



# American Government

# Introduction

An important aspect of our Republic is that an educated and engaged citizenry is vital for the system to work. In a government where the final authority and sovereignty rests with the people, our local, state, and federal governments will only be as responsive as the citizens demand them to be. Preparing students for contemporary society cannot be accomplished without a strong emphasis on civics, economics, geography, and history – the core disciplines of the social sciences. It is imperative that each generation gains an understanding of the knowledge, skills, and dispositions to participate fully in civic life in a rapidly changing world.

The emphasis on content knowledge, disciplinary skills and processes, and the integration of inquiry elements will prepare students of Mesa Public Schools to engage actively in their community and meet the needs of the 21st century.

Engaging students in the pursuit of active, informed citizenship will require a broad range of understandings and skills including:

## **Think analytically**

- Pose and frame questions
- Gather a variety of evidence
- Recognize continuity and detect change over time
- Utilize chronology to examine cause and effect relationships
- Draw and combine reasonable inferences from a variety of sources to build an understanding of complex questions

## **Read widely and critically**

- Examine, interpret, and contextualize primary sources focusing on author, purpose, and audience of each source
- Identify and compare historical, geographic, economic, and political science interpretations from a wide variety of secondary sources
- Utilize broader understanding to discern subtext in primary and secondary sources

## **Communicate cogently and in a compelling manner**

- Develop and defend evidenced based arguments
- Utilize multiple perspectives for comprehensive explanations
- Practice and cultivate a wide variety of diverse types of writing
- Engage in constructive conversations around history and social science topics

# Anchor Standards

The Arizona History and Social Science Standards are organized into five content areas. Within these content areas are major core concepts referred to as Anchor Standards. One core concept within the standards is the Disciplinary Skills and Processes. **These Disciplinary Skills and Process standards provide the vehicle for which content is to be delivered.** They can apply to any historical era, context, or content area and provide the tools students need to think like historians, geographers, political scientists, and economists. These skills and processes are especially critical in a time when students are exposed to massive amounts of information in numerous forms and must develop skills to make sense of the information they obtain. Grade level standards are (then) written to support these Anchor Standards and progress as the student moves through grade levels.

Disciplinary Skills and Processes	Civics	Economics	Geography	History
SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.	C1: Civic virtues and democratic principles are key components of the American political system.	E1: A financially literate individual understands how to manage income, spending, and investment.	G1: The use of geographic representations and tools helps individuals understand their world.	H1: The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.
SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.	C2: Citizens have individual rights, roles, and responsibilities.	E2: By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.	G2: Human-environment interactions are essential aspects of human life in all societies.	H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments.
SP3: Historians and social scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.	C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.	E3: Individuals and institutions are interdependent within market systems.	G3: Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.	H3: Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.
		E4: The domestic economy is shaped by interactions between government, institutions, and the private sector		
SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.	C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.	E5: The interconnected global economy impacts all individuals and groups in significant and varied ways.	G4: Global interconnections and spatial patterns are a necessary part of geographic reasoning.	H4: Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

The 21 Anchor Standards are represented within each of the grade bands; K-2, 3-5, 6-8, and high school, but not all Anchor Standards are at each grade level. Specific grade level standards are organized under each of the Anchor Standards.

CONTENT AREA	ANCHOR STANDARDS	K	1	2	3	4	5	6	7	8	HS
SKILLS & PROCESSES	SP1: Change, continuity, and context	X	X	X	X	X	X	X	X	X	X
	SP2: Multiple perspectives	X	X	X	X	X	X	X	X	X	X
	SP3: Gathering, using, and interpreting evidence	X	X	X	X	X	X	X	X	X	X
	SP4: Causation and argumentation			X	X	X	X	X	X	X	X
CIVICS	C1: Civic virtues and democratic principles	X	X		X	X				X	X
	C2: Individual Rights, Roles, and Responsibilities	X		X		X	X	X	X	X	X
	C3: Civic and political institutions		X		X		X			X	X
	C4: Process, rules, and laws	X		X			X	X	X	X	X
ECONOMICS	E1: Financial Literacy/Personal Finance		X	X	X		X	X		X	X
	E2: Economic decision making	X	X		X	X	X		X	X	X
	E3: Exchange and Markets		X	X		X	X	X	X	X	X
	E4: The National Economy			X			X			X	X
	E5: The Global Economy			X			X	X	X	X	X
GEOGRAPHY	G1: Geographic Representations	X	X	X	X	X	X	X	X	X	X
	G2: Human-environment interaction	X	X	X	X			X	X	X	X
	G3: Human population and movement		X	X	X	X	X	X	X	X	X
	G4: Global Interconnections			X	X	X	X	X	X	X	X
HISTORY	H1: Culture, Civilization and Innovation	X	X	X	X	X		X	X		X
	H2: Conflict and Cooperation	X	X		X	X	X	X	X	X	X
	H3: Influence of Economic, Political, and Religious Ideas and Institutions			X	X	X		X	X	X	X
	H4: Patterns of Social and Political Interactions	X	X				X	X	X		X

