

We the People

Level 3

Program Correlations

To The

Wisconsin Academic Standards

2006 - 2007



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Fall 2006

Note On Correlation Development:

Wisconsin Academic Standards are uniformly determined for grades 4, 8, and 12 according to subject areas. Specific standards are defined within each subject area per academic topic. English Language Arts, for example, is comprised of standards in the topics of reading/literature, writing, oral language, media and technology, and research and inquiry. Each topic area defines a content standard, rationale, and performance standards for each of the three grade levels. Wisconsin Academic Standards are coded in the following way: [Standard Topic].[Grade].[Performance Standard]. Thus, a code listed as B.12.1 in the subject area of English Language Arts means: B [writing]. 12 [grade 12]. 1 [performance standard 1 for grade 12 writing]. The four academic standard areas explored in this correlation and their respective code letters are as follows:

ENGLISH LANGUAGE ARTS

A = Reading/Literature
B = Writing
C = Oral Language
D = Language
E = Media and Technology
F = Research and Inquiry

MATHEMATICS

A = Math Processes
B = Number Operations
C = Geometry
D = Measurement
E = Statistics and Probability
F = Algebraic Relationships

SCIENCE

A = Science Connections
B = Nature of Science
C = Science Inquiry
D = Physical Science
E = Earth and Space
F = Life and Environmental
G = Science Applications
H = Social and Personal Perspectives

SOCIAL STUDIES

A = Geography
B = History
C = Political Science and Citizenship
D = Economics
E = Behavioral Sciences
Individuals, Institutions, and Society

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

This correlation guide serves to integrate the lessons in *We the People* with classroom standards for language arts, mathematics, science, and social studies. It provides a means to present the important lessons of *We the People* while addressing needed skills through an integrated curriculum. Moreover, the performance standards listed for the four subject areas are directly related to each *We the People* lesson. Though this working guide is inclusive of standards in language arts, mathematics, science, and social studies, it is not meant to be all-inclusive. Additional lessons that meet standards not addressed in this guide are certainly encouraged.

Grade 12 Correlations

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

Ability to Think

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

Skill in Communication

- Constructing and defending an argument
- Working effectively in groups
- Communicating plans and processes for reaching goals
- Receiving and acting on instructions, plans, and models
- Communicating with a variety of tools and skills

Production of Quality Work

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

Connections with Community

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

<http://dpi.state.wi.us/standards/applying.html>

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Unit 1 What Are the Philosophical and Historical Foundations of the American Political System?				
Lesson 1 What Would Life Be Like in a State of Nature?	A.12.3 Read and discuss literary and nonliterary texts in order to understand human experience	A.12.1 Use reason and logic to pursue ideas that lead to further understanding and deeper insight	C.12.2 Identify issues from an area of science study	C.12.9 Identify and evaluate the means through which advocates influence public policy E.12.3 Compare and describe similarities and differences in the ways various cultures define individual rights
Lesson 2 How Does government Secure Natural Rights?	B.12.1 Write a coherent argument that takes a position F.12.1 Conduct research and inquiry on self-selected or assigned topics	A.12.2 Communicate logical arguments	F.12.7 Investigate how organisms both cooperate and compete in an ecosystem	C.12.4 Illustrate how government power is acquired, used, abused, and legitimized C.12.5 Analyze different theories of how governmental powers might be used to promote or hinder liberty, quality, and justice, and develop a reasoned conclusion
Lesson 3 What Did the Founders Learn about Republican Government from the Ancient World?	A.12.3 Read and discuss literary and nonliterary texts in order to understand human experience	A.12.1 Use reason and logic to pursue ideas that lead to further understanding and insight	A.12.4 Construct arguments that show how conflicting models and explanations of events can start with similar evidence	C.12.2 Describe how different political systems define and protect individual rights C.12.4 Illustrate how government powers can be acquired, used, abused, or legitimized C.12.5 Analyze different theories of how governmental powers might be used to promote or hinder liberty, quality, and justice, and develop a

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				<p>reasoned conclusion E.12.11 Illustrate and evaluate ways in which cultures resolve conflicting beliefs and practices</p>
<p>Lesson 4 How Did Modern Ideas of Individual Rights Develop?</p>	<p>A.12.3 Identify philosophical assumptions and basic beliefs underlying selected texts</p>	<p>A.12.2 Communicate logical arguments and clearly show why the reasoning is or is not valid</p>	<p>A.12.4 Construct arguments that show how conflicting models and explanations of events can start with similar evidence</p>	<p>C.12.2 Describe how different political systems define and protect individual human rights C.12.13 Describe and evaluate ideas of how society should be organized and political power should be exercised E.12.4 Analyze the role of political and religious institutions as agents of both continuity and change, citing current and past examples</p>
<p>Lesson 5 What Were the British Origins of American Constitutionalism?</p>	<p>A.12.4 Analyze and synthesize the concepts and details encountered in historical papers and government documents</p>	<p>A.12.1 Use reason and logic to pursue ideas that lead to further understanding and deeper insight</p>	<p>NA</p>	<p>C.12.13 Describe and evaluate ideas of how society should be organized and political power should be exercised C.12.14 Explain and analyze how different political and social movements have sought to mobilize public opinion and obtain government support in order to achieve their goals E.12.6 Analyze the means by which and extent to which groups and institutions can influence people, events, and</p>

