

POLICY *brief*

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Freedom From Responsibility: A Survey of Civic Knowledge Among Arizona High School Students

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EXECUTIVE SUMMARY

Legend has it that a woman asked Benjamin Franklin, leaving the Constitutional Convention, what sort of government had been created. “A Republic, if you can keep it,” Franklin replied. A major justification for supporting a system of public schools has long been the promotion of a general civic knowledge necessary for a well informed citizenry. This study demonstrates that schools in Arizona are failing in this core mission.

To determine students’ level of basic civic knowledge, we surveyed Arizona high school students with questions drawn from the United States Citizenship and Immigration Services (USCIS) item bank, which consists of 100 questions given to candidates for United States citizenship. The longstanding practice has been for candidates to take a test on 10 of these items. A minimum of six correct answers is required to pass. The service recently reported a first-try passing rate of 92.4 percent.

The Goldwater Institute survey, conducted by a private survey firm, gave each student 10 items from the USCIS item bank. We grouped results according to the type of school students attend—public, charter, or private. Questions included (1) Who was the first president of the United States? (2) Who wrote the Declaration of Independence? and (3) What ocean is located on the East Coast of the United States?

All three groups of Arizona high school students scored alarmingly low on the test. Only 3.5 percent of Arizona high school students attending public schools passed the citizenship test. The passing rate for charter school students was about twice as high as for public school students. Private school students passed at a rate almost four times higher than public school students.

This study details the results of the civic knowledge survey and sounds an alarm. Our recommendation is to require public school students to pass the same test required for applicants for citizenship as a condition for receiving a diploma. Further, we recommend that Arizona’s public universities require proof of passing such an exam as a condition of admission.

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I N S T I T U T E

In the end more than they wanted freedom, they wanted security. When the Athenians finally wanted not to give to society but for society to give to them, when the freedom they wished was freedom from responsibility, then Athens ceased to be free.

- Edward Gibbon

Civic Knowledge and Arizona High School Students

America's founders recognized that our system of ordered liberty would endure only if its citizens understood the nation's guiding principles. Thomas Jefferson stated, "If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be." The endurance of American democracy, the founders believed, depends upon a broad knowledge of the nation's history and an understanding of its institutions.

Charles N. Quigley, writing for the Progressive Policy Institute, explained the critical nature of civic knowledge:

From this nation's earliest days, leaders such as Thomas Jefferson, James Madison, and John Adams recognized that even the well-designed institutions are not sufficient to maintain a free society. Ultimately, a vibrant democracy must rely on the knowledge, skill, and virtues of its citizens and their elected officials. Education that imparts that knowledge and skill and fosters those virtues is essential to the preservation and improvement of American constitutional democracy and civic life.

The goal of education in civics and government is informed, responsible participation in political life by citizens committed to the fundamental values and principles of American constitutional democracy.

Paul D. Houston, the executive director of the American Association of School Administrators, also put the issue in focus:

If you look back in history, you will find the core mission of public education in America was to create places of civic virtue for our children and for our society. As education undergoes the rigors of re-examination and the need for reinvention, it is crucial to remember that the key role of public schools is to preserve democracy and, that as battered as we might be, our mission is central to the future of this country.

Some believe that traditional public schools have an advantage in promoting civics. The rhetoric is familiar: Public schools, available to everyone without charge,

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make an important statement about America's belief in the equality of opportunity. Richard Riley, Secretary of Education under President Clinton, noted that civic values are "conveyed not only through what is taught in the classroom, but by the very experience of attending [a public] school with a diverse mix of students."

Of course, Riley was discussing the ideals of public education, not the actual practice, where strongly segregated housing patterns commonly produce highly segregated public schools, both in terms of income and race and ethnicity. Nevertheless, this romantic vision of public education retains a strong hold in our thinking about public education.

Research indicates, however, that public schools are not in fact equipping students with an understanding of civics. The National Assessment of Educational Progress (NAEP) administered a grade-level-appropriate civic knowledge exam to a nationally representative sample of 4th-, 8th-, and 12th-graders in 2006. The percentages of students scoring at the proficient level or above: 25 percent of 4th graders, 24 percent of 8th graders, and 32 percent of 12th graders.

The percentages of students scoring "below basic" on civics was 27 percent, 30 percent, and 34 percent respectively. At every grade level tested, there were more students failing the exam than demonstrating a solid mastery. Unfortunately, the NAEP does not provide state-by-state results for this exam.

Research indicates, however, that public schools are not in fact equipping students with an understanding of civics.

Arizona High School Students and the U.S. Citizenship Test

This study employs a straightforward methodology: We designed a telephone survey instrument to test civic knowledge based upon the U.S. Citizenship and Immigration Services (USCIS) exam items. The USCIS administers a test to all immigrants applying for citizenship and makes the questions public.

