

# Arizona History and Social Science Curriculum Guides



## High School

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## 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 the contemporary society cannot be accomplished without a strong emphasis on civics, economics, geography, and history – the core disciplines of the social studies. 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 Arizona History and Social Science Standards are premised upon a rigorous and relevant K-12 social studies program within each district and school in the state. Engaging students in the pursuit of active, informed citizenship will require a broad range of understandings and skills including:

### **Think analytically by**

- Posing and framing questions
- Gathering a variety of evidence
- Recognizing continuity and detecting change over time
- Utilizing chronology to examine cause and effect relationships
- Drawing and combining reasonable inferences from a variety of sources to build an understanding of complex questions

### **Read widely and critically by**

- Examining, interpreting, and contextualizing primary sources focusing on author, purpose, and audience of each source
- Identifying and comparing historical, geographic, economic, and political science interpretations from a wide variety of secondary sources
- Utilizing broader understanding to discern subtext in primary and secondary sources

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

- Developing and defending evidenced based arguments
- Utilizing multiple perspectives for comprehensive explanations
- Practicing and cultivating a wide variety of diverse types of writing
- Engaging in constructive conversations around history and social science topics

The Arizona History and Social Science Standards, through the emphasis on content knowledge, disciplinary skills, and process and the integration of inquiry elements will prepare Arizona students to engage actively in civic life and meet the needs and challenges of the 21st century.

## Core Discipline Descriptors

The content standards are organized under the four core disciplines in social studies. These disciplines - civics, economics, geography, and history - offer a unique way of thinking about and organizing knowledge. Disciplinary skills and processes offer a means for students to verify that knowledge. Descriptions of the core disciplines are included below. The disciplinary skills and processes are described in the next section.

### **Civics**

The civics standards promote the knowledge, skills, and dispositions necessary for informed, responsible participation in public life. Productive civic engagement requires knowledge of the history, principles, and foundations of our Constitutional Republic and that each person has both human and civil rights. People demonstrate civic engagement when they address public problems individually and collaboratively and when they maintain, strengthen, and improve their communities and society. Civics also requires an understanding of local, state, national, and international institutions. Civics encompasses practices such as voting, volunteering, jury service, contributing to public processes, and the public discourse.

### **Economics (including financial literacy)**

The economic and financial literacy standards promote the concepts and tools necessary to make reasoned judgements about both personal economic questions and broader questions of economic policy. Economic decision making requires a strong understanding of the ways in which individuals, businesses, governments, and societies make decisions to allocate resources among alternative uses. This process involves the consideration of costs and benefits with the goal of making decisions that will enable individuals and societies to be as well off as possible. The study of economics explains historical developments and patterns, the impacts of trade, and the distribution of income and wealth in local, regional, national, and international economies. Economics also gives students the skills to analyze current issues and public policies.

### **Geography**

The geography standards promote the use of multiple geographic tools and emphasize geographic reasoning to understand local, national, regional, and global issues. Geographic reasoning rests on deep knowledge of the Earth's physical and human features including the location of places and regions, the distribution of landforms and bodies of water, and changes in political boundaries. Geography provides an understanding of the Earth's places and regions, how people with diverse backgrounds interact with their environment and enhances understanding of history, civics, and economics.

### **History**

The history standards promote both historical content and historical thinking skills to prepare students to apply historical thinking to any historical era and context. The study of history is vital because it promotes the development of analytical skills, comparative perspectives, and question and answers modes of critical judgement that promote thoughtful work in any field or career. It is vital for students to study both United States and world history, so they can analyze the human experience through time, recognize the relationship of events and people, and interpret significant patterns, themes, ideas, and turning points in American and world history. Students apply the lessons of history to their lives as citizens of the United States and members of the world community.

## Anchor Standards

The Arizona History and Social Science Standards are organized into five social studies content areas. Within these content areas are four to five major core concepts referred to as Anchor Standards. Grade level standards are written to support these Anchor Standards. There are twenty-one Anchor Standards. Seventeen of these Anchor Standards center around the content areas of civics, economics, geography, and history. The remaining four standards focus on the disciplinary skills and processes that all students need to know and apply to any historical era, context, or content area. Using these tools, students 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 the skills to make sense of it. **The Anchor Standards are listed below.**

Disciplinary Skills and Process	Civics	Economics	Geography	History
<b>SP1:</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>C1:</b> Civic virtues and democratic principles are key components of the American political system.	<b>E1:</b> A financially literate individual understands how to manage income, spending, and investment.	<b>G1:</b> The use of geographic representations and tools helps individuals understand their world.	<b>H1:</b> The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.
<b>SP2:</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>C2:</b> Citizens have individual rights, roles, and responsibilities.	<b>E2:</b> By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.	<b>G2:</b> Human-environment interactions are essential aspects of human life in all societies.	<b>H2:</b> Cycles of conflict and cooperation have shaped relations among people, places, and environments.
<b>SP3:</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>C3:</b> 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.	<b>E3:</b> Individuals and institutions are interdependent within market systems	<b>G3:</b> Examining human population and movement helps individuals understand past, present, and future conditions on Earth’s surface.	<b>H3:</b> Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.
		<b>E4:</b> The domestic economy is shaped by interactions between government, institutions, and the private sector.		
<b>SP4:</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>C4:</b> Process, rules, and laws direct how individuals are governed and how society addresses problems.	<b>E5:</b> The interconnected global economy impacts all individuals and groups in significant and varied ways.	<b>G4:</b> Global interconnections and spatial patterns are a necessary part of geographic reasoning.	<b>H4:</b> Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

The twenty-one 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 - in their effort to understand the world around them - have a bottomless well of 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 on 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 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.

## **The Arizona History and Social Science Standards are not curriculum or instructional practices.**

While the Arizona History and Social Science Standards may be used as the basis for a district's or school's curriculum, they are not curriculum. Therefore, identifying a sequence of instruction at each grade - what specifically will be taught and for how long - requires concerted effort and attention at the local level. Curricular tools, including textbooks, are selected by the district/school and adopted through local governing board. The Arizona Department of Education defines standards, curriculum, and instruction as:

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

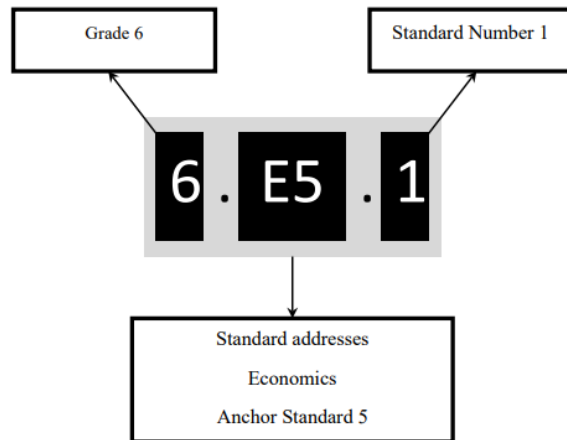
**Instruction** refers to the methods or methodologies used by teachers to teach their students. Instructional techniques are employed by individual teachers in response to the needs of the students in their classes to help them progress through the curriculum to master the standards. Decisions about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



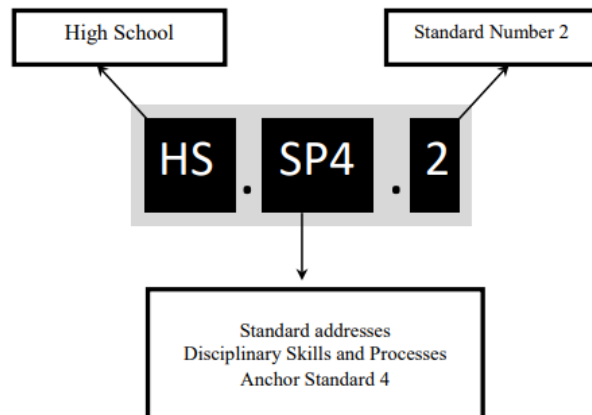
## Coding of the K-8 Standards

Each K-8 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 of the standards are below.

**6.E5.1 Describe the factors that influence trade between countries and cultures.**



**HS.SP4.2 Distinguish between long-term causes and triggering events in developing an argument.**

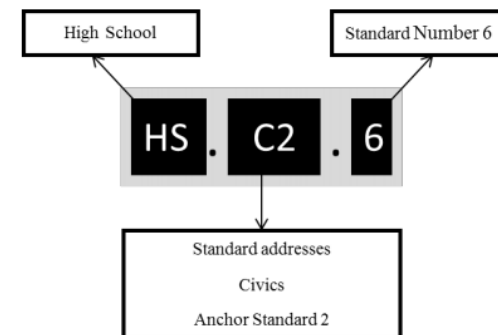


## Coding of the High School Social Studies Standards

In Arizona, students are required to take three credits of high school social studies for graduation that are aligned to the state standards for social studies. The Arizona State Board of Education establishes the requirements for high school graduation. The minimum course of study and competency requirements are outlined in Arizona Administrative Code R7-2-302. The statewide minimum course of study requires students to take a minimum of three credits of social studies. The three credits in social studies must include one credit of American history, including Arizona history; one credit of world history/geography; one-half credit of American government, including Arizona government; and one-half credit of economics. LEAs are responsible for creating their courses using the high school standards. It is expected that by the time students graduate from high school, they will be taught all twenty-one Anchor Standards and the standards that fall under them. To support the creation of these courses, course consideration guides were created for each of the disciplinary areas.

Each high school 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. An example and explanation of the coding of the standards is below.

