

*We the People:*  
*The Citizen and the Constitution*  
Level 3

**Program Correlations**

**To The**

**Wisconsin Academic Standards**



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**Note On Correlation Development:**

This correlation guide serves to integrate the lessons in *We the People: the Citizen & the Constitution* with classroom standards for language arts and social studies. It provides a means to present the important lessons of *We the People* while addressing needed skills through an integrated curriculum. Moreover, the performance standards listed for the two subject areas are directly related to each *We the People* lesson.

You can obtain the standard topic areas or explore the Wisconsin Academic Standards further by accessing the Wisconsin Department of Public Instruction Website at <http://dpi.wi.gov/>.

## Grade 12 Correlations

The Wisconsin Department of Public Instruction identifies the following categories as those areas that cross curriculum lines and are essential to an integrated curriculum. Each of these areas are integral to lessons found in *We the People*.

### Ability to Think

- Problem solving
- Informed decision making
- Systems thinking
- Critical, creative, and analytical thinking
- Imagining places, times, and situations different from one's own
- Developing and testing a hypothesis
- Transferring learning to new situations

### Skill in Communication

- Constructing and defending an argument
- Working effectively in groups
- Communicating plans and processes for reaching goals
- Receiving and acting on instructions, plans, and models

- Communicating with a variety of tools and skills

### Production of Quality Work

- Acquiring and using information
- Creating quality products and performances
- Revising products and performances
- Developing and pursuing positive goals

### Connections with Community

- Recognizing and acting on responsibilities as a citizen
- Preparing for work and lifelong learning
- Contributing to the aesthetic and cultural life of the community
- Seeing oneself and one's community within the state, nation, and world

<b><i>We the People</i></b> <b>Grade 12</b>	<b>Wisconsin</b> <b>English Language Arts Standards</b>	<b>Wisconsin</b> <b>Social Studies Standards</b>
<b>Lesson 1</b> <b>What Did the Founders Think about Constitutional Government?</b>	<b>A.12.3</b> Read and discuss literary and nonliterary texts in order to understand human experience	<b>C.12.9</b> Identify and evaluate the means through which advocates influence public policy <b>E.12.3</b> Compare and describe similarities and differences in the ways various cultures define individual rights
<b>Lesson 2</b> <b>What ideas about Civic Life Informed the Founding Generation?</b>	<b>B.12.1</b> Write a coherent argument that takes a position F.12.1 Conduct research and inquiry on self-selected or assigned topics	<b>C.12.4</b> Illustrate how government power is acquired, used , abused, and legitimized <b>C.12.5</b> Analyze different theories of how governmental powers might be used to promote or hinder liberty, quality, and justice, and develop a reasoned conclusion
<b>Lesson 3</b> <b>What Historical Developments Influenced Modern Ideas of Individual Rights?</b>	<b>A.12.3</b> Read and discuss literary and nonliterary texts in order to understand human experience	<b>C.12.2</b> Describe how different political systems define and protect individual rights <b>E.12.11</b> Illustrate and evaluate ways in which cultures resolve conflicting beliefs and practices
<b>Lesson 4</b> <b>What Were the British Origins of American Constitutionalism?</b>	<b>A.12.3</b> Identify philosophical assumptions and basic beliefs underlying selected texts	<b>C.12.2</b> Describe how different political systems define and protect individual human rights <b>C.12.13</b> Describe and evaluate ideas of how society should be organized and political power should be exercised <b>E.12.4</b> Analyze the role of political and religious institutions as agents of both continuity and change, citing current and past examples
<b>Lesson 5</b> <b>What Basic Ideas about Rights and Constitutional Government Did Colonial American Hold?</b>	<b>A.12.4</b> Analyze and synthesize the concepts and details encountered in historical papers and government documents	<b>C.12.13</b> Describe and evaluate ideas of how society should be organized and political power should be exercised <b>C.12.14</b> Explain and analyze how different political and social movements have sought to mobilize public opinion and obtain government support in order to achieve their goals <b>E.12.6</b> Analyze the means by which and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings
<b>Lesson 6</b> <b>Why Did American Colonists Want to Free Themselves from Great Britain?</b>	<b>A.12.4</b> Analyze and synthesize the concepts and details encountered in historical papers and government documents	<b>B.12.2</b> Analyze primary and secondary sources <b>B.12.3</b> Recall, select, and analyze significant historical periods and relationships among them <b>B.12.6</b> Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States

