

Arizona

History and Social Science Standards





***We the People* Curriculum Crosswalk for: Arizona History and Social Studies Standards**

Usage: This correlation guide offers a crosswalk between the Arizona History and Social Studies Standards for Grades 3-5 and the Level 1 [*We the People* curriculum](#). Listing of *We the People* units and lessons paired with state standards does not imply full coverage of a standard. *We the People* lessons may go deeper and/or broader in content than the standard; likewise, the standard may call for deeper learning than the lesson provides.



FOURTH GRADE - REGIONS AND CULTURES OF THE AMERICAS

Pre-contact Americas to European settlements (up to 1763)

Students will study the Americas (North, Central, and South America along with the Caribbean Islands) using an integrated approach considering the following factors:

- Theories about the first peopling of the Americas
- The development of Mesoamerican and South American civilizations including the Olmec, Inca, Maya, and Aztec
- American Indian life in the Americas prior to European exploration including the peoples in the Southwest, Pacific Northwest, nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland)
- The causes and consequences of European exploration and colonization
- The environmental, political, and cultural consequences of the interactions among European, African, and American Indian peoples in the late 15th through 17th centuries
- Regional settlement patterns, significant developments, and life in the Southern, Middle, and New England colonies
- Roles and responsibilities as members of a society
- The contributions of various cultural and ethnic groups to the development of the Americas
- Examination of primary and secondary sources including written and oral histories, images, and artifacts
- Inclusion of historical fiction and picture books in addition to informational text.
- Disciplinary skills and processes including change and continuity over time, multiple perspectives, using and understanding sources, and cause and effect

There are many topics to pursue in 4th grade. LEAs should identify topical emphases to allow for depth of study needed to effectively engage student/learners in the inquiry process.

DISCIPLINARY SKILLS AND PROCESSES

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.

- 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

We the People

Level 1 curriculum connections

- **Unit 1, Lesson 1:** What were people like in the British colonies in America during the 1770s?
- **Unit 1, Lesson 3:** What is a republican government?

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.



- 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.

We the People

Level 1 curriculum connections

- **Unit 1, Lesson 1:** What were people like in the British colonies in America during the 1770s?
- **Unit 1, Lesson 2:** Why did the Founders believe that people needed a government?
- **Unit 1, Lesson 3:** What is a republican government?



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

- 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.

Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

- 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

Civic virtues and democratic principles are key components of the American political system.

- 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

Citizens have individual rights, roles, and responsibilities.

- 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

We the People

Level 1 curriculum connections

- [Unit 1, Lesson 1: What were people like in the British colonies in America during the 1770s?](#)
- [Unit 1, Lesson 3: What is a republican government?](#)

ECONOMICS

By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.

- 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

Individuals and institutions are interdependent within market systems.



- 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

We the People

Level 1 curriculum connections

- **Unit 1, Lesson 1: What were people like in the British colonies in America during the 1770s?**

GEOGRAPHY

The use of geographic representations and tools help individuals understand their world.

- 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

Human-environment interactions are essential aspects of human life in all societies.

- 4.G2.1 Compare the diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Americas.
 - 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

Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

- 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

Global interconnections and spatial patterns are a necessary part of geographic reasoning.

- 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

The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.

- 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

Cycles of conflict and cooperation have shaped relations among people, places, and environments.

- 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
- 4H2.2 Analyze the different approaches used by the Spanish, Portuguese, British, and the French in their interactions with American Indians



Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.

- 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.



FIFTH GRADE-UNITED STATES STUDIES

American Revolution to Industrialism (1763 to 1900s)

Students understand the history of the United States within an integrated approach considering the following factors:

- Historic and economic events from American Revolution to Industrialism including but not limited to the American Revolution, constitutional convention, westward expansion, Civil War and Reconstruction, and growth of industrial and urban America looking at origins, founders, and key political, economic, and social figures
- Economic, political, and geographic elements as they relate to the events outlined above such as technological developments, urbanization, territorial expansion, industrialization, political parties, and universal suffrage
- Creation of the Constitution and the principles within the document including historical and philosophical influences, influence of state constitutions, Articles of Confederation, compromises and ratification debates at the Constitutional Convention, Bill of Rights, limited government, popular sovereignty, federalism, rule of law, checks and balances, and separation of powers
- Development and structure of the national government including the Preamble, the three branches, examples of powers granted to each branch, powers granted to the states and individuals, the Bill of Rights, and current issues regarding federalism and rights
- Influence of immigration including push/pull factors, industrialization, urbanization, diversification of the population, and debates over immigration
- Contributions of various cultural and ethnic groups to the changing social and political structure of the United States
- Roles and responsibilities as citizens of the United States including participation in the political system
- Examination of primary and secondary sources including written and oral histories, images, and artifacts with special attention being given to founding documents including the Declaration of Independence, the Constitution, Bill of Rights and all subsequent amendments, and landmark Supreme Court cases
- Inclusion of historical fiction and picture books in addition to informational text
- Disciplinary skills and processes including change and continuity over time, multiple perspectives, using and understanding sources, and cause and effect

There are many topics to pursue in 5th grade. LEAs should identify topical emphases to allow for depth of study needed to effectively engage student/learners in the inquiry process.

DISCIPLINARY SKILLS AND PROCESSES

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.

