



INDIANA BAR
FOUNDATION

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



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

United States Government
History/Social Studies Literacy Standards Grades 11-12
English Language Arts: Grade 9-10
English Language Arts: Grades 11-12

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 this document come from the textbook *We the People: The Citizen & The Constitution Level 3 (4th Edition)*, published by the Center for Civic Education.

The Indiana Bar Foundation thanks retired *We the People* teacher Drew Horvath for his work in aligning the standards to the *We the People* program.

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United States Government

Standard	Standard Description	WTP Connection
USG.1.4	Compare and contrast types of government including representative democracy, monarchy, oligarchy, totalitarianism, including anarchy.	<p>Students will be able to look at different forms of government, including monarchy, tyranny, aristocracy, oligarchy, polity, and democracy and understand their positives and negatives. Students will also go in-depth with representative democracy through the lens of the natural rights and classical republicanism political philosophies.</p> <p><i><u>WTP Lesson 1: What Did the Founders Think about Constitutional Government?</u></i></p> <p><i><u>WTP Lesson 2: What Ideas about Civic Life Informed the Founding Generation?</u></i></p>
USG.1.5	Compare and contrast characteristics of limited and unlimited governments and provide historical and contemporary examples of each type of government.	<p>Students will examine the characteristics of a constitutional government and how these characteristics limit the power of government.</p> <p><i><u>WTP Lesson 2: What Ideas about Civic Life Informed the Founding Generation?</u></i></p>
USG.1.6	Compare and contrast unitary, confederate, and federal systems of government.	<p>Students will understand the Articles of Confederation (confederate system of government) and the US Constitution (federal system of government).</p> <p><i><u>WTP Lesson 8: What Were the Articles of Confederation, and Why Did Some Founders Want to Change Them?</u></i></p> <p><i><u>WTP Lesson 12: How Did the Delegates Distribute Powers between National and State Governments?</u></i></p>

USG.1.9	Evaluate how the United States Constitution establishes majority rule while protecting minority rights and balances the common good with individual liberties.	<p>Students will evaluate how expression and due process rights in the Bill of Rights protect the rights of those in the minority, within a system of majority rule.</p> <p><i><u>WTP Lesson 27: What Are Bills of Rights and What Kinds of Rights and What Kind of Rights Does the U.S. Bill of Rights Protect?</u></i></p> <p><i><u>WTP Lesson 28: How Does the First Amendment Affect the Establishment and Free Exercise of Religion?</u></i></p> <p><i><u>WTP Lesson 29: How Does the First Amendment Protect Free Expression?</u></i></p> <p><i><u>WTP Lesson 30: How Does the First Amendment Protect Freedom to Assemble, Petition, and Associate?</u></i></p> <p><i><u>WTP Lesson 31: How Do the Fourth and Fifth Amendments Protect against Unreasonable Law Enforcement Procedures?</u></i></p> <p><i><u>WTP Lesson 32: How Do the Fifth, Sixth, and Eighth Amendments Protect Rights within the Judicial System?</u></i></p> <p><i><u>WTP Lesson 39: What Does Returning to Fundamental Principles Mean?</u></i></p>
USG.2.1	Summarize the colonial, revolutionary, and Founding-Era experiences and events that led to the writing, ratification, and implementation of the United States Constitution (1787) and Bill of Rights (1791).	<p>Students will summarize Britain’s change of policy (various taxes and writs of assistance) towards the colonies beginning in 1763, and the colonists’ response of writing various declarations (Virginia Company’s royal charter, the Declaration of Independence, the Pennsylvania preamble, the Virginia Declaration of Rights, and the Massachusetts state constitution), that led to the US Constitution and Bill of Rights.</p> <p><i><u>WTP Lesson 5: What Basic Ideas about Rights and Constitutional Government Did Colonial Americans Hold?</u></i></p> <p><i><u>WTP Lesson 6: Why Did American Colonists Want to Free Themselves from Great Britain?</u></i></p>
USG.2.2	Understand the concept of compromise and evaluate its application during the Constitutional Convention.	<p>Students will examine compromises the delegates to the Constitutional Convention adopted (conduct the daily discussions in secret, the Virginia Plan, New Jersey Plan, Connecticut Compromise, and the Three-fifths Compromise).</p> <p><i><u>WTP Lesson 9: How Was the Philadelphia Convention Organized?</u></i></p> <p><i><u>WTP Lesson 10: Why Was Representation a Major Issue at the Philadelphia Convention?</u></i></p> <p><i><u>WTP Lesson 12: How Did the Delegates Distribute Powers between National and State Governments?</u></i></p>

