Arts/Government /ELA Crosswalk Example

This working document is part of an ongoing commitment to facilitate critical thinking, effective communication and reasoned interpretations in Missouri Social Studies classrooms. It is intended as an example to serve as a framework for local curriculum work .

A model to support reading, writing, speaking and listening in Social Studies courses.

**Theme 1- Tools of Social Science Inquiry-** In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.

**Theme 2: Historical Foundations**—The foundations of American government were shaped by western ideas which culminated in the 17th and 18th century.  Steps taken in creating new governments were based on Enlightenment values of liberty, equality, and justice.  The foundations of American government reveal that the experiment of self-rule was not a sudden change brought about by the Declaration of Independence, but a gradual shift in attitude based on social and political experiences.

**Theme 3: Structure of Government**—Upon gaining independence from Great Britain the newly formed nation, governed by the Articles of Confederation, seemed ready to collapse. The creation of the American Constitution developed as a necessity due to the weaknesses found in that first government. The convention resulted in many compromises which shaped its structure and function.  Debates and propaganda highlighted significant differences in perspectives on the role of government and state power. These compromises and debates created a Federal government which would change and expand over time as each generation applied the document to fit the needs of the nation.

**Theme 4: Government in Action -** The ability to be civically engaged relies upon an understanding of the historical foundations, structure and functions of American government. Students should recognize the ways in which decisions are made and how they might, in turn, influence the government. In achieving this, the student will be equipped with the rationale, knowledge, and skills necessary to realize the promise of American ideals.

**Strands:** **1** History: Continuity and Change, **2**.Government Systems and Principles, **3**. Geographical Study, **4**. Economic Concepts, **5**. People, Groups and Cultures