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		<b>C.12.13</b> Describe and evaluate ideas of how society should be organized and political power should be exercised
<b>Lesson 7</b> <b>What Basic Ideas about Government and Rights Did the State Constitutions Include?</b>	<b>A.12.3</b> Identify the devices an author uses to influence readers and critique the effectiveness of their use <b>A.12.4</b> Analyze and synthesize the concepts and details encountered in historical papers and government documents	<b>B.12.2</b> Analyze primary and secondary sources <b>B.12.3</b> Recall, select, and analyze significant historical periods and relationships among them <b>B.12.6</b> Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States <b>C.12.4</b> Explain the purpose of democratic government analyzing historical and contemporary evidence of the tension between those purposes
<b>Lesson 8</b> <b>What Were the Articles of Confederation, and Why did Some Founders Want to Change Them?</b>	<b>A.12.4</b> Analyze and synthesize the concepts and details encountered in historical papers and government documents <b>A.12.2</b> Investigate on ways in which a writer has influence or been influenced by historical, social, and cultural issues or events	<b>B.12.2</b> Analyze primary and secondary sources <b>B.12.6</b> Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States <b>C.12.4</b> Explain the purpose of democratic government analyzing historical and contemporary evidence of the tension between those purposes
<b>Lesson 9</b> <b>How Was the Philadelphia Convention Organized?</b>	<b>A.12.4</b> Analyze and synthesize the concepts and details encountered in historical papers and government documents	<b>B.12.6</b> Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States <b>C.12.9</b> Identify and analyze significant political benefits, problems, and solutions to problems related to federalism and the separation of powers <b>C.12.13</b> Describe and evaluate ideas of how society should be organized and political power should be exercised.
<b>Lesson 10</b> <b>Why Was Representation a Major Issue at the Philadelphia Convention?</b>	<b>A.12.3</b> Identify philosophical assumptions and basic beliefs underlying selected texts <b>A.12.4</b> Analyze and synthesize the concepts and details encountered in historical papers and government documents	<b>C.12.2</b> Describe how different political systems define and protect individual human rights <b>E.12.6</b> Analyze the means by which and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings
<b>Lesson 11</b> <b>What Questions Did the Framers Consider</b>	<b>A.12.4</b> Evaluate the reliability and authenticity of information conveyed in a text, using criteria based on knowledge of	<b>B.12.8</b> Recall, select, and explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership

<b>We the People Grade 12</b>	<b>Wisconsin English Language Arts Standards</b>	<b>Wisconsin Social Studies Standards</b>
<b>in Designing the Three Branches of the National Government?</b>	the author	
<b>Lesson 12 How Did the Delegates Distribute Powers between national and State Governments?</b>	<b>A.12.1</b> Distinguish between fact and opinion in nonfiction texts <b>A. 12.4</b> Use tests of logic and reasoning to informational and persuasive texts	<b>C.12.6</b> Identify and analyze significant political benefits, problems, and solutions to problems related to federalism and the separation of power
<b>Lesson 13 What Was the Anti- Federalist Position in the Debate about Ratification?</b>	<b>A.12.3</b> Identify philosophical assumptions and basic beliefs underlying selected texts	<b>C.12.6</b> Identify and analyze significant political benefits, problems, and solutions to problems related to federalism and the separation of power
<b>Lesson 14 What Was the Federalist Position n the Debate about Ratification?</b>	<b>A.12.3</b> Identify philosophical assumptions and basic beliefs underlying selected texts <b>A. 12.4</b> Apply tests of logic and reasoning to informational and persuasive texts	<b>C.12.6</b> Identify and analyze significant political benefits, problems, and solutions to problems related to federalism and the separation of power
<b>Lesson 15 How Have Amendments and Judicial Review Changed the Constitution?</b>	<b>A.12.3</b> Examine, explain, and evaluate, orally and in writing, various perspectives concerning individual, community, and national issues reflected in nonliterary texts	<b>B.12.17</b> Identify historical and current instances when national interests have seemed to be opposed and analyze the issues involved <b>C.12.1</b> Identify the sources, evaluate the justification, and analyze the implication of certain rights and responsibilities of citizens <b>C.12.3</b> Trace how legal interpretations of liberty, equality, justice, and power
<b>Lesson 16 What is the Role of Political Parties in the Constitutional System?</b>	<b>A.12.1</b> Distinguish between fact and opinion in nonfiction texts <b>A.12.3</b> Identify philosophical assumptions and basic beliefs underlying selected texts	<b>C.12.4</b> Explain the purpose of democratic government analyzing historical and contemporary evidence of the tension between those purposes <b>C.12.14</b> Explain and analyze how different political and social movements have sought to mobilize public opinion and obtain governmental support in order to achieve their goals <b>C.12.7</b> Describe how past and present American political parties and interest groups have gained or lost influence on political decision-making and voting behavior
<b>Lesson 17 How Did the Civil War</b>	<b>A.12.1</b> Distinguish between fact and opinion in nonfiction texts	<b>C.12.4</b> Explain the purpose of democratic government analyzing historical and contemporary evidence of the