<p>USG.2.3</p>	<p>Analyze and interpret central ideas on government, individual rights, and the common good in founding documents of the United States.</p>	<p>Students will analyze and interpret the Declaration of Independence, the Virginia Company’s royal charter, the Virginia Declaration of Rights, the Massachusetts state constitution, the Articles of Confederation, and the Bill of Rights.</p> <p><i><u>WTP Lesson 2:</u> What Ideas about Civic Life Informed the Founding Generation?</i></p> <p><i><u>WTP Lesson 5:</u> What Basic Ideas about Rights and Constitutional Government Did Colonial Americans Hold?</i></p> <p><i><u>WTP Lesson 6:</u> Why Did American Colonists Want to Free Themselves from Great Britain?</i></p> <p><i><u>WTP Lesson 7:</u> What Basic Ideas about Government and Rights Did the State Constitutions Include?</i></p> <p><i><u>WTP Lesson 8:</u> What Were the Articles of Confederation, and Why Did Some Founders Want to Change Them?</i></p> <p><i><u>WTP Lesson 27:</u> What Are Bills of Rights and What Kinds of Rights and What Kind of Rights Does the U.S. Bill of Rights Protect?</i></p> <p><i><u>WTP Lesson 28:</u> How Does the First Amendment Affect the Establishment and Free Exercise of Religion?</i></p> <p><i><u>WTP Lesson 29:</u> How Does the First Amendment Protect Free Expression?</i></p> <p><i><u>WTP Lesson 30:</u> How Does the First Amendment Protect Freedom to Assemble, Petition, and Associate?</i></p> <p><i><u>WTP Lesson 31:</u> How Do the Fourth and Fifth Amendments Protect against Unreasonable Law Enforcement Procedures?</i></p> <p><i><u>WTP Lesson 32:</u> How Do the Fifth Sixth and Eighth Amendments Protect Rights within the Judicial System?</i></p>
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<p>USG.2.4</p>	<p>Explain the history and provide examples of foundational ideas of American government embedded in the Founding-Era documents such as: natural rights philosophy, social contract, popular sovereignty, constitutionalism, representative democracy, political factions, federalism, and individual rights.</p>	<p>Students will examine founding era documents such as the Mayflower Compact and the Declaration of Independence. Students will also explain federalism’s distribution of powers, and the affect that feudalism, the Renaissance, capitalism, and the protestant reformation had on foundational ideas of American government.</p> <p><i><u>WTP Lesson 2: What Ideas about Civic Life Informed the Founding Generation?</u></i></p> <p><i><u>WTP Lesson 3: What Historical Developments Influenced Modern Ideas of Individual Rights?</u></i></p> <p><i><u>WTP Lesson 4: What Were the British Origins of American Constitutionalism?</u></i></p> <p><i><u>WTP Lesson 5: What Basic Ideas about Rights and Constitutional Government Did Colonial Americans Hold?</u></i></p> <p><i><u>WTP Lesson 6: Why Did American Colonists Want to Free Themselves from Great Britain?</u></i></p> <p><i><u>WTP Lesson 12: How Did the Delegates Distribute Powers between National and State Governments?</u></i></p> <p><i><u>WTP Lesson 26: How Does American Federalism Work?</u></i></p> <p><i><u>WTP Lesson 27: What Are Bills of Rights and What Kinds of Rights and What Kind of Rights Does the U.S. Bill of Rights Protect?</u></i></p> <p><i><u>WTP Lesson 28: How Does the First Amendment Affect the Establishment and Free Exercise of Religion?</u></i></p> <p><i><u>WTP Lesson 29: How Does the First Amendment Protect Free Expression?</u></i></p> <p><i><u>WTP Lesson 30: How Does the First Amendment Protect Freedom to Assemble, Petition, and Associate?</u></i></p> <p><i><u>WTP Lesson 31: How Do the Fourth and Fifth Amendments Protect against Unreasonable Law Enforcement Procedures?</u></i></p> <p><i><u>WTP Lesson 32: How Do the Fifth Sixth and Eighth Amendments Protect Rights within the Judicial System?</u></i></p>
<p>USG.2.5</p>	<p>Identify and explain elements of the social contract and natural rights theories in United States founding-era documents.</p>	<p>Students will identify the ideas of John Locke’s natural rights philosophy as found in the Declaration of Independence.</p> <p><i><u>WTP Lesson 2: What Ideas about Civic Life Informed the Founding Generation?</u></i></p> <p><i><u>WTP Lesson 6: Why Did American Colonists Want to Free Themselves from Great Britain?</u></i></p>

