

# High School Civics/Contemporary World Problems

## Unit 4 – Civic Action and the Economy: Nation-Building and Taxation

### Social Studies Standards

<i>Since Time Immemorial Unit</i>	<b>State Social Studies Standards Alignment</b>
<b>Civics/Contemporary World Problems</b> Unit 4: <a href="#">Civic Action and the Economy: Nation-Building and Taxation</a>	SSS1.9-12.1-5; SSS2.9-12.1-4; SSS3.9-12.1,3-6; SSS4.9-12.1-4 C2.9-10.1,2;C2.11-12.1-4;C3.9-10.2; C3.11-12.2,3; C4.11-12.1-4 E1.11-12.1-4; E2.11-12.1-7; E3.11-12.1-5; E4.11-12.1-6 H1.11-12.1,2;H2.11-12.1-5; H3.11-12.1-7; H4.11-12.1-3

### English/Language Arts Standards

	<b>Level 1</b> In a seminar, students identify and explain tax status of federally recognized tribes In writing, students distinguish myths from realities of the tax status of federally recognized tribes.	<b>Level 2</b> Students create graphic organizers that compare tribal and state revenue in order to analyze the disparities between the two systems. Students draw conclusions about state and tribal tax structures.	<b>Level 3</b> Students will complete the Government Revenue and Responsibility Classroom Based Assessment (CBA)
<b>Reading: Literature</b>	n/a	n/a	n/a
<b>Reading Informational Text</b>	<u>CCSS.ELA-LITERACY.RI.11-12.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	<u>CCSS.ELA-LITERACY.RI.11-12.3</u> Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	<u>CCSS.ELA-LITERACY.RI.11-12.7</u> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
<b>Reading Standards for Literacy in History/Social Studies</b>	<u>CCSS.ELA-LITERACY.RH.11-12.10</u> By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.		
<b>Writing</b>	<u>CCSS.ELA-LITERACY.W.11-12.2.B</u> Develop the topic thoroughly by selecting	<u>CCSS.ELA-LITERACY.W.11-12.1.E</u> Provide a concluding statement or	<u>CCSS.ELA-LITERACY.WHST.11-12.1.A</u> Introduce precise, knowledgeable

	<p>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>section that follows from and supports the argument presented.</p>	<p>claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p><u>CCSS.ELA-LITERACY.W.11-12.7</u> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
<p><b>Literacy Standards for History/Social Studies</b></p>	<p><u>CCSS.ELA-LITERACY.RH.11-12.2</u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><u>CCSS.ELA-LITERACY.RH.11-12.4</u> 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><u>CCSS.ELA-LITERACY.RH.11-12.8</u> Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p>	<p><u>CCSS.ELA-LITERACY.RH.11-12.7</u> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>
<p><b>Speaking and Listening</b></p>	<p><u>CCSS.ELA-LITERACY.SL.11-12.1.D</u> Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<p><u>CCSS.ELA-LITERACY.SL.11-12.4</u> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>	

<b>Language Standards</b>	<b>L.7.3a.</b> Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	<u>CCSS.ELA-LITERACY.L.11-12.5.B</u> Analyze nuances in the meaning of words with similar denotations.	<u>CCSS.ELA-LITERACY.L.11-12.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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## Environmental & Sustainability Education (ESE) Standards

<b>ESE Standard Alignment</b>	<b>Corresponding Tribal Sovereignty Unit or Resource</b>
ESE 1,2,3	Civics/CWP – Civic Action and the Economy: Nation-Building and Taxation

<b>ESE Standard 1:</b>	Ecological, Social, and Economic Systems. Students develop knowledge of the interconnections and interdependency of ecological, social, and economic systems. They demonstrate understanding of how the health of these systems determines natural and human sustainability of local, regional, national, tribal, and global communities. <i>Aligns to Since Time Immemorial Tribal Sovereignty Essential Questions 1, 2, 3, 4, 5</i>
<b>ESE Standard 2:</b>	The Natural and Built Environment. Students engage in inquiry and systems thinking and use information gained through learning experiences in, about, and for the environment to understand the structure, components, and processes of natural and human-built environments. <i>Aligns to Since Time Immemorial Tribal Sovereignty Essential Questions 1, 4, 5</i>
<b>ESE Standard 3:</b>	Sustainability and Civic Responsibility. Students develop and apply the knowledge, perspective, vision, skills, and habits of mind necessary to make personal and collective decisions and take actions that promote sustainability. <i>Aligns to Since Time Immemorial Tribal Sovereignty Essential Questions 1, 2, 3, 4, 5</i>

## Social Emotional Learning (SEL) Standards

<b>SEL Standard</b>	<b>Benchmark (High School)</b>
Self-Awareness	1A,1B,1C
Social Awareness	4A,4B,4C
Self-Management	2A,2B
Social Management	5A,5B,5C
Self-Efficacy	3A,3B,3C
Social Engagement	6A,6B,6C