

DIOCESE OF TUCSON
Department of Catholic Schools



SOCIAL STUDIES CURRICULUM
Grades 9 - 12

July 2011

Special thanks to the Diocesan Social Studies Curriculum Committee members
for their hard work and dedication to this project:

Lynn Cuffari, Principal, Immaculate Heart Elementary
Jean McKenzie, Principal, Saints Peter and Paul Elementary
Joe Parzych, Principal, St. Anthony Elementary
Suzanne Shadonix, Principal, Saint Elizabeth Ann Seton Elementary
Dina Valadez, K-2 teacher team, St. John's Elementary
Nina Beltran, K-2 teacher team, Immaculate Conception Elementary
Minh Solorzano, K-2 teacher team, Saints Peter and Paul Elementary
Michelle Bazan, K-2 teacher team, St. Anthony Elementary
John Martins III, 3-5 teacher team, All Saints Elementary
Jessica Molina, 3-5 teacher team, Santa Cruz Elementary
Kathy VanLoan, 6-8 teacher team, Saint Elizabeth Ann Seton Elementary
Mallory Clevenger, 6-8 teacher team, Saints Peter and Paul Elementary
Gerry Schoen, 6-8 teacher team, Immaculate Heart Elementary
Arthur (Bud) Droegemeier, 9-12 teacher team, St. Augustine High School
Steve Weed, 9-12 teacher team, Immaculate Heart High School
Sheri Dahl, Assistant Superintendent

Introduction

The department of Catholic Schools in the Diocese of Tucson recommends that all schools utilize this curriculum as a guide for planning instruction and assessment for Social Studies. The standards set forth were prioritized and organized according to levels of instruction using the Arizona Department of Education curriculum and Catholic principles as our guide. The format was developed in collaboration with Dr. Tom Doyle using the Notre Dame ACE Collaborative for Academic Excellence in Curriculum, Instruction and Assessment framework which organizes team-level standards into the following:

- Team/Department Outcomes
- Course Outcomes
- Unit Concepts and Goals

The Goal of the Social Studies Curriculum is to:

- Provide a framework that adheres to the standards of the State of Arizona, the National Social Studies Standards, while facilitating planning, instruction and assessment at both team (K-2, 3-5, 6-8, 9-12) and classroom levels.
- Promote vertical alignment of standards for continuity of instruction
- Promote critical thinking and enduring understandings by practicing differentiated instruction and integrating performance assessments.

The Vision of the Social Studies Curriculum Committee is to allow students to:

- Explore the historical significance of Jesus' life and teachings and how they connect with the knowledge, skills, and culture each student experiences daily, both inside and outside the classroom.
- Identify elements of Catholic Social Teachings in both historical and current events.
- Develop critical thinking and the ability to make informed decisions based on what they have learned from historical events and contemporary issues, but most importantly, based on the morals and values they have learned as active members of a Catholic community where we strive to create God's kingdom on earth.

High School Geography

Team/Department Outcomes		AZ Standards
1	Students will be able to analyze historical events from various perspectives, with particular attention to the Catholic view point.	Samples are: S1C1: PO 1, 2, 3, 5, / C3: PO 1 / C4: PO 1, 2, 3, 6 / C7: PO 2, 3 / C8: PO 1, 2 / C9: PO 2, 3 / S2C1: PO 6, 7 / S3C2: PO 10, 11 / S4C6: PO 3
2	Students will be able to demonstrate social and political skills needed to participate in a culturally diverse democratic society.	Samples are: S1C10: PO 1, 2, 3 / S2C9: PO 5 / S3C4: PO 3 / S4C2: PO 2 / S5C1: PO 1
3	Students will be able to construct support using historical primary and secondary documents and research tools.	Samples are: S1C1: PO 5 / S2C1: PO 5 / S3C1: PO 2, 4 / C2: PO 7 / C3: PO 2 / S4C1: PO 1, 2, 3 / S5C1: PO 4, 5
4	Students will be able to analyze the causes and effects of historical events on contemporary social, political, and cultural bodies.	Samples are: S1C1: PO 7 / S2C1: PO 7 / S4C4: PO 3 / S5C4: PO 2
5	Students will be able to analyze the influences of geography on historical and contemporary events.	Samples are: S4C2: PO 4 / C4: PO 2, 3, 4, 5, 6 / C5: PO 1, 2, 3, 4, 5, 6 / C6: PO 1, 2, 3
6	Students will be able to examine the relationships involving economic policies on historical and political developments.	Samples are: S1C3: PO 1 / C4: PO 1 / C5: PO 3 / C6: PO 1 / C7: PO 1 / C8: PO 1 / S2 C1: PO 6 / C3: PO 4 / C5: PO 1 / C6: PO 6 / C7: PO 1, 4 / C8: PO 4 / C9: PO 3 / S3 C2 PO 9 / C3: PO 3 / S4C2: PO 2, 4, 5 / S5 C1: PO 1, 2, 4, 5 / C2: PO 1, 2, 3 / C3: PO 1, 2, 3, 4, 5, 6, 7 / C4: PO 1, 2 / C5: PO 3, 5, 6

High School Geography

Course Outcomes		AZ Standards
1	Students will be able to analyze the world in spatial terms.	S4C1: PO 1, 2, 3, 4
2	Students will be able to compare and contrast characteristics that define a region.	S4C2: PO 1, 2, 3, 4, 5, 6, 7
3	Students will be able to design the various physical systems of the earth.	S4C3: PO 1, 2, 3, 4
4	Students will be able to analyze human systems involving population growth and migration patterns.	S4C4: PO 1, 2, 3, 4, 5, 6, 7, 8
5	Students will be able to analyze the environmental variables that impact social evolution over time.	S4C5: PO 1, 2, 3, 6, 7
6	Students will be able to analyze human impact on the physical environment over time.	S4C5: PO 4, 5
7	Students will be able to demonstrate understanding of geographic information systems in planning for the future.	S4C6: PO 1, 2, 3

High School Geography Unit Concepts and Goals

Estimated # of Days	Unit Concept or Question	Unit Goal	Prior Knowledge	Unit Assessment	AZ Standards
10	1) The World: continents and Oceans	Students will be able to identify world continents and oceans.			S4C1: PO 1, 2, 3, 4 / C3: PO 1, 2, 3, 4 / C5: PO 1, 2, 3, 4, 5, 6, 7
15	2)North America: physical features, political features and waterways	Students will be able to demonstrate knowledge of climate, terrain, flora, and fauna, important sites and analyze their impact on cultural and economic development.			S4C1: PO 1, 2, 3, 4 / C2: PO 1a 1b, 2, 4, 5, 6, 7, 8 / C5: PO 1, 2, 3, 4, 5, 6, 7
15	3)Middle and South America: physical features, political features and waterways	Students will be able to demonstrate knowledge of climate, terrain, flora, and fauna, important sites and analyze their impact on cultural and economic development.			S4C1: PO 1, 2, 3, 4 / C2: PO 1a 1b, 2, 4, 5, 6, 7, 8 / C5: PO 1, 2, 3, 4, 5, 6, 7

20	4)Eurasia: Europe and Asia physical features, political features and waterways	Students will be able to demonstrate knowledge of climate, terrain, flora, and fauna, important sites and analyze their impact on cultural and economic development.			S4C1: PO 1, 2, 3, 4 / C2: PO 1a 1b, 2, 4, 5, 6, 7, 8 / C5: PO 1, 2, 3, 4, 5, 6, 7
20	5)Africa: physical features, political features and waterways	Students will be able to demonstrate knowledge of climate, terrain, flora, and fauna, important sites and analyze their impact on cultural and economic development.			S4C1: PO 1, 2, 3, 4 / C2: PO 1a 1b, 2, 4, 5, 6, 7, 8 / C5: PO 1, 2, 3, 4, 5, 6, 7
10	6)Australia and New Zealand: physical features, political features and waterways	Students will be able to demonstrate knowledge of climate, terrain, flora, and fauna, important sites and analyze their impact on cultural and economic development.			S4C1: PO 1, 2, 3, 4 / C2: PO 1a 1b, 2, 4, 5, 6, 7, 8 / C5: PO 1, 2, 3, 4, 5, 6, 7

