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***We the People: The Citizen and the Constitution, Level 3 Enhanced eBook* © 2013**

correlated to the

Common Core Standards for Reading and Writing (June 2010), Grades 11-12

Standards		Page References
Reading Standards for Literacy in History/Social Studies, Grades 11-12		
Key Ideas and Details		
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.	<i>An Introduction to the Study of the Constitution</i> (Introduction, Exercise 1: What Do You Know about the Declaration of Independence?) <i>An Introduction to the Study of the Constitution</i> (Introduction, Exercise 2: What Do You Know about the Preamble to the Constitution?) <i>An Introduction to the Study of the Constitution</i> (Introduction, Exercise 3, Part 1: Examining Your Knowledge of the Bill of Rights) <i>An Introduction to the Study of the Constitution</i> (Introduction, Exercise 4: What Do You Know about the Rights and Responsibilities of Citizenship?) <i>An Introduction to the Study of the Constitution</i> (Introduction, Exercise 5: Where Can the Most Important Protection of Rights Be Found?) Lesson 2: What ideas about civic life informed the founding generation? (Reviewing and Using the Lesson) Lesson 4: What were the British origins of American constitutionalism? (Section 2 Exercise A: American Heritage of Ideas from Great Britain) Lesson 7: What basic ideas about government and rights did the state constitutions include? (Section 3 Exercise: The Virginia Declaration of Rights) Lesson 27: What are bills of rights and what kinds of rights does the U.S. Bill of

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		Rights protect? (Section 4 Exercise: The Bill of Rights)
2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	<p><i>An Introduction to the Study of the Constitution</i> (Introduction, Exercise 1: What Do You Know about the Declaration of Independence?)</p> <p><i>An Introduction to the Study of the Constitution</i> (Introduction, Exercise 2: What Do You Know about the Preamble to the Constitution?)</p> <p><i>An Introduction to the Study of the Constitution</i> (Introduction, Exercise 4: What Do You Know about the Rights and Responsibilities of Citizenship?)</p> <p><i>An Introduction to the Study of the Constitution</i> (Introduction, Exercise 5: Where Can the Most Important Protection of Rights Be Found?)</p> <p>Lesson 2: What ideas about civic life informed the founding generation? (Reviewing and Using the Lesson)</p> <p>Lesson 4: What were the British origins of American constitutionalism? (Section 2 Exercise A: American Heritage of Ideas from Great Britain)</p> <p>Lesson 6: Why did American colonists want to free themselves from Great Britain? (Section 2 Exercise: Declaring Independence)</p> <p>Lesson 10: Why was representation a major issue at the Philadelphia Convention? (Reviewing and Using the Lesson)</p> <p>Lesson 27: What are bills of rights and what kinds of rights does the U.S. Bill of Rights protect? (Section 4 Exercise: The Bill of Rights)</p>
3.	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	<p><i>An Introduction to the Study of the Constitution</i> (Introduction, Exercise 2: What Do You Know about the Preamble to the Constitution?)</p> <p><i>An Introduction to the Study of the Constitution</i> (Introduction, Exercise 4: What Do You Know about the Rights and Responsibilities of Citizenship?)</p> <p><i>An Introduction to the Study of the Constitution</i> (Introduction, Exercise 5: Where Can the Most Important Protection of Rights Be Found?)</p> <p>Lesson 1: What did the Founders think about constitutional government? (Section 4 Exercise B: Constitutions and Constitutional Government)</p> <p>Lesson 7: What basic ideas about government and rights did the state constitutions include? (Section 3 Exercise: The Virginia Declaration of Rights)</p>
Craft and Structure		

