

Arizona Standards: High School Civics and Government

Strand 1: American History	Strand 3: Civics/Government	Strand 3: Civics/Government	Strand 3: Civics/Government
<p>Concept 1: Research Skills for History</p> <p>PO 1. Interpret historical data displayed in maps, graphs, tables, charts, and geologic time scales.</p> <p>PO 2. Distinguish among dating methods that yield calendar ages (e.g., dendrochronology), numerical ages (e.g., radiocarbon), correlated ages (e.g., volcanic ash), and relative ages (e.g., geologic time).</p> <p>PO 3. <i>Formulate questions that can be answered by historical study and research.</i></p> <p>PO 4. Construct graphs, tables, timelines, charts, and narratives to interpret historical data.</p> <p>PO 5. Evaluate primary and secondary sources for:</p> <ol style="list-style-type: none"> a. authors' main points b. purpose and perspective 	<p>Montesquieu and separation of powers</p> <p>PO 4. Examine the fundamental principles (e.g., equality, natural rights of man, rule of law) in the Declaration of Independence.</p> <hr/> <p>Concept 2: Structure of Government</p> <p>PO 1. Analyze why the weak central government and limited powers of the Articles of Confederation demonstrated the need for the Constitution.</p> <p>PO 2. Analyze the creation of United States Constitution:</p> <ol style="list-style-type: none"> a. representative government as developed by the Great Compromise and the Three-Fifths Compromise b. Federalism c. Separation of 	<p>Powers/Checks and Balances</p> <ol style="list-style-type: none"> d. Judicial Review e. Amendment Process <p>PO 3. Examine the United States federal system of government:</p> <ol style="list-style-type: none"> a. powers of the national government b. powers of the state governments c. powers of the people <p>PO 4. Describe the steps leading to the adoption of the Constitution:</p> <ol style="list-style-type: none"> a. Federalist and Anti-Federalist positions (e.g., The Federalist Papers) b. Bill of Rights c. ratification <p>PO 5. Analyze the structure, powers, and roles of the legislative branch of the United States government:</p> <ol style="list-style-type: none"> a. specific powers delegated in Article I of the Constitution 	<ol style="list-style-type: none"> b. role of competing factions and development of political parties c. lawmaking process d. different roles of Senate and House e. election process and types of representation f. influence of staff, lobbyists, special interest groups and political action committees (PACs) <p>PO 6. Analyze the structure, powers, and roles of the executive branch of the United States government:</p> <ol style="list-style-type: none"> a. specific powers delegated in Article II of the Constitution b. roles and duties of the president c. development and function of the executive branch, including the cabinet and federal

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<p>bureaucracy</p> <p>d. election of the president through the nomination process, national conventions, and electoral college</p> <p>PO 7. Analyze the structure, powers, and roles of the judicial branch of the United States government, including landmark United States Supreme Court decisions:</p> <p>a. specific powers delegated by the Constitution in Article III</p> <p>b. judicial review developed in <i>Marbury v. Madison</i>, <i>McCulloch v. Maryland</i>, and <i>Gibbons v. Ogden</i></p> <p>c. dual court system of state and federal courts</p> <p>PO 8. Analyze the structure, power, and organization of Arizona's government as expressed in the Arizona Constitution:</p> <p>a. direct democracy by</p>	<p>initiative, referendum, and recall processes</p> <p>b. election process such as redistricting, (e.g., gerrymandering, clean elections), voter registration, and primaries</p> <p>c. the structure and processes of Arizona's legislature</p> <p>d. the roles of the Governor, Secretary of State, Treasurer, Attorney General, and Superintendent of Public Instruction</p> <p>e. appointment and continuing election of judges.</p> <p>PO 9. Analyze the forms, structure, powers and roles of local government:</p> <p>a. county government, boards of supervisors, sheriffs, county attorneys, and others</p> <p>b. mayor, council, city manager, and other city</p>	<p>officials</p> <p>c. issues of large urban area governments (e.g., transportation, zoning growth management and funding, urban planning, water and sanitation, pollution, annexation)</p> <p>d. special districts, governance funding and purpose (e.g., school, sanitation, water, fire, library, community college)</p> <p>PO 10. Examine the sovereignty of tribal governments and their relationship to state and federal governments (e.g., jurisdiction, land use, water and mineral rights, gaming pacts).</p> <p>PO 11. Identify other forms of government under U.S. federal auspices (e.g., protectorates, territories, federal districts).</p>	<hr/> <p>Concept 3: Functions of Government</p> <p>PO 1. Analyze the functions of government as defined in the Preamble to the Constitution.</p> <p>PO 2. Examine how the Constitution guarantees due process of law through Constitutional mandates and Amendments.</p> <p>a. Constitutional mandates (e.g., the right of habeas corpus, no bill of attainder, and the prohibition of ex post facto laws)</p> <p>b. Fourth, Fifth, Sixth, Seventh, and Eighth Amendments</p> <p>c. protection provided by the Fourteenth Amendment</p> <p>PO 3. Examine various sources of government funding:</p>