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				cultures in both historical and contemporary settings
<p>Lesson 6 How Did Representative Government Begin in England?</p>	<p>A.12.4 Analyze and synthesize the concepts and details encountered in historical papers and government documents</p>	<p>A.12.1 Use reason and logic to pursue ideas that lead to further understanding and deeper insight</p>	<p>B.12.4 Show how basic research and applied research contribute to new discoveries, inventions, and applications</p>	<p>B.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparison, integrate new information with prior knowledge, and come to a reasoned conclusion B.12.3 Recall, select, and analyze significant historical periods and relationships among them B.12.6 Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States C.12.13 Describe and evaluate ideas of how society should be organized and political power should be exercised</p>
<p>Lesson 7 What Basic Ideas about Rights and Constitutional Government Did Colonial Americans Have?</p>	<p>A.12.3 Identify the devices an author uses to influence readers and critique the effectiveness of their use A.12.4 Analyze and synthesize the concepts and details encountered in historical papers and government documents</p>	<p>A.12.1 Use reason and logic to pursue ideas that lead to identify relationships A.12.2 Communicate an understanding of the difference between examples that support a conjecture</p>	<p>B.12.4 Show how basic research and applied research contribute to new discoveries, inventions, and applications</p>	<p>B.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparison, integrate new information with prior knowledge, and come to a reasoned conclusion</p>

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				<p>B.12.3 Recall, select, and analyze significant historical periods and relationships among them</p> <p>B.12.6 Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States</p> <p>C.12.4 Explain the purpose of democratic government analyzing historical and contemporary evidence of the tension between those purposes</p>
<p>Lesson 8 Why Did the American Colonists Want to Free Themselves from Britain? What Basic Ideas about Government Did the Founders Put in the Declaration of Independence?</p>	<p>A.12.4 Analyze and synthesize the concepts and details encountered in historical papers and government documents</p> <p>A.12.2 Investigate on ways in which a writer has influence or been influenced by historical, social, and cultural issues or events</p>	<p>A.12.1 Use reason and logic to pursue ideas that lead to pursue ideas that lead to further understanding and deeper insight</p>	<p>NA</p>	<p>B.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparison, integrate new information with prior knowledge, and come to a reasoned conclusion</p> <p>B.12.6 Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States</p> <p>C.12.4 Explain the purpose of democratic government analyzing historical and contemporary evidence of the tension between those</p>

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				purposes
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Lesson 9 What Basic Ideas about Government did the State Constitutions Include? How Did the New States Protect Rights?	A.12.4 Analyze and synthesize the concepts and details encountered in historical papers and government documents	A.12.1 Use reason and logic to pursue ideas that lead to further understanding and deeper insight	B.12.2 Identify the cultural conditions that are usually present during great periods of discovery, scientific development, and invention	B.12.6 Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States C.12.9 Identify and analyze significant political benefits, problems, and solutions to problems related to federalism and the separation of powers C.12.13 Describe and evaluate ideas of how society should be organized and political power should be exercised.
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Unit 2 How Did the Framers Create the Constitution?

Lesson 10 Why Did the Founders Want to Change the Articles of Confederation of 1781?	A.12.3 Identify philosophical assumptions and basic beliefs underlying selected texts A.12.4 Analyze and synthesize the concepts and details encountered in historical papers and government documents	A.12.1 Use reason and logic to pursue ideas that lead to further understanding and deeper insight	A.12.4 Construct arguments that show how conflicting models and explanations of events can start with similar evidence	C.12.2 Describe how different political systems define and protect individual human rights E.12.6 Analyze the means by which and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings
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Lesson 11 Who Attended the Philadelphia Convention? What Did	A.12.4 Evaluate the reliability and authenticity of information conveyed in a text, using criteria based	A.12.1 Use reason and logic to pursue ideas that lead to further understanding and deeper	B.12.2 Identify the cultural conditions that are usually present during great periods of discovery,	B.12.8 Recall, select, and explain the significance of important people, their work, and their ideas in
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They Agree to Do?	on knowledge of the author	insight	scientific development, and invention	the areas of political and intellectual leadership
Lesson 12 Why Did the Framers Use the Virginia Plan to Create the Constitution?	A.12.1 Distinguish between fact and opinion in nonfiction texts A. 12.4 Use tests of logic and reasoning to informational and persuasive texts	A.12.1 Use reason and logic to pursue ideas that lead to further understanding and deeper insight	NA	C.12.6 Identify and analyze significant political benefits, problems, and solutions to problems related to federalism and the separation of power
Lesson 13 What Powers Were Granted to the Legislature?	A.12.3 Identify philosophical assumptions and basic beliefs underlying selected texts	A.12.1 Use reason and logic to evaluate information	A.12.4 Construct arguments that show how conflicting models and explanations of events can start with similar evidence	B.12.18 Explain the history of slavery C.12.6 Identify and analyze significant political benefits, problems, and solutions to problems related to federalism and the separation of power
Lesson 14 What Powers Were Granted to the Executive and Judicial Branches?	A.12.3 Identify philosophical assumptions and basic beliefs underlying selected texts A. 12.4 Apply tests of logic and reasoning to informational and persuasive texts	A.12.1 Use reason and logic to evaluate information	A.12.4 Construct arguments that show how conflicting models and explanations of events can start with similar evidence	C.12.6 Identify and analyze significant political benefits, problems, and solutions to problems related to federalism and the separation of power
Lesson 15 What Conflicting Opinions Did the Framers Have about the Completed Constitution?	A.12.3 Examine, explain, and evaluate, orally and in writing, various perspectives concerning individual, community, and national issues reflected in nonliterary texts	A.12.1 Use reason and logic to pursue ideas that lead to further understanding and deeper insight	A.12.4 Construct arguments that show how conflicting models and explanations of events can start with similar evidence	B.12.17 Identify historical and current instances when national interests have seemed to be opposed and analyze the issues involved C.12.3 Trace how legal interpretations of liberty, equality, justice, and power
Lesson 16 What Was the Anti-Federalists' Position in	A.12.1 Distinguish between fact and opinion in nonfiction texts	A.12.1 Use reason and logic to identify relationships	A.12.4 Construct arguments that show how conflicting models and	C.12.4 Explain the purpose of democratic government analyzing