<p>USG.2.7</p>	<p>Using primary documents compare and contrast the ideas of the Federalists and the Anti-Federalists regarding the respective roles of state and national government on ratification of the United States Constitution (1787–1788).</p>	<p>Students will look at the Federalist and Anti-Federalist papers, specifically Brutus 1 and a Columbia Patriot to Federalist 10.</p> <p><i><u>WTP Lesson 13:</u> What Was the Anti-Federalist Position in the Debate about Ratification?</i></p> <p><i><u>WTP Lesson 14:</u> What Was the Federalist Position in the Debate about Ratification?</i></p>
<p>USG.2.8</p>	<p>Explain the history and provide historical and contemporary examples of fundamental principles and values of American political and civic life, including liberty, security, the common good, justice, equality, law and order, rights of individuals, diversity, popular sovereignty, and representative democracy.</p>	<p>Students will examine the differing values of the classical republican and natural rights philosophers. Fundamental principles are found in the Declaration of Independence as well as many amendments.</p> <p><i><u>WTP Lesson 2:</u> What Ideas about Civic Life Informed the Founding Generation?</i></p> <p><i><u>WTP Lesson 6:</u> Why Did American Colonists Want to Free Themselves from Great Britain?</i></p> <p><i><u>WTP Lesson 17:</u> How Did The Civil War Test and Transform the American Constitutional System?</i></p> <p><i><u>WTP Lesson 18:</u> How Has the Due Process Clause of the Fourteenth Amendment Changed the Constitution?</i></p> <p><i><u>WTP Lesson 19:</u> How Has the Equal Protection Clause of the Fourteenth Amendment Changed the Constitution?</i></p> <p><i><u>WTP Lesson 20:</u> How Has the Right to Vote Been Expanded Since the Adoption of the Constitution?</i></p> <p><i><u>WTP Lesson 27:</u> What Are Bills of Rights and What Kinds of Rights and What Kind of Rights Does the U.S. Bill of Rights Protect?</i></p> <p><i><u>WTP Lesson 28:</u> How Does the First Amendment Affect the Establishment and Free Exercise of Religion?</i></p> <p><i><u>WTP Lesson 29:</u> How Does the First Amendment Protect Free Expression?</i></p> <p><i><u>WTP Lesson 30:</u> How Does the First Amendment Protect Freedom to Assemble, Petition, and Associate?</i></p> <p><i><u>WTP Lesson 31:</u> How Do the Fourth and Fifth Amendments Protect against Unreasonable Law Enforcement Procedures?</i></p> <p><i><u>WTP Lesson 32:</u> How Do the Fifth Sixth and Eighth Amendments Protect Rights within the Judicial System?</i></p>