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<p>a. federal - income tax, duties , excise taxes, corporate tax</p> <p>b. state - income tax, sales tax</p> <p>c. local - property tax, sales tax</p> <p>PO 4. Describe the regulatory functions of government pertaining to consumer protection, environment, health, labor, transportation, and communication.</p> <p>PO 5. Describe the factors and processes that determine major domestic policies (e.g., Social Security, education, health care, parks, environmental protection).</p> <hr/> <p>Concept 4: Rights, Responsibilities, and Roles of Citizenship</p> <p>PO 1. Analyze basic individual rights and freedoms guaranteed by</p>	<p>Amendments and laws:</p> <p>a. freedom of religion, speech, press, assembly, and petition in the First Amendment</p> <p>b. right to bear arms in the Second Amendment</p> <p>c. Ninth Amendment and guarantee of people’s unspecified rights</p> <p>d. civil rights in the Thirteenth and Fourteenth Amendments</p> <p>e. voting rights in the Fifteenth, Nineteenth, Twenty-third, Twenty-fourth, and Twenty-sixth Amendments; Native American citizenship and voting rights (Arizona, 1948); Voting Rights Act of 1965</p> <p>f. conflicts which occur between rights (e.g., the tensions between the right to a fair trial and freedom of the</p>	<p>press, and between majority rule and individual rights)</p> <p>g. right to work laws</p> <p>PO 2. Define citizenship according to the Fourteenth Amendment.</p> <p>PO 3. Examine the basic political, social responsibilities of citizenship:</p> <p>a. connections between self-interest, the common good, and the essential element of civic virtue (e.g., George Washington’s Farewell Speech), volunteerism</p> <p>b. obligations of upholding the Constitution</p> <p>c. obeying the law, serving on juries, paying taxes, voting, and military service</p> <p>d. analyzing public issues, policy making, and evaluating candidates</p> <p>PO 4. Demonstrate the</p>	<p>skills and knowledge (e.g., group problem solving, public speaking, petitioning and protesting) needed to accomplish public purposes.</p> <p>PO 5. Describe the role and influence of political parties, interest groups, and mass media:</p> <p>a. political perspectives (e.g., liberalism, conservatism, progressivism, libertarianism)</p> <p>b. influence of interest groups, lobbyists, and PAC’s on elections, the political process and policy making</p> <p>c. influence of the mass media on elections, the political process and policy making</p> <hr/> <p>Concept 5: Government Systems of the World</p>

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Strand 3: Civics/Government

PO 1. Compare the United States system of politics and government to other systems of the world (e.g., monarchies, dictatorship, theocracy, oligarchy, parliamentary, unitary, proportional elections).

PO 2. Describe factors (e.g., trade, political tensions, sanctions, terrorism) that influence United States foreign policy.

PO 3. Describe world governmental and non-governmental organizations (e.g., the United Nations and its agencies, NATO, the European Union, the International Red Cross).

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Strand 3: Civics/Government

The goal of the civics strand is to develop the requisite knowledge and skills for informed, responsible participation in public life; to ensure, through instruction, that students understand the essentials, source, and history of the constitutions of the United States and Arizona, American institutions and ideals (ARS 15-710). Students will understand the foundations, principles, and institutional practices of the United States as a representative democracy and constitutional republic. They will understand the importance of each person as an individual with human and civil rights and our shared heritage in the United States. Students will understand politics, government, and the responsibilities of good citizenship. Citizenship skills include the capacity to influence policies and decisions by clearly communicating interests and the ability to build coalitions through negotiation, compromise, and consensus. In addition, students will learn that the United States influences and is influenced by global interaction.

Concept 1: Foundations of Government

The United States democracy is based on principles and ideals that are embodied by symbols, people and documents.

Concept 2: Structure of Government

The United States structure of government is characterized by the separation and balance of powers.

Concept 3: Functions of Government

Laws and policies are developed to govern, protect, and promote the well-being of the people.

Concept 4: Rights, Responsibilities, and Roles of Citizenship

The rights, responsibilities and practices of United States citizenship are founded in the Constitution and the nation's history.

Concept 5: Government Systems of the World

Different governmental systems exist throughout the world. The United States influences and is influenced by global interactions.

Arizona Department of Education –
Standards Based Teaching and Learning

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