

We the People: The Citizen & the Constitution

9th-12th grade

Level Three Textbook Correlation

aligned to

Arizona History & Social Science Anchor Standards

Jake Harvey

Overview of Unit 1: What Are the Philosophical and Historical Foundations of the American Political System?

Anchor Standard	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
SP1			X	X	X		X
SP2		X			X		
SP3	X					X	
SP4	X	X	X			X	X
C1	X	X	X	X	X	X	
C2		X	X	X		X	X
C3					X		X
C4					X	X	X

Arizona Civics Course Considerations found in Unit 1:

- Foundations of government including but not limited to the historical foundations and philosophical foundations of the American political system, the purpose and role of government, and where government gets its authority
- American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expression, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality

Lesson 1: What Did the Founders Think about Constitutional Government?

DISCIPLINARY SKILLS AND PROCESSES

- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- Course Consideration: Foundations of government including but not limited to the historical foundations and philosophical foundations of the American political system, the purpose and role of government, and where government gets its authority
- Course Consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality

Lesson 2: What Ideas about Civic Life Informed the Founding Generation?

DISCIPLINARY SKILLS AND PROCESSES

- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C1: Civic virtues and democratic principles are key components of the American political system.
- C2: Citizens have individual rights, roles, and responsibilities.
- HS.C1.1: Explain the significance of civic virtues to a well-functioning constitutional republic.
- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- Course Consideration: Foundations of government including but not limited to the historical foundations and philosophical foundations of the American political system, the purpose and role of government, and where government gets its authority
- Course Consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality

Lesson 3: What Historical Developments Influenced Modern Ideas of Individual Rights?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C2: Citizens have individual rights, roles, and responsibilities.
- HS.C1.2 Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents.

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- HS.C2.3 Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- Course Consideration: Foundations of government including but not limited to the historical foundations and philosophical foundations of the American political system, the purpose and role of government, and where government gets its authority
- Course Consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality

Lesson 4: What Were the British Origins of American Constitutionalism?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.

CIVICS

- C1: Civic virtues and democratic principles are key components of the American political system.
- C2: Citizens have individual rights, roles, and responsibilities.
- HS.C1.2: Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents.
- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- Course Consideration: Foundations of government including but not limited to the historical foundations and philosophical foundations of the American political system, the purpose and role of government, and where government gets its authority
- Course Consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality

Lesson 5: What Basic Ideas about Rights and Constitutional Government did Colonial Americans Hold?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.

CIVICS

- C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.
- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.

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- HS.C1.2: Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents.
- Course Consideration: Foundations of government including but not limited to the historical foundations and philosophical foundations of the American political system, the purpose and role of government, and where government gets its authority
- Course Consideration: Structures and function of tribal, local, Arizona and other states, national, and international governments including but not limited to constitutional vs. non-constitutional governments, and how governments are organized, limits and powers of the legislative, judicial, and executive branch, and comparative governments

Lesson 6: Why Did American Colonists Want to Free Themselves from Great Britain?

DISCIPLINARY SKILLS AND PROCESSES

- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C1: Civic virtues and democratic principles are key components of the American political system.
- C2: Citizens have individual rights, roles, and responsibilities.
- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.
- HS.C1.2: Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents.
- HS.C2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- Course Consideration: Foundations of government including but not limited to the historical foundations and philosophical foundations of the American political system, the purpose and role of government, and where government gets its authority
- Course Consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality

Lesson 7: What Basic Ideas about Government and Rights Did the State Constitutions Include?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C2: Citizens have individual rights, roles, and responsibilities.
- C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.

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- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.
- HS.C1.2: Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents.
- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- HS.C2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- Course Consideration: Civil Liberties and Civil Rights
- Course Consideration: Foundations of government including but not limited to the historical foundations and philosophical foundations of the American political system, the purpose and role of government, and where government gets its authority
- Course Consideration: Structures and function of tribal, local, Arizona and other states, national, and international governments including but not limited to constitutional vs. non-constitutional governments, and how governments are organized, limits and powers of the legislative, judicial, and executive branch, and comparative governments

Overview of Unit 2: How Did the Framers Create the Constitution?

Anchor Standard	Lesson 8	Lesson 9	Lesson 10	Lesson 11	Lesson 12	Lesson 13	Lesson 14
SP1	X						
SP2		X	X		X	X	X
SP3	X		X	X		X	X
SP4	X				X		
C1				X			
C2							
C3	X			X	X	X	X
C4	X	X	X	X	X	X	X

Arizona Civics Course Considerations found in Unit 2:

- Foundations of government including but not limited to the historical foundations and philosophical foundations of the American political system, the purpose and role of government, and where government gets its authority
- Institutions of the national government including but not limited to Congress, the President and the bureaucracy, federal courts; and institutions of the state government including the legislature, governor and the bureaucracy, and the state courts
- American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality

Lesson 8: What Were the Articles of Confederation, and Why Did Some Founders Want to Change Them?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.
- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.
- HS.C3.2: Analyze the origins, functions, and structures of government at the national, state, local, and tribal levels and compare with other systems of government.
- Course Consideration: Foundations of government including but not limited to the historical foundations and philosophical foundations of the American political system, the purpose and role of government, and where government gets its authority
- Course Consideration: Structures and function of tribal, local, Arizona and other states, national, and international governments including but not limited to constitutional vs. non-constitutional governments, and how governments are organized, limits and powers of the legislative, judicial, and executive branch, and comparative governments

Lesson 9: How Was the Philadelphia Convention Organized?

DISCIPLINARY SKILLS AND PROCESSES

- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.

CIVICS

- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.
- HS.C1.2: Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents.
- HS.C1.3: Explain and use deliberative processes implemented in various civic and political institutions.
- HS.C2.6: Evaluate the contributions of individuals and groups, including Arizonans, who have played a role in promoting civic and democratic principles.
- Course Consideration: Foundations of government including but not limited to the historical foundations and philosophical foundations of the American political system, the purpose and role of government, and where government gets its authority
- Course Consideration: Law-making process including the role of deliberation and compromise
- Course Consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice,

representative government, checks and balances, freedom of religion, civilian control of the military, and equality

Lesson 10: Why Was Representation a Major Issue at the Philadelphia Convention?