USG.3.1	Analyze the United States Constitution and explain characteristics of government in the United States, which define it as a federal, presidential, constitutional, and representative democracy.	<p>Students will analyze and explain federalism’s distribution of powers, other enumerated, implied, and inherent powers of the three branches.</p> <p><i><u>WTP Lesson 12: How Did the Delegates Distribute Powers between National and State Governments?</u></i> <i><u>WTP Lesson 21: What Is the Role of Congress in American Constitutional Democracy?</u></i> <i><u>WTP Lesson 23: What Is the Role of the President in the American Constitutional System?</u></i></p>
USG.3.2	Explain the constitutional principles of federalism, separation of powers, the system of checks and balances, and republican government. Provide examples of these principles in the governments of the United States and Indiana.	<p>Examples of constitutional principles are found in the Congress’ law making powers, the veto, appointment, treaties, war, and impeachment powers, given and denied to each level of government, as well as the power of judicial review.</p> <p><i><u>WTP Lesson 11: What Questions Did the Framers Consider in Designing the Three Branches of the National Government?</u></i> <i><u>WTP Lesson 12: How Did the Delegates Distribute Powers between National and State Governments?</u></i> <i><u>WTP Lesson 21: What Is the Role of Congress in American Constitutional Democracy?</u></i> <i><u>WTP Lesson 22: How Does Congress Perform Its Function in the American Constitutional System?</u></i> <i><u>WTP Lesson 25: What Is the Role of the Supreme Court in the American Constitutional System?</u></i></p>
USG.3.3	Identify and describe provisions of the United States Constitution and the Indiana Constitution that define and distribute powers and authority of the federal or state government.	<p>Students will describe our federal system of government by examining federal powers, both given and denied, as well as powers denied to the states in the body of the Constitution as well as the Civil War and voting amendments.</p> <p><i><u>WTP Lesson 12: How Did the Delegates Distribute Powers between National and State Governments?</u></i> <i><u>WTP Lesson 18: How Has the Due Process Clause of the Fourteenth Amendment Changed the Constitution?</u></i> <i><u>WTP Lesson 19: How Has the Equal Protection Clause of the Fourteenth Amendment Changed the Constitution?</u></i> <i><u>WTP Lesson 20: How Has the Right to Vote Been Expanded Since the Adoption of the Constitution?</u></i> <i><u>WTP Lesson 26: How Does American Federalism Work?</u></i></p>

USG.3.5	Explain the section of Article IV, Section 4, of the United States Constitution which says, “The United States shall guarantee to every State in the Union a Republican form of government.”	Students will explain Article IV Section 4 and provide a reason why the founders placed this article in the Constitution. <i>WTP Lesson 12: How Did the Delegates Distribute Powers between National and State Governments?</i>
USG.3.6	Compare and contrast the enumerated, implied, and denied powers in both the United States Constitution and the Indiana Constitution.	Students will examine the enumerated and unenumerated powers of the three branches of government, powers that emanate from the necessary and proper clause, as well as powers denied to the states. <i>WTP Lesson 11: What Questions Did the Framers Consider in Designing the Three Branches of the National Government?</i> <i>WTP Lesson 21: What Is the Role of Congress in American Constitutional Democracy?</i>
USG.3.7	Explain the relationships among branches of the United States government and Indiana government, which involve separation and sharing of powers as a means to limited government.	Students will explain Congress’ law making process, as well as the executive and judicial branches role in checking this and other powers. <i>WTP Lesson 22: How Does Congress Perform Its Function in the American Constitutional System?</i> <i>WTP Lesson 23: What Is the Role of the President in the American Constitutional System?</i>
USG.3.9	Explain how a bill becomes law in the legislative process of the United States and the state of Indiana.	Students will explain Congress’ law making process, including House rules, the filibuster, cloture, referral to a committee, hearings, report out of committee, floor vote, referral to the other chamber, the conference committee, and referral to the president. <i>WTP Lesson 22: How Does Congress Perform Its Function in the American Constitutional System?</i>
USG.3.10	Describe the procedures for amending the United States and Indiana Constitutions and analyze why it is so difficult to amend these Constitutions.	Students will describe the procedures in Article 5 of the Constitution that allow an amendment process. <i>WTP Lesson 15: How Have Amendments and Judicial Review Changed the Constitution?</i>