High School Social Studies – United States History

Team/Department Outcomes		AZ Standards
1	Students will be able to analyze historical events from various perspectives, with particular attention to the Catholic view point.	Samples are: S1C1: PO 1, 2, 3, 5, / C3: PO 1 / C4: PO 1, 2, 3, 6 / C7: PO 2, 3 / C8: PO 1, 2 / C9: PO 2, 3 / S2C1: PO 6, 7 / S3C2: PO 10, 11 / S4C6: PO 3
2	Students will be able to critique governmental policy and actions needed to participate in today’s culturally diverse democratic society.	Samples are: S1C10: PO 1, 2, 3 / S2C9: PO 5 / S3C4: PO 3 / S4C2: PO 2 / S5C1: PO 1
3	Students will be able to, based on a given thesis, construct support using historical primary and secondary sources.	Samples are: S1C1: PO 5 / S2C1: PO 5 / S3C1: PO 2, 4 / C2: PO 7 / C3: PO 2 / S4C1: PO 1, 2, 3 / S5C1: PO 4, 5
4	Students will be able to analyze the causes and effects of historical events on contemporary social, political, and cultural bodies.	Samples are: S1C1: PO 7 / S2C1: PO 7 / S4C4: PO 3 / S5C4: PO 2
5	Students will be able to analyze the influences of geography on historical and contemporary events.	Samples are: S4C2: PO 4 / C4: PO 2, 3, 4, 5, 6 / C5: PO 1, 2, 3, 4, 5, 6 / C6: PO 1, 2, 3
6	Students will be able to examine the evolution of economic theory on historical and political developments.	Samples are: S1C3: PO 1 / C4: PO 1 / C5: PO 3 / C6: PO 1 / C7: PO 1 / C8: PO 1 / S2 C1: PO 6 / C3: PO 4 / C5: PO 1 / C6: PO 6 / C7: PO 1, 4 / C8: PO 4 / C9: PO 3 / S3 C2 PO 9 / C3: PO 3 / S4C2: PO 2, 4, 5 / S5 C1: PO 1, 2, 4, 5 / C2: PO 1, 2, 3 / C3: PO 1, 2, 3, 4, 5, 6, 7 / C4: PO 1, 2 / C5: PO 3, 5, 6

High School United States History

Course Outcomes

AZ Standards

Course Outcomes		AZ Standards
1	Students will be able to Interpret historical data displayed in maps, graphs, tables and charts and narratives to interpret historical data.	S1C1: PO 1, 2, 3, 4, 5, 6, 7
2	Students will be able to utilize primary and secondary sources in the analysis of U.S. historical events from colonial to contemporary America.	S1C1: PO 5
3	Students will be able to analyze the indigenous cultures of North America prior to and post European exploration and colonization.	S1 C2: PO 1 / C3 PO 1
4	Students will be able to analyze the evolution and impact of technology as it relates to the development of the United States.	S1C5: PO 5 / C6:PO 5 / C7: PO 1
5	Students will be able to analyze key factors that influenced major American socio-political movements.	S1C4: PO 1, 5 / C6: PO 1 / C7: PO 2, 3 / C8: PO 1, 2 / C9: PO 2, 3 / C10: PO 1, 2
6	Students will be able to analyze the accomplishments of U.S. Presidents and other key historical figures.	S1C3 PO 1, 4 / C4: PO 1, 2, 3, 4, 5, 6 / C5: PO 1, 2, 3, 4, 5 / C6: PO 1, 2, 3 / C7: PO 1, 2, 3, 4 / C8: PO 1, 2 / C9: PO 1, 2, 3 / C10: 1, 2
7	Students will be able to evaluate U.S. conflicts according to the Catholic doctrine of "just war theory."	Pillar #3 / Ten Commandments / Themes of Catholic Social Teachings: Life and Dignity of the Human Purpose / CCC 2309

United States History – Unit Concepts and Goals

Unit #	Estimated # of Days	Unit Concept or Question	Unit Goal	Prior Knowledge	Unit Assessment	AZ Standards
<u>1</u>	7	1) "We shall be a city upon a hill": Colonial America	Students will be able to analyze the changes in culture that transformed colonists into "Americans."			S1C1: PO 1, 2, 3, 4, 5, 6 / C3: PO 1, 2, 3, 4 *S1C1: PO 1-7 applies to multiple units.
<u>2</u>	8	2) "Give me liberty or give me death": Revolution to Constitution	Students will be able to analyze the political, social and economic changes in the U.S. resulting from the American Revolution.			S1C1: PO 1, 2, 3, 4, 5, 6 / C4: PO 1, 2, 3, 4, 5, 6
<u>3</u>	7	3) "It is impossible to rightly govern a nation without God and the Bible": Washington to John Q. Adams	Students will be able to analyze the effects of early presidential administrations on the newly formed union.			S1C1: PO 1, 2, 3, 4, 5, 6 / C5: PO 1, 3, 4, 5
<u>4</u>	7	4) "Trail of Tears": Jacksonian Democracy and Early Reform Movements	Students will be able to analyze how the U.S. became more democratic in response to social injustices.			S1C1: PO 2, 3, 4, 5, 6 / C5: PO 2

<u>5</u>	7	5) "The Peculiar Institution": Antebellum America	Students will be able to analyze how the northern, southern, and western sections of the US uniquely contributed to the outbreak of the Civil War.			S1C1: PO 1, 2, 3, 4, 5, 6 / C6: PO 1
<u>6</u>	8	6) "I Know Why the Caged Bird Sings": Civil War and Reconstruction	Students will be able to analyze the effects of the Civil War on the individual states as related to federalism.			S1C1: PO 1, 2, 3, 4, 5, 6 / C6: PO 2,
<u>7</u>	8	7) "Survival of the Fittest": The Gilded Age	Students will be able to discern how <i>laissez-faire</i> government can contribute to social injustice.			S1C1: PO 1, 2, 3, 4, 5, 6 / C7: PO 1, 2
<u>8</u>	7	8) "Take Up The White Man's Burden": Imperialism to Progressivism	Students will be able to analyze how the Roosevelt, Taft, and Wilson presidencies responded to international and domestic concerns.			S1C1: PO 1, 2, 3, 4, 5, 6 / C7: PO 3, 4
<u>9</u>	8	9) "A Chicken in Every Pot": 1920s, Great Depression and the New Deal	Students will be able to analyze how the economic, social, and political decisions of the 1920s directly led to the economic depression of the 1930s.			S1C1: PO 1, 2, 3, 4, 5, 6 / C8: PO 1, 2
<u>10</u>	7	10) "An iron curtain has descended": WWII, the 1950s and the 1960s	Students will be able to analyze how U.S., foreign and domestic policies were a response to fascism and communism.			S1C1: PO 1, 2, 3, 4, 5, 6 / C9: PO 1, 2, 3

<u>11</u>	7	11) "Mr. Gorbachev, tear down this wall": 1970s and 1980s	Students will be able to analyze how the first full two-term presidency since Eisenhower amounted to a "revolution."			S1C1: PO 1, 2, 3, 4, 5, 6 / C9: PO 1, 2, 3 / C10: PO 1, 2, 3
<u>12</u>	8	11) "It's a small world after all": 1990s - Present	Students will be able to analyze the role of the United States in a global society.			S1C1: PO 1, 2, 3, 4, 5, 6 / C10: PO 1, 2, 3

High School World History

Team/Department Outcomes		AZ Standards
1	Students will be able to analyze historical events from various perspectives, with particular attention to the Catholic view point.	Samples are: S1C1: PO 1, 2, 3, 5, / C3: PO 1 / C4: PO 1, 2, 3, 6 / C7: PO 2, 3 / C8: PO 1, 2 / C9: PO 2, 3 / S2C1: PO 6, 7 / S3C2: PO 10, 11 / S4C6: PO 3
2	Students will be able to demonstrate social and political skills needed to participate in a culturally diverse democratic society.	Samples are: S1C10: PO 1, 2, 3 / S2C9: PO 5 / S3C4: PO 3 / S4C2: PO 2 / S5C1: PO 1
3	Students will be able to construct support using historical primary and secondary documents and research tools.	Samples are: S1C1: PO 5 / S2C1: PO 5 / S3C1: PO 2, 4 / C2: PO 7 / C3: PO 2 / S4C1: PO 1, 2, 3 / S5C1: PO 4, 5
4	Students will be able to analyze the causes and effects of historical events on contemporary social, political, and cultural bodies.	Samples are: S1C1: PO 7 / S2C1: PO 7 / S4C4: PO 3 / S5C4: PO 2
5	Students will be able to analyze the influences of geography on historical and contemporary events.	Samples are: S4C2: PO 4 / C4: PO 2, 3, 4, 5, 6 / C5: PO 1, 2, 3, 4, 5, 6 / C6: PO 1, 2, 3
6	Students will be able to examine the relationships involving economic policies on historical and political developments.	Samples are: S1C3: PO 1 / C4: PO 1 / C5: PO 3 / C6: PO 1 / C7: PO 1 / C8: PO 1 / S2 C1: PO 6 / C3: PO 4 / C5: PO 1 / C6: PO 6 / C7: PO 1, 4 / C8: PO 4 / C9: PO 3 / S3 C2 PO 9 / C3: PO 3 / S4C2: PO 2, 4, 5 / S5 C1: PO 1, 2, 4, 5 / C2: PO 1, 2, 3 / C3: PO 1, 2, 3, 4, 5, 6, 7 / C4: PO 1, 2 / C5: PO 3, 5, 6