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the Debate and Ratification?	A.12.3 Identify philosophical assumptions and basic beliefs underlying selected texts		explanations of events can start with similar evidence	historical and contemporary evidence of the tension between those purposes C.12.6 Identify and analyze significant political benefits, problems, and solutions to problems related to federalism and the separation of power C.12.14 Explain and analyze how different political and social movements have sought to mobilize public opinion and obtain governmental support in order to achieve their goals by which and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings
Lesson 17 What Was the Federalists' Position in the Debate about Ratification?	A.12.1 Distinguish between fact and opinion in nonfiction texts A.12.3 Identify philosophical assumptions and basic beliefs underlying selected texts	A.12.1 Use reason and logic to identify relationships	A.12.4 Construct arguments that show how conflicting models and explanations of events can start with similar evidence	C.12.4 Explain the purpose of democratic government analyzing historical and contemporary evidence of the tension between those purposes C.12.6 Identify and analyze significant political benefits, problems, and solutions to problems related to federalism and the separation of power C.12.14 Explain and

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				<p>analyze how different political and social movements have sought to mobilize public opinion and obtain governmental support in order to achieve their goals</p> <p>E.12.6 Analyze the means by which and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings</p>
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Unit 3 How Did the Values and Principles Embodied in the Constitution Shape American Institutions and Practices

<p>Lesson 18 How Was the Constitution Used to Organize the New Government?</p>	<p>A.12.4 Analyze and synthesize the concepts and details encountered in informational texts such as historical documents</p>	<p>A.12.1 Use reason and logic to identify relationships</p>	<p>NA</p>	<p>B.12.6 Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States</p> <p>C.12.5 Analyze different theories of how governmental powers might be used to help promote or hinder liberty, equality, and justice, and develop a reasoned conclusion</p> <p>C.12.6 Identify and analyze significant political benefits, problems, and solutions to problems related to federalism and the separation of powers</p>
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<p>Lesson 19 What Rights Did the Constitution Protect? How Was the Bill of Rights Added to the Constitution?</p>	<p>A.12.3 Identify the devices an author uses to influence readers and critique the effectiveness of their use. A.12.4 Apply tests of logic and reasoning to informational and persuasive texts</p>	<p>A.12.1 Use reason and logic to pursue ideas that lead to further understanding and deeper insight</p>	<p>B.12.2 Identify the cultural conditions that are usually present during great periods of discovery, scientific development, and invention</p>	<p>C.12.3 Trace how legal interpretations of liberty, equality, justice, and power, as identified in the Constitution, the Bill of Rights, and other Constitutional Amendments have changed and evolved over time C.12.6 Identify and analyze significant political benefits, problems, and solutions to problems related to federalism and the separation of powers</p>
<p>Lesson 20 What Caused the Rise of Political Parties?</p>	<p>A.12.1 Evaluate propaganda techniques and faulty reasoning in texts A.12.4 Evaluate the reliability and authenticity of information conveyed in a text, using criteria based on knowledge of the author</p>	<p>A.12.1 Use reason and logic to pursue ideas that lead to further understanding and deeper insight</p>	<p>B.12.2 Identify the cultural conditions that are usually present during great periods of discovery, scientific development, and invention</p>	<p>B.12.3 Recall, select, and analyze significant historical periods and the relationships among them C.12.7 Describe how past and present American political parties and interest groups have gained or lost influence on political decision-making and voting behavior</p>
<p>Lesson 21 What is Judicial Review? Why Is It Controversial?</p>	<p>A.12.3 Identify philosophical assumptions and basic beliefs underlying selected texts A.12.4 Evaluate the reliability and authenticity of information conveyed in a text, using criteria based on knowledge of the author</p>	<p>A.12.2 Communicate an understanding of the difference between examples that support a conjecture</p>	<p>B.12.2 Identify the cultural conditions that are usually present during great periods of discovery, scientific development, and invention</p>	<p>B.12.3 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparison, integrate new information with prior knowledge, and come to a reasoned conclusion B.12.6 Select and analyze various documents that</p>

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				<p>have influenced the legal, political, and constitutional heritage of the United States</p> <p>C.12.4 Explain the multiple purposes of democratic government, analyze historical and contemporary examples of the tensions between those purposes, and illustrate how governmental powers can be acquired, used, abused, or legitimized</p> <p>C.12.5 Analyze different theories of how governmental powers might be used to help promote or hinder liberty, equality, and justice, and develop a reasoned conclusion</p>
<p>Lesson 22 How Is Power Divided between the Federal and State Governments?</p>	<p>A.12.3 Identify philosophical assumptions and basic beliefs underlying selected texts</p> <p>A.12.4 Draw on and integrate information from multiple sources when acquiring knowledge and developing a position on a topic of interest</p>	<p>A.12.2 Communicate an understanding of the difference between examples that support a conjecture</p>	<p>B.12.2 Identify the cultural conditions that are usually present during great periods of discovery, scientific development, and invention</p>	<p>B.12.3 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparison, integrate new information with prior knowledge, and come to a reasoned conclusion</p> <p>B.12.6 Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States</p>

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				<p>C.12.5 Analyze different theories of how governmental powers might be used to help promote or hinder liberty, equality, and justice, and develop a reasoned conclusion</p> <p>C.12.6 Identify and analyze significant political benefits, problems, and solutions to problems related to federalism and the separation of powers</p>
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Unit 4 How Have the Protections of the Bill of Rights Been Developed and Expanded?

