

Ganado Unified School District

Government

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Pacing Guide SY 2021-2022

| Timeline | Civics Standards   | AZ Social Science Standards  | Learning Goal   | Disciplinary Skills and Processes  |
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| Q1       | C1: Civic virtues and democratic principles are key components of the American political system. | HS.C1.1 Explain the significance of civic virtues to a well-functioning constitutional republic.   | Students will analyze what their civic duties are and how that maintains our government along with increasing its efficiency. | SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.              |
|          |  | HS.C1.2 Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents. | Students will analyze the types of governments that exist and compare them to our current government.                         | SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view |

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|    |   |   |   | about events and issues.  |
|    |   | HS.C1.3 Explain and use deliberative processes implemented in various civic and political institutions.         | Students will analyze where our civic responsibilities come from within our government.                                     | SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.                               |
|    |   | HS.C1.4 Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights. | Students will analyze the difference between rights, responsibilities, freedoms, and duties given to our by our government. | SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions. |
| Q1 | C2: Citizens have individual rights, roles, and responsibilities. | HS.C2.1 Explain the importance of individual participation in civic and political institutions.                 | Students will understand the methods they have available to them to participate in our government.                          | SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer  |

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|  |  |   |   | historical, economic, geographical, and political questions and communicate their conclusions.  |
|  |  | HS.C2.2 Analyze the role of citizens in the United States political system over time and compare this to the role of citizens in other political systems. | Students will compare and contrast the roles of citizens in government in the various styles of government.               | SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues. |
|  |  | HS.C2.3 Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.                 | Students will analyze how the views of what our rights as citizens are have changed throughout the course of the country. | SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences  |

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|  |  |   |   | between historical periods and between the past and present.  |
|  |  | HS.C2.4 Analyze the responsibilities of citizens  | Students will analyze what makes a citizen.   | SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions. |
|  |  | HS.C2.5 Compare the rights guaranteed in Arizona Constitution to those in the United States Constitution. | Students will analyze the rights given by the Arizona government and compare it to the federal level. | SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions. |
|  |  | HS.C2.6 Evaluate the contributions of individuals and groups, including Arizonans, who have played a      | Students will evaluate the impact of famous and important individuals in attaining our rights.        | SP1: Chronological reasoning requires   |

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|    |   | role in promoting civic and democratic principles.   |  | understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.                           |
| Q2 | C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship. | HS.C3.1 Examine how the United States Constitution established a system of government that has powers, responsibilities, and limits and analyze how those powers, responsibilities, and limits have changed over time. | Students will analyze how the Constitution got its powers and what impacts that has on their lives.                                | SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions. |
|    |   | HS.C3.2 Analyze the origins, functions, and structures of government at the national, state, local, and tribal levels and compare with other systems of government.  | Students will compare and contrast our governmental levels with other governments of similar and different types around the world. | SP1: Chronological reasoning requires understanding processes of change and continuity over time, which   |

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|  |  |  |  | means assessing similarities and differences between historical periods and between the past and present.  |
|  |  | HS.C3.3 Analyze the impact of political parties, interest groups, elections, and the media on political institutions.            | Students will analyze the impact of political parties on our society, including their spending and influence on elections. | SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.              |
|  |  | HS.C3.4 Analyze the impact of constitutions, laws, treaties, charters, and agreements on the maintenance of international order. | Students will analyze how our government maintains order with its law making abilities.                                    | SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view |

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|    |  |  |  | about events and issues.  |
| Q2 | C4: Process, rules, and laws direct how individuals are governed and how society addresses problems. | HS.C4.1 Evaluate multiple procedures for making governmental decisions in all three branches and at the local, state, tribal, national, and international levels in terms of the civic purpose achieved. | Students will analyze what the branches of government are and how they impact their civic lives.                             | SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions. |
|    |  | HS.C4.2 Evaluate local, state, national, and international policies in terms of intended and unintended outcomes and related consequences.   | Students will analyze the impact of various policies the government has taken and the reasons they attempted those policies. | SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions. |
|    |  | HS.C4.4 Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at various levels.  | Students will analyze how and why governments set their policies for domestic and foreign matters.                           | SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims   |

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|  |  |  |  | and answer historical, economic, geographical, and political questions and communicate their conclusions.   |
|  |  | HS.C4.5 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems, instances of such problems in multiple contexts, and challenges and opportunities faced by those trying to address these problems over time and place. | Students will analyze how the global community deals with problems throughout history. | SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions. |
|  |  | HS.C4.6 Assess options for action to address local, regional, and global problems by engaging in self- reflection, strategy identification, and complex causal reasoning.  | Students will analyze methods of changing issues that arrive.                          | SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.                               |
|  |  | HS.C4.7 Apply a range of deliberative and democratic   | Students will analyze how they can be a part of our                                    | SP4: Thinking within the  |



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|  |  | strategies and procedures to make decisions in the classroom, school, and out-of-school civic contexts. | civic systems for the rest of their lives. | discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence. |
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