence to develop a claim about the past.

CIVICS

- 5.C2.1: Explain how a republic relies on people's responsible participation within the context of key historical events pre-American Revolution to Industrialization.
 - Key concepts include but are not limited to volunteerism, joining associations and groups, joining political parties, using the First Amendment (free speech, religion, press, assembly, petition), censorship, voting in elections, running for office, working on campaigns, bringing cases to court, civil disobedience, protest movements, and serving in the military

- 5.C3.1: Describe the origins, functions, and structure of the United States Constitution and the three branches of government.
 - Key origins include historical and philosophical influences like the government structures of Ancient Greece and Rome, Enlightenment thinkers like John Locke, British documents like the Magna Carta, colonial governments, the Articles of Confederation, and the compromises and ratification debates of the Constitutional Convention
 - Key functions of the United States government as outlined in the Preamble
 - Key structures include distributing, sharing, and limiting powers of the national government through separation of powers, checks and balances, and federalism
 - Key organization of the Constitution include the Preamble, seven Articles, and Amendments (including the Bill of Rights)
- 5.C4.1: Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.
 - Key concepts can include but are not limited to the purpose of the Declaration of Independence, the creation of the Constitution, the formation and development of social and reform movements, and responses to industrialism and poverty at the turn of the century
- 5.C4.2: Use a range of deliberative and democratic procedures to make decisions about and act on issues and civic problems in their classrooms and schools.

ECONOMICS

- 5.E3.1: Develop an understanding of the characteristics of entrepreneurship within a market economy and apply these characteristics to individuals during the time-period studied.
 - Characteristics include but are not limited to risk taking, innovation, and problem solving

HISTORY

- 5.H2.1: Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.
 - Key conflicts can include but are not limited to cultural conflicts, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability
- 5.H4.1: Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States’ multicultural society within the historical timeframe.

Lesson 4: What is a Constitutional Government?

DISCIPLINARY SKILLS AND PROCESSES

- 5.SP1.2: Explain how events of the past affect students’ lives and society.
- 5.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives.
 - Key individuals and groups can include but are not limited to a loyalist and patriots, federalist and anti-federalist, Hamilton and Jefferson, abolitionists and slave owners, Abraham Lincoln and John C. Calhoun, southerners and northerners, labor and business, nativists and immigrants, and American Indians and settlers
 - Key issues and events can include but are not limited to federalism, constitutional interpretation, individual liberties, slavery, Jim Crow Laws and segregation, secession, westward expansion, Indian boarding schools, immigration, Manifest Destiny, worker’s rights, and women’s rights
- 5.SP3.3: Compare information provided by multiple sources about events and developments in the United States.

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- 5.SP3.4: Infer the intended audience and purpose of a source from information within the source itself.
- 5.SP3.5: Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.
- 5.SP3.6: Construct and present arguments using claims and evidence from multiple sources.
- 5.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.
- 5.SP4.1: Explain probable causes and effects of events and developments in United States history from the revolutionary period to the rise of industry and urbanization.
 - Events include but are not limited to the American Revolution, Constitutional Convention, Civil War, Reconstruction, westward expansion, industrialism, and urbanization

CIVICS

- 5.C2.1: Explain how a republic relies on people’s responsible participation within the context of key historical events pre-American Revolution to Industrialization.
 - Key concepts include but are not limited to volunteerism, joining associations and groups, joining political parties, using the First Amendment (free speech, religion, press, assembly, petition), censorship, voting in elections, running for office, working on campaigns, bringing cases to court, civil disobedience, protest movements, and serving in the military
- 5.C4.1: Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.
 - Key concepts can include but are not limited to the purpose of the Declaration of Independence, the creation of the Constitution, the formation and development of social and reform movements, and responses to industrialism and poverty at the turn of the century
- 5.C4.2: Use a range of deliberative and democratic procedures to make decisions about and act on issues and civic problems in their classrooms and schools.

ECONOMICS

- 5.E2.1: Compare the benefits and costs of individual choices within the context of key historical events.
 - Key concepts can include but are not limited to smuggling during the American Revolution, separating from England, economic powers outlined in the Constitution, slavery, secession, territorial expansion, and unregulated industry

HISTORY

- 5.H2.1: Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.
 - Key conflicts can include but are not limited to cultural conflicts, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability
- 5.H4.1: Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States’ multicultural society within the historical timeframe.

Lesson 5: What Ideas Did the Founders Use in the Declaration of Independence?

DISCIPLINARY SKILLS AND PROCESSES

- 5.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 5.SP1.2: Explain how events of the past affect students’ lives and society.

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- 5.SP1.3: Generate questions about individuals and groups who have shaped significant historical changes and continuities.
 - Key individuals or groups should represent the time- period being studied and be inclusive of the diversity represented in the history of the United States
- 5.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives.
 - Key individuals and groups can include but are not limited to a loyalist and patriots, federalist and anti-federalist, Hamilton and Jefferson, abolitionists and slave owners, Abraham Lincoln and John C. Calhoun, southerners and northerners, labor and business, nativists and immigrants, and American Indians and settlers
 - Key issues and events can include but are not limited to federalism, constitutional interpretation, individual liberties, slavery, Jim Crow Laws and segregation, secession, westward expansion, Indian boarding schools, immigration, Manifest Destiny, worker’s rights, and women’s rights
- 5.SP3.3: Compare information provided by multiple sources about events and developments in the United States.
- 5.SP3.4: Infer the intended audience and purpose of a source from information within the source itself.
- 5.SP3.5: Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.
- 5.SP3.6: Construct and present arguments using claims and evidence from multiple sources.
- 5.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.
- 5.SP4.1: Explain probable causes and effects of events and developments in United States history from the revolutionary period to the rise of industry and urbanization.
 - Events include but are not limited to the American Revolution, Constitutional Convention, Civil War, Reconstruction, westward expansion, industrialism, and urbanization
- 5.SP4.2: Use evidence to develop a claim about the past.
- 5.SP4.3: Summarize the central claim in a secondary source.

CIVICS

- 5.C2.1: Explain how a republic relies on people’s responsible participation within the context of key historical events pre-American Revolution to Industrialization.
 - Key concepts include but are not limited to volunteerism, joining associations and groups, joining political parties, using the First Amendment (free speech, religion, press, assembly, petition), censorship, voting in elections, running for office, working on campaigns, bringing cases to court, civil disobedience, protest movements, and serving in the military
- 5.C3.1: Describe the origins, functions, and structure of the United States Constitution and the three branches of government.
 - Key origins include historical and philosophical influences like the government structures of Ancient Greece and Rome, Enlightenment thinkers like John Locke, British documents like the Magna Carta, colonial governments, the Articles of Confederation, and the compromises and ratification debates of the Constitutional Convention Key functions of the United States government as outlined in the Preamble
 - Key structures include distributing, sharing, and limiting powers of the national government through separation of powers, checks and balances, and federalism

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- Key organization of the Constitution include the Preamble, seven Articles, and Amendments (including the Bill of Rights)
- 5.C4.1: Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.
 - Key concepts can include but are not limited to the purpose of the Declaration of Independence, the creation of the Constitution, the formation and development of social and reform movements, and responses to industrialism and poverty at the turn of the century
- 5.C4.2: Use a range of deliberative and democratic procedures to make decisions about and act on issues and civic problems in their classrooms and schools.

ECONOMICS

- 5.E1.1: Give examples of financial risks that individuals and households face within the context of the time period studied.
- 5.E2.1: Compare the benefits and costs of individual choices within the context of key historical events.
 - Key concepts can include but are not limited to smuggling during the American Revolution, separating from England, economic powers outlined in the Constitution, slavery, secession, territorial expansion, and unregulated industry
- 5.E3.1: Develop an understanding of the characteristics of entrepreneurship within a market economy and apply these characteristics to individuals during the time-period studied.
 - Characteristics include but are not limited to risk taking, innovation, and problem solving
- 5.E4.1: Describe how government decisions on taxation, spending, protections, and regulation affected the national economy during the time-period being studied.
- 5.E4.2: Analyze how agriculture, new industries, innovative technologies, changes in transportation, and labor impacted the national economy including productivity, supply and demand, and price during the time-period being studied.
- 5.E5.1: Generate questions to explain how trade leads to increasing economic interdependence on different nations.
 - Key concepts include but are not limited to products that are imported into markets within the United States and products that are exported to other markets in the world

HISTORY

- 5.H2.1: Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.
 - Key conflicts can include but are not limited to cultural conflicts, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability
- 5.H4.1: Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States’ multicultural society within the historical timeframe.

Lesson 6: What Were the First State Governments Like?

DISCIPLINARY SKILLS AND PROCESSES

- 5.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 5.SP1.2: Explain how events of the past affect students’ lives and society.
- 5.SP1.3: Generate questions about individuals and groups who have shaped significant historical changes and continuities.

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- Key individuals or groups should represent the time- period being studied and be inclusive of the diversity represented in the history of the United States
- 5.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives.
 - Key individuals and groups can include but are not limited to a loyalist and patriots, federalist and anti-federalist, Hamilton and Jefferson, abolitionists and slave owners, Abraham Lincoln and John C. Calhoun, southerners and northerners, labor and business, nativists and immigrants, and American Indians and settlers
 - Key issues and events can include but are not limited to federalism, constitutional interpretation, individual liberties, slavery, Jim Crow Laws and segregation, secession, westward expansion, Indian boarding schools, immigration, Manifest Destiny, worker’s rights, and women’s rights
- 5.SP3.3: Compare information provided by multiple sources about events and developments in the United States.
- 5.SP3.4: Infer the intended audience and purpose of a source from information within the source itself.
- 5.SP3.5: Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.
- 5.SP3.6: Construct and present arguments using claims and evidence from multiple sources.
- 5.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.
- 5.SP4.1: Explain probable causes and effects of events and developments in United States history from the revolutionary period to the rise of industry and urbanization.
 - Events include but are not limited to the American Revolution, Constitutional Convention, Civil War, Reconstruction, westward expansion, industrialism, and urbanization

CIVICS

- 5.C2.1: Explain how a republic relies on people’s responsible participation within the context of key historical events pre-American Revolution to Industrialization.
 - Key concepts include but are not limited to volunteerism, joining associations and groups, joining political parties, using the First Amendment (free speech, religion, press, assembly, petition), censorship, voting in elections, running for office, working on campaigns, bringing cases to court, civil disobedience, protest movements, and serving in the military
- 5.C3.1: Describe the origins, functions, and structure of the United States Constitution and the three branches of government.
 - Key origins include historical and philosophical influences like the government structures of Ancient Greece and Rome, Enlightenment thinkers like John Locke, British documents like the Magna Carta, colonial governments, the Articles of Confederation, and the compromises and ratification debates of the Constitutional Convention Key functions of the United States government as outlined in the Preamble
 - Key structures include distributing, sharing, and limiting powers of the national government through separation of powers, checks and balances, and federalism
 - Key organization of the Constitution include the Preamble, seven Articles, and Amendments (including the Bill of Rights)
- 5.C4.1: Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.

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- Key concepts can include but are not limited to the purpose of the Declaration of Independence, the creation of the Constitution, the formation and development of social and reform movements, and responses to industrialism and poverty at the turn of the century
- 5.C4.2: Use a range of deliberative and democratic procedures to make decisions about and act on issues and civic problems in their classrooms and schools.

HISTORY

- 5.H2.1: Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.
 - Key conflicts can include but are not limited to cultural conflicts, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability
- 5.H4.1: Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States’ multicultural society within the historical timeframe.

Overview of Unit 2: How Did the Framers Write Our Constitution?

Anchor Standard	Lesson 7	Lesson 8	Lesson 9	Lesson 10
SP1	X	X	X	X
SP2	X	X	X	X
SP3	X	X	X	X
SP4	X	X	X	X
C2	X	X	X	X
C3	X	X	X	X
C4	X	X	X	X
E1	X		X	X
E2	X	X	X	X
E3	X	X		X
E4	X	X	X	X
E5	X			X
G1	X		X	X
G3			X	X
G4	X		X	X

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H2	X	X	X	X
H4	X	X	X	X

Lesson 7: What Was the First National Government Like?

DISCIPLINARY SKILLS AND PROCESSES

- 5.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 5.SP1.2: Explain how events of the past affect students' lives and society.
- 5.SP1.3: Generate questions about individuals and groups who have shaped significant historical changes and continuities.
 - Key individuals or groups should represent the time- period being studied and be inclusive of the diversity represented in the history of the United States
- 5.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives.
 - Key individuals and groups can include but are not limited to a loyalist and patriots, federalist and anti-federalist, Hamilton and Jefferson, abolitionists and slave owners, Abraham Lincoln and John C. Calhoun, southerners and northerners, labor and business, nativists and immigrants, and American Indians and settlers
 - Key issues and events can include but are not limited to federalism, constitutional interpretation, individual liberties, slavery, Jim Crow Laws and segregation, secession, westward expansion, Indian boarding schools, immigration, Manifest Destiny, worker's rights, and women's rights
- 5.SP3.1: Develop compelling and supporting questions about the United States that are open to different interpretations.
- 5.SP3.2: Use distinctions among fact and opinion to determine the credibility of multiple sources.
- 5.SP3.3: Compare information provided by multiple sources about events and developments in the United States.
- 5.SP3.4: Infer the intended audience and purpose of a source from information within the source itself.
- 5.SP4.1: Explain probable causes and effects of events and developments in United States history from the revolutionary period to the rise of industry and urbanization.
 - Events include but are not limited to the American Revolution, Constitutional Convention, Civil War, Reconstruction, westward expansion, industrialism, and urbanization
- 5.SP4.2: Use evidence to develop a claim about the past.
- 5.SP4.3: Summarize the central claim in a secondary source.

CIVICS

- 5.C2.1: Explain how a republic relies on people's responsible participation within the context of key historical events pre-American Revolution to Industrialization.
 - Key concepts include but are not limited to volunteerism, joining associations and groups, joining political parties, using the First Amendment (free speech, religion, press, assembly, petition), censorship, voting in elections, running for office, working on campaigns, bringing cases to court, civil disobedience, protest movements, and serving in the military
- 5.C3.1: Describe the origins, functions, and structure of the United States Constitution and the three branches of government.

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- Key origins include historical and philosophical influences like the government structures of Ancient Greece and Rome, Enlightenment thinkers like John Locke, British documents like the Magna Carta, colonial governments, the Articles of Confederation, and the compromises and ratification debates of the Constitutional Convention Key functions of the United States government as outlined in the Preamble
- Key structures include distributing, sharing, and limiting powers of the national government through separation of powers, checks and balances, and federalism
- Key organization of the Constitution include the Preamble, seven Articles, and Amendments (including the Bill of Rights)
- 5.C4.1: Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.
 - Key concepts can include but are not limited to the purpose of the Declaration of Independence, the creation of the Constitution, the formation and development of social and reform movements, and responses to industrialism and poverty at the turn of the century

ECONOMICS

- 5.E1.1: Give examples of financial risks that individuals and households face within the context of the time period studied.
- 5.E2.1: Compare the benefits and costs of individual choices within the context of key historical events.
 - Key concepts can include but are not limited to smuggling during the American Revolution, separating from England, economic powers outlined in the Constitution, slavery, secession, territorial expansion, and unregulated industry
- 5.E3.1: Develop an understanding of the characteristics of entrepreneurship within a market economy and apply these characteristics to individuals during the time-period studied.
 - Characteristics include but are not limited to risk taking, innovation, and problem solving
- 5.E4.1: Describe how government decisions on taxation, spending, protections, and regulation affected the national economy during the time-period being studied
- 5.E4.2: Analyze how agriculture, new industries, innovative technologies, changes in transportation, and labor impacted the national economy including productivity, supply and demand, and price during the time-period being studied.
- 5.E5.1: Generate questions to explain how trade leads to increasing economic interdependence on different nations.
 - Key concepts include but are not limited to products that are imported into markets within the United States and products that are exported to other markets in the world

GEOGRAPHY

- 5.G1.1: Use and construct maps and graphs to represent changes in the United States.
 - Key concepts include but are not limited to physical and human features of the United States, the regions of the United States and their characteristics, geographic location of major events, the growth of the United States through territorial expansion, demographic changes, and the states and their capitals
- 5G4.1: Describe how economic activities, natural phenomena, and human-made events in one place or region are impacted by interactions with nearby and distant places or regions.

HISTORY

- 5.H2.1: Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.
 - Key conflicts can include but are not limited to cultural conflicts, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability

- 5.H4.1: Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States’ multicultural society within the historical timeframe.

Lesson 8: How Was the Philadelphia Convention Organized?

DISCIPLINARY SKILLS AND PROCESSES

- 5.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 5.SP1.2: Explain how events of the past affect students’ lives and society.
- 5.SP1.3: Generate questions about individuals and groups who have shaped significant historical changes and continuities.
 - Key individuals or groups should represent the time- period being studied and be inclusive of the diversity represented in the history of the United States
- 5.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives
 - Key individuals and groups can include but are not limited to a loyalist and patriots, federalist and anti-federalist, Hamilton and Jefferson, abolitionists and slave owners, Abraham Lincoln and John C. Calhoun, southerners and northerners, labor and business, nativists and immigrants, and American Indians and settlers
 - Key issues and events can include but are not limited to federalism, constitutional interpretation, individual liberties, slavery, Jim Crow Laws and segregation, secession, westward expansion, Indian boarding schools, immigration, Manifest Destiny, worker’s rights, and women’s rights
- 5.SP3.1: Develop compelling and supporting questions about the United States that are open to different interpretations.
- 5.SP3.2: Use distinctions among fact and opinion to determine the credibility of multiple sources.
- 5.SP3.3: Compare information provided by multiple sources about events and developments in the United States.
- 5.SP3.4: Infer the intended audience and purpose of a source from information within the source itself.
- 5.SP4.1: Explain probable causes and effects of events and developments in United States history from the revolutionary period to the rise of industry and urbanization.
 - Events include but are not limited to the American Revolution, Constitutional Convention, Civil War, Reconstruction, westward expansion, industrialism, and urbanization
- 5.SP4.2: Use evidence to develop a claim about the past.
- 5.SP4.3: Summarize the central claim in a secondary source.

CIVICS

- 5.C2.1: Explain how a republic relies on people’s responsible participation within the context of key historical events pre-American Revolution to Industrialization.
 - Key concepts include but are not limited to volunteerism, joining associations and groups, joining political parties, using the First Amendment (free speech, religion, press, assembly, petition), censorship, voting in elections, running for office, working on campaigns, bringing cases to court, civil disobedience, protest movements, and serving in the military
- 5.C3.1: Describe the origins, functions, and structure of the United States Constitution and the three branches of government.
 - Key origins include historical and philosophical influences like the government structures of Ancient Greece and Rome, Enlightenment thinkers like John Locke, British documents like the Magna Carta,

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colonial governments, the Articles of Confederation, and the compromises and ratification debates of the Constitutional Convention Key functions of the United States government as outlined in the Preamble

- Key structures include distributing, sharing, and limiting powers of the national government through separation of powers, checks and balances, and federalism
- Key organization of the Constitution include the Preamble, seven Articles, and Amendments (including the Bill of Rights)
- 5.C4.1: Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.
 - Key concepts can include but are not limited to the purpose of the Declaration of Independence, the creation of the Constitution, the formation and development of social and reform movements, and responses to industrialism and poverty at the turn of the century
- 5.C4.2: Use a range of deliberative and democratic procedures to make decisions about and act on issues and civic problems in their classrooms and schools.

ECONOMICS

- 5.E2.1: Compare the benefits and costs of individual choices within the context of key historical events.
 - Key concepts can include but are not limited to smuggling during the American Revolution, separating from England, economic powers outlined in the Constitution, slavery, secession, territorial expansion, and unregulated industry
- 5.E3.1: Develop an understanding of the characteristics of entrepreneurship within a market economy and apply these characteristics to individuals during the time-period studied.
 - Characteristics include but are not limited to risk taking, innovation, and problem solving
- 5.E4.1: Describe how government decisions on taxation, spending, protections, and regulation affected the national economy during the time-period being studied.
- 5.E4.2: Analyze how agriculture, new industries, innovative technologies, changes in transportation, and labor impacted the national economy including productivity, supply and demand, and price during the time-period being studied.

