

PUSD Social Studies (US/AZ Government and Civics) District Instructional Guides (Date Updated: 11/1/19)

Grade Level: 12	Time: Quarter 1 - Weeks 1 to 4	
Unit 1: Historical Foundations of Government & Civic Virtue	Essential Questions: Why do we have governments and what was the basis of our government?	
	Objectives	Key Concepts and Resources
<p>HS.C1.1 Civic Virtues significance HS.C1.2 Founding documents HS.C1.3 Deliberative processes, civic & democratic principles HS.C1.4 Constitutional rights, human rights & evolution of democratic principles</p>	<p>Explain historical and current examples of civic virtue Identify the characteristics of a state Compare and contrast various types of governments, economic systems and ways to divide power Evaluate how significant historical events impacted the founders at the Philadelphia Convention Evaluate how the philosophers influenced the founders of the United States and the writing of the Declaration of Independence and Constitution</p>	<p>Magna Carta Civic Virtue Petition of Right English Bill of Rights Federalism Sovereignty Parliamentary v. Presidential Declaration of Independence American Revolution Articles of Confederation Constitution Bill of Rights Social Contract Natural Rights</p>

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Grade Level: 12	Time: Quarter 1 - Weeks 5-9	
Unit 2: Political systems, rights, roles and responsibilities of citizens	Essential Questions: Why do we have two political parties in a multi party system? What are the compromises that led to our Constitution? Why should I vote?	
Standards	Objectives	Key Concepts
<p>HS.C2.1 Explain the importance of individual participation in civic and political institutions.</p> <p>HS.C2.2 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>HS.C2.3 Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.</p> <p>HS.C2.4 Analyze the responsibilities of citizens.</p>	<p>Describe the evolution of the right to vote from the 15th Amendment to the Voter's Rights Act of 1965</p> <p>Evaluate how the Voter's Rights Act of 1965 impacted Federalism and the federal government's ability to check the state governments</p> <p>Analyze the evolution of political parties from the Federalists and Anti-Federalists to our present day system</p>	<p>Federalism</p> <p>Electoral College</p> <p>Voter's Rights</p> <p>15th Amendment</p> <p>19th Amendment</p> <p>22nd Amendment</p> <p>24th Amendment</p> <p>26th Amendment</p>

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Grade Level:	Time: Quarter 2 - Weeks 1-4	
Unit 3: Rules, procedures, Legislative Branch	Essential Questions:	
Standards	Objectives	Key Concepts
<p>HS.C4.1 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>HS.C4.2 Evaluate local, state, national, and international policies in terms of intended and unintended outcomes and related consequences.</p> <p>HS.C4.3 Explain the procedures for elections at the local, state, tribal, and national levels.</p> <p>HS.C4.4 Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at various levels.</p> <p>HS.C4.5 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>HS.C4.6 Assess options for action to address local, regional, and global problems by engaging in self- reflection, strategy identification, and complex causal reasoning.</p> <p>HS.C4.7 Apply a range of deliberative and democratic strategies and procedures to make</p>	<p>Identify the role and function of the federal legislative branch</p> <p>Evaluate the Constitutional powers given to the legislative branch of the federal government</p> <p>Compare and contrast the checks and balance power of the three branches</p> <p>Describe the process of developing a law from a bill</p> <p>Evaluate the committee system of Congress to determine the impact to lawmaking</p>	<p>bicameral</p> <p>expressed power</p> <p>Necessary and Proper Clause</p> <p>17th Amendment</p> <p>27th Amendment</p> <p>committees</p> <p>powers of Senate v. House</p> <p>Stature of Congress</p> <p>functions and roles of Congress</p>

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HS.C4.6 Assess options for action to address local, regional, and global problems by engaging in self- reflection, strategy identification, and complex causal reasoning.

HS.C4.7 Apply a range of deliberative and democratic strategies and procedures to make decisions in the classroom, school, and out-of-school civic contexts.

HS.C3.1 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.

HS.C3.2 Analyze the origins, functions, and structures of government at the national, state, local, and tribal levels and compare with other systems of government.

HS.C3.3 Analyze the impact of political parties, interest groups, elections, and the media on political institutions.

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Grade Level:	Time: Quarter 2 - Weeks 5-5	
Unit 4: Political Institutions, Arizona & Local Government	Essential Questions:	
Standards	Objectives	Key Concepts
<p>HS.C2.5 Compare the rights guaranteed in Arizona Constitution to those in the United States Constitution.</p> <p>HS.C2.6 Evaluate the contributions of individuals and groups, including Arizonans, who have played a role in promoting civic and democratic principles.</p> <p>HS.C4.1 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>HS.C4.2 Evaluate local, state, national, and international policies in terms of intended and unintended outcomes and related consequences.</p> <p>HS.C4.3 Explain the procedures for elections at the local, state, tribal, and national levels.</p>	<p>Compare and Contrast the three branches of Arizona government with the US Federal government</p> <p>Evaluate the unique powers given to Arizona citizens in the law making process and argue for or against this change to the federal government</p> <p>Explain the significance of the unique responsibilities of political figures at the county and local levels of government</p> <p>Apply the ideal of progressive to the development of the Arizona government</p>	<p>Initiative</p> <p>Referendum</p> <p>Recall</p> <p>Line Item Veto</p> <p>Legislative districts</p> <p>Progressive</p> <p>Arizona Constitution</p> <p>Arizona counties and seats</p>

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Grade Level: 12	Quarter 2 Weeks 6-7	
Unit 5: Execution of laws & the Executive Branch	Essential Questions:	
Standards	Objectives	Key Concepts
<p>HS.C2.1 Explain the importance of individual participation in civic and political institutions.</p> <p>HS.C2.2 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>HS.C3.3 Analyze the impact of political parties, interest groups, elections, and the media on political institutions.</p> <p>HS.C4.1 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>HS.C4.4 Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at various levels.</p>	<p>Identify the role and function of the federal executive branch</p> <p>Evaluate the Constitutional powers given to the executive branch of the federal government</p> <p>Compare and contrast the checks and balance power of the three branches</p>	<p>Executive article</p> <p>Executive agreement</p> <p>Executive orders</p> <p>12th Amendment</p> <p>22nd Amendment</p> <p>20th Amendment</p> <p>23rd Amendment</p> <p>25th Amendment</p>

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Grade Level: 12	Quarter 2 Weeks 8-9	
Unit 6: Political Institutions, Law & the Judicial Branch	Essential Questions:	
Standards	Objectives	Key Concepts
<p>HS.C1.3 Explain and use deliberative processes implemented in various civic and political institutions.</p> <p>HS.C1.4 Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.</p> <p>HS.C3.1 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>HS.C4.1 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>HS.C4.4 Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at various levels.</p> <p>HS.C4.6 Assess options for action to address local, regional, and global problems by engaging in self- reflection, strategy identification, and complex causal reasoning.</p> <p>HS.C4.7 Apply a range of deliberative and</p>	<p>Evaluate how the Equal Protection Clause of the 14th Amendment has been applied to protect the rights of all American</p> <p>Describe how the 14th Amendment and Due Process has limited government power</p> <p>Compare and contrast arguments for and against the use of the death penalty in states and as interpreted by the United States Supreme Court</p> <p>Compare and contrast different federal courts</p>	<p>Supreme Court</p> <p>Judicial Review</p> <p>Right to Counsel</p> <p>Affirmative Action</p> <p>11th Amendment</p> <p>16th Amendment</p>