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4.	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 (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).	Lesson 4: What were the British origins of American constitutionalism? (Reviewing and Using the Lesson) Lesson 6: Why did American colonists want to free themselves from Great Britain? (Reviewing and Using the Lesson) Lesson 7: What basic ideas about government and rights did the state constitutions include? (Reviewing and Using the Lesson) Lesson 21: What is the role of Congress in American constitutional democracy? (Section 2 Exercise: The Constitutional Powers of Congress) Lesson 23: What is the role of the President in the American constitutional system? (Reviewing and Using the Lesson) Lesson 24: How are national laws administered in the American constitutional system? (Reviewing and Using the Lesson) Lesson 31: How do the Sixth and Eighth Amendments protect rights within the judicial system? (Reviewing and Using the Lesson) Lesson 33: What does it mean to be a citizen? (Reviewing and Using the Lesson)
5.	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.	Lesson 7: What basic ideas about government and rights did the state constitutions include? (Section 3 Exercise: The Virginia Declaration of Rights)
6.	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	Lesson 1: What did the Founders think about constitutional government? (Section 4 Exercise B: Constitutions and Constitutional Government) Lesson 13: What was the anti-federalist position in the debate about ratification? (Section 3 Review Exercise: Anti-Federalist Opposition) Lesson 39: What does returning to fundamental principles mean? (Critical Thinking Exercise 1, Parts A and B: Liberty versus Order) Lesson 39: What does returning to fundamental principles mean? (Critical Thinking Exercise 2, Parts A and B: Unity versus Diversity) Lesson 39: What does returning to fundamental principles mean? (Critical Thinking Exercise 3, Parts A and B: Majority Rule versus Minority Rights) Lesson 39: What does returning to fundamental principles mean? (Critical Thinking Exercise 4, Parts A and B: Public versus Private Responsibilities)
Integration of Knowledge and Ideas		

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7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question, or solve a problem.	Lesson 26: How does American federalism work? (Section 1 Exercise: Federalism)
8.	Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other sources of information.	<i>An Introduction to the Study of the Constitution</i> (Introduction, Exercise 5: Where Can the Most Important Protections of Rights Be Found?) Lesson 1: What did the Founders think about constitutional government? (Section 4 Exercise B: Constitutions and Constitutional Government) Lesson 24: How are national laws administered in the American constitutional system? (Exercise 4: Checks and Balances on Administrative Agencies)
9.	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	Lesson 4: What were the British origins of American constitutionalism? (Section 2 Exercise A: American Heritage of Ideas from Great Britain) Lesson 7: What basic ideas about government and rights did the state constitutions include? (Section 3 Exercise: The Virginia Declaration of Rights) Lesson 13: What was the anti-federalist position in the debate about ratification? (Section 3 Review Exercise: Anti-Federalist Opposition) Lesson 24: How are national laws administered in the American constitutional system? (Exercise 4: Checks and Balances on Administrative Agencies)
Range of Reading and Level of Text Complexity		
10.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.	Lesson 4: What were the British origins of American constitutionalism? (Reviewing and Using the Lesson) Lesson 15: How have amendments and judicial review changed the Constitution? (Reviewing and Using the Lesson)
Writing Standards for Literacy in History/Social Studies, Grades 11-12		
Text Types and Purposes		
1. Write arguments focused on <i>discipline-specific</i> content.		
a.	Introduce precise, knowledgeable claim(s), establish the significance	Lesson 11: What questions did the framers consider in designing the three

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	of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.	<p>branches of the national government? (Section 4 Exercise B: Selecting a President)</p> <p>Lesson 12: How did the delegates distribute powers between national and state government? (Section 2 Exercise: Slavery)</p> <p>Lesson 19: How has the equal protection clause of the fourteenth amendment changed the constitution? (Section 4 Exercise: Controversies around Equal Protection)</p> <p>Lesson 21: What is the role of Congress in American constitutional democracy? (Section Exercise C: Comparing National Legislatures in the United States and Great Britain)</p> <p>Lesson 29: How does the First Amendment protect free expression? (Section 6 Exercise: Positions on issues regarding freedom of expression)</p> <p>Lesson 30: How does the First Amendment protect freedom to assemble, petition, and associate? (Section 2 Exercise B: Protections of the Right to Associate)</p>
b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.	<p>Lesson 11: What questions did the framers consider in designing the three branches of the national government? (Section 4 Exercise B: Selecting a President)</p> <p>Lesson 12: How did the delegates distribute powers between national and state government? (Section 2 Exercise: Slavery)</p> <p>Lesson 19: How has the equal protection clause of the fourteenth amendment changed the constitution? (Section 4 Exercise: Controversies around Equal Protection)</p> <p>Lesson 21: What is the role of Congress in American constitutional democracy? (Section Exercise C: Comparing National Legislatures in the United States and Great Britain)</p> <p>Lesson 29: How does the First Amendment protect free expression? (Section 6 Exercise: Positions on issues regarding freedom of expression)</p> <p>Lesson 30: How does the First Amendment protect freedom to assemble, petition, and associate? (Section 2 Exercise B: Protections of the Right to Associate)</p>
c.	Use words, phrases, and clauses as well as varied syntax to link the	Lesson 11: What questions did the framers consider in designing the three