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<b>Test and Transform the American Constitutional System?</b>	<b>A.12.3</b> Identify philosophical assumptions and basic beliefs underlying selected texts	tension between those purposes <b>C.12.14</b> Explain and analyze how different political and social movements have sought to mobilize public opinion and obtain governmental support in order to achieve their goals <b>E.12.6</b> Analyze the means by which and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings
<b>Lesson 18 How Has the Due Process Clause of the Fourteenth Amendment Changed the Constitution?</b>	<b>A.12.4</b> Analyze and synthesize the concepts and details encountered in informational texts such as historical documents	<b>B.12.6</b> Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States <b>C.12.5</b> Analyze different theories of how governmental powers might be used to help promote or hinder liberty, equality, and justice, and develop a reasoned conclusion <b>C.12.6</b> Identify and analyze significant political benefits, problems, and solutions to problems related to federalism and the separation of powers
<b>Lesson 19 How Has the Equal Protection Clause of the Fourteenth Amendment Changed the Constitution?</b>	<b>A.12.3</b> Identify the devices an author uses to influence readers and critique the effectiveness of their use. <b>A.12.4</b> Apply tests of logic and reasoning to informational and persuasive texts	<b>C.12.3</b> Trace how legal interpretations of liberty, equality, justice, and power, as identified in the Constitution, the Bill of Rights, and other Constitutional Amendments have changed and evolved over time <b>C.12.6</b> Identify and analyze significant political benefits, problems, and solutions to problems related to federalism and the separation of powers
<b>Lesson 20 How Has the Right to Vote Been Expanded since the Adoption of the Constitution?</b>	<b>A.12.1</b> Evaluate propaganda techniques and faulty reasoning in texts <b>A.12.4</b> Evaluate the reliability and authenticity of information conveyed in a text, using criteria based on knowledge of the author	<b>B.12.3</b> Recall, select, and analyze significant historical periods and the relationships among them <b>C.12.7</b> Describe how past and present American political parties and interest groups have gained or lost influence on political decision-making and voting behavior
<b>Lesson 21 What is the Role of Congress in American Constitutional Democracy?</b>	<b>A.12.3</b> Identify philosophical assumptions and basic beliefs underlying selected texts <b>A.12.4</b> Evaluate the reliability and authenticity of information conveyed in a text, using criteria based on knowledge of the author	<b>B.12.6</b> Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States <b>C.12.4</b> Explain the multiple purposes of democratic government, analyze historical and contemporary examples of the tensions between those purposes, and illustrate how governmental powers can be acquired, used, abused, or legitimized