<p>Lesson 23 What Were the Constitutional Issues That Led to the Civil War?</p>	<p>A.12.2 Investigate and report on ways in which a writer has influenced or been influenced by historical, social, and cultural issues or events</p> <p>A.12.4 Analyze and synthesize the concepts and details encountered in informational texts such as historical documents</p>	<p>A.12.1 Use reason and logic to pursue ideas that lead to further understanding and deeper insight</p>	<p>B.12.2 Identify the cultural conditions that are usually present during great periods of discovery, scientific development, and invention</p>	<p>B.12.6 Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States</p> <p>B.12.18 Explain the history of slavery</p> <p>C.12.14 Explain and analyze how different political and social movements have sought to mobilize public opinion and obtain governmental support in order to achieve their goals</p> <p>C.12.15 Describe and analyze the origins and consequences of slavery</p> <p>E.12.6 Analyze the means by which and extent to which groups and</p>
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				institutions can influence people, events, and cultures in both historical and contemporary settings
<p>Lesson 24 What Amendments to the Constitution Were Added to Protect the Rights of African Americans?</p>	<p>A.12.2 Investigate and report on ways in which a writer has influenced or been influenced by historical, social, and cultural issues or events</p> <p>A.12.3 Identify philosophical assumptions and basic beliefs underlying selected texts</p> <p>A.12.4 Analyze and synthesize the concepts and details encountered in informational texts such as historical documents</p>	<p>A.12.1 Use reason and logic to identify relationships</p>	<p>B.12.2 Identify the cultural conditions that are usually present during great periods of discovery, scientific development, and invention</p>	<p>B.12.6 Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States</p> <p>C.12.3 Trace how legal interpretations of liberty, equality, justice, and power, as identified in the Constitution, the Bill of Rights, and other Constitutional Amendments have changed and evolved over time</p> <p>C.12.6 Identify and analyze significant political benefits, problems, and solutions to problems related to federalism and the separation of powers</p> <p>C.12.14 Explain and analyze how different political and social movements have sought to mobilize public opinion and obtain governmental support in order to achieve their goals</p>

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<p>Lesson 25 How Did the Fourteenth Amendment Expand Constitutional Protections of Rights</p>	<p>A.12.4 Analyze and synthesize the concepts and details encountered in informational texts such as historical documents</p>	<p>A.12.1 Use reason and logic to identify relationships</p>	<p>NA</p>	<p>B.12.6 Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States</p> <p>C.12.3 Trace how legal interpretations of liberty, equality, justice, and power, as identified in the Constitution, the Bill of Rights, and other Constitutional Amendments have changed and evolved over time</p> <p>C.12.4 Explain the multiple purposes of democratic government, analyze historical and contemporary examples of the tensions between those purposes, and illustrate how governmental powers can be acquired, used, abused, or legitimized</p> <p>C.12.5 Analyze different theories of how governmental powers might be used to help promote or hinder liberty, equality, and justice, and develop a reasoned conclusion</p> <p>C.12.6 Identify and analyze significant political benefits, problems, and</p>
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				solutions to problems related to federalism and the separation of powers
<p>Lesson 26 How Did the Civil Rights Movement Use the Constitution to Achieve Its Goals?</p>	<p>A.12.2 Investigate and report on ways in which a writer has influenced or been influenced by historical, social, and cultural issues or events</p> <p>A.12.4 Analyze and synthesize the concepts and details encountered in informational texts such as historical documents</p>	<p>A.12.1 Use reason and logic to identify relationships</p> <p>A.12.2 Communicate logical arguments</p>	<p>A.12.4 Construct arguments that show how conflicting models and explanations of events can start with similar evidence</p>	<p>B.12.6 Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States</p> <p>C.12.5 Analyze different theories of how governmental powers might be used to help promote or hinder liberty, equality, and justice, and develop a reasoned conclusion</p> <p>C.12.6 Identify and analyze significant political benefits, problems, and solutions to problems related to federalism and the separation of powers</p> <p>C.12.9 Identify and evaluate the means through which advocates influence public policy</p> <p>C.12.10 Identify ways people participate effectively in community affairs and the political process</p> <p>C.12.14 Explain and analyze how different political and social movements have sought</p>

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				<p>to mobilize public opinion and obtain governmental support in order to achieve their goals</p> <p>E.12.6 Analyze the means by which and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings</p> <p>C.12.16 Describe the evolution of movements to assert rights of disadvantaged groups</p>
<p>Lesson 27 How Has the Right to Vote Expanded Since the Adoption of the Constitution?</p>	<p>A.12.3 Identify philosophical assumptions and basic beliefs underlying selected texts</p> <p>A.12.4 Analyze and synthesize the concepts and details encountered in informational texts such as historical documents</p>	<p>A.12.1 Use reason and logic to perceive patterns</p>	<p>A.12.4 Construct arguments that show how conflicting models and explanations of events can start with similar evidence</p>	<p>B.12.6 Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States</p> <p>C.12.5 Analyze different theories of how governmental powers might be used to help promote or hinder liberty, equality, and justice, and develop a reasoned conclusion</p> <p>C.12.9 Identify and evaluate the means through which advocates influence public policy</p> <p>C.12.14 Explain and analyze how different political and social movements have sought to mobilize public opinion</p>