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	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.	branches of the national government? (Section 4 Exercise B: Selecting a President) Lesson 12: How did the delegates distribute powers between national and state government? (Section 2 Exercise: Slavery) Lesson 19: How has the equal protection clause of the fourteenth amendment changed the constitution? (Section 4 Exercise: Controversies around Equal Protection) Lesson 21: What is the role of Congress in American constitutional democracy? (Section Exercise C: Comparing National Legislatures in the United States and Great Britain) Lesson 29: How does the First Amendment protect free expression? (Section 6 Exercise: Positions on issues regarding freedom of expression) Lesson 30: How does the First Amendment protect freedom to assemble, petition, and associate? (Section 2 Exercise B: Protections of the Right to Associate)
d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Lesson 11: What questions did the framers consider in designing the three branches of the national government? (Section 4 Exercise B: Selecting a President) Lesson 12: How did the delegates distribute powers between national and state government? (Section 2 Exercise: Slavery) Lesson 19: How has the equal protection clause of the fourteenth amendment changed the constitution? (Section 4 Exercise: Controversies around Equal Protection) Lesson 21: What is the role of Congress in American constitutional democracy? (Section Exercise C: Comparing National Legislatures in the United States and Great Britain) Lesson 29: How does the First Amendment protect free expression? (Section 6 Exercise: Positions on issues regarding freedom of expression) Lesson 30: How does the First Amendment protect freedom to assemble, petition, and associate? (Section 2 Exercise B: Protections of the Right to Associate)
e.	Provide a concluding statement or section that follows from or	Lesson 11: What questions did the framers consider in designing the three

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	supports the argument presented.	branches of the national government? (Section 4 Exercise B: Selecting a President) Lesson 12: How did the delegates distribute powers between national and state government? (Section 2 Exercise: Slavery) Lesson 19: How has the equal protection clause of the fourteenth amendment changed the constitution? (Section 4 Exercise: Controversies around Equal Protection) Lesson 21: What is the role of Congress in American constitutional democracy? (Section Exercise C: Comparing National Legislatures in the United States and Great Britain) Lesson 29: How does the First Amendment protect free expression? (Section 6 Exercise: Positions on issues regarding freedom of expression) Lesson 30: How does the First Amendment protect freedom to assemble, petition, and associate? (Section 2 Exercise B: Protections of the Right to Associate)
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.		
a.	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	Lesson 18: How has the due process clause of the fourteenth amendment changed the constitution? (Reviewing and Using the Lesson) Lesson 19: How has the equal protection clause of the fourteenth amendment changed the constitution? (Reviewing and Using the Lesson) Lesson 23: What is the role of the President in the American constitutional system? (Reviewing and Using the Lesson) Lesson 24: How are national laws administered in the American constitutional system? (Reviewing and Using the Lesson) Lesson 26: How does American federalism work? (Section 3 Exercise: Changes in State Constitutions over Time) Lesson 33: What does it mean to be a citizen? (Reviewing and Using the Lesson)
b.	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	Lesson 18: How has the due process clause of the fourteenth amendment changed the constitution? (Reviewing and Using the Lesson) Lesson 19: How has the equal protection clause of the fourteenth amendment