USG.3.11	Analyze the functions of the judicial branch of the United States and Indiana governments with emphasis on the principles of due process, judicial review, and an independent judiciary.	<p>Students will analyze the nominating process and the term of office for judges and examine the arguments for and against the Court’s power of judicial review.</p> <p><i><u>WTP Lesson 11:</u> What Questions Did the Framers Consider in Designing the Three Branches of the National Government?</i></p> <p><i><u>WTP Lesson 15:</u> How Have Amendments and Judicial review Changed the Constitution?</i></p> <p><i><u>WTP Lesson 25:</u> What Is the Role of the Supreme Court in the American Constitutional System?</i></p>
USG.3.12	Analyze the functions of the Cabinet of the executive branch in the United States and in Indiana.	<p>Students will analyze the Cabinet and other administrative units and the checks that the other branches have to limit the bureaucracy.</p> <p><i><u>WTP Lesson 24:</u> How Are National Laws Administered in the American Constitutional System?</i></p>
USG.3.13	Explain the electoral process in terms of election laws and election systems on the national, state, and local level.	<p>Students will explain the electoral college, reasons why it is in use today, and suggested changes.</p> <p><i><u>WTP Lesson 11:</u> What Questions Did the Framers Consider in Designing the Three Branches of the National Government?</i></p>
USG.3.15	Examine the progression of political parties and their ideologies and the broad political spectrum in the American governmental system and analyze their functions in elections and government at national, state, and local levels of the federal system.	<p>Students will explain the causes of the rise of political parties in the 1790’s, how political parties grew and what functions they provide today.</p> <p><i><u>WTP Lesson 16:</u> What Is the Role of Political Parties in the Constitutional system?</i></p>
USG.3.16	Explain and evaluate the original purpose and role of the Electoral College and its relevance today.	<p>Students will explain the electoral college, reasons why it is in use today, and suggested changes.</p> <p><i><u>WTP Lesson 11:</u> What Questions Did the Framers Consider in Designing the Three Branches of the National Government?</i></p>
USG.3.18	Identify the role of special interest groups in politics and explain their impact on federal, state, and local public policy.	<p>Students will identify the role of interest groups and their desire to lobby Congress to impact public policy.</p> <p><i><u>WTP Lesson 22:</u> How Does Congress Perform Its Function in the American Constitutional System?</i></p>

