

Arizona Foundation for
**LEGAL SERVICES
& EDUCATION**

**ARIZONA SOCIAL STUDIES &
LANGUAGE ART STANDARDS
IN CORRELATION WITH**

**WE THE PEOPLE:
THE CITIZEN AND THE
CONSTITUTION**



*“Promoting Access to Justice
for All Arizonans”*

The Foundation is able to bring this program to Arizona with support from the Arizona Supreme Court and the Center for Civic Education

We the People...The Citizen and the Constitution

Social Studies Standards Correlation

Level I ~ Grade 4

*Prepared by
Jody Arnold, Retired Educator*

Strand 3 – Civics/Government

The goal of the civics strand is to develop the requisite knowledge and skills for informed, responsible participation in public life; to ensure, through instruction, that students understand the essentials, source, and history of the constitutions of the United States and Arizona, American institutions and ideals (ARS 15 – 710). Students will understand the foundations, principles, and institutional practices of the United States as a representative democracy and constitutional republic. They will understand the importance of each person as an individual with human and civil rights and our shared heritage in the United States. Students will understand politics, government, and the responsibilities of good citizenship. Citizenship skills include the capacity to influence policies and decisions by clearly communicating interests and the ability to build coalitions through negotiation, compromise, and consensus. In addition, students will learn that the United States influences and is influenced by global interaction.

Concept 1: Foundations of Government

United States Democracy is based on the principles and ideals that are embodied by symbols, people, and documents. An understanding of these principles and ideals are vital for citizens to participate fully in the democratic process.

PO 1. Describe state and national symbols and monuments that represent American democracy and values:

WTP lessons not applicable

PO 2. Identify the rights and freedoms supported by the following documents:

- a. Preamble of the U.S. Constitution
- b. Bill of Rights
- c. Statement of Natural Rights as found in the Declaration of Independence (We hold these truths to be self evident....)

WTP lesson 2: Why did the Founders believe that people needed a government?

WTP lesson 6: What were the first governments like?

WTP lesson 11: What basic ideas about government are included in the Preamble to the Constitution

WTP lesson 13: What is the legislative branch?

WTP lesson 16: How did the Constitution create a federal system of government?

WTP lesson 17: How does the Constitution protect your right to freedom of expression?

WTP lesson 18: How does the Constitution protect your right to freedom of religion?

WTP lesson 20: How does the Constitution protect your right to due process of law?

WTP lesson 22: What is the role of the United States in the world today?

WTP lesson 23: What are some important responsibilities of citizens?

WTP lesson 24: How can citizens promote the common good?

PO 3. Describe Arizona's transition from territory to statehood:

WTP lessons not applicable

- PO 4. Describe the varied backgrounds of people living in Arizona:
WTP lessons not applicable

Concept 2: Structure of Government

- PO 1. Describe the three branches of state and national government:
- Executive
 - Legislative
 - Judicial
- WTP lesson 12: How does the constitution limit the powers of our government?
WTP lesson 13: What is the legislative branch?
WTP lesson 14: What is the executive branch?
WTP lesson 15: What is the judicial branch?
WTP lesson 16: How did the Constitution create a federal system of government?
- PO 2. Describe different levels of government (e.g., local, tribal, state, national).
- WTP lesson 6: What were the first state governments like?
WTP lesson 16: How did the Constitution create a federal system of government?
WTP lesson 20: How does the Constitution protect your right to due process of law?

Concept 3: Functions of Government

- PO 1. Describe the responsibilities of state government (e.g. making laws, enforcing laws, collecting taxes).
- WTP lesson 16: How did the Constitution create a federal system of government?
WTP lesson 20: How does the Constitution protect your right to due process of law?
- PO 2. Describe the responsibilities (e.g., determining land use, enforcing laws, overlapping responsibilities with state government) of the local government.
- WTP lesson 16: How did the Constitution create federal system of government?
- PO 3. Describe the possible consequences of violating laws.
- WTP lesson 24: How can citizens promote the common good?

Concept 4: Rights, Responsibilities, and Roles of Citizenship

- PO 1. Discuss ways an individual can contribute to a school or community.
- WTP lesson 24: How can citizens promote the common good?
- PO 2. Identify traits of character (e.g., responsibility, respect, perseverance, loyalty, integrity, involvement, justice and tolerance) that are important to the preservation and improvement democracy .
- WTP lesson 23: What are some important responsibilities of citizens?
- PO 3. Describe the importance of citizens being actively involved in the democratic process (e.g., voting, campaigning, civil and community service, volunteering, jury duty).
- WTP lesson 23: What are some important responsibilities of citizens?
WTP lesson 24: How can citizens promote the common good?

We the People...The Citizen and the Constitution
Social Studies Standards Correlation
Level I ~ Grade 5

Prepared by
Jody Arnold, Retired Educator

Strand 3 – Civics/Government

The goal of the civics strand is to develop the requisite knowledge and skills for informed, responsible participation in public life; to ensure, through instruction, that students understand the essentials, source, and history of the constitutions of the United States and Arizona, American institutions and ideals (ARS 15-710). Students will understand the foundations, principles, and institutional practices of the United States as a representative democracy and constitutional republic. They will understand the importance of each person as an individual with human and civil rights and our shared heritage in the United States. Students will understand politics, government, and the responsibilities of good citizenship. Citizenship skills include the capacity to influence policies and decisions by clearly communicating interests and the ability to build coalitions through negotiation, compromise, and consensus. In addition, students will learn that the United States influences and is influenced by global interaction.

Concept 1: Foundations of Government

United States Democracy is based on the principles and ideals that are embodied by symbols, people, and documents. An understanding of these principles and ideals are vital for citizens to participate fully in the democratic process.

PO 1. Identify the democratic principles and ideals associated with the following documents:

- a. Mayflower Compact
- b. Declaration of Independence
- c. Articles of Confederation
- d. United States Constitution
- e. Bill of Rights

WTP lesson 5. What ideas did the Founders use in the Declaration of Independence?

WTP lesson 7. What was the first national government like?

WTP lesson 9. How many representatives should each state have in Congress?

WTP lesson 12. How does the Constitution limit the powers of our government?

WTP lesson 17. How does the Constitution protect your right to freedom of expression?

WTP lesson 21. How does the Constitution protect your right to vote?

PO 2. Recognize the contributions and roles of the following individuals in creating the American government:

- a. John Adams
- b. Benjamin Franklin
- c. Alexander Hamilton
- d. Thomas Jefferson
- e. James Madison
- f. John Marshall
- g. George Washington

WTP lesson 1. What were the British colonies in America like in the 1700s?

