


PACING Guide SY 2017-2018

Timeline & Resources	Content Standards	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
<p>Q1 ~1 month Books, movies, worksheets, internet data, posters, newspapers, historical documents, newspaper</p>	<p>Concept 1: Foundations of Government The United States democracy is based on principles and ideals that are embodied by symbols, people, and documents. PO 1. Examine the foundations of democratic representative government: a. Greek direct democracy b. Roman republic PO 2. Trace the English roots of American democracy: a. a. Magna Carta b. b. English Bill of Rights c. c. Representative government – Parliament, colonial assemblies, town meetings PO 3. Describe the philosophical roots of American Democracy: a. moral and ethical ideals from Judeo-Christian tradition b. John Locke and social contract c. Charles de Montesquieu and separation of powers PO 4. Examine the fundamental principles (e.g., equality, natural rights of man, rule of law) in the Declaration of Independence.</p>	<p>What is a government? Why do we have governments? What form of governments are best? What form of governments give people more freedom? How did we develop a republic? What lead to our government being the way it is? Why do we value freedom so much in this country? What places inspired the founding fathers?</p>	<p>Students will evaluate what the purpose of government is and if we truly need one. Students will analyze the effects that previous places had on how our government came about. Students will analyze why we emphasis freedom so much in this country. Students will evaluate which specific pieces of history we put into our constitution and which places had the biggest impact.</p>	<p>Founding, philosopher, bill, code, democracy, republic, monarchy, dictatorship, oligarchy, constitution, magna carta, colony, parliament, assembly, moral, ethical, king, president, prime minister, ostracism, tyrant, horos, plebian, aristocrat, emperor, social contract, natural rights, rule of law, law, independence, declaration, consul, government, policy, vote, liberty, minority, majority, politics, political cartoons, divine right of kings, ratified, three fifths compromise, equality, freedom, sovereignty, bicameral, self-government, confederation, congress, petition</p>

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<p>Q2 ~2.5 months Books, movies, worksheets, internet data, posters, newspapers, historical documents, presentations, research, court cases,</p>	<p>Concept 2: Structure of Government The United States structure of government is characterized by the separation and balance of powers. PO 1. Analyze why the weak central government and limited powers of the Articles of Confederation demonstrated the need for the Constitution. PO 2. Analyze the creation of United States Constitution: a. representative government as developed by the Great Compromise and the Three-Fifths Compromise b. Federalism c. Separation of Powers/Checks and Balances d. Judicial Review e. Amendment Process PO 3. Examine the United States federal system of government: a. powers of the national government b. powers of the state governments c. powers of the people PO 4. Describe the steps leading to the adoption of the Constitution: a. Federalist and Anti-Federalist positions (e.g., The Federalist Papers) b. Bill of Rights c. ratification</p>	<p>How is our government setup? How do the different parts of our government interact? How do the different parts of government prevent others from being too powerful? How did we manage to make everyone free but still have slavery? How do we go about changing our government? Why has the US had 2 governments? What people got the new Constitution passed? How does the Legislative branch work? How do we pass laws? Who has input on laws? Why do we have political parties? What influence do outside groups have on bills becoming laws? How does the executive branch function? How do we decide who becomes president? How is the president able to accomplish everything</p>	<p>Students will analyze the makeup of the US government and what caused it to look this way. Students will evaluate the reasons for the collapse of the Articles of Confederation. Students will analyze the thought process that went into the Constitution and will evaluate the purpose between the major portions. Students will evaluate the function and ability of the legislative branch, the executive branch, and the judicial branch. They will analyze what makes each branch separate but able to check the power of the others. Students will evaluate how laws are made and what makes a law work. Students will evaluate the powers given the president and if they are justified in giving one person that much power. Students will analyze how elected officials get to office and evaluate if the process is clean and just. Students will analyze how judges are selected and how they get their office. Students will evaluate the impact of various major case rulings that have affected the whole of the US. Students will evaluate how state and smaller</p>	<p>Government, branch, central, confederation, representative, federalism, amendment, bill, law, Congress, House, Senate, president, supreme, court, Great Compromise, federalist, antifederalist, political party, constitution, preamble, unitary system, federal system, confederal system, presidential system, parliamentary system, democratic, union, justice, domestic, tranquility, welfare, ordain, posterity, blessing, freedom, establish, principle, executive, legislative, judicial, cabinet, third party, democrat, republican, elector, electoral college, covert, pardon, reprieve, amnesty, terrorist, budget, impoundment,</p>