- 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



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

- 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

Level 1 curriculum connections

- **Unit 1, Lesson 5:** What ideas did the Founders use in the Declaration of Independence?
- **Unit 1, Lesson 6:** What were the first state governments like?
- **Unit 2, Lesson 7:** What was the first national government like?
- **Unit 2, Lesson 8:** How was the Philadelphia Convention organized?
- **Unit 2, Lesson 9:** How many representatives should each state have in Congress?
- **Unit 2, Lesson 10:** What did the Framers do about the problem of slavery?
- **Unit 4, Lesson 19:** How does the Constitution protect your right to equal protection of the laws?
- **Unit 4, Lesson 20:** How does the Constitution protect your right to due process of law?
- **Unit 4, Lesson 21:** How does the Constitution protect your right to vote?

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

- 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.

Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

- 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.



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- **Unit 2, Lesson 9:** How many representatives should each state have in Congress?
- **Unit 2, Lesson 10:** What did the Framers do about the problem of slavery?

CIVICS

Citizens have individual rights, roles, and responsibilities.

- 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

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.

- 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)

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Level 1 curriculum connections

- **Unit 1, Lesson 1:** What were people like in the British colonies in America during the 1770s?
- **Unit 1, Lesson 2:** Why did the Founders believe that people needed a government?
- **Unit 1, Lesson 3:** What is a republican government?
- **Unit 1, Lesson 4:** What is a constitutional government?
- **Unit 1, Lesson 5:** What ideas did the Founders use in the Declaration of Independence?
- **Unit 1, Lesson 6:** What were the first state governments like?
- **Unit 2, Lesson 7:** What was the first national government like?
- **Unit 2, Lesson 8:** How was the Philadelphia Convention organized?
- **Unit 2, Lesson 9:** How many representatives should each state have in Congress?
- **Unit 2, Lesson 10:** What did the Framers do about the problem of slavery?
- **Unit 3, Lesson 11:** What basic ideas about government are in the Preamble to the Constitution?
- **Unit 3, Lesson 12:** How does the Constitution limit the powers of our government?
- **Unit 3, Lesson 13:** What is the legislative branch?
- **Unit 3, Lesson 14:** What is the executive branch?
- **Unit 3, Lesson 15:** What is the judicial branch?
- **Unit 3, Lesson 16:** How did the Constitution create a federal system of government?
- **Unit 4, Lesson 17:** How does the Constitution protect your right to freedom of expression?
- **Unit 4, Lesson 18:** How does the Constitution protect your right to freedom of religion?
- **Unit 4, Lesson 19:** How does the Constitution protect your right to equal protection of the laws?
- **Unit 4, Lesson 20:** How does the Constitution protect your right to due process of law?
- **Unit 4, Lesson 21:** How does the Constitution protect your right to vote?

Process, rules, and laws direct how individuals are governed and how society addresses problems.

- 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.



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Level 1 curriculum connections

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- **Unit 2, Lesson 8:** How was the Philadelphia Convention organized?
- **Unit 2, Lesson 9:** How many representatives should each state have in Congress?
- **Unit 2, Lesson 10:** What did the Framers do about the problem of slavery?
- **Unit 3, Lesson 11:** What basic ideas about government are in the Preamble to the Constitution?
- **Unit 4, Lesson 19:** How does the Constitution protect your right to equal protection of the laws?

ECONOMICS

A financially literate individual understands how to manage income, spending, and investment.

- 5.E1.1 Give examples of financial risks that individuals and households face within the context of the time period studied.

By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.

- 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

Individuals and institutions are interdependent within market systems.

- 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

The domestic economy is shaped by interactions between government, institutions, and the private sector.

- 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.

The interconnected global economy impacts all individuals and groups in significant and varied ways.

- 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

The use of geographic representations and tools help individuals understand their world.

- 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

Human-environment interactions are essential aspects of human life in all societies.

- 5.G2.1 Describe how natural and human-caused changes to habitats or climate can impact our world.

Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

- 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

Global interconnections and spatial patterns are a necessary part of geographic reasoning.

- 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

Cycles of conflict and cooperation have shaped relations among people, places, and environments.

- 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

Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

- 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



***We the People* Curriculum Crosswalk for: Arizona History and Social Studies Standards**

Usage: This correlation guide offers a crosswalk between the Arizona History and Social Studies Standards for Grades 6-8 and the Level 2 [*We the People* curriculum](#). Listing of *We the People* units and lessons paired with state standards does not imply full coverage of a standard. *We the People* lessons may go deeper and/or broader in content than the standard; likewise, the standard may call for deeper learning than the lesson provides.



EIGHTH GRADE - CITIZENSHIP AND CIVIC ENGAGEMENT IN TODAY'S SOCIETY

The content focus will be viewed through civic and economic lenses. Citizenship and civic engagement will be taught through inquiry. Eighth grade students will make connections between historical and current/contemporary issues as a base for implementing change in society. Students will recognize and practice their roles and responsibilities as both American and global citizens. United States History will focus on the major events that have their roots in the Constitution, Bill of Rights, and subsequent amendments.

There are many topics to pursue in 8th grade. LEAs should identify topical emphases to allow for depth of study needed to effectively engage student/learners in the inquiry process.

- Foundations of the United States government stemming from historical events such as the American Revolution and Civil War
- Constitution including structure, function, and principles
- Formal institutions such as Congress, the courts, the presidency, and linkage institutions such as media, elections, interest groups, polling, and political parties
- Historical and current legislation and landmark Supreme Court cases
- Civil rights movements throughout American history
- Immigration
- Amendments to the Constitution that have expanded the right to vote and equal protection under the law
- Social movements and issues both historical and current including the constitutional principles and structures (amendments, courts, Congress, and executive orders) that spur, promote, and protect these movements
- Human rights and genocides including treaties and organizations that promote human rights and a study of the nations and leaders that abuse human rights and/or support genocide (In addition to the study of the Holocaust, other genocides should be studied)
- Environmental issues
- Information and media age including digital citizenship and media literacy
- Terrorism both domestic and international and how it influences citizens' safety and rights
- Examination of primary and secondary sources including written and oral histories, images, and artifacts
- Disciplinary skills and processes including change and continuity over time, multiple perspectives, using and understanding sources, and cause and effect

DISCIPLINARY SKILLS AND PROCESSES

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.