WTP lesson 5. What ideas did the Founders use in the Declaration of Independence?

- WTP lesson 7. What was the first national government like?
- WTP lesson 8. How was the Philadelphia Convention organized?
- WTP lesson 14. What is the executive branch?
- WTP lesson 18. How does the Constitution protect your right to freedom of religion?

PO 3. Describe the struggle between the Federalists and the Anti-federalists over the ratification of the Constitution and the creation of the Bill of Rights.

- WTP lesson 8. How was the Philadelphia Convention organized?

Concept 2: Structure of Government

PO 1. Describe the role of town meetings and representative assemblies in colonial government.

- WTP lesson 1. What were the British colonies in America like in the 1700s?
- WTP lesson 2. Why did the Founders believe that people needed a government?
- WTP lesson 6. What were the first state governments like?

PO 2. Describe how the Constitution is designed to limit central government, as in freedom from a controlling monarchy

- WTP lesson 12. How does the Constitution limit the powers of our government?

Concept 3: Functions of Government

PO 1. Explain ways in which the powers of the federal government differed from the Articles of Confederation to the Constitution.

- WTP lesson 13. What is the legislative branch?
- WTP lesson 16. How did the Constitution create a federal system of government?

PO 2. Identify the process by which a bill becomes a law.

- WTP lesson 13. What is the legislative branch?

PO 3. Describe how the checks and balance system which established the three branches of the federal government works, as in Andrew Johnson's impeachment.

- WTP lesson 14. What is the executive branch?

PO 4. Explain the significance of the Dred Scott Decision.

- WTP lesson 10. What did the Framers do about the problem of slavery?

PO 5. Compare the arguments for states' rights versus the power of the federal government (e.g., the expansion of slavery, taxation).

- WTP lesson 16. How did the Constitution create a federal system of government?

Concept 4: Rights, Responsibilities, and Roles of Citizenship

PO 1. Describe ways an individual can contribute to a school or community.

- WTP lesson 23. What are some important responsibilities of citizens?

PO 2. Describe the character traits (i.e., respect, responsibility, fairness, involvement) that are important to the preservation and improvement of constitutional democracy in the United States.

- WTP lesson 24. How can citizens promote the common good?

PO 3. Describe the importance of citizens being actively involved in the democratic process (e.g., voting, student government, involvement in political decision making, analyzing

issues, petitioning public officials).

WTP lesson 23. What are some important responsibilities of citizens?

WTP lesson 24. How can citizens promote the common good?

We the People...The Citizen and the Constitution

Social Studies Standards Correlation

Level II ~ Grade 6

Prepared by

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Strand 3 – Civics/Government

The goal of the civics strand is to develop the requisite knowledge and skills for informed, responsible participation in public life; to ensure, through instruction, that students understand the essentials, source, and history of the constitutions of the United States and Arizona, American institutions and ideals (ARS 15-710). Students will understand the foundations, principles, and institutional practices of the United States as a representative democracy and constitutional republic. They will understand the importance of each person as an individual with human and civil rights and our shared heritage in the United States. Students will understand politics, government, and the responsibilities of good citizenship. Citizenship skills include the capacity to influence policies and decisions by clearly communicating interests and the ability to build coalitions through negotiation, compromise, and consensus. In addition, students will learn that the United States influences and is influenced by global interaction.

Concept 1: Foundations of Government

United States Democracy is based on the principles and ideals that are embodied by symbols, people, and documents. An understanding of these principles and ideals are vital for citizens to participate fully in the democratic process.

PO 1. Discuss the important ideas of the Enlightenment Period (e.g., Natural Rights, separation of powers, religious freedom) that fostered the creation of the United States government.

Connect with: Strand 2 Concept 4, 5

WTP Lesson 1: Why do we need a government? (natural rights)

WTP Lesson 2: What experiences shaped the Founders' thinking about government? (separation of powers)

WTP Lesson 3: What is a constitutional government? (republican government)

WTP Lesson 4: How can governments be organized to prevent the abuse of power? (separation of powers)

WTP Lesson 5: How were the Americans influenced by their English background? (Enlightenment ideas)

WTP Lesson 6: What experiences led to the American Revolution? (fostered the creation of the United States government)

WTP Lesson 7: What basic ideas about government were in the Declaration of Independence? (fostered the creation of the United States government)

WTP Lesson 8: How did the states govern themselves after the Revolution? (fostered the creation of the United States government)

WTP Lesson 11: Who attended the Philadelphia Convention and how was it organized? (fostered the creation of the United States government)

WTP Lesson 12: What was the conflict over representation? (fostered the creation of the United States government)

WTP Lesson 13: What were the conflicts between the northern and southern states? (fostered the creation of the United States government)

WTP Lesson 14: What was the conflict over the legislative power of the national government? (fostered the creation of the United States government)

WTP Lesson 15: How much power should be given to the executive and judicial branches? (fostered the creation of the United States government)

WTP Lesson 18: What was the federal system created by the Constitution? (fostered the creation of the United States government)

WTP Lesson 19: How was the new government established? (fostered the creation of the United States government)

WTP Lesson 24: How does the Constitution protect freedom of religion? (religious freedom)

Concept 2: Structure of Government No performance objective at this grade level

Concept 3: Functions of Government

Laws and policies are developed to govern, protect, and promote the well-being of the people. Our ever-evolving government sets policies and creates laws to achieve these goals.

PO 1. Describe the impact of the Laws of Hammurabi on the lives of ancient people and how it relates to current laws.

Connect with Strand 2 Concept 2

WTP lessons not applicable

PO 2. Describe the impact of the Greek democracy on ancient Greeks and how it relates to current forms of government.

Connect with Strand 2 Concept 2

WTP lessons not applicable

PO 3. Describe the impact of the Roman republic on ancient Romans and how it relates to current forms of government.

Connect with Strand 2 Concept 2

WTP Lesson 2: What is republican government?

Concept 4: Rights, Responsibilities, and Roles of Citizenship

The rights, responsibilities, and practices of United States citizenship are founded in the Constitution and the nation's history. Fully informed citizens are better able to protect the rights and privileges guaranteed to the citizens of our nation.

PO 1. Describe ways an individual can contribute to a school or community.

WTP Lesson 23: How does the Constitution protect freedom of expression?

WTP Lesson 28: How can citizens participate?

WTP Lesson 29: What decisions will you make as a citizen?

PO 2. Discuss the character traits (i.e., respect, responsibility, fairness, involvement) that are important to the preservation and improvement of constitutional democracy in the United States.