High School World History

Course Outcomes

AZ Standards

1	Students will be able to Interpret historical data displayed in maps, graphs, tables, charts, geologic time scales and various dating methods.	S2C1: P.O. 1, 2,3, 4
2	Students will be able to analyze primary and secondary sources in the analysis of world history events from pre-history to contemporary times.	S2C1: P.O. 5, 6, 7 / C9:P.O. 1, 2
3	Students will be able to analyze the development and historical significance of early prehistoric peoples and Hinduism, Judaism, Buddhism, Christianity, and Islam over time.	S2C2: P.O. 1, 2, 3, 4
4	Students will be able to analyze the enduring religious, economic, social, and political contributions of African, Greek, Roman, Asian and Middle Eastern civilizations in relation to the development of modern civilization.	S2C3: P.O. 1, 2, 3, 4 / C5: PO 1
5	Students will be able to analyze the evolution of the renaissance, reformation, enlightenment, age of revolution and the industrial revolution and their impact on modern, political, social and economic theory.	S2C4: P.O. 1, 2 / C6: P.O. 3, 4, 5, 6
6	Students will be able to analyze the causes of the Age of Imperialism and it's lasting effects.	S2C7: P.O. 1, 2, 3, 4, 5, 6
7	Students will be able to analyze the causes of World War I, World War II, and their impact on the post war world.	S2C8: P.O. 1, 2, 3, 4, 5, 6, 7, 8
8	Students will be able to analyze the development of political and economic interdependence and environmental issues from a global perspective.	S2C9: P.O. 3, 4, 5

World History – Unit Concepts and Goals

Estimated # of Days	Unit Conceptor Question	Unit Goal	Prior Knowledge	Unit Assessment	AZ Standards
20	1) Civilization Begins 4million BC to 200 BC.	Students will be able to examine scientific and technological advances.			S2C1: PO 1-7 / C2: PO 1-4 * S2C1: P.O. 1-7 applies to multiple units.
20	2) New Directions In Government & Society 2000 BC to AD 700.	Students will be able to compare and contrast the economic, social, and cultural effects of science and technology on society.			S2C3: PO 1-4
20	3) Age of Exchange & Encounter 500 - 1500.	Students will be able to compare and contrast five trade networks..			S2C4: PO 1-2
20	4) Connecting Hemispheres 500 - 1800.	Students will be able to analyze the characteristics of four governmental systems.			S2C5: PO 1
20	5) Absolutism To Revolution 1500 - 1900.	Students will be able to compare and contrast the causes and effects of revolutions.			S2C6: PO 1-5

20	6) Industrialism & the Race For Empire 1700 - 1914.	Students will be able to compare and contrast scientific and technological advances and the economic, social and cultural impacts on societies.			S2C6: PO 6 / C7: PO 1-6
20	7) The World At War 1900 - 1945.	Students will be able to analyze the development of warfare technology, the impact of war on civilians, and the causes and effects of World war I and War II.			S2C8: PO 1-8
20	8) Perspectives On The Present 1945 - present.	Students will be able to compare and contrast five developing nations and analyze political, social and economic challenges.			S2C9: PO 1-5

High School Government

	Team/Department Outcomes	AZ Standards
1	Students will be able to analyze historical events from various perspectives, with particular attention to the Catholic view point.	Samples are: S1C1: PO 1, 2, 3, 5, / C3: PO 1 / C4: PO 1, 2, 3, 6 / C7: PO 2, 3 / C8: PO 1, 2 / C9: PO 2, 3 / S2C1: PO 6, 7 / S3C2: PO 10, 11 / S4C6: PO 3
2	Students will be able to critique governmental policy and actions needed to participate in today's culturally diverse democratic society.	Samples are: S1C10: PO 1, 2, 3 / S2C9: PO 5 / S3C4: PO 3 / S4C2: PO 2 / S5C1: PO 1
3	Students will be able to, based on a given thesis, construct support using historical primary and secondary sources.	Samples are: S1C1: PO 5 / S2C1: PO 5 / S3C1: PO 2, 4 / C2: PO 7 / C3: PO 2 / S4C1: PO 1, 2, 3 / S5C1: PO 4, 5
4	Students will be able to analyze the causes and effects of historical events on contemporary social, political, and cultural bodies.	Samples are: S1C1: PO 7 / S2C1: PO 7 / S4C4: PO 3 / S5C4: PO 2
5	Students will be able to analyze the influences of geography on historical and contemporary events.	Samples are: S4C2: PO 4 / C4: PO 2, 3, 4, 5, 6 / C5: PO 1, 2, 3, 4, 5, 6 / C6: PO 1, 2, 3
6	Students will be able to examine the evolution of economic theory on historical and political developments.	Samples are: S1C3: PO 1 / C4: PO 1 / C5: PO 3 / C6: PO 1 / C7: PO 1 / C8: PO 1 / S2 C1: PO 6 / C3: PO 4 / C5: PO 1 / C6: PO 6 / C7: PO 1, 4 / C8: PO 4 / C9: PO 3 / S3 C2 PO 9 / C3: PO 3 / S4C2: PO 2, 4, 5 / S5 C1: PO 1, 2, 4, 5 / C2: PO 1, 2, 3 / C3: PO 1, 2, 3, 4, 5, 6, 7 / C4: PO 1, 2 / C5: PO 3, 5, 6

United States Government and Politics

Course Outcomes

AZ Standards

Course Outcomes		AZ Standards
1	Students will be able to analyze the various philosophies that have contributed to the present form of U.S. Government.	S3C1: PO 1, 2, 3, 4
2	Students will be able to compare and contrast the structure, power, and roles of the three branches of the federal government.	S3C2: PO 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
3	Students will be able to analyze the principles of federalism and its impact on public policy formation.	S3C2: PO 2, 3, 6, 7, 8, 9 / C3: PO 5 / C4: PO 3, 4, 5
4	Students will be able to analyze various factions in relationship to their role of influencing public policy from independence through contemporary America.	S3C2: P.O. 1, 2 / C4: PO 5 / C5: PO 5
5	Students will be able to construct reasoned positions from a Catholic perspective regarding public policy impacting citizens, communities, and governments.	Themes of Catholic Social Teaching: All Seven Themes / CCC
6	Students will be able to analyze major contemporary political philosophies and economic theories.	S3C5: PO 1, 2, 3
7	Students will be able to analyze personal rights, responsibilities and roles of citizenship under the U.S. Constitution..	S3C4: PO 1, 2, 3, 4
8	Students will be able to analyze the structure, power, and organization of Arizona's government as expressed in the Arizona Constitution.	S3C2: PO 8, 9, 10

United States Government and Politics – Unit Concepts and Goals

Unit #	Estimated # of Days	Unit Conceptor Question	Unit Goal	Prior Knowledge	Unit Assessment	AZ Standards
<u>1</u>	15	Power And People: Foundations of Government	Students will be able to analyze the contributions of various enlightened governmental philosophies and English governmental traditions to the creation of the Constitution	Basic understanding of the causes for the American Revolution.	Assuming the role of a federalist or anti-federalist, analyze which philosophies / arguments in the Constitution support your position and which philosophies / arguments oppose it.	S3C1: P.O. 1-4 / C2: PO 1, 2 / P.O. 4
<u>2</u>	30	Triangle of Authority: Structure of the Federal Government	Students will be able to create reason based arguments for a federal system of government involving a separation of powers.	None	Coming from a country that has totalitarian rule, create a reason based presentation addressed to the people of your country that advocates for a federal system of balanced government.	S3C2: PO 3, 5, 6, 7, 8, 9, 10, 11
<u>3</u>	10	The Hand of Government: Function of the Federal Government	Students will be able to examine the functions of government in relation to the preamble of the Constitution.	None	As a newspaper columnist, you will be asked to write an op-ed that examines a contemporary political issue in light of the preamble to analyze whether or not the government is fulfilling its responsibility.	S3C3: PO 1-5

<p><u>4</u></p>	<p>25</p>	<p>Born Free: Individual Rights and Responsibilities as related to citizenship.</p>	<p>Students will be able to discern which components of the Constitution directly impact specific rights and responsibilities.</p>	<p>None</p>	<p>You are a survivor in a post-apocalyptic America. In this new government, you can only select five components of the Constitutional (including) amendments to ensure personal liberties. Select five and defend your choices.</p>	<p>S3C4: PO 1-5</p>
<p><u>5</u></p>	<p>10</p>	<p>The American Experiment: How the US compares / contrasts to other forms of government</p>	<p>Students will be able to imagine what the United States would look like under a different governmental model.</p>	<p>None</p>	<p>You are one of several advisors to planet Z intergalactic directors and have been asked to prepare information concerning three governmental styles of planet Earth. After an intensive study you are ready to write a report on three of the following government styles (monarchy, dictatorship, theocracy, oligarchy, parliamentary, unitary) in comparison to the longstanding U.S. federal system of government. Make sure your report reflects on leadership, law making power and judiciary proceedings.</p>	<p>S3C5: PO 1-3</p>