# Inquiry Arc

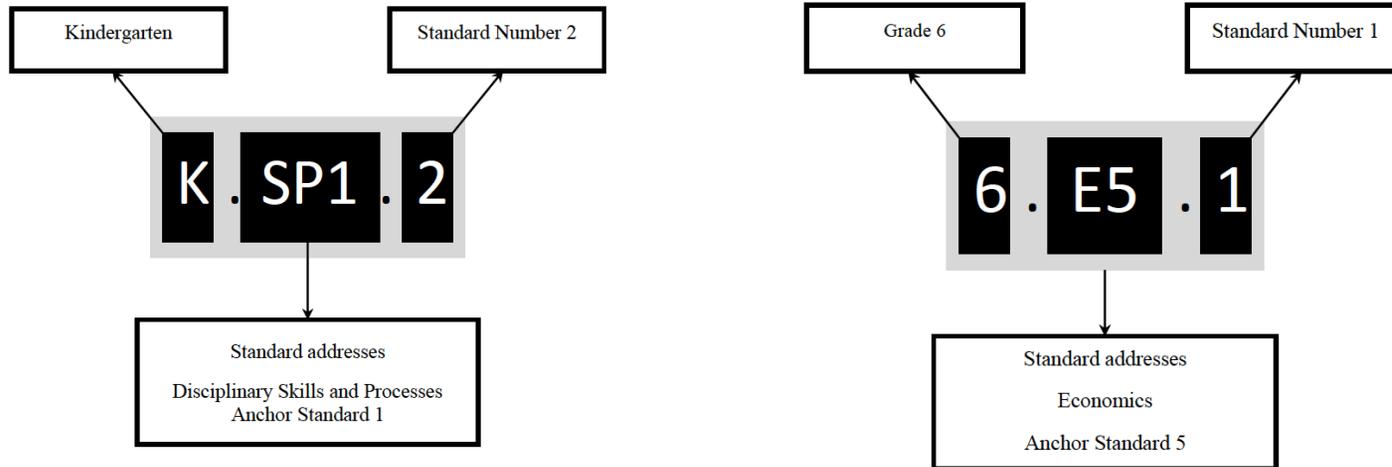
Children and adolescents are naturally curious and have unlimited questions. Learning to investigate questions in the social studies discipline areas results in a deeper understanding of content and a stronger connection to the material. Students must gather and evaluate evidence, formulate arguments, critique counter claims, and communicate their conclusions through many modes including writing, speaking, and visualizing. The six components of the Inquiry Arc are found in the Disciplinary Skills and Processes Anchor Standards and appear at each grade level. Incorporating inquiry using the content standards reinforces the same skills and processes contained in the Arizona English Language Arts (ELA) standards. As students utilize inquiry processes in their content area, they reinforce and use the ELA reading, writing, speaking, and listening standards.