Connect with Strand 2 Concept 2

WTP Lesson 23: How does the Constitution protect freedom of expression?

WTP Lesson 25: How has the right to vote expanded since the Constitution was adopted?

WTP Lesson 28: How can citizens participate?

WTP Lesson 29: What decisions will you make as a citizen?

PO 3. Describe the importance of citizens being actively involved in the democratic process (e.g., voting, student government, involvement in political decision making, analyzing issues, petitioning public officials).

Connect with Strand 2 Concept 5

WTP Lesson 23: How does the Constitution protect freedom of expression?

WTP Lesson 25: How has the right to vote expanded since the Constitution was adopted?

WTP Lesson 28: How can citizens participate?

WTP Lesson 29: What decisions will you make as a citizen?

Concept 5: Government Systems of the World

Different governmental systems exist throughout the world. The United States influences and is influenced by global interactions.

PO 1. Describe the structure of the following governments:

- a. theocracy
- b. dictatorship
- c. republic
- d. monarchy
- e. democracy
- f. anarchy

Connect with Strand 2 Concept 2, 4, 5

WTP Lesson 2: What is republican government?

WTP Lesson 3: What is a constitutional government?

WTP Lesson 5: How were the Americans influenced by their English background?

WTP Lesson 17: Who were the supporters and critics of the Constitution?

WTP Lesson 19: How was the new government established?

We the People...The Citizen and the Constitution **Social Studies Standards Correlation** **Level II ~ Grade 7**

Prepared by

Kathy Williams, Mesa Unified School District

Abby Dupke, Hamilton High School

Strand 3 – Civics/Government

The goal of the civics strand is to develop the requisite knowledge and skills for informed, responsible participation in public life; to ensure, through instruction, that students understand the essentials, source, and history of the constitutions of the United States and Arizona, American institutions and ideals (ARS 15-710). Students will understand the foundations, principles, and institutional practices of the United States as a representative democracy and constitutional republic. They will understand the importance of each person as an individual with human and civil rights and our shared heritage in the United States. Students will understand politics, government, and the responsibilities of good citizenship. Citizenship skills include the capacity to influence policies and decisions by clearly communicating interests and the ability to build coalitions through negotiation, compromise, and consensus. In addition, students will learn that the United States influences and is influenced by global interaction.

Concept 1: Foundations of Government

United States Democracy is based on the principles and ideals that are embodied by symbols, people, and documents. An understanding of these principles and ideals are vital for citizens to participate fully in the democratic process.

- PO 1. Analyze the significance of the principles and ideals of the following documents:
- Bill of Rights (as related to specific time periods)
 - Emancipation Proclamation (not addressed in We the People Level II)
- WTP Lesson 17: Who were the supporters and critics of the Constitution?
WTP Lesson 19: How was the new government established?
WTP Lesson 23: How does the Constitution protect freedom of expression?
WTP Lesson 24: How does the Constitution protect freedom of religion?
WTP Lesson 27: What is the right to due process and how is it protected?
- PO 2. Analyze Arizona's transition from territory to statehood:
- locations of capitol
 - founding people
 - Arizona's constitution
- WTP lessons not applicable

Concept 2: Structure of Government

The United States structure of government is characterized by the separation and balance of powers. Participation as an informed citizen requires fundamental knowledge of how our government is structured and the safeguards that are in place to ensure the integrity of the democratic process.

- PO 1. Describe how the powers of checks and balances are used in the following:
- impeachment
 - declaring war
 - treaties
 - veto
 - judicial review
- WTP Lesson 4: How can governments be organized to prevent the abuse of power? (checks and balances)
WTP Lesson 6: What experiences led to the American Revolution? (checks and balances)
WTP Lesson 14: What was the conflict over the legislative power of the national government? (checks and balances-impeachment, declaring war, treaties)
WTP Lesson 15: How much power should be given to the executive and judicial branches? (checks and balances-veto, judicial review)
WTP Lesson 21: Who decides what the Constitution means? (checks and balances-judicial review)

Concept 3: Functions of Government

Laws and policies are developed to govern, protect, and promote the well-being of the people. Our ever-evolving government sets policies and creates laws to achieve these goals.

- PO 1. Analyze the significance of the following judicial decisions:
- Dred Scott* (Not addressed in We the People Level II)
 - Plessy v. Ferguson*
 - Scopes Trial* (Not addressed in We the People Level II)
- WTP Lesson 26: What is the right to equal protection of the laws?

PO 2. Identify the government’s role in progressive reforms (e.g., women’s suffrage, labor unions, temperance movement, civil rights).

WTP Lesson 25: How has the right to vote expanded since the Constitution was adopted? (women’s suffrage, civil rights)

Concept 4: Rights, Responsibilities, and Roles of Citizenship

The rights, responsibilities, and practices of United States citizenship are founded in the Constitution and the nation’s history. Fully informed citizens are better able to protect the rights and privileges guaranteed to the citizens of our nation.

PO 1. Describe the benefits of community service.

WTP Lesson 28: How can citizens participate?

WTP Lesson 29: What decisions will you make as a citizen?

PO 2. Discuss the character traits (e.g., respect, responsibility, fairness, involvement) that are important to the preservation and improvement of constitutional democracy in the United States.

WTP Lesson 2: What is republican government?

WTP Lesson 3: What is constitutional government?

WTP Lesson 28: How can citizens participate?

WTP Lesson 29: What decisions will you make as a citizen?

PO 3. Describe the importance of citizens being actively involved in the democratic process (i.e., voting, student government, involvement in political decision making, analyzing issues, petitioning public officials).

WTP Lesson 2: What is republican government?

WTP Lesson 3: What is constitutional government?

WTP Lesson 28: How can citizens participate?

WTP Lesson 29: What decisions will you make as a citizen?

PO 4. Explain the obligations and responsibilities of citizenship:

a. upholding the Constitution

b. obeying the law

c. paying taxes

d. registering for selective service

e. jury duty

WTP Lesson 28: How can citizens participate?

WTP Lesson 29: What decisions will you make as a citizen?

PO 5. Describe the impact of Constitutional Amendments and laws (i.e., Thirteenth, Fourteenth, Fifteenth, Eighteenth, Nineteenth, and Twenty-first Amendments, Jim Crow Laws, Black Codes, Dawes Act) that came about during the historical time periods studied. (We the People Level II does not address the Dawes Act)

WTP Lesson 25: How has the right to vote expanded since the Constitution was adopted?

WTP Lesson 26: What is the right to equal protection of the laws?

WTP Lesson 27: What is the right to due process and how is it protected?

Concept 5: Government Systems of the World

Different governmental systems exist throughout the world. The United States influences and is influenced by global interactions.