- 8.SP1.1 Analyze connections among events and developments in broader historical contexts.
- 8.SP1.2 Classify a series of historical events and developments as examples of change and/or continuity.
- 8.SP1.3 Evaluate the significance of past events and their effect on students' lives and society.
- 8.SP1.4 Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are historically significant.

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.

- 8.SP2.1 Analyze multiple factors that influence the perspectives of people during different historical eras.



- 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.

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

- 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 various 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.

Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

- 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

Civic virtues and democratic principles are key components of the American political system

- 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
- 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.C1.4 Engage in projects to help or inform others such as community service and service-learning projects.

We the People

Level 2 curriculum connections



- **Unit 1, Lesson 2:** Why do we need government?
- **Unit 1, Lesson 3:** What is a republican government?
- **Unit 1, Lesson 4:** What is a constitutional government?
- **Unit 1, Lesson 5:** How can we organize government to prevent abuse of power?
- **Unit 2, Lesson 6:** How did constitutional government develop in Great Britain?
- **Unit 2, Lesson 8:** What basic ideas about government are in the Declaration of Independence?
- **Unit 3, Lesson 12:** Who attended the Philadelphia Convention? How was it organized?
- **Unit 3, Lesson 13:** How did the Framers resolve the conflict about representation in Congress?
- **Unit 3, Lesson 14:** How did the Framers resolve the conflict between the Northern and Southern states?
- **Unit 3, Lesson 15:** How did the Framers resolve the conflict about the powers of the legislative branch?
- **Unit 3, Lesson 16:** How much power should be given to the executive and judicial branches?
- **Unit 4, Lesson 17:** How did the Constitution create a federal system of government?
- **Unit 5, Lesson 23:** How does the Constitution protect freedom of expression?
- **Unit 5, Lesson 24:** How does the Constitution protect freedom of religion?
- **Unit 5, Lesson 25:** How has the right to vote expanded since the Constitution was adopted?
- **Unit 5, Lesson 26:** How does the Constitution safeguard the right to equal protection of the law?
- **Unit 5, Lesson 27:** How does the Constitution protect the right to due process of law?

Citizens have individual rights, roles, and responsibilities

- 8.C2.1 Analyze the powers of citizens in a variety of governmental and non-governmental contexts.
- 8.C2.2 Explain specific roles, rights and responsibilities of people in a society.
- 8.C2.3 Analyze concepts and ideals such as majority and minority rights, civil dissent, and the rule of law.
- 8.C2.4 Explain how immigrants become naturalized citizens.

We the People

Level 2 curriculum connections

- **Unit 5, Lesson 25:** How has the right to vote expanded since the Constitution was adopted?
- **Unit 5, Lesson 26:** How does the Constitution safeguard the right to equal protection of the law?
- **Unit 5, Lesson 27:** How does the Constitution protect the right to due process of law?
- **Unit 6, Lesson 28:** What is the relationship of the United States to other nations in the world?
- **Unit 6, Lesson 29:** What are the rights and responsibilities of citizenship?
- **Unit 6, Lesson 30:** How might citizens participate in civic affairs?



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 is essential to effective citizenship.

- 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
- 8.C3.2 Examine the origins and purpose of constitutions, laws, treaties, and international agreements.
- 8.C3.3 Compare the structures, powers, and limits of government at distinct levels in the United States.

We the People

Level 2 curriculum connections

- **Unit 4, Lesson 17:** How did the Constitution create a federal system of government?
- **Unit 4, Lesson 20:** How did political parties develop?

Process, rules, and laws direct how individuals are governed and how society addresses problems

- 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.
- 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.
- 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

Level 2 curriculum connections

- **Unit 4, Lesson 17:** How did the Constitution create a federal system of government?
- **Unit 6, Lesson 29:** What are the rights and responsibilities of citizenship?
- **Unit 6, Lesson 30:** How might citizens participate in civic affairs?

ECONOMICS

A financially literate individual understands how to manage income, spending, and investment.

- 8.E1.1 Analyze the relationship between education, income, and job opportunities.
- 8.E1.2 Analyze the relationship between interest rates, saving, and use of credit.
- 8.E1.3 Analyze the relationship between investment and return.
- 8.E1.4 Examine the factors that influence spending decisions.
- 8.E1.5 Create a budget and examine the benefits of budgeting
- 8.E1.6 Analyze the impact of debt on individuals.
- 8.E1.7 Understand several types of financial investments and calculate rates of return.



- 8.E1.8 Identify ways insurance may minimize personal financial risk.

By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.

- 8.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.
- 8.E2.2 Evaluate current economic issues in terms of benefits and costs for distinct groups.

Individuals and institutions are interdependent within market systems.

- 8.E3.1 Explain the roles of buyers, sellers, and profits in product, labor, and financial markets.
- 8.E3.2 Analyze the relationship between supply, demand, and competition and their influence on prices, wages, and production.
- 8.E3.3 Analyze the influence of institutions such as corporations, non-profits, and labor unions in a market economy.

The domestic economy is shaped by interactions between government, institutions, and the private sector.

- 8.E4.1 Explain how inflation, deflation, and unemployment affect distinct groups.
- 8.E4.2 Explain the influence of changes in interest rates on borrowing and investing.
- 8.E4.3 Explain the effect of productivity on standard of living.