High School Social Studies Economics

Team/Department Outcomes

AZ Standards

1	Students will be able to analyze historical events from various perspectives, with particular attention to the Catholic view point.	Samples are: S1C1: PO 1, 2, 3, 5, / C3: PO 1 / C4: PO 1, 2, 3, 6 / C7: PO 2, 3 / C8: PO 1, 2 / C9: PO 2, 3 / S2C1: PO 6, 7 / S3C2: PO 10, 11 / S4C6: PO 3
2	Students will be able to critique governmental policy and actions needed to participate in today's culturally diverse democratic society.	Samples are: S1C10: PO 1, 2, 3 / S2C9: PO 5 / S3C4: PO 3 / S4C2: PO 2 / S5C1: PO 1
3	Students will be able to, based on a given thesis, construct support using historical primary and secondary sources.	Samples are: S1C1: PO 5 / S2C1: PO 5 / S3C1: PO 2, 4 / C2: PO 7 / C3: PO 2 / S4C1: PO 1, 2, 3 / S5C1: PO 4, 5
4	Students will be able to analyze the causes and effects of historical events on contemporary social, political, and cultural bodies.	Samples are: S1C1: PO 7 / S2C1: PO 7 / S4C4: PO 3 / S5C4: PO 2
5	Students will be able to analyze the influences of geography on historical and contemporary events.	Samples are: S4C2: PO 4 / C4: PO 2, 3, 4, 5, 6 / C5: PO 1, 2, 3, 4, 5, 6 / C6: PO 1, 2, 3
6	Students will be able to examine the evolution of economic theory on historical and political developments.	Samples are: S1C3: PO 1 / C4: PO 1 / C5: PO 3 / C6: PO 1 / C7: PO 1 / C8: PO 1 / S2 C1: PO 6 / C3: PO 4 / C5: PO 1 / C6: PO 6 / C7: PO 1, 4 / C8: PO 4 / C9: PO 3 / S3 C2 PO 9 / C3: PO 3 / S4C2: PO 2, 4, 5 / S5 C1: PO 1, 2, 4, 5 / C2: PO 1, 2, 3 / C3: PO 1, 2, 3, 4, 5, 6, 7 / C4: PO 1, 2 / C5: PO 3, 5, 6

High School Economics

Course Outcomes

AZ Standards

1	Students will be able to analyze the basic ideas that form the foundations of economic systems.	S5C1: PO 1, 2, 3, 4, 5
2	Students will be able to compare and contrast the principles of micro and macro economics.	S5 C2: PO 1, 2, 3 / C3: PO 1, 2, 3, 4, 5, 6, 7
3	Students will be able to analyze capitalism as it contrasts to the economic principles of socialism and communism.	S5C4: PO 1
4	Students will be able to evaluate the capitalist economic system as it relates to Catholic social teachings.	Themes of Catholic Social Teachings / CCC
5	Students will be able to incorporate the principles of personal finance into their lives.	S5C5: PO 1, 2, 3, 4, 5, 6

High School Economics – Unit Concepts and Goals

Unit #	Estimated # of Days	Unit Concept or Question	Unit Goal	Prior Knowledge	Unit Assessment	AZ Standards
<u>1</u>	5	Introduction to Economics Foundations of Economics	<ul style="list-style-type: none"> • Identify basic economic questions. • Compare and contrast the basic economic philosophy and ideas of two different economic thought. • Analyze the poverty situations of people around the world. 			S5C1: PO 1
<u>2</u>	5	Laws of Supply and Demand	<ul style="list-style-type: none"> • Recognize factors that influence changes in supply and demand. • Interpret charts, graphs, and data of economic information. • Analyze factors that influence equilibrium price and quantity; changes in quantity supplied and quantity demanded. • Apply knowledge to those with a great need. 			S5C1: PO 1/ C2:PO 1

<u>3</u>	5	Concepts of Marketing Structure	<ul style="list-style-type: none"> • Analyze selected markets • Evaluate current economic events using multiple sources. • Compare/contrast various programs designed to help others help themselves. 			S5C1: PO 2, 3, 4 / C2: PO 1
<u>4</u>	10	The Role of Individuals and Firms in the Economy Microeconomics	<ul style="list-style-type: none"> • Examine voluntary exchange and expected gains by all parties. • Analyze the incentive of profit in terms of the risk • Analyze wage vs. skill and education level. • Examine trends in the American workplace and the makeup of the US labor force. • Examine role of government and unions in the work force. • Examine the human rights and treatment laws and their impact on the economy. 			S5C2: PO 1 / PO 2 / PO 3
<u>5</u>	7	Factors that influence the economy. Macroeconomics	<ul style="list-style-type: none"> • Predict fluctuations in the business cycle. • Evaluate the various factors that affect inflation, unemployment, etc. • Analyze the effects of poverty in your community and programs in place to address those in need. 			S5C2: PO 3 / C3: P0 1, 2, 3

6	5	The Federal Reserve and Monetary-Fiscal Policy	<ul style="list-style-type: none"> • Examine various fiscal policies. • Understand the Federal Reserve's role in regulating the nation's money supply. • Evaluate different monetary policy strategies. • Analyze various investments and how they affect standard of living. • Analyze how the community invests in raising the standard of living for those in need. 			S5C3: P04, 5, 6, 7
7	5	Introduction to International Trade and Economics Global Economics	<ul style="list-style-type: none"> • Compare/contrast various economic systems • Recognize the roles of international organizations and trade agreements • Analyze effects of protectionism on international trade and standard of living. • Compare/contrast monetary systems, exchange rates, and affect on international trade. • Analyze effects of trade agreements. • Analyze International programs to help others in need. 			S5C4: P01, 2

<u>8</u>	10	Personal Choices and Finances Personal Finance	<ul style="list-style-type: none"> • Explain how education, career choices, and family obligations affect future income. • Analyze how advertising influences consumer choices. • Compare/contrast short and long-term investment strategies. • Analyze various forms of credits and determinants of credit history. • Compare/contrast investment options (stocks, bonds, mutual funds) 			S5C5: P0 1, 2, 3, 4, 5, 6
<u>9</u>	10	Final Project	<ul style="list-style-type: none"> • Collect, interpret, analyze, and evaluate information from primary and secondary sources • Apply economic principles, concepts, and theories to their research. • Apply principles of Catholic Social Teachings 			

Arizona Standards for High School Social Studies by Strand

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<p>Concept 1: Research Skills for History</p> <p>PO 1. Interpret historical data displayed in maps, graphs, tables, charts, and geologic time scales.</p> <p>PO 2. Distinguish among dating methods that yield calendar ages (e.g., dendrochronology), numerical ages (e.g., radiocarbon), correlated ages (e.g., volcanic ash), and relative ages (e.g., geologic time).</p> <p>PO 3. <i>Formulate questions that can be answered by historical study and research.</i></p> <p>PO 4. Construct graphs, tables, timelines, charts, and narratives to interpret historical data.</p> <p>PO 5. Evaluate primary and secondary sources for:</p> <ol style="list-style-type: none"> authors' main points purpose and perspective facts vs. opinions different points of view on the same historical event (e.g., Geography Concept 6 – geographical perspective can be different from economic perspective) credibility and validity 	<p>Concept 1: Research Skills for History</p> <p>PO 1. Interpret historical data displayed in maps, graphs, tables, charts, and geologic time scales.</p> <p>PO 2. Distinguish among dating methods that yield calendar ages (e.g., dendrochronology), numerical ages (e.g., radiocarbon), correlated ages (e.g., volcanic ash), and relative ages (e.g., geologic time).</p> <p>PO 3. <i>Formulate questions that can be answered by historical study and research.</i></p> <p>PO 4. Construct graphs, tables, timelines, charts, and narratives to interpret historical data.</p> <p>PO 5. Evaluate primary and secondary sources for:</p> <ol style="list-style-type: none"> authors' main points purpose and perspective facts vs. opinions different points of view on the same historical event (e.g., Geography Concept 6 – geographical perspective can be different from economic perspective) 	<p>Concept 1: Foundations of Government</p> <p>PO 1. Examine the foundations of democratic representative government:</p> <ol style="list-style-type: none"> Greek direct democracy Roman republic <p>PO 2. Trace the English roots of American democracy:</p> <ol style="list-style-type: none"> Magna Carta English Bill of Rights Representative government – Parliament, colonial assemblies, town meetings <p>PO 3. Describe the philosophical roots of American Democracy:</p> <ol style="list-style-type: none"> moral and ethical ideals from Judeo-Christian tradition John Locke and social contract Charles de Montesquieu and separation of powers <p>PO 4. Examine the fundamental principles (e.g., equality, natural rights of man, rule of law) in the Declaration of Independence.</p>	<p>Concept 1: The World in Spatial Terms</p> <p>PO 1. Construct maps using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation).</p> <p>PO 2. Interpret maps and images (e.g., political, physical, relief, thematic, Geographic Information Systems [GIS], Landsat).</p> <p>PO 3. Use appropriate maps and other graphic representations to analyze geographic problems and changes over time.</p> <p>PO 4. Use an atlas to access information.</p> <hr/> <p>Concept 2: Places and Regions</p> <p>PO 1. Identify the characteristics that define a region:</p> <ol style="list-style-type: none"> physical processes <p>such</p> <p>as climate, terrain,</p>	<p>Concept 1: Foundations of Economics</p> <p>PO 1. Analyze the implications of scarcity:</p> <ol style="list-style-type: none"> limited resources and unlimited human wants influence choice at individual, national, and international levels factors of production (e.g., natural, human, and capital resources, entrepreneurship, technology) marginal analysis by producers, consumers, savers, and investors <p>PO 2. Analyze production possibilities curves to describe opportunity costs and trade-offs.</p> <p>PO 3. Describe the characteristics of the mixed-market economy of the United States:</p> <ol style="list-style-type: none"> property rights profit motive consumer sovereignty competition role of the government rational self-interest invisible hand <p>PO 4. Evaluate the</p>