USCIS officials choose 10 questions out of the item bank of 100 questions and give them as a citizenship exam. In order to pass, the applicant for citizenship must answer six out of the 10 questions correctly. The questions are not multiple choice, instead requiring applicants to supply an answer. Recently, the USCIS had 6,000 citizenship applicants pilot a newer version of this test. The agency reported a 92.4 percent passing rate for the test among citizenship applicants on the first try.

This is not only a reasonable expectation for foreigners wishing to become American citizens, but also for high school students. Most high school students not only have the advantage of having lived in the United States their entire lives, but have also benefited from tens of thousands of taxpayer dollars spent on their educations.

We designed a survey instrument containing 10 of the USCIS questions (chosen at random) and administered the survey to Arizona high school students. We have information from three groups of Arizona high school students. The first sample consists of high school students at public schools, the second of Arizona charter school students, and finally a cohort of Arizona private school students.

Strategic Vision, LLC conducted the poll of 1,350 Arizona public high school students on November 21-23, 2008. A separate sample of private school students was taken during the same period. The polls were conducted via telephone with live callers. They have a margin of error of +/- 3 percent. The telephone surveyor called a sample of Arizona high school students and read the following statement: "On the next 10 questions, I will be asking you questions about American government and history. Give me your best answer, and it is permissible to respond "I don't know."

Most high school students not only have the advantage of having lived in the United States their entire lives, but have also benefited from tens of thousands of taxpayer dollars spent on their educations.

Figure 1: Survey Questions and Answers

1. *What is the supreme law of the land?*
Answer: The Constitution.
2. *What do we call the first ten amendments to the Constitution?*
Answer: The Bill of Rights.
3. *What are the two parts of the U.S. Congress?*
Answer: The Senate and the House.
4. *How many Justices are on the Supreme Court?*
Answer: Nine
5. *Who wrote the Declaration of Independence?*
Answer: Thomas Jefferson
6. *What ocean is on the East Coast of the United States?*
Answer: Atlantic
7. *What are the two major political parties in the United States?*
Answer: Democratic and Republican
8. *We elect a U.S. Senator for how many years?*
Answer: Six

9. *Who was the first President?*

Answer: Washington

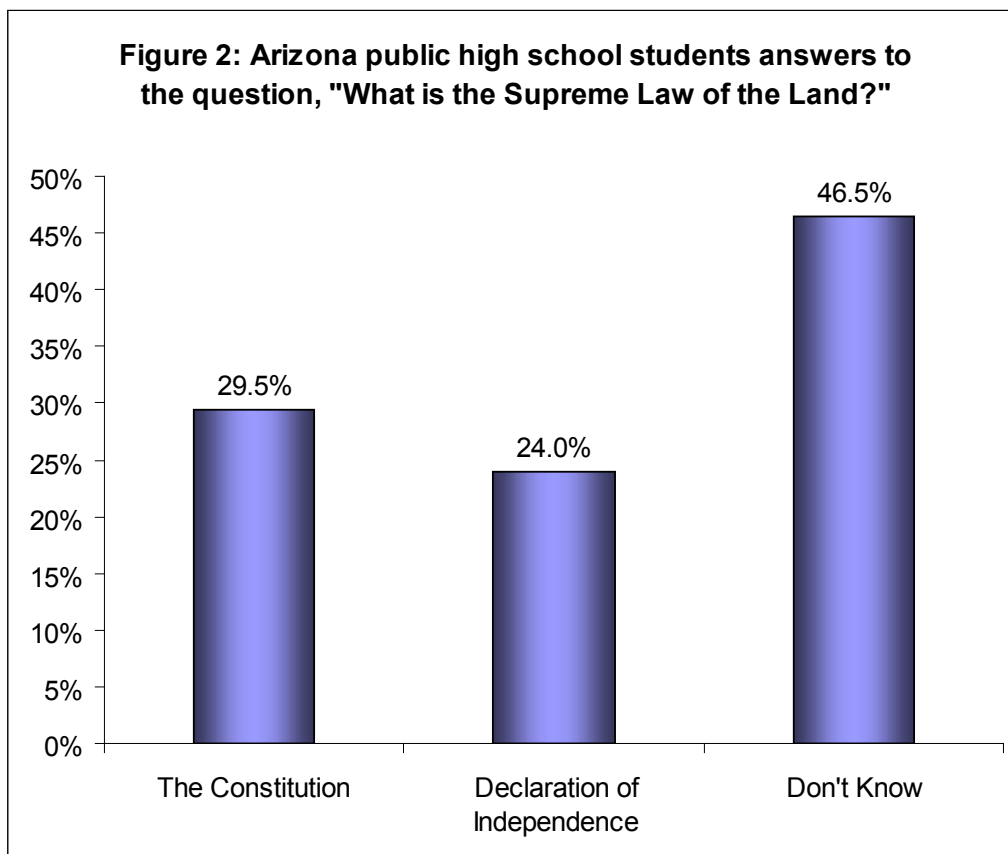
10. *Who is in charge of the executive branch?*