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	knowledge of the topic.	<p>changed the constitution? (Reviewing and Using the Lesson)</p> <p>Lesson 23: What is the role of the President in the American constitutional system? (Reviewing and Using the Lesson)</p> <p>Lesson 24: How are national laws administered in the American constitutional system? (Reviewing and Using the Lesson)</p> <p>Lesson 26: How does American federalism work? (Section 3 Exercise: Changes in State Constitutions over Time)</p> <p>Lesson 33: What does it mean to be a citizen? (Reviewing and Using the Lesson)</p>
c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	<p>Lesson 18: How has the due process clause of the fourteenth amendment changed the constitution? (Reviewing and Using the Lesson)</p> <p>Lesson 19: How has the equal protection clause of the fourteenth amendment changed the constitution? (Reviewing and Using the Lesson)</p> <p>Lesson 23: What is the role of the President in the American constitutional system? (Reviewing and Using the Lesson)</p> <p>Lesson 24: How are national laws administered in the American constitutional system? (Reviewing and Using the Lesson)</p> <p>Lesson 26: How does American federalism work? (Section 3 Exercise: Changes in State Constitutions over Time)</p> <p>Lesson 33: What does it mean to be a citizen? (Reviewing and Using the Lesson)</p>
d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.	<p>Lesson 18: How has the due process clause of the fourteenth amendment changed the constitution? (Reviewing and Using the Lesson)</p> <p>Lesson 19: How has the equal protection clause of the fourteenth amendment changed the constitution? (Reviewing and Using the Lesson)</p> <p>Lesson 23: What is the role of the President in the American constitutional system? (Reviewing and Using the Lesson)</p> <p>Lesson 24: How are national laws administered in the American constitutional system? (Reviewing and Using the Lesson)</p> <p>Lesson 26: How does American federalism work? (Section 3 Exercise: Changes in State Constitutions over Time)</p> <p>Lesson 33: What does it mean to be a citizen? (Reviewing and Using the Lesson)</p>

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		Lesson)
e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).	Lesson 18: How has the due process clause of the fourteenth amendment changed the constitution? (Reviewing and Using the Lesson) Lesson 19: How has the equal protection clause of the fourteenth amendment changed the constitution? (Reviewing and Using the Lesson) Lesson 23: What is the role of the President in the American constitutional system? (Reviewing and Using the Lesson) Lesson 24: How are national laws administered in the American constitutional system? (Reviewing and Using the Lesson) Lesson 26: How does American federalism work? (Section 3 Exercise: Changes in State Constitutions over Time) Lesson 33: What does it mean to be a citizen? (Reviewing and Using the Lesson)
3.	(See note; not applicable as a separate requirement) Note: Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.	
4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Lesson 18: How has the due process clause of the fourteenth amendment changed the constitution? (Reviewing and Using the Lesson) Lesson 19: How has the equal protection clause of the fourteenth amendment changed the constitution? (Reviewing and Using the Lesson) Lesson 23: What is the role of the President in the American constitutional system? (Reviewing and Using the Lesson) Lesson 24: How are national laws administered in the American constitutional system? (Reviewing and Using the Lesson) Lesson 26: How does American federalism work? (Section 3 Exercise: Changes in State Constitutions over Time)
5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing	

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	what is most significant for a specific purpose and audience.	
6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	
Research to Build and Present Knowledge		
7.	Conduct short as well as more sustained research projects 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.	Lesson 9: How was the Philadelphia Convention Organized? (What Was the Virginia Plan? Reviewing and Using the Lesson) Lesson 15: How have amendments and judicial review changed the constitution? (What is judicial review and why is it controversial? Reviewing and Using the Lesson) Lesson 22: How does Congress perform its functions in the American constitutional system? (Section 3 Exercise: Protection of Individual Rights by Congress) Lesson 35: How have civil rights movements resulted in fundamental political and social change in the United States? (Section 3 Exercise B: The Civil Rights Act of 1964 and the Voting Rights Act)
8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	
9.	Draw evidence from informational texts to support analysis, reflection, and research.	Lesson 1: What did the Founders think about constitutional government? (Section 4 Exercise B: Constitutions and Constitutional Government) Lesson 1: What did the Founders think about constitutional government? (Section 5 Exercise: Constitutional Governments) Lesson 2: What ideas about civic life informed the founding generation? (Section 2 Exercise: Thinking Like a Political Philosopher) Lesson 6: Why did American colonists want to free themselves from Great Britain? (Section 2 Exercise: Declaring Independence)