HISTORY

- 5.H2.1: Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.
 - Key conflicts can include but are not limited to cultural conflicts, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability
- 5.H4.1: Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States’ multicultural society within the historical timeframe.

Lesson 9: How Many Representatives Should Each State Have in Congress?

DISCIPLINARY SKILLS AND PROCESSES

- 5.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 5.SP1.2: Explain how events of the past affect students’ lives and society.
- 5.SP1.3: Generate questions about individuals and groups who have shaped significant historical changes and continuities.
 - Key individuals or groups should represent the time- period being studied and be inclusive of the diversity represented in the history of the United States

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- 5.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives.
 - Key individuals and groups can include but are not limited to a loyalist and patriots, federalist and anti-federalist, Hamilton and Jefferson, abolitionists and slave owners, Abraham Lincoln and John C. Calhoun, southerners and northerners, labor and business, nativists and immigrants, and American Indians and settlers
 - Key issues and events can include but are not limited to federalism, constitutional interpretation, individual liberties, slavery, Jim Crow Laws and segregation, secession, westward expansion, Indian boarding schools, immigration, Manifest Destiny, worker’s rights, and women’s rights
- 5.SP3.1: Develop compelling and supporting questions about the United States that are open to different interpretations.
- 5.SP3.2: Use distinctions among fact and opinion to determine the credibility of multiple sources.
- 5.SP3.3: Compare information provided by multiple sources about events and developments in the United States.
- 5.SP3.4: Infer the intended audience and purpose of a source from information within the source itself.
- 5.SP3.5: Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.
- 5.SP3.6: Construct and present arguments using claims and evidence from multiple sources.
- 5.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.
- 5.SP4.1: Explain probable causes and effects of events and developments in United States history from the revolutionary period to the rise of industry and urbanization.
 - Events include but are not limited to the American Revolution, Constitutional Convention, Civil War, Reconstruction, westward expansion, industrialism, and urbanization
- 5.SP4.2: Use evidence to develop a claim about the past.
- 5.SP4.3: Summarize the central claim in a secondary source.

CIVICS

- 5.C2.1: Explain how a republic relies on people’s responsible participation within the context of key historical events pre-American Revolution to Industrialization.
 - Key concepts include but are not limited to volunteerism, joining associations and groups, joining political parties, using the First Amendment (free speech, religion, press, assembly, petition), censorship, voting in elections, running for office, working on campaigns, bringing cases to court, civil disobedience, protest movements, and serving in the military
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- 5.C4.1: Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.
 - Key concepts can include but are not limited to the purpose of the Declaration of Independence, the creation of the Constitution, the formation and development of social and reform movements, and responses to industrialism and poverty at the turn of the century
- 5.C4.2: Use a range of deliberative and democratic procedures to make decisions about and act on issues and civic problems in their classrooms and schools.

ECONOMICS

- 5.E1.1: Give examples of financial risks that individuals and households face within the context of the time period studied.
- 5.E2.1: Compare the benefits and costs of individual choices within the context of key historical events.
 - Key concepts can include but are not limited to smuggling during the American Revolution, separating from England, economic powers outlined in the Constitution, slavery, secession, territorial expansion, and unregulated industry
- 5.E4.1: Describe how government decisions on taxation, spending, protections, and regulation affected the national economy during the time-period being studied.
- 5.E4.2: Analyze how agriculture, new industries, innovative technologies, changes in transportation, and labor impacted the national economy including productivity, supply and demand, and price during the time-period being studied.

GEOGRAPHY

- 5.G1.1: Use and construct maps and graphs to represent changes in the United States.
 - Key concepts include but are not limited to physical and human features of the United States, the regions of the United States and their characteristics, geographic location of major events, the growth of the United States through territorial expansion, demographic changes, and the states and their capitals
- 5.G3.1: Use key historical events with geographic tools to analyze the causes and effects of environmental and technological events on human settlements and migration.
 - Key concepts include but are not limited to consequences of territorial expansion on American Indians, the institution of slavery, the positive and negative impact of new technologies on the environment and the growth of cities, and the impact of transportation and infrastructure on settlement and migration
- 5.G4.1: Describe how economic activities, natural phenomena, and human-made events in one place or region are impacted by interactions with nearby and distant places or regions.

HISTORY

- 5.H2.1: Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.
 - Key conflicts can include but are not limited to cultural conflicts, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability
- 5.H4.1: Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States’ multicultural society within the historical timeframe.

Lesson 10: What Did the Framers Do About the Problem of Slavery?

DISCIPLINARY SKILLS AND PROCESSES

- 5.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.

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- 5.SP1.2: Explain how events of the past affect students’ lives and society.
- 5.SP1.3: Generate questions about individuals and groups who have shaped significant historical changes and continuities.
 - Key individuals or groups should represent the time- period being studied and be inclusive of the diversity represented in the history of the United States
- 5.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives.
 - Key individuals and groups can include but are not limited to a loyalist and patriots, federalist and anti-federalist, Hamilton and Jefferson, abolitionists and slave owners, Abraham Lincoln and John C. Calhoun, southerners and northerners, labor and business, nativists and immigrants, and American Indians and settlers
 - Key issues and events can include but are not limited to federalism, constitutional interpretation, individual liberties, slavery, Jim Crow Laws and segregation, secession, westward expansion, Indian boarding schools, immigration, Manifest Destiny, worker’s rights, and women’s rights
- 5.SP3.1: Develop compelling and supporting questions about the United States that are open to different interpretations.
- 5.SP3.4: Infer the intended audience and purpose of a source from information within the source itself.
- 5.SP4.1: Explain probable causes and effects of events and developments in United States history from the revolutionary period to the rise of industry and urbanization.
 - Events include but are not limited to the American Revolution, Constitutional Convention, Civil War, Reconstruction, westward expansion, industrialism, and urbanization
- 5.SP4.2: Use evidence to develop a claim about the past.
- 5.SP4.3: Summarize the central claim in a secondary source.

CIVICS

- 5.C2.1: Explain how a republic relies on people’s responsible participation within the context of key historical events pre-American Revolution to Industrialization.
 - Key concepts include but are not limited to volunteerism, joining associations and groups, joining political parties, using the First Amendment (free speech, religion, press, assembly, petition), censorship, voting in elections, running for office, working on campaigns, bringing cases to court, civil disobedience, protest movements, and serving in the military
- 5.C3.1: Describe the origins, functions, and structure of the United States Constitution and the three branches of government.
 - Key origins include historical and philosophical influences like the government structures of Ancient Greece and Rome, Enlightenment thinkers like John Locke, British documents like the Magna Carta, colonial governments, the Articles of Confederation, and the compromises and ratification debates of the Constitutional Convention Key functions of the United States government as outlined in the Preamble
 - Key structures include distributing, sharing, and limiting powers of the national government through separation of powers, checks and balances, and federalism
 - Key organization of the Constitution include the Preamble, seven Articles, and Amendments (including the Bill of Rights)
- 5.C4.1: Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.

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- Key concepts can include but are not limited to the purpose of the Declaration of Independence, the creation of the Constitution, the formation and development of social and reform movements, and responses to industrialism and poverty at the turn of the century

ECONOMICS

- 5.E1.1: Give examples of financial risks that individuals and households face within the context of the time period studied.
- 5.E2.1: Compare the benefits and costs of individual choices within the context of key historical events.
 - Key concepts can include but are not limited to smuggling during the American Revolution, separating from England, economic powers outlined in the Constitution, slavery, secession, territorial expansion, and unregulated industry
- 5.E3.1: Develop an understanding of the characteristics of entrepreneurship within a market economy and apply these characteristics to individuals during the time-period studied.
 - Characteristics include but are not limited to risk taking, innovation, and problem solving
- 5.E4.1: Describe how government decisions on taxation, spending, protections, and regulation affected the national economy during the time-period being studied.
- 5.E4.2: Analyze how agriculture, new industries, innovative technologies, changes in transportation, and labor impacted the national economy including productivity, supply and demand, and price during the time-period being studied.
- 5.E5.1: Generate questions to explain how trade leads to increasing economic interdependence on different nations.
 - Key concepts include but are not limited to products that are imported into markets within the United States and products that are exported to other markets in the world

GEOGRAPHY

- 5.G1.1: Use and construct maps and graphs to represent changes in the United States.
 - Key concepts include but are not limited to physical and human features of the United States, the regions of the United States and their characteristics, geographic location of major events, the growth of the United States through territorial expansion, demographic changes, and the states and their capitals
- 5.G3.1: Use key historical events with geographic tools to analyze the causes and effects of environmental and technological events on human settlements and migration.
 - Key concepts include but are not limited to consequences of territorial expansion on American Indians, the institution of slavery, the positive and negative impact of new technologies on the environment and the growth of cities, and the impact of transportation and infrastructure on settlement and migration
- 5G4.1: Describe how economic activities, natural phenomena, and human-made events in one place or region are impacted by interactions with nearby and distant places or regions.

HISTORY

- 5.H2.1: Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.
 - Key conflicts can include but are not limited to cultural conflicts, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability
- 5.H4.1: Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States’ multicultural society within the historical timeframe.

Overview of Unit 3: How Does the Constitution Organize Our Government?

Anchor Standard	Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15	Lesson 16
SP2			X	X	X	X
SP3	X	X	X	X	X	X
SP4	X					
C2	X		X	X	X	X
C3	X	X	X	X	X	X
C4	X	X	X	X	X	X
E2	X		X	X	X	X
E4		X	X	X	X	X
H2	X	X	X	X	X	X
H4	X		X	X	X	X

Lesson 11: What Basic Ideas About Government Are Included in the Preamble of the Constitution?

DISCIPLINARY SKILLS AND PROCESSES

- 5.SP3.5: Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.
- 5.SP3.6: Construct and present arguments using claims and evidence from multiple sources.
- 5.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.
- 5.SP4.1: Explain probable causes and effects of events and developments in United States history from the revolutionary period to the rise of industry and urbanization.
 - Events include but are not limited to the American Revolution, Constitutional Convention, Civil War, Reconstruction, westward expansion, industrialism, and urbanization

CIVICS

- 5.C2.1: Explain how a republic relies on people’s responsible participation within the context of key historical events pre-American Revolution to Industrialization.
 - Key concepts include but are not limited to volunteerism, joining associations and groups, joining political parties, using the First Amendment (free speech, religion, press, assembly, petition), censorship, voting in elections, running for office, working on campaigns, bringing cases to court, civil disobedience, protest movements, and serving in the military
- 5.C3.1: Describe the origins, functions, and structure of the United States Constitution and the three branches of government.

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- Key origins include historical and philosophical influences like the government structures of Ancient Greece and Rome, Enlightenment thinkers like John Locke, British documents like the Magna Carta, colonial governments, the Articles of Confederation, and the compromises and ratification debates of the Constitutional Convention Key functions of the United States government as outlined in the Preamble
- Key structures include distributing, sharing, and limiting powers of the national government through separation of powers, checks and balances, and federalism
- Key organization of the Constitution include the Preamble, seven Articles, and Amendments (including the Bill of Rights)
- 5.C4.1: Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.
 - Key concepts can include but are not limited to the purpose of the Declaration of Independence, the creation of the Constitution, the formation and development of social and reform movements, and responses to industrialism and poverty at the turn of the century
- 5.C4.2: Use a range of deliberative and democratic procedures to make decisions about and act on issues and civic problems in their classrooms and schools.

ECONOMICS

- 5.E2.1: Compare the benefits and costs of individual choices within the context of key historical events.
 - Key concepts can include but are not limited to smuggling during the American Revolution, separating from England, economic powers outlined in the Constitution, slavery, secession, territorial expansion, and unregulated industry

HISTORY

- 5.H2.1: Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.
 - Key conflicts can include but are not limited to cultural conflicts, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability
- 5.H4.1: Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States’ multicultural society within the historical timeframe.

Lesson12: How Does the Constitution Limit the Powers of Our Government?

DISCIPLINARY SKILLS AND PROCESSES

- 5.SP3.1: Develop compelling and supporting questions about the United States that are open to different interpretations.
- 5.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.

CIVICS

- 5.C2.1: Explain how a republic relies on people’s responsible participation within the context of key historical events pre-American Revolution to Industrialization.
 - Key concepts include but are not limited to volunteerism, joining associations and groups, joining political parties, using the First Amendment (free speech, religion, press, assembly, petition), censorship, voting in elections, running for office, working on campaigns, bringing cases to court, civil disobedience, protest movements, and serving in the military
- 5.C3.1: Describe the origins, functions, and structure of the United States Constitution and the three branches of government.

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

- Key origins include historical and philosophical influences like the government structures of Ancient Greece and Rome, Enlightenment thinkers like John Locke, British documents like the Magna Carta, colonial governments, the Articles of Confederation, and the compromises and ratification debates of the Constitutional Convention Key functions of the United States government as outlined in the Preamble
- Key structures include distributing, sharing, and limiting powers of the national government through separation of powers, checks and balances, and federalism
- Key organization of the Constitution include the Preamble, seven Articles, and Amendments (including the Bill of Rights)
- 5.C4.1: Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.
 - Key concepts can include but are not limited to the purpose of the Declaration of Independence, the creation of the Constitution, the formation and development of social and reform movements, and responses to industrialism and poverty at the turn of the century

ECONOMICS

- 5.E4.1: Describe how government decisions on taxation, spending, protections, and regulation affected the national economy during the time-period being studied.

HISTORY

- 5.H2.1: Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.
 - Key conflicts can include but are not limited to cultural conflicts, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability

Lesson 13: What is the Legislative Branch?

DISCIPLINARY SKILLS AND PROCESSES

- 5.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives.
 - Key individuals and groups can include but are not limited to a loyalist and patriots, federalist and anti-federalist, Hamilton and Jefferson, abolitionists and slave owners, Abraham Lincoln and John C. Calhoun, southerners and northerners, labor and business, nativists and immigrants, and American Indians and settlers
 - Key issues and events can include but are not limited to federalism, constitutional interpretation, individual liberties, slavery, Jim Crow Laws and segregation, secession, westward expansion, Indian boarding schools, immigration, Manifest Destiny, worker’s rights, and women’s rights
- 5.SP3.6: Construct and present arguments using claims and evidence from multiple sources.
- 5.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.

CIVICS

- 5.C2.1: Explain how a republic relies on people’s responsible participation within the context of key historical events pre-American Revolution to Industrialization.
 - Key concepts include but are not limited to volunteerism, joining associations and groups, joining political parties, using the First Amendment (free speech, religion, press, assembly, petition), censorship, voting in elections, running for office, working on campaigns, bringing cases to court, civil disobedience, protest movements, and serving in the military
- 5.C3.1: Describe the origins, functions, and structure of the United States Constitution and the three branches of government.

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

- Key origins include historical and philosophical influences like the government structures of Ancient Greece and Rome, Enlightenment thinkers like John Locke, British documents like the Magna Carta, colonial governments, the Articles of Confederation, and the compromises and ratification debates of the Constitutional Convention Key functions of the United States government as outlined in the Preamble
- Key structures include distributing, sharing, and limiting powers of the national government through separation of powers, checks and balances, and federalism
- Key organization of the Constitution include the Preamble, seven Articles, and Amendments (including the Bill of Rights)
- 5.C4.2: Use a range of deliberative and democratic procedures to make decisions about and act on issues and civic problems in their classrooms and schools.

ECONOMICS

- 5.E2.1: Compare the benefits and costs of individual choices within the context of key historical events.
 - Key concepts can include but are not limited to smuggling during the American Revolution, separating from England, economic powers outlined in the Constitution, slavery, secession, territorial expansion, and unregulated industry
- 5.E4.1: Describe how government decisions on taxation, spending, protections, and regulation affected the national economy during the time-period being studied.

HISTORY

- 5.H2.1: Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.
 - Key conflicts can include but are not limited to cultural conflicts, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability
- 5.H4.1: Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States’ multicultural society within the historical timeframe.

Lesson 14: What is the Executive Branch?

DISCIPLINARY SKILLS AND PROCESSES

- 5.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives.
 - Key individuals and groups can include but are not limited to a loyalist and patriots, federalist and anti-federalist, Hamilton and Jefferson, abolitionists and slave owners, Abraham Lincoln and John C. Calhoun, southerners and northerners, labor and business, nativists and immigrants, and American Indians and settlers
 - Key issues and events can include but are not limited to federalism, constitutional interpretation, individual liberties, slavery, Jim Crow Laws and segregation, secession, westward expansion, Indian boarding schools, immigration, Manifest Destiny, worker’s rights, and women’s rights
- 5.SP3.6: Construct and present arguments using claims and evidence from multiple sources.
- 5.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.

CIVICS

- 5.C2.1: Explain how a republic relies on people’s responsible participation within the context of key historical events pre-American Revolution to Industrialization.
 - Key concepts include but are not limited to volunteerism, joining associations and groups, joining political parties, using the First Amendment (free speech, religion, press, assembly, petition),

mentorship, voting in elections, running for office, working on campaigns, bringing cases to court, civil disobedience, protest movements, and serving in the military

- 5.C3.1: Describe the origins, functions, and structure of the United States Constitution and the three branches of government.
 - Key origins include historical and philosophical influences like the government structures of Ancient Greece and Rome, Enlightenment thinkers like John Locke, British documents like the Magna Carta, colonial governments, the Articles of Confederation, and the compromises and ratification debates of the Constitutional Convention
 - Key functions of the United States government as outlined in the Preamble
 - Key structures include distributing, sharing, and limiting powers of the national government through separation of powers, checks and balances, and federalism
 - Key organization of the Constitution include the Preamble, seven Articles, and Amendments (including the Bill of Rights)
- 5.C4.2: Use a range of deliberative and democratic procedures to make decisions about and act on issues and civic problems in their classrooms and schools.

ECONOMICS

- 5.E2.1: Compare the benefits and costs of individual choices within the context of key historical events.
 - Key concepts can include but are not limited to smuggling during the American Revolution, separating from England, economic powers outlined in the Constitution, slavery, secession, territorial expansion, and unregulated industry
- 5.E4.1: Describe how government decisions on taxation, spending, protections, and regulation affected the national economy during the time-period being studied.

HISTORY

- 5.H2.1: Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.
 - Key conflicts can include but are not limited to cultural conflicts, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability
- 5.H4.1: Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States’ multicultural society within the historical timeframe.

Lesson 15: What is the Judicial Branch?

DISCIPLINARY SKILLS AND PROCESSES

- 5.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives.
 - Key individuals and groups can include but are not limited to a loyalist and patriots, federalist and anti-federalist, Hamilton and Jefferson, abolitionists and slave owners, Abraham Lincoln and John C. Calhoun, southerners and northerners, labor and business, nativists and immigrants, and American Indians and settlers
 - Key issues and events can include but are not limited to federalism, constitutional interpretation, individual liberties, slavery, Jim Crow Laws and segregation, secession, westward expansion, Indian boarding schools, immigration, Manifest Destiny, worker’s rights, and women’s rights
- 5.SP3.6: Construct and present arguments using claims and evidence from multiple sources.
- 5.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.

CIVICS

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- 5.C2.1: Explain how a republic relies on people’s responsible participation within the context of key historical events pre-American Revolution to Industrialization.
 - Key concepts include but are not limited to volunteerism, joining associations and groups, joining political parties, using the First Amendment (free speech, religion, press, assembly, petition), censorship, voting in elections, running for office, working on campaigns, bringing cases to court, civil disobedience, protest movements, and serving in the military
- 5.C3.1: Describe the origins, functions, and structure of the United States Constitution and the three branches of government.
 - Key origins include historical and philosophical influences like the government structures of Ancient Greece and Rome, Enlightenment thinkers like John Locke, British documents like the Magna Carta, colonial governments, the Articles of Confederation, and the compromises and ratification debates of the Constitutional Convention
 - Key functions of the United States government as outlined in the Preamble
 - Key structures include distributing, sharing, and limiting powers of the national government through separation of powers, checks and balances, and federalism
 - Key organization of the Constitution include the Preamble, seven Articles, and Amendments (including the Bill of Rights)
- 5.C4.2: Use a range of deliberative and democratic procedures to make decisions about and act on issues and civic problems in their classrooms and schools.