## The Six Elements of the Inquiry Arc

- **Inquiry Element 1: Developing Compelling Questions**  
Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns.
- **Inquiry Element 2: Constructing Supporting Questions**  
Supporting questions focus on descriptions, definitions, and processes in which there is general agreement within the social studies disciplines and require students to construct explanations that advance claims of understanding in response.
- **Inquiry Element 3: Gathering and Evaluating Sources**  
Students, whether they are constructing opinions, explanations, or arguments, gather information from a variety of sources and evaluate the relevance of the information. In evaluating these sources there are literacy skills, such as identifying an author’s purpose, main idea, and point of view, that will help in evaluating the usefulness of a source.
- **Inquiry Element 4: Developing Claims**  
Once students analyze information, they need to develop claims and counterclaims to answer social studies questions. Evidence is used to support these claims.
- **Inquiry Element 5: Communicating Conclusions**  
Students formalize their arguments and explanations and communicate their results through various products to a wide range of audiences. Students also have the opportunity to critique their scholarship as well as the scholarship of others.
- **Inquiry Element 6: Taking Informed Action**  
To prepare students for civic life, students use their disciplinary knowledge, skills, and perspectives to inquire about problems involved in public issues, deliberate with others on how to define and address these issues, take constructive and collaborative action, and reflect on that action.

# Design and Coding

Each standard is made up of three components. The grade level appears first, followed by the core discipline Big Idea, and finally a standard number. The standard number at the end of the code is designed for recording purposes and does not imply instructional sequence or importance. Examples and explanations of the coding are reflected here.



# Standards v. Curriculum v. Instruction

## **Standards:**

Standards are what a student needs to know, understand, and be able to do by the end of each grade. They build across grade levels in a progression of increasing understanding and through a range of cognitive demand levels. Standards are adopted at the state level by the Arizona State Board of Education.

## **Curriculum:**

Curriculum refers to resources used for teaching and learning the standards. Curricula are adopted at the local level.

## **Instruction:**

Instruction refers to the methods, or methodologies, used by teachers to teach their students. Instructional techniques are employed by individual teachers in response to the needs of the students in their classes to help them progress through the curriculum to master the standards. Decisions about instructional practice and techniques are made at a local level.

# Scope and Sequence

## High School Social Studies: American Government

Through the use of inquiry, students will explore how to become active citizens. Knowledge of the history, principles, and foundations of our republic will be studied, including fundamentals of government on the national, state, and local levels. This includes but is not limited to the three branches of government, rights, and responsibilities of American citizenship, and the development and linkage of institutions such as political parties, interest groups, and the media.

Unit #	Title	Critical Content	Approximate Time
1	<b>Philosophical Foundations of American Democracy</b>	Principles of the <i>Declaration of Independence</i> : natural rights and social contracts Constitutional Principles: popular sovereignty, limited government, separated powers, checks and balances, federalism, judicial review Federalist-Antifederalist Debate Overview of the structure of the <i>United States Constitution</i> articles and amendments	3 weeks
2	<b>American Political Institutions</b>	Structure, powers, roles, and functions of the legislative, executive, and judicial branches Specific constitutional clauses and amendments related to each of the branches of government	3 weeks
3	<b>Political Participation</b>	Political ideologies, elections, media, political parties, and interest groups	3 weeks
4	<b>Arizona Civics and Government</b>	Powers, functions, and responsibilities of each level of government Structure, powers, roles, and functions of the legislative, executive, and judicial branches within Arizona Rights protected in the Arizona Constitution	3 weeks
5	<b>Civil Liberties and Civil Rights</b>	Liberties and rights protected in the United States Constitution and Amendments Responsibilities of citizens to maintain a functioning democracy	3 weeks

# Disciplinary Skills and Processes

## High School Social Studies: American Government

Units	1 – Philosophical Foundations of American Democracy		4 – Arizona			
	2 – American Political Institutions		5 – Civil Liberties, Civil Rights, and Responsibilities			
	3 – Political Participation					
<b>DISCIPLINARY SKILLS and PROCESSES:</b> Use this chart to track usage of SP standards throughout the units. Shaded boxes indicate suggested use of the standard in that specific unit. Teaching of the standards is expected throughout the course.						
	UNITS:	1	2	3	4	5
<b>Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.</b>						
HS.SP1.1	Evaluate how events and developments were shaped by unique circumstances of time and place as well as broader contexts.					
HS.SP1.2	Analyze change and continuity in historical eras.					
HS.SP1.3	Evaluate the significance of past events as they relate to their own lives and the world.					
HS.SP1.4	Use compelling questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.					
<b>Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.</b>						
HS.SP2.1	Analyze how contexts shaped and continue to shape people’s perspectives.					
HS.SP2.2	Analyze the ways in which perspective shapes recorded history.					
HS.SP2.3	Demonstrate historical empathy when examining individuals or groups in the past whose perspectives might be very different from those held today.					
<b>Historians and social scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.</b>						
HS.SP3.1	Develop and frame questions about issues and events in the discipline and determine the types of sources that will be helpful in answering these questions.					
HS.SP3.2	Gather relevant information from multiple sources representing a wide range of views while using origin, authority, structure, context, and corroborative value of the source to guide the selection.					