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<p>PO 6. Apply the skills of historical analysis to current social, political, geographic, and economic issues facing the world.</p> <p>PO 7. Compare present events with past events:</p> <ol style="list-style-type: none"> cause and effect change over time different points of view <hr/> <p>Concept 2: Early Civilizations</p> <p>PO 1. Describe Prehistoric Cultures of the North American continent:</p> <ol style="list-style-type: none"> Paleo-Indians, including Clovis, Folsom, and Plano Moundbuilders, including Adena, Hopewell, and Mississippian Southwestern, including Mogollon, Hohokam, and Ancestral Puebloans (Anasazi) <hr/> <p>Concept 3: Exploration and Colonization</p> <p>PO 1. Review the reciprocal impact resulting from early European contact with indigenous peoples:</p> <ol style="list-style-type: none"> religious (e.g., conversion attempts) economic (e.g., land disputes, trade) social (e.g., spread of disease, partnerships) 	<p>e. credibility and validity</p> <p>PO 6. Apply the skills of historical analysis to current social, political, geographic, and economic issues facing the world.</p> <p>PO 7. Compare present events with past events:</p> <ol style="list-style-type: none"> cause and effect change over time different points of view <hr/> <p>Concept 2: Early Civilizations</p> <p>PO 1. Describe the development of early prehistoric people, their agriculture, and settlements.</p> <p>PO 2. Analyze the development and historical significance of Hinduism, Judaism, Buddhism, Christianity, and Islam.</p> <p>PO 3. Analyze the enduring Greek and Roman contributions and their impact on later civilization:</p> <ol style="list-style-type: none"> development of concepts of government and citizenship (e.g., democracy, republics, codification of law, and development of empire) scientific and cultural advancements (e.g., network of roads, aqueducts, art and architecture, literature and theater, mathematics, and 	<hr/> <p>Concept 2: Structure of Government</p> <p>PO 1. Analyze why the weak central government and limited powers of the Articles of Confederation demonstrated the need for the Constitution.</p> <p>PO 2. Analyze the creation of United States Constitution:</p> <ol style="list-style-type: none"> representative government as developed by the Great Compromise and the Three-Fifths Compromise Federalism Separation of Powers/Checks and Balances Judicial Review Amendment Process <p>PO 3. Examine the United States federal system of government:</p> <ol style="list-style-type: none"> powers of the national government powers of the state governments powers of the people <p>PO 4. Describe the steps leading to the adoption of the Constitution:</p> <ol style="list-style-type: none"> Federalist and Anti-Federalist positions (e.g., The Federalist Papers) Bill of Rights ratification 	<p>and</p> <p>resources</p> <p>b. human processes</p> <p>such as</p> <p>religion, political organization, economy, and demographics</p> <p>PO 2. Describe the factors (e.g., demographics, political systems, economic systems, resources, culture) that contribute to the variations between</p>	<p>economic implications of current events from a variety of sources (e.g., magazine articles, newspaper articles, radio, television reports, editorials, Internet sites).</p> <p>PO 5. Interpret economic information using charts, tables, graphs, equations, and diagrams.</p> <hr/> <p>Concept 2: Microeconomics</p> <p>PO 1. Describe how the interdependence of both households and firms is affected by trade, exchange, money, and banking:</p> <ol style="list-style-type: none"> why voluntary exchange occurs only when all participating parties expect to gain from the exchange role and interdependence of households, firms, and government in the circular flow model of economic activity role of entrepreneurs in a market economy and how profit is an incentive that leads entrepreneurs to accept risks of business failure financial

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<p>d. food (e.g., corn)</p> <p>e. government (e.g., Iroquois Confederacy, matriarchal leadership, democratic influence)</p> <p>PO 2. Describe the reasons for colonization of America (e.g., religious freedom, desire for land, economic opportunity, and a new life).</p> <p>PO 3. Compare the characteristics of the New England, Middle, and Southern colonies:</p> <p>a. Colonial governments geographic influences, resources, and economic systems</p> <p>b. religious beliefs and social patterns</p> <p>PO 4. Describe the impact of key colonial figures (e.g., John Smith, William Penn, Roger Williams Anne Hutchinson, John Winthrop).</p> <hr/> <p>Concept 4: Revolution and New Nation</p> <p>PO 1. Assess the economic, political, and social reasons for the American Revolution:</p> <p>a. British attempts to tax and regulate colonial trade as a result of the French and Indian War</p> <p>b. colonists' reaction to British policy ideas expressed in the Declaration of</p>	<p>philosophy)</p> <p>PO 4. Analyze the enduring Chinese contributions and their impact on other civilizations:</p> <p>a. development of concepts of government and citizenship (e.g., Confucianism, empire)</p> <p>b. scientific, mathematical, and technical advances (e.g., roads, aqueducts)</p> <p>c. cultural advancements in art, architecture, literature, theater, and philosophy,</p> <hr/> <p>Concept 3: World in Transition</p> <p>PO 1. Contrast the fall of Rome with the development of the Byzantine and Arab Empires (e.g., religion, culture, language, governmental structure).</p> <p>PO 2. Compare feudalism in Europe and Japan and its connection with religious and cultural institutions.</p> <p>PO 3. Compare the development of empires (e.g., Roman, Han, Mali, Incan/Inkan, Ottoman) throughout the world.</p> <p>PO 4. Describe the interaction of European and Asian civilizations from the 12th to the 16th centuries:</p> <p>a. Crusades</p>	<p>PO 5. Analyze the structure, powers, and roles of the legislative branch of the United States government:</p> <p>a. specific powers delegated in Article I of the Constitution</p> <p>b. role of competing factions and development of political parties</p> <p>c. lawmaking process</p> <p>d. different roles of Senate and House</p> <p>e. election process and types of representation</p> <p>f. influence of staff, lobbyists, special interest groups and political action committees (PACs)</p> <p>PO 6. Analyze the structure, powers, and roles of the executive branch of the United States government:</p> <p>a. specific powers delegated in Article II of the Constitution</p> <p>b. roles and duties of the president</p> <p>c. development and function of the executive branch, including the cabinet and federal bureaucracy</p> <p>d. election of the president through the nomination process, national conventions, and electoral college</p> <p>PO 7. Analyze the structure, powers, and roles of the</p>	<p>developing and developed regions.</p> <p>PO 3. Examine geographic issues (e.g., drought in Sahel, migration patterns, desertification of Aral Sea, spread of religions such as Islam, conflicts in Northern Ireland/Ireland, Jerusalem, Tibet) in places and world regions.</p> <p>PO 4. Analyze the differing political, religious, economic, demographic, and historical ways of viewing places and regions.</p> <p>PO 5. Examine how the geographic characteristics of a place affect the economics and culture (e.g., changing regional economy of the sunbelt, location with respect of natural hazards, location of Panama Canal, Air Force Bases in Arizona).</p> <p>PO 6. Analyze how a region changes over time (e.g., U.S./Mexico border, Europe from World War I to the development of European Union, change from pre- to post-colonialism in Africa, Hong Kong).</p> <p>PO 7. Analyze sides of scientific debates over how human actions (e.g., global warming, ozone decline) modify a region.</p>	<p>institutions and securities markets</p> <p>e. importance of rule of law in a market economy for enforcement of contracts</p> <p>PO 2. Describe how markets function:</p> <p>a. laws of supply and demand</p> <p>b. how a market price is determined</p> <p>c. graphs that demonstrate changes in supply and demand</p> <p>d. how price ceilings and floors cause shortages or surpluses</p> <p>e. comparison of monopolistic and competitive behaviors</p> <p>f. theory of production and the role of cost</p> <p>PO 3. Describe how government policies influence the economy:</p> <p>a. need to compare costs and benefits of government policies before taking action</p> <p>b. use of federal, state, and local government spending to provide national defense; address environmental concerns; define and</p>

