

# Government

## Students will be able to...

(Disciplinary Skills and Processes)

- Analyze continuity and change over time
- Develop and use questions
- Evaluate the significance of 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

## 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.C2.2** Analyze the role of citizens in the United States political system over time and compare this to the role of citizens in other political systems.

**HS.C2.3** Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.

**HS.C2.6** Evaluate the contributions of individuals and groups, including Arizonans, who have played a role in promoting civic and democratic principles.

**HS.C3.1** Examine how the United States Constitution established a system of government that has powers, responsibilities, and limits and analyze how those powers, responsibilities, and limits have changed over time.

**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 in all three branches and at the local, state, tribal, national, and international levels in terms of the civic purpose achieved.

**HS.C4.4** Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at various levels.

## 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 as Seen on State Assessment

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 words:** 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

## 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
- Picture This Document Analysis
- Socratic Seminar

Construct and present arguments and explanations using multiple sources

- See, Think, Wonder
- Barometer: Taking a Stand
- 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

## ***Social Studies and ELA Connections***

- 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, SP.3, 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)

## Essential resources:

[Declaration of Independence](#)

[Articles of Confederation](#)

[Bill of Rights](#)

[Constitution](#)

[AZ State Constitution](#)

[Federalist Papers](#)

[Anti-Federalist Papers](#)

[Supreme Court Cases](#)

[ASU Civic Literacy Curriculum](#)

[Tribal Nations and the United States:](#)

[An Introduction](#)