PO 1. Discuss how negotiations with foreign governments have led to the development of foreign policy initiatives (e.g., Treaty of Versailles, Fourteen Points, League of Nations).

WTP lessons not applicable

PO 2. Compare different types of governments:

- a. dictatorship
- b. totalitarian
- c. monarchies

WTP Lesson 1: Why do we need a government?

WTP Lesson 2: What is republican government?

WTP Lesson 3: What is constitutional government?

WTP Lesson 5: How were the Americans influenced by their English background?

We the People...The Citizen and the Constitution Social Studies Standards Correlation Level II ~ Grade 8

Prepared by

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Abby Dupke, Hamilton High School

Strand 3 – Civics/Government

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Concept 1: Foundations of Government

United States Democracy is based on the principles and ideals that are embodied by symbols, people, and documents. An understanding of these principles and ideals are vital for citizens to participate fully in the democratic process.

PO 1. Describe how the following philosophies and documents influenced the creation of the Constitution.

- a. Magna Carta (WTP Lesson 5)
- b. English Bill of Rights (WTP Lesson 5)
- c. Montesquieu's separation of power (WTP Lessons 2, 4)
- d. John Locke's theories – natural law, social contract (WTP Lessons 1, 3, 6, 8)
- e. Mayflower Compact (not addressed in We the People Level II)
- f. Declaration of Independence (WTP Lessons 6, 7)
- g. Articles of Confederation (WTP Lesson 8, 10)

WTP Lesson 1: Why do we need a government?
WTP Lesson 2: What is republican government?
WTP Lesson 3: What is constitutional government?
WTP Lesson 4: How can governments be organized to prevent the abuse of power?
WTP Lesson 5: How were the Americans influenced by their English background?
WTP Lesson 6: What experiences led to the American Revolution?
WTP Lesson 7: What basic ideas about government were in the Declaration of Independence?
WTP Lesson 8: How did the states govern themselves after the Revolution?
WTP Lesson 10: Why did the founders think a new constitution was needed?
WTP Lesson 15: How much power should be given to the executive and judicial branches? (creation of the Constitution)
WTP Lesson 24: How does the Constitution protect freedom of religion? (creation of the Constitution)

PO 2. Analyze the purpose (e.g., weaknesses of the Articles of Confederation) and outcome (e.g., compromises) of the Constitutional Convention.

WTP Lesson 10: Why did the Founders think a new constitution was needed?
WTP Lesson 11: Who attended the Philadelphia Convention and how was it organized?
WTP Lesson 12: What was the conflict over representation?
WTP Lesson 13: What were the conflicts between the northern and southern states?
WTP Lesson 14: What was the conflict over the legislative power of the national government?
WTP Lesson 15: How much power should be given to the executive and judicial branches?
WTP Lesson 16: What opinions did the Framers have of the Constitution?

PO 3. Analyze the struggle (e.g., Federalists' Papers, Bill of Rights) between the federalists and the anti-federalists over the ratification of the Constitution.

WTP Lesson 16: What opinions did the Framers have of the Constitution?
WTP Lesson 17: Who were the supporters and the critics of the Constitution?

Concept 2: Structure of Government

The United States structure of government is characterized by the separation and balance of powers. Participation as an informed citizen requires fundamental knowledge of how our government is structured and the safeguards that are in place to ensure the integrity of the democratic process.

PO 1. Describe the following principles on which the Constitution (as the Supreme Law of the Land) was founded:

- Federalism (i.e., enumerated, reserved, and concurrent powers)
- Popular sovereignty
- Separation of Powers
- Checks and balances
- Limited government
- Flexibility (i.e., Elastic Clause, amendment process)

WTP Lesson 1: Why do we need government? (limited government)
WTP Lesson 2: What is republican government? (separation of powers)
WTP Lesson 3: What is constitutional government? (limited government, checks and balances, separation of powers, popular sovereignty)
WTP Lesson 4: How can governments be organized to prevent the abuse of power? (limited government, checks and balances, separation of powers, federalism)

WTP Lesson 6: What experiences led to the American Revolution? (limited government)

WTP Lesson 8: How did the states govern themselves after the Revolution? (limited government, checks and balances, separation of powers, federalism)

WTP Lesson 14: What was the conflict over the legislative power of the national government? (limited government, checks and balances, separation of powers, federalism)

WTP Lesson 16: What opinions did the Framers have of the Constitution? (limited government, federalism, flexibility)

WTP Lesson 18: What was the federal system created by the Constitution? (federalism)

WTP Lesson 20: How did political parties develop? (federalism, flexibility)

PO 2. Differentiate the roles and powers of the three branches of the federal government.

WTP Lesson 14: What was the conflict over the legislative power of the national government?

WTP Lesson 15: How much power should be given to the executive and judicial branches?

WTP Lesson 21: Who decides what the Constitution means?

PO 3. Explain the electoral process (e.g., primary and general elections, electoral college).(not addressed in We the People level II)

PO 4. Explain how a candidate can be elected president (e.g., Adams-Jackson, Hayes-Tilden, Bush-Gore) without receiving a majority of popular vote.(not addressed in We the People level II)

PO 5. Describe the line of succession to the presidency as stated in the 25th Amendment.

WTP Addendum – Amendments to the Constitution

Concept 3: Functions of Government

Laws and policies are developed to govern, protect, and promote the well-being of the people. Our ever-evolving government sets policies and creates laws to achieve these goals.

PO 1. Compare the ways the federal and Arizona governments operate:

- a. Three branches
- b. Constitution
- c. Election process (e.g., congressional and legislative districts, propositions, voter registration)

WTP lessons not applicable

PO 2. Compare the process of how a bill becomes a law at the federal and state level

WTP lessons not applicable

PO 3. Describe the following forms of direct democracy in Arizona:

- a. initiative
- b. referendum
- c. recall process

WTP lessons not applicable

PO 4. Compare the roles and relationships of the different levels of government (e.g., federal, state, county, city/town, tribal).

WTP Lesson 18: What was the federal system created by the Constitution?
(Arizona not specifically addressed in We the People Level II)

PO 5. Describe the significance of the Amendments to the Constitution.

WTP Lesson 23: How does the Constitution protect freedom of expression?

WTP Lesson 24: How does the Constitution protect freedom of religion

WTP Lesson 25: How has the right to vote expanded since the Constitution was adopted?

WTP Lesson 26: What is the right to equal protection of the laws?

WTP Lesson 27: What is the right to due process and how is it protected?

PO 6. Compare the adult and juvenile criminal justice systems.