ECONOMICS

- 5.E2.1: Compare the benefits and costs of individual choices within the context of key historical events.
 - Key concepts can include but are not limited to smuggling during the American Revolution, separating from England, economic powers outlined in the Constitution, slavery, secession, territorial expansion, and unregulated industry
- 5.E4.1: Describe how government decisions on taxation, spending, protections, and regulation affected the national economy during the time-period being studied.

HISTORY

- 5.H2.1: Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.
 - Key conflicts can include but are not limited to cultural conflicts, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability
- 5.H4.1: Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States’ multicultural society within the historical timeframe.

Lesson 16: How Did the Constitution Create a Federal System of Government?

DISCIPLINARY SKILLS AND PROCESSES

- 5.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives.
 - Key individuals and groups can include but are not limited to a loyalist and patriots, federalist and anti-federalist, Hamilton and Jefferson, abolitionists and slave owners, Abraham Lincoln and John C. Calhoun, southerners and northerners, labor and business, nativists and immigrants, and American Indians and settlers
 - Key issues and events can include but are not limited to federalism, constitutional interpretation, individual liberties, slavery, Jim Crow Laws and segregation, secession, westward expansion, Indian boarding schools, immigration, Manifest Destiny, worker’s rights, and women’s rights

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

- 5.SP3.6: Construct and present arguments using claims and evidence from multiple sources.
- 5.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.

CIVICS

- 5.C2.1: Explain how a republic relies on people’s responsible participation within the context of key historical events pre-American Revolution to Industrialization.
 - Key concepts include but are not limited to volunteerism, joining associations and groups, joining political parties, using the First Amendment (free speech, religion, press, assembly, petition), censorship, voting in elections, running for office, working on campaigns, bringing cases to court, civil disobedience, protest movements, and serving in the military
- 5.C3.1: Describe the origins, functions, and structure of the United States Constitution and the three branches of government.
 - Key origins include historical and philosophical influences like the government structures of Ancient Greece and Rome, Enlightenment thinkers like John Locke, British documents like the Magna Carta, colonial governments, the Articles of Confederation, and the compromises and ratification debates of the Constitutional Convention Key functions of the United States government as outlined in the Preamble
 - Key structures include distributing, sharing, and limiting powers of the national government through separation of powers, checks and balances, and federalism
 - Key organization of the Constitution include the Preamble, seven Articles, and Amendments (including the Bill of Rights)
- 5.C4.2: Use a range of deliberative and democratic procedures to make decisions about and act on issues and civic problems in their classrooms and schools.

ECONOMICS

- 5.E2.1: Compare the benefits and costs of individual choices within the context of key historical events.
 - Key concepts can include but are not limited to smuggling during the American Revolution, separating from England, economic powers outlined in the Constitution, slavery, secession, territorial expansion, and unregulated industry
- 5.E4.1: Describe how government decisions on taxation, spending, protections, and regulation affected the national economy during the time-period being studied.

HISTORY

- 5.H2.1: Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.
 - Key conflicts can include but are not limited to cultural conflicts, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability
- 5.H4.1: Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States’ multicultural society within the historical timeframe.

Overview of Unit 4: How Does the Constitution Protect Our Basic Rights?

Anchor Standard	Lesson 17	Lesson 18	Lesson 19	Lesson 20	Lesson 21
SP1	X	X	X	X	X

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SP2	X	X	X	X	X
SP3	X	X	X	X	X
SP4	X	X	X	X	X
C2	X	X	X	X	X
C3	X	X	X	X	X
C4	X	X	X	X	X
H2	X	X	X	X	X
H4	X	X	X	X	X

Lesson 17: How Does the Constitution Protect Your Right to Freedom of Expression?

DISCIPLINARY SKILLS AND PROCESSES

- 5.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 5.SP1.2: Explain how events of the past affect students’ lives and society.
- 5.SP1.3: Generate questions about individuals and groups who have shaped significant historical changes and continuities.
 - Key individuals or groups should represent the time- period being studied and be inclusive of the diversity represented in the history of the United States
- 5.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives.
 - Key individuals and groups can include but are not limited to a loyalist and patriots, federalist and anti-federalist, Hamilton and Jefferson, abolitionists and slave owners, Abraham Lincoln and John C. Calhoun, southerners and northerners, labor and business, nativists and immigrants, and American Indians and settlers
 - Key issues and events can include but are not limited to federalism, constitutional interpretation, individual liberties, slavery, Jim Crow Laws and segregation, secession, westward expansion, Indian boarding schools, immigration, Manifest Destiny, worker’s rights, and women’s rights
- 5.SP3.1: Develop compelling and supporting questions about the United States that are open to different interpretations.
- 5.SP3.2: Use distinctions among fact and opinion to determine the credibility of multiple sources.
- 5.SP3.3: Compare information provided by multiple sources about events and developments in the United States.
- 5.SP3.4: Infer the intended audience and purpose of a source from information within the source itself.
- 5.SP3.5: Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.
- 5.SP3.6: Construct and present arguments using claims and evidence from multiple sources.
- 5.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.

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

- 5.SP4.1: Explain probable causes and effects of events and developments in United States history from the revolutionary period to the rise of industry and urbanization.
 - Events include but are not limited to the American Revolution, Constitutional Convention, Civil War, Reconstruction, westward expansion, industrialism, and urbanization
- 5.SP4.2: Use evidence to develop a claim about the past.
- 5.SP4.3: Summarize the central claim in a secondary source.

CIVICS

- 5.C2.1: Explain how a republic relies on people’s responsible participation within the context of key historical events pre-American Revolution to Industrialization.
 - Key concepts include but are not limited to volunteerism, joining associations and groups, joining political parties, using the First Amendment (free speech, religion, press, assembly, petition), censorship, voting in elections, running for office, working on campaigns, bringing cases to court, civil disobedience, protest movements, and serving in the military
- 5.C3.1: Describe the origins, functions, and structure of the United States Constitution and the three branches of government.
 - Key origins include historical and philosophical influences like the government structures of Ancient Greece and Rome, Enlightenment thinkers like John Locke, British documents like the Magna Carta, colonial governments, the Articles of Confederation, and the compromises and ratification debates of the Constitutional Convention Key functions of the United States government as outlined in the Preamble
 - Key structures include distributing, sharing, and limiting powers of the national government through separation of powers, checks and balances, and federalism
 - Key organization of the Constitution include the Preamble, seven Articles, and Amendments (including the Bill of Rights)
- 5.C4.1: Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.
 - Key concepts can include but are not limited to the purpose of the Declaration of Independence, the creation of the Constitution, the formation and development of social and reform movements, and responses to industrialism and poverty at the turn of the century
- 5.C4.2: Use a range of deliberative and democratic procedures to make decisions about and act on issues and civic problems in their classrooms and schools.

HISTORY

- 5.H2.1: Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.
 - Key conflicts can include but are not limited to cultural conflicts, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability
- 5.H4.1: Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States’ multicultural society within the historical timeframe.

Lesson 18: How Does the Constitution Protect Your Right to Freedom of Religion?

DISCIPLINARY SKILLS AND PROCESSES

- 5.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 5.SP1.2: Explain how events of the past affect students’ lives and society.

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- 5.SP1.3: Generate questions about individuals and groups who have shaped significant historical changes and continuities.
 - Key individuals or groups should represent the time- period being studied and be inclusive of the diversity represented in the history of the United States
- 5.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives.
 - Key individuals and groups can include but are not limited to a loyalist and patriots, federalist and anti-federalist, Hamilton and Jefferson, abolitionists and slave owners, Abraham Lincoln and John C. Calhoun, southerners and northerners, labor and business, nativists and immigrants, and American Indians and settlers
 - Key issues and events can include but are not limited to federalism, constitutional interpretation, individual liberties, slavery, Jim Crow Laws and segregation, secession, westward expansion, Indian boarding schools, immigration, Manifest Destiny, worker’s rights, and women’s rights
- 5.SP3.1: Develop compelling and supporting questions about the United States that are open to different interpretations.
- 5.SP3.2: Use distinctions among fact and opinion to determine the credibility of multiple sources.
- 5.SP3.3: Compare information provided by multiple sources about events and developments in the United States.
- 5.SP3.4: Infer the intended audience and purpose of a source from information within the source itself.
- 5.SP3.5: Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.
- 5.SP3.6: Construct and present arguments using claims and evidence from multiple sources.
- 5.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.
- 5.SP4.1: Explain probable causes and effects of events and developments in United States history from the revolutionary period to the rise of industry and urbanization.
 - Events include but are not limited to the American Revolution, Constitutional Convention, Civil War, Reconstruction, westward expansion, industrialism, and urbanization
- 5.SP4.2: Use evidence to develop a claim about the past.
- 5.SP4.3: Summarize the central claim in a secondary source.

CIVICS

- 5.C2.1: Explain how a republic relies on people’s responsible participation within the context of key historical events pre-American Revolution to Industrialization.
 - Key concepts include but are not limited to volunteerism, joining associations and groups, joining political parties, using the First Amendment (free speech, religion, press, assembly, petition), censorship, voting in elections, running for office, working on campaigns, bringing cases to court, civil disobedience, protest movements, and serving in the military
- 5.C3.1: Describe the origins, functions, and structure of the United States Constitution and the three branches of government.
 - Key origins include historical and philosophical influences like the government structures of Ancient Greece and Rome, Enlightenment thinkers like John Locke, British documents like the Magna Carta, colonial governments, the Articles of Confederation, and the compromises and ratification debates of the Constitutional Convention Key functions of the United States government as outlined in the Preamble

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- Key structures include distributing, sharing, and limiting powers of the national government through separation of powers, checks and balances, and federalism
- Key organization of the Constitution include the Preamble, seven Articles, and Amendments (including the Bill of Rights)
- 5.C4.1: Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.
 - Key concepts can include but are not limited to the purpose of the Declaration of Independence, the creation of the Constitution, the formation and development of social and reform movements, and responses to industrialism and poverty at the turn of the century
- 5.C4.2: Use a range of deliberative and democratic procedures to make decisions about and act on issues and civic problems in their classrooms and schools.

HISTORY

- 5.H2.1: Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.
 - Key conflicts can include but are not limited to cultural conflicts, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability
- 5.H4.1: Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States’ multicultural society within the historical timeframe.

Lesson 19: How Does the Constitution Protect Your Right to Equal Protection of the Laws?

DISCIPLINARY SKILLS AND PROCESSES

- 5.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 5.SP1.2: Explain how events of the past affect students’ lives and society.
- 5.SP1.3: Generate questions about individuals and groups who have shaped significant historical changes and continuities.
 - Key individuals or groups should represent the time- period being studied and be inclusive of the diversity represented in the history of the United States
- 5.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives.
 - Key individuals and groups can include but are not limited to a loyalist and patriots, federalist and anti-federalist, Hamilton and Jefferson, abolitionists and slave owners, Abraham Lincoln and John C. Calhoun, southerners and northerners, labor and business, nativists and immigrants, and American Indians and settlers
 - Key issues and events can include but are not limited to federalism, constitutional interpretation, individual liberties, slavery, Jim Crow Laws and segregation, secession, westward expansion, Indian boarding schools, immigration, Manifest Destiny, worker’s rights, and women’s rights
- 5.SP3.1: Develop compelling and supporting questions about the United States that are open to different interpretations.
- 5.SP3.2: Use distinctions among fact and opinion to determine the credibility of multiple sources.
- 5.SP3.3: Compare information provided by multiple sources about events and developments in the United States.
- 5.SP3.4: Infer the intended audience and purpose of a source from information within the source itself.

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- 5.SP3.5: Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.
- 5.SP3.6: Construct and present arguments using claims and evidence from multiple sources.
- 5.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.
- 5.SP4.1: Explain probable causes and effects of events and developments in United States history from the revolutionary period to the rise of industry and urbanization.
 - Events include but are not limited to the American Revolution, Constitutional Convention, Civil War, Reconstruction, westward expansion, industrialism, and urbanization
- 5.SP4.2: Use evidence to develop a claim about the past.
- 5.SP4.3: Summarize the central claim in a secondary source.

CIVICS

- 5.C2.1: Explain how a republic relies on people’s responsible participation within the context of key historical events pre-American Revolution to Industrialization.
 - Key concepts include but are not limited to volunteerism, joining associations and groups, joining political parties, using the First Amendment (free speech, religion, press, assembly, petition), censorship, voting in elections, running for office, working on campaigns, bringing cases to court, civil disobedience, protest movements, and serving in the military
- 5.C3.1: Describe the origins, functions, and structure of the United States Constitution and the three branches of government.
 - Key origins include historical and philosophical influences like the government structures of Ancient Greece and Rome, Enlightenment thinkers like John Locke, British documents like the Magna Carta, colonial governments, the Articles of Confederation, and the compromises and ratification debates of the Constitutional Convention
 - Key functions of the United States government as outlined in the Preamble
 - Key structures include distributing, sharing, and limiting powers of the national government through separation of powers, checks and balances, and federalism
 - Key organization of the Constitution include the Preamble, seven Articles, and Amendments (including the Bill of Rights)
- 5.C4.1: Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.
 - Key concepts can include but are not limited to the purpose of the Declaration of Independence, the creation of the Constitution, the formation and development of social and reform movements, and responses to industrialism and poverty at the turn of the century
- 5.C4.2: Use a range of deliberative and democratic procedures to make decisions about and act on issues and civic problems in their classrooms and schools.

HISTORY

- 5.H2.1: Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.
 - Key conflicts can include but are not limited to cultural conflicts, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability
- 5.H4.1: Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States’ multicultural society within the historical timeframe.

Lesson 20: How Does the Constitution Protect Your Right to Due Process of Law?

DISCIPLINARY SKILLS AND PROCESSES

- 5.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 5.SP1.2: Explain how events of the past affect students’ lives and society.
- 5.SP1.3: Generate questions about individuals and groups who have shaped significant historical changes and continuities.
 - Key individuals or groups should represent the time- period being studied and be inclusive of the diversity represented in the history of the United States
- 5.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives.
 - Key individuals and groups can include but are not limited to a loyalist and patriots, federalist and anti-federalist, Hamilton and Jefferson, abolitionists and slave owners, Abraham Lincoln and John C. Calhoun, southerners and northerners, labor and business, nativists and immigrants, and American Indians and settlers
 - Key issues and events can include but are not limited to federalism, constitutional interpretation, individual liberties, slavery, Jim Crow Laws and segregation, secession, westward expansion, Indian boarding schools, immigration, Manifest Destiny, worker’s rights, and women’s rights
- 5.SP3.1: Develop compelling and supporting questions about the United States that are open to different interpretations.
- 5.SP3.2: Use distinctions among fact and opinion to determine the credibility of multiple sources.
- 5.SP3.3: Compare information provided by multiple sources about events and developments in the United States.
- 5.SP3.4: Infer the intended audience and purpose of a source from information within the source itself.
- 5.SP3.5: Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.
- 5.SP3.6: Construct and present arguments using claims and evidence from multiple sources.
- 5.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.
- 5.SP4.1: Explain probable causes and effects of events and developments in United States history from the revolutionary period to the rise of industry and urbanization.
 - Events include but are not limited to the American Revolution, Constitutional Convention, Civil War, Reconstruction, westward expansion, industrialism, and urbanization
- 5.SP4.2: Use evidence to develop a claim about the past.
- 5.SP4.3: Summarize the central claim in a secondary source.

CIVICS

- 5.C2.1: Explain how a republic relies on people’s responsible participation within the context of key historical events pre-American Revolution to Industrialization.
 - Key concepts include but are not limited to volunteerism, joining associations and groups, joining political parties, using the First Amendment (free speech, religion, press, assembly, petition), censorship, voting in elections, running for office, working on campaigns, bringing cases to court, civil disobedience, protest movements, and serving in the military

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- 5.C3.1: Describe the origins, functions, and structure of the United States Constitution and the three branches of government.
 - Key origins include historical and philosophical influences like the government structures of Ancient Greece and Rome, Enlightenment thinkers like John Locke, British documents like the Magna Carta, colonial governments, the Articles of Confederation, and the compromises and ratification debates of the Constitutional Convention Key functions of the United States government as outlined in the Preamble
 - Key structures include distributing, sharing, and limiting powers of the national government through separation of powers, checks and balances, and federalism
 - Key organization of the Constitution include the Preamble, seven Articles, and Amendments (including the Bill of Rights)
- 5.C4.1: Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.
 - Key concepts can include but are not limited to the purpose of the Declaration of Independence, the creation of the Constitution, the formation and development of social and reform movements, and responses to industrialism and poverty at the turn of the century
- 5.C4.2: Use a range of deliberative and democratic procedures to make decisions about and act on issues and civic problems in their classrooms and schools.

HISTORY

- 5.H2.1: Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.
 - Key conflicts can include but are not limited to cultural conflicts, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability
- 5.H4.1: Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States’ multicultural society within the historical timeframe.

Lesson 21: How Does the Constitution Protect Your Right to Vote?

DISCIPLINARY SKILLS AND PROCESSES

- 5.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 5.SP1.2: Explain how events of the past affect students’ lives and society.
- 5.SP1.3: Generate questions about individuals and groups who have shaped significant historical changes and continuities.
 - Key individuals or groups should represent the time- period being studied and be inclusive of the diversity represented in the history of the United States
- 5.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives.
 - Key individuals and groups can include but are not limited to a loyalist and patriots, federalist and anti-federalist, Hamilton and Jefferson, abolitionists and slave owners, Abraham Lincoln and John C. Calhoun, southerners and northerners, labor and business, nativists and immigrants, and American Indians and settlers
 - Key issues and events can include but are not limited to federalism, constitutional interpretation, individual liberties, slavery, Jim Crow Laws and segregation, secession, westward expansion, Indian boarding schools, immigration, Manifest Destiny, worker’s rights, and women’s rights

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- 5.SP3.1: Develop compelling and supporting questions about the United States that are open to different interpretations.
- 5.SP3.2: Use distinctions among fact and opinion to determine the credibility of multiple sources.
- 5.SP3.3: Compare information provided by multiple sources about events and developments in the United States.
- 5.SP3.4: Infer the intended audience and purpose of a source from information within the source itself.
- 5.SP3.5: Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.
- 5.SP3.6: Construct and present arguments using claims and evidence from multiple sources.
- 5.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.
- 5.SP4.1: Explain probable causes and effects of events and developments in United States history from the revolutionary period to the rise of industry and urbanization.
 - Events include but are not limited to the American Revolution, Constitutional Convention, Civil War, Reconstruction, westward expansion, industrialism, and urbanization
- 5.SP4.2: Use evidence to develop a claim about the past.
- 5.SP4.3: Summarize the central claim in a secondary source.

CIVICS

- 5.C2.1: Explain how a republic relies on people’s responsible participation within the context of key historical events pre-American Revolution to Industrialization.
 - Key concepts include but are not limited to volunteerism, joining associations and groups, joining political parties, using the First Amendment (free speech, religion, press, assembly, petition), censorship, voting in elections, running for office, working on campaigns, bringing cases to court, civil disobedience, protest movements, and serving in the military
- 5.C3.1: Describe the origins, functions, and structure of the United States Constitution and the three branches of government.
 - Key origins include historical and philosophical influences like the government structures of Ancient Greece and Rome, Enlightenment thinkers like John Locke, British documents like the Magna Carta, colonial governments, the Articles of Confederation, and the compromises and ratification debates of the Constitutional Convention Key functions of the United States government as outlined in the Preamble
 - Key structures include distributing, sharing, and limiting powers of the national government through separation of powers, checks and balances, and federalism
 - Key organization of the Constitution include the Preamble, seven Articles, and Amendments (including the Bill of Rights)
- 5.C4.1: Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.
 - Key concepts can include but are not limited to the purpose of the Declaration of Independence, the creation of the Constitution, the formation and development of social and reform movements, and responses to industrialism and poverty at the turn of the century
- 5.C4.2: Use a range of deliberative and democratic procedures to make decisions about and act on issues and civic problems in their classrooms and schools.