USG.3.19	Identify the historical significance of and analyze decisions by the United States Supreme Court about the constitutional principles of separation of powers and checks and balances in such landmark cases as <i>Marbury v. Madison</i> (1803), <i>Baker v. Carr</i> (1962), <i>United States v. Nixon</i> (1974), <i>Clinton v. City of New York</i> (1998), and <i>Bush v. Gore</i> (2000).	Students will examine <i>Marbury v. Madison</i> and its confirmation that the courts have the power of judicial review, and the limits to executive power in <i>U.S. v. Nixon</i> . The students also examine various court cases when preparing for the academic hearing. <i>WTP Lesson 15: How Have Amendments and Judicial review Changed the Constitution?</i> <i>WTP Lesson 23: What Is the Role of the President in the American Constitutional System?</i> <i>WTP Lesson 25: What Is the Role of the Supreme Court in the American Constitutional System?</i>
USG.4.2	Describe how different governments interact in world affairs.	Students will describe how and provide examples of why nations join organizations and alliances, such as the United Nations and NATO. <i>WTP Lesson 38: What Are the Challenges of Participation of the United States in World Affairs?</i>
USG.5.1	Define the legal meaning of citizenship in the United States; identify the requirements for citizenship in the United States and residency in Indiana; and differentiate between the criteria used for attaining both.	Students will explain the ways Americans become citizens (<i>jus sanguinis</i> and <i>jus soli</i>) and identify the rights and responsibilities of citizens. <i>WTP Lesson 33: What Does It Mean to Be a Citizen?</i>
USG.5.2	Analyze the roles and responsibilities of citizens in Indiana and the United States.	Students will analyze what citizens do (or are supposed to do) and engagement with government and the community. <i>WTP Lesson 33: What Does It Mean to Be a Citizen?</i> <i>WTP Lesson 34: What Is the Importance of Civic Engagement to the American Constitutional Democracy?</i>
USG.5.3	Discuss the individual's legal obligation to obey the law, serve as a juror, and pay taxes.	Students will discuss legal obligations such as obeying laws, paying taxes, serving on a jury, and registering with the Selective Service. <i>WTP Lesson 33: What Does It Mean to Be a Citizen?</i>

<p>USG.5.5</p>	<p>Identify when it is constitutional for our government to limit the rights of individuals and explain the reasons why the government would want to do this.</p>	<p>Students will identify the limits to the rights found in the Bill of Rights.</p> <p><i><u>WTP Lesson 27: What Are Bills of Rights and What Kinds of Rights and What Kind of Rights Does the U.S. Bill of Rights Protect?</u></i></p> <p><i><u>WTP Lesson 28: How Does the First Amendment Affect the Establishment and Free Exercise of Religion?</u></i></p> <p><i><u>WTP Lesson 29: How Does the First Amendment Protect Free Expression?</u></i></p> <p><i><u>WTP Lesson 30: How Does the First Amendment Protect Freedom to Assemble, Petition, and Associate?</u></i></p> <p><i><u>WTP Lesson 31: How Do the Fourth and Fifth Amendments Protect against Unreasonable Law Enforcement Procedures?</u></i></p> <p><i><u>WTP Lesson 32: How Do the Fifth Sixth and Eighth Amendments Protect Rights within the Judicial System?</u></i></p>
<p>USG.5.6</p>	<p>Explain and give examples of important citizen actions that can impact local, state, and federal government as individuals and members of interest groups.</p>	<p>Students will describe Americans need to be engaged in civic affairs through religious organizations, social organizations, nongovernmental organizations.</p> <p><i><u>WTP Lesson 34: What Is the Importance of Civic Engagement to American Constitutional Democracy?</u></i></p>
<p>USG.5.8</p>	<p>Describe opportunities available to individuals to contribute to the well-being of their communities and participate responsibly in the political process at local, state and national levels of government.</p>	<p>Students will describe ways to become civically engaged in the nation and within local communities.</p> <p><i><u>WTP Lesson 33: What Does It Mean to Be a Citizen?</u></i></p> <p><i><u>WTP Lesson 34: What Is the Importance of Civic Engagement to American Constitutional Democracy?</u></i></p> <p><i><u>WTP Lesson 35: How Have Civil Rights Movements Resulted in Fundamental Political and Social Change in the United States?</u></i></p>

History/Social Studies Literacy Standards Grades 11-12

Standard	Standard Description	WTP Connection
11-12.LH.1.1	Read and comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.	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: <i>Common Sense</i> by Thomas Paine, George Washington’s <i>Farewell Address</i> , and Martin Luther King’s <i>Letter from Birmingham Jail</i> .
11-12.LH.2.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	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.
11-12.LH.3.1	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (Examples: how Madison defines faction in Federalist No. 10)	History/social studies specific vocabulary is integrated throughout the program. Examples include: appeal, bill, citizen, faction, interpret, liberty, majority, principles, responsibilities, and rights.
11-12.LH.3.2	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	There are many examples of how a complex primary source is structured. For example, the Declaration of Independence, and many of our first state constitutions.
11-12.LH.3.3	Evaluate authors’ differing perspectives on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.	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>I Have a Dream</i> speech can be examined to determine perspective and purpose.
11-12.LH.4.3	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	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.