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		<b>C.12.5</b> Analyze different theories of how governmental powers might be used to help promote or hinder liberty, equality, and justice, and develop a reasoned conclusion
<b>Lesson 22 How Does Congress Perform Its Functions in the American Constitutional System?</b>	<b>A.12.3</b> Identify philosophical assumptions and basic beliefs underlying selected texts <b>A.12.4</b> Draw on and integrate information from multiple sources when acquiring knowledge and developing a position on a topic of interest	<b>C.12.5</b> Analyze different theories of how governmental powers might be used to help promote or hinder liberty, equality, and justice, and develop a reasoned conclusion <b>C.12.6</b> Identify and analyze significant political benefits, problems, and solutions to problems related to federalism and the separation of powers <b>C.12.13</b> Describe and evaluate ideas of how society should be organized and political power should be exercised
<b>Lesson 23 What is the Role of the President in the American Constitutional System?</b>	<b>A.12.2</b> Investigate and report on ways in which a writer has influenced or been influenced by historical, social, and cultural issues or events <b>A.12.4</b> Analyze and synthesize the concepts and details encountered in informational texts such as historical documents	<b>C.12.14</b> Explain and analyze how different political and social movements have sought to mobilize public opinion and obtain governmental support in order to achieve their goals <b>E.12.6</b> Analyze the means by which and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings
<b>Lesson 24 How Are National Laws Administered in the American Constitutional System?</b>	<b>A.12.4</b> Draw on and integrate information from multiple sources when acquiring knowledge and developing a position on a topic of interest	<b>C.12.14</b> Explain and analyze how different political and social movements have sought to mobilize public opinion and obtain governmental support in order to achieve their goals <b>C.12.9</b> Identify and evaluate the means through which advocates influence public policy
<b>Lesson 25 What is the Role of the Supreme Court in the American Constitutional System?</b>	<b>A.12.4</b> Analyze and synthesize the concepts and details encountered in informational texts such as historical documents	<b>B.12.6</b> Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States <b>C.12.3</b> Trace how legal interpretations of liberty, equality, justice, and power, as identified in the Constitution, the Bill of Rights, and other Constitutional Amendments have changed and evolved over time <b>C.12.4</b> Explain the multiple purposes of democratic government, analyze historical and contemporary examples of the tensions between those purposes, and illustrate how governmental powers can be acquired, used, abused, or

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		legitimized
<b>Lesson 26</b> <b>How Does American Federalism Work?</b>	<b>A.12.2</b> Investigate and report on ways in which a writer has influenced or been influenced by historical, social, and cultural issues or events <b>A.12.4</b> Analyze and synthesize the concepts and details encountered in informational texts such as historical documents	<b>B.12.6</b> Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States <b>C.12.5</b> Analyze different theories of how governmental powers might be used to help promote or hinder liberty, equality, and justice, and develop a reasoned conclusion <b>C.12.6</b> Identify and analyze significant political benefits, problems, and solutions to problems related to federalism and the separation of powers <b>C.12.10</b> Identify ways people participate effectively in community affairs and the political process <b>C.12.14</b> Explain and analyze how different political and social movements have sought to mobilize public opinion and obtain governmental support in order to achieve their goals <b>E.12.6</b> Analyze the means by which and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings <b>C.12.16</b> Describe the evolution of movements to assert rights of disadvantaged groups
<b>Lesson 27</b> <b>What Are Bills of Rights and What Kinds of Rights Does the U.S. Bill of Rights Protect?</b>	<b>A.12.3</b> Identify philosophical assumptions and basic beliefs underlying selected texts <b>A.12.4</b> Analyze and synthesize the concepts and details encountered in informational texts such as historical documents	<b>B.12.6</b> Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States <b>C.12.5</b> Analyze different theories of how governmental powers might be used to help promote or hinder liberty, equality, and justice, and develop a reasoned conclusion <b>C.12.9</b> Identify and evaluate the means through which advocates influence public policy <b>C.12.14</b> Explain and analyze how different political and social movements have sought to mobilize public opinion and obtain governmental support in order to achieve their goals <b>C.12.16</b> Describe the evolution of movements to assert

