



Whiteriver Unified School District Essential Standards

What is it we expect students to learn?					
Grade: 12	Subject: AMERICAN GOVERNMENT	Team Members: RYAN PATRATA PARRENO			
Description of Standard	Example of Rigor	Prerequisite Skills	When Taught?	Common Summative Assessments	Extension Standards
<i>What is the essential standard to be learned? Describe in student-friendly vocabulary</i>	<i>What does proficient student work look like? Provide an example and/or description.</i> (Descriptions were taken from AZ Merit Portal –Item Specifications –Task Demand)	<i>What prior knowledge, skills, and/or vocabulary are needed for a student to master this standard?</i>	<i>When will this standard be taught?</i>	<i>What assessment(s) will be used to measure student mastery?</i>	<i>What will we do when students have already learned this standard?</i>
HS.C1.4 Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.	Students will research and create a multimedia presentation that outlines key historical events that shaped civic virtues and democratic principles, including the development of constitutional rights and human rights. They will analyze how these elements have evolved over time and present their findings to the class.	Students should have a foundational understanding of basic civic concepts, the history of the U.S. Constitution, and significant historical events related to civil rights movements.	This standard will be taught during the unit on American Government, particularly when discussing historical documents such as the Declaration of Independence, the Constitution, and key amendments, as well as major social movements throughout U.S. history.	Students will complete a research paper that evaluates the evolution of a specific civic virtue or democratic principle, supported by historical examples and analysis, which will be assessed using a rubric that measures understanding, analysis, and presentation.	Students can engage in a project where they identify a current issue related to civic virtues or rights and propose solutions or actions that reflect the evolution of these concepts, possibly culminating in a debate or public forum.

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<p>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.</p>	<p>Students will create a comparative analysis report that examines the role of citizens in the U.S. political system, focusing on key historical events such as the suffrage movement, civil rights movement, and modern-day civic engagement. They will then compare this to the roles of citizens in at least two other political systems (e.g., parliamentary democracy, authoritarian regime), highlighting similarities and differences.</p>	<p>Students should have prior knowledge of the structure of the U.S. government, an understanding of civic responsibilities and rights, and basic research skills to investigate other political systems.</p>	<p>This standard will be taught during the unit on civic engagement and political participation, particularly when discussing historical and contemporary issues related to citizenship and governance.</p>	<p>Students will be assessed through a written report or presentation that includes a comparative analysis of citizen roles, which will be evaluated based on clarity, depth of analysis, and use of evidence.</p>	<p>Students can participate in a civic engagement project where they actively engage with local government or community organizations to better understand the role of citizens in their own political system, culminating in a reflective essay on their experiences.</p>

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<p>HS.C2.3 Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.</p>	<p>Students will analyze a specific historical document (e.g., the Declaration of Independence, the Bill of Rights) and evaluate how its ideals have influenced subsequent legislation, executive actions, and landmark court cases. They will create a timeline that illustrates the evolution of these ideals and rights over time and present their findings to the class.</p>	<p>Students should have a foundational understanding of major historical documents, key amendments, and landmark Supreme Court cases, as well as skills in critical analysis and synthesis of information.</p>	<p>This standard will be taught during units focusing on American history, particularly when discussing constitutional development, civil rights movements, and significant legislative changes.</p>	<p>Students will complete a research paper or project that evaluates the evolution of a specific ideal or right, supported by analyses of historical documents, legislation, and court cases, assessed using a rubric that measures understanding, depth of analysis, and clarity of presentation.</p>	<p>Students can engage in a debate on contemporary issues related to civil rights, using historical documents as reference points for their arguments, thereby connecting past ideals with current discussions.</p>

