

Government

High School

Students will be able to...
(Disciplinary Skills and Processes)

- Analyze continuity and change over time
- Develop and use questions
- Evaluate past events
- Relate past events to the present
- Evaluate multiple perspectives
- Analyze and evaluate multiple sources
- Construct and present arguments and explanations using multiple sources
- Analyze counterclaims and evidentiary strengths/weaknesses
- Analyze relationships among causes and effects
- Identify and critique central arguments in multiple media sources

This is a *starting guide*. The priority standards should be mastered by the end of the grade level but ALL STANDARDS should be taught.

Compelling Question

What is the balance between government intervention and individual freedoms to make society better in an ever-changing world?

Priority Standards

- HS.C1.4** Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights
- HS.C3.2** Analyze the origins, functions, and structures of government at the national, state, local, and tribal levels and compare with other systems of government
- HS.C3.3** Analyze the impact of political parties, interest groups, elections, and the media on political institutions
- HS.C4.1** Evaluate multiple procedures for making governmental decisions
- HS.C4.4** Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at various levels
- HS.G3.5** Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time
- HS.H1.1** Explain the process of state-building, expansion, and dissolution
- HS.H3.2** Analyze how ideologies, religion, and belief systems have influenced economic, political, and social institutions over time
- HS.H3.4** Evaluate how societies have balanced individual freedoms, responsibilities, and human dignity versus the common good.
- HS.H4.4** Examine how a diverse society can be a force for unity and/or disunity.

Students must learn...
(Essential Content Knowledge)

- Foundations of federal, state, tribal, and local government
- Structures and functions of federal, state, tribal, and local government
- Tribal Nations and Sovereignty
- Law-making process at all levels
- Linkage institutions, including media, interest groups, and political parties
- Individual rights, roles, and responsibilities of citizens
- Elections, voting, and voting behaviors
- Civil liberties and civil rights
- American culture, values, principles
- Public and foreign policy

ACADEMIC VOCABULARY

infer, assess, complement, differentiate, contradict, discrepancies, evolve, imminent, integrate, justify, precede, attribute, correlate, generalize, analysis
FAFSA: asset, expenditure, compliance, default, ratio, lender, borrower, principle, transfer payments, defer,
ACT & Civics Exam: afford, boost, diminish, pragmatic, quantitative, static, federal, income tax

CONTENT SPECIFIC VOCABULARY

amendment, bill, caucus, checks and balances, civic virtue, cloture, constitutional republic, due process clause, efficacy, equal protection, executive order, federalism, filibuster, gerrymandering, impeachment, incorporation, incumbent, interest groups, judicial review, naturalization, oversight, override, political party, political socialization, primary, separation of powers, social contract, veto

Government

High School

Social Studies and ELA Connections

Skills and instructional strategies:

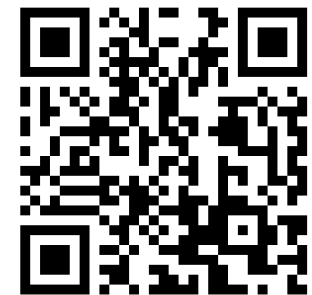
- Analyze continuity and change over time
 - Projecting Across Time
- Develop and use questions
 - Question Formulation Technique
- Evaluate the significance of past events
 - World Cafe Conversations
- Relate past events to the present
 - Same, Different, Connect, Engage
 - The Three Whys
- Evaluate multiple perspectives
 - OUT: Opening the Textbook
 - Circle of Viewpoints
- Analyze and evaluate multiple sources
 - National Archives Document Analysis
 - Socratic Seminar
- Construct and present arguments and explanations using multiple sources
 - See, Think, Wonder
 - Barometer: Taking a Stand on a Continuum
 - Philosophical Chairs
- Analyze counterclaims and evidentiary strengths/weaknesses
 - SAC: Structured Academic Controversy
- Analyze relationships among causes and effects
 - Connect, Extend, Challenge
- Identify and critique central arguments in multiple media sources
 - Surprising, Interesting, and Troubling
 - Pro-Se Court

- Determine central ideas or themes of a text and analyze their development. (R.2, SP3.6)
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (R.3, SP3.7, SP2.1)
- 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. (R.4, SP2.3, SP3.2, SP3.3)
- Assess how point of view or purpose shapes the content and style of a text. (R.6, SP1.3, SP2.1-3, SP3.2)
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (R.7, SP3.2-3, SP3.6, SP3.8, SP4.3-4)
- 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 (R.8, SP3.4-6, SP3.8, SP4.3-4)
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (R.9, SP3.2-4, SP3.6, SP4.3, SP2.1)
- Read and comprehend complex literary and informational texts independently and proficiently. (R.10, SP3, SP3.6, SP4.4)
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (W.1, SP3.6-8)
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (W.1, SP3.6-8)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.4, SP3.1-8)
- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (W.7, SP3.1-3, SP1.4)
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. (W.8, SP3.2, SP3.4)
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.9, SP3.2)

Suggested Primary and Secondary Sources:



Find Essential Sources and
Standards-Aligned Lesson
Plans on ADEL!
Sources are organized by
Students Must Learn
categories.



<https://adel.azed.gov/collection/AZ04.161/0>