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	<p>PO 5. Analyze the structure, powers, and roles of the legislative branch of the United States government:</p> <ul style="list-style-type: none"> a. specific powers delegated in Article I of the Constitution b. role of competing factions and development of political parties c. lawmaking process d. different roles of Senate and House e. election process and types of representation f. influence of staff, lobbyists, special interest groups and political action committees (PACs) <p>PO 6. Analyze the structure, powers, and roles of the executive branch of the United States government:</p> <ul style="list-style-type: none"> a. specific powers delegated in Article II of the Constitution b. roles and duties of the president c. development and function of the executive branch, including the cabinet and federal bureaucracy d. election of the president through the nomination process, national conventions, and electoral college <p>PO 7. Analyze the structure, powers, and roles of the judicial branch of the United States government, including landmark United States Supreme Court decisions:</p>	<p>they do? Who helps the president out? How does the president interact domestically? How does the president interact with foreign countries? What are the checks on the president's powers? How does the Judicial Branch function? How is our court system setup? What keeps the court system in check? How are judges assigned to each post? What are some major court cases that shaped our country? How were they decided? How is Arizona's government setup? How does the state conduct business? How is the state similar/different from the national government? Who is in control of the state? What jobs make the state function? What is gerrymandering? What is a district and why do we have them? How do smaller governments</p>	<p>governments function within our system. Students will evaluate how tribal governments fit both into our system and are separate from.</p>	<p>enforcement, military, state, diplomat, veto, succession, leak, press secretary, forum, treaty, de facto, covert, embassy, bureaucrat, calendar, censure, census, cloture, constituent, gerrymandering, redistricting, district, whip, filibuster, session, select committee, joint committee, subcommittee, floor, debate, incumbent, seniority, at-large, caucus, quorum, jurisdiction, federal, civil, criminal, interpret, delegate, implicit, expressed, suit, guilty, abstain, hung, supremacy, duty, argument, opinion, precedent, dissenting, sovereignty, due process, litigant, grand jury, jury, indictment, circuits, writ of certiorari, brief, amicus</p>

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	<p>a. specific powers delegated by the Constitution in Article III</p> <p>b. judicial review developed in Marbury v. Madison, McCulloch v. Maryland, and Gibbons v. Ogden</p> <p>c. dual court system of state and federal courts</p> <p>PO 8. Analyze the structure, power, and organization of Arizona's government as expressed in the Arizona Constitution:</p> <p>a. direct democracy by initiative, referendum, and recall processes</p> <p>b. election process such as redistricting, (e.g., gerrymandering, clean elections), voter registration, and primaries</p> <p>c. the structure and processes of Arizona's legislature</p> <p>d. the roles of the Governor, Secretary of State, Treasurer, Attorney General, and Superintendent of Public Instruction</p> <p>e. appointment and continuing election of judges</p> <p>PO 9. Analyze the forms, structure, powers and roles of local government:</p> <p>a. county government, boards of supervisors, sheriffs, county attorneys, and others</p> <p>b. mayor, council, city manager, and other city officials</p>	<p>function? How do they interact with larger governments? Who is in control of them? In what ways are they more limited? In what ways are they stronger? What special abilities do the smaller governments have? How do tribal governments function? Where did the Navajo Tribal Code come from? How are native tribes separate from the US but also part of the US? How the native tribes interact with the US government? What special areas of the world does the US hold? How are they governed? Who controls them?</p>		<p>curiae, swing vote, swing state, safe state, secular, sheriff, municipal, governor, mayor, attorney, gaming, protectorate, recall, urban, rural, PAC, 501c4, interest group, candidate, citizenship, sanctions, self-interest, attack, platform, suffrage, propaganda, lobbyist, mass media, public opinion, biased sample, representative sample, random sampling, canvas, ideology, attack, soft money</p>

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	<p>c. issues of large urban area governments (e.g., transportation, zoning growth management and funding, urban planning, water and sanitation, pollution, annexation)</p> <p>d. special districts, governance funding and purpose (e.g., school, sanitation, water, fire, library, community college)</p> <p>PO 10. Examine the sovereignty of tribal governments and their relationship to state and federal governments (e.g., jurisdiction, land use, water and mineral rights, gaming pacts).</p> <p>PO 11. Identify other forms of government under U.S. federal auspices (e.g., protectorates, territories, federal districts).</p>			
<p>Q2 ~ 1 month Books, movies, worksheets, internet data, posters, newspapers, historical documents, newspapers, research, presentations</p>	<p>Concept 3: Functions of Government Laws and policies are developed to govern, protect, and promote the well-being of the people.</p> <p>PO 1. Analyze the functions of government as defined in the Preamble to the Constitution.</p> <p>PO 2. Examine how the Constitution guarantees due process of law through Constitutional mandates and Amendments.</p> <p>a. Constitutional mandates (e.g., the right of habeas corpus, no bill of</p>	<p>Why did we need the preamble? What is the purpose of the preamble? How are people protected legally from the government? How are people protected from each other? What rights does the government have to infringe on the lives of the people? What does each amendment setup?</p>	<p>Students will evaluate how we are protected from the government. Students will evaluate the impact of each amendment and what each amendment allows for. Students will analyze how the businesses and nature are protected from the government. Students will analyze how the government is protected from external influences. Students will evaluate how the government takes care of citizens.</p>	<p>Interest group, candidate, citizenship, sanctions, self-interest, attack, platform, suffrage, propaganda, lobbyist, mass media, public opinion, biased sample, representative sample, random sampling, canvas, ideology, mandate, policy, preamble, due process, tax, excise tax,</p>

