

10th Grade - American Government

<i>Compelling Questions</i>	<i>Supporting Questions</i>
What purpose do governments serve and from where does their power come?	What were the events and ideas that led to the Constitution? How do the principles of the Constitution preserve the liberty of the people?
Federalism: In American Federalism, where should the power of the government reside?	What are the roles and powers of the states compared to the national government within the federal system of American Government? How do the structure and powers of the Illinois government compare to the federal government? What consequences arise from the implementation of a federal system of government?
Elections: Are all voices heard in our American Republic?	How does my political ideology affect my participation in the American democratic system? How do political parties structure the way that citizens participate? How do interest groups and the media connect Americans to the larger political system?
Legislative Branch: To what extent is Congress reflect the will of the people?	How is Congress organized and what are its powers? What factors shape congressional elections and how do they affect the nature of the House and Senate? What are the barriers to a bill becoming a law and how does compromise and deliberation play a role
Executive Branch: How powerful should the President be within American Democracy?	How has the executive power grown since its inception? What roles does the President play within the executive bureaucracy and how do they carry out their constitutional powers? How does the electoral process for the President differ from other elected officials?
Judicial Branch: To what extent does the structure of Federal Court Systems resolve conflict and preserve liberty?	What is the structure and function of the federal court system and the Supreme Court? How does the Supreme Court check the power of the other branches?
Civil Rights and Liberties: Does the Constitution do enough to protect civil liberties and individual freedoms?	How are First Amendment Rights an indispensable protection for our way of life? How are people and property protected by the Constitution?

Inquiry Skills	
<i>Developing Questions and Planning Inquiries</i>	
Constructing Essential Questions	
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.	
Constructing Supporting Questions	
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.	
Determining Helpful Sources	
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).	
<i>Evaluating Sources and Using Evidence</i>	
Gathering and Evaluating Sources	
SS.9-12.S.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.	
Developing Claims and Using Evidence	
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.	
<i>Communicating Conclusions and Taking Informed Action</i>	
Communicating Conclusions	
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.	
Critiquing Conclusions	
SS.9-12.IS.10. Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.	
Taking Informed Action	
SS.9-12.IS.11. Use interdisciplinary lenses to identify local, regional, state, 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, 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.

Civics Standards

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 that 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.

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.

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.

Economics and Financial Literacy Standards

Economic Decision-Making

SS.9-12.EC.1. Analyze how scarcity and incentives influence the consumption choices for goods and services made by different individuals and communities and evaluate the role of scarcity, both from nature and human-made.

SS.9-12.EC.2. Use marginal benefits and marginal costs to propose solutions to a significant issue for an individual or community and evaluate the effectiveness of applying cost/marginal benefits to account for economic differences across multiple communities.

Exchange and Markets

SS.9-12.EC.3. Evaluate different market structures, including competitive markets, monopolies, and oligopolies; how those different market structures affect groups differently; examples of these markets in the United States; and the assumptions of each market type.

SS.9-12.EC.4. Evaluate how much competition exists within and among sellers and buyers within the markets to which the students or school community belong and other specific markets.

SS.9-12.EC.5. Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes.

SS.9-12.EC.6. Evaluate the extent to which specific government policies address inequalities, improve market outcomes, or reduce inefficiencies, and the unintended consequences of these policies for one's community and for diverse groups of people.

SS.9-12.EC.7. Analyze the ways in which market structures influence what is produced and distributed in a market system while accounting for disparity in both implementation and outcomes in one's own and other communities.

The National and Global Economy

SS.9-12.EC.8. Use data and economic indicators to analyze past and current states of the economy and predict future trends and economic conditions among multiple, diverse communities.

SS.9-12.EC.9. Compare the benefits and problems of different economic systems (e.g., capitalism, socialism, communism, mixed systems), particularly their impact on equitable outcomes.

SS.9-12.EC.10. Evaluate how government policies are influenced by and impact a variety of stakeholders.

SS.9-12.EC.11. Analyze how advances in technology and investment in capital goods and human capital affect economic growth and standards of living.

SS.9-12.EC.12. Analyze the role of comparative advantage in global trade of goods and services.

SS.9-12.EC.13. Explain how current and past globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution.

Financial Literacy

SS.9-12.EC.FL.1. Understand how costs and benefits can be subject to individual circumstances and factors outside of one's control.

S.9-12.EC.FL.2. Explain the importance of making informed financial decisions by collecting information, planning, and budgeting while accounting for individual circumstances that can limit access to capital.

SS.9-12.EC.FL.3. Explain how time, interest rates, and inflation influence saving patterns over a lifetime.

SS.9-12.EC.FL.4. Analyze costs and benefits of different credit and payment options for goods and services, the role of lenders and interest, and the impact of each on individuals and multiple communities.