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<p>Independence PO 2. Analyze the effects of European involvement in the American Revolution on the outcome of the war. PO 3. Describe the significance of major events in the Revolutionary War: a. Lexington and Concord b. Bunker Hill c. Saratoga d. writing and ratification of the Declaration of Independence e. Yorktown PO 4. Analyze how the new national government was created: a. Albany Plan of Union influenced by the Iroquois Confederation b. Articles of Confederation c. Constitutional Convention d. struggles over ratification of the Constitution e. creation of the Bill of Rights PO 5. Examine the significance of the following in the formation of a new nation: a. presidency of George Washington b. economic policies of Alexander Hamilton c. creation of political parties under Thomas Jefferson and Alexander Hamilton</p>	<p>b. commerce and the Silk Road c. impact on culture d. plague</p> <hr/> <p>Concept 4: Renaissance and Reformation PO 1. Analyze the results of Renaissance thoughts and theories: a. rediscovery of Greek and Roman ideas b. humanism and its emphasis on individual potential and achievements c. scientific approach to the natural world d. Middle Eastern contributions (e.g., mathematics, science) e. innovations in the arts and sciences. PO 2. Explain how the ideas of the Protestant Reformation and the Catholic Reformation (e.g., secular authority, individualism, migration, literacy and vernacular, the arts) affected society.</p> <hr/> <p>Concept 5: Encounters and Exchange PO 1. Describe the religious, economic, social, and political</p>	<p>judicial branch of the United States government, including landmark United States Supreme Court decisions: a. specific powers delegated by the Constitution in Article III b. judicial review developed in Marbury v. Madison, McCulloch v. Maryland, and Gibbons v. Ogden c. dual court system of state and federal courts PO 8. Analyze the structure, power, and organization of Arizona’s government as expressed in the Arizona Constitution: a. direct democracy by initiative, referendum, and recall processes b. election process such as redistricting, (e.g., gerrymandering, clean elections), voter registration, and primaries c. the structure and processes of Arizona’s legislature d. the roles of the Governor, Secretary of State, Treasurer, Attorney General, and Superintendent of Public Instruction e. appointment and continuing election of judges. PO 9. Analyze the forms,</p>	<p>Concept 3: Physical Systems (Concept 3 High School Performance Objectives are a summary of Science Strands’ skills and content for grades 9 -12. These concepts are reinforced in Social Studies classes, but assessed through Science.) PO 1. Analyze how weather and climate (e.g., the effect of heat transfer, Earth’s rotation, and severe weather systems) influence the natural character of a place. Connect with: Science Strand 6 Concepts 1, 2, 4</p>	<p>enforce property, consumer and worker rights; regulate markets; and provide goods and services c. effects of progressive, proportional, and regressive taxes on different income groups d. role of self-interest in decisions of voters, elected officials, and public employees</p> <hr/> <p>Concept 3: Macroeconomics PO 1. Determine how inflation, unemployment, and gross domestic product statistics are used in policy decisions. PO 2. Explain the effects of inflation and deflation on different groups (e.g., borrowers v. lenders, fixed income/cost of living adjustments). PO 3. Describe the economic and non-economic consequences of unemployment. PO 4. Analyze fiscal policy and its effects on inflation, unemployment, and economic growth. PO 5. Describe the</p>

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<p>d. the establishment of the Supreme Court as a co-equal third branch of government under John Marshall with cases such as Marbury v. Madison.</p> <p>PO 6. Examine the experiences and perspectives of the following groups in the new nation:</p> <ol style="list-style-type: none"> property owners African Americans women Native Americans indentured servants <hr/> <p>Concept 5: Westward Expansion</p> <p>PO 1. Trace the growth of the American nation during the period of western expansion:</p> <ol style="list-style-type: none"> Northwest Territory Louisiana Territory Florida Texas Oregon Country Mexican Cession Gadsden Purchase Alaska <p>PO 2. Analyze how the following events affected the political transformation of the developing nation:</p> <ol style="list-style-type: none"> Jefferson’s Presidency War of 1812 Jackson’s Presidency <p>PO 3. Identify how economic incentives and geography influenced early American</p>	<p>interactions among civilizations that resulted from early exploration:</p> <ol style="list-style-type: none"> reasons for European exploration impact of expansion and colonization on Europe impact of expansion and colonization on Africa, the Americas, and Asia role of disease in conquest role of trade navigational technology impact and ramifications of slavery and international slave trade contrasting motivations and methods for colonization <hr/> <p>Concept 6: Age of Revolution</p> <p>PO 1. Contrast the development of representative, limited government in England with the development and continuation of absolute monarchies in other European nations:</p> <ol style="list-style-type: none"> absolute monarchies (e.g., Louis XIV, Peter the Great, Philip II) the Magna Carta, the English Bill of Rights, and parliamentary government the ideas of John Locke <p>PO 2. Explain how new ideas</p>	<p>structure, powers and roles of local government:</p> <ol style="list-style-type: none"> county government, boards of supervisors, sheriffs, county attorneys, and others mayor, council, city manager, and other city officials issues of large urban area governments (e.g., transportation, zoning growth management and funding, urban planning, water and sanitation, pollution, annexation) special districts, governance funding and purpose (e.g., school, sanitation, water, fire, library, community college) <p>PO 10. Examine the sovereignty of tribal governments and their relationship to state and federal governments (e.g., jurisdiction, land use, water and mineral rights, gaming pacts).</p> <p>PO 11. Identify other forms of government under U.S. federal auspices (e.g., protectorates, territories, federal districts).</p> <hr/> <p>Concept 3: Functions of Government</p> <p>PO 1. Analyze the functions</p>	<p>PO 2. Analyze different points of view on the use of renewable and non-renewable resources in Arizona.</p> <p>Connect with:</p> <p>Science Strand 3</p> <p>Concept 2</p> <p>PO 3. Analyze how earth’s internal changes (e.g., earthquakes, volcanic activity, folding, faulting) and external changes (e.g., geochemical, water and</p>	<p>functions of the Federal Reserve System (e.g., banking regulation and supervision, financial services, monetary policy) and their influences on the economy.</p> <p>PO 6. Explain the effects of monetary policy on unemployment, inflation, and economic growth.</p> <p>PO 7. Determine how investment in factories, machinery, new technology, and the health, education, and training of people can raise future standards of living.</p> <hr/> <p>Concept 4: Global Economics</p> <p>PO 1. Analyze the similarities and differences among economic systems:</p> <ol style="list-style-type: none"> characteristics of market, command, and mixed economic systems, including roles of production, distribution, and consumption of goods and services benefits and costs of market and command economies characteristics of the mixed-market economy of the United States,

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<p>explorations:</p> <ul style="list-style-type: none"> a. explorers (e.g., Lewis and Clark, Pike, Fremont) b. fur traders c. miners d. missionaries (e.g., Father Kino, Circuit Riders) <p>PO 4. Describe the impact of European-American expansion on native peoples.</p> <p>PO 5. Describe the impact of the following aspects of the Industrial Revolution on the United States:</p> <ul style="list-style-type: none"> a. transportation improvements (e.g., railroads, canals, steamboats) b. factory system manufacturing c. urbanization d. inventions (e.g., telegraph, cotton gin, interchangeable parts) <hr/> <p>Concept 6: Civil War and Reconstruction</p> <p>PO 1. Explain the economic, social, and political causes of the Civil War:</p> <ul style="list-style-type: none"> a. economic and social differences between the North, South, and West b. balance of power in the Senate (e.g., Missouri and 1850 Compromises) c. extension of slavery into the territories (e.g., Dred Scott Decision, the Kansas- 	<p>(i.e., Heliocentrism, Scientific Method, Newton’s Laws) changed the way people understood the world.</p> <p>PO 3. Explain how Enlightenment ideas influenced political thought and social change:</p> <ul style="list-style-type: none"> a. Deism b. role of women c. political thought d. social change <p>PO 4. Analyze the developments of the French Revolution and rule of Napoleon:</p> <ul style="list-style-type: none"> a. Reign of Terror b. rise of Napoleon c. spread of nationalism in Europe d. defeat of Napoleon and Congress of Vienna <p>PO 5. Explain the revolutionary and independence movements in Latin America (e.g., Mexico, Haiti, South America).</p> <p>PO 6. Analyze the social, political, and economic development and impact of the Industrial Revolution:</p> <ul style="list-style-type: none"> a. origins in England’s textile and mining industries b. urban growth and the social impact of industrialization c. unequal spread of industrialization to other 	<p>of government as defined in the Preamble to the Constitution.</p> <p>PO 2. Examine how the Constitution guarantees due process of law through Constitutional mandates and Amendments.</p> <ul style="list-style-type: none"> a. Constitutional mandates (e.g., the right of habeas corpus, no bill of attainder, and the prohibition of ex post facto laws) b. Fourth, Fifth, Sixth, Seventh, and Eighth Amendments c. protection provided by the Fourteenth Amendment <p>PO 3. Examine various sources of government funding:</p> <ul style="list-style-type: none"> a. federal - income tax, duties , excise taxes, corporate tax b. state - income tax, sales tax c. local - property tax, sales tax <p>PO 4. Describe the regulatory functions of government pertaining to consumer protection, environment, health, labor, transportation, and communication.</p> <p>PO 5. Describe the factors and processes that determine major domestic</p>	<p>carbon cycles, erosion, deposition) influence the character of places.</p> <p>Connect with:</p> <p>Science Strand 6</p> <p>Concepts 1, 2</p> <p>PO 4. Analyze how hydrology (e.g., quality, reclamation, conservation) influences the natural character of a place.</p> <hr/> <p>Concept 4: Human Systems</p> <p>PO 1. Interpret population growth and</p>	<p>including such concepts as private ownership, profit motive, consumer sovereignty, competition, and government regulation</p> <ul style="list-style-type: none"> d. role of private property in conserving scarce resources and providing incentives in a market economy <p>PO 2. Describe the effects of international trade on the United States and other nations:</p> <ul style="list-style-type: none"> a. how people and nations gain through trade b. how the law of comparative advantage leads to specialization and trade c. effects of protectionism, including tariffs and quotas on international trade and on a nation’s standard of living d. how exchange rates work and how they affect international trade e. how the concepts of balance of trade and balance of payments

