# 9-12 Citizen Rights and the Law

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| **Inquiry Anchor Standard** | **Inquiry Standard** | |
| **Constructing Compelling Questions** | | **SS.9-12.1.** Create compelling questions representing key ideas within the disciplines. | |
| **Constructing Supporting Questions** | | **SS.9-12.2.** Develop supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge. | |
| **Gathering and Evaluating Sources** | | **SS.9-12.3.** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. | |
| **SS.9-12.4.** Evaluate the credibility of a source by examining how experts value the source. | |
| **Developing Claims and Using Evidence** | | **SS.9-12.5.** Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. | |
| **SS.9-12.6.** Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both. | |
| **Communicating and Critiquing Conclusions** | | **SS.9-12.7.** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. | |
| **SS.9-12.8.** Construct explanations using reasoning, correct sequence, examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose. | |
| **SS.9-12.9.** Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies and digital technologies. | |
| **SS.9-12.10.** Critique the use of claims and evidence in arguments for credibility. | |
| **Taking Informed Action** | | **SS.9-12.11.** Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place. | |
| **SS.9-12.12.** Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school contexts. | |

## 9-12 Citizen Rights and the Law

The civics and government standards promote knowledge of the historical foundations and principles of American democracy and emphasize productive civic engagement. Additionally, the standards focus on understanding the unique processes of local, state, and national institutions.

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| **Content Anchor Standard** | **9-12 Citizen Rights and the Law** |
| **Apply Civic Dispositions and Democratic Principles** | **\*\*SS-Gov.9-12.19.** Evaluate the effectiveness of political action in changing government and policy, such as voting, debate, contacting officials, campaign contributions, protest, civil disobedience, and any alternative methods to participation. (21st century skills). |
| **\*\*SS-Gov.9-12.20.** Explain the significance of civic values to a well-functioning democracy including concepts such as conviction vs. compromise, majority rule vs. minority rights, state interests vs. individual interests, rights vs. responsibilities, and other related topics. (21st century skills). |
| **Interpret Processes, Rules and Laws** | **\*\*SS-Gov.9-12.24.** Analyze how people use and challenge public policies through formal and informal means with attention to important judicial processes and landmark court cases. (21st century skills). |
| **\*\*SS-Gov.9-12.25.** Evaluate the intended and unintended consequences of the implementation of public policy, specifically looking at the bureaucracy, citizen feedback, public opinion polls, interest groups, media coverage, and other related topics. (21st century skills). |
| **Iowa History** | **\*\*SS-Gov.9-12.28.** Identify local and state issues in Iowa and evaluate formal or informal courses of action used to affect policy. |