Answer: The President

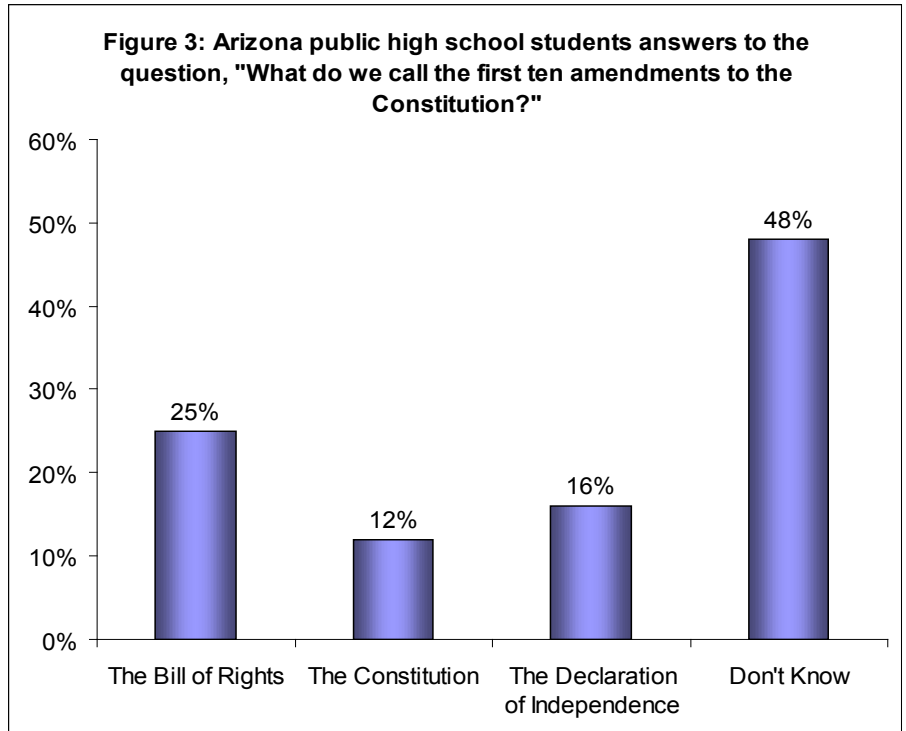
How Many Arizona Public High School Students Pass?

Arizona high school students attending public schools performed poorly on the U.S. citizenship test. The surveyor interviewed 1,134 high school students attending public schools. Not a single student surveyed got more than seven of the 10 questions correct.

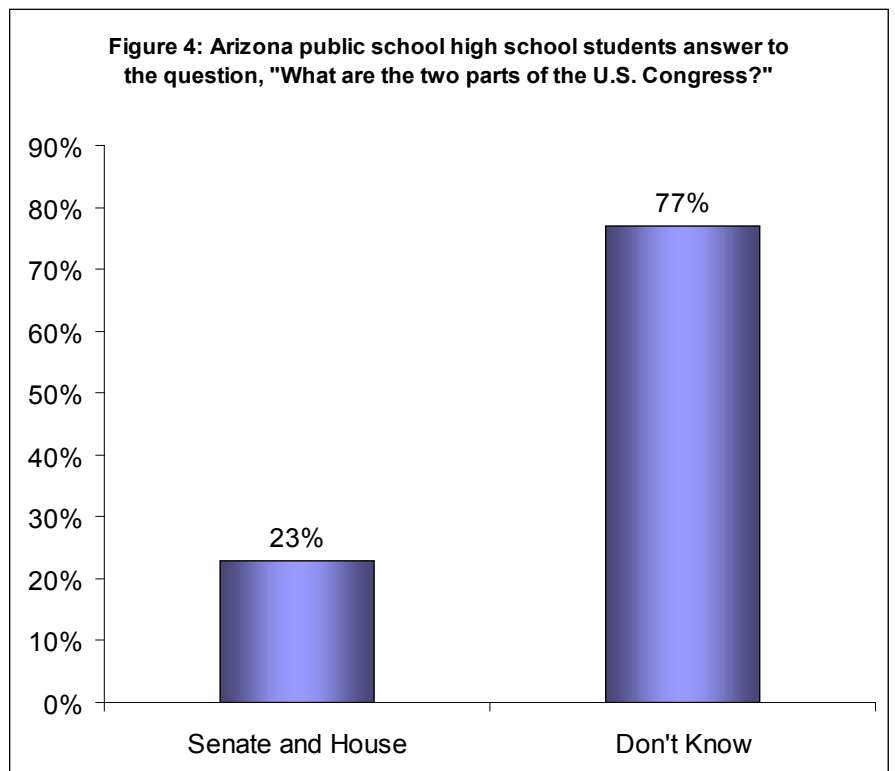
Figures 2-11: Public high school students' responses to each question.