HISTORY

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- 5.H2.1: Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.
 - Key conflicts can include but are not limited to cultural conflicts, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability
- 5.H4.1: Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States’ multicultural society within the historical timeframe.

Overview of Unit 5: What Are the Responsibilities of Citizens?

Anchor Standard	Lesson 22	Lesson 23	Lesson 24
SP1	X	X	X
SP2	X	X	X
SP3	X	X	X
SP4	X	X	X
C2	X	X	X
C3	X	X	X
C4	X	X	X
E5	X		
H4	X		

Lesson 22: What Is the Role of the United States in the World Today?

DISCIPLINARY SKILLS AND PROCESSES

- 5.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 5.SP1.2: Explain how events of the past affect students’ lives and society.
- 5.SP1.3: Generate questions about individuals and groups who have shaped significant historical changes and continuities.
 - Key individuals or groups should represent the time- period being studied and be inclusive of the diversity represented in the history of the United States
- 5.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives.
 - Key individuals and groups can include but are not limited to a loyalist and patriots, federalist and anti-federalist, Hamilton and Jefferson, abolitionists and slave owners, Abraham Lincoln and John C. Calhoun, southerners and northerners, labor and business, nativists and immigrants, and American Indians and settlers

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- Key issues and events can include but are not limited to federalism, constitutional interpretation, individual liberties, slavery, Jim Crow Laws and segregation, secession, westward expansion, Indian boarding schools, immigration, Manifest Destiny, worker’s rights, and women’s rights
- 5.SP3.1: Develop compelling and supporting questions about the United States that are open to different interpretations.
- 5.SP3.3: Compare information provided by multiple sources about events and developments in the United States.
- 5.SP4.1: Explain probable causes and effects of events and developments in United States history from the revolutionary period to the rise of industry and urbanization.
 - Events include but are not limited to the American Revolution, Constitutional Convention, Civil War, Reconstruction, westward expansion, industrialism, and urbanization
- 5.SP4.2: Use evidence to develop a claim about the past.

CIVICS

- 5.C2.1: Explain how a republic relies on people’s responsible participation within the context of key historical events pre-American Revolution to Industrialization.
 - Key concepts include but are not limited to volunteerism, joining associations and groups, joining political parties, using the First Amendment (free speech, religion, press, assembly, petition), censorship, voting in elections, running for office, working on campaigns, bringing cases to court, civil disobedience, protest movements, and serving in the military
- 5.C3.1: Describe the origins, functions, and structure of the United States Constitution and the three branches of government.
 - Key origins include historical and philosophical influences like the government structures of Ancient Greece and Rome, Enlightenment thinkers like John Locke, British documents like the Magna Carta, colonial governments, the Articles of Confederation, and the compromises and ratification debates of the Constitutional Convention Key functions of the United States government as outlined in the Preamble
 - Key structures include distributing, sharing, and limiting powers of the national government through separation of powers, checks and balances, and federalism
 - Key organization of the Constitution include the Preamble, seven Articles, and Amendments (including the Bill of Rights)
- 5.C4.1: Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.
 - Key concepts can include but are not limited to the purpose of the Declaration of Independence, the creation of the Constitution, the formation and development of social and reform movements, and responses to industrialism and poverty at the turn of the century
- 5.C4.2: Use a range of deliberative and democratic procedures to make decisions about and act on issues and civic problems in their classrooms and schools.

ECONOMICS

- 5.E5.1: Generate questions to explain how trade leads to increasing economic interdependence on different nations.
 - Key concepts include but are not limited to products that are imported into markets within the United States and products that are exported to other markets in the world

HISTORY

- 5.H4.1: Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States’ multicultural society within the historical timeframe.

Lesson 23: What Are Some Important Responsibilities of Citizens?

DISCIPLINARY SKILLS AND PROCESSES

- 5.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 5.SP1.2: Explain how events of the past affect students’ lives and society.
- 5.SP1.3: Generate questions about individuals and groups who have shaped significant historical changes and continuities.
 - Key individuals or groups should represent the time- period being studied and be inclusive of the diversity represented in the history of the United States
- 5.SP2.1: Explain why individuals and groups during the same historical period differed in their perspectives.
 - Key individuals and groups can include but are not limited to a loyalist and patriots, federalist and anti-federalist, Hamilton and Jefferson, abolitionists and slave owners, Abraham Lincoln and John C. Calhoun, southerners and northerners, labor and business, nativists and immigrants, and American Indians and settlers
 - Key issues and events can include but are not limited to federalism, constitutional interpretation, individual liberties, slavery, Jim Crow Laws and segregation, secession, westward expansion, Indian boarding schools, immigration, Manifest Destiny, worker’s rights, and women’s rights
- 5.SP3.1: Develop compelling and supporting questions about the United States that are open to different interpretations.
- 5.SP3.2: Use distinctions among fact and opinion to determine the credibility of multiple sources.
- 5.SP3.3: Compare information provided by multiple sources about events and developments in the United States.
- 5.SP3.4: Infer the intended audience and purpose of a source from information within the source itself.
- 5.SP3.5: Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.
- 5.SP3.6: Construct and present arguments using claims and evidence from multiple sources.
- 5.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.
- 5.SP4.2: Use evidence to develop a claim about the past.
- 5.SP4.3: Summarize the central claim in a secondary source.

CIVICS

- 5.C2.1: Explain how a republic relies on people’s responsible participation within the context of key historical events pre-American Revolution to Industrialization.
 - Key concepts include but are not limited to volunteerism, joining associations and groups, joining political parties, using the First Amendment (free speech, religion, press, assembly, petition), censorship, voting in elections, running for office, working on campaigns, bringing cases to court, civil disobedience, protest movements, and serving in the military
- 5.C3.1: Describe the origins, functions, and structure of the United States Constitution and the three branches of government.
 - Key origins include historical and philosophical influences like the government structures of Ancient Greece and Rome, Enlightenment thinkers like John Locke, British documents like the Magna Carta, colonial governments, the Articles of Confederation, and the compromises and ratification debates of

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the Constitutional Convention Key functions of the United States government as outlined in the Preamble

- Key structures include distributing, sharing, and limiting powers of the national government through separation of powers, checks and balances, and federalism
- Key organization of the Constitution include the Preamble, seven Articles, and Amendments (including the Bill of Rights)
- 5.C4.1: Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.
 - Key concepts can include but are not limited to the purpose of the Declaration of Independence, the creation of the Constitution, the formation and development of social and reform movements, and responses to industrialism and poverty at the turn of the century
- 5.C4.2: Use a range of deliberative and democratic procedures to make decisions about and act on issues and civic problems in their classrooms and schools.

Lesson 24: How Can Citizens Promote the Common Good?

DISCIPLINARY SKILLS AND PROCESSES

- 5.SP1.1: Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 5.SP1.2: Explain how events of the past affect students' lives and society.
- 5.SP1.3: Generate questions about individuals and groups who have shaped significant historical changes and continuities.
 - Key individuals or groups should represent the time- period being studied and be inclusive of the diversity represented in the history of the United States
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 - Key issues and events can include but are not limited to federalism, constitutional interpretation, individual liberties, slavery, Jim Crow Laws and segregation, secession, westward expansion, Indian boarding schools, immigration, Manifest Destiny, worker's rights, and women's rights
- 5.SP3.1: Develop compelling and supporting questions about the United States that are open to different interpretations.
- 5.SP3.2: Use distinctions among fact and opinion to determine the credibility of multiple sources.
- 5.SP3.3: Compare information provided by multiple sources about events and developments in the United States.
- 5.SP3.4: Infer the intended audience and purpose of a source from information within the source itself.
- 5.SP3.5: Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.
- 5.SP3.6: Construct and present arguments using claims and evidence from multiple sources.
- 5.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.
- 5.SP4.2: Use evidence to develop a claim about the past.

- 5.SP4.3: Summarize the central claim in a secondary source.

CIVICS

- 5.C2.1: Explain how a republic relies on people’s responsible participation within the context of key historical events pre-American Revolution to Industrialization.
 - Key concepts include but are not limited to volunteerism, joining associations and groups, joining political parties, using the First Amendment (free speech, religion, press, assembly, petition), censorship, voting in elections, running for office, working on campaigns, bringing cases to court, civil disobedience, protest movements, and serving in the military
- 5.C3.1: Describe the origins, functions, and structure of the United States Constitution and the three branches of government.
 - Key origins include historical and philosophical influences like the government structures of Ancient Greece and Rome, Enlightenment thinkers like John Locke, British documents like the Magna Carta, colonial governments, the Articles of Confederation, and the compromises and ratification debates of the Constitutional Convention Key functions of the United States government as outlined in the Preamble
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 - Key organization of the Constitution include the Preamble, seven Articles, and Amendments (including the Bill of Rights)
- 5.C4.1: Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.
 - Key concepts can include but are not limited to the purpose of the Declaration of Independence, the creation of the Constitution, the formation and development of social and reform movements, and responses to industrialism and poverty at the turn of the century
- 5.C4.2: Use a range of deliberative and democratic procedures to make decisions about and act on issues and civic problems in their classrooms and schools.

6th Grade

Overview of Unit 1: What Basic Ideas About Government Did the Founders Have?

Anchor Standard	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
SP1	X	X	X	X	X	X
SP2		X	X	X	X	X
SP3	X	X	X	X	X	X
SP4		X	X	X	X	X
C2	X	X	X	X	X	X
C4	X	X	X	X	X	X

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E1	X		X		X	
E3	X				X	
E5	X					
G1	X					
G3	X					
G4	X					
H1	X	X	X		X	X
H2	X	X	X	X	X	X
H3	X	X	X	X	X	X
H4	X		X		X	

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

DISCIPLINARY SKILLS AND PROCESSES

- 6.SP1.2: Analyze connections among events and developments in various geographic and cultural contexts.
- 6.SP1.3: Classify a series of historical events and developments as examples of change and/or continuity.
- 6.SP3.1: Define and frame compelling and supporting questions about issues and events in the time-period and region studied.
- 6.SP3.4: Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.
- 6.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.

CIVICS

- 6.C2.1: Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.
- 6.C4.1: Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.
- 6.C4.2: Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.
 - Key concepts include but are not limited to civility, respect for the rights of others, individual responsibility, respect for law, open mindedness, critical examination of issues, negotiation and compromise, civic mindedness, compassion, patriotism, conciliation, and consensus building

ECONOMICS

- 6.E1.1: Analyze the relationship between education, income, and job opportunities within the context of the time period and region studied.
- 6.E3.1: Describe the relationship between various costs and benefits of economic production.

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- 6.E3.2: Explain the influence the factors of production have on the manufacture of goods and services within different cultures, regions, and communities.
 - Key concepts include traditional economic systems, manorialism, guilds, taxation systems, and coerced labor
- 6.E3.3: Analyze the influence of specialization and trade within diverse cultures and communities in regions studied.
- 6.E5.1: Describe the factors that influence trade between countries or cultures.
- 6.E5.2: Explain the effects of increasing economic interdependence within distinct groups.

GEOGRAPHY

- 6.G1.1: Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions.
 - Key concepts include major landforms and water bodies, countries, cities, ecosystems, climate, languages, religion, economic systems, governmental systems, population patterns, disease, trade routes, and settlement patterns
- 6.G3.1: Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
 - Key concepts include but are not limited to language, land and sea transportation and trade routes
- 6.G3.2: Analyze the influence of location, use of natural resources, catastrophic environmental events, and technological developments on human settlement and migration.
 - Key concepts include but are not limited to development of early river civilization, pastoral societies, rise of cities, innovations in transportation, and collapse of empires
- 6.G4.2: Describe how natural and human-made catastrophic events and economic activities in one place affect people living in nearby and distant places.
 - Key concepts include but are not limited to disease, war, items exchanged, ideas spread along trade routes, and natural disasters

HISTORY

- 6.H1.1: Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.
- 6.H1.2: Explain the causes and effects of interactions between cultures and civilizations.
 - Key concepts include but are not limited to trade, competition, warfare, slavery, serfdom, innovations, and contributions.
- 6.H2.1: Evaluate the causes and effects of conflict and resolution among different societies and cultures.
 - Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry
- 6.H3.1: Analyze the impact of religious, government, and civic groups over time.
- 6.H3.3: Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.
- 6.H4.1: Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.

Lesson 2: Why Did the Founders Believe That People Needed a Government?

DISCIPLINARY SKILLS AND PROCESSES

- 6.SP1.1: Examine ways that historians and social scientist know about the past.

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- 6.SP1.2: Analyze connections among events and developments in various geographic and cultural contexts.
- 6.SP1.3: Classify a series of historical events and developments as examples of change and/or continuity.
- 6.SP1.4: Evaluate the significance of past events and their effect on students’ lives and society.
- 6.SP2.1: Explain how and why perspectives of people have changed throughout different historical eras.
- 6.SP2.2: Analyze how people’s perspective influenced what information is available in the historical sources they created.
- 6.SP3.1: Define and frame compelling and supporting questions about issues and events in the time-period and region studied.
- 6.SP3.3: Classify the kinds of historical sources used in secondary interpretations.
- 6.SP3.6: Construct and present arguments using claims and evidence from multiple sources.
- 6.SP4.1: Explain the multiple causes and effects of events and developments in the past.

CIVICS

- 6.C2.1: Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.
- 6.C4.1: Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.
- 6.C4.2: Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.
 - Key concepts include but are not limited to civility, respect for the rights of others, individual responsibility, respect for law, open mindedness, critical examination of issues, negotiation and compromise, civic mindedness, compassion, patriotism, conciliation, and consensus building

HISTORY

- 6.H1.1: Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.
- 6.H2.1: Evaluate the causes and effects of conflict and resolution among different societies and cultures.
 - Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry
- 6.H3.1: Analyze the impact of religious, government, and civic groups over time.
- 6.H3.3: Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.

Lesson 3: What is a Republican Government?

DISCIPLINARY SKILLS AND PROCESSES

- 6.SP1.1: Examine ways that historians and social scientist know about the past.
- 6.SP1.2: Analyze connections among events and developments in various geographic and cultural contexts.
- 6.SP1.3: Classify a series of historical events and developments as examples of change and/or continuity.
- 6.SP1.4: Evaluate the significance of past events and their effect on students’ lives and society.
- 6.SP2.1: Explain how and why perspectives of people have changed throughout different historical eras.

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- 6.SP3.1: Define and frame compelling and supporting questions about issues and events in the time-period and region studied.
- 6.SP4.1: Explain the multiple causes and effects of events and developments in the past.
- 6.SP4.2: Organize applicable evidence into a coherent argument about the past.

CIVICS

- 6.C2.1: Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.
- 6.C4.1: Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.
- 6.C4.2: Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.
 - Key concepts include but are not limited to civility, respect for the rights of others, individual responsibility, respect for law, open mindedness, critical examination of issues, negotiation and compromise, civic mindedness, compassion, patriotism, conciliation, and consensus building

ECONOMICS

- 6.E1.1: Analyze the relationship between education, income, and job opportunities within the context of the time period and region studied.
- 6.E1.2: Give examples of financial risks that individuals and households face within the context of the time period and region studied.

HISTORY

- 6.H1.1: Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.
- 6.H1.2: Explain the causes and effects of interactions between cultures and civilizations.
 - Key concepts include but are not limited to trade, competition, warfare, slavery, serfdom, innovations, and contributions.
- 6.H2.1: Evaluate the causes and effects of conflict and resolution among different societies and cultures.
 - Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry
- 6.H3.1: Analyze the impact of religious, government, and civic groups over time.
- 6.H3.3: Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.
- 6.H4.1: Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.

Lesson 4: What is a Constitutional Government?

DISCIPLINARY SKILLS AND PROCESSES

- 6.SP1.4: Evaluate the significance of past events and their effect on students’ lives and society.
- 6.SP2.1: Explain how and why perspectives of people have changed throughout different historical eras.
- 6.SP2.2: Analyze how people’s perspective influenced what information is available in the historical sources they created.
- 6.SP3.3: Classify the kinds of historical sources used in secondary interpretations.

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- 6.SP3.4: Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.
- 6.SP3.5: Use questions generated about multiple sources to identify further areas of inquiry and additional sources.
- 6.SP3.6: Construct and present arguments using claims and evidence from multiple sources.
- 6.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.
- 6.SP4.1: Explain the multiple causes and effects of events and developments in the past.

CIVICS

- 6.C2.1: Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.
- 6.C4.1: Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.
- 6.C4.2: Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.
 - Key concepts include but are not limited to civility, respect for the rights of others, individual responsibility, respect for law, open mindedness, critical examination of issues, negotiation and compromise, civic mindedness, compassion, patriotism, conciliation, and consensus building

HISTORY

- 6.H2.1: Evaluate the causes and effects of conflict and resolution among different societies and cultures.
 - Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry
- 6.H3.1: Analyze the impact of religious, government, and civic groups over time.
- 6.H3.3: Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.

Lesson 5: What Ideas Did the Founders Use in the Declaration of Independence?

DISCIPLINARY SKILLS AND PROCESSES

- 6.SP1.1: Examine ways that historians and social scientist know about the past.
- 6.SP1.2: Analyze connections among events and developments in various geographic and cultural contexts.
- 6.SP1.3: Classify a series of historical events and developments as examples of change and/or continuity.
- 6.SP1.4: Evaluate the significance of past events and their effect on students’ lives and society.
- 6.SP2.1: Explain how and why perspectives of people have changed throughout different historical eras.
- 6.SP2.2: Analyze how people’s perspective influenced what information is available in the historical sources they created.
- 6.SP3.3: Classify the kinds of historical sources used in secondary interpretations.
- 6.SP3.4: Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.

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- 6.SP3.5: Use questions generated about multiple sources to identify further areas of inquiry and additional sources.
- 6.SP3.6: Construct and present arguments using claims and evidence from multiple sources.
- 6.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.
- 6.SP4.1: Explain the multiple causes and effects of events and developments in the past.
- 6.SP4.2: Organize applicable evidence into a coherent argument about the past.

CIVICS

- 6.C2.1: Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.
- 6.C4.1: Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.
- 6.C4.2: Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.
 - Key concepts include but are not limited to civility, respect for the rights of others, individual responsibility, respect for law, open mindedness, critical examination of issues, negotiation and compromise, civic mindedness, compassion, patriotism, conciliation, and consensus building

ECONOMICS

- 6.E1.2: Give examples of financial risks that individuals and households face within the context of the time period and region studied.
- 6.E3.2: Explain the influence the factors of production have on the manufacture of goods and services within different cultures, regions, and communities.
 - Key concepts include traditional economic systems, manorialism, guilds, taxation systems, and coerced labor

HISTORY

- 6.H1.1: Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.
- 6.H1.2: Explain the causes and effects of interactions between cultures and civilizations.
 - Key concepts include but are not limited to trade, competition, warfare, slavery, serfdom, innovations, and contributions.
- 6.H2.1: Evaluate the causes and effects of conflict and resolution among different societies and cultures.
 - Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry
- 6.H3.1: Analyze the impact of religious, government, and civic groups over time.
- 6.H3.3: Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.
- 6.H4.1: Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.

Lesson 6: What Were the First State Governments Like?

DISCIPLINARY SKILLS AND PROCESSES

- 6.SP1.1: Examine ways that historians and social scientist know about the past.

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- 6.SP1.2: Analyze connections among events and developments in various geographic and cultural contexts.
- 6.SP1.3: Classify a series of historical events and developments as examples of change and/or continuity.
- 6.SP1.4: Evaluate the significance of past events and their effect on students’ lives and society.
- 6.SP2.1: Explain how and why perspectives of people have changed throughout different historical eras.
- 6.SP2.2: Analyze how people’s perspective influenced what information is available in the historical sources they created.
- 6.SP3.3: Classify the kinds of historical sources used in secondary interpretations.
- 6.SP3.4: Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.
- 6.SP3.5: Use questions generated about multiple sources to identify further areas of inquiry and additional sources.
- 6.SP3.6: Construct and present arguments using claims and evidence from multiple sources.
- 6.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.
- 6.SP4.1: Explain the multiple causes and effects of events and developments in the past.