<b>DISCIPLINARY SKILLS and PROCESSES</b>	<b>UNITS:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>HS.SP3.3</b> Analyze the relationship between primary sources and the secondary interpretations made from them including possible limitations in various kinds of evidence and differing secondary interpretations.						
<b>HS.SP3.4</b> Evaluate the credibility of a source by examining how experts value the source.						
<b>HS.SP3.5</b> Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.						
<b>HS.SP3.6</b> Construct and present arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.						
<b>HS.SP3.7</b> Construct and present explanations using sound reasoning, correct sequence (linear and non-linear) examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation.						
<b>HS.SP3.8</b> Present arguments and explanations that feature ideas and perspectives on issues and topics to reach a range of audiences and venues using print, oral, and digital technologies.						
<b>Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.</b>						
<b>HS.SP4.1</b> Analyze multiple and complex causes and effects of events in the past and present.						
<b>HS.SP4.2</b> Distinguish between long-term causes and triggering events in developing an argument.						
<b>HS.SP4.3</b> Integrate evidence from multiple relevant sources and interpretations into a reasoned argument.						
<b>HS.SP4.4</b> Compare the central arguments in secondary works on related topics in multiple media. Critique the central arguments in secondary works on related topics in multiple media in terms of their accuracy and relevance.						

# Government Unit 1: Philosophical Foundations of American Democracy

**Compelling Question: How do the principles embodied in the United States Constitution protect individual liberty while also promoting order and safety?**

**Time:** 3 Weeks

**Disciplinary Skills and Processes:**

Lessons should be designed around Disciplinary Skills and Process (SP) Standards. The SP standards are the vehicle through which content standards are to be delivered. SP standards are to be taught multiple times throughout the year, with mastery by the end of the course. Refer to the Disciplinary Skills and Process Standards Chart above and determine the appropriate standards to frame your instruction within units. Track used standards on the chart.

Content Standards	Learning Targets	Key Concepts/Topics
<p><b>HS.C1.2</b> Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents.</p> <p><b>HS.C1.3</b> Explain and use deliberative processes implemented in various civic and political institutions.</p> <p><b>HS.C1.4</b> Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.</p> <p><b>HS.C2.2</b> Analyze the role of citizens in the United States political system over time and compare this to the role of citizens in other political systems.</p> <p><b>HS.C2.3</b> Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.</p> <p><b>HS.C2.6</b> Evaluate the contributions of individuals and groups, including Arizonans, who have played a role in promoting civic and democratic principles.</p> <p><b>HS.C3.1</b> Examine how the United States Constitution established a system of government that has powers, responsibilities, and limits and analyze how those powers, responsibilities, and limits have changed over time.</p>	<p>I can explain the principles established in the Declaration of Independence. (HS.C1.2)</p> <p>I can compare the governments created by the Articles of Confederation and the United States Constitution. (HS.C1.2)</p> <p>I can analyze the plans for and compromises made at the Constitutional Convention. (HS.C1.3, HS.C1.4, HS.C2.6, HS.C3.1)</p> <p>I can analyze principles for government established in the United States Constitution. (HS.C1.4, HS.C2.2)</p> <p>I can compare federalism with other systems of government. (HS.C1.2, HS.C2.3, HS.C2.2)</p> <p>I can compare opposing arguments regarding the structure of the government created by the United States Constitution. (HS.C2.2, HS.C2.6, HS.C3.1)</p> <p>I can analyze the changes made to the United States Constitution throughout history. (HS.C2.3, HS.C2.6, HS.C3.1)</p>	<p>federalism</p> <p>judicial review</p> <p>limited government</p> <p>natural rights</p> <p>popular sovereignty</p> <p>separation of powers</p> <p>checks and balances</p> <p>social contract</p> <p>Three-Fifths Compromise</p> <p>Great Compromise</p>