DISCIPLINARY SKILLS AND PROCESSES

- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

CIVICS

- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.
- HS.C1.3: Explain and use deliberative processes implemented in various civic and political institutions.
- HS.C3.1: Examine how the United States Constitution established a system of government that has powers, responsibilities, and limits and analyze how those powers, responsibilities, and limits have changed over time.
- HS.C3.2: Analyze the origins, functions, and structures of government at the national, state, local, and tribal levels and compare with other systems of government.
- HS.C4.5: Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems, instances of such problems in multiple contexts, and challenges and opportunities faced by those trying to address these problems over time and place.
- Course consideration: Foundations of government including but not limited to the historical foundations and philosophical foundations of the American political system, the purpose and role of government, and where government gets its authority
- Course consideration: Structures and function of tribal, local, Arizona and other states, national, and international governments including but not limited to constitutional vs. non-constitutional governments, and how governments are organized, limits and powers of the legislative, judicial, and executive branch, and comparative governments
- Course consideration: Institutions of the national government including but not limited to Congress, the President and the bureaucracy, federal courts; and institutions of the state government including the legislature, governor and the bureaucracy, and the state courts
- Course consideration: Law-making process including the role of deliberation and compromise

Lesson 11: What Questions Did the Framers Consider in Designing the Three Branches of the National Government?

DISCIPLINARY SKILLS AND PROCESSES

- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

CIVICS

- C1: Civic virtues and democratic principles are key components of the American political system.
- C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.
- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.

“We the People” 2020 Edition Correlation with AZ Social Science/History Standards

- HS.C1.2: Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents.
- HS.C2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- HS.C3.1: Examine how the United States Constitution established a system of government that has powers, responsibilities, and limits and analyze how those powers, responsibilities, and limits have changed over time.
- HS.C3.2: Analyze the origins, functions, and structures of government at the national, state, local, and tribal levels and compare with other systems of government.
- HS.C4.1: Evaluate multiple procedures for making governmental decisions in all three branches and at the local, state, tribal, national, and international levels in terms of the civic purpose achieved.
- HS.C4.3: Explain the procedures for elections at the local, state, tribal, and national levels.
- Course Consideration: Structures and function of tribal, local, Arizona and other states, national, and international governments including but not limited to constitutional vs. non-constitutional governments, and how governments are organized, limits and powers of the legislative, judicial, and executive branch, and comparative governments
- Course Consideration: Institutions of the national government including but not limited to Congress, the President and the bureaucracy, federal courts; and institutions of the state government including the legislature, governor and the bureaucracy, and the state courts
- Course Consideration: Elections, voting, and voting behavior including but not limited to political socialization, creation of legislative and congressional districts, opportunities for participation, campaigns, types of elections including primary process and general election process (local, state, and federal), laws governing elections, voter turnout, and barriers to voting
- Course Consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality

Lesson 12: How Did the Delegates Distribute Powers between National and State Governments?

DISCIPLINARY SKILLS AND PROCESSES

- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.
- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.
- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- HS.C2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.

“We the People” 2020 Edition Correlation with AZ Social Science/History Standards

- HS.C3.1: Examine how the United States Constitution established a system of government that has powers, responsibilities, and limits and analyze how those powers, responsibilities, and limits have changed over time.
- HS.C3.2: Analyze the origins, functions, and structures of government at the national, state, local, and tribal levels and compare with other systems of government.
- HS.C4.1: Evaluate multiple procedures for making governmental decisions in all three branches and at the local, state, tribal, national, and international levels in terms of the civic purpose achieved.
- HS.C4.2: Evaluate local, state, national, and international policies in terms of intended and unintended outcomes and related consequences.
- HS.C4.5: Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems, instances of such problems in multiple contexts, and challenges and opportunities faced by those trying to address these problems over time and place.
- Course Consideration: Foundations of government including but not limited to the historical foundations and philosophical foundations of the American political system, the purpose and role of government, and where government gets its authority
- Course Consideration: Structures and function of tribal, local, Arizona and other states, national, and international governments including but not limited to constitutional vs. non-constitutional governments, and how governments are organized, limits and powers of the legislative, judicial, and executive branch, and comparative governments
- Course Consideration: Institutions of the national government including but not limited to Congress, the President and the bureaucracy, federal courts; and institutions of the state government including the legislature, governor and the bureaucracy, and the state courts

Lesson 13: What Was the Anti-Federalist Position in the Debate about Ratification?

DISCIPLINARY SKILLS AND PROCESSES

- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

CIVICS

- C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.
- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.
- HS.C1.2: Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents.
- HS.C2.5: Compare the rights guaranteed in Arizona Constitution to those in the United States Constitution.
- HS.C3.1: Examine how the United States Constitution established a system of government that has powers, responsibilities, and limits and analyze how those powers, responsibilities, and limits have changed over time.
- HS.C3.2: Analyze the origins, functions, and structures of government at the national, state, local, and tribal levels and compare with other systems of government.

“We the People” 2020 Edition Correlation with AZ Social Science/History Standards

- HS.C4.1: Evaluate multiple procedures for making governmental decisions in all three branches and at the local, state, tribal, national, and international levels in terms of the civic purpose achieved.
- Course Consideration: Foundations of government including but not limited to the historical foundations and philosophical foundations of the American political system, the purpose and role of government, and where government gets its authority
- Course Consideration: Structures and function of tribal, local, Arizona and other states, national, and international governments including but not limited to constitutional vs. non-constitutional governments, and how governments are organized, limits and powers of the legislative, judicial, and executive branch, and comparative governments
- Course Consideration: Institutions of the national government including but not limited to Congress, the President and the bureaucracy, federal courts; and institutions of the state government including the legislature, governor and the bureaucracy, and the state courts
- Course Consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality

Lesson 14: What Was the Federalist Position in the Debate about Ratification?