**HS.C2.6 Evaluate the contributions of individuals and groups, including Arizonans, who have played a role in promoting civic and democratic principles.**



# High School



## World History



# High School Arizona History and Social Science Roadmap: World History



Quarter 1			Quarter 2			Quarter 3		Quarter 4	
<b>Unit 1</b> <b>Global Belief Systems</b>  <b>Compelling Question</b> Does where you live impact what you believe?	<b>Unit 2</b> <b>Exploration and Trade</b>  <b>Compelling Question</b> Is anything worth the risk of losing everything?	<b>Unit 3</b> <b>Revolutions in Thought</b>  <b>Compelling Question</b> How do societal factors drive individuals and societies to create change?	<b>Unit 4</b> <b>Revolutions in Action</b>  <b>Compelling Question</b> How revolutionary are revolutions?	<b>Unit 5</b> <b>Industrial Revolution</b>  <b>Compelling Question</b> Does industrialization improve life?	<b>Unit 6</b> <b>Road to War</b>  <b>Compelling Question</b> Was Nationalism and Imperialism important to shaping world events?	<b>Unit 7</b> <b>The Great War</b>  <b>Compelling Question</b> Can one war end all other wars?	<b>Unit 8</b> <b>Second World War</b>  <b>Compelling Question</b> Do the ends justify the means?	<b>Unit 9</b> <b>Cold War</b>  <b>Compelling Question</b> Can an ideological war be more dangerous than a physical one?	<b>Unit 10</b> <b>Globalization</b>  <b>Compelling Question</b> Is Sharing and Trading Across Cultures Always a Good Thing?
9 weeks			9 weeks			9 weeks		9 weeks	

# World History Unit 1

## Global Beliefs Systems

<b>Compelling Question: Does where you live impact what you believe?</b>		<b>Time: 3 Weeks</b>
<b>Purpose and Objectives</b>		
Students will explore global belief systems with a focus on inquiry into the impact of social, geographical, and political influences on historical events.		
<b>Supporting Questions:</b>		
What makes something a religion? What are the characteristics of religion? How can religious beliefs and practices influence the values of a civilization? How can religion influence social and political hierarchies in a society? What are the similarities and differences between religions? What are the major religions of the world? How does natural geography play a role? Is there geographical data that we can use to describe the major religions of the world? What are some characteristics of non-religious ideologies?		
<b>Arizona History and Social Science Standards</b>	<b>Supporting State Standards</b>	<b>Disciplinary Skills and Processes Standards</b>
HS.H1.5 HS.H1.6	HS.G1.1	HS.SP3.2 HS.SP3.3 HS.SP3.8
<b>Key Concepts</b>		
Human Interactions, migration and Human-Environment interactions, directly affected the origin of world belief systems and societies.  Non-Religious Ideologies: non-religious ideologies are non-religious belief systems based on worldviews, rather than the belief in one or more gods.  Place and Region (Geography): Place and Region directly influence world belief systems (e.g. designating sacred spaces, spread across lands, and defining cultural regions).		
<b>Essential Vocabulary</b>		
Origins Founders Major Tenets Practices	Sacred Writings Monotheism Polytheism	Agnosticism Atheism Political Correctness

## World History Unit 2

### Exploration and Trade

<b>Compelling Question: Is anything worth the risk of losing everything?</b>		<b>Time: 3 Weeks</b>
<b>Purpose and Objectives</b>		
Using inquiry students will examine interregional interactions including but not limited to European exploration, the trans-African and trans-Atlantic slave systems, pre-Columbian civilizations, and land and oceanic trade systems.		
<b>Supporting Questions:</b>		
<p>What does it mean to colonize or be colonized?</p> <p>What are some of the primary motivations for exploration?</p> <p>What is the history or strategies people have used to resist colonization?</p> <p>What were the economic and cultural motivations for enslaving people from the African continent during this time period?</p> <p>What hardships did enslaved people experience during this time?</p> <p>How did enslaved Africans resist their bondage?</p> <p>How did African slaves contribute to the development of the Americas?</p> <p>What new technologies were needed to make exploration more accessible?</p> <p>What is the relationship between Mercantilism, colonization and trade during this time period?</p> <p>Why is the Columbian Exchange considered a significant event?</p>		
<b>Arizona History and Social Science Standards</b>	<b>Supporting State Standards</b>	<b>Disciplinary Skills and Processes Standards</b>
HS.H1.3 HS.H1.7 HS.G3.1	HS.G2.2 HS.G2.3 HS.G2.4	HS.SP1.3
<b>Key Concepts</b>		
<p>Technology enabled European nations to expand their global power and influence which ultimately resulted in a variety of consequences for the Indigenous people.</p> <p>The Trans-African and Trans-Atlantic slave systems resulted in the creation of massive wealth for the mother countries at the expense of African people.</p> <p>Mercantilist policies led to the birth of a global trading system that resulted in the movement of people, ideas, animals, plants and diseases to new parts of the globe.</p>		
<b>Essential Vocabulary</b>		
Conquistador Indentured Servitude Montezuma II Mercantilism – Balance of Trade	Dutch East India Company Atlantic Slave Trade Triangular Trade – Middle Passage	Encomienda Columbian Exchange Treaty of Tordesillas

# World History Unit 3

## Revolutions in Thought

<b>Compelling Question: How does societal factors drive individuals and societies to create change?</b>			<b>Time: 4 Weeks</b>	
<b>Purpose and Objectives</b>				
Students will explore people, events and movements during the Renaissance and Reformation with a focus on inquiry into the impact of social and political influences on historical events.				
<b>Supporting Question:</b>				
<p>In what ways did Renaissance ideas pave the way for the thinkers of the Scientific Revolution and Enlightenment?</p> <p>What impact did Eastern Societies have on the scientific revolution and enlightenment within Europe?</p> <p>Why is the use of the scientific method so fundamental to our understanding of the world around us?</p> <p>Did scientific discoveries change people’s attitudes towards natural events and religious faith?</p> <p>Why might institutions of authority tend to reject or reduce the impact of new ideas developed by scientists and other thinkers?</p> <p>How did new patterns of thought affect the ways that people studied social problems?</p> <p>Did Enlightenment ideas affect the actions of European rulers at the time?</p> <p>In what ways did the ideas of the Enlightenment influence revolutions?</p>				
<b>Arizona History and Social Science Standards</b>		<b>Supporting State Standards</b>		<b>Disciplinary Skills and Processes Standards</b>
HS.H3.1 HS.H3.2		HS.H3.3 HS.H3.4		HS.SP3.3
<b>Key Concepts</b>				
<p>As the Crusades came to an end the European continent emerged from the Dark Ages and entered a period of immense artistic, scientific, and cultural advancement.</p> <p>Humanism can be defined as an ideology that emphasizes individuals and their accomplishments. Thinkers during this period began to venture away from the Roman Catholic Church and focus on science and art outside of divine thinking.</p> <p>The Protestant Reformation led to resistance to the authority of the Roman Catholic Church and the creation of numerous churches across Europe.</p> <p>The Age of Enlightenment was a time when people were exposed to new ideas and ways of thinking, especially about politics.</p> <p>The Age of Reason ushered in a new period of scientific thought, which led to an increase in secularism among the general European population</p>				
<b>Essential Vocabulary</b>				
Renaissance Secular Humanist Great Schism Utopia Johann Gutenberg		Vernacular Excommunicate Protestant Annul Peace of Augsburg		Predestination Indulgence Anabaptist Council of Trent Inquisition
				Heresy Huguenots Social Contract Salons Laissez-Faire
				Free Market Heliocentric Theory Geocentric Theory Catholic Reformation

# World History Unit 4

## Revolutions in Action

<b>Compelling Question: How revolutionary are revolutions?</b>	<b>Time: 4 Weeks</b>
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### Purpose and Objectives

Using inquiry, students will examine the causes and effects of revolutions in action in France and Latin American nations.

### Supporting Question:

- Are there “uniformities” within Revolutions?
- Does violence always come with revolution?
- Which societal problems influenced the beginnings of these Revolutions?
- How does social structure contribute to the process of a Revolution?
- How did the French Revolution change the balance of power in Europe?
- Was the impact of the Latin American Revolutions greater on Latin America or Europe?
- Why do revolutions attack institutions?
- Are revolutions mass movements or movements initially begun and sustained by a small group of activists?
- What causes rebellion and revolution? Is the risk worth the possible reward?
- What role did prior history, leadership, and economics play in the causes and outcomes of different revolutions?
- How do different labor and class systems affect societies over time?

Arizona History and Social Science Standards	Supporting State Standards	Disciplinary Skills and Processes Standards
HS.H2.3 HS.H4.1	HS.H2.1	HS.H3.5
		HS.SP1.1 HS.SP2.1

### Key Concepts

The ideas expressed by Enlightenment thinkers got various populations to consider changing their governments

The convergence of varying social, political, and economic factors led to a wave of revolutions around the globe, in the 1700s that continued into the first half of the 19th century.

Political parties were formed to promote ideals of constitutional law in regions in the Americas and Europe, which promoted a desire for governmental change.

### Essential Vocabulary

French Revolution	Estates-General	Coup d’etat	Mulatto	Benito Juarez
Haitian Revolution	National Assembly	Napoleonic Code	Simon Bolivar	La Reforma
Toussaint Louverture	Tennis Court Oath	Scorched-Earth Policy	Jose de San Martin	Porfirio Diaz
South American Wars of Independence	Sans-Culotte	Congress Vienna	Miguel Hidalgo	Francisco Madero
Mexican Independence	Jacobin	Peninsulare	Jose Maria Morelos	Pancho Villa
Mexican Revolution	Reign of Terror	Creole	Antonio Lopez de Santa Anna	Emiliano Zapata
	Brazilian Independence			

# World History Unit 5

## Industrial Revolution

<b>Compelling Question: Does industrialization improve life?</b>		<b>Time: 2 Weeks</b>
<b>Purpose and Objective</b>		
<b>Students will use inquiry to analyze the societal shifts brought about by the Industrial Revolution.</b>		
<b>Supporting Question:</b>		
Which inventions had the greatest impact on society during the Industrial Revolution? How did the factory system impact the urban and rural living and working conditions of the Industrial Revolution? How did politics change during the Industrial Revolution? What is the global impact of Industrialization? How did industrialization shape modern economic theories (capitalism, communism, socialism)		
<b>Arizona History and Social Science Standards</b>	<b>Supporting State Standards</b>	<b>Disciplinary Skills and Processes Standards</b>
HS.H1.7 HS.H3.1 HS.H3.2	HS.G3.2 HS.G3.3 HS.G2.2	HS.SP4.1 HS.SP4.2 HS.SP4.3
<b>Key Concepts</b>		
<p>The Industrial Revolution, including impact on both industrialized and non- industrialized nations and the origins of modern economic systems such as capitalism, communism and socialism, .....</p> <p>Inventions and innovations (e.g. factory system, cotton gin, steam engine, etc) expedited mass production that changed global consumption and trade.</p> <p>Varying economic philosophies (capitalism, communism, socialism) grew out of global trade and impacted social and cultural practices and continue to shape the modern world.</p>		
<b>Essential Vocabulary</b>		
Industrialization Factors of Production Factory Urbanization	Assembly Line Division of Labor Capitalism Utilitarianism	Socialism Communism Anarchism Union