11-12.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.
11-12.LH.5.2	Write informative texts, including analyses of historical events.	As part of the culminating activity, 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.
11-12.LH.6.1	Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.	The hearing, which is the culminating activity, allow students to plan and write arguments that will be presented orally before a panel of evaluators. 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.
11-12.LH.7.1	Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Preparing for the hearing allow students to plan, write, and articulate verbally arguments that will be presented before a panel of evaluators. The students will research, synthesize multiple sources on a subject, demonstrating understanding of the subject under investigation.
11-12.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 Grades 11-12

Standard	Standard Description	WTP Connection
11-12.RN.1	Read a variety of nonfiction within a range of complexity appropriate for grades 11-CCR. By the end of grade 11, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 12, students interact with texts proficiently and independently.	Students will read multiple texts in the WTP program. Some of the more common examples would be analyzing and citing Federalist papers, newspaper articles, and Supreme Court decisions. Reading multiple texts is also necessary to complete the prepared statements for the culminating hearing.
11-12.RN.2.1	Analyze what a text says explicitly as well as inferences and interpretations drawn from the text by citing strong and thorough textual evidence to support and explain how the evidence develops the analysis.	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.
11-12.RN.2.3	Analyze a complex set of ideas or sequence of events and explain how specific, ideas, events, or individuals develop throughout the text.	This can fit multiple texts used in the WTP program. For example, analyzing the evolution of rights beginning with the classical republicanism, then the ideas of the natural rights philosophers, the Renaissance, the Reformation, British origins of rights found in the Magna Carta, and the creation of the Bill of Rights.
11-12.RN.3.2	Analyze and evaluate the effectiveness of the structure an author uses in an argument including whether the structure makes points that are clear and convincing.	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 the structure makes points that are clear to showcase the overall goal(s) of the speech or document.
11-12-RN.3.3	Determine an author’s perspective or purpose in a text in which the rhetoric is particularly effective (e.g. appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims) and analyzing how style and content contribute to the power and persuasiveness of the text.	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.

11-12.RN.4.1	Delineate and evaluate the arguments and specific claims in U.S. and world texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; analyze the impact of false statements and fallacious reasoning.	For students to demonstrate understanding of sound reasoning through Constitutional application and forming 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.
11-12.RN.4.3	Analyze and synthesize foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features.	A variety of lessons can be used to accomplish this. Students can analyze and synthesize historical documents such as the Constitution, Articles of Confederation, and the Universal Declaration of Human Rights. In addition, the culminating activity of WTP has students researching and answering questions based on foundational documents.

English Language Arts Vocabulary Grades 11-12

11-12.RV.1	Acquire and accurately use academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Every WTP Lesson has a list of content-specific vocabulary. Students must understand definitions as well as its application within the text. In addition, the culminating activity of WTP has students researching and answering questions. In order to complete the hearing successfully students will research independently, and in groups, when preparing answers to hearing questions.
11-12.RV.2.5	Select appropriate general and specialized reference materials, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, etymology, or standard usage.	When preparing for the oral presentation portion of the hearing students, in addition to understanding the precise meaning of words, must also ensure that they are pronouncing words properly.