DISCIPLINARY SKILLS AND PROCESSES

- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

CIVICS

- C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.
- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.
- HS.C1.2: Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents.
- HS.C2.5: Compare the rights guaranteed in Arizona Constitution to those in the United States Constitution.
- HS.C3.1: Examine how the United States Constitution established a system of government that has powers, responsibilities, and limits and analyze how those powers, responsibilities, and limits have changed over time.
- HS.C3.2: Analyze the origins, functions, and structures of government at the national, state, local, and tribal levels and compare with other systems of government.
- HS.C4.1: Evaluate multiple procedures for making governmental decisions in all three branches and at the local, state, tribal, national, and international levels in terms of the civic purpose achieved.
- Course Consideration: Foundations of government including but not limited to the historical foundations and philosophical foundations of the American political system, the purpose and role of government, and where government gets its authority

“We the People” 2020 Edition Correlation with AZ Social Science/History Standards

- Course Consideration: Structures and function of tribal, local, Arizona and other states, national, and international governments including but not limited to constitutional vs. non-constitutional governments, and how governments are organized, limits and powers of the legislative, judicial, and executive branch, and comparative governments
- Course Consideration: Institutions of the national government including but not limited to Congress, the President and the bureaucracy, federal courts; and institutions of the state government including the legislature, governor and the bureaucracy, and the state courts
- Course Consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality

Overview of Unit 3: How Has the Constitution Been Changed to Further the Ideals Contained in the Declaration of Independence?

Anchor Standard	Lesson 15	Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20
SP1	X	X	X	X	X	X
SP2			X		X	
SP3		X		X		
SP4	X		X			X
C1			X	X	X	X
C2		X		X	X	X
C3		X				
C4	X			X	X	

Arizona Civics Course Considerations found in Unit 3:

- Structures and function of tribal, local, Arizona and other states, national, and international governments including but not limited to constitutional vs. non-constitutional governments, and how governments are organized, limits and powers of the legislative, judicial, and executive branch, and comparative governments
- Institutions of the national government including but not limited to Congress, the President and the bureaucracy, federal courts; and institutions of the state government including the legislature, governor and the bureaucracy, and the state courts
- Media, interest groups, and political parties including but not limited to the how these linkage institutions connect the people to government and shape political and social interests, the role of the free press in the American political system, the origin and role of political parties, the two-party system, the role of

third parties in American politics, and the social, political, and economic positions of American political parties in history and the present day

- Elections, voting, and voting behavior including but not limited to political socialization, creation of legislative and congressional districts, opportunities for participation, campaigns, types of elections including primary process and general election process (local, state, and federal), laws governing elections, voter turnout, and barriers to voting
- Civil Liberties and Civil Rights

Lesson 15: How Have Amendments and Judicial Review Changed the Constitution?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.
- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- HS.C2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- HS.C2.5: Compare the rights guaranteed in Arizona Constitution to those in the United States Constitution.
- HS.C3.1: Examine how the United States Constitution established a system of government that has powers, responsibilities, and limits and analyze how those powers, responsibilities, and limits have changed over time.
- HS.C4.1: Evaluate multiple procedures for making governmental decisions in all three branches and at the local, state, tribal, national, and international levels in terms of the civic purpose achieved.
- Course consideration: Structures and function of tribal, local, Arizona and other states, national, and international governments including but not limited to constitutional vs. non-constitutional governments, and how governments are organized, limits and powers of the legislative, judicial, and executive branch, and comparative governments
- Course consideration: Institutions of the national government including but not limited to Congress, the President and the bureaucracy, federal courts; and institutions of the state government including the legislature, governor and the bureaucracy, and the state courts
- Course consideration: Elections, voting, and voting behavior including but not limited to political socialization, creation of legislative and congressional districts, opportunities for participation, campaigns, types of elections including primary process and general election process (local, state, and federal), laws governing elections, voter turnout, and barriers to voting
- Course consideration: Civil Liberties and Civil Rights

Lesson 16: What Is the Role of Political Parties in the Constitutional System?

DISCIPLINARY SKILLS AND PROCESSES

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- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

CIVICS

- C2: Citizens have individual rights, roles, and responsibilities.
- C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.
- HS.C3.3: Analyze the impact of political parties, interest groups, elections, and the media on political institutions.
- Course Consideration: Media, interest groups, and political parties including but not limited to the how these linkage institutions connect the people to government and shape political and social interests, the role of the free press in the American political system, the origin and role of political parties, the two-party system, the role of third parties in American politics, and the social, political, and economic positions of American political parties in history and the present day
- Course Consideration: Elections, voting, and voting behavior including but not limited to political socialization, creation of legislative and congressional districts, opportunities for participation, campaigns, types of elections including primary process and general election process (local, state, and federal), laws governing elections, voter turnout, and barriers to voting

Lesson 17: How Did the Civil War Test and Transform the American Constitutional System?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C1: Civic virtues and democratic principles are key components of the American political system.
- HS.C1.2: Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents.
- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- HS.C2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- HS.C2.5: Compare the rights guaranteed in Arizona Constitution to those in the United States Constitution.
- HS.C2.6: Evaluate the contributions of individuals and groups, including Arizonans, who have played a role in promoting civic and democratic principles.