# World History Unit 6

## Road to War

<b>Compelling Question: Was Nationalism and Imperialism important in shaping world events?</b>			<b>Time: 2 Weeks</b>	
<b>Purpose and Objective</b>				
Students use inquiry to analyze the influence of nationalism and imperialism on a global scale.				
<b>Supporting Question:</b>				
<p>Why did nationalism and imperialism grow in Europe in the 1800s?            What effects did Nationalism have on 19th century Europe?            How can geographic and economic interests affect imperial leadership and decisions?            How does the economic value (raw materials/natural resources) of a country affect its global view?            What effects did Imperialism have on the world?            How and why was Africa divided up amongst European Powers in the 19th century?            In what ways did indigenous populations respond to Western Imperialism?</p>				
<b>Arizona History and Social Science Standards</b>		<b>Supporting State Standards</b>		<b>Disciplinary Skills and Processes Standards</b>
HS.H1.6 HS.G4.2		HS.H1.3      HS.H2.4 HS.H1.4      HS.H3.4 HS.H2.2		HS.SP2.1 HS.SP2.3
<b>Key Concepts</b>				
<p>Imperialism and colonization created tensions between imperial nations and the native populations that led to violence.</p> <p>Nationalism among imperial nations led to competition for global supremacy.</p> <p>The Boer War is a key example of social, political, and economic conflict and was the first modern example of total war.</p> <p>European Claims in Southeast Asia created competition among Western nations and inspired rebellion among the conquered.</p> <p>Geopolitics played a large role in relations between imperial and conquered nations.</p> <p>The role of the British in India created huge economic opportunities for the British but ushered in divisions among various Indian communities.</p> <p>China Resists Influence through failed rebellions but maintained some independence from colonial supremacy.</p> <p>Strong nationalist and anti-imperial resistance led to crisis in the Balkans that will lead to a global war.</p>				
<b>Essential Vocabulary</b>				
Racism	Assimilation	Open Door Policy	Russification	Kaiser
Social Darwinism	Suez Canal	Boxer Rebellion	Junker	Militarism
Berlin Conference	Opium War	Holy Alliance	Otto von Bismarck	Ottoman Empire
Paternalism	Sphere of Influence	Concert of Europe	Realpolitik	

# World History Unit 7

## The Great War

<b>Compelling Question: Can one war end all other wars?</b>		<b>Time: 4 Weeks</b>		
<b>Purpose and Objective</b>				
Students will use inquiry to analyze WWI and the Russian Revolution and their ongoing global impact.				
<b>Supporting Question:</b>				
<p>How does M.A.I.N. lead to The Great War?</p> <p>What was the global economic, social, political, and geographical impact of the Great War?</p> <p>What caused the Russian Revolution?</p> <p>Did World War I solve anything?</p> <p>In what ways has technology changed warfare?</p>				
<b>Arizona History and Social Science Standards</b>	<b>Supporting State Standards</b>	<b>Disciplinary Skills and Processes Standards</b>		
HS.H2.1 HS.H2.2 HS.H2.3 HS.H2.4	HS.G4.2	HS.SP3.3 HS.SP3.4 HS.SP4.1 HS.SP1.3		
<b>Key Concepts</b>				
<p>M.A.I.N signified a push for global power and influence which ultimately led to World War I.</p> <p>New weapons and the push for industrialization allowed for technological advancements across the globe.</p> <p>The Treaty of Versailles ended WWI and set the stage for conflict leading to WWII.</p> <p>The Russian Revolution gave to rise to communist movement and propelled Russia/USSR towards global recognition.</p> <p>The Great War left the whole of Europe scarred, but allowed for new ideas in global politics and gave rise to new superpowers and global advancement, adding to its legacy.</p>				
<b>Essential Vocabulary</b>				
Militarism Alliances Imperialism Nationalism Tripe Alliance	Triple Entente Kaiser Wilhelm II Schlieffen Plan Trench Warfare Western Front	Eastern Front Unrestricted Submarine Warfare Total War Rationing	Armistice Communism Proletariat Bolsheviks Vladimir Lenin	Rasputin Soviet Karl Marx Mao Zedong Propaganda

# World History Unit 8

## World War II

<b>Compelling Question: Do the ends justify the means?</b>			<b>Time: 4 Weeks</b>		
<b>Purpose and Objective</b>					
Students will use inquiry to evaluate the causes, effects, and impact of WWII.					
<b>Supporting Question:</b>					
<p>How do dictators achieve and maintain power?</p> <p>To what extent was the Treaty of Versailles responsible for the failure of peace?</p> <p>What are some military strategies/technology of the Axis powers? And Allied powers?</p> <p>Are there common factors in genocide?</p> <p>To what extent was post-war economic crises responsible for the challenges to democracy?</p> <p>How were geographic boundaries impacted by global conflict?</p> <p>How are societies impacted on a global scale by massive conflict?</p> <p>What was the global impact of using nuclear weapons?</p>					
<b>Arizona History and Social Science Standards</b>		<b>Supporting State Standards</b>		<b>Disciplinary Skills and Processes Standards</b>	
HS.H2.1	HS.H2.3	HS.H1.6		HS.SP3.7	
HS.H2.2	HS.H2.4	HS.G4.2			
<b>Key Concepts</b>					
<p>The Inter War Years and Great Depression saw the world turn as inflation and economic instability was seen across the globe.</p> <p>The rise of new Ideologies spurred many countries to take drastic steps to gain/regain their national identity; whether through flawed peace/betrayals or through isolationism and appeasement.</p> <p>Technological advancements have dominated warfare in the 20th century causing human casualties on an unprecedented scale while leading to political divisions.</p> <p>Political and social ideologies led to mass Genocide/Holocaust. The impact was long term devastating and impacted the globe outside of Europe.</p> <p>Allied Victories in Europe and the Pacific were spurred by technological Innovations/Nuclear Weapons.</p>					
<b>Essential Vocabulary</b>					
Woodrow Wilson	Great Purge	Adolf Hitler	Francisco Franco	Winston Churchill	Kristallnacht
Georges Clemenceau	Five-Year Plan	Mein Kampf	Third Reich	Erwin Rommel	Ghetto
Fourteen Points	Weimar Republic	Collective Farm	Munich Conference	Atlantic Charter	Final Solution
Self-Determination	Great Depression	Lebensraum	Nonaggression Pact	Pearl Harbor	Nuremberg Trials
Reparations	Franklin D. Roosevelt	Hirohito	Blitzkrieg	Douglas MacArthur	Dwight D.
Joseph Stalin	Benito Mussolini	Axis Powers	Charles de Gaulle	Aryan	Eisenhower
Totalitarianism					D-Day

# World History Unit 9

## Cold War

<b>Compelling Question: Can an ideological war be more dangerous than a physical one?</b>					<b>Time: 4 Weeks</b>
<b>Purpose and Objective</b>					
Using inquiry, students will analyze the development of ideological warfare and the long-term effects on modern global cultures.					
<b>Supporting Question:</b>					
<p>How can you go from wartime allies to peacetime enemies? Who started the Cold War?</p> <p>How did the Iron Curtain play an integral part on the economic strain of Eastern Europe? How did economic, political, and military forms of containment impact Korea, Vietnam, Cuba, and Europe? How did the Cuban Missile Crisis change the scope of the Cold War? How did Mao Zedong's policies win over the support of the Chinese people? What impact did Chinese policies have on the rest of Asia? And the global society? Why did the Cold War never develop into a direct military conflict between the United States and the Soviet Union? What effect did Cold War leaders have globally?</p>					
<b>Arizona History and Social Science Standards</b>		<b>Supporting State Standards</b>		<b>Disciplinary Skills and Processes Standards</b>	
HS.H2.1	HS.H2.3	HS.G.1.1	HS.SP3.1	HS.SP3.4	HS.SP3.6
HS.H2.2	HS.H2.4	HS.H3.4	HS.SP3.2	HS.SP3.5	HS.SP3.7
			HS.SP3.3		
<b>Key Concepts</b>					
The Cold War dominated the global politics of the age and resulted in social and political upheaval and conflict around the world.					
The Second World War resulted in major social and economic consequences around the globe.					
The Communist victory in China fundamentally altered the path of that nation moving toward the modern age.					
Democratic reforms brought important changes to the Soviet Union and led to changes throughout Central and Eastern Europe.					
<b>Essential Vocabulary</b>					
United Nations	NATO	38 <sup>TH</sup> Parallel	Vietnamization	Leonid Brezhnev	
Berlin Blockade	Warsaw Pact	Kim Il Sung	Khmer Rouge	John F. Kennedy	
Berlin Airlift	Brinkmanship	Syngman Rhee	Pol Pot	Lyndon Johnson	
Iron Curtain	Mao Zedong	Ho Chi Minh	Fidel Castro	Richard Nixon	
Containment	Jiang Jieshi	Domino Theory	Ayatollah Ruholla	Ronald Reagan	
Truman Doctrine	Red Guards	Ngo Dinh Diem	Khomeini	Margaret Thatcher	
Marshall Plan	Cultural Revolution	Vietcong	Nikita Khrushchev	SALT	

# World History Unit 10

## Globalization

**Compelling Question: Is sharing and trading across cultures always a good thing?**

**Time: 3 Weeks**

### Purpose and Objective

Contemporary United States including but not limited to domestic politics and policies, economic, social and cultural developments, growing international conflict and tension, 9-11 and responses to terrorism, environmental issues, poverty, globalization, nuclear proliferation, and human rights

### Supporting Question:

- What were some of the outcomes of religious strife in India?
- Have attempts at democratization in Asia, Africa and Latin America been effective
- How did the legacy of Imperialism impact the development of new nations in Asia, Africa and Latin America?
- What are some conditions that must be present in a society for democracy to be effective?
- How has globalization changed/affected the concept of human rights?
- To what extent has globalization benefited the environment and society?
- What are the similarities and differences between state-sponsored terrorism, domestic terrorism and ideological terrorism?
- How did ethnic and religious conflicts impact the development of democracy in Asia, Africa and Latin America?
- How has global trade impacted developing countries?
- What challenges or obstacles did previously colonized nations faced when creating new economic and government systems?
- What were some of the outcomes of violent vs nonviolent nationalist movements?
- What were some effects of the Arab/Israeli conflicts post WWII?
- What worldwide efforts have been made towards environmental sustainability?
- How has technology impacted globalization?

