

Alignment of PurpleState Internship Simulation with Academic Standards

The table outlines academic standards to which PurpleState is aligned partially or fully.

Bolded standards identify those that align with content standards for our comparison curriculum unit for the RCT.

AP US Govt	CCSS.ELA History/Soc Sci.	VA SOLs US/VA Govt	WI Social Studies 9-12	CO 9-12 Soc Stud	IL Soc Sci 9-12
Phase 1. Internship Onboarding Tasks					
MPA1,2,3 PRD-3 Con-4.D.1 Practice 3, a-f Practice 4, a-d	9-10.4 9- 10.5, 9-10.6 11-12.1, 11- 12.2, 11-12.4	CE.1a,b,c,d CE.5c CE.10a,b,c Govt.1 b,c d Govt.6 b,c,f	SS.PS3.b.h	SS.HS.4.1 SS.HS.4.3	SS.CV.5.9-12 SS.CV.6.9-12 SS.G.1.9-12 SS.G.2.9-12 SS.EC.FL2.9-12
Part 2. Campaign Design					
PMI5 Practice 3, a-f Practice 4, a-d PRD-3 MPA1,2,3	9-10.1, 9- 10.2, 9-10.6 11-12.1, 11- 12.2, 11-12.6 11-12.8	CE.1, a, b, c, d, e, f CE.7c CE.10a,b,c Govt.1a,b,c,d Govt.6b Govt.9d,e,g Govt.16f,g,i	SS.Inq1.a.h SS.Inq1.b.h SS.Inq2.a.h SS.Inq2.b.h SS.Inq3.a.h SS.PS3.b.h SS.PS3.c.h SS.PS3.d.h SS.PS4.a.h	SS.HS.4.1 SS.HS.3.1	SS.IS.1.9-12 SS.IS.3.9-12 SS.IS.7.9-12
Application Activities					
Practice 5, a-d PMI5	9-10.1, 9- 10.2, 9-10.7, 9-10.8, 9- 10.9 11-12.7, 11- 12.8 11-12.9	CE.1e,f, g,h Govt.1e,f,g,h Govt.9g CE.1j Govt.1e,f,g,h CE.1e,f,g,h Govt.1e,f,g,h Govt.9g CE.1e,f,g,h,j Govt.1e,f,g,h	SS.Inq3.a.h SS.Inq3.b.h SS.Inq3.c.h SS.Inq4.a.h SS.Inq4.b.h SS.PS3.b.h	SS.HS.4.3	SS.CV.5.9-12 SS.CV.6.9-12

Alignment of PurpleState with National Council for the Social Studies College, Career, and Civic Readiness (C3) Framework

Part 1. Campaign Design Manual & Process
<p>DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRIES</p> <p>D1.1.9-12. Explain how a question reflects an enduring issue in the field.</p> <p>D1.2.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.</p> <p>D1.3.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</p> <p>DIMENSION 2: APPLYING DISCIPLINARY TOOLS AND CONCEPTS</p> <p>D2.Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.</p>
Part 2. Campaign Proposal Research & Planning
<p>DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRIES</p> <p>D1.5.9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p> <p>DIMENSION 2: APPLYING DISCIPLINARY TOOLS AND CONCEPTS</p> <p>D2.Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.</p> <p>D2.Civ.9.9-12. Use appropriate deliberative processes in multiple settings.</p> <p>D2.Civ.12.9-12. Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.</p> <p>D2.Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences.</p> <p>DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE</p> <p>D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p>D3.2.9-12. Evaluate the credibility of a source by examining how experts value the source.</p> <p>D3.3.9-12. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</p>
Part 3. Campaign Proposal Project
<p>DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE</p> <p>D3.4.9-12. Re ne claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</p> <p>DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION</p> <p>D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p>D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological,</p>

procedural, technical).

D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

D4.4.9-12. Critique the use of claims and evidence in arguments for credibility.

D4.5.9-12. Critique the use of the reasoning, sequencing, and supporting details of explanations.

D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.