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- HS.C4.2: Evaluate local, state, national, and international policies in terms of intended and unintended outcomes and related consequences.
- HS.C4.4: Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at various levels.
- HS.C4.5: Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems, instances of such problems in multiple contexts, and challenges and opportunities faced by those trying to address these problems over time and place.
- Course consideration: Elections, voting, and voting behavior including but not limited to political socialization, creation of legislative and congressional districts, opportunities for participation, campaigns, types of elections including primary process and general election process (local, state, and federal), laws governing elections, voter turnout, and barriers to voting
- Course consideration: Citizenship including rights, roles, and responsibilities of a citizen and the process for naturalization
- Course consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality

Lesson 18: How Has the Due Process Clause of the Fourteenth Amendment Changed the Constitution?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

CIVICS

- C1: Civic virtues and democratic principles are key components of the American political system.
- C2: Citizens have individual rights, roles, and responsibilities.
- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.
- HS.C1.2: Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents.
- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- HS.C2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- HS.C2.5: Compare the rights guaranteed in Arizona Constitution to those in the United States Constitution.
- Course consideration: Foundations of government including but not limited to the historical foundations and philosophical foundations of the American political system, the purpose and role of government, and where government gets its authority
- Course consideration: Civil Liberties and Civil Rights
- Course consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice,

representative government, checks and balances, freedom of religion, civilian control of the military, and equality

Lesson 19: How Has the Equal Protection Clause of the Fourteenth Amendment Changed the Constitution?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.

CIVICS

- C1: Civic virtues and democratic principles are key components of the American political system.
- C2: Citizens have individual rights, roles, and responsibilities.
- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.
- HS.C1.2: Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents.
- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- HS.C2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- HS.C2.5: Compare the rights guaranteed in Arizona Constitution to those in the United States Constitution.
- HS.C2.6: Evaluate the contributions of individuals and groups, including Arizonans, who have played a role in promoting civic and democratic principles.
- HS.C4.4: Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at various levels.
- HS.C4.5: Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems, instances of such problems in multiple contexts, and challenges and opportunities faced by those trying to address these problems over time and place.
- HS.C4.6: Assess options for action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
- Course consideration: Foundations of government including but not limited to the historical foundations and philosophical foundations of the American political system, the purpose and role of government, and where government gets its authority
- Course consideration: Institutions of the national government including but not limited to Congress, the President and the bureaucracy, federal courts; and institutions of the state government including the legislature, governor and the bureaucracy, and the state courts
- Course consideration: Citizenship including rights, roles, and responsibilities of a citizen and the process for naturalization
- Course consideration: Civil Liberties and Civil Rights
- Course consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice,

representative government, checks and balances, freedom of religion, civilian control of the military, and equality

Lesson 20: How Has the Right to Vote Been Expanded Since the Adoption of the Constitution?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C1: Civic virtues and democratic principles are key components of the American political system.
- C2: Citizens have individual rights, roles, and responsibilities.
- HS.C1.2: Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents.
- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- HS.C2.1: Explain the importance of individual participation in civic and political institutions.
- HS.C2.2: Analyze the role of citizens in the United States political system over time and compare this to the role of citizens in other political systems.
- HS.C2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- HS.C2.6: Evaluate the contributions of individuals and groups, including Arizonans, who have played a role in promoting civic and democratic principles.
- HS.C4.2: Evaluate local, state, national, and international policies in terms of intended and unintended outcomes and related consequences.
- HS.C4.3: Explain the procedures for elections at the local, state, tribal, and national levels.
- HS.C4.5: Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems, instances of such problems in multiple contexts, and challenges and opportunities faced by those trying to address these problems over time and place.
- Course consideration: Foundations of government including but not limited to the historical foundations and philosophical foundations of the American political system, the purpose and role of government, and where government gets its authority
- Course consideration: Elections, voting, and voting behavior including but not limited to political socialization, creation of legislative and congressional districts, opportunities for participation, campaigns, types of elections including primary process and general election process (local, state, and federal), laws governing elections, voter turnout, and barriers to voting
- Course consideration: Citizenship including rights, roles, and responsibilities of a citizen and the process for naturalization
- Course consideration: Civil Liberties and Civil Rights

Overview of Unit 4: How Have the Values and Principles Embodied in the Constitution Shaped American Institutions and Practices?

“We the People” 2020 Edition Correlation with AZ Social Science/History Standards

Anchor Standard	Lesson 21	Lesson 22	Lesson 23	Lesson 24	Lesson 25	Lesson 26
SP1			X	X		X
SP2	X				X	X
SP3	X	X			X	
SP4			X	X		X
C1	X	X				X
C2						
C3	X	X	X	X	X	X
C4		X	X	X	X	X

Arizona Civics Course Considerations found in Unit 4:

- Structures and function of tribal, local, Arizona and other states, national, and international governments including but not limited to constitutional vs. non-constitutional governments, and how governments are organized, limits and powers of the legislative, judicial, and executive branch, and comparative governments
- Institutions of the national government including but not limited to Congress, the President and the bureaucracy, federal courts; and institutions of the state government including the legislature, governor and the bureaucracy, and the state courts
- Law-making process including the role of deliberation and compromise
- Public policy including researching current issues or policies at the local, state, or federal level

Lesson 21: What Is the Role of Congress in American Constitutional Democracy?

DISCIPLINARY SKILLS AND PROCESSES

- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

CIVICS

- C1: Civic virtues and democratic principles are key components of the American political system.
- C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.
- HS.C1.2: Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents.
- HS.C3.1: Examine how the United States Constitution established a system of government that has powers, responsibilities, and limits and analyze how those powers, responsibilities, and limits have changed over time.

“We the People” 2020 Edition Correlation with AZ Social Science/History Standards

- HS.C3.2: Analyze the origins, functions, and structures of government at the national, state, local, and tribal levels and compare with other systems of government.
- HS.C3.3: Analyze the impact of political parties, interest groups, elections, and the media on political institutions.
- HS.C4.3: Explain the procedures for elections at the local, state, tribal, and national levels.
- Course consideration: Structures and function of tribal, local, Arizona and other states, national, and international governments including but not limited to constitutional vs. non-constitutional governments, and how governments are organized, limits and powers of the legislative, judicial, and executive branch, and comparative governments
- Course consideration: Institutions of the national government including but not limited to Congress, the President and the bureaucracy, federal courts; and institutions of the state government including the legislature, governor and the bureaucracy, and the state courts
- Course consideration: Elections, voting, and voting behavior including but not limited to political socialization, creation of legislative and congressional districts, opportunities for participation, campaigns, types of elections including primary process and general election process (local, state, and federal), laws governing elections, voter turnout, and barriers to voting
- Course consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality

Lesson 22: How Does Congress Perform Its Functions in the American Constitutional System?