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| **HS American Government: Strand 1: *History Continuity and Change***  |
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| Theme1: Tools of Social Science Inquiry |
| **Code** | **Social Studies MLS Expectations** | **Missouri Arts Standards** | **9-10 ELA** | **Code** | **11-12 ELA** | **Code** |
| **Disciplinary Tools****9-12.GV.1.CC.A** | A. Create and use tools to analyze a chronological sequence of related events that happen at the same time. | A.Imagine and explore multiple perspectives and solutions to staging problems in a drama/ theatre work.TH:Cr1.1.8. | Interpret visual elements of a text and draw conclusions from them (when applicable). |  | Interpret visual elements of a text and draw conclusions from them (when applicable). |  |
| **Disciplinary Tools****9-12.GV.1.CC.B** | B. Explain connections among historical context and peoples’ perspectives at the time. | c. Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic, in a drama/theatre work.TH:Cr1.1.III. | Delineate a speaker’s argument and claims, evaluating the speaker’s point of view, reasoning, and evidence in order to propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |   | Delineate a speaker’s argument and claims evaluating the speaker’s point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |  |
| Respond thoughtfully to diverse perspectives including those presented in diverse media, summarize points of agreement and disagreement, resolve contradictions when possible, and determine what additional information or research is needed. | Respond thoughtfully to diverse perspectives including those presented in diverse media; synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
| **Disciplinary Tools****9-12.GV.1.CC.C** | C. Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of government to a contemporary issue.  | a. Coordinate production processes to integrate content and components for determined purpose and meaning in media arts productions, demonstrating understanding of associated principles, such as narrative structures and composition.MA:Cr3.1.7) | Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |  | Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain. |  |
| Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text. | Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text. |
| Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.  | Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system. |
| Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques. | Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques. |
| Work with peers to set rules for collegial discussions and decision-making, clear goals, deadlines, and individual roles as needed | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| **Disciplinary Tools****9-12.GV.1.CC.D** | D. Using an inquiry lens, develop compelling questions about government, determine helpful resources and consider multiple points of views represented in the resources. | b. Improve and refine media artworks by intentionally emphasizing particular expressive elements to reflect an understanding of purpose, audience, or place.(MA:Cr3.1.7) | Read and comprehend literature, including stories, dramas, and poems, independently and proficiently. |  | Read and comprehend literature, including stories, dramas, and poems, independently and proficiently. |  |
| Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| **Disciplinary Tools****9-12.GV.1.CC.E** | E. Analyze the causes and consequences of a specific issue tied to government as well as the challenges and opportunities faced by those trying to address the problem. | a. Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work.TH:Cr1.1.II. | Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners. |  | Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners. |  |
| Make consistent eye contact with a range of listeners when speaking, using effective gestures to communicate a clear viewpoint and engage listeners; avoid body language or mannerisms that might be distracting to the audience. | Make consistent eye contact with a range of listeners when speaking, using a range of gestures or movement to emphasize aspects of speech while avoiding body language or mannerisms that might be distracting to the audience. |
| **Key Concepts and Understandings****9-12.GV.2.CC.A** | A. Trace the evolution of government in the English colonies to explain colonists’ expectations for self-rule. | a. Identify possible solutions to staging challenges in a drama/theatre work.TH:Cr1.1.6 | Analyze how multiple texts reflect historical and/or cultural contexts. |  | Evaluate how an author's work reflects his or her historical/cultural perspective. |  |
| **Key Concepts and Understandings****9-12.GV.2.CC.B** | B. Analyze the Declaration of Independence to determine the influence of classical and Enlightenment thought on revolutionary ideals. | a. Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts productions, demonstrating understanding of associated principles, such as emphasis and tone.(MA:Cr3.1.I) | Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |  | Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain. |  |
| Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials. | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials. |
| Analyze how an author uses rhetoric to advance point of view or purpose. | Analyze a text in which the author's point of view is not obvious and requires distinguishing what is directly stated from what is implied. |
| Analyze the cumulative impact of specific word choices and syntax on meaning and tone. | Evaluate how the author's word choice and use of syntax contribute to a text's overall meaning and tone. |
| **Key Concepts and Understandings****9-12.GV.2.CC.C** | C. Evaluate the extent to which decisions made in the Constitutional Convention were influenced by previous models of government and experiences under British rule. | b. Refine and modify media artworks, honing aesthetic quality and intentionally accentuating stylistic elements, to reflect an understanding of personal goals and preferences.(MA:Cr3.1.I) | Analyze how multiple texts reflect historical and/or cultural contexts. |  | Evaluate how an author's work reflects his or her historical/cultural perspective. |  |
| **Key Concepts and Understandings****9-12.GV.2.CC.D** | D. Compare and contrast the structure and function of democratic governments and authoritarian governments, noting their impact on people, groups and societies. | c. Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work.TH:Cr1.1.II. | Analyze multiple performances of a story, drama, or poem, evaluating how each version interprets the source text. |  | Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment. |  |
| **Key Concepts and Understandings****9-12.GV.3.CC.A** | A. Explain how the central debates during the Constitutional Convention were resolved.  |  | Analyze how an author's choices concerning how to structure a text or sequence information impact the reader. |  | Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact. |  |
| Analyze how an author uses rhetoric to advance point of view or purpose. | Analyze a text in which the author's point of view is not obvious and requires distinguishing what is directly stated from what is implied. |
| Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. | Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence. |
| **Key Concepts and Understandings****9-12.GV.3.CC.B** | B. Explain how concerns over a strong central government were addressed to provide for the ratification of the Constitution. | Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.VA: RE.7.2.6a  | Analyze how an author uses rhetoric to advance point of view or purpose. |  | Analyze a text in which the author's point of view is not obvious and requires distinguishing what is directly stated from what is implied. |  |
| **Key Concepts and Understandings****9-12.GV.3.CC.C** | C. Trace significant changes in the role, powers, and size of the three branches of government over time | Document the process of developing ideas from early stages to fully elaborated ideasA:Cn10.1.IIIa | Interpret visual elements of a text and draw conclusions from them (when applicable). |  | Interpret visual elements of a text and draw conclusions from them (when applicable). |  |
| **Key Concepts and Understandings****9-12.GV.3.CC.D** | D. Analyze the changing relationship between state and federal governmental power. | Describe how knowledge of culture, traditions, and history may influence personal responses to art. VA:Cn11.1.1a  | Plan and deliver appropriate presentations concisely and logically based on the task, audience, and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |  | Plan and deliver appropriate presentations based on the task, audience, and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest conveying a clear and distinct perspective. |  |