The interconnected global economy impacts all individuals and groups in significant and varied ways.

- 8.E5.1 Explain the interdependence of trade and how trade barriers influence trade among nations.
- 8.E5.2 Compare various economic systems such as command, mixed, and free market.
- 8.E5.3 Explain the benefits and the costs of trade policies to individuals, businesses, and society.



GEOGRAPHY

The use of geographic representations and tools helps individuals understand their world.

- 8.G1.1 Use geographic tools and representations to analyze historical and modern political and economic issues and events.
 - Key tools and representations such as maps, globes, aerial and other photos, remotely sensed images, tables, graphs, and geospatial technology

Human-environment interactions are essential aspects of human life in all societies.

- 8.G2.1 Examine impact of and responses to environmental issues such as air, water, and land pollution, deforestation, urban sprawl, and changes to climate.
- 8.G2.2 Evaluate how political, social, and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

- 8.G3.1 Evaluate the impact of economic, political, and social decisions that have caused conflict or promoted cooperation throughout time.

Global interconnections and spatial patterns are a necessary part of geographic reasoning.

- 8.G4.1 Take an active stance on a geographic issue reflecting its scale (local, regional, state, national, or global).

HISTORY

Cycles of conflict and cooperation have shaped relations among people, places, and environments.

- 8.H2.1 Explain how different beliefs about the government's role in social and economic life have affected political debates and policies in the United States.
- 8.H2.2 Investigate how conflict can be both unifying and divisive both domestically and internationally.
- 8.H2.3 Explain how geographic and environmental factors shaped communities and how competition over resources have affected government policies.

We the People

Level 2 curriculum connections

- **Unit 3, Lesson 13:** How did the Framers resolve the conflict about representation in Congress?
- **Unit 3, Lesson 14:** How did the Framers resolve the conflict between the Northern and Southern states?
- **Unit 3, Lesson 15:** How did the Framers resolve the conflict about the powers of the legislative branch?
- **Unit 4, Lesson 18:** How did the people approve the new Constitution?
- **Unit 6, Lesson 28:** What is the relationship of the United States to other nations in the world?

Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.

- 8.H3.1 Explain how and why prevailing civil, social, religious, and political movements changed the United States during the 20th and 21st centuries.
- 8.H3.2 Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions
- 8.H3.3 Compare how individual rights, freedoms, and responsibilities have evolved over time around the world.



- 8.H3.4 Investigate a significant historical topic from United States History that has significance to an issue or topic today.

We the People

Level 2 curriculum connections

- **Unit 5, Lesson 25:** How has the right to vote expanded since the Constitution was adopted?
- **Unit 5, Lesson 26:** How does the Constitution safeguard the right to equal protection of the law?
- **Unit 5, Lesson 27:** How does the Constitution protect the right to due process of law?
- **Unit 6, Lesson 28:** What is the relationship of the United States to other nations in the world?
- **Unit 6, Lesson 29:** What are the rights and responsibilities of citizenship?
- **Unit 6, Lesson 30:** How might citizens participate in civic affairs?



***We the People* Curriculum Crosswalk for: Arizona History and Social Studies Standards**

Usage: This correlation guide offers a crosswalk between the Arizona History and Social Studies Standards for High School and the Level 3 [*We the People* curriculum](#). Listing of *We the People* units and lessons paired with state standards does not imply full coverage of a standard. *We the People* lessons may go deeper and/or broader in content than the standard; likewise, the standard may call for deeper learning than the lesson provides.



HIGH SCHOOL STANDARDS

The Arizona History and Social Science Standards are articulated by grade level for kindergarten through eighth grade. Each of those grade levels also has a content theme and focus for the year. This is not the case for the high school standards. The Arizona State Board of Education establishes the requirements for high school graduation. The minimum course of study and competency requirements are outlined in Arizona Administrative Code R7-2-302. The statewide minimum course of study requires students to take a minimum of three credits of social studies. The three credits in social studies must include one credit of American history, including Arizona history; one credit of world history/geography; one-half credit of American government, including Arizona government; and one-half credit of economics. Local Education Agencies (LEAs) are responsible for creating their courses using the high school standards. It is expected that by the time students graduate from high school, they will be taught all twenty-one Anchor Standards and the standards that fall under them. The core discipline standards are not meant to be stand-alone courses. LEAs will use a variety of standards from the core disciplines to create courses. All courses will include the Disciplinary Skills and Processes standards. To support the creation of these courses, course consideration guides were created for each of the disciplinary areas.

COURSE CONSIDERATIONS FOR HIGH SCHOOL CIVICS/GOVERNMENT

Using inquiry in civics, high school students explore how to become active citizens. To become engaged citizens requires a knowledge of the history, principles, and foundations of our republic. A comprehensive study of civics can be approached from many angles and perspectives with a focus on inquiry. A civics course can be organized in a variety of ways including thematic, chronological, or chrono-thematic. The course should include content from the following topics:

- 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
- 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
- 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
- Media Literacy including but not limited to roles of media, types of media, and media and consumer biases
- 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
- 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
- Public policy including researching current issues or policies at the local, state, or federal level
- Foreign Policy including but not limited to formation and implementation

There are many topics to pursue in in a Civics/Government course. LEAs should identify topical emphases to allow for depth of study needed to effectively engage student/learners in the inquiry process and to educate students about the roles and responsibilities of citizenship.