DISCIPLINARY SKILLS AND PROCESSES

- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

CIVICS

- C1: Civic virtues and democratic principles are key components of the American political system.
- C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.
- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.
- HS.C1.3: Explain and use deliberative processes implemented in various civic and political institutions.
- HS.C3.2: Analyze the origins, functions, and structures of government at the national, state, local, and tribal levels and compare with other systems of government.
- HS.C3.3: Analyze the impact of political parties, interest groups, elections, and the media on political institutions.
- HS.C4.1: Evaluate multiple procedures for making governmental decisions in all three branches and at the local, state, tribal, national, and international levels in terms of the civic purpose achieved.
- HS.C4.4: Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at various levels.
- Course consideration: Structures and function of tribal, local, Arizona and other states, national, and international governments including but not limited to constitutional vs. non-constitutional governments, and how governments are organized, limits and powers of the legislative, judicial, and executive branch, and comparative governments

“We the People” 2020 Edition Correlation with AZ Social Science/History Standards

- Course consideration: Institutions of the national government including but not limited to Congress, the President and the bureaucracy, federal courts; and institutions of the state government including the legislature, governor and the bureaucracy, and the state courts
- Course consideration: Law-making process including the role of deliberation and compromise
- Course consideration: Media, interest groups, and political parties including but not limited to the how these linkage institutions connect the people to government and shape political and social interests, the role of the free press in the American political system, the origin and role of political parties, the two-party system, the role of third parties in American politics, and the social, political, and economic positions of American political parties in history and the present day
- Course consideration: Public policy including researching current issues or policies at the local, state, or federal level

Lesson 23: What Is the Role of the President in the American Constitutional System?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.
- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.
- HS.C2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- HS.C3.1: Examine how the United States Constitution established a system of government that has powers, responsibilities, and limits and analyze how those powers, responsibilities, and limits have changed over time.
- HS.C3.2: Analyze the origins, functions, and structures of government at the national, state, local, and tribal levels and compare with other systems of government.
- HS.C3.4: Analyze the impact of constitutions, laws, treaties, charters, and agreements on the maintenance of international order.
- HS.C4.1: Evaluate multiple procedures for making governmental decisions in all three branches and at the local, state, tribal, national, and international levels in terms of the civic purpose achieved.
- HS.C4.4: Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at various levels.
- HS.C4.5: Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems, instances of such problems in multiple contexts, and challenges and opportunities faced by those trying to address these problems over time and place.
- Course consideration: Structures and function of tribal, local, Arizona and other states, national, and international governments including but not limited to constitutional vs. non-constitutional governments, and how governments are organized, limits and powers of the legislative, judicial, and executive branch, and comparative governments

“We the People” 2020 Edition Correlation with AZ Social Science/History Standards

- Course consideration: Institutions of the national government including but not limited to Congress, the President and the bureaucracy, federal courts; and institutions of the state government including the legislature, governor and the bureaucracy, and the state courts
- Course consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality
- Course consideration: Foreign Policy including but not limited to formation and implementation

Lesson 24: How Are National Laws Administered in the American Constitutional System?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.
- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.
- HS.C1.3: Explain and use deliberative processes implemented in various civic and political institutions.
- HS.C3.1: Examine how the United States Constitution established a system of government that has powers, responsibilities, and limits and analyze how those powers, responsibilities, and limits have changed over time.
- HS.C3.2: Analyze the origins, functions, and structures of government at the national, state, local, and tribal levels and compare with other systems of government.
- HS.C3.3: Analyze the impact of political parties, interest groups, elections, and the media on political institutions.
- HS.C4.4: Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at various levels.
- HS.C4.5: Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems, instances of such problems in multiple contexts, and challenges and opportunities faced by those trying to address these problems over time and place.
- Course consideration: Structures and function of tribal, local, Arizona and other states, national, and international governments including but not limited to constitutional vs. non-constitutional governments, and how governments are organized, limits and powers of the legislative, judicial, and executive branch, and comparative governments
- Course consideration: Institutions of the national government including but not limited to Congress, the President and the bureaucracy, federal courts; and institutions of the state government including the legislature, governor and the bureaucracy, and the state courts
- Course consideration: Media, interest groups, and political parties including but not limited to the how these linkage institutions connect the people to government and shape political and social interests, the role of the free press in the American political system, the origin and role of political parties, the two-

party system, the role of third parties in American politics, and the social, political, and economic positions of American political parties in history and the present day

- Course consideration: Public policy including researching current issues or policies at the local, state, or federal level

Lesson 25: What Is the Role of the Supreme Court in the American Constitutional System?

DISCIPLINARY SKILLS AND PROCESSES

- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

CIVICS

- C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.
- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.
- HS.C2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- HS.C3.1: Examine how the United States Constitution established a system of government that has powers, responsibilities, and limits and analyze how those powers, responsibilities, and limits have changed over time.
- HS.C3.2: Analyze the origins, functions, and structures of government at the national, state, local, and tribal levels and compare with other systems of government.
- HS.C4.1: Evaluate multiple procedures for making governmental decisions in all three branches and at the local, state, tribal, national, and international levels in terms of the civic purpose achieved.
- HS.C4.4: Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at various levels.
- HS.C4.5: Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems, instances of such problems in multiple contexts, and challenges and opportunities faced by those trying to address these problems over time and place.
- Course consideration: Structures and function of tribal, local, Arizona and other states, national, and international governments including but not limited to constitutional vs. non-constitutional governments, and how governments are organized, limits and powers of the legislative, judicial, and executive branch, and comparative governments
- Course consideration: Institutions of the national government including but not limited to Congress, the President and the bureaucracy, federal courts; and institutions of the state government including the legislature, governor and the bureaucracy, and the state courts
- Course consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality

Lesson 26: How Does American Federalism Work?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C1: Civic virtues and democratic principles are key components of the American political system.
- C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.
- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.
- HS.C1.2: Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents.
- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- HS.C2.2: Analyze the role of citizens in the United States political system over time and compare this to the role of citizens in other political systems.
- HS.C3.1: Examine how the United States Constitution established a system of government that has powers, responsibilities, and limits and analyze how those powers, responsibilities, and limits have changed over time.
- HS.C3.2: Analyze the origins, functions, and structures of government at the national, state, local, and tribal levels and compare with other systems of government.
- HS.C4.1: Evaluate multiple procedures for making governmental decisions in all three branches and at the local, state, tribal, national, and international levels in terms of the civic purpose achieved.
- HS.C4.4: Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at various levels.
- HS.C4.5: Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems, instances of such problems in multiple contexts, and challenges and opportunities faced by those trying to address these problems over time and place.
- HS.C4.6: Assess options for action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
- Course consideration: Foundations of government including but not limited to the historical foundations and philosophical foundations of the American political system, the purpose and role of government, and where government gets its authority
- Course consideration: Structures and function of tribal, local, Arizona and other states, national, and international governments including but not limited to constitutional vs. non-constitutional governments, and how governments are organized, limits and powers of the legislative, judicial, and executive branch, and comparative governments
- Course consideration: Institutions of the national government including but not limited to Congress, the President and the bureaucracy, federal courts; and institutions of the state government including the legislature, governor and the bureaucracy, and the state courts

“We the People” 2020 Edition Correlation with AZ Social Science/History Standards

- Course consideration: Elections, voting, and voting behavior including but not limited to political socialization, creation of legislative and congressional districts, opportunities for participation, campaigns, types of elections including primary process and general election process (local, state, and federal), laws governing elections, voter turnout, and barriers to voting
- Course consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality
- Course consideration: Public policy including researching current issues or policies at the local, state, or federal level

Overview of Unit 5: What Rights Does the Bill of Rights Protect?

Anchor Standard	Lesson 27	Lesson 28	Lesson 29	Lesson 30	Lesson 31	Lesson 32
SP1	X	X	X	X	X	X
SP2	X	X	X	X	X	X
SP3	X	X	X	X	X	X
SP4			X	X	X	X
C1			X	X		
C2	X	X	X	X	X	X
C3						
C4		X			X	X

Arizona Civics Course Considerations found in Unit 5:

- Citizenship including rights, roles, and responsibilities of a citizen and the process for naturalization
- Civil Liberties and Civil Rights
- American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality

Lesson 27: What Are Bills of Rights and What Kinds of Rights Does the U.S. Bill of Rights Protect?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.

“We the People” 2020 Edition Correlation with AZ Social Science/History Standards

- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

CIVICS

- C2: Citizens have individual rights, roles, and responsibilities.
- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- HS.C2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- HS.C2.5: Compare the rights guaranteed in Arizona Constitution to those in the United States Constitution.
- Course consideration: Citizenship including rights, roles, and responsibilities of a citizen and the process for naturalization
- Course consideration: Civil Liberties and Civil Rights
- Course consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality

Lesson 28: How Does the First Amendment Affect the Establishment and Free Exercise of Religion?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

CIVICS

- C2: Citizens have individual rights, roles, and responsibilities.
- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.
- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- HS.C2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- HS.C2.5: Compare the rights guaranteed in Arizona Constitution to those in the United States Constitution.
- HS.C2.6: Evaluate the contributions of individuals and groups, including Arizonans, who have played a role in promoting civic and democratic principles.
- Course consideration: Citizenship including rights, roles, and responsibilities of a citizen and the process for naturalization

“We the People” 2020 Edition Correlation with AZ Social Science/History Standards

- Course consideration: Civil Liberties and Civil Rights
- Course consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality

Lesson 29: How Does the First Amendment Protect Free Expression?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C1: Civic virtues and democratic principles are key components of the American political system.
- C2: Citizens have individual rights, roles, and responsibilities.
- HS.C1.1: Explain the significance of civic virtues to a well-functioning constitutional republic.
- HS.C1.3: Explain and use deliberative processes implemented in various civic and political institutions.
- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- HS.C2.1: Explain the importance of individual participation in civic and political institutions.
- HS.C2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- HS.C2.5: Compare the rights guaranteed in Arizona Constitution to those in the United States Constitution.
- HS.C2.6: Evaluate the contributions of individuals and groups, including Arizonans, who have played a role in promoting civic and democratic principles.
- Course consideration: Law-making process including the role of deliberation and compromise
- Course consideration: Citizenship including rights, roles, and responsibilities of a citizen and the process for naturalization
- Course consideration: Civil Liberties and Civil Rights
- Course consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality

Lesson 30: How Does the First Amendment Protect Freedom to Assembly, Petition, and Associate?

DISCIPLINARY SKILLS AND PROCESSES

“We the People” 2020 Edition Correlation with AZ Social Science/History Standards

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C1: Civic virtues and democratic principles are key components of the American political system.
- C2: Citizens have individual rights, roles, and responsibilities.
- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- HS.C2.1: Explain the importance of individual participation in civic and political institutions.
- HS.C2.2: Analyze the role of citizens in the United States political system over time and compare this to the role of citizens in other political systems.
- HS.C2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- HS.C2.5: Compare the rights guaranteed in Arizona Constitution to those in the United States Constitution.
- HS.C2.6: Evaluate the contributions of individuals and groups, including Arizonans, who have played a role in promoting civic and democratic principles.
- HS.C3.3: Analyze the impact of political parties, interest groups, elections, and the media on political institutions.
- Course consideration: Media, interest groups, and political parties including but not limited to the how these linkage institutions connect the people to government and shape political and social interests, the role of the free press in the American political system, the origin and role of political parties, the two-party system, the role of third parties in American politics, and the social, political, and economic positions of American political parties in history and the present day
- Course consideration: Citizenship including rights, roles, and responsibilities of a citizen and the process for naturalization
- Course consideration: Civil Liberties and Civil Rights
- Course consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality

Lesson 31: How Do the Fourth and Fifth Amendments Protect against Unreasonable Law Enforcement Procedures?