Arizona History and Social Science Standards		Supporting State Standards	Disciplinary Skills and Processes Standards		
HS.G4.1	HS.H1.6	HS.H4.4	HS.SP4.1	HS.SP4.3	HS.SP3.5
HS.H4.1		HS.H1.7	HS.SP4.2	HS.SP3.1	

### Key Concepts

- After WWII, new nations struggled to navigate the challenges of democracy while dealing with the legacy of imperialism.
- The transition to independence can be characterized by political conflict, economic dependence and social change.
- Globalization, trade and technology have improved the lives of people around the world while also creating new challenges for governments, communities and individuals.
- The Middle East became a hotbed of nationalist movements and conflict after World War II.
- The struggle for Global Human Rights in the aftermath of WWII has faced the challenges of genocide, oppressive governments, war, famine and disease. These problems continue to threaten the rights of people around the world.
- Technology, population growth and industrialization have created environmental challenges that affect the entire globe.
- Various forms of Terrorism have threatened the safety of people around the world and forced governments to search for ways to respond.

**Essential Vocabulary**

Decolonization	Partition	Yasir Arafat	PRI	Sustainable Development
Globalization	Sukarno	Camp David Accords	Apartheid	Proliferation
Democratization	Suharto	Intifada	Nelson Mandela	AIDS
Gandhi	Negritude Movement	Oslo Peace Accords	Tiananmen Square	Terrorism
Civil Disobedience	Kwame Nkrumah	Mujahideen	Green Revolution	Desertification
Ram Mohun Roy	Jomo Kenyatta	Taliban	Free Trade	Global Warming
Muslim League	PLO			

# High School



**U.S./AZ History**



# High School Arizona History and Social Science Roadmap: U.S./AZ History



Quarter 1		Quarter 2		Quarter 3		Quarter 4	
<p><b>Unit 1</b></p> <p><b>Revolution and a New Nation</b></p> <p><b>Compelling Question</b></p> <p>Why do people rebel?</p>	<p><b>Unit 2</b></p> <p><b>Nation Building &amp; Sectionalism</b></p> <p><b>Compelling Question</b></p> <p>How do challenges lead or force people to change?</p>	<p><b>Unit 3</b></p> <p><b>Civil War &amp; Reconstruction</b></p> <p><b>Compelling Question</b></p> <p>Has the United States fulfilled its foundational ideals?</p>	<p><b>Unit 4</b></p> <p><b>Emergence of Modern America</b></p> <p><b>Compelling Question</b></p> <p>Does industrialization improve life?</p>	<p><b>Unit 5</b></p> <p><b>Roaring 20s and the Great Depression</b></p> <p><b>Compelling Question</b></p> <p>To what extent does the American economy shape the American?</p>	<p><b>Unit 6</b></p> <p><b>Second World War</b></p> <p><b>Compelling Question</b></p> <p>Should Freedom Be Sacrificed in the Name of National Security?</p>	<p><b>Unit 7</b></p> <p><b>Post-War United States</b></p> <p><b>Compelling Question</b></p> <p>What does it mean to mean to be a global leader?</p>	<p><b>Unit 8</b></p> <p><b>Contemporary United States</b></p> <p><b>Compelling Question</b></p> <p>How have foreign affairs shaped or influenced modern American society?</p>
9 weeks		9 weeks		9 weeks		9 weeks	



# U.S./AZ History Unit 1

## Revolution and a New Nation

<b>Compelling Question: Why do people rebel?</b>		<b>Time: 4Weeks</b>
<b>Purpose and Objective</b>		
Including but not limited to causes of the American Revolution, reasons for American victory, impact of the Revolution on politics, economy, and society, and the creation of the American political system looking at origins, and key political and social figures.		
<b>Supporting Question:</b>		
What did the Declaration of Independence actually declare? Why was America ripe for revolution? What are key tenets of American democracy? Who was impacted by the compromises made to create the Constitution?		
<b>Arizona History and Social Science Standards</b>	<b>Supporting State Standards</b>	<b>Disciplinary Skills and Processes Standards</b>
HS.H1.1 HS.H1.2	HS.H1.5      HS.H2.2 HS.H1.6      HS.H3.2 HS.H1.7      HS.H3.3	HS.SP2.2
<b>Key Concepts</b>		
<p>Colonists' reacted to British policy by boycotting, writing defiant pamphlets, violence and intimidation, forming political action groups (such as the Son's/Daughters of Liberty/Committees of Correspondence).</p> <p>The writing and ratification of the Declaration of Independence was a critical point in the colonial resistance to British control.</p> <p>French involvement was important to the success of the American Revolution</p> <p>Key events (for example; Lexington/Saratoga/Yorktown/Treaty of Paris) of the American Revolution led to the birth of the United States.</p> <p>Minority groups such as Africans and Native Americans contributed to the early political and economic growth of American society.</p> <p>Failures of the Articles of Confederation led to the Constitutional Convention. Ratification of the Constitution required multiple compromises.</p> <p>Presidential precedents established economic policy and political party formation and development.</p>		
<b>Essential Vocabulary</b>		
Albany Plan of Union Boycott Common Sense Iroquois Confederation Declaration of Independence	Articles of Confederation Constitutional Convention Great Compromise 3/5 <sup>th</sup> Compromise Ratification	Bill of Rights Federalist Anti-Federalist Democratic Republican

## U.S./AZ History Unit 2

### Nation Building and Sectionalism

<b>Compelling Question: How do challenges lead or force people to change?</b>	<b>Time: 4 Weeks</b>
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#### Purpose and Objective

Nation Building and Sectionalism including but not limited to territorial expansion and its impacts on external powers and Native Americans, regional tensions due to industrialism, immigration, and the expansion of slavery, changes in the political democracy after 1800, and cultural, religious, and reform movements in the Antebellum period.

#### Supporting Question:

Why did feelings of sectionalism arise in America between 1800 - 1865?  
 What were the moral issues that were being addressed by legislative actions during this time period?  
 To what extent did Manifest Destiny affect different groups of people within and around the United States?  
 In what ways did the United States grow as a nation in juxtaposition to its regional differences?

Arizona History and Social Science Standards	Supporting State Standards	Disciplinary Skills and Processes Standards
HS.H1.6      HS.G2.2	HS.H1.1      HS.H3.2	HS.SP3.3
HS.H1.7      HS.G2.3	HS.H1.2      HS.H3.5	
HS.G2.1	HS.H1.3      HS.H4.1	

#### Key Concepts

Economic incentives and geography influenced early American explorations. Westward Expansion enlarged the political and geographic territory of the United States. Expansion also led to oppression, relocation, and exploitation of the native population. After 1853, present day Arizona would become apart of the New Mexico Territory.

Jefferson's Presidency was vital to American geographic growth and limiting federal government authority, while the Supreme Court established as a co-equal third branch of government.

Jackson's Presidency expanded voting rights and expanded federal power over the states, while overseeing the relocation of native tribes.

People began to organize to reform American society of perceived ills such as slavery, alcohol abuse, inequity in education and women's rights.

The War of 1812 boosted American self-confidence on the global stage and encouraged the growing spirit of American expansionism.

The Industrial Revolution led to transportation improvements, factory and manufacturing development, and new inventions

#### Essential Vocabulary

Northwest Territory	Trail of Tears	Abolition	Nationalism
Louisiana Territory	Star Spangled Banner	Temperance	Monroe Doctrine
Manifest Destiny	Tariff	Judicial Review	Cotton Gin
Lewis and Clark Expedition	Nullification Crisis	Marbury v. Madison	Suffrage
Impressment	Secede	Second Great Awakening	

# U.S./AZ History Unit 3

## Civil War and Reconstruction

<b>Compelling Question: Has the United States fulfilled its foundational ideals?</b>				<b>Time: 4 Weeks</b>	
<b>Purpose and Objective</b>					
Civil War and Reconstruction including but not limited to causes, course, and impact of the Civil War on various groups in the United States, the impacts of different reconstruction plans, and the emergence of Jim Crow and segregation.					
<b>Supporting Question:</b>					
<p>To what extent did Political parties reflect regional differences in the Antebellum era?</p> <p>Was the Civil War worth its' costs?</p> <p>Should the South have been treated as a defeated nation or as rebellious States?</p> <p>Can political freedom exist without an economic foundation?</p> <p>Does racial equality depend upon government action?</p>					
<b>Arizona History and Social Science Standards</b>	<b>Supporting State Standards</b>				<b>Disciplinary Skills and Processes Standards</b>
HS.H2.1 HS.H2 .3	HS.H1.1 HS.H1.2	HS.H1.6 HS.H2.2	HS.H3.1 HS.H3.2	HS.H3.4 HS.H3.5	HS.SP1.1 HS.SP4.2
<b>Key Concepts</b>					
<p>Economic and social differences between regions of the United States (North, South and West) created tensions that led to conflict. Legislative compromises tried to prevent war by addressing issues of slavery and its expansion in the United States.</p> <p>Abolitionists, such as Fredrick Douglas and John Brown, attempted to end slavery through violent and non-violent actions.</p> <p>The Presidential election of 1860 was a catalyst of the Civil War.</p> <p>The Civil War brought about changes in mass produced weapons, faster communication and troop movements which contributed to a long, bloody and costly conflict.</p> <p>Although the Confederacy showed military initiative early in the war, the Union ultimately succeeded due to improvements in leadership and strategy, key victories, greater resources, and the wartime destruction of the South's infrastructure and civilian population.</p> <p>The Emancipation Proclamation changed the goal of the Civil War from preserving the Union to also ending slavery.</p> <p>Reconstruction was an era of intense political conflict impacting the future of the South and rights of former slaves including impeachment, assassination, Constitutional amendments, establishment of KKK and Jim Crow laws.</p>					
<b>Essential Vocabulary</b>					
Wilmot Proviso Dred Scott Decision Missouri Compromise Compromise of 1850 Kansas-Nebraska Act	Popular Sovereignty Confederate States of America Emancipation Proclamation Gettysburg Address Anaconda Plan	Total War Impeachment Jim Crow Laws Fugitive Slave Act Reconstruction	13th, 14th, 15th Amendments Compromise of 1877 Ku Klux Klan Underground Railroad		

# U.S./AZ History Unit 4

## Emergence of Modern America

<b>Compelling Question: Does industrialization improve life?</b>	<b>Time: 4 Weeks</b>
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### Purpose and Objective

Emergence of Modern America including but not limited to industrialization, immigration and migration, progressivism, Federal Indian Policy, suffrage movements, racial, religious and class conflict, the growth of the United States as a global power and World War I and its aftermath.