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				and obtain governmental support in order to achieve their goals C.12.16 Describe the evolution of movements to assert rights of disadvantaged groups
<p>Lesson 28 To What Extent Can the Law Correct Injustice and Other Problems in American Society?</p>	<p>A.12.3 Examine, explain, and evaluate, orally and in writing, various perspectives concerning individual, community, national, and world issues reflected in literary and nonliterary texts A. 12.4 Apply tests of logic and reasoning to informational and persuasive texts</p>	<p>A.12.1 Use reason and logic to pursue ideas that lead to further understanding and deeper insight</p>	<p>B.12.2 Identify the cultural conditions that are usually present during great periods of discovery, scientific development, and invention</p>	<p>B.12.6 Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States C.12.3 Trace how legal interpretations of liberty, equality, justice, and power, as identified in the Constitution, the Bill of Rights, and other Constitutional Amendments have changed and evolved over time C.12.5 Analyze different theories of how governmental powers might be used to help promote or hinder liberty, equality, and justice, and develop a reasoned conclusion C.12.9 Identify and evaluate the means through which advocates influence public policy C.12.14 Explain and analyze how different political and social</p>

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				<p>movements have sought to mobilize public opinion and obtain governmental support in order to achieve their goals</p> <p>C.12.15 Describe and analyze the origins and consequences of slavery</p>
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Unit 5 What Rights Does the Bill of Rights Protect?				
<p>Lesson 29 Why Does the First Amendment Limit the Government's Power of Religion?</p>	<p>A.12.3 Develop and articulate, orally and in writing, defensible points of view on individual, community, national, and world issues reflected in nonliterary texts</p>	<p>A.12.1 Use reason and logic to pursue ideas that lead to further understanding and deeper insight</p> <p>A.12.2 Communicate logical arguments</p>	<p>A.12.4 Construct arguments that show how conflicting models and explanations of events can start with similar evidence</p>	<p>B.12.3 Recall , select, and analyze significant historical periods and the relationships among them</p> <p>C.12.1 Identify the sources, evaluate the justification, and analyze the implication of certain rights and responsibilities of citizens</p> <p>C.12.8 Locate, organize, analyze, and use information from various sources to understand an issue of public concern, take a position, and communicate the position</p> <p>C.12.11 Evaluate the ways in which public opinion can be used to influence and shape public policy</p> <p>E.12.6 Analyze the means by which and extent to which groups and institutions can influence people, events, and</p>

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				cultures in both historical and contemporary settings
<p>Lesson 30 How Does the First Amendment Protect Freedom of Expression?</p>	<p>A.12.3 Develop and articulate, orally and in writing, defensible points of view on individual, community, national, and world issues reflected in nonliterary texts</p>	<p>A.12.1 Use reason and logic to pursue ideas that lead to further understanding and deeper insight A.12.2 Communicate logical arguments</p>	<p>A.12.4 Construct arguments that show how conflicting models and explanations of events can start with similar evidence</p>	<p>B.12.3 Recall , select, and analyze significant historical periods and the relationships among them C.12.1 Identify the sources, evaluate the justification, and analyze the implication of certain rights and responsibilities of citizens C.12.8 Locate, organize, analyze, and use information from various sources to understand an issue of public concern, take a position, and communicate the position C.12.9 Identify and evaluate the means through which advocates influence public policy C.12.11 Evaluate the ways in which public opinion can be used to influence and shape public policy E.12.6 Analyze the means by which and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings</p>

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<p>Lesson 31 How Does the First Amendment Protect Freedom of Assembly, Petition, and Association?</p>	<p>A.12.3 Develop and articulate, orally and in writing, defensible points of view on individual, community, national, and world issues reflected in nonliterary texts A.12.4 Analyze and synthesize the concepts and details encountered in informational texts such as historical documents</p>	<p>A.12.1 Use reason and logic to pursue ideas that lead to further understanding and deeper insight A.12.2 Communicate logical arguments</p>	<p>A.12.4 Construct arguments that show how conflicting models and explanations of events can start with similar evidence</p>	<p>B.12.3 Recall , select, and analyze significant historical periods and the relationships among them C.12.1 Identify the sources, evaluate the justification, and analyze the implication of certain rights and responsibilities of citizens C.12.7 Describe how past and present American political parties and interest groups have gained or lost influence on political decision-making and voting behavior C.12.8 Locate, organize, analyze, and use information from various sources to understand an issue of public concern, take a position, and communicate the position C.12.9 Identify and evaluate the means through which advocates influence public policy C.12.11 Evaluate the ways in which public opinion can be used to influence and shape public policy C.12.16 Describe the evolution of movements to assert rights of disadvantaged groups E.12.6 Analyze the means</p>
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				by which and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings
Lesson 32 What Is the Importance of Procedural Due Process?	A.12.2 Investigate on ways in which a writer has influenced or been influenced by historical, social, and cultural issues or events A. 12.4 Apply tests of logic and reasoning to informational and persuasive texts	A.12.1 Use reason and logic to pursue ideas that lead to further understanding and deeper insight A.12.2 Communicate logical arguments	B.12.2 Identify the cultural conditions that are usually present during great periods of discovery, scientific development, and invention	C.12.1 Identify the sources, evaluate the justification, and analyze the implication of certain rights and responsibilities of citizens C.12.8 Locate, organize, analyze, and use information from various sources to understand an issue of public concern, take a position, and communicate the position
Lesson 33 How Do the Fourth and Fifth Amendments Protect Us against Unreasonable Law Enforcement Procedures?	A.12.2 Investigate on ways in which a writer has influenced or been influenced by historical, social, and cultural issues or events A.12.3 Develop and articulate, orally and in writing, defensible points of view on individual, community, national, and world issues reflected in nonliterary texts A. 12.4 Apply tests of logic and reasoning to informational and persuasive texts	A.12.1 Use reason and logic to pursue ideas that lead to further understanding and deeper insight A.12.2 Communicate logical arguments	B.12.2 Identify the cultural conditions that are usually present during great periods of discovery, scientific development, and invention	C.12.1 Identify the sources, evaluate the justification, and analyze the implication of certain rights and responsibilities of citizens C.12.8 Locate, organize, analyze, and use information from various sources to understand an issue of public concern, take a position, and communicate the position

