



# **HIGH SCHOOL UNITES STATES GOVERNMENT ACADEMIC STANDARDS**

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**CATALINA FOOTHILLS SCHOOL DISTRICT**  
Approved by the Governing Board  
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# HIGH SCHOOL UNITED STATES GOVERNMENT HISTORY AND SOCIAL SCIENCE STANDARDS

Through the process of inquiry, students will study the history, principles, and foundations of our republic. In addition, students will learn about governmental structures and institutions as they explore how to become active citizens.

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## **DISCIPLINARY SKILLS AND PROCESSES – ANCHOR STANDARD SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.**

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HS.SP1.1 Evaluate how events and developments were shaped by unique circumstances of time and place as well as broader contexts.

HS.SP1.2 Analyze change and continuity in historical eras.

- Use evidence to explain what has changed and what has stayed the same.
- Use evidence to describe contributing factors of continuity and change in historical eras.
- Use evidence to describe the impact of continuity and change over time.

HS.SP1.3 Evaluate the significance of past events as they relate to their own lives and the world.

HS.SP1.4 Use compelling questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

- Generate questions to determine the significance of the actions of individuals and groups.
- Explain how the historical context shapes individual and group reactions over time.

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## **DISCIPLINARY SKILLS AND PROCESSES – ANCHOR STANDARD SP 2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions since there are multiple points of view about events and issues.**

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HS.SP2.1 Analyze how contexts shaped and continue to shape people's perspectives.

- Use evidence from primary and secondary sources to explain how contexts shaped people's perspectives in the past.
- Use evidence from primary and secondary sources to explain how contexts continue to shape people's perspectives in the present.
- Describe how influences outside of the individual shape personal perspectives.

HS.SP2.2 Analyze the ways in which perspective shapes recorded history (*i.e., political, economic, social, religious, intellectual, artistic*).

- Use evidence from primary and secondary sources to explain how perspective shapes recorded history.

HS.SP2.3 Demonstrate historical empathy when examining individuals or groups in the past whose perspectives might be very different from those held today.

- Analyze how historical figures' lived experiences, situations, and/or actions may have been influenced by their affective response based on a connection made to one's own similar yet different life experiences.
- Describe how people from the past utilized different ways of thinking that were dependent upon the political, social, and cultural context of a different time and place.

**DISCIPLINARY SKILLS AND PROCESSES – ANCHOR STANDARD 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.SP3.1 Develop and frame questions about issues and events in the discipline and determine the types of sources that will be helpful in answering these questions.

HS.SP3.2 Gather relevant information from multiple sources representing a wide range of views while using origin, authority, structure, context, and corroborative value of the source to guide the selection.

HS.SP3.3 Analyze the relationship between primary sources and the secondary interpretations made from them including possible limitations in various kinds of evidence and differing secondary interpretations.

- Explain how evidence from primary sources shapes secondary interpretation.
- Describe multiple plausible interpretations of evidence from the primary source.
- Explain examples of bias within secondary interpretations.

HS.SP3.4 Evaluate the credibility of a source by examining how experts value the source.

HS.SP3.5 Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.

HS.SP3.6 Construct and present arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

- Develop a precise, evidence-based claim.
- Interpret multiple pieces of relevant evidence to support the claim.
- Make connections across pieces of evidence to develop a reasoned argument.
- Develop a counterclaim and use evidence and reasoning to refute it.

HS.SP3.7 Construct and present explanations using sound reasoning, correct sequence (linear and non-linear) examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation.

HS.SP3.8 Present arguments and explanations that feature ideas and perspectives on issues and topics to reach a range of audiences and venues using print, oral, and digital technologies.

**DISCIPLINARY SKILLS AND PROCESSES – ANCHOR STANDARD 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.SP4.1 Analyze multiple and complex causes and effects of events in the past and present.

- Use evidence to describe the impact of multiple cause(s) and effect(s) of events in the past and present.
- Use evidence to describe the impact of complex cause(s) and effect(s) of events in the past and present.
- Use evidence to describe relationships between and among causes and effects.

HS.SP4.2 Distinguish between long-term causes and triggering events in developing an argument.

HS.SP4.3 Integrate evidence from multiple relevant sources and interpretations into a reasoned argument.

- Develop an evidence-based claim.
- Interpret multiple pieces of relevant evidence to support the claim.
- Make connections across pieces of evidence to develop a reasoned argument.

- Develop a counterclaim and use evidence and reasoning to refute it.

HS.SP4.4 Compare the central arguments in secondary works on related topics in multiple media. Critique the central arguments in secondary works on related topics in multiple media in terms of their accuracy and relevance.

- Compare the central arguments in secondary works on related topics.
- Critique the central arguments in secondary works on related topics.
- Evaluate the accuracy and relevance of the secondary works on related topics.

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**CIVICS – Anchor Standard C1: Civic virtues and democratic principles are key components of the American political system.**

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HS.C1.1 Explain the significance of civic virtues to a well-functioning constitutional republic.

HS.C1.2 Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents.

- Compare how documents are interpreted over different time periods.
- Explain how the context shapes the interpretation of the founding document.

HS.C1.3 Explain and use deliberative processes implemented in various civic and political institutions (*e.g., how a bill becomes a law*).

- Explain how various civic and political institutions make decisions.
- Describe how deliberative processes are used by various groups (local, state, and national level).

HS.C1.4 Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.