COURSE CONSIDERATIONS FOR HIGH SCHOOL ECONOMICS

Using inquiry in economics, high school students explore the economic reasoning process to make informed decisions in a wide variety of contexts. Economics is grounded in knowledge about how people, institutions, and societies choose to use resources to meet their wants and needs. The study of economics can be approached from many angles and perspectives with a focus on inquiry. A comprehensive economics course should include content from the following topics:

- Financial Literacy/ Personal Finance including but not limited to budgeting, saving, spending, investment, credit, banking, and insurance
- Economic Reasoning including but not limited to the concepts of scarcity, factors of production, opportunity costs, and cost-benefit analysis
- Economic systems including but not limited to command, mixed, and free market, and economic philosophers and theories, including but not limited to Adam Smith, Karl Marx, and John Maynard Keynes
- Exchange and Markets including but not limited to supply and demand, private property rights, competition, incentives, entrepreneurship, prices, the invisible hand, competition and institutions in the private and public sector
- The National Economy including but not limited to fiscal and monetary policy, GDP, unemployment, inflation, economic growth, and distribution of wealth
- The Global Economy including but not limited to trade, tariffs, and exchange rates

There are many topics to pursue in an Economics course. LEAs should identify topical emphases to allow for depth of study needed to effectively engage student/learners in the inquiry process and to educate students about economic decision making.

COURSE CONSIDERATIONS FOR HIGH SCHOOL GEOGRAPHY

The geography standards can be taught as either a stand-alone course or incorporated in to civics, economics, or history courses. Geography enhances the study of civics, economics, and history.

Using inquiry in geography will help students understand and appreciate their own place in the world and fosters curiosity about global diversity of environments and cultures. Thinking geographically requires knowing that the world is a set of complex ecosystems interacting at multiple scales to structure the spatial patterns and processes that influence our daily lives. Geographic reasoning would include the following topics:

- Maps, imagery, and geospatial technologies
- Charts, graphs, and tables
- Human interaction with the environment
- Population, movement, and migration
- Land use
- Industrialization and agriculture
- Political development
- Culture



COURSE CONSIDERATIONS FOR HIGH SCHOOL UNITED STATES/ARIZONA HISTORY

Using inquiry in history, high school students explore a variety of peoples, events, and movements in United States history with a focus on inquiry into the evolution of American democratic principles, changes in society, economic and geographical development, and the emergence of the United States as a global power. A United States history course can be organized in a variety of ways including thematic, chronological, regional, or through case studies. Special attention should be paid to how Arizona and its diverse cultures and individuals contribute to United States history. It is expected that students in elementary and middle school will have analyzed events, documents, movements, and people in Arizona and United States history from the colonial period through the Cold War. It is recommended that this course maximize time in a manner to allow for depth of content and connection to current issues and events. The course should include but is not limited to content from the following historical eras:

- Revolution and a New Nation including but not limited to causes of the American Revolution, reasons for American victory, impact of the Revolution on politics, economy, and society, and the creation of the American political system looking at origins, and key political and social figures
- Nation Building and Sectionalism including but not limited to territorial expansion and its impacts on external powers and Native Americans, regional tensions due to industrialism, immigration, and the expansion of slavery, changes in the political democracy after 1800, and cultural, religious, and reform movements in the Antebellum period
- Civil War and Reconstruction including but not limited to causes, course, and impact of the Civil War on various groups in the United States, the impacts of different reconstruction plans, and the emergence of Jim Crow and segregation
- Emergence of Modern America including but not limited to industrialization, immigration and migration, progressivism, Federal Indian Policy, suffrage movements, racial, religious and class conflict, the growth of the United States as a global power and World War I and its aftermath
- Great Depression and World War II including but not limited to social, political, and economic changes during the 1920's, the role of government, impact of the depression on diverse groups of Americans, the New Deal, and the cause and course of World War II, the character of the war at home, and the impacts of the war on the United States
- Postwar United States including the economic boom and social transformation of the United States, the Cold War, the impact of conflicts in Korea and Vietnam, domestic and international policies, and the struggle for civil rights and equality
- Contemporary United States including but not limited to domestic politics and policies, economic, social and cultural developments, growing international conflict and tension, 9-11 and responses to terrorism, environmental issues, poverty, globalization, nuclear proliferation, and human rights

There are many topics to pursue in an United States/Arizona History course. LEAs should identify topical emphases to allow for depth of study needed to effectively engage student/learners in the inquiry process.



COURSE CONSIDERATIONS FOR HIGH SCHOOL WORLD HISTORY

Using inquiry in history high school students explore a variety of peoples, events, and movements in world history with a focus on inquiry into the impact of social, geographic, political, and economic influences on historical events. A world history course should include the study of the peoples of Africa, the Americas, Asia, and Europe. A balanced approach to the Eastern and Western Hemispheres is needed for a comprehensive study of world history topics. It is recommended that the course begin with the 15th century to allow for depth of content and connection to current issues and events. A world history course can be organized in a variety of ways including thematic, chronological, regional, or through case studies. The course should include but is not limited to the following topics of study:

- World Belief Systems including but not limited to Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, Sikhism, Taoism, and as well as non-religious worldviews and ideologies (origins, founders, major tenets, practices, and sacred writings). Topics may include but are not limited to beliefs about the origins of the universe, political correctness, humanism, secularism, monotheism, polytheism, agnosticism and atheism
- Interregional interactions including but not limited to European exploration, the trans-African and trans-Atlantic slave systems, and land and oceanic trade systems
- Revolutions in thought
- Industrial Revolution including impact on both industrialized and non-industrialized nations and the origins of modern economic systems such as capitalism, communism and socialism including influential figures
- Political Revolutions such as French Revolution, Russian Revolution, Latin American Revolutions, and the Chinese Cultural Revolution.
- Global rise of Nation-States including both western and non-western states
- World War I, inter-war period, and World War II including causes, characteristics, and consequences; such as the world-wide depression, rise of fascism, totalitarianism, the spread of communism, and nationalism in China, Turkey, and India
- Holocaust and other genocides
- The Cold War including origins, the emergence of the Soviet Union and communist China, conflicts such as the Korean War, space race, arms race, and its impact on third world countries, and the collapse of the Soviet Union and its impact on the international community
- Global imperialism, decolonization, democratization, and its legacy Asia, Africa, and Latin America
- Contemporary global issues including but not limited to global terrorism, globalization, human rights, regional conflicts, population, environmental issues, technology and information age

There are many topics to pursue in a World History course. LEAs should identify topical emphases to allow for depth of study needed to effectively engage student/learners in the inquiry process.



