



INDIANA BAR
FOUNDATION

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



Alignment of *We the People* to the
Indiana Academic Content Standards for:

Eighth Grade Social Studies
Eighth Grade History/Social Studies Literacy
Eighth Grade English Language Arts

Introduction

We the People: The Citizen and the Constitution (*We the People* or WTP) is a program administered in Indiana by the Indiana Bar Foundation and nationally by the Center for Civic Education. It is designed to teach the history, philosophies, evolution, interpretation, and application of the U.S. Constitution, Bill of Rights, and other founding American documents. By using *We the People* in the classroom, students gain a better understanding of the American constitutional government, enhance their literacy skills, and increase interpersonal life skills.

We the People has multiple units to help teach the civics content, including units on the philosophical underpinnings of democratic government, what took place in Philadelphia to create our Constitution, structure and function of government, Bill of Rights protections, and roles and responsibilities of citizens. After learning the content, teachers use the built-in authentic assessment of a simulated legislative hearing. Students work in small panels of typically 3-5 students to collaboratively answer a question based on their content of study. The students jointly give an oral presentation that answers the question and then field follow-up questions from an evaluating panel, whether that be the teacher or an outside group.

As an enhancement to the classroom learning, the Indiana Bar Foundation provides a statewide showcase to allow the students to compete against other classes around the state in a civics competition. Students are evaluated based on criteria including understanding, constitutional application, reasoning, supporting evidence, responsiveness, and participation.

This standards alignment document is designed to help teachers and administrators understand the academic quality of the *We the People* program and its alignment to the Indiana Academic Standards. Teachers and administrators should feel comfortable and confident that the program boosts the academic experience and learning of students and is built to be used as a compliment to what is already expected to be taught in school. The lessons noted in the history, civics and government, and economics sections of this document come from the textbook *We the People: The Citizen & The Constitution Level 2 (3rd Edition)*, published by the Center for Civic Education.

The Indiana Bar Foundation thanks *We the People* teachers Patrick Bradshaw and Jeannie Medeiros, Fall Creek Junior High School (Fishers, IN), for their work in aligning the standards to the *We the People* program.

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History

Standard	Standard Description	WTP Connection
8.1.1	Identify the major Native American Indian groups of eastern North America and identify cause and effect relationships between European settlers and these Native American groups that led to conflict and cooperation.	<p>Students will know and be able to identify various Native American tribes and how they interacted with the English Colonists, both positively and negatively.</p> <p><i>WTP Lesson 1: What were the British Colonies in American like in the 1770's</i></p>
8.1.2	Compare and contrast reasons for British, French, Spanish and Dutch colonization in the New World.	<p>Students will reason and apply how the other European nations influenced the English Colonies in America.</p> <p><i>WTP Lesson 1: What were the British Colonies in American like in the 1770's</i></p>
8.1.4	<i>Identify and explain the reasons and actions for the resistance and rebellion against British imperial rule by the thirteen colonies in North America (1761–1775).</i>	<p><i>Many options presented to students encouraging them to explore how a monarchy can react/adapt to the needs of their subjects.</i></p> <p><i>WTP Lesson 7: What Experiences Led us to the American Revolution?</i></p>
8.1.5	Analyze the causes and effects of the Revolutionary War (1775–1783), including the ideas from the Declaration of Independence, the enactment of the Articles of Confederation and the Treaty of Paris (1783).	<p>Multiple lessons look at the occurrences prior to and after the Revolutionary War, especially as it relates to government structure. A critical thinking section that asks students to take ideas, motives, and theories from important documents and apply them to real-time decisions made by historical figures.</p> <p><i>WTP Lesson 5: How can we organize government to prevent the abuse of power</i></p> <p><i>WTP Lesson 7: What experiences led us to the American Revolution?</i></p> <p><i>WTP Lesson 8: What basic ideas about government are in the Declaration of Independence?</i></p> <p><i>WTP Lesson 9: What happened during the American Revolution? How did the government function?</i></p> <p><i>WTP Lesson 11: How did the Articles of Confederation organize the first national government?</i></p>