**Supporting Questions**

<p>What principles of government are written into the Declaration of Independence?</p> <p>What weaknesses were created in the Articles of Confederation, and why?</p>	<p>Why did the Framers create a federal system, when compared with unitary governments that exist in other democracies?</p>
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<p>How did the Framers of the United States Constitution address the weakness of the Articles of Confederation?</p> <p>How did cooperation, conflict, and compromise influence the creation of the United States Constitution?</p> <p>What governing principles are embodied in the United States Constitution?</p> <p>Why does the United States Constitution separate national powers?</p>	<p>Why did some argue for a powerful national government, and others stronger state governments?</p> <p>What arguments were made for and against the central government created by the United States Constitution?</p> <p>Why does the United States Constitution divide power between the national government and the states?</p> <p>How have amendments changed the United States Constitution and impacted American life?</p>
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# Government Unit 2: American Political Institutions

**Compelling Question: Does the United States Constitution create three co-equal branches of government?**

**Time:** 3 Weeks

**Disciplinary Skills and Processes:**

Lessons should be designed around Disciplinary Skills and Process (SP) Standards. The SP standards are the vehicle through which content standards are to be delivered. SP standards are to be taught multiple times throughout the year, with mastery by the end of the course. Refer to the Disciplinary Skills and Process Standards Chart above and determine the appropriate standards to frame your instruction within units. Track used standards on the chart.

Content Standards	Learning Targets	Key Concepts/Topics
<p><b>HS.C1.3</b> Explain and use deliberative processes implemented in various civic and political institutions.</p> <p><b>HS.C2.2</b> Analyze the role of citizens in the United States political system over time and compare this to the role of citizens in other political systems.</p> <p><b>HS.C3.1</b> Examine how the United States Constitution established a system of government that has powers, responsibilities, and limits and analyze how those powers, responsibilities, and limits have changed over time.</p> <p><b>HS.C3.2</b> Analyze the origins, functions, and structures of government at the national, state, local, and tribal levels and compare with other systems of government.</p> <p><b>HS.C3.4</b> Analyze the impact of constitutions, laws, treaties, charters, and agreements on the maintenance of international order.</p> <p><b>HS.C4.1</b> Evaluate multiple procedures for making governmental decisions in all three branches and at the local, state, tribal, national, and international levels in terms of the civic purpose achieved.</p> <p><b>HS.C4.2</b> Evaluate local, state, national, and international policies in terms of intended and unintended outcomes and related consequences.</p> <p><b>HS.C4.4</b> Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at various levels.</p> <p><b>HS.C4.5</b> 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.</p>	<p>I can analyze and explain the system of checks and balances established in the United States Constitution. (HS.C3.1)</p> <p>I can describe the structure and powers of the national legislative branch. (HS.C3.1)</p> <p>I can explain the lawmaking process. (HS.C1.3, HS.C4.4, HS.C4.2, HS.C4.5)</p> <p>I can describe the structure and powers of the national executive branch. (HS.C3.1)</p> <p>I can describe the process of choosing the president through the Electoral College. (HS.C3.1)</p> <p>I can describe the structure and powers of the national judicial branch. (HS.C3.1)</p> <p>I can analyze interactions among the branches of government and/or linkage institutions in various historical contexts. (HS.C2.2, HS.C4.2, HS.C4.1, HS.C4.6)</p> <p>I can describe how amendments have changed American political institutions. (HS.C1.3, HS.C3.1, HS.C3.2, HS.C3.4, HS.C4.1, HS.C4.4, HS.C4.2, HS.C4.5, HS.C4.6)</p>	<p>checks and balances</p> <p>Electoral College</p> <p>executive branch</p> <p>expressed powers</p> <p>growth of executive power</p> <p>implied powers</p> <p>judicial branch</p> <p>lawmaking process</p> <p>legislative branch</p> <p>Marbury v Madison</p> <p>separation of powers</p>