DISCIPLINARY SKILLS AND PROCESSES

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.

- HS.SP1.1 Evaluate how events and developments were shaped by unique circumstances of time and place as well as broader contexts.
- HS.SP1.2 Analyze change and continuity in historical eras.
- HS.SP1.3 Evaluate the significance of past events as they relate to their own lives and the world.
- HS.SP1.4 Use compelling questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

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

- HS.SP2.1 Analyze how contexts shaped and continue to shape people's perspectives.
- HS.SP2.2 Analyze the ways in which perspective shapes recorded history.
- HS.SP2.3 Demonstrate historical empathy when examining individuals or groups in the past whose perspectives might be very different from those held today.

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

- HS.SP3.1 Develop and frame questions about issues and events in the discipline and determine the types of sources that will be helpful in answering these questions.
- HS.SP3.2 Gather relevant information from multiple sources representing a wide range of views while using origin, authority, structure, context, and corroborative value of the source to guide the selection.
- HS.SP3.3 Analyze the relationship between primary sources and the secondary interpretations made from them including possible limitations in various kinds of evidence and differing secondary interpretations.
- HS.SP3.4 Evaluate the credibility of a source by examining how experts value the source.
- HS.SP3.5 Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
- HS.SP3.6 Construct and present arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- HS.SP3.7 Construct and present explanations using sound reasoning, correct sequence (linear and non-linear) examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation.
- HS.SP3.8 Present arguments and explanations that feature ideas and perspectives on issues and topics to reach a range of audiences and venues using print, oral, and digital technologies.

Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

- HS.SP4.1 Analyze multiple and complex causes and effects of events in the past and present.
- HS.SP4.2 Distinguish between long-term causes and triggering events in developing an argument.
- HS.SP4.3 Integrate evidence from multiple relevant sources and interpretations into a reasoned argument.



- HS.SP4.4 Compare the central arguments in secondary works on related topics in multiple media. Critique the central arguments in secondary works on related topics in multiple media in terms of their accuracy and relevance.

CIVICS

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.C1.2 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.C1.4 Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.

We the People

Level 3 curriculum connections

- **Unit 1, Lesson 1:** What did the Founders think about constitutional government?
- **Unit 1, Lesson 2:** What ideas about civic life informed the founding generation?
- **Unit 1, Lesson 3:** What historic developments influenced modern ideas of individual rights?
- **Unit 1, Lesson 4:** What were the British origins of American Constitutionalism?
- **Unit 1, Lesson 5:** What basic ideas about rights and constitutional government did Colonial America hold?
- **Unit 1, Lesson 6:** Why did the American colonists want to free themselves from Great Britain?
- **Unit 1, Lesson 7:** What basic ideas about government and rights did the state constitutions include?
- **Unit 2, Lesson 8:** What were the Articles of Confederation, and why did some Founders want to change them?
- **Unit 2, Lesson 9:** How was the Philadelphia Convention organized?
- **Unit 2, Lesson 10:** Why was representation a major issue at the Philadelphia Convention?
- **Unit 2, Lesson 11:** What questions did the Framers consider in designing the three branches of the national government?
- **Unit 2, Lesson 12:** How did the delegates distribute powers between national and state governments?
- **Unit 2, Lesson 13:** What was the Anti-Federalist position in the debate about ratification?
- **Unit 2, Lesson 14:** What was the Federalist position in the debate about ratification?
- **Unit 3, Lesson 15:** How have Amendments and judicial review changed the Constitution?
- **Unit 3, Lesson 16:** What is the role of political parties in the American constitutional system?



- **Unit 3, Lesson 17:** How did the Civil War test and transform the American constitutional system?
- **Unit 3, Lesson 18:** How has the Due Process Clause of the Fourteenth Amendment changed the Constitution?
- **Unit 3, Lesson 19:** How has the Equal Protection Clause of the Fourteenth Amendment changed the Constitution?
- **Unit 3, Lesson 20:** How has the right to vote been expanded since the adoption of the Constitution?
- **Unit 5, Lesson 27:** What are Bills of Rights and what kinds of rights does the U.S. Bill of Rights protect?
- **Unit 5, Lesson 28:** How does the First Amendment affect the establishment and free exercise of religion?
- **Unit 5, Lesson 29:** How does the First Amendment protect free expression?
- **Unit 5, Lesson 30:** How does the First Amendment protect freedom to assemble, petition and associate?
- **Unit 5, Lesson 31:** How do the Fourth and Fifth Amendments protect against unreasonable law enforcement procedures?
- **Unit 5, Lesson 32:** How do the Fifth, Sixth and Eighth Amendments protect rights within the judicial system?
- **Unit 6, Lesson 33:** What does it mean to be a citizen?
- **Unit 6, Lesson 34:** What is the importance of civic engagement to American constitutional democracy?
- **Unit 6, Lesson 35:** How have civil rights movements resulted in fundamental political and social change in the United States?
- **Unit 6, Lesson 36:** How have American political ideas and the American constitutional system influenced other nations?
- **Unit 6, Lesson 37:** What key challenges does the United States face in the future?
- **Unit 6, Lesson 38:** What are the challenges of the participation of the United States in world affairs?
- **Unit 6, Lesson 39:** What does returning to fundamental principles mean?