WTP lessons not applicable

PO 7. Summarize the significance of the following Supreme Court cases:

a. *Marbury v. Madison*

b. *Plessy v. Ferguson*

c. *Brown v. Board of Education*

d. *Gideon v. Wainwright* (not addressed in We the People Level II)

e. *Miranda v. Arizona* (not addressed in We the People Level II)

f. *Korematsu v. United States* (not addressed in We the People Level II)

WTP Lesson 21: Who decides what the Constitution means?

WTP Lesson 26: What is the right to equal protection of the laws?

PO 8. Describe the impact of the following executive orders and decisions:

a. Executive Order 9066 – creation of internment camps on U.S. soil

b. Manhattan Project

c. Use of Atomic Bomb

WTP lessons not applicable

PO 9. Describe the impact that the following Acts had on increasing the rights of groups and individuals:

a. Civil Rights Act of 1964

b. Voting Rights Act of 1965

c. Indians Rights Act of 1968

d. Americans with Disabilities Act

WTP lessons not applicable

Concept 4: Rights, Responsibilities, and Roles of Citizenship

The rights, responsibilities, and practices of United States citizenship are founded in the Constitution and the nation's history. Fully informed citizens are better able to protect the rights and privileges guaranteed to the citizens of our nation.

PO 1. Describe the benefits of community service.

WTP Lesson 28: How can citizens participate?

WTP Lesson 29: What decisions will you make as a citizen?

PO 2. Discuss the character traits (e.g., respect, responsibility, fairness, involvement) that are important to the preservation and improvement of the constitutional democracy in the United States.

WTP Lesson 1: Why do we need a government?

WTP Lesson 2: What is republican government?

WTP Lesson 3: What is constitutional government?

WTP Lesson 28: How can citizens participate?

WTP Lesson 29: What decisions will you make as a citizen?

PO 3. Describe the importance of citizens being actively involved in the democratic process (i.e., voting, student government, involvement in political decision making, analyzing issues, petitioning public officials).

WTP Lesson 2: What is republican government?

WTP Lesson 28: How can citizens participate?

WTP Lesson 29: What decisions will you make as a citizen?

PO 4. Explain the obligations and responsibilities of citizenship:

- a. upholding the Constitution
- b. obeying the law
- c. paying taxes
- d. registering for selective service
- e. jury duty

WTP Lesson 2: What is republican government?

WTP Lesson 3: What is constitutional government?

WTP Lesson 28: How can citizens participate?

WTP Lesson 29: What decisions will you make as a citizen?

PO 5. Describe the impact that the following had on rights for individuals and groups:

- a. Jim Crow Laws – literacy tests, poll taxes, Grandfather Clause
- b. Civil Rights Movement (i.e., Martin Luther King, Jr., Rosa Parks) (not addressed in We the People Level II)
- c. Desegregation – military, schools, transportation, sports (only schools are addressed in We the People Level II)
- d. United Farm Workers (i.e., Cesar Chavez) (not addressed in We the People Level II)
- e. National Organization for Women (NOW) – Equal Rights Amendment (ERA) (not addressed in We the People Level II)

WTP Lesson 25: How has the right to vote expanded since the Constitution was adopted?

Concept 5: Government Systems of the World

Different governmental systems exist throughout the world. The United States influences and is influenced by global interactions.

PO 1. Compare the different world governments and ideologies:

- a. dictatorship
- b. totalitarian (fascist, Nazis)
- c. democracy
- d. Socialism (not addressed in We the People Level II)
- e. Communism (not addressed in We the People Level II)

WTP Lesson 2: What is republican government?

WTP lesson 3: What is constitutional government?

PO 2. Explain U.S. and world foreign policies leading to the Cold War.

- a. Truman Doctrine
- b. NATO
- c. Warsaw Pact
- d. Marshall Plan

WTP lessons not applicable

PO 3. Identify U.S. and world foreign policies (e.g., economic sanctions, arms reduction agreements) resulting from the Cold War.

WTP lessons not applicable

We the People...The Citizen and the Constitution

Social Studies Standards Correlation

Level III

Prepared by

*Kathy Williams, Mesa Unified School District
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Strand 3 – Civics/Government

The goal of the civics strand is to develop the requisite knowledge and skills for informed, responsible participation in public life; to ensure, through instruction, that students understand the essentials, source, and history of the constitutions of the United States and Arizona, American institutions and ideals (ARS 15-710). Students will understand the foundations, principles, and institutional practices of the United States as a representative democracy and constitutional republic. They will understand the importance of each person as an individual with human and civil rights and our shared heritage in the United States. Students will understand politics, government, and the responsibilities of good citizenship. Citizenship skills include the capacity to influence policies and decisions by clearly communicating interests and the ability to build coalitions through negotiation, compromise, and consensus. In addition, students will learn that the United States influences and is influenced by global interaction.

Concept 1: Foundations of Government

United States Democracy is based on the principles and ideals that are embodied by symbols, people, and documents. An understanding of these principles and ideals are vital for citizens to participate fully in the democratic process.

PO 1. Examine the foundations of democratic representative government.

- a. Greek direct democracy
- b. Roman republic

WTP Lesson 2: How Does Government Secure Natural Rights?

WTP Lesson 3: What Did the Founders Learn about Republican Government from the Ancient World?

PO 2. Trace the English roots of American democracy:

- a. Magna Carta
- b. English Bill of Rights
- c. Representative government – Parliament, colonial assemblies, town meetings

WTP Lesson 5: What Were the British Origins of American Constitutionalism?

WTP Lesson 6: How Did Representative Government Begin in England

WTP Lesson 7: What Basic Ideas about Rights and Constitutional Government Did Colonial Americans Have?

PO 3. Describe the philosophical roots of American Democracy:

- a. moral and ethical ideals from Judeo-Christian tradition
- b. John Locke and social contract
- c. Charles de Montesquieu and separation of powers

WTP Lesson 1: What Would Life Be Like in a State of Nature?

WTP Lesson 4: How Did Modern Ideas of Individual Rights Develop?

WTP Lesson 6: How Did Representative Government Begin in England?

PO 4. Examine the fundamental principles in the Declaration of Independence (e.g., equality, natural rights of man, rule of law).

WTP Lesson 8: Why Did the American Colonists Want to Free Themselves from Britain? What Basic Ideas about Government Did the Founders Put into the Declaration of Independence?

Concept 2: Structure of Government

The United States structure of government is characterized by the separation and balance of powers. Participation as an informed citizen requires fundamental knowledge of how our government is structured and the safeguards that are in place to ensure the integrity of the democratic process.

