

Morton 709 Standards Driven Classrooms

Honors Civics



Curriculum Materials

Government in America: People, Politics, and Policy

George C. Edwards III, Martin P. Wattenberg, Robert L. Lineberry
Addison-Wesley Educational Publishers Inc. 2002

Developing Questions & Planning Inquiries

SS.9-12.IS.1. Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.

SS.9-12.IS.2. Develop culturally-informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.

SS.9-12.IS.3. Develop new supporting and essential questions by primary and secondary investigation, collaboration and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).

Evaluating Sources and Using Evidence

SS.9-12.IS.4. 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.

SS.9-12.IS.5. Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.

SS.9-12.IS.6. Analyze evidence and identify counter perspectives to revise or strengthen claims.

SS.9-12.IS.7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources while acknowledging counterclaims, perspectives, and biases.

SS.9-12.IS.8. Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.

Communicating Conclusions and Taking Informed Action

SS.9-12.IS.9. Develop and prepare communication by identifying stakeholders (or audiences) and evaluate what messages and media are likely to result in stakeholder support or opposition.

SS.9-12.IS.10. Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.

SS.IS.11.9-12. Use interdisciplinary lenses to identify local, regional or natural, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.

SS.9-12.IS.12. Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.

SS.9-12.IS.13. Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.

SS.9-12.IS.14. Take measurable action to effect changes that bring about equity, inclusion, and the community and civic good).

SS.9-12.IS.15. Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.

Social Studies Literacy Skills - Key Ideas and Details

CCSS.ELA-LITERACY.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Social Studies Literacy Skills - Craft and Structure

CCSS.ELA-LITERACY.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CCSS.ELA-LITERACY.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Social Studies Literacy Skills - Integration of Knowledge and Ideas

CCSS.ELA-LITERACY.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-LITERACY.RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

CCSS.ELA-LITERACY.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

Social Studies Literacy Skills - Range of Reading and Level of Text Complexity

CCSS.ELA-LITERACY.RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Civics - Civic and Political Institutions

SS.9-12.CV.1. Distinguish between the rights, roles, powers and responsibilities of individuals and institutions in the political system and analyze the marginalization of multiple groups and perspectives in the political system.

SS.9-12.CV.2. Evaluate the opportunities and limitations of participation in elections, voting and the electoral process, and the impact disenfranchisement has on these processes.

SS.9-12.CV.3. Analyze constitutions, laws and agreements to determine the degree to which they achieve justice, equality and liberty.

SS.9-12.CV.4. Evaluate the U.S. Constitution's ability to establish a system of government with power, responsibilities and limits, and explain how the U.S. Constitution has evolved/changed over time and is still debated.

Civics - Participation and Deliberation: Applying Civic Virtues and Democratic Principles

SS.9-12.CV.5 Analyze civic dispositions, democratic principles, constitutional rights and human rights and their impact on personal interests and multiple perspectives.

SS.9-12.CV.6. Identify and explain how political parties, the media and public interest groups both influence and reflect social and political interests.

SS.9-12.CV.7. Compare and contrast the democratic concepts and principles inherent to the U.S. system of government.

Civics - Processes, Rules, and Laws

SS.9-12.CV.8 Analyze the methods individuals can use to challenge laws to address a variety of public issues.

SS.9-12.CV.9. Evaluate public policies in terms of intended and unintended outcomes and related consequences on different communities including the marginalization of multiple groups.

SS.9-12.CV.10. Explain the role of compromise and deliberation in the legislative process.