<p>8.1.6</p>	<p>Identify and provide the significance of major events in the creation of the Constitution such as the enactment of state constitutions, the weaknesses of the Articles of Confederation, the Constitutional conventions, the willingness to compromise, and the Federalist- anti Federalist debates regarding the vote to ratify the Constitution.</p>	<p>Students will learn about the founding documents in our nation’s history and how these were created. They also begin debate using the contrasting opinions of the Federalist/Anti-Federalist arguments.</p> <p><i><u>WTP Lesson 10: How did the States Govern themselves</u></i> <i><u>WTP Lesson 11: How did the Articles of Confederation organize the first national government?</u></i> <i><u>WTP Lesson 12: Who attended the Philadelphia Convention? How was it organized?</u></i> <i><u>WTP Lesson 13: How did the Framers resolve the conflict about representation in Congress?</u></i> <i><u>WTP Lesson 14: How did the Framers resolve the conflict between the Northern and Southern states?</u></i> <i><u>WTP Lesson 18: How did the people approve the new Constitution?</u></i></p>
<p>8.1.7</p>	<p>Identify and explain the steps taken during the Washington Administration and the First and Second Congresses of the United States to establish a stable and lasting national government.</p>	<p>Learners are taught the process of what it takes to set up a representative government, the challenges faced in our experiment, and how early leaders overcame those challenges.</p> <p><i><u>WTP Lesson 19: How did Congress organize the new government?</u></i></p>
<p>8.1.8</p>	<p>Compare and contrast the views of Thomas Jefferson and Alexander Hamilton and explain how their differences caused the development of political parties, affecting the nation for the future.</p>	<p>Understanding the role political parties play not just today but throughout our political history. Students will be encouraged to make inferences about the original goal of political parties vs. their purpose in government today.</p> <p><i><u>WTP Lesson 20: How did political parties develop?</u></i></p>
<p>8.1.9</p>	<p>Identify the events leading up to the presidential and congressional election of 1800 and the transfer of political authority and power to the Democratic-Republican Party led by Thomas Jefferson (1801); evaluate the significance of these events.</p>	<p>Students will use understand and synthesize ways to develop a functioning government. They will discuss as a unit the purpose, function, and ultimate use of a constitutional government.</p> <p><i><u>WTP Lesson 20: How did political parties develop?</u></i></p>

<p>8.1.10</p>	<p>Analyze the influence of important individuals on social and political developments of the time (1775–1800) such as the Independence movement and the framing of the Constitution.</p>	<p>Students will understand the importance and influence famous individuals had over our democratic institutions and creation. Important founding documents will also be analyzed and critiqued.</p> <p><i>WTP Lesson 9: What experiences led us to the American Revolution?</i></p> <p><i>WTP Lesson 10: How did the states govern themselves after the American Revolution?</i></p> <p><i>WTP Lesson 11: How did the Articles of Confederation organize the first national government?</i></p> <p><i>WTP Lesson 12: Who attended the Philadelphia Convention? How was it organized?</i></p> <p><i>WTP Lesson 18: How did the people approve the new Constitution?</i></p>
<p>8.1.11</p>	<p>Compare and contrast the ways of life in the northern and southern states, including the growth of towns and cities and the growth of industry in the North and the growing dependence on slavery and the production of cotton in the South causing early sectionalism in America.</p>	<p>Students understand the different economic and societal changes that affected the northern and southern sections of the country directly after the American Revolution. Slavery as an economic barrier introduced.</p> <p><i>WTP Lesson 14: How did the Framers resolve the conflict between the Northern and Southern states?</i></p>
<p>8.1.13</p>	<p>Explain the main issues, consequences, and landmark decisions of the Marshall Court, including how it affected the power of the Judicial Branch.</p>	<p>Students will know the importance of the Marshall Court through the study of relevant and historically important case study.</p> <p><i>WTP Lesson 21: How does the U.S. Supreme Court use the power of judicial review?</i></p>
<p>8.1.17</p>	<p>Explain relationships and conflict between settlers and Native Americans on the frontier.</p>	<p>The fractious relationship between the government of the United States and the Native Americans will be debated. Supreme Court decisions and the role of the executive in carrying out those judgements will be critiqued.</p> <p><i>WTP Lesson 1: What were the British colonies in America like in the 1770s?</i></p>