<p><b>HS.C4.6</b> Assess options for action to address local, regional, and global problems by engaging in self- reflection, strategy identification, and complex causal reasoning.</p>		
<b>Supporting Questions</b>		
<p>What roles does Congress perform? How does the structure of the House and Senate impact the policymaking process? How does the powers vested in the House and Senate impact the policymaking process? What are the roles of the president? What are the structure and powers of the Executive Branch?</p>	<p>Through what process is the President of the United States chosen? What role do the courts perform in the federal system? How have informal changes to the United States Constitution impacted the American political system? How does competition and cooperation among the institutions of the federal government influence the public policy-making process?</p>	

# Government Unit 3: Political Participation

**Compelling Question: How effective are competing linkage institutions in influencing the distribution of political power and public policy?**

**Time:** 3 Weeks

**Disciplinary Skills and Processes:**

Lessons should be designed around Disciplinary Skills and Process (SP) Standards. The SP standards are the vehicle through which content standards are to be delivered. SP standards are to be taught multiple times throughout the year, with mastery by the end of the course. Refer to the Disciplinary Skills and Process Standards Chart above and determine the appropriate standards to frame your instruction within units. Track used standards on the chart.

Content Standards	Learning Targets	Key Concepts/Topics
<p><b>HS.C1.1</b> Explain the significance of civic virtues to a well-functioning constitutional republic.</p> <p><b>HS.C1.3</b> Explain and use deliberative processes implemented in various civic and political institutions.</p> <p><b>HS.C1.4</b> Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.</p> <p><b>HS.C2.1</b> Explain the importance of individual participation in civic and political institutions.</p> <p><b>HS.C2.4</b> Analyze the responsibilities of citizens.</p> <p><b>HS.C2.6</b> Evaluate the contributions of individuals and groups, including Arizonans, who have played a role in promoting civic and democratic principles.</p> <p><b>HS.C3.3</b> Analyze the impact of political parties, interest groups, elections, and the media on political institutions.</p> <p><b>HS.C4.3</b> Explain the procedures for elections at the local, state, tribal, and national levels.</p> <p><b>HS.C4.4</b> Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at various levels.</p> <p><b>HS.C4.5</b> 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.</p>	<p>I can participate in the political process. (HS.C1.1, HS.C2.1, HS.C2.4, HS.C4.7)</p> <p>I can identify the requirements to vote in Arizona. (HS.C1.1, HS.C2.1, HS.C2.4)</p> <p>I can describe how amendments to the United States Constitution and acts of Congress have expanded suffrage. (HS.C1.4, HS.C2.1)</p> <p>I can differentiate between the primary and general elections. (HS.C1.3, HS.C3.3, HS.C4.3, HS.G1.1, HS.G3.2)</p> <p>I can differentiate between various economic and social political ideologies. (HS.C1.4, HS.G1.1, HS.G2.2, HS.G3.2, HS.C4.5, HS.C4.6)</p> <p>I can differentiate between the roles of political parties and interest groups in the American political system. (HS.C1.3, HS.C2.6, HS.C2.1, HS.C2.6, HS.C3.3, HS.C4.5)</p> <p>I can identify the major American political parties and describe their platforms. (HS.C3.3)</p> <p>I can identify and differentiate the various types of media. (HS.C3.3)</p> <p>I can identify the characteristics of reliable journalism. (HS.C3.3)</p> <p>I can identify and analyze the roles of media in the American political system. (HS.C3.3)</p> <p>I can describe the impact of iron triangles on the political process. (HS.C2.1, HS.C2.6, HS.C4.4, HS.C4.5, HS.C4.6)</p>	<p>elections</p> <p>Electoral College</p> <p>interest groups</p> <p>iron triangles</p> <p>media literacy</p> <p>political ideologies</p> <p>political parties</p> <p>roles of the media</p> <p>suffrage</p> <p>types of media</p>