### Supporting Question:

How did rapid growth in industrialization and urbanization lead to changes in American society?

What are the lasting effects of the Federal Indian Policy?

Why are the late 1800s called the “Gilded Age”?

Does government have a responsibility to help those less fortunate?

How did global competition motivate the United States to become a world power?

Arizona History and Social Science Standards	Supporting State Standards	Disciplinary Skills and Processes Standards
HS.H1.7 HS.H3.3	HS.H4.4 HS.H1.1 HS.H1.2	HS.H1.3 HS.H2.4 HS.H2.5 HS.H3.5 HS.H4.1-4
		HS.SP4.1

### Key Concepts

Native American armed resistance dissipated after the Battle of Wounded Knee and the passage of the Dawes Act.

Arizona will grow economically through its mining production and cattle. Conflict with local tribes would arise due to the convergence of new people.

American business and industry grew rapidly after the Civil War as national resources and a large labor force contributed to industrial growth. Industrialization came with the benefits of new products versus the struggles of working conditions, low wages and long hours. Railroads accelerated the nations industrialization and linked the country together as new corporations could produce new products more efficiently.

Immigration patterns in America changed from predominantly Northern and Western Europe to increased migration from Eastern Europe and Asia.

The Progressive Era brought about political activism and social reform relating to problems caused by industrialization, urbanization, immigration, and political corruption. Western states embraced progressive ideologies when establishing state constitutions, including Arizona.

America expanded its military and political influence as it developed an overseas empire including territories in the Caribbean, Central America, the Philippines and Hawaii.

The United States entered WW1 due to support for the allies, infringement upon freedom of the seas, and to make the world safe for democracy. The arrival of American troops helped the allies win. The U.S. government used progressive ideas and new government agencies to mobilize the population and organize the economy. Arizona would contribute to the war effort in a variety of ways.

Following World War I the United States chose a policy of isolation and refused to participate in the newly formed League of Nations.

### Essential Vocabulary

Chinese Exclusion Act	Political Machine	Socialism	Spoils System	Armistice	Monopoly	Dawes Act	Imperialism
Plessy v Ferguson	Initiative	Recall	Laissez Faire	Gilded Age	Populism	Muckraker	
Yellow Journalism	Angel Island	Annex	Vertical/Horizontal Integration	Referendum	Isolationism	Ellis Island	
Fourteen Points	Red Scare	Trust	Social Darwinism	Robber Baron	Espionage		

# U.S./AZ History Unit 5

## Roaring 20s and the Great Depression

<b>Compelling Question: To what extent does the American economy shape the American?</b>		<b>Time: 4 Weeks</b>
<b>Purpose and Objective</b>		
Include but not limited to social, political, and economic, changes during the 20s, the role of government, impact of the depression on diverse groups of America, and the New Deal.		
<b>Supporting Question:</b>		
<p>How “Roaring” were the 1920’s culturally and economically?            Why didn’t everyone benefit from the economic boom?            In what ways did the causes and effects of the Great Depression shape American society?            How did different groups of people experience of the Great Depression?            Was the New Deal an effective response to the depression?            What natural and human actions impacted the environment from 1919 to 1941?</p>		
<b>Arizona History and Social Science Standards</b>	<b>Supporting State Standards</b>	<b>Disciplinary Skills and Processes Standards</b>
HS.H3.1      HS.G3.4 HS.H3.3      HS.G3.5 HS.G2.3	HS.H2.4 HS.H3.5 HS.H4.1	HS.SP2.3
<b>Key Concepts</b>		
<p>The 1920s were a period of unparalleled economic growth and conflict, as women and minorities challenged cultural norms.            Arizona grows rapidly with the harnessing of water supplies, increased farming production, and tourism.            The Great Depression was caused by the economic policies of 1920s, investment patterns and stock market crash.            American society was fragmented as the Depression created significant levels of unemployment, homelessness, and inequity.            New Deal programs set a precedent for the federal government to play a key role in the economic and social affairs of the nation.            Environmental and human activity caused the Dust Bowl and an exodus from the plains region.</p>		
<b>Essential Vocabulary</b>		
Flapper Harlem Renaissance Prohibition Speakeasy Assembly Line	Margin Installment Tea Pot Dome Scandal Dust Bowl New Deal Depression	Bank Run Volunteerism Hooverville ABC Agencies

## U.S./AZ History Unit 6 Second World War

<b>Compelling Question: To what extent did WWII serve to advance democratic ideals at home and abroad?</b>		<b>Time: 4 Weeks</b>
<b>Purpose and Objective</b>		
Include but not limited to social, political, and economic, changes during World War II, the role of government, impact of the war at home , and the impacts of the war on the United States globally, and the impact of the Atomic Bomb.		
<b>Supporting Question:</b>		
What arguments were made for and against American involvement in the war? How did the war experience impact all groups within the United States? What was the soldiering experience in the Pacific and European Theatres? How did US participation in WWII shape the role of the United States in the modern world?		
<b>Arizona History and Social Science Standards</b>	<b>Supporting State Standards</b>	<b>Disciplinary Skills and Processes Standards</b>
HS.H2.3 HS.H3.4	HS.H1.6 HS.H4.2	HS.SP1.2
<b>Key Concepts</b>		
<p>Although the US attempted to maintain a policy of neutrality and isolationism, the country was brought into World War II when attacked by Japan. World War II made the United States invest in the mobilization effort and helped to bring about the end of the Great Depression.</p> <p>In response to the attack by Japan on Pearl Harbor, Executive Order 9066 required Americans of Japanese descent in parts of the United States to be relocated to internment camps.</p> <p>American forces were instrumental in aiding the Allies in both Europe and in the Pacific. Arizona provided a climate suitable for military training, mass agribusiness, and defense production.</p> <p>Women took on the responsibilities traditionally held by men such as factory labor.</p> <p>Minority populations participated in expanded roles and returned to home with a renewed effort to improve civil rights. The world entered the nuclear age as the United States developed and deployed atomic weapons.</p>		
<b>Essential Vocabulary</b>		
Fascism Homefront D-Day Internment Camps Korematsu v. United States Zoot Suit	Lend-Lease Act Pearl Harbor Rosie the Riveter Double V Campaign Manhattan Project Bracero Program	Navajo Code Talkers Rationing Executive Order 9066 Tuskegee Airmen Island Hopping

# U.S./AZ History Unit 7

## Post-War United States

<b>Compelling Question: What does it mean to mean to be a global leader?</b>					<b>Time: Weeks</b>
<b>Purpose and Objective</b>					
Postwar United States including the economic boom and social transformation of the United States, the Cold War, the impact of conflicts in Korea and Vietnam, domestic and international policies, and the struggle for civil rights and equality.					
<b>Supporting Question:</b>					
<p>How did the Cold War shape modern American society?</p> <p>Did the United States use consensus building or independent action in its role as global leader in the Post-War era?</p> <p>How effective was containment at thwarting communist expansion?</p> <p>To what extent did domestic discord impact America's effectiveness as a global leader?</p>					
<b>Arizona History and Social Science Standards</b>		<b>Supporting State Standards</b>		<b>Disciplinary Skills and Processes Standards</b>	
HS.H2.3	HS.H4.1	HS.G3.5	HS.H1.6	HS.H2.2	HS.H4.2
HS.H3.3	HS.G3.2	HS.G4.2	HS.H1.7	HS.H3.1	HS.SP2.1
<b>Key Concepts</b>					
<p>Following WWII the US experienced a new level of prosperity leading to growth of suburbs, higher education and technology. Arizona society emerged on high-tech industry, real estate speculation, and FHA loans.</p> <p>During the early 1950s a second Red Scare allowed for unfounded accusations of communist involvement known as McCarthyism.</p> <p>Following WWII, the United States became a superpower and was a guiding force in international economic and humanitarian rebuilding of Europe and Asia.</p> <p>The United States and the Soviet Union faced off in a series of clashes over ideology in Korea, Cuba, and Vietnam. The Cold War led to an increase in technological, space and weapon development by the United States and the Soviet Union as they competed in an Arms and Space Race.</p> <p>The 1960s and early 70s were a time of unrest as the country saw the assassination of significant political and social figures and the Vietnam War became a point of controversy that divided the nation. Many Americans became disillusioned with government as a result of the Vietnam War and the Watergate scandal.</p> <p>From the 1950's through the 1980's, minority groups pushed for equality and civil rights. Immigration to the United States from Latin American and Asian countries increased following World War II.</p>					
<b>Essential Vocabulary</b>					
Iron Curtain	Berlin Airlift	Civil Rights Act	Cuban Missile Crisis	Napalm	Demilitarized Zone
Containment	Watergate	Voting Rights Act	War Powers Act	Agent Orange	Apollo
Marshall Plan	OPEC	Suburbs	Sputnik	Tet Offensive	Domino Theory
United Nations	Détente	GI Bill	Arms Race	17th Parallel	Great Society
NATO	Red Scare	Korean War	Mutually Assured	38th Parallel	Freedom Summer
Truman Doctrine	McCarthyism	Vietnam War	Destruction	Counterculture	Freedom Rides