SS.9-12.EC.FL.5. Evaluate risks and returns on diversified investments while accounting for the individual risk disposition among students.

SS.9-12.EC.FL.7. Analyze how the cognitive biases, environmental influences, and access to resources and necessities of an individual can impact financial decision-making and the application of economic decision-making strategies.

SS.9-12.EC.FL.8. Evaluate risk disposition and opportunity recognition for individual students and multiple communities, accounting for structural impacts on these dispositions.

SS.9-12.EC.FL.9. Evaluate the disparate impact of government and private business policies related to banking, credit, and mortgage lending in one's own and others' contexts while using current economic indicators to analyze or propose future policies.

Geography Standards**Geographic Representations: Spatial Views of the World**

SS.9-12.G.1. Use maps (created using geospatial and related technologies, if possible), satellite images, and photographs to display and explain the spatial patterns of physical, cultural, political, economic, and environmental characteristics

SS.9-12.G.2. Explain how mapping is used to claim political sovereignty and to obscure disagreements over the nature of space, human relationship with place, and power to determine how humans interact with landscapes, animals, and plants.

SS.9-12.G.3. Use self-collected or pre-existing data sets to generate spatial patterns at multiple scales that can be used to conduct analysis or to take civic action.

Human-Environment Interaction: Place, Regions, and Culture

SS.9-12.G.4. Analyze data and trends at various scales to address inequalities in race, ethnicity, and gender across time and space.

SS.9-12.G.5. Analyze different ways of representing geographic information in order to compare cartographers' perspectives, biases, and goals.

SS.9-12.G.6. Analyze and explain how humans affect and interact with the environment and vice versa.

SS.9-12.G.7. Evaluate how political and economic decisions have influenced cultural and environmental characteristics of various places and regions.

SS.9-12.G.8. Analyze how human societies plan for and respond to the consequences of human-made and naturally occurring catastrophes and how these events affect trade, politics, and migration.

SS.9-12.G.9. Explain how landscape; use of land and resources; and means of interacting with land, animals, and plants each reflect cultural beliefs and identities.

Human Population: Spatial Patterns and Movements

SS.9-12.G.10. Analyze how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of the human population.

SS.9-12.G.11. Evaluate how economic activities and political decisions impact spatial patterns at various scales.

SS.9-12.G.12. Evaluate how short- and long-term climate variability affects human migration and settlement patterns, use of land and resources, and relationship with the land.

Global Interconnections: Changing Spatial Patterns

SS.9-12.G.13. Describe and explain the characteristics that constitute culture.

SS.9-12.G.14. Explain how a person's identity (e.g., race, ethnicity, gender, sexuality, spirituality/religion, ability status, socioeconomic group) shapes and is shaped by worldview.

SS.9-12.G.15. Explain how characteristics of culture and measures of development shape an individual's worldview.

SS.9-12.G.16. Explain how globalization affects the cultural, political, economic, and environmental characteristics of a place or region.

SS.9-12.G.17. Evaluate how competition for scarce natural resources contributes to conflict and cooperation within and among countries.

History Standards

Change, Continuity, and Context

SS.9-12.H.1. Evaluate the context of time and place as well as structural factors that influence historical developments.

SS.9-12.H.3. Analyze change and continuity across historical eras and identify what perspectives have typically influenced how historical eras are constructed.

SS.9-12.H.3. Evaluate the methods used to promote change and the effects and outcomes of these methods on diverse groups of people.

SS.9-12.H.4. Analyze how people and institutions have interacted with environmental, scientific, technological, and societal challenges.

Perspectives

SS.9-12.H.5. Analyze the factors and historical context, including overarching movements, that influenced the perspectives of people during different historical eras.

SS.9-12.H.6. Analyze the concept and pursuit of the "American Dream" and identify the factors that could promote or present barriers to the pursuit of the "American Dream" for multiple groups of people.

SS.9-12.H.7. Identify and analyze the role of individuals, groups, and institutions in people's struggle for safety, freedom, equality, and justice.

SS.9-12.H.8. Analyze key historical events and contributions of individuals through a variety of perspectives, including those of historically underrepresented groups.

Historical Sources and Evidence

SS.9-12.H.9. Analyze the relationship between historical sources and the secondary interpretations made from them.

SS.9-12.H.10. Identify and analyze ways in which marginalized communities are represented in historical sources and seek out sources created by historically oppressed peoples

SS.9-12.H.11. Analyze primary and secondary historical sources from multiple vantage points and perspectives to identify and explain dominant narratives and counternarratives of historical events.

Causation and Argument

SS.9-12.H.12. Analyze the causes and effects of global conflicts and economic crises.

SS.9-12.H.13. Analyze multiple and complex causes and effects of events in the past

SS.9-12.H.14. Analyze the geographic and cultural forces that have resulted in conflict and cooperation. Identify the cause and effects of imperialism and colonization.