CIVICS

- 6.C2.1: Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.
- 6.C4.1: Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.
- 6.C4.2: Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.
 - Key concepts include but are not limited to civility, respect for the rights of others, individual responsibility, respect for law, open mindedness, critical examination of issues, negotiation and compromise, civic mindedness, compassion, patriotism, conciliation, and consensus building

HISTORY

- 6.H1.1: Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.
- 6.H2.1: Evaluate the causes and effects of conflict and resolution among different societies and cultures.
 - Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry
- 6.H3.1: Analyze the impact of religious, government, and civic groups over time.
- 6.H3.3: Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.

Overview of Unit 2: How Did the Framers Write Our Constitution?

Anchor Standard	Lesson 7	Lesson 8	Lesson 9	Lesson 10
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SP1	X	X	X	X
SP2	X	X	X	X
SP3	X	X	X	X
SP4	X	X	X	X
C2	X	X	X	X
C4	X	X	X	X
E1	X		X	X
E3	X	X		X
E5	X			X
G1	X		X	X
G3			X	X
G4	X		X	X
H1	X			X
H2	X	X	X	X
H3	X	X	X	X
H4	X	X	X	X

Lesson 7: What Was the First National Government Like?

DISCIPLINARY SKILLS AND PROCESSES

- 6.SP1.1: Examine ways that historians and social scientist know about the past.
- 6.SP1.2: Analyze connections among events and developments in various geographic and cultural contexts.
- 6.SP1.3: Classify a series of historical events and developments as examples of change and/or continuity.
- 6.SP1.4: Evaluate the significance of past events and their effect on students’ lives and society.
- 6.SP2.1: Explain how and why perspectives of people have changed throughout different historical eras.
- 6.SP2.2: Analyze how people’s perspective influenced what information is available in the historical sources they created.
- 6.SP3.1: Define and frame compelling and supporting questions about issues and events in the time-period and region studied.
- 6.SP4.1: Explain the multiple causes and effects of events and developments in the past.
- 6.SP4.2: Organize applicable evidence into a coherent argument about the past.

CIVICS

- 6.C2.1: Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.
- 6.C4.1: Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.
- 6.C4.2: Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.
 - Key concepts include but are not limited to civility, respect for the rights of others, individual responsibility, respect for law, open mindedness, critical examination of issues, negotiation and compromise, civic mindedness, compassion, patriotism, conciliation, and consensus building

ECONOMICS

- 6.E1.1: Analyze the relationship between education, income, and job opportunities within the context of the time period and region studied.
- 6.E1.2: Give examples of financial risks that individuals and households face within the context of the time period and region studied.
- 6.E3.1: Describe the relationship between various costs and benefits of economic production.
- 6.E3.2: Explain the influence the factors of production have on the manufacture of goods and services within different cultures, regions, and communities.
 - Key concepts include traditional economic systems, manorialism, guilds, taxation systems, and coerced labor
- 6.E3.3: Analyze the influence of specialization and trade within diverse cultures and communities in regions studied.
- 6.E5.2: Explain the effects of increasing economic interdependence within distinct groups.

GEOGRAPHY

- 6.G1.1: Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions.
 - Key concepts include major landforms and water bodies, countries, cities, ecosystems, climate, languages, religion, economic systems, governmental systems, population patterns, disease, trade routes, and settlement patterns
- 6.G4.2: Describe how natural and human-made catastrophic events and economic activities in one place affect people living in nearby and distant places.
 - Key concepts include but are not limited to disease, war, items exchanged, ideas spread along trade routes, and natural disasters

HISTORY

- 6.H1.1: Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.
- 6.H1.2: Explain the causes and effects of interactions between cultures and civilizations.
 - Key concepts include but are not limited to trade, competition, warfare, slavery, serfdom, innovations, and contributions.
- 6.H2.1: Evaluate the causes and effects of conflict and resolution among different societies and cultures.
 - Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry
- 6.H3.1: Analyze the impact of religious, government, and civic groups over time.
- 6.H3.3: Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.

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- 6.H4.1: Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.

Lesson 8: How Was the Philadelphia Convention Organized?

DISCIPLINARY SKILLS AND PROCESSES

- 6.SP1.1: Examine ways that historians and social scientist know about the past.
- 6.SP1.2: Analyze connections among events and developments in various geographic and cultural contexts.
- 6.SP1.3: Classify a series of historical events and developments as examples of change and/or continuity.
- 6.SP1.4: Evaluate the significance of past events and their effect on students’ lives and society.
- 6.SP2.1: Explain how and why perspectives of people have changed throughout different historical eras.
- 6.SP2.2: Analyze how people’s perspective influenced what information is available in the historical sources they created.
- 6.SP3.1: Define and frame compelling and supporting questions about issues and events in the time-period and region studied.
- 6.SP3.2: Use evidence to develop claims and counterclaims in response to compelling questions in the time period and region studied.
- 6.SP4.1: Explain the multiple causes and effects of events and developments in the past.
- 6.SP4.2: Organize applicable evidence into a coherent argument about the past.

CIVICS

- 6.C2.1: Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.
- 6.C4.1: Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.
- 6.C4.2: Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.
 - Key concepts include but are not limited to civility, respect for the rights of others, individual responsibility, respect for law, open mindedness, critical examination of issues, negotiation and compromise, civic mindedness, compassion, patriotism, conciliation, and consensus building

ECONOMICS

- 6.E3.2: Explain the influence the factors of production have on the manufacture of goods and services within different cultures, regions, and communities.
 - Key concepts include traditional economic systems, manorialism, guilds, taxation systems, and coerced labor

HISTORY

- 6.H1.2: Explain the causes and effects of interactions between cultures and civilizations.
 - Key concepts include but are not limited to trade, competition, warfare, slavery, serfdom, innovations, and contributions.
- 6.H2.1: Evaluate the causes and effects of conflict and resolution among different societies and cultures.
 - Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry

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- 6.H3.1: Analyze the impact of religious, government, and civic groups over time.
- 6.H3.3: Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.
- 6.H4.1: Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.

Lesson 9: How Many Representatives Should Each State Have in Congress?

DISCIPLINARY SKILLS AND PROCESSES

- 6.SP1.1: Examine ways that historians and social scientist know about the past.
- 6.SP1.2: Analyze connections among events and developments in various geographic and cultural contexts.
- 6.SP1.3: Classify a series of historical events and developments as examples of change and/or continuity.
- 6.SP1.4: Evaluate the significance of past events and their effect on students’ lives and society.
- 6.SP2.1: Explain how and why perspectives of people have changed throughout different historical eras.
- 6.SP2.2: Analyze how people’s perspective influenced what information is available in the historical sources they created.
- 6.SP3.1: Define and frame compelling and supporting questions about issues and events in the time-period and region studied.
- 6.SP3.2: Use evidence to develop claims and counterclaims in response to compelling questions in the time period and region studied.
- 6.SP3.5: Use questions generated about multiple sources to identify further areas of inquiry and additional sources.
- 6.SP3.6: Construct and present arguments using claims and evidence from multiple sources.
- 6.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.
- 6.SP4.1: Explain the multiple causes and effects of events and developments in the past.
- 6.SP4.2: Organize applicable evidence into a coherent argument about the past.

CIVICS

- 6.C2.1: Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.
- 6.C4.1: Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.
- 6.C4.2: Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.
 - Key concepts include but are not limited to civility, respect for the rights of others, individual responsibility, respect for law, open mindedness, critical examination of issues, negotiation and compromise, civic mindedness, compassion, patriotism, conciliation, and consensus building

ECONOMICS

- 6.E1.1: Analyze the relationship between education, income, and job opportunities within the context of the time period and region studied.
- 6.E1.2: Give examples of financial risks that individuals and households face within the context of the time period and region studied.

GEOGRAPHY

- 6.G1.1: Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions.
 - Key concepts include major landforms and water bodies, countries, cities, ecosystems, climate, languages, religion, economic systems, governmental systems, population patterns, disease, trade routes, and settlement patterns
- 6.G2.1: Compare diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Eastern Hemisphere.
 - Key concepts include but are not limited to hunter-gatherer communities, human settlement, Neolithic Revolution, irrigation and farming, domestication of animals, and influence of climate and seasons
- 6.G3.1: Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
 - Key concepts include but are not limited to language, land and sea transportation and trade routes
- 6.G4.2: Describe how natural and human-made catastrophic events and economic activities in one place affect people living in nearby and distant places.
 - Key concepts include but are not limited to disease, war, items exchanged, ideas spread along trade routes, and natural disasters

HISTORY

- 6.H2.1: Evaluate the causes and effects of conflict and resolution among different societies and cultures.
 - Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry
- 6.H3.1: Analyze the impact of religious, government, and civic groups over time.
- 6.H3.3: Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.
- 6.H4.1: Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time,

Lesson 10: What Did the Framers Do About the Problem of Slavery?

DISCIPLINARY SKILLS AND PROCESSES

- 6.SP1.1: Examine ways that historians and social scientist know about the past.
- 6.SP1.2: Analyze connections among events and developments in various geographic and cultural contexts.
- 6.SP1.3: Classify a series of historical events and developments as examples of change and/or continuity.
- 6.SP1.4: Evaluate the significance of past events and their effect on students' lives and society.
- 6.SP2.1: Explain how and why perspectives of people have changed throughout different historical eras.
- 6.SP2.2: Analyze how people's perspective influenced what information is available in the historical sources they created.
- 6.SP3.1: Define and frame compelling and supporting questions about issues and events in the time-period and region studied.

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- 6.SP3.2: Use evidence to develop claims and counterclaims in response to compelling questions in the time period and region studied.
- 6.SP3.6: Construct and present arguments using claims and evidence from multiple sources.
- 6.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.
- 6.SP4.1: Explain the multiple causes and effects of events and developments in the past.
- 6.SP4.2: Organize applicable evidence into a coherent argument about the past.

CIVICS

- 6.C2.1: Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.
- 6.C4.1: Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.

ECONOMICS

- 6.E1.1: Analyze the relationship between education, income, and job opportunities within the context of the time period and region studied.
- 6.E1.2: Give examples of financial risks that individuals and households face within the context of the time period and region studied.
- 6.E3.1: Describe the relationship between various costs and benefits of economic production.
- 6.E3.2: Explain the influence the factors of production have on the manufacture of goods and services within different cultures, regions, and communities.
 - Key concepts include traditional economic systems, manorialism, guilds, taxation systems, and coerced labor
- 6.E3.3: Analyze the influence of specialization and trade within diverse cultures and communities in regions studied.
- 6.E5.1: Describe the factors that influence trade between countries or cultures.
- 6.E5.2: Explain the effects of increasing economic interdependence within distinct groups.

GEOGRAPHY

- 6.G1.1: Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions.
 - Key concepts include major landforms and water bodies, countries, cities, ecosystems, climate, languages, religion, economic systems, governmental systems, population patterns, disease, trade routes, and settlement patterns
- 6.G3.1: Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
 - Key concepts include but are not limited to language, land and sea transportation and trade routes
- 6.G4.2: Describe how natural and human-made catastrophic events and economic activities in one place affect people living in nearby and distant places.
 - Key concepts include but are not limited to disease, war, items exchanged, ideas spread along trade routes, and natural disasters

HISTORY

- 6.H1.1: Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.
- 6.H1.2: Explain the causes and effects of interactions between cultures and civilizations.
 - Key concepts include but are not limited to trade, competition, warfare, slavery, serfdom, innovations, and contributions.

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- 6.H2.1: Evaluate the causes and effects of conflict and resolution among different societies and cultures.
 - Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry
- 6.H3.1: Analyze the impact of religious, government, and civic groups over time.
- 6.H3.3: Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.
- 6.H4.1: Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.

Overview of Unit 3: How Does the Constitution Organize Our Government?

Anchor Standard	Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15	Lesson 16
SP1	X					
SP2			X	X	X	X
SP3	X	X	X	X	X	X
SP4	X					
C2	X		X	X	X	X
C4	X	X	X	X	X	X
E5			X	X	X	X
H1	X					
H2	X	X	X	X	X	X
H3	X	X	X	X	X	X
H4	X	X	X	X	X	X

Lesson 11: What Basic Ideas About Government Are Included in the Preamble of the Constitution?

DISCIPLINARY SKILLS AND PROCESSES

- 6.SP1.4: Evaluate the significance of past events and their effect on students’ lives and society.
- 6.SP3.4: Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.
- 6.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.
- 6.SP4.1: Explain the multiple causes and effects of events and developments in the past.

- 6.SP4.2: Organize applicable evidence into a coherent argument about the past.

CIVICS

- 6.C2.1: Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.
- 6.C4.1: Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.
- 6.C4.2: Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.
 - Key concepts include but are not limited to civility, respect for the rights of others, individual responsibility, respect for law, open mindedness, critical examination of issues, negotiation and compromise, civic mindedness, compassion, patriotism, conciliation, and consensus building

HISTORY

- 6.H1.1: Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.
- 6.H1.2: Explain the causes and effects of interactions between cultures and civilizations.
 - Key concepts include but are not limited to trade, competition, warfare, slavery, serfdom, innovations, and contributions.
- 6.H2.1: Evaluate the causes and effects of conflict and resolution among different societies and cultures.
 - Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry
- 6.H3.1: Analyze the impact of religious, government, and civic groups over time.
- 6.H3.3: Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.
- 6.H4.1: Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.

Lesson 12: How Does the Constitution Limit the Powers of Our Government?

DISCIPLINARY SKILLS AND PROCESSES

- 6.SP3.1: Define and frame compelling and supporting questions about issues and events in the time-period and region studied.
- 6.SP3.2: Use evidence to develop claims and counterclaims in response to compelling questions in the time period and region studied.
- 6.SP3.6: Construct and present arguments using claims and evidence from multiple sources.
- 6.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.

CIVICS

- 6.C4.1: Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.
- 6.C4.2: Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.
 - Key concepts include but are not limited to civility, respect for the rights of others, individual responsibility, respect for law, open mindedness, critical examination of issues, negotiation and compromise, civic mindedness, compassion, patriotism, conciliation, and consensus building

HISTORY

- 6.H1.2: Explain the causes and effects of interactions between cultures and civilizations.
 - Key concepts include but are not limited to trade, competition, warfare, slavery, serfdom, innovations, and contributions.
- 6.H2.1: Evaluate the causes and effects of conflict and resolution among different societies and cultures.
 - Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry
- 6.H3.3: Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.

Lesson 13: What is the Legislative Branch?

DISCIPLINARY SKILLS AND PROCESSES

- 6.SP2.1: Explain how and why perspectives of people have changed throughout different historical eras.
- 6.SP3.6: Construct and present arguments using claims and evidence from multiple sources.
- 6.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.

CIVICS

- 6.C2.1: Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.
- 6.C4.2: Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.
 - Key concepts include but are not limited to civility, respect for the rights of others, individual responsibility, respect for law, open mindedness, critical examination of issues, negotiation and compromise, civic mindedness, compassion, patriotism, conciliation, and consensus building

ECONOMICS

- 6.E5.1: Describe the factors that influence trade between countries or cultures.

HISTORY

- 6.H2.1: Evaluate the causes and effects of conflict and resolution among different societies and cultures.
 - Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry
- 6.H3.1: Analyze the impact of religious, government, and civic groups over time.
- 6.H3.3: Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.
- 6.H4.1: Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.

Lesson 14: What Is the Executive Branch?

DISCIPLINARY SKILLS AND PROCESSES

- 6.SP2.1: Explain how and why perspectives of people have changed throughout different historical eras.
- 6.SP3.6: Construct and present arguments using claims and evidence from multiple sources.

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- 6.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.

CIVICS

- 6.C2.1: Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.
- 6.C4.2: Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.
 - Key concepts include but are not limited to civility, respect for the rights of others, individual responsibility, respect for law, open mindedness, critical examination of issues, negotiation and compromise, civic mindedness, compassion, patriotism, conciliation, and consensus building

ECONOMICS

- 6.E5.1: Describe the factors that influence trade between countries or cultures.

HISTORY

- 6.H2.1: Evaluate the causes and effects of conflict and resolution among different societies and cultures.
 - Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry
- 6.H3.1: Analyze the impact of religious, government, and civic groups over time.
- 6.H3.3: Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.
- 6.H4.1: Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.

Lesson 15: What Is the Judicial Branch?

DISCIPLINARY SKILLS AND PROCESSES

- 6.SP2.1: Explain how and why perspectives of people have changed throughout different historical eras.
- 6.SP3.6: Construct and present arguments using claims and evidence from multiple sources.
- 6.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.

CIVICS

- 6.C2.1: Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.
- 6.C4.2: Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.
 - Key concepts include but are not limited to civility, respect for the rights of others, individual responsibility, respect for law, open mindedness, critical examination of issues, negotiation and compromise, civic mindedness, compassion, patriotism, conciliation, and consensus building

ECONOMICS

- 6.E5.1: Describe the factors that influence trade between countries or cultures.

HISTORY

- 6.H2.1: Evaluate the causes and effects of conflict and resolution among different societies and cultures.
 - Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry

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- 6.H3.1: Analyze the impact of religious, government, and civic groups over time.
- 6.H3.3: Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.
- 6.H4.1: Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.

Lesson 16: How Did the Constitution Create a Federal System of Government?

DISCIPLINARY SKILLS AND PROCESSES

- 6.SP2.1: Explain how and why perspectives of people have changed throughout different historical eras.
- 6.SP3.6: Construct and present arguments using claims and evidence from multiple sources.
- 6.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.

CIVICS

- 6.C2.1: Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.
- 6.C4.2: Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.
 - Key concepts include but are not limited to civility, respect for the rights of others, individual responsibility, respect for law, open mindedness, critical examination of issues, negotiation and compromise, civic mindedness, compassion, patriotism, conciliation, and consensus building

ECONOMICS

- 6.E5.1: Describe the factors that influence trade between countries or cultures.

HISTORY

- 6.H2.1: Evaluate the causes and effects of conflict and resolution among different societies and cultures.
 - Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry
- 6.H3.1: Analyze the impact of religious, government, and civic groups over time.
- 6.H3.3: Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.
- 6.H4.1: Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.

Overview of Unit 4: How Does the Constitution Protect Our Basic Rights?

Anchor Standard	Lesson 17	Lesson 18	Lesson 19	Lesson 20	Lesson 21
SP1	X	X	X	X	X
SP2	X	X	X	X	X
SP3	X	X	X	X	X

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SP4	X	X	X	X	X
C2	X	X	X	X	X
C4	X	X	X	X	X
H2	X	X	X	X	X
H3	X	X	X	X	X
H4	X	X	X	X	X

Lesson 17: How Does the Constitution Protect Your Right to Freedom of Expression?

DISCIPLINARY SKILLS AND PROCESSES

- 6.SP1.1: Examine ways that historians and social scientist know about the past.
- 6.SP1.2: Analyze connections among events and developments in various geographic and cultural contexts.
- 6.SP1.3: Classify a series of historical events and developments as examples of change and/or continuity.
- 6.SP1.4: Evaluate the significance of past events and their effect on students’ lives and society.
- 6.SP2.1: Explain how and why perspectives of people have changed throughout different historical eras.
- 6.SP2.2: Analyze how people’s perspective influenced what information is available in the historical sources they created.
- 6.SP3.1: Define and frame compelling and supporting questions about issues and events in the time-period and region studied.
- 6.SP3.2: Use evidence to develop claims and counterclaims in response to compelling questions in the time period and region studied.
- 6.SP3.3: Classify the kinds of historical sources used in secondary interpretations.
- 6.SP3.4: Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.
- 6.SP3.5: Use questions generated about multiple sources to identify further areas of inquiry and additional sources.
- 6.SP3.6: Construct and present arguments using claims and evidence from multiple sources.
- 6.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.
- 6.SP4.1: Explain the multiple causes and effects of events and developments in the past.
- 6.SP4.2: Organize applicable evidence into a coherent argument about the past.

CIVICS

- 6.C2.1: Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.
- 6.C4.1: Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.

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- 6.C4.2: Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.
 - Key concepts include but are not limited to civility, respect for the rights of others, individual responsibility, respect for law, open mindedness, critical examination of issues, negotiation and compromise, civic mindedness, compassion, patriotism, conciliation, and consensus building

HISTORY

- 6.H2.1: Evaluate the causes and effects of conflict and resolution among different societies and cultures.
 - Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry
- 6.H3.1: Analyze the impact of religious, government, and civic groups over time.
- 6.H3.2: Generate questions to examine the similarities and differences between major world religions and the role of religion in the formation of regions and their cultural, political, economic, and social identity.
 - Key world religions such as Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, Sikhism, and Taoism
- 6.H3.3: Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.
- 6.H4.1: Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.