# U.S./AZ History Unit 8

## Contemporary United States

<b>Compelling Question: How have foreign affairs shaped or influenced modern American society? Or To what extent is there one American experience?</b>						<b>Time: 4 Weeks</b>
<b>Purpose and Objective</b>						
Contemporary United States including but not limited to domestic politics and policies, economic, social and cultural developments, growing international conflict and tension, 9-11 and responses to terrorism, environmental issues, poverty, globalization, nuclear proliferation, and human rights.						
<b>Supporting Question:</b>						
What role does the United States play in foreign policy following the Cold War? How did the resurgence of conservatism change society? How did the events on 9/11 impact the United States both domestically and internationally? How does globalization impact American society?						
<b>Arizona History and Social Science Standards</b>		<b>Supporting State Standards</b>			<b>Disciplinary Skills and Processes Standards</b>	
HS.H3.4	HS.G2.4	HS.G4.3	HS.H1.4	HS.H1.7	HS.H3.3	HS.SP1.3
HS.H4.3	HS.G4.2		HS.H1.6	HS.H2.4	HS.H4.4	
<b>Key Concepts</b>						
<p>As the Cold War came to an end, the 1980s brought a Conservative revival and a period of increased wealth.</p> <p>The United States saw its military buildup in the 1980s and increased pressure to aid those countries fighting Communist governments.</p> <p>The 1990s in America brought in a new wave of immigrants and Democratic President Clinton who sought out agendas on raising taxes, helping American families and new gun control.</p> <p>The rise of internet and globalization led to increased trade and communication that the United States and history had never seen before.</p> <p>The 2000's brought new challenges of domestic and foreign terrorism and an internal dispute between liberty and security in America.</p> <p>The United States began to look outward in order to combat the threat of weapons of mass destruction and the rise of militant groups.</p> <p>2010 brought an economic recession and financial meltdown that resulted in the United States government to pass stimulus packages.</p> <p>Healthcare reform/ National debt/ and taxes became the focal point as President Obama wins his second term.</p>						
<b>Essential Vocabulary</b>						
Conservatism	Globalization	Recession	Affordable Healthcare Act	Asylum		
Liberalism	NAFTA	Terrorism	ISIS	American Recovery and		
Reagan Doctrine	Amnesty	Guantanamo Bay	Shale Boom	Reinvestment Act		
Deficit	Patriot Act	Bush v Gore	Citizens United v FEC	Obergefell v Hodges		
Operation Desert Storm	9/11	Hurricane Katrina	Arab Spring	DC v Heller		
		Earmark				



# High School



## Economics



# High School Arizona History and Social Science Roadmap: Economics



## Quarter 1

### Unit 1

#### Introduction to Economics

##### Compelling Question

In what ways do people cope with the problem of scarcity?

3 weeks

### Unit 2

#### Supply and Demand

##### Compelling Question

How do producers and consumers communicate?

4 weeks

### Unit 3

#### Personal Finance

##### Compelling Question

How can understanding effective personal finance strategies improve my life?

3 weeks

## Quarter 2

### Unit 4

#### Introduction to Macroeconomics

##### Compelling Question

How do we determine the economic and social well-being of the United States?

5 weeks

### Unit 5

#### Global Economics

##### Compelling Question

Why is the economic health of all nations important in the global economy?

3 weeks

# Economics Unit 1

## Introduction to Economics

<b>Compelling Question: How do we use economics to make efficient decisions?</b>			<b>Time: 2-3 Weeks</b>	
To introduce the basic principles of Economics.				
<b>Supporting Question:</b>				
<p>How does scarcity impact individuals and societies?</p> <p>How can we use cost/benefit analysis to make better decisions?</p> <p>How does an economic system help a society deal with the fundamental problems of scarcity?</p> <p>How can incentives shape behavior?</p> <p>In what ways does the free enterprise system reward innovation, entrepreneurship and risk-taking?</p>				
<b>Arizona History and Social Science Standards</b>		<b>Supporting State Standards</b>		<b>Disciplinary Skills and Processes Standards</b>
HS.E2.1	HS.E2.3	HS.G2.4	HS.E1.3	HS.SP4.1
HS.E2.2	HS.G2.2		HS.E1.4	HS.SP4.3
<b>Key Concepts</b>				
<p>Scarcity (resources that are limited &amp; wanted) is at the core of economics. Because resources are limited and wanted, we are forced to choose. Individuals and societies must address this concern by analyzing production alternatives based upon the available factors of production/resources. Choice, opportunity cost, trade-offs are taken into consideration when making economic decisions.</p> <p>Individuals weigh the costs of a decision against the benefit of a decision. Rational decision makers choose the outcome where <math>MB = MC</math>. Economists analyze at the margin (additional unit gained).</p> <p>Economic systems (method for producing &amp; distributing goods/services) are divided into 4 general systems: Market Economy, Mixed-Market Economy, Command Economy &amp; Traditional Economy. Each of these systems address how the factors of production are used, the ownership of resources, role of the government in the economy &amp; methods of rationing scarce resources.</p> <p>Incentives are rewards that impact an individual based upon the actions of the decision maker. Another one of the core principles of economics is the idea that people respond to predictable incentives in predictable ways. When analyzing behaviors of consumers and corporations, incentives can shape action.</p> <p>The free enterprise system rewards innovation with economic profit. In this system, individuals own the factors of production and there is limited government intervention providing the economic incentive to use scarce resources efficiently while meeting the needs of consumers.</p>				
<b>Essential Vocabulary</b>				
Opportunity cost	margin	goods	growth, inefficiency	Mixed Economies
trade-offs	voluntary exchange	services	Command	Profit
scarcity	microeconomic	production possibilities curve	Traditional	factors of production
choice	macroeconomics	efficiency	Market	factor payments
	specialization	underutilization		

## Economics Unit 2 Supply & Demand

<b>Compelling Question: How do producers and consumers communicate?</b>			<b>Time: 3-4 Weeks</b>
<b>Purpose and Objective</b>			
Understand how markets function.			
<b>Supporting Question:</b>			
What does demand represent? How do rational actions by consumers lead to shifts in demand? What does supply represent? How do rational actions by producers create shifts in supply? How is price determined?			
<b>Arizona History and Social Science Standards</b>	<b>Supporting State Standards</b>	<b>Disciplinary Skills and Processes Standards</b>	
HS.E3.1 HS.E3.2	HS.E3.3 HS.E3.4	HS.G4.2 HS.G4.3	HS.H4.3 HS.SP4.1
<b>Key Concepts</b>			
<p>The dynamic of how price and quantity interact affect the decision making of suppliers and consumers. This dynamic is what we call the laws of supply and demand.</p> <p>Demand and Quantity Demanded differ in that QD represents movement along the demand curve determined by a change in price. Generally, consumers will buy more of something at a lower price and less at a higher price. Demand represents a shift left or right of the curve caused by changes in consumer tastes and preferences, level of income, price of related goods or services, and consumer expectations. We call these factors the determinants of demand.</p> <p>Supply and Quantity Supplied differ in that QS represents movement along the supply curve determined by a change in price. Generally, suppliers will be more willing to supply something at a higher price and less at a lower price. Supply represents a shift left or right of the curve caused by a supplier's input costs. These determinants include: the number of sellers, price of resources, expectations, technology, taxes and subsidies, and price of related goods. We call these factors the determinants of supply.</p> <p>Where the Supply and Demand curves intersect is known as the equilibrium price, where all consumers, who are willing and able to purchase a good or service, can.</p> <p>To regulate the laws of supply and demand, for the benefit of the market, the government will institute price controls, such as price floors, price ceilings, regulations, taxes, and subsidies. Adverse effects of these controls can include shortages, surpluses, and negative externalities.</p>			
<b>Essential Vocabulary</b>			
Buyers Sellers Supply Demand	Quantity Demanded Quantity Supplied Equilibrium Price Ceilings	Price Floors Regulation Subsidies Excise Taxes	Consumer Surplus Producer Surplus Efficiency Shortage

# Economics Unit 3

## Personal Finance

**Compelling Question: How can understanding effective personal finance strategies improve my life?** **Time: 3 Weeks**

### Purpose and Objective

Create financially literate individuals.

### Supporting Question:

How can creating a budget help me make better financial decisions  
 When is the right time to start investing?  
 What is the purpose of an emergency fund? How can I save money?  
 Why is diversification essential to a sound investment strategy?  
 How will my career choice impact future decisions?  
 How do I build good credit? What factors impact a credit score?  
 How can I protect my financial information?  
 What is a mortgage?

Arizona History and Social Science Standards			Supporting State Standards		Disciplinary Skills and Processes Standards
HS.E1.1	HS.E1.3	HS.E1.5	HS.E2.1	HS.G2.1	HS.SP3.7
HS.E1.2	HS.E1.4		HS.E2.2		

### Key Concepts

Budgets allow an individual to determine the sustainability of their spending and view the impact of potential purchases and investments on their finances.

A person should begin investing once (and only once) they have paid off all high interest debts and established a “liquidity cushion” (rainy day fund) equal to six months worth of living expenses (as determined by their budget)

Unforeseen expenses, in spite of their name, are likely to occur frequently. Financially stable individuals need to have enough saved to cover expenses (such as unexpected car maintenance) to avoid accumulating high-interest debt. Best practices for staying within a budget involve setting a savings goal and setting expense allowances that the student stays within

Over a long time frame (30+ years) the US economy, and, thus, the stock market as a whole, is virtually guaranteed to go up (historically, the S&P 500 grows by an average of ~10% per year). Individual stocks—or even industries—are not. Diversification allows investors to approximate the performance of the economy as a whole and minimize the risk of investment.

Career choice determines income, work-life balance and often dictates where you live and how much debt you must accrue.

Establishing credit files early and paying bills reliably and on time will help establish a strong credit score. Credit scores are primarily determined by the average age of credit files and by payment history (both positive and negative). Revolving debt and inquiries also play a role. Ideally, freeze credit and only unfreeze when needed, but practically, students should at least check their credit report once per year. Students should also avoid common pitfalls (including identifying scams, not entering personal information on public internet networks, etc).

A loan used to purchase real estate that is secured with the real estate purchased. Students should be familiar with the types of mortgage options and know how much house they can afford.

Assets refer to any property (investment or otherwise) that has value. Assets are generally placed in two categories—appreciating assets, which gain value over time, and depreciating assets, which lose value over time (such as a car). Only appreciating assets can truly be classified as investments.