<p>8.1.21</p>	<p>Give examples of the changing role of women, minorities, and immigrants in the northern, southern, and western parts of the United States in the mid-nineteenth century and examine possible causes for these changes.</p>	<p>Students will discuss the political roles by these groups and how advocacy led to actual structural change. The Civil War Amendments, as well as the 19th, will be discussed during this time. How American Society dealt with these novel changes will also be analyzed.</p> <p><i>WTP Lesson 25: How has the right to vote expanded since the Constitution was adopted?</i> <i>WTP Lesson 26: How does the Constitution safeguard the right to equal protection under the law?</i></p>
<p>8.1.23</p>	<p>Analyze the influence of early individual social reformers and movements such as the abolitionist, feminist, and social reform movements.</p>	<p>Students will understand and organize the societal changes that affected the United States after the Civil War.</p> <p><i>WTP Lesson 25: How has the right to vote expanded since the Constitution was adopted?</i> <i>WTP Lesson 26: How does the Constitution safeguard the right to equal protection under the law?</i></p>
<p>8.1.24</p>	<p>Analyze the causes and effects of events leading to the Civil War and evaluate the impact issues such as states’ rights and slavery had in developing America’s sectional conflict.</p>	<p>The cultural differences found in the Antebellum Period will be debated. How Americans in different geographic areas viewed these regulations.</p> <p><i>WTP Lesson 14: How did the Framers resolve the conflict between the Northern and Southern states?</i></p>
<p>8.1.26</p>	<p>Compare and contrast the three plans for Reconstruction and evaluate the merits of each.</p>	<p>All three plans for Reconstruction will be debated by the students. The contributions of the Freedman’s Bureau and Radical Reconstruction will be covered.</p> <p><i>WTP Lesson 25: How has the right to vote expanded since the Constitution was adopted?</i> <i>WTP Lesson 26: How does the Constitution safeguard the right to equal protection of the law?</i></p>
<p>8.1.27</p>	<p>Describe causes and lasting effects of the Civil War and Reconstruction as well as the political controversies surrounding this time such as Andrew Johnson’s impeachment, the Black Codes, and the Compromise of 1877.</p>	<p>Students will organize and debate the reasons for the failure of Reconstruction. The use of presidential elections as a political tool will be reflected upon. Students will understand the Civil War Amendments as a lasting effect of the Civil War.</p> <p><i>WTP Lesson 25: How has the right to vote expanded since the Constitution was adopted?</i></p>

8.1.30	Using primary and secondary sources, analyze an issue confronting the United States from colonial times through the Reconstruction period.	One example of this would be looking at the creation of Britain's government and its influence on our own form of authority and the analysis using primary sources from both English writers and the American Founding Fathers. <i><u>WTP Lesson 6: How did constitutional government develop in Great Britain?</u></i>
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Civics and Government