| **HS American Government: Strand 2 *Government Systems and Principles*** |
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| Theme1: Tools of Social Science Inquiry |
| **Code** | **Social Studies MLS Expectations** | **Missouri Arts Standards** | **19-10 ELA** | **Code** | **11-12 ELA** | **Code** |
| **Disciplinary Tools****9-12.GV.1.GS.A** | A. Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society | Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society. VA:Cn11.1.IIIa | Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text. |  | Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text. |  |
| Review, revise, and edit writing with consideration for the task, purpose, and audience.1. Organization and content: Introduce the topic, maintain a clear focus throughout the text,and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
2. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
3. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
4. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
5. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
 | Review, revise, and edit writing with consideration for the task, purpose, and audience.1. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
2. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
3. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
4. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
5. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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| **Disciplinary Tools****9-12.GV.1.GS.B** | B. Distinguish the powers and responsibilities of citizens and institutions to address and solve problems. | Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making.VA:Cn10.1.6a | Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials. |  | Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials. |  |
| Theme 2: Historical Foundations |
| **Key Concepts and Understandings****9-12.GV.2.GS.A** | A. Analyze how the codification of law impacted early civilizations and shaped enduring concepts government, law, and social order.  | Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.VA:Cn10.1.IIa | Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques. |  | Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques. |  |
| **Key Concepts and Understandings****9-12.GV.2.GS.B** | B. Apply the concepts of natural law, social contract, due process of law, and popular sovereignty to explain the purpose and legacy of the Declaration of Independence. | a. Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.TH:Cn11.1.I. | Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. |  | Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence. |  |
| **Key Concepts and Understandings****9-12.GV.2.GS.C** | C. Describe the strengths and weaknesses of the Articles of Confederation to explain its failure as a national government. | a. Incorporate multiple perspectives and diverse community ideas in a drama/theatre work.TH:Cn10.1.7. | Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |  | Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain. |  |
| Theme 3: Structure of Government |
| **Key Concepts and Understandings****9-12.GV.3.GS.A** | A. Apply the concepts of due process of law, popular sovereignty, rule of law, representation, and federalism to explain the purpose and legacy of the Constitution.  | Integrate various arts, media arts forms, and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.(MA:Pr4.1.I) | Analyze the cumulative impact of specific word choices and syntax on meaning and tone. |  | Evaluate how the author's word choices and use of syntax contribute to a text's overall meaning, tone, and aesthetic impact. |  |
| **Key Concepts and Understandings****9-12.GV.3.GS.B** | B. Analyze the Articles of Confederation and the Constitution to determine their success in implementing the ideals of the Declaration of Independence.  | Synthesize various arts, media arts forms and academic content into unified media arts productions that retain artistic fidelity across platforms, such as transdisciplinary productions.(MA:Pr4.1.II) | Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader. |  | Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact. |  |
| Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. | Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence. |
| Explain how and why an author alludes to or transforms source material within his or her text. | Synthesize ideas from two or more texts about similar themes or topics to articulate the complexity of the theme. |
| **Key Concepts and Understandings****9-12.GV.3.GS.C** | C. Analyze the unique roles and responsibilities of the three branches of government to determine how they function and interact. | Integrate multiple contents and forms into unified media arts productions that convey consistent perspectives and narratives, such as an interactive video game.(MA:Pr4.1.7) | Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |  | Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain. |  |
| **Key Concepts and Understandings****9-12.GV.3.GS.D** |  D .Describe and give examples of how the constitutional principle of checks and balances limits the power of government and leaders.  | Integrate multiple contents and forms into unified media arts productions that convey specific themes or ideas, such as interdisciplinary projects, or multimedia theatre.(MA:Pr4.1.8) | Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable). |  | Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable). |  |
| **Key Concepts and Understandings****9-12.GV.3.GS.E** | E. Explain how the Bill of Rights and subsequent amendments limit the power of government, protect individual liberty, and provide for equality under the law. | a. Respond to community and social issues and incorporate other content areas in drama/theatre work.TH: Cn11.1.4. | Plan and deliver appropriate presentations concisely and logically based on the task, audience, and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |  | Plan and deliver appropriate presentations based on the task, audience, and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest conveying a clear and distinct perspective |  |
| **Key Concepts and Understandings****9-12.GV.3.GS.F** | F. Compare the structure and functions of federal, state, and local government. | A .Explain how drama/theatre connects oneself to a community or culture.TH:Cn10.1.5. | Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |  | Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain. |  |
| Theme 4: Government in Action |
| **Key Concepts and Understandings****9-12.GV.4.GS.A** | A. Evaluate the role and influence of contemporary political parties on government. | A .Collaborate on a drama/theatre work that examines a critical global issue using multiple personal, community, and cultural perspectives.TH:Cn10.1.III. | Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable). |  | Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable). |  |
| **Key Concepts and Understandings****9-12.GV.4.GS.B** | B. Explain a citizen’s legal obligations, as well as opportunities for, engaging with and using local, state, and federal governments to shape decision-making.  | a. Identify universal themes or common social issues and express them through a drama/theatre work.TH:Cn11.1.6. | Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques. |  | Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques. |  |
| **Key Concepts and Understandings****9-12.GV.4.GS.C** | C. Compare the various processes pertaining to the selection of political leaders at the federal, state, and local level | a. Use different forms of drama/theatre work to examine contemporary social, cultural, or global issues.TH:Cn11.1.8. | Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable). |  | Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable). |  |