Liabilities have negative value. Liabilities typically describe money owed to another party (e.g. a lender). Financially literate individuals make decisions with an awareness of the assets and liabilities that will be created.

**Essential Vocabulary**

Appreciation	Fixed rate	Deposit	Stocks
Balance	Cosign	Depreciation	Bonds
Budget	Balance sheet	Dividend	Real Estate
Cash Flow	Creditor	Income	Equity
Simple Interest	Bankruptcy	Liquidity	Savings
Compound Interest	Foreclosure	Asset	Net worth
Mortgage	Credit Score	Liability	Portfolio
Adjustable rate	Credit Report	Mutual Fund	Debt

# Economics Unit 4

## Introduction to Macroeconomics

**Compelling Question: How do we determine the economic and social well-being of the United States?**

**Time: 5 Weeks**

### Purpose and Objective

To understand macroeconomic data and how institutions react to that data.

### Supporting Question:

What factors drive growth in GDP?  
 Why do economists target 2% inflation rates?  
 What factors contribute to the unemployment rate?  
 What are the systemic causes of poverty?  
 How can the government use taxes and spending to address macroeconomic problems?  
 What are the costs and benefits of different fiscal policy actions?  
 What does the Federal Reserve do?

### Arizona History and Social Science Standards

### Supporting State Standards

### Disciplinary Skills and Processes Standards

HS.E4.1  
HS.E4.2

HS.E4.3  
HS.E4.4

HS.E5.1  
HS.E5.4

HS.SP3.1

### Key Concepts

Broadly speaking, anything that increases the value of goods and services produced will increase GDP. In the short run, real GDP will increase with either an increase in Aggregate Demand or Aggregate Supply. In the long run, real GDP per capita can only grow if a society acquires more productive resources (land, labor, capital) gets better resources (e.g. healthier workers) or gets better at using the resources it already has (I.e. new technology). It's worth noting--if only in passing—that these are also shifts in the Long Run Aggregate Supply.

Economists like to say “your price is my income.” While very high inflation is bad for economies for reasons that are easy to understand (money begins to lose its acceptability if prices rise too quickly, causing the entire system to lose stability), low (or negative) inflation is also bad because it discourages both spending and investing money, both of which are engines for economic growth. As an example, inflation was as low as -25% during the Great Depression. This both encouraged people to save as much as possible—reducing demand and exacerbating the drop in GDP—and discouraged people from making their excess savings available for investment—which inhibited growth in capital.

Several factors contribute to the unemployment rate. Low demand for labor due to periods of recession (often called cyclical unemployment). Second, the displacement of low and unskilled labor by technology (structural unemployment). Third, a certain portion of the labor force at any given time is qualified but between jobs because job searches take time (this is frictional unemployment). Fourth, unemployment naturally ebbs and flows with seasonal changes (such as the wave of temporary hires during holiday seasons) and this is called seasonal unemployment.

Differential access to education (owing to financial, time and institutional factors) differential access to parental assistance and differential access to networking opportunities, among many other reasons that cause poverty.

Broadly, the government seeks to increase the amount of money citizens have during periods of recession in order to stimulate aggregate demand. It can do this by reducing tax rates (effectively growing paychecks by reducing the amount withheld) and/or by increasing government spending (particularly on

transfer payments). These policies are EXPANSIONARY FISCAL policies because they tend to trigger an increase in GDP. They will also increase inflation and, of course, increase budget deficits.

During periods of expansion, the government may choose to raise taxes and reduce spending, either as a response to inflation or (more likely) as an attempt to reduce or eliminate growth in the National Debt. These policies will reduce demand, GDP and inflation and are thus called CONTRACTIONARY FISCAL policies. It is worth noting that students should be able to construct both of these policies graphically using AS/AD models.

Different fiscal policy actions have costs and benefits; expansionary policies will increase AD and stimulate GDP, but will do so at the cost of growing budget deficits and an increase in the price level. Contractionary policies will reduce deficits (and possibly even create a surplus) and reduce price levels but carry the drawback of reducing demand and GDP.

The Federal Reserve do acts as a “Bank of Banks” and lender of last resort, provides oversight of the US financial system, and implements monetary policy, primarily via the Federal Funds Rate (which it controls indirectly using the discount rate) but also, among other things, through the purchase and sale of Government Securities on Secondary markets (called “Open market operations”) and changes in reserve requirements (the RRR, though they haven’t moved that one in decades). Monetary policy works in roughly the same ways that fiscal policies due (expansionary policies increase demand, GDP and inflation, contractionary decrease all) but is accomplished through manipulating the money supply rather than through changes in taxes and expenditures.

#### Essential Vocabulary

GDP	business cycle	debt	exports	commodity money
GDP per capita	recession	taxes	Federal Reserve	M1 & M2
real GDP price level	fiscal policy	spending	discount rate	frictional unemployment
aggregate demand	expansionary	consumption,	required reserves	structural unemployment
aggregate supply	contractionary	investment	open market operations	cyclical unemployment
economic growth	monetary policy	government spending	fiat money	underemployment.
inflation		imports		



# Economics Unit 5

## Global Economics

<b>Compelling Question: Why is the economic health of all nations important in the global economy?</b>			<b>Time: 3 Weeks</b>		
<b>Purpose and Objective</b>					
To create an understanding of global trade.					
<b>Supporting Question:</b>					
Why do countries need each other? How does trade benefit all participating parties? How does trade enable a country to specialize? Does trade make our lives better? Why are some countries wealthy while others are poor?					
<b>Arizona History and Social Science Standards</b>		<b>Supporting State Standards</b>		<b>Disciplinary Skills and Processes Standards</b>	
HS.E5.1	HS.E5.3	HS.G2.2	HS.SP3.6		
HS.E5.2	HS.E5.4	HS.G2.4	HS.SP4.2		
<b>Key Concepts</b>					
<p>Countries rely on each other for distribution of natural resources, factors of production, degree of specialization, economic system, human capital &amp; physical capital impacts each country in unique ways.</p> <p>The benefits of trade increase the utility of individual consumers by allowing access to goods produced outside a nations' borders. Individuals trade because they expect to be better off. While both parties benefit from trade, both parties do not benefit equally (e.g. tariffs, quotas and embargo).</p> <p>When countries have the ability to specialize and trade with others they have the opportunity to consume outside their production possibilities curve. Absolute advantage occurs when an individual or entity can produce a greater amount of the same good than another individual or entity. Comparative advantage occurs when an individual or entity can produce a good at the lowest opportunity cost.</p> <p>Trade carries some tradeoffs (certain domestic industries are unable to compete with foreign firms that can produce at a lower cost, this can cause disemployment for workers in affected industries in the short run) but on net trade creates more wealth than loss due to lower consumer prices, greater selection of goods and services, and a larger market for the sale of domestically produced goods.</p> <p>International trade allows a country to specialize towards their comparative advantage while still acquiring other goods and services via trade with countries that can make those goods more efficiently. Essentially, every country gets more goods and services than they would be capable of producing on their own.</p> <p>Exchange rates tell how much one unit of the first currency listed is worth in terms of the second currency listed. For example, 1USD=0.90 Euro. To convert an amount of the first currency into the second currency, simply multiply by the exchange rate (so 1000 USD is worth 1000*.9 or 900 Euro). To convert from the second currency to the first, divide.</p>					
<b>Essential Vocabulary</b>					
Trade	absolute advantage	exports	exchange rates	trade deficit	globalization
comparative advantage	imports	currency	foreign exchange	tariff	outsourcing

# High School



## Civics & Government



# High School Arizona History and Social Science Roadmap: Civics/Govt.



Quarter 1			Quarter 2		
<p><b>Unit 1</b></p> <p><b>Foundations of Government</b></p> <p><b>Compelling Question</b></p> <p>What does the government do for me?</p>	<p><b>Unit 2</b></p> <p><b>Constitutional Beginnings</b></p> <p><b>Compelling Question</b></p> <p>What does the Constitution do for me?</p>	<p><b>Unit 3</b></p> <p><b>Legislative Branch</b></p> <p><b>Compelling Question</b></p> <p>Why does it seem like the law is always telling me no?</p>	<p><b>Unit 4</b></p> <p><b>Executive Branch &amp; Bureaucracy</b></p> <p><b>Compelling Question</b></p> <p>Is the President the face of the nation?</p>	<p><b>Unit 5</b></p> <p><b>Judicial Branch &amp; Civil Liberties/Rights</b></p> <p><b>Compelling Question</b></p> <p>What rights do I have?</p>	<p><b>Unit 6</b></p> <p><b>Civic Engagement</b></p> <p><b>Compelling Question</b></p> <p>Why should I vote?</p>
3 weeks	3 weeks	3 weeks	3 weeks	3 weeks	3 weeks

# Civics & Government Unit 1

## Foundations of Government

<b>Compelling Question: What does government really do for you?</b>		<b>Time: 3 Weeks</b>
<b>Purpose and Objective</b>		
To become engaged citizens requires a knowledge of the history, principles, and foundations of our republic.		
<b>Supporting Question:</b>		
What is the purpose of government? Why do various government structures work for some but not for others? What does American democracy look like?		
<b>Arizona History and Social Science Standards</b>	<b>Supporting State Standards</b>	<b>Disciplinary Skills and Processes Standards</b>
HS.C1.4	HS.C1.1 HS.G1.1	HS.SP1.1 HS.SP1.3
<b>Key Concepts</b>		
<p>Governments exists for the organization of a society and to determine how to manage the key resources.</p> <p>All governments have legislative, executive, and judicial elements.</p> <p>Governments were created utilizing a variety of frameworks inspired by Enlightenment thinkers such as Locke, Voltaire, Montesquieu, Rousseau, etc.</p> <p>Different governments utilize different levels of control.</p> <p>American democracy is unique as it brings together the Greek ideals of democracy, with republican representation, federalism, presidential, constitutional, and our free-enterprise economy.</p> <p>The United States' answer to the purpose of government can be found to the Preamble to the Constitution.</p>		
<b>Essential Vocabulary</b>		
Government public policies legislative, executive judicial, constitution state, dictatorship democracy	sovereignty autocracy oligarchy unitary confederation	division of powers presidential parliamentary free enterprise compromise