Lesson 18: How Does the Constitution Protect Your Right to Freedom of Religion?

DISCIPLINARY SKILLS AND PROCESSES

- 6.SP1.1: Examine ways that historians and social scientist know about the past.
- 6.SP1.2: Analyze connections among events and developments in various geographic and cultural contexts.
- 6.SP1.3: Classify a series of historical events and developments as examples of change and/or continuity.
- 6.SP1.4: Evaluate the significance of past events and their effect on students’ lives and society.
- 6.SP2.1: Explain how and why perspectives of people have changed throughout different historical eras.
- 6.SP2.2: Analyze how people’s perspective influenced what information is available in the historical sources they created.
- 6.SP3.1: Define and frame compelling and supporting questions about issues and events in the time-period and region studied.
- 6.SP3.2: Use evidence to develop claims and counterclaims in response to compelling questions in the time period and region studied.
- 6.SP3.3: Classify the kinds of historical sources used in secondary interpretations.
- 6.SP3.4: Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.
- 6.SP3.5: Use questions generated about multiple sources to identify further areas of inquiry and additional sources.
- 6.SP3.6: Construct and present arguments using claims and evidence from multiple sources.

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- 6.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.
- 6.SP4.1: Explain the multiple causes and effects of events and developments in the past.
- 6.SP4.2: Organize applicable evidence into a coherent argument about the past.

CIVICS

- 6.C2.1: Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.
- 6.C4.1: Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.
- 6.C4.2: Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.
 - Key concepts include but are not limited to civility, respect for the rights of others, individual responsibility, respect for law, open mindedness, critical examination of issues, negotiation and compromise, civic mindedness, compassion, patriotism, conciliation, and consensus building

HISTORY

- 6.H2.1: Evaluate the causes and effects of conflict and resolution among different societies and cultures.
 - Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry
- 6.H3.1: Analyze the impact of religious, government, and civic groups over time.
- 6.H3.2: Generate questions to examine the similarities and differences between major world religions and the role of religion in the formation of regions and their cultural, political, economic, and social identity.
 - Key world religions such as Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, Sikhism, and Taoism
- 6.H3.3: Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.
- 6.H4.1: Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.

Lesson 19: How Does the Constitution Protect Your Right to Equal Protection of the Laws?

DISCIPLINARY SKILLS AND PROCESSES

- 6.SP1.1: Examine ways that historians and social scientist know about the past.
- 6.SP1.2: Analyze connections among events and developments in various geographic and cultural contexts.
- 6.SP1.3: Classify a series of historical events and developments as examples of change and/or continuity.
- 6.SP1.4: Evaluate the significance of past events and their effect on students’ lives and society.
- 6.SP2.1: Explain how and why perspectives of people have changed throughout different historical eras.
- 6.SP2.2: Analyze how people’s perspective influenced what information is available in the historical sources they created.
- 6.SP3.1: Define and frame compelling and supporting questions about issues and events in the time-period and region studied.

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- 6.SP3.2: Use evidence to develop claims and counterclaims in response to compelling questions in the time period and region studied.
- 6.SP3.3: Classify the kinds of historical sources used in secondary interpretations.
- 6.SP3.4: Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.
- 6.SP3.5: Use questions generated about multiple sources to identify further areas of inquiry and additional sources.
- 6.SP3.6: Construct and present arguments using claims and evidence from multiple sources.
- 6.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.
- 6.SP4.1: Explain the multiple causes and effects of events and developments in the past.
- 6.SP4.2: Organize applicable evidence into a coherent argument about the past.

CIVICS

- 6.C2.1: Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.
- 6.C4.1: Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.
- 6.C4.2: Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.
 - Key concepts include but are not limited to civility, respect for the rights of others, individual responsibility, respect for law, open mindedness, critical examination of issues, negotiation and compromise, civic mindedness, compassion, patriotism, conciliation, and consensus building

HISTORY

- 6.H2.1: Evaluate the causes and effects of conflict and resolution among different societies and cultures.
 - Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry
- 6.H3.1: Analyze the impact of religious, government, and civic groups over time.
- 6.H3.2: Generate questions to examine the similarities and differences between major world religions and the role of religion in the formation of regions and their cultural, political, economic, and social identity.
 - Key world religions such as Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, Sikhism, and Taoism
- 6.H3.3: Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.
- 6.H4.1: Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.

Lesson 20: How Does the Constitution Protect Your Right to Due Process of Law?

DISCIPLINARY SKILLS AND PROCESSES

- 6.SP1.1: Examine ways that historians and social scientist know about the past.
- 6.SP1.2: Analyze connections among events and developments in various geographic and cultural contexts.

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- 6.SP1.3: Classify a series of historical events and developments as examples of change and/or continuity.
- 6.SP1.4: Evaluate the significance of past events and their effect on students’ lives and society.
- 6.SP2.1: Explain how and why perspectives of people have changed throughout different historical eras.
- 6.SP2.2: Analyze how people’s perspective influenced what information is available in the historical sources they created.
- 6.SP3.1: Define and frame compelling and supporting questions about issues and events in the time-period and region studied.
- 6.SP3.2: Use evidence to develop claims and counterclaims in response to compelling questions in the time period and region studied.
- 6.SP3.3: Classify the kinds of historical sources used in secondary interpretations.
- 6.SP3.4: Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.
- 6.SP3.5: Use questions generated about multiple sources to identify further areas of inquiry and additional sources.
- 6.SP3.6: Construct and present arguments using claims and evidence from multiple sources.
- 6.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.
- 6.SP4.1: Explain the multiple causes and effects of events and developments in the past.
- 6.SP4.2: Organize applicable evidence into a coherent argument about the past.

CIVICS

- 6.C2.1: Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.
- 6.C4.1: Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.
- 6.C4.2: Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.
 - Key concepts include but are not limited to civility, respect for the rights of others, individual responsibility, respect for law, open mindedness, critical examination of issues, negotiation and compromise, civic mindedness, compassion, patriotism, conciliation, and consensus building

HISTORY

- 6.H2.1: Evaluate the causes and effects of conflict and resolution among different societies and cultures.
 - Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry
- 6.H3.1: Analyze the impact of religious, government, and civic groups over time.
- 6.H3.2: Generate questions to examine the similarities and differences between major world religions and the role of religion in the formation of regions and their cultural, political, economic, and social identity.
 - Key world religions such as Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, Sikhism, and Taoism
- 6.H3.3: Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.

- 6.H4.1: Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.

Lesson 21: How Does the Constitution Protect Your Right to Vote?

DISCIPLINARY SKILLS AND PROCESSES

- 6.SP1.1: Examine ways that historians and social scientist know about the past.
- 6.SP1.2: Analyze connections among events and developments in various geographic and cultural contexts.
- 6.SP1.3: Classify a series of historical events and developments as examples of change and/or continuity.
- 6.SP1.4: Evaluate the significance of past events and their effect on students’ lives and society.
- 6.SP2.1: Explain how and why perspectives of people have changed throughout different historical eras.
- 6.SP2.2: Analyze how people’s perspective influenced what information is available in the historical sources they created.
- 6.SP3.1: Define and frame compelling and supporting questions about issues and events in the time-period and region studied.
- 6.SP3.2: Use evidence to develop claims and counterclaims in response to compelling questions in the time period and region studied.
- 6.SP3.3: Classify the kinds of historical sources used in secondary interpretations.
- 6.SP3.4: Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.
- 6.SP3.5: Use questions generated about multiple sources to identify further areas of inquiry and additional sources.
- 6.SP3.6: Construct and present arguments using claims and evidence from multiple sources.
- 6.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.
- 6.SP4.1: Explain the multiple causes and effects of events and developments in the past.
- 6.SP4.2: Organize applicable evidence into a coherent argument about the past.

CIVICS

- 6.C2.1: Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.
- 6.C4.1: Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.
- 6.C4.2: Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.
 - Key concepts include but are not limited to civility, respect for the rights of others, individual responsibility, respect for law, open mindedness, critical examination of issues, negotiation and compromise, civic mindedness, compassion, patriotism, conciliation, and consensus building

HISTORY

- 6.H2.1: Evaluate the causes and effects of conflict and resolution among different societies and cultures.

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- Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry
- 6.H3.1: Analyze the impact of religious, government, and civic groups over time.
- 6.H3.2: Generate questions to examine the similarities and differences between major world religions and the role of religion in the formation of regions and their cultural, political, economic, and social identity.
 - Key world religions such as Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, Sikhism, and Taoism
- 6.H3.3: Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.
- 6.H4.1: Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.

Overview of Unit 5: What Are the Responsibilities of Citizens?

Anchor Standard	Lesson 22	Lesson 23	Lesson 24
SP1	X	X	X
SP2	X	X	X
SP3	X	X	X
SP4	X	X	X
C2	X	X	X
E5	X		
H1	X		
H2	X		
H3	X		
H4	X		

Lesson 22: What is the Role of the United States in the World Today?

DISCIPLINARY SKILLS AND PROCESSES

- 6.SP1.1: Examine ways that historians and social scientist know about the past.
- 6.SP1.2: Analyze connections among events and developments in various geographic and cultural contexts.
- 6.SP1.3: Classify a series of historical events and developments as examples of change and/or continuity.
- 6.SP1.4: Evaluate the significance of past events and their effect on students’ lives and society.

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- 6.SP2.1: Explain how and why perspectives of people have changed throughout different historical eras.
- 6.SP2.2: Analyze how people’s perspective influenced what information is available in the historical sources they created.
- 6.SP3.1: Define and frame compelling and supporting questions about issues and events in the time-period and region studied.
- 6.SP4.1: Explain the multiple causes and effects of events and developments in the past.
- 6.SP4.2: Organize applicable evidence into a coherent argument about the past.

CIVICS

- 6.C2.1: Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.
- 6.C4.1: Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.
- 6.C4.2: Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.
 - Key concepts include but are not limited to civility, respect for the rights of others, individual responsibility, respect for law, open mindedness, critical examination of issues, negotiation and compromise, civic mindedness, compassion, patriotism, conciliation, and consensus building

ECONOMICS.

- 6.E5.1: Describe the factors that influence trade between countries or cultures.

HISTORY

- 6.H1.1: Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.
- 6.H1.2: Explain the causes and effects of interactions between cultures and civilizations.
 - Key concepts include but are not limited to trade, competition, warfare, slavery, serfdom, innovations, and contributions.
- 6.H2.1: Evaluate the causes and effects of conflict and resolution among different societies and cultures.
 - Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry
- 6.H3.1: Analyze the impact of religious, government, and civic groups over time.
- 6.H3.2: Generate questions to examine the similarities and differences between major world religions and the role of religion in the formation of regions and their cultural, political, economic, and social identity.
 - Key world religions such as Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, Sikhism, and Taoism
- 6.H3.3: Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.
- 6.H4.1: Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.

Lesson 23: What are Some Important Responsibilities of Citizens?

DISCIPLINARY SKILLS AND PROCESSES

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

- 6.SP1.2: Analyze connections among events and developments in various geographic and cultural contexts.
- 6.SP1.3: Classify a series of historical events and developments as examples of change and/or continuity.
- 6.SP1.4: Evaluate the significance of past events and their effect on students’ lives and society.
- 6.SP2.1: Explain how and why perspectives of people have changed throughout different historical eras.
- 6.SP2.2: Analyze how people’s perspective influenced what information is available in the historical sources they created.
- 6.SP3.1: Define and frame compelling and supporting questions about issues and events in the time-period and region studied.
- 6.SP3.2: Use evidence to develop claims and counterclaims in response to compelling questions in the time period and region studied.
- 6.SP3.3: Classify the kinds of historical sources used in secondary interpretations.
- 6.SP3.4: Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.
- 6.SP3.5: Use questions generated about multiple sources to identify further areas of inquiry and additional sources.
- 6.SP3.6: Construct and present arguments using claims and evidence from multiple sources.
- 6.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.
- 6.SP4.1: Explain the multiple causes and effects of events and developments in the past.
- 6.SP4.2: Organize applicable evidence into a coherent argument about the past.

CIVICS

- 6.C2.1: Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.
- 6.C4.1: Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.
- 6.C4.2: Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.
 - Key concepts include but are not limited to civility, respect for the rights of others, individual responsibility, respect for law, open mindedness, critical examination of issues, negotiation and compromise, civic mindedness, compassion, patriotism, conciliation, and consensus building

Lesson 24: How Can Citizens Promote the Common Good?

DISCIPLINARY SKILLS AND PROCESSES

- 6.SP1.2: Analyze connections among events and developments in various geographic and cultural contexts.
- 6.SP1.3: Classify a series of historical events and developments as examples of change and/or continuity.
- 6.SP1.4: Evaluate the significance of past events and their effect on students’ lives and society.
- 6.SP2.1: Explain how and why perspectives of people have changed throughout different historical eras.

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- 6.SP2.2: Analyze how people’s perspective influenced what information is available in the historical sources they created.
- 6.SP3.1: Define and frame compelling and supporting questions about issues and events in the time-period and region studied.
- 6.SP3.2: Use evidence to develop claims and counterclaims in response to compelling questions in the time period and region studied.
- 6.SP3.3: Classify the kinds of historical sources used in secondary interpretations.
- 6.SP3.4: Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.
- 6.SP3.5: Use questions generated about multiple sources to identify further areas of inquiry and additional sources.
- 6.SP3.6: Construct and present arguments using claims and evidence from multiple sources.
- 6.SP3.7: Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.
- 6.SP4.1: Explain the multiple causes and effects of events and developments in the past.
- 6.SP4.2: Organize applicable evidence into a coherent argument about the past.

CIVICS

- 6.C2.1: Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.
- 6.C4.1: Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.
- 6.C4.2: Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.
 - Key concepts include but are not limited to civility, respect for the rights of others, individual responsibility, respect for law, open mindedness, critical examination of issues, negotiation and compromise, civic mindedness, compassion, patriotism, conciliation, and consensus building

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.

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- 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 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.

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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 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.
- 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.

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

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 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

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SP4	X	X	X	X	X	X
C2				X	X	
C4	X	X	X	X	X	X

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

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

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.

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

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.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.
- 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 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.
- 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.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.
- 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 11: How Did the Articles of Confederation Organize the First National 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.

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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.
- 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 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.
- 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 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.
- 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.

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- 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 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.
- 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.

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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

- 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.SP3.7: 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 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.
- 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.
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- 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 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.
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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.
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- 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.
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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.

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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.
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- 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.
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CIVICS

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

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.
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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.
- 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

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- 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.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.
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- 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.
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- 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.

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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 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.
- 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.

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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.
- 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.

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.
- 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 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.
- 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 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.
- 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.C1.1: 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.
- 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.

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.
- 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 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.
- 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.

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.
- 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.
- 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.
- 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.
- 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.
- 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.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.
- 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.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.
- 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.C4.3: 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?

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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.
- 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.

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.
- 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.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.
- 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.C1.2: 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.

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- 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.

We the People: The Citizen & the Constitution

9th-12th grade

Level Three Textbook Correlation

aligned to

Arizona History & Social Science Anchor Standards

Jake Harvey

Overview of Unit 1: What Are the Philosophical and Historical Foundations of the American Political System?

Anchor Standard	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
SP1			X	X	X		X
SP2		X			X		
SP3	X					X	
SP4	X	X	X			X	X
C1	X	X	X	X	X	X	
C2		X	X	X		X	X
C3					X		X
C4					X	X	X

Arizona Civics Course Considerations found in Unit 1:

- Foundations of government including but not limited to the historical foundations and philosophical foundations of the American political system, the purpose and role of government, and where government gets its authority
- American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expression, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality

Lesson 1: What Did the Founders Think about Constitutional Government?

DISCIPLINARY SKILLS AND PROCESSES

- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- Course Consideration: Foundations of government including but not limited to the historical foundations and philosophical foundations of the American political system, the purpose and role of government, and where government gets its authority
- Course Consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality

Lesson 2: What Ideas about Civic Life Informed the Founding Generation?

DISCIPLINARY SKILLS AND PROCESSES

- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C1: Civic virtues and democratic principles are key components of the American political system.
- C2: Citizens have individual rights, roles, and responsibilities.
- HS.C1.1: Explain the significance of civic virtues to a well-functioning constitutional republic.
- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- Course Consideration: Foundations of government including but not limited to the historical foundations and philosophical foundations of the American political system, the purpose and role of government, and where government gets its authority
- Course Consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality

Lesson 3: What Historical Developments Influenced Modern Ideas of Individual Rights?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C2: Citizens have individual rights, roles, and responsibilities.
- HS.C1.2 Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents.

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- HS.C2.3 Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- Course Consideration: Foundations of government including but not limited to the historical foundations and philosophical foundations of the American political system, the purpose and role of government, and where government gets its authority
- Course Consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality

Lesson 4: What Were the British Origins of American Constitutionalism?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.

CIVICS

- C1: Civic virtues and democratic principles are key components of the American political system.
- C2: Citizens have individual rights, roles, and responsibilities.
- HS.C1.2: Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents.
- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- Course Consideration: Foundations of government including but not limited to the historical foundations and philosophical foundations of the American political system, the purpose and role of government, and where government gets its authority
- Course Consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality

Lesson 5: What Basic Ideas about Rights and Constitutional Government did Colonial Americans Hold?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.

CIVICS

- C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.
- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.

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- HS.C1.2: Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents.
- Course Consideration: Foundations of government including but not limited to the historical foundations and philosophical foundations of the American political system, the purpose and role of government, and where government gets its authority
- Course Consideration: Structures and function of tribal, local, Arizona and other states, national, and international governments including but not limited to constitutional vs. non-constitutional governments, and how governments are organized, limits and powers of the legislative, judicial, and executive branch, and comparative governments

Lesson 6: Why Did American Colonists Want to Free Themselves from Great Britain?

DISCIPLINARY SKILLS AND PROCESSES

- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C1: Civic virtues and democratic principles are key components of the American political system.
- C2: Citizens have individual rights, roles, and responsibilities.
- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.
- HS.C1.2: Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents.
- HS.C2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- Course Consideration: Foundations of government including but not limited to the historical foundations and philosophical foundations of the American political system, the purpose and role of government, and where government gets its authority
- Course Consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality

Lesson 7: What Basic Ideas about Government and Rights Did the State Constitutions Include?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C2: Citizens have individual rights, roles, and responsibilities.
- C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.

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- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.
- HS.C1.2: Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents.
- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- HS.C2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- Course Consideration: Civil Liberties and Civil Rights
- Course Consideration: Foundations of government including but not limited to the historical foundations and philosophical foundations of the American political system, the purpose and role of government, and where government gets its authority
- Course Consideration: Structures and function of tribal, local, Arizona and other states, national, and international governments including but not limited to constitutional vs. non-constitutional governments, and how governments are organized, limits and powers of the legislative, judicial, and executive branch, and comparative governments

Overview of Unit 2: How Did the Framers Create the Constitution?

Anchor Standard	Lesson 8	Lesson 9	Lesson 10	Lesson 11	Lesson 12	Lesson 13	Lesson 14
SP1	X						
SP2		X	X		X	X	X
SP3	X		X	X		X	X
SP4	X				X		
C1				X			
C2							
C3	X			X	X	X	X
C4	X	X	X	X	X	X	X

Arizona Civics Course Considerations found in Unit 2:

- Foundations of government including but not limited to the historical foundations and philosophical foundations of the American political system, the purpose and role of government, and where government gets its authority
- Institutions of the national government including but not limited to Congress, the President and the bureaucracy, federal courts; and institutions of the state government including the legislature, governor and the bureaucracy, and the state courts
- American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality

Lesson 8: What Were the Articles of Confederation, and Why Did Some Founders Want to Change Them?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.
- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.
- HS.C3.2: Analyze the origins, functions, and structures of government at the national, state, local, and tribal levels and compare with other systems of government.
- Course Consideration: Foundations of government including but not limited to the historical foundations and philosophical foundations of the American political system, the purpose and role of government, and where government gets its authority
- Course Consideration: Structures and function of tribal, local, Arizona and other states, national, and international governments including but not limited to constitutional vs. non-constitutional governments, and how governments are organized, limits and powers of the legislative, judicial, and executive branch, and comparative governments

Lesson 9: How Was the Philadelphia Convention Organized?