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**CIVICS – Anchor Standard C2: Citizens have individual rights, roles, and responsibilities.**

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HS.C2.1 Explain the importance of individual participation in civic and political institutions.

HS.C2.2 Analyze the role of citizens in the United States political system over time and compare this to the role of citizens in other political systems.

- Explain the roles of citizens historically.
- Explain the role of contemporary citizens.
- Compare the roles of citizens in the United States to the roles of citizens in other political systems.

HS.C2.3 Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.

HS.C2.4 Analyze the responsibilities of citizens.

HS.C2.5 Compare the rights guaranteed in the Arizona Constitution to those in the United States Constitution.

HS.C2.6 Evaluate the contributions of individuals and groups (*e.g., ACLU*), including Arizonans (*e.g., Josephine Hughes*), who have played a role in promoting civic and democratic principles.

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**CIVICS – Anchor Standard 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 is essential to effective citizenship.**

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HS.C3.1 Examine how the United States Constitution established a system of government that has powers, responsibilities, and limit.

- Analyze how the powers, responsibilities, and limits established in the Constitution have changed over time.

HS.C3.2 Analyze the origins, functions, and structures of government at the national, state, local, and tribal levels.

- Explain the reasoning behind the functions and structures of government.
- Explain the significance of the origins, functions, and structures of government.

HS.C3.3 Analyze the impact of political parties, interest groups, elections, and the media on political institutions.

- Explain how political parties, interest groups, elections, and the media affect political institutions.

HS.C3.4 Analyze the impact of constitutions, laws, treaties, charters, and agreements on the maintenance of international order.

- Explain the role of constitutions, laws, treaties, charters, and agreements on the maintenance of international order.

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**CIVICS – Anchor Standard C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.**

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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.

- Assess the degree to which procedures for making governmental decisions achieve their intended civic purpose.

HS.C4.2 Evaluate local, state, national, and international policies in terms of intended and unintended outcomes and related consequences.

- Assess the outcomes and consequences of local, state, national, and international policies.

HS.C4.4 Analyze the purpose, process, implementation, and consequences of decision making and public policies at multiple settings and at various levels.

- Explain the intended and unintended consequences of decision making and public policies.

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.

- Explain multiple perspectives of the characteristics and causes of local, regional, and global problems.
- Explain the challenges and opportunities faced by those trying to address the problems in various contexts and time periods.
- Apply disciplinary (*e.g., sociological, psychological, economic, political, geographical, etc.*) and interdisciplinary (*e.g., statistical, artistic, entrepreneurial, etc.*) lenses to examine problems.

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.

- Evaluate the pros and cons of various options for action to address local, regional, and global problems.
- Reflect on personal motivation, resources, and context to determine what action to take.
- Analyze short- and long-term consequences to select the most appropriate action(s) to address local, regional, and global problems.

HS.C4.7 Apply a range of deliberative and democratic strategies and procedures to make decisions in the classroom, school, and out-of-school civic contexts.

- Explain the strategies and procedures to make decisions in the classroom, school and out-of-school civic contexts.
- Assess which strategy is most effective given the context.

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### **GEOGRAPHY – ANCHOR STANDARD G1: The use of geographic representations and tools help individuals understand their world.**

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HS.G1.1 Use geographic data to explain and analyze relationships between locations of place and regions (e.g., *key tools and representations such as maps, polls, tables, and graphs*).

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### **GEOGRAPHY – ANCHOR STANDARD G3: Examining human population and movement helps individuals understand past, present, and future conditions on Earth’s surface.**

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HS.G3.5 Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time (e.g., *Executive Order 9066, Global War on Terror*).

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### **HISTORY – ANCHOR STANDARD H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments.**

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HS.H2.1 Explain multiple causes of conflict.

HS.H2.2 Analyze approaches to conflict management and resolution.

HS.H2.3 Evaluate the short- and long- term impacts of conflicts and their resolutions.

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### **HISTORY – ANCHOR STANDARD H3: Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.**

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HS.H3.1 Analyze how societies, leaders, institutions, and organizations respond to societal needs and changes (i.e., *Federalists v. Anti-Federalist, Marbury v. Madison, popular sovereignty, slavery etc.*).

HS.H3.2 Analyze how ideologies, religion, and belief systems have influenced economic, political, and social institutions over time (i.e., *Colonization, Federalists and Anti Federalists, Social Darwinism, the Great Depression, New Deal, Military Industrial Complex*).

- Explain how ideologies, religion, and belief systems have influenced policies and laws over time.
- Explain how ideologies, religion, and belief systems have affected the roles and behaviors of political leaders and citizens over time.

HS.H3.4 Evaluate how societies have balanced individual freedoms, responsibilities, and human dignity versus the common good (i.e., *Bill of Rights, Federalist Papers, Manifest Destiny, urban versus rural societal conflicts*).

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**HISTORY – ANCHOR STANDARD H4: Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.**

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HS.H4.1 Examine how historically marginalized groups have affected change on political and social institutions (i.e., *Nat Turner’s Rebellion, Seneca Falls Convention, Reconstruction Amendments, Brown v. Board of Education*).

HS.H4.3 Examine how access to information and technology has been used to influence society (e.g., *media’s influence on politics, Great Recession, Housing Market Crash, etc.*).

HS.H4.4 Examine how a diverse society can be a force for unity and/or disunity (i.e., *Jim Crow, Civil Rights Movement, 2020 Protests, etc.*).