<b>We the People Grade 12</b>	<b>Wisconsin English Language Arts Standards</b>	<b>Wisconsin Social Studies Standards</b>
		rights of disadvantaged groups
<b>Lesson 28 How Does the First Amendment Affect the Establishment and Free Exercise of Religion?</b>	<b>A.12.3</b> Examine, explain, and evaluate, orally and in writing, various perspectives concerning individual, community, national, and world issues reflected in literary and nonliterary texts <b>A. 12.4</b> Apply tests of logic and reasoning to informational and persuasive texts	<b>B.12.6</b> Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States <b>C.12.3</b> Trace how legal interpretations of liberty, equality, justice, and power, as identified in the Constitution, the Bill of Rights, and other Constitutional Amendments have changed and evolved over time <b>C.12.5</b> Analyze different theories of how governmental powers might be used to help promote or hinder liberty, equality, and justice, and develop a reasoned conclusion
<b>Lesson 29 How Does the First Amendment Protect Free Expression?</b>	<b>A.12.3</b> Develop and articulate, orally and in writing, defensible points of view on individual, community, national, and world issues reflected in nonliterary texts	<b>B.12.3</b> Recall , select, and analyze significant historical periods and the relationships among them <b>C.12.1</b> Identify the sources, evaluate the justification, and analyze the implication of certain rights and responsibilities of citizens <b>C.12.8</b> Locate, organize, analyze, and use information from various sources to understand an issue of public concern, take a position, and communicate the position <b>C.12.11</b> Evaluate the ways in which public opinion can be used to influence and shape public policy <b>E.12.6</b> Analyze the means by which and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings
<b>Lesson 30 How Does the First Amendment Protect Freedom to Assemble, Petition, and Associate?</b>	<b>A.12.3</b> Develop and articulate, orally and in writing, defensible points of view on individual, community, national, and world issues reflected in nonliterary texts	<b>B.12.3</b> Recall , select, and analyze significant historical periods and the relationships among them <b>C.12.1</b> Identify the sources, evaluate the justification, and analyze the implication of certain rights and responsibilities of citizens <b>C.12.8</b> Locate, organize, analyze, and use information from various sources to understand an issue of public concern, take a position, and communicate the position <b>C.12.9</b> Identify and evaluate the means through which

<b><i>We the People</i> Grade 12</b>	<b>Wisconsin English Language Arts Standards</b>	<b>Wisconsin Social Studies Standards</b>
		advocates influence public policy <b>C.12.11</b> Evaluate the ways in which public opinion can be used to influence and shape public policy <b>E.12.6</b> Analyze the means by which and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings
<b>Lesson 31</b> <b>How Do the Fourth and Fifth Amendments Protect Against Unreasonable Law Enforcement Procedures?</b>	<b>A.12.3</b> Develop and articulate, orally and in writing, defensible points of view on individual, community, national, and world issues reflected in nonliterary texts <b>A.12.4</b> Analyze and synthesize the concepts and details encountered in informational texts such as historical documents	<b>B.12.3</b> Recall , select, and analyze significant historical periods and the relationships among them <b>C.12.1</b> Identify the sources, evaluate the justification, and analyze the implication of certain rights and responsibilities of citizens <b>C.12.8</b> Locate, organize, analyze, and use information from various sources to understand an issue of public concern, take a position, and communicate the position <b>C.12.9</b> Identify and evaluate the means through which advocates influence public policy
<b>Lesson 32</b> <b>How Do the Fifth, Sixth, and Eighth Amendments Protect Rights within the Judicial System?</b>	<b>A.12.2</b> Investigate on ways in which a writer has influenced or been influenced by historical, social, and cultural issues or events <b>A. 12.4</b> Apply tests of logic and reasoning to informational and persuasive texts	<b>C.12.1</b> Identify the sources, evaluate the justification, and analyze the implication of certain rights and responsibilities of citizens <b>C.12.8</b> Locate, organize, analyze, and use information from various sources to understand an issue of public concern, take a position, and communicate the position
<b>Lesson 33</b> <b>What Does It Mean to Be a Citizen?</b>	<b>A.12.2</b> Investigate on ways in which a writer has influenced or been influenced by historical, social, and cultural issues or events <b>A.12.3</b> Develop and articulate, orally and in writing, defensible points of view on individual, community, national, and world issues reflected in nonliterary texts <b>A. 12.4</b> Apply tests of logic and reasoning to informational and persuasive texts	<b>C.12.1</b> Identify the sources, evaluate the justification, and analyze the implication of certain rights and responsibilities of citizens <b>C.12.8</b> Locate, organize, analyze, and use information from various sources to understand an issue of public concern, take a position, and communicate the position <b>C.12.16</b> Describe the evolution of movements to assert rights of disadvantaged groups <b>E.12.6</b> Analyze the means by which and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings

<b>We the People Grade 12</b>	<b>Wisconsin English Language Arts Standards</b>	<b>Wisconsin Social Studies Standards</b>
<b>Lesson 34 What is the Importance of Civic Engagement?</b>	<b>A.12.3</b> Develop and articulate, orally and in writing, defensible points of view on individual, community, national, and world issues reflected in nonliterary texts	<b>C.12.8</b> Locate, organize, analyze, and use information from various sources to understand an issue of public concern, take a position, and communicate the position <b>C.12.11</b> Evaluate the ways in which public opinion can be used to influence and shape public policy <b>C.12.16</b> Describe the evolution of movements to assert rights of disadvantaged groups <b>E.12.6</b> Analyze the means by which and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings
<b>Lesson 35 How Have Civil Rights Movements Resulted in Fundamental Political and Social Change in the United States?</b>	<b>A.12.2</b> Investigate on ways in which a writer has influenced or been influenced by historical, social, and cultural issues or events <b>A.12.4</b> Evaluate the reliability and authenticity of information conveyed in a text, using criteria based on knowledge of the author	<b>B.12.1</b> Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches <b>C.12.1</b> Identify the sources, evaluate the justification, and analyze the implication of certain rights and responsibilities of citizens <b>C.12.10</b> Identify ways people may participate effectively in community affairs and the political process
<b>Lesson 36 How Have American Political Ideas and the American Constitutional System Influenced Other Nations?</b>	<b>A.12.3</b> Identify philosophical assumptions and basic beliefs underlying selected texts	<b>B.12.17</b> Identify historical and current instances when national interests and global interests have seemed to be opposed and analyze the issues involved <b>C.12.5</b> Analyze different theories of how governmental powers might be used to help promote or hinder liberty, equality, and justice, and develop a reasoned conclusion <b>C.12.10</b> Identify ways people participate effectively in community affairs and the political process <b>C.12.12</b> Explain the United States' relationship to other nations and its role in international organizations, such as the United Nations, NATO, World Bank, International Monetary Fund, and North American Free Trade Agreement
<b>Lesson 37 What Key Challenges Does the United States Face in the Future?</b>	<b>A.12.4</b> Analyze and synthesize the concepts and details encountered in informational texts such as historical documents	<b>C.12.5</b> Analyze different theories of how governmental powers might be used to help promote or hinder liberty, equality, and justice, and develop a reasoned conclusion <b>C.12.10</b> Identify ways people participate effectively in community affairs and the political process

<b><i>We the People</i> Grade 12</b>	<b>Wisconsin English Language Arts Standards</b>	<b>Wisconsin Social Studies Standards</b>
<p><b>Lesson 38</b> <b>What Are the Challenges of the Participation of the United States in World Affairs?</b></p>	<p><b>A.12.2</b> Investigate on ways in which a writer has influenced or been influenced by historical, social, and cultural issues or events</p>	<p><b>B.12.17</b> Identify historical and current instances when national interests and global interests have seemed to be opposed and analyze the issues involved  <b>C.12.1</b> Identify the sources, evaluate the justification, and analyze the implication of certain rights and responsibilities of citizens  <b>C.12.2</b> Describe how different political systems define and protect individual human rights  <b>E.12.17</b> Examine and describe various belief systems that exist in the world, such as democracy, socialism, and capitalism</p>
<p><b>Lesson 39</b> <b>What Does Returning to Fundamental Principles Mean?</b></p>	<p><b>A.12.3</b> Develop and articulate, orally and in writing, defensible points of view on individual, community, national, and world issues reflected in nonliterary texts</p>	<p><b>B.12.1</b> Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches  <b>C.12.1</b> Identify the sources, evaluate the justification, and analyze the implications of certain rights and responsibilities of citizens  <b>C.12.8</b> Locate, organize, analyze, and use information from various sources to understand an issue of public concern, take a position, and communicate the position</p>

Wisconsin Reading Gr 12 Standards (English Language Arts)	Wisconsin Gr 12 Writing Arts Standards (English Language Arts)	Wisconsin Gr 12 Oral Language Standards (English Language Arts)	Wisconsin Gr 12 Language Standards (English Language Arts)	Wisconsin Gr 12 Research and Inquiry Standards (English Language Arts)
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**Simulated Legislative Hearing**