Citizens have individual rights, roles, and responsibilities.

- 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.C2.5 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.

We the People

Level 3 curriculum connections

- **Unit 1, Lesson 1:** What did the Founders think about constitutional government?
- **Unit 1, Lesson 2:** What ideas about civic life informed the founding generation?
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- **Unit 2, Lesson 8:** What were the Articles of Confederation, and why did some Founders want to change them?
- **Unit 2, Lesson 9:** How was the Philadelphia Convention organized?
- **Unit 2, Lesson 10:** Why was representation a major issue at the Philadelphia Convention?
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- **Unit 2, Lesson 12:** How did the delegates distribute powers between national and state governments?
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- **Unit 3, Lesson 17:** How did the Civil War test and transform the American constitutional system?
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- **Unit 3, Lesson 20:** How has the right to vote been expanded since the adoption of the Constitution?
- **Unit 4, Lesson 21:** What is the role of Congress in American constitutional democracy?
- **Unit 4, Lesson 22:** How does Congress perform its functions in American constitutional democracy?
- **Unit 4, Lesson 23:** What is the role of the president in American constitutional democracy?
- **Unit 4, Lesson 24:** How are national laws administered in American constitutional democracy?
- **Unit 4, Lesson 25:** What is the role of the Supreme Court in American constitutional democracy?
- **Unit 4, Lesson 26:** How does American federalism work?
- **Unit 5, Lesson 27:** What are Bills of Rights and what kinds of rights does the U.S. Bill of Rights protect?
- **Unit 5, Lesson 28:** How does the First Amendment affect the establishment and free exercise of religion?
- **Unit 5, Lesson 29:** How does the First Amendment protect free expression?
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- **Unit 6, Lesson 38:** What are the challenges of the participation of the United States in world affairs?
- **Unit 6, Lesson 39:** What does returning to fundamental principles mean?

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.C3.1 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.C3.4 Analyze the impact of constitutions, laws, treaties, charters, and agreements on the maintenance of international order.



We the People

Level 3 curriculum connections

- **Unit 2, Lesson 9:** How was the Philadelphia Convention organized?
- **Unit 2, Lesson 10:** Why was representation a major issue at the Philadelphia Convention?
- **Unit 2, Lesson 11:** What questions did the Framers consider in designing the three branches of the national government?
- **Unit 2, Lesson 12:** How did the delegates distribute powers between national and state governments?
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- **Unit 4, Lesson 22:** How does Congress perform its functions in American constitutional democracy?
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- **Unit 4, Lesson 26:** How does American federalism work?
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- **Unit 5, Lesson 30:** How does the First Amendment protect freedom to assemble, petition and associate?
- **Unit 5, Lesson 31:** How do the Fourth and Fifth Amendments protect against unreasonable law enforcement procedures?
- **Unit 5, Lesson 32:** How do the Fifth, Sixth and Eighth Amendments protect rights within the judicial system?
- **Unit 6, Lesson 33:** What does it mean to be a citizen?
- **Unit 6, Lesson 34:** What is the importance of civic engagement to American constitutional democracy?
- **Unit 6, Lesson 35:** How have civil rights movements resulted in fundamental political and social change in the United States?
- **Unit 6, Lesson 36:** How have American political ideas and the American constitutional system influenced other nations?
- **Unit 6, Lesson 37:** What key challenges does the United States face in the future?
- **Unit 6, Lesson 38:** What are the challenges of the participation of the United States in world affairs?

Process, rules, and laws direct how individuals are governed and how society addresses problems.

- 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.C4.3 Explain the procedures for elections at the local, state, tribal, and national levels.



- 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.
- HS.C4.7 Apply a range of deliberative and democratic strategies and procedures to make decisions in the classroom, school, and out-of-school civic contexts.

We the People

Level 3 curriculum connections

- **Unit 2, Lesson 12:** How did the delegates distribute powers between national and state governments?
- **Unit 3, Lesson 15:** How have Amendments and judicial review changed the Constitution?
- **Unit 3, Lesson 16:** What is the role of political parties in the American constitutional system?
- **Unit 3, Lesson 17:** How did the Civil War test and transform the American constitutional system?
- **Unit 3, Lesson 18:** How has the Due Process Clause of the Fourteenth Amendment changed the Constitution?
- **Unit 3, Lesson 19:** How has the Equal Protection Clause of the Fourteenth Amendment changed the Constitution?
- **Unit 3, Lesson 20:** How has the right to vote been expanded since the adoption of the Constitution?
- **Unit 4, Lesson 21:** What is the role of Congress in American constitutional democracy?
- **Unit 4, Lesson 22:** How does Congress perform its functions in American constitutional democracy?
- **Unit 4, Lesson 23:** What is the role of the president in American constitutional democracy?
- **Unit 4, Lesson 24:** How are national laws administered in American constitutional democracy?
- **Unit 4, Lesson 25:** What is the role of the Supreme Court in American constitutional democracy?
- **Unit 4, Lesson 26:** How does American federalism work?
- **Unit 5, Lesson 27:** What are Bills of Rights and what kinds of rights does the U.S. Bill of Rights protect?
- **Unit 5, Lesson 28:** How does the First Amendment affect the establishment and free exercise of religion?
- **Unit 5, Lesson 29:** How does the First Amendment protect free expression?
- **Unit 5, Lesson 30:** How does the First Amendment protect freedom to assemble, petition and associate?
- **Unit 5, Lesson 31:** How do the Fourth and Fifth Amendments protect against unreasonable law enforcement procedures?
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- **Unit 6, Lesson 38:** What are the challenges of the participation of the United States in world affairs?
- **Unit 6, Lesson 39:** What does returning to fundamental principles mean?