Standard	Standard Description	WTP Connection
8.2.1	Identify and explain essential ideas of constitutional government, which include limited government; rule of law; due process of law; separated and shared powers; checks and balances; federalism; popular sovereignty; republicanism; representative government; and individual rights to life, liberty, and property; and freedom of conscience.	<p>Students will have a complete civic-based education throughout the course of the year. They will learn about the creation, implementation, growth, and struggles of the American democratic institution.</p> <p><i><u>WTP Lesson 6:</u> How did constitutional government develop in Great Britain?</i> <i><u>WTP Lesson 12:</u> Who attended the Philadelphia Convention? How was it organized?</i> <i><u>WTP Lesson 15:</u> How did the Framers resolve the conflict about the powers of the legislative branch?</i></p>
8.2.2	Explain the concept of a separation of powers and how and why these powers are distributed, shared, and limited in the constitutional government of the United States.	<p>The ratification of the Constitution provides students an opportunity to explain how the American Framers were concerned about political power.</p> <p><i><u>WTP Lesson 12:</u> Who attended the Philadelphia Convention? How was it organized?</i> <i><u>WTP Lesson 18:</u> How did the people approve the new Constitution?</i></p>
8.2.3	Examine ways that the national government affects the everyday lives of people of the United States.	<p>Current event news items will be discussed in class daily. This will offer students a chance to develop their own critical thinking skills as it relates to the political world of the United States.</p> <p><i><u>WTP Lesson 29:</u> What are the rights and responsibilities of citizenship?</i> <i><u>WTP Lesson 30:</u> How might citizens participate in civic affairs?</i></p>
8.2.4	Compare and contrast the delegated, reserved, and concurrent powers (division of power or federal system) contained in the United States Constitution.	<p>Students will be able to explain the difference between the differing layers of federalism. They will be able to apply these powers to their understanding of how government affects their everyday life.</p> <p><i><u>WTP Lesson 15:</u> How did the Framers resolve the conflict about the powers of the legislative branch?</i> <i><u>WTP Lesson 17:</u> How did the Constitution create a federal system of government?</i></p>

<p>8.2.5</p>	<p>Compare and contrast the different functions of national and state government within the federal system by analyzing the United States Constitution and the Indiana Constitution.</p>	<p>The importance of a division between federal, state, and local governments will be established and evaluated.</p> <p><i><u>WTP Lesson 17: How did the Constitution create a federal system of government?</u></i></p>
<p>8.2.6</p>	<p>Recognize and explain the relationship between the rights and responsibilities of citizenship in the United States.</p>	<p>Students will understand their rights and how they're derived from the constitution. Students will also determine what are the benefits of being civically active. Ways to be a proactive member of your community will be discussed.</p> <p><i><u>WTP Lesson 23: How does the Constitution protect freedom of expression?</u></i> <i><u>WTP Lesson 24: How does the Constitution protect freedom of religion?</u></i> <i><u>WTP Lesson 25: How has the right to vote expanded since the Constitution was adopted?</u></i> <i><u>WTP Lesson 26: How does the Constitution safeguard the right to equal protection of the law?</u></i> <i><u>WTP Lesson 27: How does the Constitution protect the right to due process of law?</u></i> <i><u>WTP Lesson 29: What are the rights and responsibilities of citizenship?</u></i></p>
<p>8.2.7</p>	<p>Explain the importance of responsible participation by citizens in voluntary civil organizations to bring about social reform.</p>	<p>Students will recognize the importance of being an active participant in this democratic experiment. Several ways to improve the state and local communities can be evaluated.</p> <p><i><u>WTP Lesson 30: How might citizens participate in civic affairs?</u></i></p>
<p>8.2.8</p>	<p>Explain ways that citizens can participate in the election process (political parties, campaigns, and elections) at the national, state, and local levels.</p>	<p>Students will learn how voting works, the Electoral College system, and ways to become involved in politics at every level. Previous presidential elections will be critiqued to examine American cultural thoughts and feelings.</p> <p><i><u>WTP Lesson 25: How has the right to vote expanded since the Constitution was adopted?</u></i> <i><u>WTP Lesson 30: How might citizens participate in civic affairs?</u></i></p>

8.2.9	Explain how citizens can monitor and influence the development and implementation of public policies at local, state, and national levels of government.	<p>Moments of disenfranchisement with our electoral system historically will be debated. Review of election data and the role civic virtue plays in ensuring a functioning democracy.</p> <p><i><u>WTP Lesson 30: How might citizens participate in civic affairs?</u></i></p>
8.2.10	Research and defend positions on issues in which fundamental values and principles related to the United States Constitution are in conflict such as First and Second Amendment rights, the right to privacy, and the rights of the individual.	<p>Freedoms enshrined in the Bill of Rights and subsequent amendments will be debated. The role of the Supreme Court and various administrative decisions will also be considered.</p> <p><i><u>WTP Lesson 24: How does the Constitution protect freedom of religion?</u></i></p> <p><i><u>WTP Lesson 27: How does the Constitution protect the right of due process of the law?</u></i></p>