PO 1. Analyze why the failures of the Articles of Confederation demonstrated the need for the Constitution (e.g., weak central government and no ability to tax).

WTP Lesson 10: Why Did the Founders Want to Change the Articles of Confederation of 1781?

WTP Lesson 11: Who Attended the Philadelphia Convention? What Did They Agree to Do?

PO 2. Analyze the creation of the United States Constitution:

- a. representative government (e.g., the Great Compromise, the Three-Fifths Compromise)
- b. Federalism
- c. Separation of Powers/Checks and Balances
- d. Judicial Review
- e. Amendment Process

WTP Lesson 9: What Basic Ideas About Government Did the State Constitutions Include? How Did the New States Protect Rights?

WTP Lesson 11: Who Attended the Philadelphia Convention? What Did They Agree to Do?

WTP Lesson 13: What Powers Were Granted to the Legislative Branch?

WTP Lesson 14: What Powers Were Granted to the Executive and Judicial Branches?

WTP Lesson 21: What is Judicial Review? Why Is It Controversial?

PO 3. Examine the United States federal system of government:

- a. powers of the national government
- b. powers of the state governments
- c. powers of the people

WTP Lesson 9: What Basic Ideas About Government Did the State Constitutions Include? How Did the New States Protect Rights?

WTP Lesson 12: Why Did the Framers Use the Virginia Plan to Create the Constitution?

WTP Lesson 13: What Powers Were Granted to the Legislative Branch?

WTP Lesson 22: How is the Power Divided between the Federal and State Governments?

WTP Lesson 23: What Were the Constitutional Issues That Led to the Civil War?

PO 4. Describe the steps leading to the adoption of the Constitution:

- a. Federalist and Anti-Federalist positions (e.g., The Federalist Papers)
- b. Bill of Rights
- c. Ratification

WTP Lesson 15: What Conflicting Opinions Did the Framers Have about the Completed Constitution?

WTP Lesson 16: What was the Anti-Federalist Position in the Debate about Ratification?

WTP Lesson 17: What was the Federalist Position in the Debate about Ratification?

WTP Lesson 19: What Rights Did the Constitution Protect? How Was the Bill of Rights Added to the Constitution?

PO 5. Analyze the structure, powers, and roles of the legislative branch of the United States government (e.g., Article I of the Constitution, political parties, lawmaking process, special interest groups).

- a. specific powers delegated in Article I of the Constitution
- b. role of competing factions (e.g., political parties)
- c. lawmaking process
- d. different roles of the Senate and House
- e. election process (i.e., redistricting [including gerrymandering], voter registration, primaries)
- f. influence of staff, lobbyists, special interest groups and political action committees (PACS)

WTP Lesson 13: What Powers Were Granted to the Legislative Branch?

WTP Lesson 20: What Caused the Rise of Political Parties?

PO 6. Analyze the structure, powers, and roles of the executive branch of the United States government:

- a. specific powers delegated in Article II of the Constitution
- b. roles and duties of the president
- c. development and function of the executive branch, including the cabinet and federal bureaucracy
- d. election of the president through the nomination process, national conventions, and electoral college

WTP Lesson 14: What Powers Were Granted to the Executive and Judicial Branches?

WTP Lesson 18: How Was the Constitution Used to Organize the New Government?

PO 7. Analyze the structure, powers, and roles of the judicial branch of the United States government, including landmark United States Supreme Court decisions:

- a. specific powers delegated by the Constitution in Article III
- b. judicial review developed in *Marbury v. Madison* and *McCulloch v. Maryland* and *Gibbons v. Ogden*
- c. dual court system of state and federal courts

WTP Lesson 14: What Powers Were Granted to the Executive and Judicial Branches?

WTP Lesson 18: How Was the Constitution Used to Organize the New Government?

WTP Lesson 21: What is Judicial Review? Why is it Controversial?

WTP Lesson 22: How is Power Divided between the Federal and State Governments?

PO 8. Analyze the structure, power, and organization of Arizona's government as expressed in the Arizona Constitution:

- a. direct democracy by initiative, referendum, and recall processes
- b. election process (i.e., redistricting {including gerrymandering and clean elections}, voter registration, primaries)
- c. Arizona's legislature (i.e., structure, how a bill becomes a law)
- d. Five major executive officers and their roles (i.e., Governor, Secretary of State, Treasurer, Attorney General, Superintendent of Public Instruction)
- e. Arizona's courts (e.g., appointment of judges, elections to retain positions)

WTP lessons not applicable

- PO 9. Analyze the forms, structure, powers, and roles of the local government:
- county government, elected officials (e.g., board of supervisors, sheriff, attorney)
 - city government officials (e.g., mayor, council, city manager)
 - issues of large urban area governments (e.g., transportation, zoning growth management and funding, urban planning, water and sanitation, pollution, annexation)
 - special districts, governance funding and purpose (e.g., school, sanitation, water, fire, library, community college)

WTP lessons not applicable (See Project Citizen)

- PO 10. Examine the sovereignty of tribal government and their relationship to state and federal governments (e.g., jurisdiction, land use, water and mineral rights, gaming pacts)

WTP lessons not applicable

- PO 11. Identify other forms of government under U.S. federal auspices (e.g., protectorates, territories, federal districts).

WTP lessons not applicable

Concept 3: Functions of Government

Laws and policies are developed to govern, protect, and promote the well-being of the people. Our ever-evolving government sets policies and creates laws to achieve these goals.

- PO 1. Analyze the functions of government as defined in the Preamble to the Constitution.

WTP lessons not applicable

- PO 2. Examine how the Constitution guarantees due process of law through Constitutional mandates and Amendments.

- Constitutional mandates (e.g., the right of habeas corpus, no bill of attainder, and the prohibition of ex post facto laws)
- Fourth, Fifth, Sixth, Seventh and Eighth Amendments
- protection provided by the Fourteenth Amendment

WTP Lesson 13: What Powers Were Granted to the Legislative Branch?

WTP Lesson 24: What Amendments to the Constitution Were Added to Protect the Rights of African Americans?

WTP Lesson 25: How Did the Fourteenth Amendment Expand Constitutional Protections of Rights?

WTP Lesson 28: To What Extent Can the Law Correct Injustice and Other Problems in American Society?

WTP Lesson 32: What is the Importance of Procedural Due Process?

WTP Lesson 33: How Do the Fourth and Fifth Amendments Protect Us against Unreasonable Law Enforcement Procedures?

WTP Lesson 34: How Do the Fifth through Eighth Amendments Protect Our Rights within the Judicial System?