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<p>Lesson 34 How Do the Fifth and Eighth Amendments Protect Our Rights within the Judicial System?</p>	<p>A.12.3 Develop and articulate, orally and in writing, defensible points of view on individual, community, national, and world issues reflected in nonliterary texts</p>	<p>A.12.1 Use reason and logic to pursue ideas that lead to further understanding and deeper insight A.12.2 Communicate logical arguments</p>	<p>A.12.4 Construct arguments that show how conflicting models and explanations of events can start with similar evidence</p>	<p>C.12.3 Trace how legal interpretations of liberty, equality, justice, and power, as identified in the Constitution, the Bill of Rights, and other Constitutional Amendments have changed and evolved over time C.12.8 Locate, organize, analyze, and use information from various sources to understand an issue of public concern, take a position, and communicate the position C.12.16 Describe the evolution of movements to assert rights of disadvantaged groups E.12.6 Analyze the means by which and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings</p>
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Unit 6 What are the Roles of the Citizen in American Democracy?				
Lesson 35 What Does It Mean to Be a Citizen?	<p>A.12.2 Investigate on ways in which a writer has influenced or been influenced by historical, social, and cultural issues or events</p> <p>A.12.4 Evaluate the reliability and authenticity of information conveyed in a text, using criteria based on knowledge of the author</p>	<p>A.12.1 Use reason and logic to pursue ideas that lead to further understanding and deeper insight</p> <p>A.12.2 Communicate logical arguments</p>	<p>B.12.2 Identify the cultural conditions that are usually present during great periods of discovery, scientific development, and invention</p>	<p>B.12.1 Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches</p> <p>B.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion</p> <p>B.12.6 Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States</p> <p>C.12.1 Identify the sources, evaluate the justification, and analyze the implication of certain rights and responsibilities of citizens</p> <p>C.12.10 Identify ways people may participate effectively in community affairs and the political process</p>

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<p>Lesson 36 How Do We Use Our Citizenship?</p>	<p>A.12.3 Identify philosophical assumptions and basic beliefs underlying selected texts</p>	<p>A.12.1 Use reason and logic to pursue ideas that lead to further understanding and deeper insight</p>	<p>NA</p>	<p>C.12.1 Identify the sources, evaluate the justification, and analyze the implication of certain rights and responsibilities of citizens C.12.9 Identify and evaluate the means through which advocates influence public policy C.12.10 Identify ways people participate effectively in community affairs and the political process C.12.16 Describe the evolution of movements to assert rights of disadvantaged groups E.12.4 Analyze the means by which and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings</p>
<p>Lesson 37 How May Citizenship Change in the Nation's Third Century?</p>	<p>A.12.4 Analyze and synthesize the concepts and details encountered in informational texts such as historical documents A.12.3 Develop and articulate, orally and in writing, defensible points of view on individual, community, national, and world issues reflected in nonliterary texts</p>	<p>A.12.1 Use reason and logic to pursue ideas that lead to further understanding and deeper insight</p>	<p>A.12.4 Construct arguments that show how conflicting models and explanations of events can start with similar evidence</p>	<p>B.12.17 Identify historical and current instances when national interests and global interests have seemed to be opposed and analyze the issues involved C.12.5 Analyze different theories of how governmental powers might be used to help promote or hinder liberty, equality, and justice, and</p>

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				<p>develop a reasoned conclusion</p> <p>C.12.10 Identify ways people participate effectively in community affairs and the political process</p> <p>C.12.12 Explain the United States' relationship to other nations and its role in international organizations, such as the United Nations, NATO, World Bank, International Monetary Fund, and North American Free Trade Agreement</p> <p>C.12.16 Describe the evolution of movements to assert rights of disadvantaged groups</p>
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<p>Lesson 38 What Can American Citizens Learn about Constitutionalism from Other Countries?</p>	<p>A.12.2 Investigate on ways in which a writer has influenced or been influenced by historical, social, and cultural issues or events</p>	<p>A.12.1 Use reason and logic to pursue ideas that lead to further understanding and deeper insight</p>	<p>B.12.2 Identify the cultural conditions that are usually present during great periods of discovery, scientific development, and invention</p>	<p>B.12.17 Identify historical and current instances when national interests and global interests have seemed to be opposed and analyze the issues involved</p> <p>C.12.1 Identify the sources, evaluate the justification, and analyze the implication of certain rights and responsibilities of citizens</p> <p>C.12.2 Describe how different political systems define and protect individual human rights</p> <p>C.12.12 Explain the United</p>
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				States' relationship to other nations and its role in international organizations, such as the United Nations, NATO, World Bank, International Monetary Fund, and North American Free Trade Agreement E.12.17 Examine and describe various belief systems that exist in the world, such as democracy, socialism, and capitalism
Lesson 39 What Are Some Constitutional Issues Facing United States Citizens in the Nation's Third Century?	A.12.3 Develop and articulate, orally and in writing, defensible points of view on individual, community, national, and world issues reflected in nonliterary texts	A.12.2 Communicate an understanding of the difference between examples that support a conjecture	A.12.4 Construct arguments that show how conflicting models and explanations of events can start with similar evidence	C.12.1 Identify the sources, evaluate the justification, and analyze the implication of certain rights and responsibilities of citizens C.12.2 Describe how different political systems define and protect individual human rights C.12.13 Describe and evaluate ideas of how society should be organized and political power should be exercised
Lesson 40 What is Meant by Returning to Fundamental Principles?	A.12.3 Develop and articulate, orally and in writing, defensible points of view on individual, community, national, and world issues reflected in nonliterary texts	A.12.2 Communicate an understanding of the difference between examples that support a conjecture	A.12.4 Construct arguments that show how conflicting models and explanations of events can start with similar evidence	B.12.1 Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches

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				<p>C.12.1 Identify the sources, evaluate the justification, and analyze the implications of certain rights and responsibilities of citizens</p> <p>C.12.8 Locate, organize, analyze, and use information from various sources to understand an issue of public concern, take a position, and communicate the position</p>
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Wisconsin Reading Gr 12 Standards (English Language Arts)	Wisconsin Gr 12 Writing Arts Standards (English Language Arts)	Wisconsin Gr 12 Oral Language Standards (English Language Arts)	Wisconsin Gr 12 Language Standards (English Language Arts)	Wisconsin Gr 12 Research and Inquiry Standards (English Language Arts)
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Simulated Legislative Hearing

<p>A.12.3 Read and discuss nonliterary texts in order to understand human experiences</p> <ul style="list-style-type: none"> Examine, explain, and evaluate, orally and in writing, various perspectives concerning individual, community, national, and world issues reflected in non-literary works Identify philosophical assumptions and basic beliefs underlying selected texts 	<p>B.12.1 Create or produce writing to communicate with different audiences for a variety of purposes</p> <ul style="list-style-type: none"> Write a coherent argument that takes a position, accurately summarizes an opposing position, refutes that position, and cites persuasive evidence Compose and publish analytic and reflective writing that conveys knowledge, experience, insights, and opinions to an intended audience Use rhetorical structures that divide complex thoughts into simpler ones, logical transitions from one thought to another, and language appropriate to the intended audience Write summaries of complex information, expand or reduce the summaries by adding or deleting detail, and integrate appropriately summarized 	<p>C.12.1 Prepare the deliver formal oral presentations appropriate to specific purposes and audiences</p> <ul style="list-style-type: none"> Develop and deliver a speech that conveys information and ideas in logical fashion for a selected audience, using language that clarifies and reinforces meaning Construct and present a coherent argument, summarizing then refuting opposing positions, and citing persuasive evidence Participate effectively in question-and-answer sessions following presentations Summarize narrative and numerical information accurately and logically in presentations Demonstrate confidence and poise during presentations, interacting effectively with the audience, and 	<p>D.12.1 Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication</p> <ul style="list-style-type: none"> Evaluate the effects of different types of language, such as literary and technical, formal and informal, in communications designed to narrate, inform, explain, persuade, and entertain Use language appropriate to the background, knowledge, and age of an audience Recognize and exercise options in modes of expression and choice of words when speaking and writing, especially when revising written work 	<p>F.12.1 Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings</p> <ul style="list-style-type: none"> Formulate questions addressing issues or problems that can be answered through a well-defined and focused investigation Use research tools found in school and college libraries, take notes, collect and classify sources, and develop strategies for finding and recording information Develop research strategies appropriate to the investigation Organize research materials and data, maintaining a note-taking system that includes summary, paraphrase, and quoted material Evaluate the usefulness
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Wisconsin Reading Gr 12 Standards (English Language Arts)	Wisconsin Gr 12 Writing Arts Standards (English Language Arts)	Wisconsin Gr 12 Oral Language Standards (English Language Arts)	Wisconsin Gr 12 Language Standards (English Language Arts)	Wisconsin Gr 12 Research and Inquiry Standards (English Language Arts)
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	<p>information into essays with correct citations</p> <ul style="list-style-type: none"> • Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation 	<p>selecting language and gestures mindful of their effect</p> <ul style="list-style-type: none"> • Demonstrate the ability to debate an issue from either side 		<p>and credibility of data and sources by applying tests of evidence, including bias, position, expertise, adequacy, validity, reliability, and date</p> <ul style="list-style-type: none"> • Analyze, synthesize, and integrate data, drafting a reasoned report that supports and appropriately illustrates inferences and conclusions drawn from research • Present findings in oral and written reports, correctly citing sources
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<p>A.12.4 Students will read to acquire information</p> <ul style="list-style-type: none"> • Analyze and synthesize the concepts and details encountered in informational texts such as historical papers and government documents • Draw on and integrate information from multiple sources when acquiring knowledge and developing a position on a topic of interest • Evaluate the reliability 	<p>B.12.2 Plan, revise, edit, and publish clear and effective writing</p> <ul style="list-style-type: none"> • Write essays demonstrating the capacity to communicate knowledge, opinions, and insights to an intended audience through a clear thesis and effective organization of supporting ideas • Develop a composition through a series of drafts, using a revision 		<p>D.12.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English</p> <ul style="list-style-type: none"> • Evaluate the choice of words, expressions, and style considering the purpose and context of a communication • Draw inferences about values, attitudes, and points of view by 	
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Wisconsin Reading Gr 12 Standards (English Language Arts)	Wisconsin Gr 12 Writing Arts Standards (English Language Arts)	Wisconsin Gr 12 Oral Language Standards (English Language Arts)	Wisconsin Gr 12 Language Standards (English Language Arts)	Wisconsin Gr 12 Research and Inquiry Standards (English Language Arts)
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<p>and authenticity of information conveyed in a text, using criteria based on knowledge of the author, topic, and context and analysis of logic, evidence, propaganda, and language</p>	<p>strategy based on purpose and audience, personal style, self-awareness of strengths and weaknesses as a writer, and feedback from peers and teachers</p> <ul style="list-style-type: none"> Given a writing assignment to be completed in a limited amount of time, produce a well developed well organized, clearly written response in effective language and a voice appropriate for audience and purpose 		<p>analyzing a writer's or speaker's use of English</p>	
	<p>B.12.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in written communications</p> <ul style="list-style-type: none"> Writes essays demonstrating the capacity to communicate knowledge, opinions, and insights to an intended audience through a clear thesis 			