Economics

Standard	Standard Description	WTP Connection
8.4.1	Identify economic factors contributing to European exploration and colonization in North America, the American Revolution, and the drafting of the Constitution of the United States.	<p>Push/pull factors about exploration will be discussed. The reasons for European exploration of North America are introduced. The role money and economics have played in the development of the United States are a constant theme.</p> <p><i><u>WTP Lesson 1:</u> What were the British colonies like in the 1770s?</i></p> <p><i><u>WTP Lesson 7:</u> What experiences led to the American Revolution?</i></p> <p><i><u>WTP Lesson 11:</u> How did the Articles of Confederation organize the first national government?</i></p> <p><i><u>WTP Lesson 14:</u> How did the Framers resolve the conflict between the Northern and Southern states?</i></p>
8.4.3	Explain how federal, state, and local governments are involved in the economy of the United States.	<p>The needs and purpose of an economy will be discussed. The differences between the various economies will also be subject to scrutiny. Further discourse on how our three branches of government have existed within this economic framework.</p> <p><i><u>WTP Lesson 15:</u> How did the Framers resolve the conflict about the powers of the legislative branch?</i></p> <p><i><u>WTP Lesson 29:</u> What are the rights and responsibilities of citizenship?</i></p>
8.4.6	Identify and give examples of different kinds of money used in the United States throughout its history.	<p>The various monetary systems employed by Americans since inception. How these money, and changes to, have affected how Americans buys, spend, and save.</p> <p><i><u>WTP Lesson 1:</u> What were the British colonies in America like in the 1700s?</i></p> <p><i><u>WTP Lesson 17:</u> How did the Constitution create a federal system of government?</i></p>

<p>8.4.7</p>	<p>Trace the development of the banking system in the United States.</p>	<p>Students will know and understand the ideas posited by Alexander Hamilton in creating the American economic system. Pros and cons will be debated about debt and its part in the American treasury model. How these ideas led to the development of American political parties.</p> <p><i><u>WTP Lesson 20: How did political parties develop?</u></i></p>
<p>8.4.8</p>	<p>Explain and evaluate examples of domestic and international interdependence throughout United States history.</p>	<p>How trade agreements and treaties with foreign nations have influenced the United States. The responsibilities taken through these relationships and how they have altered the history of the United States.</p> <p><i><u>WTP Lesson 28: What is the relationship of the United States to other nations in the world?</u></i></p>

History/Social Studies Literacy Standards

Standard	Standard Description	WTP Connection
6-8.LH.1.1	Read and comprehend history/social studies texts within a range of complexity appropriate for grades 6-8 independently and proficiently by the end of grade 8	Students throughout the program will be asked to read founding American documents, including the U.S. Constitution and Declaration of Independence. Other age-appropriate texts can be incorporated, for example: "Letter on Thomas Jefferson" by John Adams (1776)
6-8.LH.2.1	Cite specific textual evidence to support analysis of primary and secondary sources.	Students will have to use both primary and secondary sources to bolster the arguments and claims made in their prepared statements for the culminating assessment of the WTP program.
6-8.LH.3.1	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies	History/social studies specific vocabulary is integrated throughout the program. Examples include: appeal, bill, citizen, interpret, liberty, majority, and principles.
6-8.LH.3.3	Identify aspects of a text that reveal an author's perspective or purpose (examples: loaded language, inclusion or avoidance or particular facts)	Multiple reading resources are utilized throughout the WTP program. Students will learn about the author's purpose and goal for each resource. For example, the purpose and perspective of the authors of the Declaration of Independence or Martin Luther King's I Have a Dream speech can be examined to determine perspective and purpose.
6-8.LH.4.3	Compare and contrast treatments of the same topic in a primary and secondary source	WTP students use both their standard issued school textbook as well as a WTP textbook, both as secondary sources. Teachers integrate the primary sources based on the topic of study so students can engage with, learn about, as well as compare and contrast the information.
6-8.LH.5.1	Write arguments focused on discipline-specific content	Students are guided by questions to answer on wide-ranging civics concepts. To answer the questions, they must formulate an argument with constitutional application, reasoning, and supporting evidence.
6-8.LH.6.1	Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults	The entire culminating activity requires students to write multiple argumentative essays to answer a multi-parted question. In answering the questions, the students will collaboratively work in small groups, typically of 3-5 students, write, edit, revise, and eventually present. In order to answer the question completely, the students must use appropriate reference material, including textbooks and primary resources.