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		<p>Lesson 9: How was the Philadelphia Convention organized? (What was the Virginia Plan? Reviewing and Using the Lesson)</p> <p>Lesson 23: What is the role of the President in the American constitutional system? (Section 6 Exercise: The Executive Branch and Individual Rights)</p> <p>Lesson 26: How does American federalism work? (Section 1 Exercise: Federalism)</p>
Range of Writing		
10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
College and Career Readiness Anchor Standards for Reading		
The grades 6-12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.		
Key Ideas and Details		
1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<p>Lesson 1: What did the Founders think about constitutional government? (Section 4 Exercise B: Constitutions and Constitutional Government)</p> <p>Lesson 4: What were the British origins of American constitutionalism? (Reviewing and Using the Lesson)</p> <p>Lesson 6: Why did American colonists want to free themselves from Great Britain? (Section 2 Exercise: Declaring Independence)</p> <p>Lesson 7: What basic ideas about government and rights did the state constitutions include? (Section 3 Exercise: The Virginia Declaration of Rights)</p> <p>Lesson 10: Why was representation a major issue at the Philadelphia Convention? (Reviewing and Using the Lesson)</p> <p>Lesson 27: What are bills of rights and what kinds of rights does the U.S. Bill of Rights protect? (Section 4 Exercise: The Bill of Rights)</p>
2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Lesson 2: What ideas about civic life informed the founding generation? (Reviewing and Using the Lesson)

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		Lesson 4: What were the British origins of American constitutionalism? (Reviewing and Using the Lesson) Lesson 6: Why did American colonists want to free themselves from Great Britain? (Section 2 Exercise: Declaring Independence) Lesson 7: What basic ideas about government and rights did the state constitutions include? (Section 3 Exercise: The Virginia Declaration of Rights)
3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Lesson 4: What were the British origins of American constitutionalism? (Reviewing and Using the Lesson)
Craft and Structure		
4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Lesson 1: What did the Founders think about constitutional government? (Reviewing and Using the Lesson) Lesson 2: What ideas about civic life informed the founding generation? (Reviewing and Using the Lesson) Lesson 6: Why did American colonists want to free themselves from Great Britain? (Reviewing and Using the Lesson) Lesson 21: What is the role of Congress in American constitutional democracy? (Section 2 Exercise: The Constitutional Powers of Congress) Lesson 21: What is the role of Congress in American constitutional democracy? (Reviewing and Using the Lesson) Lesson 23: What is the role of the President in the American constitutional system? (Reviewing and Using the Lesson) Lesson 31: How do the Fourth and Fifth Amendments protect against unreasonable law enforcement procedures? (Reviewing and Using the Lesson) Lesson 33: What does it mean to be a citizen? (Reviewing and Using the Lesson)
5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Lesson 7: What basic ideas about government and rights did the state constitutions include? (Section 3 Exercise: The Virginia Declaration of Rights)
6.	Assess how point of view or purpose shapes the content and style of a	Lesson 1: What did the Founders think about constitutional government?

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	text.	(Section 4 Exercise B: Constitutions and Constitutional Government) Lesson 2: What ideas about civic life informed the founding generation? (Reviewing and Using the Lesson) Lesson 13: What was the anti-federalist position in the debate about ratification? (Section 3 Review Exercise: Anti-Federalist Opposition)
Integration of Knowledge and Ideas		
7.	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words*.	Lesson 9: How Was the Philadelphia Convention Organized? (Video: The Virginia Plan)
8.	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Lesson 1: What did the Founders think about constitutional government? (Section 4 Exercise B: Constitutions and Constitutional Government) Lesson 14: What was the Federalist position in the debate about ratification? (Section 3 Exercise: Federalist Arguments)
9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Lesson 1: What did the Founders think about constitutional government? (Section 4 Exercise B: Constitutions and Constitutional Government) Lesson 4: What were the British origins of American constitutionalism? (Reviewing and Using the Lesson) Lesson 6: Why did American colonists want to free themselves from Great Britain? (Section 2 Exercise: Declaring Independence) Lesson 7: What basic ideas about government and rights did the state constitutions include? (Reviewing and Using the Lesson) Lesson 13: What was the anti-federalist position in the debate about ratification? (Section 3 Review Exercise: Anti-Federalist Opposition) Lesson 32: How do the fifth, sixth, and eighth amendments protect rights within the judicial system? (Section 6 Exercise: Historical Positions on Punishment) Lesson 36: How have American political ideas and the American constitutional system influenced other nations? (Section 2 Exercise B: The Influence of the Bill of Rights on Other Nations) Lesson 39: What does returning to fundamental principles mean? (Critical Thinking Exercise 1, Parts A and B: Liberty versus Order)