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<p>Nebraska Act)</p> <p>d. role of abolitionists (e.g., Frederick Douglass and John Brown)</p> <p>e. debate over popular sovereignty/states rights</p> <p>f. Presidential election of 1860</p> <p>PO 2. Analyze aspects of the Civil War:</p> <p>a. changes in technology</p> <p>b. importance of resources</p> <p>c. turning points</p> <p>d. military and civilian leaders</p> <p>e. effect of the Emancipation Proclamation</p> <p>f. effect on the civilian populations</p> <p>PO 3. Analyze immediate and long term effects of Reconstruction in post Civil War America:</p> <p>a. various plans for reconstruction of the South</p> <p>b. Lincoln’s assassination</p> <p>c. Johnson’s impeachment</p> <p>d. Thirteenth, Fourteenth and Fifteenth Amendments</p> <p>e. resistance to and end of Reconstruction (e.g., Jim Crow laws, KKK, Compromise of 1877)</p> <hr/> <p>Concept 7: Emergence of the Modern United States</p> <p>PO 1. Analyze how the following aspects of</p>	<p>countries</p> <p>d. political and economic theories (nationalism, anarchism, capitalism, socialism)</p> <hr/> <p>Concept 7: Age of Imperialism</p> <p>PO 1. Explain the rationale (e.g., need for raw materials, domination of markets, advent of national competition, spread of European culture/religion) for imperialism.</p> <p>PO 2. Trace the development of the British Empire around the world (e.g., America, Southeast Asia, South Pacific, India, Africa, the Suez).</p> <p>PO 3. Describe the division of the world into empires and spheres of influence during the 18th and 19th centuries (e.g., British, French, Dutch, Spanish, American, Belgian).</p> <p>PO 4. Analyze the effects of European and American colonialism on their colonies (e.g., artificially drawn boundaries, one-crop economies, creation of economic dependence, population relocation, cultural suppression).</p> <p>PO 5. Analyze the responses to imperialism (e.g., Boxer Rebellion, Sepoy Rebellion, Opium Wars, Zulu Wars) by</p>	<p>policies (e.g., Social Security, education, health care, parks, environmental protection).</p> <hr/> <p>Concept 4: Rights, Responsibilities, and Roles of Citizenship</p> <p>PO 1. Analyze basic individual rights and freedoms guaranteed by Amendments and laws:</p> <p>a. freedom of religion, speech, press, assembly, and petition in the First Amendment</p> <p>b. right to bear arms in the Second Amendment</p> <p>c. Ninth Amendment and guarantee of people’s unspecified rights</p> <p>d. civil rights in the Thirteenth and Fourteenth Amendments</p> <p>e. voting rights in the Fifteenth, Nineteenth, Twenty-third, Twenty-fourth, and Twenty-sixth Amendments; Native American citizenship and voting rights (Arizona, 1948); Voting Rights Act of 1965</p> <p>f. conflicts which occur between rights (e.g., the tensions between the right to a fair trial and freedom of the press, and between</p>	<p>demographics (e.g., birth and death rates,</p> <p>population growth rates,</p> <p>doubling time and life expectancy, carrying capacity).</p> <p>PO 2. Analyze push/pull factors that contribute to human migration.</p> <p>PO 3. Analyze the effects of migration on places of origin and destination, including border areas.</p> <p>PO 4. Analyze issues of</p>	<p>are used to measure international trade</p> <p>f. factors that influence the major world patterns of economic activity including the differing costs of production between developed and developing countries</p> <p>g. economic connections among different regions, including changing alignments in world trade partners</p> <p>h. identify the effects of trade agreements (e.g., North American Free Trade Agreement)</p> <hr/> <p>Concept 5: Personal Finance</p> <p>PO 1. Explain how education, career choices, and family obligations affect future income.</p> <p>PO 2. Analyze how advertising influences consumer choices.</p> <p>PO 3. Determine short- and long-term financial goals and plans, including income, spending, saving, and investing.</p> <p>PO 4. Compare the advantages and disadvantages of using various forms of credit and</p>

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<p>industrialization transformed the American economy beginning in the late 19th century:</p> <ul style="list-style-type: none"> a. mass production b. monopolies and trusts (e.g., Robber Barons, Taft-Hartley Act) c. economic philosophies (e.g., laissez faire, Social Darwinism, free silver) d. labor movement (e.g., Bisbee Deportation) e. trade <p>PO 2. Assess how the following social developments influenced American society in the late nineteenth and early twentieth centuries:</p> <ul style="list-style-type: none"> a. Civil Rights issues (e.g., Women’s Suffrage Movement, Dawes Act, Indian schools, lynching, Plessy v. Ferguson) b. changing patterns in Immigration (e.g., Ellis Island, Angel Island, Chinese Exclusion Act, Immigration Act of 1924) c. urbanization and social reform (e.g., health care, housing, food & nutrition, child labor laws) d. mass media (e.g., political cartoons, muckrakers, yellow journalism, radio) e. consumerism (e.g., advertising, standard of 	<p>people under colonial rule at the end of the 19th century.</p> <p>PO 6. Explain Japanese responses to European/American imperialism from a closed door policy to adoption of Euro-American ideas.</p> <hr/> <p>Concept 8: World at War</p> <p>PO 1. Examine the causes of World War I:</p> <ul style="list-style-type: none"> a. rise of nationalism in Europe b. unification of Germany and Otto Von Bismarck’s leadership c. rise of ethnic and ideological conflicts - the Balkans, Austria-Hungary, the decline of the Ottoman Empire <p>PO 2. Analyze the impact of the changing nature of warfare in World War I:</p> <ul style="list-style-type: none"> a. trench warfare b. mechanization of war – machine gun, gasoline, submarine, tanks, chemical c. American involvement <p>PO 3. Explain the end of World War I and its aftermath:</p> <ul style="list-style-type: none"> a. Russian Revolution b. Treaty of Versailles c. end of empires (e.g., Austro-Hungarian, Ottoman, Russian) 	<p>majority rule and individual rights)</p> <ul style="list-style-type: none"> g. right to work laws <p>PO 2. Define citizenship according to the Fourteenth Amendment.</p> <p>PO 3. Examine the basic political, social responsibilities of citizenship:</p> <ul style="list-style-type: none"> a. connections between self-interest, the common good, and the essential element of civic virtue (e.g., George Washington’s Farewell Speech), volunteerism b. obligations of upholding the Constitution c. obeying the law, serving on juries, paying taxes, voting, and military service d. analyzing public issues, policy making, and evaluating candidates <p>PO 4. Demonstrate the skills and knowledge (e.g., group problem solving, public speaking, petitioning and protesting) needed to accomplish public purposes.</p> <p>PO 5. Describe the role and influence of political parties, interest groups, and mass media:</p> <ul style="list-style-type: none"> a. political perspectives (e.g., liberalism, 	<p>globalization (e.g., widespread use of English, the role of the global media, resistance to “cultural imperialism”, trade, outsourcing).</p> <p>PO 5. Analyze the development, growth, and changing nature of cities (e.g., urban sprawl, suburbs, city revitalization).</p> <p>PO 6. Analyze factors (e.g., social, biotic, abiotic) that affect human populations.</p>	<p>the determinants of credit history.</p> <p>PO 5. Explain the risk, return, and liquidity of short- and long-term saving and investment vehicles.</p> <p>PO 6. Identify investment options, (e.g., stocks, bonds, mutual funds) available to individuals and households.</p>