6-8.LH.7.1	Conduct short research assignments and tasks to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration	The culminating activity of WTP has students researching and answering questions based on different aspects of constitutionalism. As part of this process, students are asked questions from panels of evaluators. In a lead up to this, it is common that students will ask questions of each other. Continual questioning will bring the students into additional research and clarifications of their answers.
6-8.LH.7.3	Draw evidence from informational texts to support analysis, reflection, and research	Informational texts, both primary and secondary, are integral in helping students answer their summative questions. Using these texts will bring additional analysis, reflection, and research to better their understanding and outcome of each question.

English Language Arts Reading Nonfiction

Standard	Standard Description	WTP Connection
8.RN.1	Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.	It is expected throughout using the WTP program that students interact with multiple texts, ranging from their textbook to civics and history primary sources.
8.RN.2.1	Analyze what a text says explicitly as well as draw inferences from the text through strong and supportive textual evidence.	This can fit multiple texts used in the WTP program. Some of the more common examples would be analyzing and citing Federalist papers or Supreme Court decisions. Being able to utilize text evidence is necessary to complete the prepared statements for hearings as well.
8.RN.2.2	Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.	This can fit multiple texts used in the WTP program. An example would be reading and analyzing news articles and current events related to unit topics and ideas and summarizing findings to respond to questions during follow-up.
8.RN.2.3	Analyze how a text makes connections and distinctions among individuals, events, and ideas.	Many texts can be used. An example would be to evaluate the Constitution, Bill of Rights and specific amendments for groups and persons who are specifically named or not and for what purposes and legal impacts.
8.RN.3.2	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	A variety of texts can be used to accomplish this, such as researching presidential speeches and historical documents such as the Constitution and Articles of Confederation to breakdown sections and learn how they build on each other to showcase the overall goal(s) of the speech or document.
8.RN.3.3	Determine the author's perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	Many different reading sources could be applied to this standard. For example, students could analyze the purpose and perspective of the authors of the Declaration of Independence, I Have a Dream speech, and Federalist papers.

8.RN.4.1	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	For students to demonstrate Constitutional application and form their own opinions on issues, they need to read and evaluate a variety of texts. Common ones include Supreme Court decisions, news articles, and presidential and campaign speeches. Students can analyze and debate whether the opinions presented are strong and/or currently relevant.
8.RN.4.3	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	Multiple sources and current events are used throughout the course. A common example would be reading and analyzing Supreme Court opinions and dissents. Another common application would be analyzing news sources with opposing biases.

English Language Arts Vocabulary

Standard	Standard Description	WTP Connection
8.RV.1	Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Continual work with content-specific vocabulary is ongoing within the WTP program. Students must understand definitions as well as application within the text to determine figurative, connotative, and technical meanings.
8.RV.2.1	Use context to determine or clarify the meaning of words and phrases.	Building upon 8.RV.1, students also need to delineate the use of words in specific sentences, speeches, and documents.
8.RV.3.2	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Building upon 8.RV.1, students will also analyze word choice as it relates to interpretation, meaning, and tone.