DISCIPLINARY SKILLS AND PROCESSES

“We the People” 2020 Edition Correlation with AZ Social Science/History Standards

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C2: Citizens have individual rights, roles, and responsibilities.
- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.
- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- HS.C2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- HS.C2.5: Compare the rights guaranteed in Arizona Constitution to those in the United States Constitution.
- HS.C3.1: Examine how the United States Constitution established a system of government that has powers, responsibilities, and limits and analyze how those powers, responsibilities, and limits have changed over time.
- HS.C4.1: Evaluate multiple procedures for making governmental decisions in all three branches and at the local, state, tribal, national, and international levels in terms of the civic purpose achieved.
- HS.C4.2: Evaluate local, state, national, and international policies in terms of intended and unintended outcomes and related consequences.
- HS.C4.4: Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at various levels.
- HS.C4.5: Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems, instances of such problems in multiple contexts, and challenges and opportunities faced by those trying to address these problems over time and place.
- HS.C4.6: Assess options for action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
- Course consideration: Citizenship including rights, roles, and responsibilities of a citizen and the process for naturalization
- Course consideration: Civil Liberties and Civil Rights
- Course consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality
- Course consideration: Public policy including researching current issues or policies at the local, state, or federal level

Lesson 32: How Do the Fifth, Sixth, and Eighth Amendments Protect Rights within the Judicial System?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C2: Citizens have individual rights, roles, and responsibilities.
- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.
- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- HS.C2.1: Explain the importance of individual participation in civic and political institutions.
- HS.C2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- HS.C2.4: Analyze the responsibilities of citizens.
- HS.C2.5: Compare the rights guaranteed in Arizona Constitution to those in the United States Constitution.
- HS.C3.1: Examine how the United States Constitution established a system of government that has powers, responsibilities, and limits and analyze how those powers, responsibilities, and limits have changed over time.
- HS.C4.1: Evaluate multiple procedures for making governmental decisions in all three branches and at the local, state, tribal, national, and international levels in terms of the civic purpose achieved.
- HS.C4.2: Evaluate local, state, national, and international policies in terms of intended and unintended outcomes and related consequences.
- HS.C4.4: Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at various levels.
- HS.C4.5: Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems, instances of such problems in multiple contexts, and challenges and opportunities faced by those trying to address these problems over time and place.
- Course consideration: Structures and function of tribal, local, Arizona and other states, national, and international governments including but not limited to constitutional vs. non-constitutional governments, and how governments are organized, limits and powers of the legislative, judicial, and executive branch, and comparative governments
- Course consideration: Institutions of the national government including but not limited to Congress, the President and the bureaucracy, federal courts; and institutions of the state government including the legislature, governor and the bureaucracy, and the state courts
- Course consideration: Citizenship including rights, roles, and responsibilities of a citizen and the process for naturalization
- Course consideration: Civil Liberties and Civil Rights

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- Course consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality
- Course consideration: Public policy including researching current issues or policies at the local, state, or federal level

Overview of Unit 6: What Challenges Might Face American Constitutional Democracy in the Twenty-first Century?

Anchor Standard	Lesson 33	Lesson 34	Lesson 35	Lesson 36	Lesson 37	Lesson 38	Lesson 39
SP1	X		X	X	X	X	X
SP2	X		X	X	X	X	X
SP3	X	X	X	X	X	X	X
SP4	X	X		X	X	X	X
C1	X	X		X	X		X
C2	X	X	X	X	X		
C3		X					
C4						X	

Arizona Civics Course Considerations found in Unit 6:

- Citizenship including rights, roles, and responsibilities of a citizen and the process for naturalization
- American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality
- Public policy including researching current issues or policies at the local, state, or federal level

Lesson 33: What Does It Mean to Be a Citizen?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.

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- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C1: Civic virtues and democratic principles are key components of the American political system.
- C2: Citizens have individual rights, roles, and responsibilities.
- HS.C1.1: Explain the significance of civic virtues to a well-functioning constitutional republic.
- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- HS.C2.1: Explain the importance of individual participation in civic and political institutions.
- HS.C2.2: Analyze the role of citizens in the United States political system over time and compare this to the role of citizens in other political systems.
- HS.C2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- HS.C2.4: Analyze the responsibilities of citizens.
- HS.C2.6: Evaluate the contributions of individuals and groups, including Arizonans, who have played a role in promoting civic and democratic principles.
- Course consideration: Citizenship including rights, roles, and responsibilities of a citizen and the process for naturalization
- Course consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality
- Course consideration: Public policy including researching current issues or policies at the local, state, or federal level

Lesson 34: What Is the Importance of Civic Engagement to American Constitutional Democracy?

DISCIPLINARY SKILLS AND PROCESSES

- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C1: Civic virtues and democratic principles are key components of the American political system.
- C2: Citizens have individual rights, roles, and responsibilities.
- C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.
- HS.C1.1: Explain the significance of civic virtues to a well-functioning constitutional republic.
- HS.C1.3: Explain and use deliberative processes implemented in various civic and political institutions.
- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- HS.C2.1: Explain the importance of individual participation in civic and political institutions.