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<p>living, consumer credit)</p> <p>f. Roaring Twenties (e.g., Harlem Renaissance, leisure time, jazz, changed social mores)</p> <p>PO 3. Analyze events which caused a transformation of the United States during the late nineteenth and early twentieth centuries:</p> <p>a. Indian Wars (e.g., Little Bighorn, Wounded Knee)</p> <p>b. Imperialism (e.g., Spanish American War, annexation of Hawaii, Philippine-American War)</p> <p>c. Progressive Movement (e.g., Sixteenth through Nineteenth Amendments, child labor)</p> <p>d. Teddy Roosevelt (e.g., conservationism, Panama Canal, national parks, trust busting)</p> <p>e. corruption (e.g., Tammany Hall, spoils system)</p> <p>f. World War I (e.g., League of Nations, Isolationism)</p> <p>g. Red Scare/Socialism</p> <p>h. Populism</p> <p>PO 4. Analyze the effect of direct democracy (initiative, referendum, recall) on Arizona statehood.</p> <hr/> <p>Concept 8: Great Depression and World War II</p> <p>PO 1. Describe causes and</p>	<p>d. continuation of colonial systems (e.g., French Indochina, India, Philippines)</p> <p>PO 4. Examine the period between World War I and World War II:</p> <p>a. rise of fascism and dictatorships</p> <p>b. postwar economic problems</p> <p>c. new alliances</p> <p>d. growth of the Japanese empire</p> <p>e. challenges to the world order</p> <p>PO 5. Analyze aspects of World War II:</p> <p>a. political ideologies (e.g., Totalitarianism, Democracy)</p> <p>b. military strategies (e.g., air warfare, atomic bomb, Russian front, concentration camps)</p> <p>c. treatment of civilian populations</p> <p>d. Holocaust</p> <p>PO 6. Examine genocide as a manifestation of extreme nationalism in the 20th century (e.g., Armenia, Holocaust, Cambodia, Bosnia, Rwanda, Kosovo and Sudan).</p> <p>PO 7. Analyze the political, economic and cultural impact of the Cold War:</p> <p>a. superpowers – Soviet Union, United States,</p>	<p>conservatism, progressivism, libertarianism)</p> <p>b. influence of interest groups, lobbyists, and PAC's on elections, the political process and policy making</p> <p>c. influence of the mass media on elections, the political process and policy making</p> <hr/> <p>Concept 5: Government Systems of the World</p> <p>PO 1. Compare the United States system of politics and government to other systems of the world (e.g., monarchies, dictatorship, theocracy, oligarchy, parliamentary, unitary, proportional elections).</p> <p>PO 2. Describe factors (e.g., trade, political tensions, sanctions, terrorism) that influence United States foreign policy.</p> <p>PO 3. Describe world governmental and non-governmental organizations (e.g., the United Nations and its agencies, NATO, the European Union, the International Red Cross).</p>	<p>PO 7. Predict the effect of a change in a specific factor (e.g., social, biotic, abiotic) on a human population.</p> <p>PO 8. Explain how ideas, customs, and innovations (e.g., religion, language, political philosophy, technological advances, higher education, economic principles) are spread through cultural diffusion.</p> <hr/> <p>Concept 5: Environment and Society</p> <p>PO 1. Analyze how the Earth's natural systems (e.g., Gulf Stream permitting habitation of northern Europe, earthquakes, tsunamis,</p>	

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<p>consequences of the Great Depression:</p> <ol style="list-style-type: none"> economic causes of the Depression (e.g., economic policies of 1920s, investment patterns and stock market crash) Dust Bowl (e.g., environmental damage, internal migration) effects on society (e.g., fragmentation of families, Hoovervilles, unemployment, business failure, breadlines) changes in expectations of government (e.g., New Deal programs) <p>PO 2. Describe the impact of American involvement in World War II:</p> <ol style="list-style-type: none"> movement away from isolationism economic recovery from the Great Depression homefront transformations in the roles of women and minorities Japanese, German, and Italian internments and POW camps war mobilization (e.g., Native American Code-Talkers, minority participation in military units, media portrayal) turning points such as Pearl Harbor, D-Day, Hiroshima/Nagasaki 	<p>China</p> <ol style="list-style-type: none"> division of Europe developing world Korean and Vietnam Wars <p>PO 8. Compare independence movements of emerging nations (e.g., Africa, Asia, Middle East, Latin America).</p> <hr/> <p>Concept 9: Contemporary World</p> <p>PO 1. Explain the fall of the Soviet Union and its impact on the world.</p> <p>PO 2. Explain the roots of terrorism:</p> <ol style="list-style-type: none"> background and motives religious conflict (e.g., Northern Ireland, Chechnya, Southwestern Philippines, southern Thailand, Kashmir) background of modern Middle East conflicts (e.g., Israeli – Palestinian conflict, Persian Gulf conflicts, Afghanistan) economic and political inequities and cultural insensitivities <p>PO 3. Describe the development of political and economic interdependence during the second half of the twentieth century:</p> <ol style="list-style-type: none"> economics, global wage inequalities technology 		<p>periodic droughts, river civilizations) affect humans.</p> <p>PO 2. Analyze how natural hazards impact humans (e.g., differences in disaster preparation between developed and developing nations, why people continue to build in disaster-prone places).</p> <p>PO 3. Analyze how changes in the natural environment can</p>	

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<p>Concept 9: Postwar United States</p> <p>PO 1. Analyze aspects of America’s post World War II foreign policy:</p> <ul style="list-style-type: none"> a. international activism (e.g., Marshall Plan, United Nations, NATO) b. Cold War (e.g., domino theory, containment, Korea, Vietnam) c. Arms Race (e.g., Cuban Missile Crisis, SALT) d. United States as a superpower (e.g., political intervention and humanitarian efforts) <p>PO 2. Describe aspects of American post-World War II domestic policy:</p> <ul style="list-style-type: none"> a. McCarthyism b. Civil Rights (e.g., Birmingham, 1964 Civil Rights Act, Voting Rights Act, Constitutional Amendments) c. Supreme Court Decisions (e.g., the Warren and Burger Courts) d. Executive Power (e.g., War Powers Act, Watergate) e. social reforms Great Society and War on Poverty f. Space Race and technological developments <p>PO 3. Describe aspects of post</p>	<ul style="list-style-type: none"> c. multinational corporations d. growth of international governmental organizations (e.g., World Trade Organization) e. growth of non-governmental organizations (e.g., Red Cross, Red Crescent) <p>PO 4. Examine environmental issues from a global perspective (e.g., pollution, population pressures, global warming, scarcity of resources).</p> <p>PO 5. <i>Connect current events with historical events and issues using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</i></p>		<p>increase or diminish its capacity to support human activity (e.g., major droughts, warm and cold periods, volcanic eruptions, El Niño events, pollution).</p> <p>PO 4. Analyze the environmental effects of human use of technology (e.g., irrigation, deforestation, overgrazing, global warming, atmospheric and climate changes, energy production costs</p>	

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<p>World War II American society:</p> <ul style="list-style-type: none"> a. postwar prosperity (e.g., growth of suburbs, baby boom, GI Bill) b. popular culture (e.g., conformity v. counter-culture, mass-media) c. protest movements (e.g., anti-war, women’s rights, civil rights, farm workers, César Chavez) d. assassinations (e.g., John F. Kennedy, Martin Luther King, Jr., Robert F. Kennedy, Malcolm X) e. shift to increased immigration from Latin America and Asia <hr/> <p>Concept 10: Contemporary United States</p> <p><i>PO 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</i></p> <p><i>PO 2. Identify the connection between current and historical events and issues using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books,</i></p>			<p>and benefits, water management) on the environment.</p> <p>PO 5. Analyze how humans impact the diversity and productivity of ecosystems (e.g., invading non-native plants and animals).</p> <p>PO 6. Analyze policies and programs for resource use and management (e.g., the trade-off between environmental quality and economic growth in the twentieth century).</p> <p>PO 7. Predict how a change in an environmental factor (e.g., extinction of species, volcanic eruptions) can affect an ecosystem.</p> <hr/> <p>Concept 6: Geographic Applications</p> <p>PO 1. Analyze how geographic knowledge, skills, and perspectives (e.g., use of Geographic Information Systems in urban planning, reapportionment of political units, locating businesses) are used to solve contemporary problems.</p> <p>PO 2. Analyze how</p>	

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<p><i>maps</i>).</p> <p>PO 3. Describe how key political, social, environmental, and economic events of the late 20th century and early 21st century (e.g., Watergate, OPEC/oil crisis, Central American wars/Iran-Contra, End of Cold War, first Gulf War, September 11) affected, and continue to affect, the United States.</p>			<p>changing perceptions of places and environments (e.g., where individuals choose to live and work, Israeli settlements, role of military bases, Viking colonization and naming of Iceland) affect the choices of people and institutions.</p> <p>PO 3. Analyze how geography influences historical events and movements (e.g., Trail of Tears, Cuban Missile Crisis, location of</p>	

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			terrorist camps, pursuit of Pancho Villa, Mao's long march, Hannibal crossing the Alps, Silk Road).	