English Language Arts Writing

Standard	Standard Description	WTP Connection
8.W.1	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.	To master the content, students will write consistently over various topics with varied lengths and formality.
8.W.3.1	<p>Write arguments in a variety of forms that—</p> <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a consistent style and tone appropriate to purpose and audience. e. Provide a concluding statement or section that follows form and supports the argument presented. 	In their simulated legislative hearing assessment, students are engaging with multiple questions that need answered in a supported, argumentative structure. The program expects argumentative essays to answer the questions. In doing so, students must showcase a well thought out argument, that includes supporting evidence and reasoning, each being some of the criteria on which they are evaluated. As the essay is being built, the students must continue to build on its topics and answer the question posed completely, accurately, and concisely.

<p>8.W.3.2</p>	<p>Write informative compositions in a variety of forms that—</p> <ol style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. e. Establish and maintain a style appropriate to the purpose and audience. f. Provide a concluding statement or section that follows form and supports the information or explanation presented. 	<p>Prior to writing the final prepared essays for the simulated legislative hearings, students must engage in informative writing assignments to master content. Students engage in analysis of a variety of sources as they explore and explain political, constitutional, and historical issues and happenings.</p>
<p>8.W.4</p>	<p>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative –</p> <ol style="list-style-type: none"> a. Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults. b. Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently. 	<p>In writing their final essays, the students should continue to follow the standard writing process. As students work through the questions in their writing, they need to be able to answer directly, concisely, and thoroughly. This includes the drafting and re-writing of their answers to create a clear and coherent response. A communal writing system (i.e., Google Docs) can often be employed as students are working on the essays in collaborative group settings.</p>

<p>8.W.5</p>	<p>Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.</p> <ol style="list-style-type: none"> a. Formulate a research question. b. Gather relevant information from multiple sources, using search terms effectively, and annotate sources. c. Assess the credibility and accuracy of each source. d. Quote or paraphrase the information and conclusions of others. e. Avoid plagiarism and follow a standard format for citation. f. Present information, choosing from a variety of formats. 	<p>Each essay the students write for hearings is an answer to a short research assignment. While the questions are provided to the students, rather than them creating their own, they must gather multiple relevant sources to research and gain information on the topic(s). The sources give them the information to put together a reasoned, well-supported argument. These sources are cited to gain credibility of their argument, because they have determined the credibility of the source. The students present their findings through a written essay and an oral presentation.</p>
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English Language Arts Speaking and Listening

Standard	Standard Description	WTP Connection
8.SL.1	Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	Students develop speaking and listening skills throughout formal and informal presentations. Particular attention is needed regarding professional presentation skills and actively listening to unit classmates to agree or disagree and to add to previously mentioned opinions in hearings.
8.SL.2.1	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.	The nature of this course requires constant collaboration in units. Students develop their own ideas and opinions and find ways to combine them with those of their unit members.
8.SL.2.2	Examine, analyze, and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.	Each question for the hearings provides students topics and ideas for research. Students can use online resources provided by the Center for Civic Education as well as their own research to develop and present their ideas and understanding.
8.SL.2.3	Follow rules for considerate discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	Students in this course are given opportunities to develop life skills regarding collaboration and work ethic. It is suggested that units create their own norms and goals throughout their collaboration. This progress should also be monitored by the teacher.
8.SL.2.4	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	Throughout the research process, students begin to question many facets of our government and our society. Through discussions both formally and informally, they explore problems, solutions, and hypothetical situations.
8.SL.2.5	Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in reference to the evidence presented.	As part of the hearings, students must react to information and questions posed by the examiner. They then take the information and question and integrate their knowledge and personal experience to connect the topics.

8.SL.3.2	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	During the hearings, each student is a speaker that will present their argument and claim(s). Also, during the hearing, examiners will post additional hypotheticals and new information. At that point, students must determine if the questioner has produced enough evidence to support their claim(s) and be able to offer supporting or countering arguments.
8.SL.4.1	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	This is found throughout the hearing. At every stage, the students must work through their argument and showcase their claim, with evidence and reasoning. Throughout the presentation, it’s expected the students keep good body poise, including eye contact, volume, and pronunciation.