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- HS.C2.2: Analyze the role of citizens in the United States political system over time and compare this to the role of citizens in other political systems.
- HS.C2.4: Analyze the responsibilities of citizens.
- HS.C2.6: Evaluate the contributions of individuals and groups, including Arizonans, who have played a role in promoting civic and democratic principles.
- HS.C4.4: Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at various levels.
- HS.C4.6: Assess options for action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
- Course consideration: Elections, voting, and voting behavior including but not limited to political socialization, creation of legislative and congressional districts, opportunities for participation, campaigns, types of elections including primary process and general election process (local, state, and federal), laws governing elections, voter turnout, and barriers to voting
- Course consideration: Citizenship including rights, roles, and responsibilities of a citizen and the process for naturalization
- Course consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality
- Course consideration: Public policy including researching current issues or policies at the local, state, or federal level

Lesson 35: How Have Civil Rights Movements Resulted in Fundamental Political and Social Change in the United States?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

CIVICS

- C2: Citizens have individual rights, roles, and responsibilities.
- HS.C1.2: Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents.
- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- HS.C2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- HS.C2.6: Evaluate the contributions of individuals and groups, including Arizonans, who have played a role in promoting civic and democratic principles.

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- HS.C4.2: Evaluate local, state, national, and international policies in terms of intended and unintended outcomes and related consequences.
- HS.C4.3: Explain the procedures for elections at the local, state, tribal, and national levels.
- HS.C4.6: Assess options for action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
- Course consideration: Elections, voting, and voting behavior including but not limited to political socialization, creation of legislative and congressional districts, opportunities for participation, campaigns, types of elections including primary process and general election process (local, state, and federal), laws governing elections, voter turnout, and barriers to voting
- Course consideration: Citizenship including rights, roles, and responsibilities of a citizen and the process for naturalization
- Course consideration: Civil Liberties and Civil Rights
- Course consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality
- Course consideration: Public policy including researching current issues or policies at the local, state, or federal level

Lesson 36: How Have American Political Ideas and the American Constitutional System Influenced Other Nations?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C1: Civic virtues and democratic principles are key components of the American political system.
- C2: Citizens have individual rights, roles, and responsibilities.
- HS.C1.2: Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents.
- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- HS.C2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- HS.C2.5: Compare the rights guaranteed in Arizona Constitution to those in the United States Constitution.

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- HS.C2.6: Evaluate the contributions of individuals and groups, including Arizonans, who have played a role in promoting civic and democratic principles.
- HS.C3.2: Analyze the origins, functions, and structures of government at the national, state, local, and tribal levels and compare with other systems of government.
- HS.C3.4: Analyze the impact of constitutions, laws, treaties, charters, and agreements on the maintenance of international order.
- HS.C4.5: Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems, instances of such problems in multiple contexts, and challenges and opportunities faced by those trying to address these problems over time and place.
- HS.C4.6: Assess options for action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
- Course consideration: Foundations of government including but not limited to the historical foundations and philosophical foundations of the American political system, the purpose and role of government, and where government gets its authority
- Course consideration: Citizenship including rights, roles, and responsibilities of a citizen and the process for naturalization
- Course consideration: Civil Liberties and Civil Rights
- Course consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality
- Course consideration: Public policy including researching current issues or policies at the local, state, or federal level
- Course consideration: Foreign Policy including but not limited to formation and implementation

Lesson 37: What Key Challenges Does the United States Face in the Future?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C1: Civic virtues and democratic principles are key components of the American political system.
- C2: Citizens have individual rights, roles, and responsibilities.
- HS.C1.2: Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents.
- HS.C1.3: Explain and use deliberative processes implemented in various civic and political institutions.

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- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- HS.C2.1: Explain the importance of individual participation in civic and political institutions.
- HS.C2.2: Analyze the role of citizens in the United States political system over time and compare this to the role of citizens in other political systems.
- HS.C4.5: Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems, instances of such problems in multiple contexts, and challenges and opportunities faced by those trying to address these problems over time and place.
- HS.C4.6: Assess options for action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
- Course consideration: Law-making process including the role of deliberation and compromise
- Course consideration: Media Literacy including but not limited to roles of media, types of media, and media and consumer biases
- Course consideration: Citizenship including rights, roles, and responsibilities of a citizen and the process for naturalization
- Course consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality
- Course consideration: Public policy including researching current issues or policies at the local, state, or federal level

Lesson 38: What Are the Challenges of the Participation of the United States in World Affairs?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.
- HS.C1.3: Explain and use deliberative processes implemented in various civic and political institutions.
- HS.C1.4: Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- HS.C3.4: Analyze the impact of constitutions, laws, treaties, charters, and agreements on the maintenance of international order.
- HS.C4.1: Evaluate multiple procedures for making governmental decisions in all three branches and at the local, state, tribal, national, and international levels in terms of the civic purpose achieved.

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- HS.C4.2: Evaluate local, state, national, and international policies in terms of intended and unintended outcomes and related consequences.
- HS.C4.5: Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems, instances of such problems in multiple contexts, and challenges and opportunities faced by those trying to address these problems over time and place.
- HS.C4.6: Assess options for action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
- Course consideration: Structures and function of tribal, local, Arizona and other states, national, and international governments including but not limited to constitutional vs. non-constitutional governments, and how governments are organized, limits and powers of the legislative, judicial, and executive branch, and comparative governments
- Course consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality
- Course consideration: Foreign Policy including but not limited to formation and implementation

Lesson 39: What Does Returning to Fundamental Principles Mean?

DISCIPLINARY SKILLS AND PROCESSES

- SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
- SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
- SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.
- SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

CIVICS

- C1: Civic virtues and democratic principles are key components of the American political system.
- HS.C1.1: Explain the significance of civic virtues to a well-functioning constitutional republic.
- HS.C1.3: Explain and use deliberative processes implemented in various civic and political institutions.
- HS.C2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- HS.C4.5: Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems, instances of such problems in multiple contexts, and challenges and opportunities faced by those trying to address these problems over time and place.
- HS.C4.6: Assess options for action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
- Course consideration: Foundations of government including but not limited to the historical foundations and philosophical foundations of the American political system, the purpose and role of government, and where government gets its authority

“We the People” 2020 Edition Correlation with AZ Social Science/History Standards

- Course consideration: American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality
- Course consideration: Public policy including researching current issues or policies at the local, state, or federal level

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