DISCIPLINARY SKILLS AND PROCESSES

- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.

CIVICS

- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.
- HS.C1.2: Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents.
- HS.C1.3: Explain and use deliberative processes implemented in various civic and political institutions.
- HS.C2.6: Evaluate the contributions of individuals and groups, including Arizonans, who have played a role in promoting civic and democratic principles.
- Course Consideration: Foundations of government including but not limited to the historical foundations and philosophical foundations of the American political system, the purpose and role of government, and where government gets its authority
- Course Consideration: Law-making process including the role of deliberation and compromise
- Course Consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice,

representative government, checks and balances, freedom of religion, civilian control of the military, and equality

Lesson 10: Why Was Representation a Major Issue at the Philadelphia Convention?

DISCIPLINARY SKILLS AND PROCESSES

- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

CIVICS

- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.
- HS.C1.3: Explain and use deliberative processes implemented in various civic and political institutions.
- HS.C3.1: Examine how the United States Constitution established a system of government that has powers, responsibilities, and limits and analyze how those powers, responsibilities, and limits have changed over time.
- HS.C3.2: Analyze the origins, functions, and structures of government at the national, state, local, and tribal levels and compare with other systems of government.
- HS.C4.5: Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems, instances of such problems in multiple contexts, and challenges and opportunities faced by those trying to address these problems over time and place.
- Course consideration: Foundations of government including but not limited to the historical foundations and philosophical foundations of the American political system, the purpose and role of government, and where government gets its authority
- Course consideration: Structures and function of tribal, local, Arizona and other states, national, and international governments including but not limited to constitutional vs. non-constitutional governments, and how governments are organized, limits and powers of the legislative, judicial, and executive branch, and comparative governments
- Course consideration: Institutions of the national government including but not limited to Congress, the President and the bureaucracy, federal courts; and institutions of the state government including the legislature, governor and the bureaucracy, and the state courts
- Course consideration: Law-making process including the role of deliberation and compromise

Lesson 11: What Questions Did the Framers Consider in Designing the Three Branches of the National Government?

DISCIPLINARY SKILLS AND PROCESSES

- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

CIVICS

- C1: Civic virtues and democratic principles are key components of the American political system.
- C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.
- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.

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- HS.C1.2: Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents.
- HS.C2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- HS.C3.1: Examine how the United States Constitution established a system of government that has powers, responsibilities, and limits and analyze how those powers, responsibilities, and limits have changed over time.
- HS.C3.2: Analyze the origins, functions, and structures of government at the national, state, local, and tribal levels and compare with other systems of government.
- HS.C4.1: Evaluate multiple procedures for making governmental decisions in all three branches and at the local, state, tribal, national, and international levels in terms of the civic purpose achieved.
- HS.C4.3: Explain the procedures for elections at the local, state, tribal, and national levels.
- Course Consideration: Structures and function of tribal, local, Arizona and other states, national, and international governments including but not limited to constitutional vs. non-constitutional governments, and how governments are organized, limits and powers of the legislative, judicial, and executive branch, and comparative governments
- Course Consideration: Institutions of the national government including but not limited to Congress, the President and the bureaucracy, federal courts; and institutions of the state government including the legislature, governor and the bureaucracy, and the state courts
- Course Consideration: Elections, voting, and voting behavior including but not limited to political socialization, creation of legislative and congressional districts, opportunities for participation, campaigns, types of elections including primary process and general election process (local, state, and federal), laws governing elections, voter turnout, and barriers to voting
- Course Consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality

Lesson 12: How Did the Delegates Distribute Powers between National and State Governments?

DISCIPLINARY SKILLS AND PROCESSES

- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.
- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.
- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- HS.C2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.

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- HS.C3.1: Examine how the United States Constitution established a system of government that has powers, responsibilities, and limits and analyze how those powers, responsibilities, and limits have changed over time.
- HS.C3.2: Analyze the origins, functions, and structures of government at the national, state, local, and tribal levels and compare with other systems of government.
- HS.C4.1: Evaluate multiple procedures for making governmental decisions in all three branches and at the local, state, tribal, national, and international levels in terms of the civic purpose achieved.
- HS.C4.2: Evaluate local, state, national, and international policies in terms of intended and unintended outcomes and related consequences.
- HS.C4.5: Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems, instances of such problems in multiple contexts, and challenges and opportunities faced by those trying to address these problems over time and place.
- Course Consideration: Foundations of government including but not limited to the historical foundations and philosophical foundations of the American political system, the purpose and role of government, and where government gets its authority
- Course Consideration: Structures and function of tribal, local, Arizona and other states, national, and international governments including but not limited to constitutional vs. non-constitutional governments, and how governments are organized, limits and powers of the legislative, judicial, and executive branch, and comparative governments
- Course Consideration: Institutions of the national government including but not limited to Congress, the President and the bureaucracy, federal courts; and institutions of the state government including the legislature, governor and the bureaucracy, and the state courts

Lesson 13: What Was the Anti-Federalist Position in the Debate about Ratification?

DISCIPLINARY SKILLS AND PROCESSES

- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

CIVICS

- C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.
- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.
- HS.C1.2: Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents.
- HS.C2.5: Compare the rights guaranteed in Arizona Constitution to those in the United States Constitution.
- HS.C3.1: Examine how the United States Constitution established a system of government that has powers, responsibilities, and limits and analyze how those powers, responsibilities, and limits have changed over time.
- HS.C3.2: Analyze the origins, functions, and structures of government at the national, state, local, and tribal levels and compare with other systems of government.

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- HS.C4.1: Evaluate multiple procedures for making governmental decisions in all three branches and at the local, state, tribal, national, and international levels in terms of the civic purpose achieved.
- Course Consideration: Foundations of government including but not limited to the historical foundations and philosophical foundations of the American political system, the purpose and role of government, and where government gets its authority
- Course Consideration: Structures and function of tribal, local, Arizona and other states, national, and international governments including but not limited to constitutional vs. non-constitutional governments, and how governments are organized, limits and powers of the legislative, judicial, and executive branch, and comparative governments
- Course Consideration: Institutions of the national government including but not limited to Congress, the President and the bureaucracy, federal courts; and institutions of the state government including the legislature, governor and the bureaucracy, and the state courts
- Course Consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality

Lesson 14: What Was the Federalist Position in the Debate about Ratification?

DISCIPLINARY SKILLS AND PROCESSES

- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

CIVICS

- C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.
- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.
- HS.C1.2: Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents.
- HS.C2.5: Compare the rights guaranteed in Arizona Constitution to those in the United States Constitution.
- HS.C3.1: Examine how the United States Constitution established a system of government that has powers, responsibilities, and limits and analyze how those powers, responsibilities, and limits have changed over time.
- HS.C3.2: Analyze the origins, functions, and structures of government at the national, state, local, and tribal levels and compare with other systems of government.
- HS.C4.1: Evaluate multiple procedures for making governmental decisions in all three branches and at the local, state, tribal, national, and international levels in terms of the civic purpose achieved.
- Course Consideration: Foundations of government including but not limited to the historical foundations and philosophical foundations of the American political system, the purpose and role of government, and where government gets its authority

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- Course Consideration: Structures and function of tribal, local, Arizona and other states, national, and international governments including but not limited to constitutional vs. non-constitutional governments, and how governments are organized, limits and powers of the legislative, judicial, and executive branch, and comparative governments
- Course Consideration: Institutions of the national government including but not limited to Congress, the President and the bureaucracy, federal courts; and institutions of the state government including the legislature, governor and the bureaucracy, and the state courts
- Course Consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality

Overview of Unit 3: How Has the Constitution Been Changed to Further the Ideals Contained in the Declaration of Independence?

Anchor Standard	Lesson 15	Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20
SP1	X	X	X	X	X	X
SP2			X		X	
SP3		X		X		
SP4	X		X			X
C1			X	X	X	X
C2		X		X	X	X
C3		X				
C4	X			X	X	

Arizona Civics Course Considerations found in Unit 3:

- Structures and function of tribal, local, Arizona and other states, national, and international governments including but not limited to constitutional vs. non-constitutional governments, and how governments are organized, limits and powers of the legislative, judicial, and executive branch, and comparative governments
- Institutions of the national government including but not limited to Congress, the President and the bureaucracy, federal courts; and institutions of the state government including the legislature, governor and the bureaucracy, and the state courts
- Media, interest groups, and political parties including but not limited to the how these linkage institutions connect the people to government and shape political and social interests, the role of the free press in the American political system, the origin and role of political parties, the two-party system, the role of

third parties in American politics, and the social, political, and economic positions of American political parties in history and the present day

- Elections, voting, and voting behavior including but not limited to political socialization, creation of legislative and congressional districts, opportunities for participation, campaigns, types of elections including primary process and general election process (local, state, and federal), laws governing elections, voter turnout, and barriers to voting
- Civil Liberties and Civil Rights

Lesson 15: How Have Amendments and Judicial Review Changed the Constitution?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.
- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- HS.C2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- HS.C2.5: Compare the rights guaranteed in Arizona Constitution to those in the United States Constitution.
- HS.C3.1: Examine how the United States Constitution established a system of government that has powers, responsibilities, and limits and analyze how those powers, responsibilities, and limits have changed over time.
- HS.C4.1: Evaluate multiple procedures for making governmental decisions in all three branches and at the local, state, tribal, national, and international levels in terms of the civic purpose achieved.
- Course consideration: Structures and function of tribal, local, Arizona and other states, national, and international governments including but not limited to constitutional vs. non-constitutional governments, and how governments are organized, limits and powers of the legislative, judicial, and executive branch, and comparative governments
- Course consideration: Institutions of the national government including but not limited to Congress, the President and the bureaucracy, federal courts; and institutions of the state government including the legislature, governor and the bureaucracy, and the state courts
- Course consideration: Elections, voting, and voting behavior including but not limited to political socialization, creation of legislative and congressional districts, opportunities for participation, campaigns, types of elections including primary process and general election process (local, state, and federal), laws governing elections, voter turnout, and barriers to voting
- Course consideration: Civil Liberties and Civil Rights

Lesson 16: What Is the Role of Political Parties in the Constitutional System?

DISCIPLINARY SKILLS AND PROCESSES

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

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

CIVICS

- C2: Citizens have individual rights, roles, and responsibilities.
- C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.
- HS.C3.3: Analyze the impact of political parties, interest groups, elections, and the media on political institutions.
- Course Consideration: Media, interest groups, and political parties including but not limited to the how these linkage institutions connect the people to government and shape political and social interests, the role of the free press in the American political system, the origin and role of political parties, the two-party system, the role of third parties in American politics, and the social, political, and economic positions of American political parties in history and the present day
- Course Consideration: Elections, voting, and voting behavior including but not limited to political socialization, creation of legislative and congressional districts, opportunities for participation, campaigns, types of elections including primary process and general election process (local, state, and federal), laws governing elections, voter turnout, and barriers to voting

Lesson 17: How Did the Civil War Test and Transform the American Constitutional System?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C1: Civic virtues and democratic principles are key components of the American political system.
- HS.C1.2: Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents.
- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- HS.C2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- HS.C2.5: Compare the rights guaranteed in Arizona Constitution to those in the United States Constitution.
- HS.C2.6: Evaluate the contributions of individuals and groups, including Arizonans, who have played a role in promoting civic and democratic principles.

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- HS.C4.2: Evaluate local, state, national, and international policies in terms of intended and unintended outcomes and related consequences.
- HS.C4.4: Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at various levels.
- HS.C4.5: Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems, instances of such problems in multiple contexts, and challenges and opportunities faced by those trying to address these problems over time and place.
- Course consideration: Elections, voting, and voting behavior including but not limited to political socialization, creation of legislative and congressional districts, opportunities for participation, campaigns, types of elections including primary process and general election process (local, state, and federal), laws governing elections, voter turnout, and barriers to voting
- Course consideration: Citizenship including rights, roles, and responsibilities of a citizen and the process for naturalization
- Course consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality

Lesson 18: How Has the Due Process Clause of the Fourteenth Amendment Changed the Constitution?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

CIVICS

- C1: Civic virtues and democratic principles are key components of the American political system.
- C2: Citizens have individual rights, roles, and responsibilities.
- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.
- HS.C1.2: Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents.
- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- HS.C2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- HS.C2.5: Compare the rights guaranteed in Arizona Constitution to those in the United States Constitution.
- Course consideration: Foundations of government including but not limited to the historical foundations and philosophical foundations of the American political system, the purpose and role of government, and where government gets its authority
- Course consideration: Civil Liberties and Civil Rights
- Course consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice,

representative government, checks and balances, freedom of religion, civilian control of the military, and equality

Lesson 19: How Has the Equal Protection Clause of the Fourteenth Amendment Changed the Constitution?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.

CIVICS

- C1: Civic virtues and democratic principles are key components of the American political system.
- C2: Citizens have individual rights, roles, and responsibilities.
- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.
- HS.C1.2: Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents.
- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- HS.C2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- HS.C2.5: Compare the rights guaranteed in Arizona Constitution to those in the United States Constitution.
- HS.C2.6: Evaluate the contributions of individuals and groups, including Arizonans, who have played a role in promoting civic and democratic principles.
- HS.C4.4: Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at various levels.
- HS.C4.5: Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems, instances of such problems in multiple contexts, and challenges and opportunities faced by those trying to address these problems over time and place.
- HS.C4.6: Assess options for action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
- Course consideration: Foundations of government including but not limited to the historical foundations and philosophical foundations of the American political system, the purpose and role of government, and where government gets its authority
- Course consideration: Institutions of the national government including but not limited to Congress, the President and the bureaucracy, federal courts; and institutions of the state government including the legislature, governor and the bureaucracy, and the state courts
- Course consideration: Citizenship including rights, roles, and responsibilities of a citizen and the process for naturalization
- Course consideration: Civil Liberties and Civil Rights
- Course consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice,

representative government, checks and balances, freedom of religion, civilian control of the military, and equality

Lesson 20: How Has the Right to Vote Been Expanded Since the Adoption of the Constitution?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C1: Civic virtues and democratic principles are key components of the American political system.
- C2: Citizens have individual rights, roles, and responsibilities.
- HS.C1.2: Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents.
- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- HS.C2.1: Explain the importance of individual participation in civic and political institutions.
- HS.C2.2: Analyze the role of citizens in the United States political system over time and compare this to the role of citizens in other political systems.
- HS.C2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- HS.C2.6: Evaluate the contributions of individuals and groups, including Arizonans, who have played a role in promoting civic and democratic principles.
- HS.C4.2: Evaluate local, state, national, and international policies in terms of intended and unintended outcomes and related consequences.
- HS.C4.3: Explain the procedures for elections at the local, state, tribal, and national levels.
- HS.C4.5: Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems, instances of such problems in multiple contexts, and challenges and opportunities faced by those trying to address these problems over time and place.
- Course consideration: Foundations of government including but not limited to the historical foundations and philosophical foundations of the American political system, the purpose and role of government, and where government gets its authority
- Course consideration: Elections, voting, and voting behavior including but not limited to political socialization, creation of legislative and congressional districts, opportunities for participation, campaigns, types of elections including primary process and general election process (local, state, and federal), laws governing elections, voter turnout, and barriers to voting
- Course consideration: Citizenship including rights, roles, and responsibilities of a citizen and the process for naturalization
- Course consideration: Civil Liberties and Civil Rights

Overview of Unit 4: How Have the Values and Principles Embodied in the Constitution Shaped American Institutions and Practices?

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

Anchor Standard	Lesson 21	Lesson 22	Lesson 23	Lesson 24	Lesson 25	Lesson 26
SP1			X	X		X
SP2	X				X	X
SP3	X	X			X	
SP4			X	X		X
C1	X	X				X
C2						
C3	X	X	X	X	X	X
C4		X	X	X	X	X

Arizona Civics Course Considerations found in Unit 4:

- Structures and function of tribal, local, Arizona and other states, national, and international governments including but not limited to constitutional vs. non-constitutional governments, and how governments are organized, limits and powers of the legislative, judicial, and executive branch, and comparative governments
- Institutions of the national government including but not limited to Congress, the President and the bureaucracy, federal courts; and institutions of the state government including the legislature, governor and the bureaucracy, and the state courts
- Law-making process including the role of deliberation and compromise
- Public policy including researching current issues or policies at the local, state, or federal level

Lesson 21: What Is the Role of Congress in American Constitutional Democracy?

DISCIPLINARY SKILLS AND PROCESSES

- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

CIVICS

- C1: Civic virtues and democratic principles are key components of the American political system.
- C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.
- HS.C1.2: Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents.
- HS.C3.1: Examine how the United States Constitution established a system of government that has powers, responsibilities, and limits and analyze how those powers, responsibilities, and limits have changed over time.

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- HS.C3.2: Analyze the origins, functions, and structures of government at the national, state, local, and tribal levels and compare with other systems of government.
- HS.C3.3: Analyze the impact of political parties, interest groups, elections, and the media on political institutions.
- HS.C4.3: Explain the procedures for elections at the local, state, tribal, and national levels.
- Course consideration: Structures and function of tribal, local, Arizona and other states, national, and international governments including but not limited to constitutional vs. non-constitutional governments, and how governments are organized, limits and powers of the legislative, judicial, and executive branch, and comparative governments
- Course consideration: Institutions of the national government including but not limited to Congress, the President and the bureaucracy, federal courts; and institutions of the state government including the legislature, governor and the bureaucracy, and the state courts
- Course consideration: Elections, voting, and voting behavior including but not limited to political socialization, creation of legislative and congressional districts, opportunities for participation, campaigns, types of elections including primary process and general election process (local, state, and federal), laws governing elections, voter turnout, and barriers to voting
- Course consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality

Lesson 22: How Does Congress Perform Its Functions in the American Constitutional System?