| **HS American Government: Strand 3 *Geographical Study*** |
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| Theme 1: Tools of Social Science Inquiry |
| **Code** | **Social Studies MLS Expectations** | **Missouri Arts Standards** | **9-10 ELA** | **Code** | **11-12 ELA** | **Code** |
| **Disciplinary Tools****9-12.GV.1.G.A** | A. Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends | Curate a collection of objects, artifacts, or artwork to impact the viewer’s understanding of social, cultural, and/or political experiences.VA:Pr6.1.IIIa | Analyze how similar ideas or topics are portrayed in different media formats. |  | Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment. |  |
| Evaluate how effectively two or more texts develop similar ideas/topics. | Synthesize information from two or more texts about similar ideas/topics to articulate the complexity of the issue. |
| **Disciplinary Tools****9-12.GV.1.G.B** | B. Analyze the relationship between of the geography of the original 13 colonies on the formation of United States government. | MU:Cr1.1.4a Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural). | Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable). |  | Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable). |  |
| Theme 2: Historical Foundations |
| **Key Concepts and Understandings****9-12.GV.2.G.A** | A. Analyze how geography of North America influenced the governmental systems which developed there.  | MU:Cr1.1.4a Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural). | Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable). |  | Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable). |  |
| Theme 4: Government in Action |
| **Key Concepts and Understandings****9-12.GV.4.G.A** | A. Analyze state and federal electoral results to determine the influence of social, regional and demographic characteristics | b. Explore how personal beliefs and biases can affect the interpretation of research data applied in drama/theatre work.TH:Cn11.2.II. | Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. |  | Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence. |  |
| Analyze how similar ideas or topics are portrayed in different media formats. | Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment. |

| **HS American Government: Strand 4 *Economic Concepts*** |
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| Theme 1: Tools of Social Science Inquiry |
| **Code** | **Social Studies MLS Expectations** | **Missouri Arts Standards** | **9-10 ELA** | **Code** | **11-12 ELA** | **Code** |
| **Disciplinary Tools****9-12.GV.1.EC.A** | A. Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals. |   | Evaluate how effectively two or more texts develop similar ideas/topics. |  | Synthesize information from two or more texts about similar ideas/topics to articulate the complexity of the issue. |  |
| Theme 2: Historical Foundations |
| **Key Concepts and Understandings****9-12.GV.3.EC.A** | A. Compare trade, monetary policy, and taxation under the Articles of Confederation and the Constitution. |  | Evaluate how effectively two or more texts develop similar ideas/topics. |  | Synthesize information from two or more texts about similar ideas/topics to articulate the complexity of the issue. |  |
| **Key Concepts and Understandings****9-12.GV.3.EC.B** | A. Analyze the role that people, businesses, and government play in taxation and spending required to maintain the public good. |  | Read and comprehend informational text independently and proficiently. |  | Read and comprehend informational text independently and proficiently. |  |