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<p>HS.C2.6 Evaluate the contributions of individuals and groups, including Arizonans, who have played a role in promoting civic and democratic principles.</p>	<p>Students will conduct a research project on a significant individual or group from Arizona (e.g., Cesar Chavez, the Arizona Civil Rights Movement) who has contributed to civic and democratic principles. They will create a biography or presentation that outlines the individual or group's contributions, impact on society, and relevance to current civic issues.</p>	<p>. Students should have prior knowledge of key historical figures and movements in American history, as well as basic research and presentation skills.</p>	<p>This standard will be taught during units focusing on civil rights, social movements, and the role of individuals in shaping democracy, particularly in the context of Arizona's history.</p>	<p>Students will be assessed through a written report, presentation, or multimedia project that evaluates the contributions of their chosen individual or group, using a rubric that measures research depth, clarity, and engagement.</p>	<p>Students can participate in community service or civic engagement activities related to their research, reflecting on how the contributions of individuals and groups continue to influence civic and democratic principles today</p>

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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	Students will create a detailed analysis of a specific article or amendment of the Constitution, examining its original intent, the powers and responsibilities it outlines, and how its interpretation has evolved over time. They will present their findings through a visual project such as an infographic or a presentation	. Students should have a foundational understanding of the structure of the Constitution, including its main articles and amendments, as well as an awareness of significant historical events that have influenced its interpretation.	This standard will be taught during units focused on the Constitution, particularly when discussing the establishment of government, the Bill of Rights, and landmark Supreme Court cases that have interpreted constitutional powers	Students will be assessed through a research-based essay or project that analyzes the evolution of a specific constitutional power or responsibility , evaluated using a rubric that assesses analysis, clarity, and use of evidence	Students can engage in a mock Constitutional Convention, where they debate contemporary issues related to constitutional powers, allowing them to apply their understanding of how these powers and limits function in real-time governance scenarios.

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HS.C3.3 Analyze the impact of political parties, interest groups, elections, and the media on political institutions	Students will conduct a comparative analysis of the roles and impacts of at least two political parties and a specific interest group on recent elections. They will use case studies to illustrate how these entities influence political institutions, culminating in a presentation that includes data, visuals, and critical analysis.	. Students should have a basic understanding of the structure of political parties, interest groups, the electoral process, and the functions of the media in a democratic society.	This standard will be taught during units focused on elections, political behavior, and the role of media in shaping public opinion and political discourse.	Students will complete a research paper or group project analyzing the impact of political parties and interest groups on a recent election cycle, evaluated using a rubric that measures analysis depth, clarity, and use of evidence	Students can participate in a simulated election, where they take on the roles of different political parties and interest groups, allowing them to experience firsthand how these entities interact with political institutions and influence outcomes

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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 a specific governmental decision made at either the local, state, or national level, detailing the procedures followed in the decision-making process across all three branches of government. They will evaluate the civic purposes achieved by this decision and present their findings in a report that includes recommendations for improving the decision-making process. •	. Students should have a foundational understanding of the three branches of government, basic civic principles, and decision-making processes within various governmental levels	This standard will be taught during units focused on government structure, civic engagement, and policy-making processes, particularly when discussing recent legislation or significant governmental decisions.	Students will be assessed through a written analysis or presentation that evaluates a specific decision-making process, using a rubric that measures their understanding of civic purpose, clarity, and the effectiveness of their recommendations .	Students can engage in a mock government session where they role-play as government officials, simulating the decision-making process for a current issue and reflecting on the civic purposes achieved through their decisions.

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HS.C4.4 Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at various levels. CREATE STANDARDS	Students will conduct a comprehensive analysis of a specific public policy (e.g., healthcare reform, education policy) by evaluating its purpose, the decision-making process involved, how it was implemented, and its outcomes. They will create a policy brief that outlines their findings and includes recommendations for future public policy initiatives.	Students should have a foundational understanding of public policy concepts, research methods, and critical analysis skills to assess various aspects of decision making. <ul style="list-style-type: none"> 	This standard will be taught during units focused on public policy, governance, and civic engagement, particularly when discussing significant policy changes or current events. <ul style="list-style-type: none"> 	Students will be assessed through a policy analysis report or presentation that details their evaluation of a specific public policy, using a rubric that measures depth of analysis, clarity, and the effectiveness of their recommendations.	Students can participate in a community forum or debate on a current public policy issue, allowing them to apply their analysis in a real-world context and engage with diverse perspectives on policy impacts.