Wisconsin Reading Gr 12 Standards (English Language Arts)	Wisconsin Gr 12 Writing Arts Standards (English Language Arts)	Wisconsin Gr 12 Oral Language Standards (English Language Arts)	Wisconsin Gr 12 Language Standards (English Language Arts)	Wisconsin Gr 12 Research and Inquiry Standards (English Language Arts)
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	<p>and effective organization of supporting ideas</p> <ul style="list-style-type: none"> • Develop a composition through a series of drafts, using a revision strategy based on a writer, and feedback from peers and teachers • Given a writing assignment to be completed in a limited amount of time, produce a well developed, well organized, clearly written response in effective language and a voice appropriate for audience and purpose 			
	<p>B.12.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in written communications</p> <ul style="list-style-type: none"> • Understand the form and function of words, phrases, and clauses, including interrelated clauses in complex sentences, and use 			

Wisconsin Reading Gr 12 Standards (English Language Arts)	Wisconsin Gr 12 Writing Arts Standards (English Language Arts)	Wisconsin Gr 12 Oral Language Standards (English Language Arts)	Wisconsin Gr 12 Language Standards (English Language Arts)	Wisconsin Gr 12 Research and Inquiry Standards (English Language Arts)
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	<p>them effectively</p> <ul style="list-style-type: none"> • Use correct tenses, including conditionals, to indicate the relative order and relationship of events • Employ principles of agreement, including subject-verb, pronoun-noun, and preposition-pronoun • Punctuate compound, complex, and compound-complex sentences correctly, including appropriate use of dialogue, citations, colons, hyphens, dashes, ellipses, and italics • Employ the conventions of capitalization • Spell frequently used words correctly and use effective strategies for spelling unfamiliar words • Recognize common errors in the use of language and know how (and when) to correct them 			
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Performance Level	WKCE-CRT Proficiency Level Descriptions and Scale Score Ranges
<p>Advanced</p> <p>455 and above</p>	<p>Students at the Advanced level demonstrate in-depth understanding of academic knowledge and skills tested on the WKCE by:</p> <ul style="list-style-type: none"> ▪ using physical or mental maps of the world to locate or identify major geographical, political, and cultural features or environmental conditions ▪ using sources to interpret physical attributes of a region or place and analyzing the effects of geographic or environmental change, and how people adapt to major ecosystems ▪ interpreting special purpose maps and drawing conclusions ▪ interpreting information in primary source documents, such as speeches, quotations, or government documents, and drawing conclusions ▪ identifying similarities between historical documents and interpreting principles of government identified in documents ▪ analyzing the role of government, political processes, or political groups and organizations, and the rights and responsibilities of citizens ▪ analyzing and interpreting excerpts from legislation, government regulations, and court decisions for key ideas ▪ recalling information about people, eras, and events in Wisconsin, the United States, and the world, as well as the significance of specific events ▪ recalling and interpreting key historical events and issues, including recognizing different points of view of the same event ▪ using economic terminology and analyzing economic and business information and trends ▪ recognizing ongoing change within and across cultures, and explaining the influence of social institutions ▪ analyzing and generating ideas about terminology and concepts in sociology and anthropology
<p>Proficient</p> <p>420–454</p>	<p>Students at the Proficient level demonstrate competency in the academic knowledge and skills tested on the WKCE by:</p> <ul style="list-style-type: none"> ▪ using mental maps of the world to locate major geographical and political features ▪ interpreting special purpose maps and drawing conclusions ▪ identifying rights of individuals protected by the United States Constitution ▪ reading tables and graphs and interpreting trends from data ▪ interpreting key historical events and issues, including recognizing different points of view of the same event ▪ analyzing and interpreting information in primary and secondary sources regarding historical, political, economic, or cultural events analyzing relationships among historical events and their causes and consequences ▪ analyzing the powers of each branch of the United States government and explaining examples of the use of specific powers ▪ analyzing and interpreting key economic terms and concepts ▪ analyzing population data and trends

Performance Level	WKCE-CRT Proficiency Level Descriptions and Scale Score Ranges
<p>Basic</p> <p>408–419</p>	<p>Students at the Basic level demonstrate some academic knowledge and skills tested on the WKCE by:</p> <ul style="list-style-type: none"> ▪ identifying information on maps, graphs, and charts ▪ understanding key geographic terms and concepts and interpreting information on maps to draw conclusions about regions ▪ relating population characteristics to land use ▪ recalling basic information about people, eras, and events in Wisconsin, the United States, and the world ▪ identifying ways that individuals and groups participate in activities to influence political processes ▪ gathering information from primary or other source documents, such as quotations, newspapers, and photographs, about economic, social, or political conditions and events ▪ analyzing ways in which individuals and groups resolve conflicts ▪ gathering information about basic economic or business concepts, activities, events, and cycles
<p>Minimal Proficiency</p> <p>407 and below</p>	<p>Students at the Minimal level demonstrate very limited academic knowledge and skills tested on the WKCE.</p>