<p><b>A.12.3 Read and discuss nonliterary texts in order to understand human experiences</b></p> <ul style="list-style-type: none"> <li>Examine, explain, and evaluate, orally and in writing, various perspectives concerning individual, community, national, and world issues reflected in non-literary works</li> <li>Identify philosophical assumptions and basic beliefs underlying selected texts</li> </ul> <p><b>A.12.4 Students will read to acquire information</b></p> <ul style="list-style-type: none"> <li>Analyze and synthesize the concepts and details encountered in informational texts such as historical papers and government documents</li> <li>Draw on and integrate information from multiple sources when acquiring knowledge and developing a position on a topic of interest</li> <li>Evaluate the reliability</li> </ul>	<p><b>B.12.1 Create or produce writing to communicate with different audiences for a variety of purposes</b></p> <ul style="list-style-type: none"> <li>Write a coherent argument that takes a position, accurately summarizes an opposing position, refutes that position, and cites persuasive evidence</li> <li>Compose and publish analytic and reflective writing that conveys knowledge, experience, insights, and opinions to an intended audience</li> <li>Use rhetorical structures that divide complex thoughts into simpler ones, logical transitions from one thought to another, and language appropriate to the intended audience</li> <li>Write summaries of complex information, expand or reduce the summaries by adding or deleting detail, and integrate appropriately summarized</li> </ul>	<p><b>C.12.1 Prepare the deliver formal oral presentations appropriate to specific purposes and audiences</b></p> <ul style="list-style-type: none"> <li>Develop and deliver a speech that conveys information and ideas in logical fashion for a selected audience, using language that clarifies and reinforces meaning</li> <li>Construct and present a coherent argument, summarizing then refuting opposing positions, and citing persuasive evidence</li> <li>Participate effectively in question-and-answer sessions following presentations</li> <li>Summarize narrative and numerical information accurately and logically in presentations</li> <li>Demonstrate confidence and poise during presentations, interacting effectively with the audience, and</li> </ul>	<p><b>D.12.1 Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication</b></p> <ul style="list-style-type: none"> <li>Evaluate the effects of different types of language, such as literary and technical, formal and informal, in communications designed to narrate, inform, explain, persuade, and entertain</li> <li>Use language appropriate to the background, knowledge, and age of an audience</li> <li>Recognize and exercise options in modes of expression and choice of words when speaking and writing, especially when revising written work</li> </ul> <p><b>D.12.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and</b></p>	<p><b>F.12.1 Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings</b></p> <ul style="list-style-type: none"> <li>Formulate questions addressing issues or problems that can be answered through a well-defined and focused investigation</li> <li>Use research tools found in school and college libraries, take notes, collect and classify sources, and develop strategies for finding and recording information</li> <li>Develop research strategies appropriate to the investigation</li> <li>Organize research materials and data, maintaining a note-taking system that includes summary, paraphrase, and quoted material</li> <li>Evaluate the usefulness</li> </ul>
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<p>and authenticity of information conveyed in a text, using criteria based on knowledge of the author, topic, and context and analysis of logic, evidence, propaganda, and language</p>	<p>information into essays with correct citations</p> <ul style="list-style-type: none"> <li>• Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation</li> </ul> <p><b>B.12.2 Plan, revise, edit, and publish clear and effective writing</b></p> <ul style="list-style-type: none"> <li>• Write essays demonstrating the capacity to communicate knowledge, opinions, and insights to an intended audience through a clear thesis and effective organization of supporting ideas</li> <li>• Develop a composition through a series of drafts, using a revision strategy based on purpose and audience</li> <li>• Given a writing assignment to be completed in a limited amount of time, produce a well developed well organized, clearly written response in effective language and a voice appropriate for audience and purpose</li> </ul>	<p>selecting language and gestures mindful of their effect</p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to debate an issue from either side</li> </ul>	<p><b>professional situations, and learn to be flexible and responsive in their use of English</b></p> <ul style="list-style-type: none"> <li>• Evaluate the choice of words, expressions, and style considering the purpose and context of a communication</li> <li>• Draw inferences about values, attitudes, and points of view by analyzing a writer’s or speaker’s use of English</li> </ul>	<p>and credibility of data and sources by applying tests of evidence, including bias, position, expertise, adequacy, validity, reliability, and date</p> <ul style="list-style-type: none"> <li>• Analyze, synthesize, and integrate data, drafting a reasoned report that supports and appropriately illustrates inferences and conclusions drawn from research</li> <li>• Present findings in oral and written reports, correctly citing sources</li> </ul>
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