

## U.S. Government Content Guide

Unit of Study and Suggested Pacing	Content/Strand	Common Core State Standards for Reading <u>Reading Evidence Tables</u> <u>Question Stems</u>	Common Core State Standards for Writing <u>Writing Evidence Tables</u>
<p><b>Foundations of the American Political System</b></p> <p>(6 Weeks)</p>	<p><b>Strand: Civics and Government Content Standard III: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.</b></p> <p><b>9-12 Benchmark 3-C:</b> compare and contrast the philosophical foundations of the United States’ political system in terms of the purpose of government, including its historical sources and ideals, with those of other governments in the world.</p> <p><b>9-12 Benchmark 3-A:</b> compare and analyze the structure, power and purpose of government at the local, state, tribal and national levels as set forth in their respective constitutions or governance documents:</p> <p>III-C.2 Analyze and explain the philosophical foundations of the American political system in terms of the inalienable rights of people and the purpose of government. <a href="#">John Locke</a></p>	<p>CCSS R.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>CCSS R.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationship among the key details and ideas.</p> <p>CCSS R.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>CCSS R.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p>	<p><b>CCSS.ELA-Literacy.WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b></p> <p>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as</p>

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<p><b>Structure and Function of the US Government (3 Weeks)</b></p>	<p><a href="#">William Blackstone</a> <a href="#">Magna Carta</a></p> <p>III- C.3 <a href="#">Analyze</a> the fundamental principles in the Declaration of Independence. <a href="#">Declaration of Independence</a></p> <p>III- C.4 Analyze the historical sources and ideals of the structure of the United States government.</p> <p><a href="#">Montesquieu</a> <a href="#">Thomas Hobbs</a></p> <p>III- C.6 Compare and contrast the unitary, confederal, and federal systems.</p> <p>III- C.9 <a href="#">Analyze and evaluate</a> the concept of limited government and the rule of law. <a href="#">Tenth Amendment</a> <a href="#">Rule of Law</a></p> <p>III- C.10 Compare and contrast the characteristics of representative governments.</p> <p>III- C.12 Compare and contrast the philosophical foundations of forms of government to understand the purpose of the corresponding political systems (e.g., socialism, capitalism, secular, theocratic, totalitarian).</p>		<p>well as to the expertise of likely readers.</p> <p>e Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>
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	<p>III- A.1     Analyze the structure, powers, and role of the legislative branch of the United States government.</p> <p><a href="#">Article I</a> <a href="#">Federalist 51</a></p>		
<p>1 Week Review of Content for Quarterly Assessment</p>			



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<p><b>Responsibilities of Citizens (2-3 Weeks)</b></p>	<p><b>9-12 Benchmark 3-D:</b> understand how to exercise rights and responsibilities as citizens by participating in civic life and using skills that include interacting, monitoring and influencing.</p> <p>III- D.1 Describe and analyze the influence of the non-elected (e.g., staff, lobbyists, interest groups).</p> <p>III- D.2 Analyze the rights and obligations of citizens in the United States.</p>		<p>articulating implications or the significance of the topic).</p>
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**1 Week Review of Content for Quarterly Assessment**