<p><b>HS.C4.6</b> Assess options for action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</p> <p><b>HS.C4.7</b> Apply a range of deliberative and democratic strategies and procedures to make decisions in the classroom, school, and out-of-school civic contexts.</p> <p><b>HS.G1.1</b> Use geographic data to explain and analyze relationships between locations of place and regions.</p> <p><b>HS.G2.2</b> Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</p> <p><b>HS.G3.2</b> Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.</p>		
<b>Supporting Questions</b>		
<p>How can I participate in the political process?</p> <p>How have Constitutional amendments and legislative action expanded voting rights?</p> <p>How do the steps in the election process impact ultimate results?</p> <p>How do political parties seek to control and influence government?</p> <p>How do interest groups influence the policy-making process?</p>	<p>What are current significant political issues?</p> <p>How does media impact the conversation around the political process?</p> <p>How does the media influence the political process?</p> <p>What are the current voter identification patterns in cities, suburbs, rural communities, and states throughout the nation?</p> <p>How does voter ideology relate to gender, race, age, education, religion, income, and other demographic factors?</p>	

# Government Unit 4: Arizona Civics and Government

**Compelling Question: How does competition and cooperation among the institutions of the state and national governments influence Arizona’s public policy-making process?**

**Time:** 3 Weeks

**Disciplinary Skills and Processes:**

Lessons should be designed around Disciplinary Skills and Process (SP) Standards. The SP standards are the vehicle through which content standards are to be delivered. SP standards are to be taught multiple times throughout the year, with mastery by the end of the course. Refer to the Disciplinary Skills and Process Standards Chart above and determine the appropriate standards to frame your instruction within units. Track used standards on the chart.

Content Standards	Learning Targets	Key Concepts/Topics
<p><b>HS.C1.2</b> Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents.</p> <p><b>HS.C1.3</b> Explain and use deliberative processes implemented in various civic and political institutions.</p> <p><b>HS.C2.5</b> Compare the rights guaranteed in Arizona Constitution to those in the United States Constitution.</p> <p><b>HS.C2.6</b> Evaluate the contributions of individuals and groups, including Arizonans, who have played a role in promoting civic and democratic principles.</p> <p><b>HS.C3.2</b> Analyze the origins, functions, and structures of government at the national, state, local, and tribal levels and compare with other systems of government.</p> <p><b>HS.C3.3</b> Analyze the impact of political parties, interest groups, elections, and the media on political institutions.</p> <p><b>HS.C4.1</b> Evaluate multiple procedures for making governmental decisions in all three branches and at the local, state, tribal, national, and international levels in terms of the civic purpose achieved.</p> <p><b>HS.C4.2</b> Evaluate local, state, national, and international policies in terms of intended and unintended outcomes and related consequences.</p> <p><b>HS.C4.3</b> Explain the procedures for elections at the local, state, tribal, and national levels.</p>	<p>I can explain how the United States Constitution establishes federalism. (HS.C1.2, HS.C1.3, HS.C4.1, HS.C4.2, HS.C4.3, HS.C4.4, HS.C4.5, HS.C4.6, HS.G1.1)</p> <p>I can compare the protections provided in the Arizona Declaration of Rights with the Bill of Rights. (HS.C1.2, HS.C2.5)</p> <p>I can describe the structure, powers, and roles of the Arizona legislative branch. (HS.C3.2, HS.G2.2, HS.G3.2)</p> <p>I can describe the structure, powers, and roles of the Arizona executive branch. (HS.C3.2, HS.G2.2, HS.G3.2)</p> <p>I can describe the structure, powers, and roles of the Arizona judicial branch. (HS.C3.2, HS.G2.2, HS.G3.2)</p> <p>I can describe the unique political and geographical factors that influence the political socialization of Arizona. (HS.C2.6, HS.C3.3, HS.C4.1, HS.C4.3, HS.C4.4, HS.C4.5, HS.C4.6, HS.G1.1, HS.G3.2)</p>	<p>Arizona political processes - initiatives, referenda, recall, interest groups</p> <p>Arizona executive branch</p> <p>Arizona judicial branch</p> <p>Arizona legislative branch</p> <p>concurrent powers</p> <p>delegated powers</p> <p>federalism</p> <p>fiscal federalism</p> <p>reserved powers</p> <p>tribal sovereignty</p>