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	<p>attainder, and the prohibition of ex post facto laws)</p> <p>b. Fourth, Fifth, Sixth, Seventh, and Eighth Amendments</p> <p>c. protection provided by the Fourteenth Amendment</p> <p>PO 3. Examine various sources of government funding:</p> <p>a. federal - income tax, duties , excise taxes, corporate tax</p> <p>b. state - income tax, sales tax</p> <p>c. local - property tax, sales tax</p> <p>PO 4. Describe the regulatory functions of government pertaining to consumer protection, environment, health, labor, transportation, and communication.</p> <p>PO 5. Describe the factors and processes that determine major domestic policies (e.g., Social Security, education, health care, parks, and environmental protection).</p>	<p>Why did each amendment need to exist? How does the government afford what it does? Why do we need taxes? How does government protect businesses? How does government protect the environment? How does government affect our lives? What determines our domestic policy?</p>		<p>regulation, amendment, domestic, habeas corpus, constitution, representative, prohibition, rights, freedom, equality</p>
<p>Q2 ~ 1 month Books, movies, worksheets, internet data, posters, newspapers, historical documents,</p>	<p>Concept 4: Rights, Responsibilities, and Roles of Citizenship</p> <p>The rights, responsibilities and practices of United States citizenship are founded in the Constitution and the nation's history.</p> <p>PO 1. Analyze basic individual rights and freedoms guaranteed by Amendments and laws:</p> <p>a. freedom of religion, speech,</p>	<p>What are the rights of citizens? What are the responsibilities of citizenship? Why do citizens have to do something as part of a country? What rights does the Constitution give us? What does the first amendment allow</p>	<p>Students will evaluate what it means to be a citizen. Students will evaluate what responsibilities a citizen holds for the country they belong to. Students will analyze how the rights in the first, second, ninth, fifteenth, nineteenth, twenty-third, twenty-sixth, and thirteenth amendment affect their lives. Students will evaluate how</p>	<p>Interest group, candidate, citizenship, sanctions, self-interest, attack, platform, suffrage, propaganda, lobbyist, mass media, public opinion, biased sample, representative sample, random sampling, canvas,</p>

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<p>newspapers, current events</p>	<p>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 majority rule and individual rights)</p> <p>g. right to work laws</p> <p>PO 2. Define citizenship according to the Fourteenth Amendment.</p> <p>PO 3. Examine the basic political, social responsibilities of citizenship:</p> <p>a. connections between self-interest, the common good, and the essential element of civic virtue (e.g., George Washington's Farewell Speech), volunteerism</p> <p>b. obligations of upholding the Constitution</p> <p>c. obeying the law, serving on</p>	<p>us to do? What do each of the amendments allow us to do? How do we settle issues that arise when two rights conflict? Is it possible for one right to conflict with another? Is it possible for one right to be stronger than others? Why are there so many rights about who can vote? What does a person need to be able to participate in politics? What skills do you need to run for office? What are the requirements? How is our political system influenced by interest groups and political parties? Are political parties good? What do political parties do? What do interest groups do? How much influence do they have? How did Citizen's United change everything? What affect do PACs have on elections before and</p>	<p>they can interact with politics more and become a central part of it. Students will evaluate our system of political parties and interest groups. Students will evaluate the impact of Citizen's United on our elections. Students will evaluate the impact of the media on our elections.</p>	<p>ideology, mandate, policy, preamble, amendment, domestic, habeas corpus, constitution, representative, prohibition, rights, freedom, equality, voting, fair trial, jury, citizenship, responsibility, civil rights, bear arms, exercise, self-interest, common good, virtue, obligation, volunteer, duty, official, jury, policy</p>

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	<p>juries, paying taxes, voting, and military service</p> <p>d. analyzing public issues, policy making, and evaluating candidates</p> <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> <p>a. political perspectives (e.g., liberalism, conservatism, progressivism, libertarianism)</p> <p>b. influence of interest groups, lobbyists, and PAC's on elections, the political process and policy making</p> <p>c. influence of the mass media on elections, the political process and policy making</p>	<p>after Citizen's United?</p> <p>How does the media impact elections?</p> 		
<p>With other concepts throughout semester</p> <p>Books, movies, worksheets, internet data, posters, newspapers,</p>	<p>Concept 5: Government Systems of the World</p> <p>Different governmental systems exist throughout the world. The United States influences and is influenced by global interactions.</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,</p>	<p>How does the US interact with other governments of the world? How does the US government's style relate to the others of the world? What things determine how the US interacts with other countries of the world? What are ways the US</p>	<p>Students will evaluate how the US interacts with the world abroad. Students will evaluate how the world affects the US. Students will evaluate the impact of terrorism on our policies. Students will analyze the goals and the effects of US foreign policy.</p>	<p>Vocab is various repeats from above sets, sanctions, tension, international</p>

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historical documents	<p>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>interacts with the world?</p> <p>What groups have power similar to that of a government but aren't actual governments?</p> 