- PO 3. Examine various sources of government funding:

- federal – income tax, duties, excise taxes, corporate taxes
- state – income tax, sales tax
- local – property tax, sales tax

WTP Lesson 13: What Powers Were Granted to the Legislative Branch?

- PO 4. Describe the regulatory functions of government (e.g., consumer protection, environment, health, labor, transportation and communication).

WTP lessons not applicable (See Project Citizen)

PO 5. Describe the factors and processes that determine major domestic policies (e.g., social security, education, health care, parks, environmental protection).

WTP lessons not applicable (See Project Citizen)

Concept 4: Rights, Responsibilities, and Roles of Citizenship

The rights, responsibilities, and practices of United States citizenship are founded in the Constitution and the nation's history. Fully informed citizens are better able to protect the rights and privileges guaranteed to the citizens of our nation.

- PO 1. Analyze basic individual rights and freedoms guaranteed by Amendments and laws:
- freedom of religion, speech, press, assembly and petition in the First Amendment
 - right to bear arms in the Second Amendment
 - Ninth Amendment and guarantee of people's unspecified rights
 - civil rights and the Thirteenth and Fourteenth Amendments
 - voting rights in the Fifteenth, Nineteenth, Twenty-third, Twenty-fourth, and Twenty-sixth Amendments; Native American citizenship and voting rights (Arizona, 1948); Voting Rights Act of 1964
 - conflicts which occur between rights (e.g., the tensions between the right to a fair trial and freedom of the press, and between majority rule and individual rights)
 - right to work laws

WTP Lesson 24: What Amendments to the Constitution Were Added to Protect the Rights of African Americans?

WTP Lesson 25: How Did the Fourteenth Amendment Expand Constitutional Protections of Rights?

WTP Lesson 26: How Did the Civil Rights Movement Use the Constitution to Achieve Its Goals?

WTP Lesson 27: How Has the Right to Vote Expanded Since the Adoption of the Constitution?

WTP Lesson 28: To What Extent Can the Law Correct Injustice and Other Problems in American Society?

WTP Lesson 29: Why Does the First Amendment Limit the Government's Power over Religion?

WTP Lesson 30: How Does the First Amendment Protect Freedom of Expression?

WTP Lesson 31: How Does the First Amendment Protect Freedom of Assembly, Petition, and Association?

WTP Lesson 39: What Are Some Constitutional Issues Facing United States Citizens in the Nation's Third Century?

WTP Lesson 40: What Is Meant by Returning to Fundamental Principles?

PO 2. Define citizenship according to the Fourteenth Amendment (e.g., natural born, naturalized).

WTP Lesson 35: What Does It Mean to Be a Citizen?

- PO 3. Examine the basic political, social responsibilities of citizenship:
- connections between self-interest, the common good, and the essential element of civic virtue (e.g., George Washington's Farewell Speech), volunteerism
 - obligations of upholding the Constitution
 - obeying the law, serving on juries, paying taxes, voting, and military service
 - analyzing public issues, policy making, and evaluating candidates

WTP Lesson 36: How Do We Use Our Citizenship?

WTP Lesson 37: How May Citizenship Change in the Nation's Third Century

PO 4. Demonstrate the skills and knowledge needed to accomplish public purposes (e.g., group problem solving, public speaking, petitioning and protesting)

WTP Lesson 36: How Do We Use Our Citizenship?

WTP Lesson 37: How May Citizenship Change in the Nation's Third Century

WTP Culminating Project: Simulated Hearing (see teacher's manual)

PO 5. Describe the role and influence of political parties, interest groups, and mass media:

a. political perspectives (e.g., liberalism, conservatism, progressivism, libertarianism)

b. influence of interest groups, lobbyists, and PAC's on elections, the political process and policy making

c. influence of the mass media on elections, the political process and policy making

WTP Lesson 20: What Caused the Rise of Political Parties?

WTP Lesson 36: How Do We Use Our Citizenship?

Concept 5: Government Systems of the World

Different governmental systems exist throughout the world. The United States influences and is influenced by global interactions.

PO 1. Compare the United States system of politics and government to other systems of the world (e.g., monarchies, dictatorship, theocracy, oligarchy, parliamentary, unitary, proportional elections).

WTP Lesson 2: How Does Government Secure Natural Rights?

WTP Lesson 5: What Were the British Origins of American Constitutionalism?

WTP Lesson 36: How Do We Use Our Citizenship?

WTP Lesson 38: What Can American Citizens Learn about Constitutionalism from Other Countries?

PO 2. Describe factors that influence United States foreign policy (e.g., trade, political tensions, sanctions, terrorism).

WTP Lesson 38: What Can American Citizens Learn about Constitutionalism from Other Countries?

PO 3. Describe world governmental and non-governmental organizations (e.g., the United Nations and its agencies, NATO, the European Union, the International Red Cross).

WTP Lesson 38: What Can American Citizens Learn about Constitutionalism from Other Countries?

We the People...The Citizen and the Constitution

Reading Standards Correlation

Level I~Grade 4-Grade 5

*Prepared by
Jody Arnold, Retired Educator*

Although the We the People text is a civics and government/history text, there are numerous opportunities throughout the text for teachers to use the exercises already included in the student edition to accomplish Reading Standards requirements.

The performance objectives listed below each reading strand are examples of techniques and strategies that students must exhibit to successfully use all 24 lessons in the textbook.

While instructors can modify and adapt exercises to fulfill the requirements of many of the Reading Standards, the instructors must also require that certain objectives are completed and submitted by the student, and then must evaluate those works according to the requirements of the standards.

Strand 1: Reading Process

Concept 4: Vocabulary

Acquire and use new vocabulary in relevant contexts.

PO 1-2-3-4-5-6

Concept 5: Fluency

Read fluently

PO 1

Concept 6: Comprehension Strategies

Employ strategies to comprehend text

PO 1-2-3-4-5-6

Strand 2: Comprehending Literary Text

Identify, analyze, and apply knowledge of the structures and elements of literature

WTP lessons not applicable

Strand 3: Comprehending Informational Text

Concept 1: Expository Text

Identify, analyze and apply knowledge of the purpose, structures, and elements of expository text.

PO 1-2-3-4-5-6-7-8

Concept 2: Functional Text

Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text .

PO 1-2

Concept 3: Persuasive Text

Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.