## Civics & Government Unit 2

### Constitutional Beginnings

<b>Compelling Question: What does the Constitution <i>REALLY</i> do for me?</b>				<b>Time: 3 Weeks</b>
<b>Purpose and Objective</b>				
American political culture, values and principles are based on our constitutional ideals.				
<b>Supporting Question:</b>				
What are the basic principles of the US Constitution? What is federalism's implication on US, state, local and tribal governments? Why do we have a Bill of Rights? Describe the battle of power between the Federal and State governments.				
<b>Arizona History and Social Science Standards</b>	<b>Supporting State Standards</b>			<b>Disciplinary Skills and Processes Standards</b>
HS.C3.1	HS.C1.2 HS.C2.3	HS.C2.5 HS.C3.2	HS.G4.1 HS.G3.5	HS.SP2.2 HS.SP4.1
<b>Key Concepts</b>				
<p>The six basic principles of the Constitution are separation of powers, checks and balances, federalism, limited government, popular sovereignty, and judicial review.</p> <p>Under the U.S. system of federalism, powers are divided by national, state, and local governments, with exclusive, reserved, and concurrent powers.</p> <p>The Bill of Rights was created to guarantee liberties and limit the power of the federal government.</p> <p>The Articles of Confederation were replaced because of the lack of a strong centralized government.</p> <p>Federalists and Anti-Federalists debated over whether the power should belong to states' governments or with a strong federal government.</p>				
<b>Essential Vocabulary</b>				
limited government representative government Magna Carta Petition of Right English Bill of Rights Bicameral popular sovereignty	ratification Article of Confederation Declaration of Independence New Jersey Plan Virginia Plan Connecticut Compromise	Slave and Commerce Compromise Federalist Anti-federalist Preamble judicial review amendment	Bill of Rights Federalism expressed powers reserved powers implied powers inherent powers 3/5th Compromise	delegated powers concurrent powers grants Constitutional convention full-faith and credit clause privileges and immunities clause

# Civics & Government Unit 3

## Legislative Branch

<b>Compelling Question: How much power does the legislative branch really have?</b>				<b>Time: 3 Weeks</b>	
<b>Purpose and Objective</b>					
The legislative process includes deliberation and compromise.					
<b>Supporting Question:</b>					
How has the legislative branch evolved? What does it mean to legislate? What is the process of legislation? What are the roles and responsibilities of the legislative branch? What does the state legislative branch in Arizona look like?					
<b>Arizona History and Social Science Standards</b>	<b>Supporting State Standards</b>	<b>Supporting State Standards</b>		<b>Disciplinary Skills and Processes Standards</b>	
HS.C4.4 HS.G3.3	HS.G3.5	HS.C1.3 HS.C2.3	HS.C4.1 .HS.G3.4	HS.SP1.2	
<b>Key Concepts</b>					
<p>The legislative branch was intended to be the strongest branch of government by our founding fathers and has evolved over time to something else.</p> <p>The legislative branch of the United States is a bicameral system where laws are created.</p> <p>Congressional committees are where most of the work of the law-making process. The linkage between citizens and their government is strengthened when the public has opportunities to have their concerns heard by the legislature.</p> <p>Bills must go through a multi-step process, including both houses, before it can be approved by the President.</p> <p>In addition to legislation, Congress has other responsibilities, including currency powers, investigatory powers, fiscal policy, impeachment, etc.</p>					
<b>Essential Vocabulary</b>					
Committees seniority rule bicameral representative democracy initiative referendum committees session	adjourn bill term special session gerrymander apportioned mid-term elections single-member district Senate	House of Representatives Speaker of the House President Pro-Tempore continuous body constituencies trustee partisan politico	delegate oversight function taxes deficit spending commerce power public debt Bankruptcy impeachment	Copyright Patent legal tender appropriations eminent domain censure Necessary and Proper Clause	

# Civics & Government Unit 4

## Executive Branch and Bureaucracy

**Compelling Question: Is the President the face of the nation?** **Time: 3 Weeks**

### Purpose and Objective

The structure and power of the Presidency and power of the Bureaucracy

### Supporting Question:

Why and how does the President get elected?  
 Is the Executive Branch (government bureaucracy) too big?  
 Does the President have too much power?  
 How have the powers of the Presidency been expanded and evolved? (Imperial Presidency)  
 Who is the Executive at the State level?

Arizona History and Social Science Standards	Supporting State Standards	Disciplinary Skills and Processes Standards
HS.C4.5	HS.C2.3 HS.C4.1	HS.C4.2 HS.G2.2 HS.SP2.1 HS.SP2.2

### Key Concepts

Presidential qualifications are both formal as stated in the Constitution, but informal through evolution.

The Executive Branch is by far the largest branch of government in size and scope. It has grown and evolved since the creation of the Constitution to address challenges and opportunities faced by the American people.

The President has many formal roles as seen through analysis of Article II of the Constitution.

The powers of the President have expanded over time though each President’s interpretation of the Constitution, the legislative branch continuing to pass legislation causing more to “execute”, and the Judicial Branch providing interpretation.

### Essential Vocabulary

Foreign/Domestic policy	Chief of economy	balance-the ticket	Ordinance power	Line agencies	Civil service
Electoral College	Chief citizen	winner-take-all	Treaty, Recognition	Executive Office of the President	Pendleton Act
Bureaucracy	Presidential succession	incumbent	Persona non grata	Executive departments	Hatch Act
Chief of State	Presidential electors	platform	Line-item veto	Attorney general	Patronage
Chief Executive	Electoral votes	District plan	Reprieve	Independent agencies	veto power
Chief Administrator	12th Amendment	Proportional plan	Pardon	Independent executive	War Powers Act
Chief Diplomat	22nd Amendment	Direct popular vote plan	Clemency	Independent regulatory commissions	fiscal year
Commander in Chief	National Convention	Mass media	Administration Quasi-judicial	Independent regulatory commissions	federal budget
Chief Legislator	presidential primary agencies	Oath of office	Staff agencies	Government corporations	governor
Chief of Party	open/closed primary	Executive order			

# Civics & Government Unit 5

## Judicial Branch and Civil Liberties & Rights

<b>Compelling Question: What rights do I have?</b>			<b>Time: 3 Weeks</b>		
<b>Purpose and Objective</b>					
The structure and power of federal courts and their impact on civil liberties and rights.					
<b>Supporting Question:</b>					
Where do I have Rights? (Civil rights) Rights vs. Liberties: How am I protected from the government? (Civil liberties) How has the interpretation of the Constitution changed over time? How have landmark cases influenced society?					
<b>Arizona History and Social Science Standards</b>		<b>Supporting State Standards</b>		<b>Disciplinary Skills and Processes Standards</b>	
HS.C4.5		HS.C2.3      HS.C4.2 HS.C4.1		HS.SP4.3	
<b>Key Concepts</b>					
<p>In federalism, there are mechanisms for justice to be served at the local, state, and federal level.</p> <p>Civil rights and liberties have evolved through landmark court cases.</p> <p>The rights of accused are protected through due process.</p> <p>Civil Rights have evolved over time, allowing for more individuals/groups to be treated with equity.</p> <p>Civil Liberties are guaranteed by the Constitution/Bill of Rights, and the Supreme Court plays a major role in the application/interpretation /protection of these liberties.</p> <p>The structure of the U.S. judicial system allows for multiple layers of justice (original v. appellate jurisdiction; judicial review).</p>					
<b>Essential Vocabulary</b>					
Inferior courts	Majority opinion	police power	Shield laws	Bills of attainder	Preventative detention
Jurisdiction	Concurring opinion	process of	Symbolic speech	Ex post facto laws	Capital punishment
Plaintiff	Precedents	incorporation	Picketing	Grand jury	Treason
Defendant	Dissenting opinions	Establishment Clause	Assemble	Indictment	Assimilation
Exclusive jurisdiction	Redress	Free Exercise Clause	Content neutral	Bench trial	de jure segregation
Concurrent jurisdiction	Civilian tribunal	Parochial	Right of association	Miranda Rule	de facto segregation
Original jurisdiction	Court-martial	Lemon Test	Substantive due	involuntary servitude	affirmative action
Appellate jurisdiction	Civil liberties	Libel	process	discrimination	quotas
Criminal cases	Civil rights	Slander	Procedural due process	double jeopardy	reverse discrimination
Civil cases	Aliens	Sedition	Writs of assistance	Bail	9th Circuit
Writ of certiorari	Due Process Clause	Seditious speech	Writ of Habeas Corpus		
	Exclusionary rule	Prior restraint			



# Civics & Government Unit 6

## Foundations of Government

<b>Compelling Question: Why should I vote</b>				<b>Time: 2 Weeks</b>
<b>Purpose and Objective</b>				
Using inquiry in civics, high school students explore how to become active citizens.				
<b>Supporting Question:</b>				
How does the media influence? How are political ideologies formed? What are the roles and responsibilities/duties to be an American Citizen?				
<b>Arizona History and Social Science Standards</b>	<b>Supporting State Standards</b>			<b>Disciplinary Skills and Processes Standards</b>
HS.C4.6 HS.G2.1 HS.G4.1	HS.C2.1 HS.C2.2 HS.C2.4	HS.C2.6 HS.C3.3 HS.C4.3	HS.C4.7 HS.G4.2 HS.G3.2	HS.SP4.4
<b>Key Concepts</b>				
<p>The media influences as mirrors and molders.</p> <p>Political ideologies are formed thru family, economics, geography, race, education, experience.</p> <p>VOTE, be informed, be active in your local community government, and have a working understanding of local, state, and federal government.</p> <p>Each state has its own system of elections and ways to be involved. (Initiative, referendum, recall, propositions)</p> <p>Citizenship requires a certain amount duties and responsibilities.</p>				
<b>Essential Vocabulary</b>				
Citizenship Voting interest groups mass media political parties and ideology civic engagement polling initiative	recall ballot propositions referendum closed-primary primary, caucus open-primary independent	liberal conservative Republican Democrat third-parties preference election political spectrum partisan	bipartisan incumbent disenfranchised electorate precinct suffrage political efficacy general election	Citizens United Super-PAC/PAC soft-money Voting Rights Acts FEC public opinion Mandate nomination