<p><b>HS.C4.4</b> Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at various levels.</p> <p><b>HS.C4.5</b> 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.</p> <p><b>HS.C4.6</b> Assess options for action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</p> <p><b>HS.G1.1</b> Use geographic data to explain and analyze relationships between locations of place and regions.</p> <p><b>HS.G2.2</b> Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</p> <p><b>HS.G3.2</b> Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.</p>		
<b>Supporting Questions</b>		
<p>How does the United States Constitution provide for state powers?</p> <p>How does Congressional funding impact the relationship between state and federal power-sharing?</p> <p>How does Arizona’s Declaration of Rights compare with the Bill of Rights?</p> <p>What are the structure and powers of Arizona’s legislature?</p> <p>What are the structure and powers of Arizona’s executive branch?</p> <p>How does Arizona’s plural executive impact its politics?</p>	<p>What are the structure and powers of the state judicial branch?</p> <p>How does Arizona’s initiative, recall, and referendum systems provide for democracy?</p> <p>How does competition and cooperation among the institutions of Arizona’s government influence the public policy-making process?</p> <p>How has Arizona’s geography influenced federal involvement?</p> <p>How does Arizona’s history and geography impact political socialization?</p>	

# Government Unit 5: Civil Liberties and Civil Rights

**Compelling Question: How has the interpretation of civil liberties and civil rights changed over time?**

**Time:** 3 Weeks

**Disciplinary Skills and Processes:**

Lessons should be designed around Disciplinary Skills and Process (SP) Standards. The SP standards are the vehicle through which content standards are to be delivered. SP standards are to be taught multiple times throughout the year, with mastery by the end of the course. Refer to the Disciplinary Skills and Process Standards Chart above and determine the appropriate standards to frame your instruction within units. Track used standards on the chart.

Content Standards	Learning Targets	Key Concepts/Topics
<p><b>HS.C1.1</b> Explain the significance of civic virtues to a well-functioning constitutional republic.</p> <p><b>HS.C1.3</b> Explain and use deliberative processes implemented in various civic and political institutions.</p> <p><b>HS.C1.4</b> Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.</p> <p><b>HS.C2.1</b> Explain the importance of individual participation in civic and political institutions.</p> <p><b>HS.C2.3</b> Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.</p> <p><b>HS.C2.4</b> Analyze the responsibilities of citizens.</p> <p><b>HS.C3.1</b> Examine how the United States Constitution established a system of government that has powers, responsibilities, and limits and analyze how those powers, responsibilities, and limits have changed over time.</p> <p><b>HS.C4.1</b> Evaluate multiple procedures for making governmental decisions in all three branches and at the local, state, tribal, national, and international levels in terms of the civic purpose achieved.</p>	<p>I can identify the responsibilities held by American citizens and explain the importance of exercising those responsibilities. (HS.C1.1, HS.C2.4, HS.C2.1, HS.C2.4)</p> <p>I can describe how the United States Constitution protects individual civil liberties and civil rights. (HS.C1.4, HS.C2.4)</p> <p>I can describe the impact of selective incorporation of the 14<sup>th</sup> Amendment on civil liberties and civil rights. (HS.C1.3, HS.C1.4, HS.C2.3, HS.C3.1, HS.C4.1)</p> <p>I can describe how the Bill of Rights is continually interpreted to balance government power and the civil liberties of individuals. (HS.C1.3, HS.C1.4, HS.C2.3, HS.C3.1, HS.C4.1)</p>	<p>civil liberties</p> <p>civil rights</p> <p>due process</p> <p>equal protection</p> <p>limited government</p> <p>selective incorporation</p>

**Supporting Questions**

<p>How does the United States Constitution limit the power of the national and state governments?</p> <p>How has the 14<sup>th</sup> Amendment impacted individual civil liberties?</p> <p>How has the 14<sup>th</sup> Amendment impacted individual civil rights?</p> <p>How does the establishment and free exercise clauses protect freedom of religion?</p>	<p>How does the Constitution and Supreme Court precedence balance freedom of speech and press with order and security?</p> <p>Why is due process fundamental to protecting individual rights?</p> <p>When can the state legally conduct a search or seizure?</p> <p>Why are those accused of crimes guaranteed rights?</p>
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