| **HS American Government: Strand 5 *People, Groups, and Cultures*** |
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| Theme 1: Tools of Social Science Inquiry |
| **Code** | **Social Studies MLS Expectations** | **Missouri Arts Standards**  | **9-10 ELA** | **Code** | **11-12 ELA** | **Code** |
| **Disciplinary Tools****9-12.GV.1.PC.A** | A. Using a government lens, describe how peoples’ perspectives shaped the sources/artifacts they created.  | Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.VA:Cn10.1.IIa | Delineate a speaker’s argument and claims, evaluating the speaker’s point of view, reasoning, and evidence in order to propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |  | Delineate a speaker’s argument and claims evaluating the speaker’s point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |  |
| **Disciplinary Tools****9-12.GV.1.PC.B** | B. Examine the origins and impact of social structures and stratification on societies and relationships between peoples and governments.  | Make art collaboratively to reflect on and reinforce positive aspects of group identity.VA:Cn10.1.8a | Explain how and why an author alludes to or transforms source material within his or her text. |  | Synthesize ideas from two or more texts about similar themes or topics to articulate the complexity of the theme. |  |
| Theme 2: Historical Foundations |
| **Key Concepts and Understandings****9-12.GV.2.PC.A** | A. Analyze the varying perspectives of individuals and groups to explain emerging divisions and political philosophies as the United States was founded.  |  | Evaluate how effectively two or more texts develop similar ideas/topics |   | Synthesize information from two or more texts about similar ideas/topics to articulate the complexity of the issue. |  |
| Analyze how multiple texts reflect the historical and/or cultural contexts. | Evaluate how an author's work reflects his or her historical/cultural perspective. |
| Theme 3: Structure of Government |
| **Key Concepts and Understandings****9-12.GV.3.PC.A** | A. Analyze the perspectives of individuals and groups regarding the development of the American governmental system to explain emerging divisions and political philosophies.  | Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.VA:Cn11.1.8a | Analyze how multiple texts reflect historical and/or cultural contexts. |  | Evaluate how an author's work reflects his or her historical/cultural perspective. |  |
| Read and comprehend informational text independently and proficiently. | Read and comprehend informational text independently and proficiently. |
| **Key Concepts and Understandings****9-12.GV.3.PC.B** |  B. Evaluate the intended and unintended impact of government decision-making on individuals, groups, and society. | a. Interpret and show how the movement and qualities of a dance communicate its cultural, historical, and/or community purpose or meaning. | Read and comprehend informational text independently and proficiently. |  | Read and comprehend informational text independently and proficiently. |  |
| Theme 4: Government in Action |
| **Key Concepts and Understandings****9-12.GV.4.PC.A** | A. Explain how political parties and interest groups reflect diverse perspectives and are influenced by individuals. |  | Analyze how multiple texts reflect historical and/or cultural contexts. |  | Evaluate how an author's work reflects his or her historical/cultural perspective. |  |
| **Key Concepts and Understandings****9-12.GV.4.PC.B** |  B. Evaluate factors that shape public opinion on elections and policy issues. |  | Explain how and why an author alludes to or transforms source material within his or her text. |  | Synthesize ideas from two or more texts about similar themes or topics to articulate the complexity of the theme. |  |
| **Key Concepts and Understandings****9-12.GV.4.PC.C** | C. Predict the consequences that occur when institutions fail to meet the needs of individuals and groups, and when individuals fail to carry out their personal responsibilities. | b. Use established research methods and techniques to investigate a topic. Collaborate with others to identify questions and solve movement problems that pertain to the topic. Create and perform a piece of choreography. Discuss orally or in writing the insights relating to knowledge gained through the research process, the synergy of collaboration, and the transfer of learning from this project to other learning situations.DA:Cn10.1.II | Explain how and why an author alludes to or transforms source material within his or her text. |  | Synthesize ideas from two or more texts about similar themes or topics to articulate the complexity of the theme. |  |