DISCIPLINARY SKILLS AND PROCESSES

- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

CIVICS

- C1: Civic virtues and democratic principles are key components of the American political system.
- C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.
- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.
- HS.C1.3: Explain and use deliberative processes implemented in various civic and political institutions.
- HS.C3.2: Analyze the origins, functions, and structures of government at the national, state, local, and tribal levels and compare with other systems of government.
- HS.C3.3: Analyze the impact of political parties, interest groups, elections, and the media on political institutions.
- HS.C4.1: Evaluate multiple procedures for making governmental decisions in all three branches and at the local, state, tribal, national, and international levels in terms of the civic purpose achieved.
- HS.C4.4: Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at various levels.
- Course consideration: Structures and function of tribal, local, Arizona and other states, national, and international governments including but not limited to constitutional vs. non-constitutional governments, and how governments are organized, limits and powers of the legislative, judicial, and executive branch, and comparative governments

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- Course consideration: Institutions of the national government including but not limited to Congress, the President and the bureaucracy, federal courts; and institutions of the state government including the legislature, governor and the bureaucracy, and the state courts
- Course consideration: Law-making process including the role of deliberation and compromise
- Course consideration: Media, interest groups, and political parties including but not limited to the how these linkage institutions connect the people to government and shape political and social interests, the role of the free press in the American political system, the origin and role of political parties, the two-party system, the role of third parties in American politics, and the social, political, and economic positions of American political parties in history and the present day
- Course consideration: Public policy including researching current issues or policies at the local, state, or federal level

Lesson 23: What Is the Role of the President in the American Constitutional System?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.
- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.
- HS.C2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- HS.C3.1: Examine how the United States Constitution established a system of government that has powers, responsibilities, and limits and analyze how those powers, responsibilities, and limits have changed over time.
- HS.C3.2: Analyze the origins, functions, and structures of government at the national, state, local, and tribal levels and compare with other systems of government.
- HS.C3.4: Analyze the impact of constitutions, laws, treaties, charters, and agreements on the maintenance of international order.
- HS.C4.1: Evaluate multiple procedures for making governmental decisions in all three branches and at the local, state, tribal, national, and international levels in terms of the civic purpose achieved.
- HS.C4.4: Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at various levels.
- HS.C4.5: Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems, instances of such problems in multiple contexts, and challenges and opportunities faced by those trying to address these problems over time and place.
- Course consideration: Structures and function of tribal, local, Arizona and other states, national, and international governments including but not limited to constitutional vs. non-constitutional governments, and how governments are organized, limits and powers of the legislative, judicial, and executive branch, and comparative governments

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- Course consideration: Institutions of the national government including but not limited to Congress, the President and the bureaucracy, federal courts; and institutions of the state government including the legislature, governor and the bureaucracy, and the state courts
- Course consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality
- Course consideration: Foreign Policy including but not limited to formation and implementation

Lesson 24: How Are National Laws Administered in the American Constitutional System?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.
- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.
- HS.C1.3: Explain and use deliberative processes implemented in various civic and political institutions.
- HS.C3.1: Examine how the United States Constitution established a system of government that has powers, responsibilities, and limits and analyze how those powers, responsibilities, and limits have changed over time.
- HS.C3.2: Analyze the origins, functions, and structures of government at the national, state, local, and tribal levels and compare with other systems of government.
- HS.C3.3: Analyze the impact of political parties, interest groups, elections, and the media on political institutions.
- HS.C4.4: Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at various levels.
- HS.C4.5: Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems, instances of such problems in multiple contexts, and challenges and opportunities faced by those trying to address these problems over time and place.
- Course consideration: Structures and function of tribal, local, Arizona and other states, national, and international governments including but not limited to constitutional vs. non-constitutional governments, and how governments are organized, limits and powers of the legislative, judicial, and executive branch, and comparative governments
- Course consideration: Institutions of the national government including but not limited to Congress, the President and the bureaucracy, federal courts; and institutions of the state government including the legislature, governor and the bureaucracy, and the state courts
- Course consideration: Media, interest groups, and political parties including but not limited to the how these linkage institutions connect the people to government and shape political and social interests, the role of the free press in the American political system, the origin and role of political parties, the two-

party system, the role of third parties in American politics, and the social, political, and economic positions of American political parties in history and the present day

- Course consideration: Public policy including researching current issues or policies at the local, state, or federal level

Lesson 25: What Is the Role of the Supreme Court in the American Constitutional System?

DISCIPLINARY SKILLS AND PROCESSES

- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

CIVICS

- C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.
- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.
- HS.C2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- HS.C3.1: Examine how the United States Constitution established a system of government that has powers, responsibilities, and limits and analyze how those powers, responsibilities, and limits have changed over time.
- HS.C3.2: Analyze the origins, functions, and structures of government at the national, state, local, and tribal levels and compare with other systems of government.
- HS.C4.1: Evaluate multiple procedures for making governmental decisions in all three branches and at the local, state, tribal, national, and international levels in terms of the civic purpose achieved.
- HS.C4.4: Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at various levels.
- HS.C4.5: Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems, instances of such problems in multiple contexts, and challenges and opportunities faced by those trying to address these problems over time and place.
- Course consideration: Structures and function of tribal, local, Arizona and other states, national, and international governments including but not limited to constitutional vs. non-constitutional governments, and how governments are organized, limits and powers of the legislative, judicial, and executive branch, and comparative governments
- Course consideration: Institutions of the national government including but not limited to Congress, the President and the bureaucracy, federal courts; and institutions of the state government including the legislature, governor and the bureaucracy, and the state courts
- Course consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality

Lesson 26: How Does American Federalism Work?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C1: Civic virtues and democratic principles are key components of the American political system.
- C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.
- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.
- HS.C1.2: Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents.
- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- HS.C2.2: Analyze the role of citizens in the United States political system over time and compare this to the role of citizens in other political systems.
- HS.C3.1: Examine how the United States Constitution established a system of government that has powers, responsibilities, and limits and analyze how those powers, responsibilities, and limits have changed over time.
- HS.C3.2: Analyze the origins, functions, and structures of government at the national, state, local, and tribal levels and compare with other systems of government.
- HS.C4.1: Evaluate multiple procedures for making governmental decisions in all three branches and at the local, state, tribal, national, and international levels in terms of the civic purpose achieved.
- HS.C4.4: Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at various levels.
- HS.C4.5: Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems, instances of such problems in multiple contexts, and challenges and opportunities faced by those trying to address these problems over time and place.
- HS.C4.6: Assess options for action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
- Course consideration: Foundations of government including but not limited to the historical foundations and philosophical foundations of the American political system, the purpose and role of government, and where government gets its authority
- Course consideration: Structures and function of tribal, local, Arizona and other states, national, and international governments including but not limited to constitutional vs. non-constitutional governments, and how governments are organized, limits and powers of the legislative, judicial, and executive branch, and comparative governments
- Course consideration: Institutions of the national government including but not limited to Congress, the President and the bureaucracy, federal courts; and institutions of the state government including the legislature, governor and the bureaucracy, and the state courts

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- Course consideration: Elections, voting, and voting behavior including but not limited to political socialization, creation of legislative and congressional districts, opportunities for participation, campaigns, types of elections including primary process and general election process (local, state, and federal), laws governing elections, voter turnout, and barriers to voting
- Course consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality
- Course consideration: Public policy including researching current issues or policies at the local, state, or federal level

Overview of Unit 5: What Rights Does the Bill of Rights Protect?

Anchor Standard	Lesson 27	Lesson 28	Lesson 29	Lesson 30	Lesson 31	Lesson 32
SP1	X	X	X	X	X	X
SP2	X	X	X	X	X	X
SP3	X	X	X	X	X	X
SP4			X	X	X	X
C1			X	X		
C2	X	X	X	X	X	X
C3						
C4		X			X	X

Arizona Civics Course Considerations found in Unit 5:

- Citizenship including rights, roles, and responsibilities of a citizen and the process for naturalization
- Civil Liberties and Civil Rights
- American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality

Lesson 27: What Are Bills of Rights and What Kinds of Rights Does the U.S. Bill of Rights Protect?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.

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- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

CIVICS

- C2: Citizens have individual rights, roles, and responsibilities.
- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- HS.C2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- HS.C2.5: Compare the rights guaranteed in Arizona Constitution to those in the United States Constitution.
- Course consideration: Citizenship including rights, roles, and responsibilities of a citizen and the process for naturalization
- Course consideration: Civil Liberties and Civil Rights
- Course consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality

Lesson 28: How Does the First Amendment Affect the Establishment and Free Exercise of Religion?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

CIVICS

- C2: Citizens have individual rights, roles, and responsibilities.
- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.
- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- HS.C2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- HS.C2.5: Compare the rights guaranteed in Arizona Constitution to those in the United States Constitution.
- HS.C2.6: Evaluate the contributions of individuals and groups, including Arizonans, who have played a role in promoting civic and democratic principles.
- Course consideration: Citizenship including rights, roles, and responsibilities of a citizen and the process for naturalization

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- Course consideration: Civil Liberties and Civil Rights
- Course consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality

Lesson 29: How Does the First Amendment Protect Free Expression?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C1: Civic virtues and democratic principles are key components of the American political system.
- C2: Citizens have individual rights, roles, and responsibilities.
- HS.C1.1: Explain the significance of civic virtues to a well-functioning constitutional republic.
- HS.C1.3: Explain and use deliberative processes implemented in various civic and political institutions.
- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- HS.C2.1: Explain the importance of individual participation in civic and political institutions.
- HS.C2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- HS.C2.5: Compare the rights guaranteed in Arizona Constitution to those in the United States Constitution.
- HS.C2.6: Evaluate the contributions of individuals and groups, including Arizonans, who have played a role in promoting civic and democratic principles.
- Course consideration: Law-making process including the role of deliberation and compromise
- Course consideration: Citizenship including rights, roles, and responsibilities of a citizen and the process for naturalization
- Course consideration: Civil Liberties and Civil Rights
- Course consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality

Lesson 30: How Does the First Amendment Protect Freedom to Assembly, Petition, and Associate?

DISCIPLINARY SKILLS AND PROCESSES

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

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C1: Civic virtues and democratic principles are key components of the American political system.
- C2: Citizens have individual rights, roles, and responsibilities.
- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- HS.C2.1: Explain the importance of individual participation in civic and political institutions.
- HS.C2.2: Analyze the role of citizens in the United States political system over time and compare this to the role of citizens in other political systems.
- HS.C2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- HS.C2.5: Compare the rights guaranteed in Arizona Constitution to those in the United States Constitution.
- HS.C2.6: Evaluate the contributions of individuals and groups, including Arizonans, who have played a role in promoting civic and democratic principles.
- HS.C3.3: Analyze the impact of political parties, interest groups, elections, and the media on political institutions.
- Course consideration: Media, interest groups, and political parties including but not limited to the how these linkage institutions connect the people to government and shape political and social interests, the role of the free press in the American political system, the origin and role of political parties, the two-party system, the role of third parties in American politics, and the social, political, and economic positions of American political parties in history and the present day
- Course consideration: Citizenship including rights, roles, and responsibilities of a citizen and the process for naturalization
- Course consideration: Civil Liberties and Civil Rights
- Course consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality

Lesson 31: How Do the Fourth and Fifth Amendments Protect against Unreasonable Law Enforcement Procedures?

DISCIPLINARY SKILLS AND PROCESSES

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

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C2: Citizens have individual rights, roles, and responsibilities.
- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.
- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- HS.C2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- HS.C2.5: Compare the rights guaranteed in Arizona Constitution to those in the United States Constitution.
- HS.C3.1: Examine how the United States Constitution established a system of government that has powers, responsibilities, and limits and analyze how those powers, responsibilities, and limits have changed over time.
- HS.C4.1: Evaluate multiple procedures for making governmental decisions in all three branches and at the local, state, tribal, national, and international levels in terms of the civic purpose achieved.
- HS.C4.2: Evaluate local, state, national, and international policies in terms of intended and unintended outcomes and related consequences.
- HS.C4.4: Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at various levels.
- HS.C4.5: Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems, instances of such problems in multiple contexts, and challenges and opportunities faced by those trying to address these problems over time and place.
- HS.C4.6: Assess options for action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
- Course consideration: Citizenship including rights, roles, and responsibilities of a citizen and the process for naturalization
- Course consideration: Civil Liberties and Civil Rights
- Course consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality
- Course consideration: Public policy including researching current issues or policies at the local, state, or federal level

Lesson 32: How Do the Fifth, Sixth, and Eighth Amendments Protect Rights within the Judicial System?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C2: Citizens have individual rights, roles, and responsibilities.
- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.
- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- HS.C2.1: Explain the importance of individual participation in civic and political institutions.
- HS.C2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- HS.C2.4: Analyze the responsibilities of citizens.
- HS.C2.5: Compare the rights guaranteed in Arizona Constitution to those in the United States Constitution.
- HS.C3.1: Examine how the United States Constitution established a system of government that has powers, responsibilities, and limits and analyze how those powers, responsibilities, and limits have changed over time.
- HS.C4.1: Evaluate multiple procedures for making governmental decisions in all three branches and at the local, state, tribal, national, and international levels in terms of the civic purpose achieved.
- HS.C4.2: Evaluate local, state, national, and international policies in terms of intended and unintended outcomes and related consequences.
- HS.C4.4: Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at various levels.
- HS.C4.5: Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems, instances of such problems in multiple contexts, and challenges and opportunities faced by those trying to address these problems over time and place.
- Course consideration: Structures and function of tribal, local, Arizona and other states, national, and international governments including but not limited to constitutional vs. non-constitutional governments, and how governments are organized, limits and powers of the legislative, judicial, and executive branch, and comparative governments
- Course consideration: Institutions of the national government including but not limited to Congress, the President and the bureaucracy, federal courts; and institutions of the state government including the legislature, governor and the bureaucracy, and the state courts
- Course consideration: Citizenship including rights, roles, and responsibilities of a citizen and the process for naturalization
- Course consideration: Civil Liberties and Civil Rights

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- Course consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality
- Course consideration: Public policy including researching current issues or policies at the local, state, or federal level

Overview of Unit 6: What Challenges Might Face American Constitutional Democracy in the Twenty-first Century?

Anchor Standard	Lesson 33	Lesson 34	Lesson 35	Lesson 36	Lesson 37	Lesson 38	Lesson 39
SP1	X		X	X	X	X	X
SP2	X		X	X	X	X	X
SP3	X	X	X	X	X	X	X
SP4	X	X		X	X	X	X
C1	X	X		X	X		X
C2	X	X	X	X	X		
C3		X					
C4						X	

Arizona Civics Course Considerations found in Unit 6:

- Citizenship including rights, roles, and responsibilities of a citizen and the process for naturalization
- American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality
- Public policy including researching current issues or policies at the local, state, or federal level

Lesson 33: What Does It Mean to Be a Citizen?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.

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- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C1: Civic virtues and democratic principles are key components of the American political system.
- C2: Citizens have individual rights, roles, and responsibilities.
- HS.C1.1: Explain the significance of civic virtues to a well-functioning constitutional republic.
- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- HS.C2.1: Explain the importance of individual participation in civic and political institutions.
- HS.C2.2: Analyze the role of citizens in the United States political system over time and compare this to the role of citizens in other political systems.
- HS.C2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- HS.C2.4: Analyze the responsibilities of citizens.
- HS.C2.6: Evaluate the contributions of individuals and groups, including Arizonans, who have played a role in promoting civic and democratic principles.
- Course consideration: Citizenship including rights, roles, and responsibilities of a citizen and the process for naturalization
- Course consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality
- Course consideration: Public policy including researching current issues or policies at the local, state, or federal level

Lesson 34: What Is the Importance of Civic Engagement to American Constitutional Democracy?

DISCIPLINARY SKILLS AND PROCESSES

- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C1: Civic virtues and democratic principles are key components of the American political system.
- C2: Citizens have individual rights, roles, and responsibilities.
- C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.
- HS.C1.1: Explain the significance of civic virtues to a well-functioning constitutional republic.
- HS.C1.3: Explain and use deliberative processes implemented in various civic and political institutions.
- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- HS.C2.1: Explain the importance of individual participation in civic and political institutions.

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- HS.C2.2: Analyze the role of citizens in the United States political system over time and compare this to the role of citizens in other political systems.
- HS.C2.4: Analyze the responsibilities of citizens.
- HS.C2.6: Evaluate the contributions of individuals and groups, including Arizonans, who have played a role in promoting civic and democratic principles.
- HS.C4.4: Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at various levels.
- HS.C4.6: Assess options for action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
- Course consideration: Elections, voting, and voting behavior including but not limited to political socialization, creation of legislative and congressional districts, opportunities for participation, campaigns, types of elections including primary process and general election process (local, state, and federal), laws governing elections, voter turnout, and barriers to voting
- Course consideration: Citizenship including rights, roles, and responsibilities of a citizen and the process for naturalization
- Course consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality
- Course consideration: Public policy including researching current issues or policies at the local, state, or federal level

Lesson 35: How Have Civil Rights Movements Resulted in Fundamental Political and Social Change in the United States?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

CIVICS

- C2: Citizens have individual rights, roles, and responsibilities.
- HS.C1.2: Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents.
- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- HS.C2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- HS.C2.6: Evaluate the contributions of individuals and groups, including Arizonans, who have played a role in promoting civic and democratic principles.

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- HS.C4.2: Evaluate local, state, national, and international policies in terms of intended and unintended outcomes and related consequences.
- HS.C4.3: Explain the procedures for elections at the local, state, tribal, and national levels.
- HS.C4.6: Assess options for action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
- Course consideration: Elections, voting, and voting behavior including but not limited to political socialization, creation of legislative and congressional districts, opportunities for participation, campaigns, types of elections including primary process and general election process (local, state, and federal), laws governing elections, voter turnout, and barriers to voting
- Course consideration: Citizenship including rights, roles, and responsibilities of a citizen and the process for naturalization
- Course consideration: Civil Liberties and Civil Rights
- Course consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality
- Course consideration: Public policy including researching current issues or policies at the local, state, or federal level

Lesson 36: How Have American Political Ideas and the American Constitutional System Influenced Other Nations?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C1: Civic virtues and democratic principles are key components of the American political system.
- C2: Citizens have individual rights, roles, and responsibilities.
- HS.C1.2: Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents.
- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- HS.C2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- HS.C2.5: Compare the rights guaranteed in Arizona Constitution to those in the United States Constitution.

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- HS.C2.6: Evaluate the contributions of individuals and groups, including Arizonans, who have played a role in promoting civic and democratic principles.
- HS.C3.2: Analyze the origins, functions, and structures of government at the national, state, local, and tribal levels and compare with other systems of government.
- HS.C3.4: Analyze the impact of constitutions, laws, treaties, charters, and agreements on the maintenance of international order.
- HS.C4.5: Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems, instances of such problems in multiple contexts, and challenges and opportunities faced by those trying to address these problems over time and place.
- HS.C4.6: Assess options for action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
- Course consideration: Foundations of government including but not limited to the historical foundations and philosophical foundations of the American political system, the purpose and role of government, and where government gets its authority
- Course consideration: Citizenship including rights, roles, and responsibilities of a citizen and the process for naturalization
- Course consideration: Civil Liberties and Civil Rights
- Course consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality
- Course consideration: Public policy including researching current issues or policies at the local, state, or federal level
- Course consideration: Foreign Policy including but not limited to formation and implementation

Lesson 37: What Key Challenges Does the United States Face in the Future?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C1: Civic virtues and democratic principles are key components of the American political system.
- C2: Citizens have individual rights, roles, and responsibilities.
- HS.C1.2: Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents.
- HS.C1.3: Explain and use deliberative processes implemented in various civic and political institutions.

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- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- HS.C2.1: Explain the importance of individual participation in civic and political institutions.
- HS.C2.2: Analyze the role of citizens in the United States political system over time and compare this to the role of citizens in other political systems.
- HS.C4.5: Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems, instances of such problems in multiple contexts, and challenges and opportunities faced by those trying to address these problems over time and place.
- HS.C4.6: Assess options for action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
- Course consideration: Law-making process including the role of deliberation and compromise
- Course consideration: Media Literacy including but not limited to roles of media, types of media, and media and consumer biases
- Course consideration: Citizenship including rights, roles, and responsibilities of a citizen and the process for naturalization
- Course consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality
- Course consideration: Public policy including researching current issues or policies at the local, state, or federal level

Lesson 38: What Are the Challenges of the Participation of the United States in World Affairs?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.
- HS.C1.3: Explain and use deliberative processes implemented in various civic and political institutions.
- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- HS.C3.4: Analyze the impact of constitutions, laws, treaties, charters, and agreements on the maintenance of international order.
- HS.C4.1: Evaluate multiple procedures for making governmental decisions in all three branches and at the local, state, tribal, national, and international levels in terms of the civic purpose achieved.

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- HS.C4.2: Evaluate local, state, national, and international policies in terms of intended and unintended outcomes and related consequences.
- HS.C4.5: Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems, instances of such problems in multiple contexts, and challenges and opportunities faced by those trying to address these problems over time and place.
- HS.C4.6: Assess options for action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
- Course consideration: Structures and function of tribal, local, Arizona and other states, national, and international governments including but not limited to constitutional vs. non-constitutional governments, and how governments are organized, limits and powers of the legislative, judicial, and executive branch, and comparative governments
- Course consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality
- Course consideration: Foreign Policy including but not limited to formation and implementation

Lesson 39: What Does Returning to Fundamental Principles Mean?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C1: Civic virtues and democratic principles are key components of the American political system.
- HS.C1.1: Explain the significance of civic virtues to a well-functioning constitutional republic.
- HS.C1.3: Explain and use deliberative processes implemented in various civic and political institutions.
- HS.C2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- HS.C4.5: Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems, instances of such problems in multiple contexts, and challenges and opportunities faced by those trying to address these problems over time and place.
- HS.C4.6: Assess options for action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
- Course consideration: Foundations of government including but not limited to the historical foundations and philosophical foundations of the American political system, the purpose and role of government, and where government gets its authority

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- Course consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality
- Course consideration: Public policy including researching current issues or policies at the local, state, or federal level