Standards		Page References
Range of Reading and Level of Text Complexity		
10.	Read and comprehend complex literary and informational texts independently and proficiently.	Lesson 2: What ideas about civic life informed the founding generation? (Reviewing and Using the Lesson) Lesson 4: What were the British origins of American constitutionalism? (Reviewing and Using the Lesson) Lesson 6: Why did American colonists want to free themselves from Great Britain? (Section 2 Exercise: Declaring Independence) Lesson 7: What basic ideas about government and rights did the state constitutions include? (Section 3 Exercise: The Virginia Declaration of Rights)
*Please see “Research to Build and Present Knowledge” in Writing for additional standards relevant to gathering, assessing, and applying information from print and digital sources.		
College and Career Readiness Anchor Standards for Writing		
The grades 6-12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.		
Text Types and Purposes*		
1.	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.	Lesson 11: What questions did the framers consider in designing the three branches of the national government? (Section 4 Exercise B: Selecting a President) Lesson 12: How did the delegates distribute powers between national and state government? (Section 2 Exercise: Slavery) Lesson 19: How has the equal protection clause of the fourteenth amendment changed the constitution? (Section 4 Exercise: Controversies around Equal Protection) Lesson 21: What is the role of Congress in American constitutional democracy? (Section Exercise C: Comparing National Legislatures in the United States and Great Britain) Lesson 29: How does the First Amendment protect free expression? (Section 6 Exercise: Positions on issues regarding freedom of expression)

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		Lesson 30: How does the First Amendment protect freedom to assemble, petition, and associate? (Section 2 Exercise B: Protections of the Right to Associate)
2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Lesson 18: How has the due process clause of the fourteenth amendment changed the constitution? (Reviewing and Using the Lesson) Lesson 19: How has the equal protection clause of the fourteenth amendment changed the constitution? (Reviewing and Using the Lesson) Lesson 23: What is the role of the President in the American constitutional system? (Reviewing and Using the Lesson) Lesson 24: How are national laws administered in the American constitutional system? (Reviewing and Using the Lesson) Lesson 26: How does American federalism work? (Section 3 Exercise: Changes in State Constitutions over Time) Lesson 33: What does it mean to be a citizen? (Reviewing and Using the Lesson)
3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.	Lesson 37: What key challenges does the United States face in the future? (Section 1 Exercise B: Challenges of the Future)
Production and Distribution of Writing		
4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Lesson 18: How has the due process clause of the fourteenth amendment changed the constitution? (Reviewing and Using the Lesson) Lesson 19: How has the equal protection clause of the fourteenth amendment changed the constitution? (Reviewing and Using the Lesson) Lesson 23: What is the role of the President in the American constitutional system? (Reviewing and Using the Lesson) Lesson 24: How are national laws administered in the American constitutional system? (Reviewing and Using the Lesson) Lesson 26: How does American federalism work? (Section 3 Exercise: Changes in State Constitutions over Time) Lesson 33: What does it mean to be a citizen? (Reviewing and Using the

Standards		Page References
		Lesson)
5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
Research to Build and Present Knowledge		
7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	Lesson 9: How was the Philadelphia Convention organized? (What Was the Virginia Plan? Reviewing and Using the Lesson) Lesson 15: How have amendments and judicial review changed the constitution? (What is judicial review and why is it controversial? Reviewing and Using the Lesson) Lesson 22: How does Congress perform its functions in the American constitutional system? (Section 3 Exercise: Protection of Individual Rights by Congress) Lesson 35: How have civil rights movements resulted in fundamental political and social change in the United States? (Section 3 Exercise B: The Civil Rights Act of 1964 and the Voting Rights Act)
8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Lesson 1: What did the Founders think about constitutional government? (Section 4 Exercise B: Constitutions and Constitutional Government) Lesson 1: What did the Founders think about constitutional government? (Section 5 Exercise: Constitutional Governments) Lesson 2: What ideas about civic life informed the founding generation? (Section 2 Exercise: Thinking Like a Political Philosopher) Lesson 6: Why did American colonists want to free themselves from Great Britain? (Section 2 Exercise: Declaring Independence) Lesson 9: How was the Philadelphia Convention organized? (What was the

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		Virginia Plan? Reviewing and Using the Lesson) Lesson 23: What is the role of the President in the American constitutional system? (Section 6 Exercise: The Executive Branch and Individual Rights) Lesson 26: How does American federalism work? (Section 1 Exercise: Federalism)
Range of Writing		
10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	
*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.		