English Language Arts Writing Grades 11-12

<p>11-12.W.1</p>	<p>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.</p>	<p>To master the content, students will write consistently over various topics with varied lengths and formality.</p>
<p>11-12.W.3.1</p>	<p>Write arguments in a variety of forms that –</p> <ol style="list-style-type: none"> a. Introduce precise claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Use rhetorical strategies to enhance the effectiveness of the claim c. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. d. Use effective and varied transitions as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. e. Establish and maintain a consistent style and tone appropriate to purpose and audience. f. Provide a concluding statement or section that follows from and supports the argument presented. 	<p>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>

<p>11-12.W.3.2</p>	<p>Write informative compositions on a variety of topics that –</p> <ol style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; Include formatting (<i>e.g., headings</i>), graphics (<i>e.g., figures, tables</i>), and multimedia when useful to aiding comprehension. b. Utilizing credible sources, develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Choose language, content- specific vocabulary, and techniques to manage the complexity of the topic, 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 from and supports the information or explanation presented (<i>e.g., articulating implications or the significance of the topic</i>). 	<p>Students continuously write informative compositions when writing answers to the “What Do You Think” and “Critical Thinking Exercise” questions found in each WTP Lesson. Also, as students prepare for the hearing they implement this standard when writing the prepared statement. 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 constructed, the students must continue to build on its topics and answer the question posed completely, accurately, and concisely.</p> <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>
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<p>11-12.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, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent. b. Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. c. Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate. 	<p>In writing their final essays, the students should continue to follow the standard writing process. Students write many drafts, use appropriate reference materials, focus on addressing what is most significant for a specific purpose and audience while utilizing a standard style to guide framework when preparing for the opening statement of the hearing. 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>
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<p>11-12.W.5</p>	<p>Conduct short as well as more sustained 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 an inquiry question, and refine and narrow the focus as research evolves. b. Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources. c. Assess the strengths and limitations of each source in terms of the task, purpose, and audience. d. Synthesize and integrate information into the text selectively to maintain the flow of ideas. e. Avoid plagiarism and over reliance on any one source and follow a standard format (<i>e.g., MLA, APA</i>) for citation. f. Present information, choosing from a variety of formats. 	<p>Students, individually and in groups, synthesize and integrate information into the text selectively to maintain the flow of ideas. They must also avoid plagiarism and over reliance on any one source when preparing for the opening statement of the hearing. Also, each question for the hearing provides students topics and ideas for research. Students can use online resources and their own research to develop and present their ideas and understanding.</p>
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English Language Arts Speaking & Listening Grades 11-12

11-12.SL.1	Listen actively and adjust the use of spoken language (<i>e.g., conventions, style, vocabulary</i>) to communicate effectively with a variety of audiences and for different purposes.	Students will communicate effectively, as well as listen to other students and the instructor. During the “follow-up” portion of the hearing students will speak to the judges.
11-12.SL.2.2	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence.	During the hearing each student is a speaker that will present their argument and claim(s) as well as respond the probing questions that the judge will ask.
11-12.SL.2.3	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	When preparing for the hearing students, in their unit groups, must organize themselves in order the write the prepared statement and develop strategies for answering potential “follow-up” questions.
11-12.SL.2.4	Expand conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	Practicing for, and during for the hearing students must respond to information and questions posed by the examiner. In doing so, as a group students will articulate a variety of responses from many different perspectives.
11-12.SL.2.5	Conduct, debate, and discuss to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task.	The nature of this course requires constant collaboration in units. Students develop and articulate their own ideas and opinions and find ways to combine them with those of their unit members.
11-12.SL.4.1	Using a range of informal and formal tasks, present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, address opposing perspectives, ensuring the organization, development, substance, and style are appropriate to purpose, audience.	Students develop speaking and listening skills throughout formal and informal presentations. Particular attention is needed regarding professional presentation skills when preparing for and participating in the hearing. Students must also actively listen to unit classmates to agree or disagree and to add to previously mentioned opinions of students in other units while participating in the hearing. When students present information while making an argument its structure should include making statements, explanations to support the statement, and provide examples.

English Language Arts Media Literacy Grades 11-12

11-12.ML.2.2

Analyze the impact of the media on the public, including identifying and analyzing rhetorical and logical fallacies.

WTP provides an opportunity for students to analyze news networks, newspapers, and social medias differing perspectives upon which they present the news of the day.