ECONOMICS

A financially literate individual understands how to manage income, spending, and investment.

- HS.E1.1 Evaluate how and why people make choices to improve their economic well-being.
- HS.E1.2 Analyze the factors that influence how and why people make budgeting and saving choices.
- HS.E1.3 Evaluate the cost and benefits of using credit.
- HS.E1.4 Compare the cost and benefits of several types of investments.
- HS.E1.5 Evaluate the ways insurance may minimize personal financial risk.

By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.

- HS.E2.1 Explain how scarcity results in economic decisions and evaluate their impact on individuals, institutions, and societies.
- HS.E2.2 Analyze how incentives influence economic choices for individuals, institutions, and societies.
- HS.E2.3 Use cost-benefit analysis and/or marginal analysis to evaluate an economic issue.

Individuals and institutions are interdependent within market systems.

- HS.E3.1 Explain how buyers and sellers interact to create markets and market structures.
- HS.E3.2 Evaluate how numerous factors and conditions influence market prices.
- HS.E3.3 Evaluate the role of government in regulating market places.
- HS.E3.4 Explain the distinct types of business organizations and analyze the role of innovation and entrepreneurship in a market economy.

The domestic economy is shaped by interactions between government, institutions, and the private sector.

- HS.E4.1 Use economic data to analyze the health of a national economy.
- HS.E4.2 Evaluate the economic conditions that lead to fiscal and monetary policy choices and explain their impact on households and businesses.
- HS.E4.3 Explain the roles of institutions in a market economy.
- HS.E4.4 Explain the effect of advancements in technology and training on economic growth and standards of living.

The interconnected global economy impacts all individuals and groups in significant and varied ways.

- HS.E5.1 Evaluate the advantages and disadvantages of global trade.
- HS.E5.2 Evaluate how interdependence impacts individuals, institutions, and societies.
- HS.E5.3 Explain why nations chose to trade and how it is regulated.
- HS.E5.4 Explain how national economies influence trade.



GEOGRAPHY

The use of geographic representations and tools help individuals understand their world.

- HS.G1.1 Use geographic data to explain and analyze relationships between locations of place and regions.
 - Key tools and representations such as maps, remotely sensed and other images, tables, and graphs
- HS.G1.2 Use geospatial tools and related technologies to construct relevant geographic data to explain spatial patterns and relationships.
 - Key tools and representations such as Google Earth, story mapping, wayfaring apps, and other geospatial technologies

Human-environment interactions are essential aspects of human life in all societies.

- HS.G2.1 Analyze interactions within and between human and physical systems.
- HS.G2.2 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
- HS.G2.3 Evaluate the impact of human settlement on the environment and culture-of specific places and regions.
- HS.G2.4 Evaluate the use and sustainability of natural resources.

Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

- HS.G3.1 Analyze the reciprocal nature of how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
- HS.G3.2 Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.
- HS.G3.3 Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.
- HS.G3.4 Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration settlement.
- HS.G3.5 Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time.

Global interconnections and spatial patterns are a necessary part of geographic reasoning.

- HS.G4.1 Take an active stance on a geographic issue reflecting its scale (local, regional, state, national, or global)
- HS.G4.2 Analyze patterns of global power and influence in respect to trade, demographics, politics, and resource availability and use.
- HS.G4.3 Analyze patterns of interdependence.



HISTORY

The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.

- HS.H1.1 Explain the process of state-building, expansion, and dissolution.
- HS.H1.2 Explain and compare how social, cultural, and environmental factors influenced state-building, expansion, and dissolution.
- HS.H1.3 Evaluate the consequences that resulted from civilizational and cultural interactions.
- HS.H1.4 Analyze the impact of cultural diffusion.
- HS.H1.5 Explain how religions and belief systems have affected the origins of societies.
- HS.H1.6 Analyze the relationship among different regional, social, ethnic, and racial groups and explain how these groups' experiences have related to national identities.
- HS.H1.7 Analyze how technological innovation and trade has affected economic development and transformed societies.

Cycles of conflict and cooperation have shaped relations among people, places, and environments.

- HS.H2.1 Explain multiple causes of conflict.
- HS.H2.2 Analyze approaches to conflict management and resolution.
- HS.H2.3 Evaluate the short- and long- term impacts of conflicts and their resolutions.
- HS.H2.4 Compare causes and effects of isolationism and globalism.

Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.

- HS.H3.1 Analyze how societies, leaders, institutions, and organizations respond to societal needs and changes.
- HS.H3.2 Analyze how ideologies, religion, and belief systems have influenced economic, political, and social institutions over time.
- HS.H3.3 Compare the ways in which economic philosophies influenced political, economic, and social developments.
- HS.H3.4 Evaluate how societies have balanced individual freedoms, responsibilities, and human dignity versus the common good.
- HS.H3.5 Explain how different labor systems developed and affected societies over time.

Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

- HS.H4.1 Examine how historically marginalized groups have affected change on political and social institutions.
- HS.H4.2 Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.
- HS.H4.3 Examine how access to information and technology has been used to influence society.
- HS.H4.4 Examine how a diverse society can be a force for unity and/or disunity.