PO 1-2

We the People...The Citizen and the Constitution
Reading Standards Correlation
Level ~ II Grade 6-7-8

Prepared by
Jody Arnold, Retired Educator

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Strand 1: Reading Process

Concept 4 : Vocabulary

Acquire and use new vocabulary in relevant context

PO 1-2-3-4-5

Concept 5: Fluency

Read fluently

PO 1

Concept 6: Comprehension Strategies

Employ strategies to comprehend text

PO 1-2-3-4-5-6-7

Strand 2: Comprehending Literary Text

Concept 1: Elements of Literature

Identify, analyze, and apply knowledge of the structures and elements of literature

PO 5

Strand 3: Comprehending Informational Text

Concept 1: Expository Text

Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.

PO 1-2-3-4-5-6-7-8-9

Concept 2: Functional Text

Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.

PO 1-2-3

Concept 3: Persuasive Text

Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.

PO 1-2-3

We the People...The Citizen and the Constitution
Reading Standards Correlation
Level III ~ Grade 9-10-11-12

Prepared by
Jody Arnold, Retired Educator

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The performance objectives listed below each reading strand are examples of techniques and strategies that students must exhibit to successfully use all 40 lessons in the textbook.

While instructors can modify and adapt exercises to fulfill the requirements of many of the Reading Standards, the instructor must also require that certain objectives are completed and submitted by the student, and then must evaluate those works according to the requirements of the standards

Strand 1: Reading Process

Concept 4 : Vocabulary

Acquire and use new vocabulary in relevant contexts

PO 1-2-3-4-5

Concept 5: Fluency

Read fluently

PO 1

Concept 6: Comprehension Strategies

Employ strategies to comprehend text

PO 1-2-3-4-5

Strand 2: Comprehending Literary Text

WTP lessons not applicable

Strand 3: Comprehending Informational Text

Concept 1: Expository Text

Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text

PO 1-2-3-4-5-6-7-8

Concept 2: Functional Text

Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text

PO 1-2-3

Concept 3: Persuasive Text

Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.

PO 1-2-3

We the People...The Citizen and the Constitution

Writing Standards Correlation

Level I ~ Grade 4 and Grade 5

*Prepared by
Jody Arnold, Retired Educator*

Although the We the People text is a civics and government/history text, there are numerous opportunities throughout the text for instructors to use the exercises already included in the student edition to accomplish the writing requirements.

The performance objectives listed below each writing strand are examples of techniques and strategies that students must exhibit to successfully use all 24 lessons in the textbook.

While instructors can modify and adapt exercises to fulfill the requirements of many of the Writing Standards, the instructor must also require that certain objectives are completed and submitted by the student, and then must evaluate those works according to the requirements of the standards.

Strand 1: Writing Process

Concept 1: Prewriting

Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.

PO 1-2-3-4-5-6

Concept 2: Drafting

Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.

PO 1-2

Concept 3: Revising

Revising includes evaluating and refining the rough draft for clarity and effectiveness.

PO 1-2-3-4-5-6-7

Concept 4: Editing

Publishing includes formatting and presenting a final product for the intended audience.

PO 1-2-3-4

Strand 2: Writing Elements

Concept 1: Ideas and Content

Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.

PO 1-2-3

Concept 2: Organization

Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.

PO 1-2-3-4-5-6

Concept 3: Voice

Voice will vary according to the type of writing, but should be appropriately formal or casual distant or personal, depending on the audience and purpose.

PO 1-2

Concept 4: Word Choice

Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.

PO 1-2-3-4

Concept 5: Sentence Fluency

Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length

PO 1-2-3-4

Concept 6: Conventions

Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.

PO 1-2-3-4-5-6-7-8-9-10-11-12-13

Strand 3: Writing Applications

Concept 2: Expository

Expository writing includes nonfiction writing that describes, explains, informs or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.

PO 1-2-3

Concept 3: Functional

Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.

PO 1

Concept 4: Persuasive

Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.

PO 1

Concept 5: Literary Response

Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis opinion, and/or feelings about the piece of literature and selected elements within it.

PO3

Concept 6: Research

Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.

PO 1-2-3

We the People...The Citizen and the Constitution
Writing Standards Correlation
Level II ~ Grade 6-7-8

Prepared by
Jody Arnold, Retired Educator

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Strand 1: Writing Process

Concept 1: Prewriting

Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.

PO 1-2-3-4-5-6-7

Concept 2: Drafting

Drafting incorporates prewriting activities to create a first draft containing necessary elements for specific purpose

PO 1-2

Concept 3: Revising

Revising includes evaluating and refining the rough draft for clarity and effectiveness

PO 1-2-3-4-5-6-7-8

Concept 4: Editing

Editing includes proofreading and correcting the draft for conventions.

PO 1-2-3-4

Concept 5: Publishing

Publishing includes formatting and presenting a final product for the intended audience.

PO 1-2-3-4

Strand 2: Writing Elements

Concept 1: Ideas and Content

Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.

PO 1-2-3-4

Concept 2: Organizations

Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.

PO 1-2-3-4-5-6

Concept 3: Voice

Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.

PO 1-2-3-4

Concept 4: Word Choice

Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.

PO 1-2-3-4

Concept 5: Sentence Fluency

Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.

PO 1-2-3-4

Concept 6: Conventions

Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.

PO 1-2-3-4-5-6-7-8-9-10-11-12-13

Strand 3: Writing Applications

Concept 2: Expository

Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.

PO 1-2-3

Concept 3: Functional

Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directions, signs, manuals, forms, recipes, and technical pieces for specific content areas.

PO 1

Concept 4: Persuasive

Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.

PO 1

Concept 6: Research

Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.

PO 1-2

We the People...The Citizen and the Constitution
Writing Standards Correlation
Level III ~ Grade 9-10-11-12

Prepared by
Jody Arnold, Retired Educator

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Strand 1: Writing Process

Concept 1: Prewriting

Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.

PO 1-2-3-4-5-6-7

Concept 2: Drafting

Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.

PO 1-2

Concept 3: Revising

Revising includes evaluating and refining the rough draft for clarity and effectiveness.

PO 1-2-3-4-5-6-7-8

Concept 4: Editing

Editing includes proofreading and correcting the draft for conventions.

PO 1-2-3-4

Concept 5: Publishing

Publishing includes formatting and presenting a final product for the intended audience.

PO 1-2-3

Strand 2: Writing Components

Concept 1: Ideas and Content

Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.

PO 1-2-3-4-5

Concept 2: Organization

Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.

PO 1-2-3-4-5-6

Concept 4: Word Choice

Word choice reflects the writer’s use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.

PO 1-2-3-4-5

Concept 5: Sentence Fluency

Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.

PO 1-2-3

Concept 6: Conventions

Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.

PO 1-2-3-4-5-6-7-8-9-10-11-12

Strand 3: Writing Applications

Concept 2: Expository

Expository writing includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.

PO 1

Concept 6: Research

Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product

PO 1

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