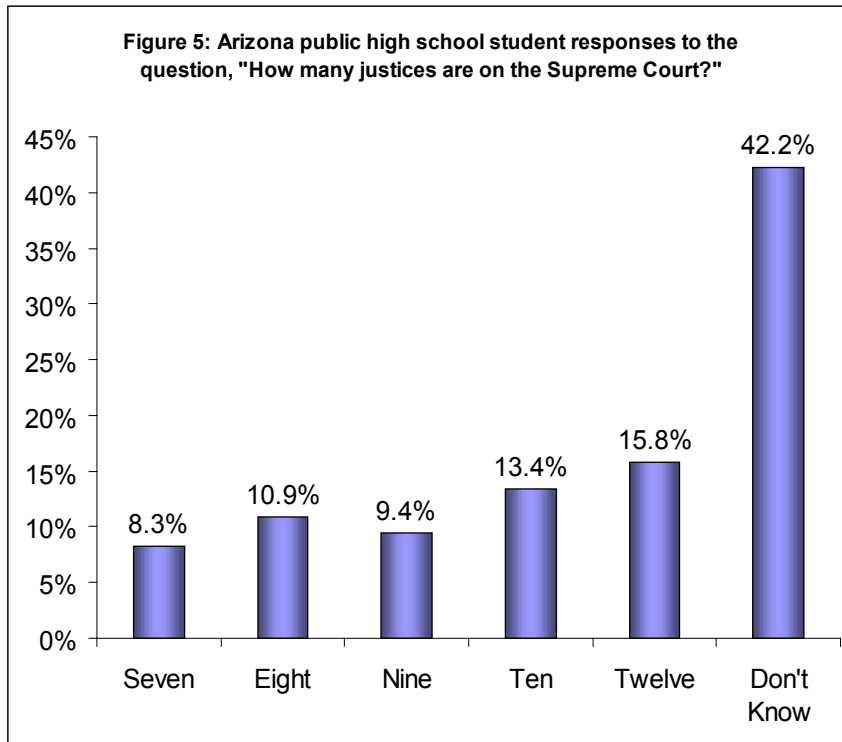
More than 70 percent of Arizona high school students were unable to identify the Constitution as the supreme law of the land.



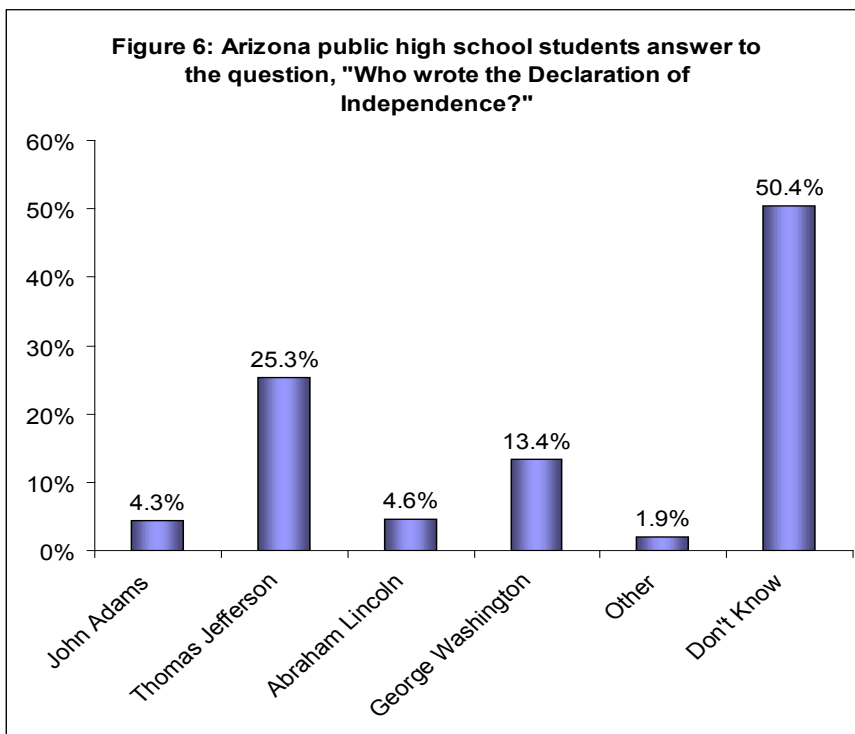
Twelve percent of Arizona public high school students surveyed believes the first 10 amendments to the Constitution are called “the Constitution.” Further, 75 percent were unable to correctly identify them as “The Bill or Rights.”



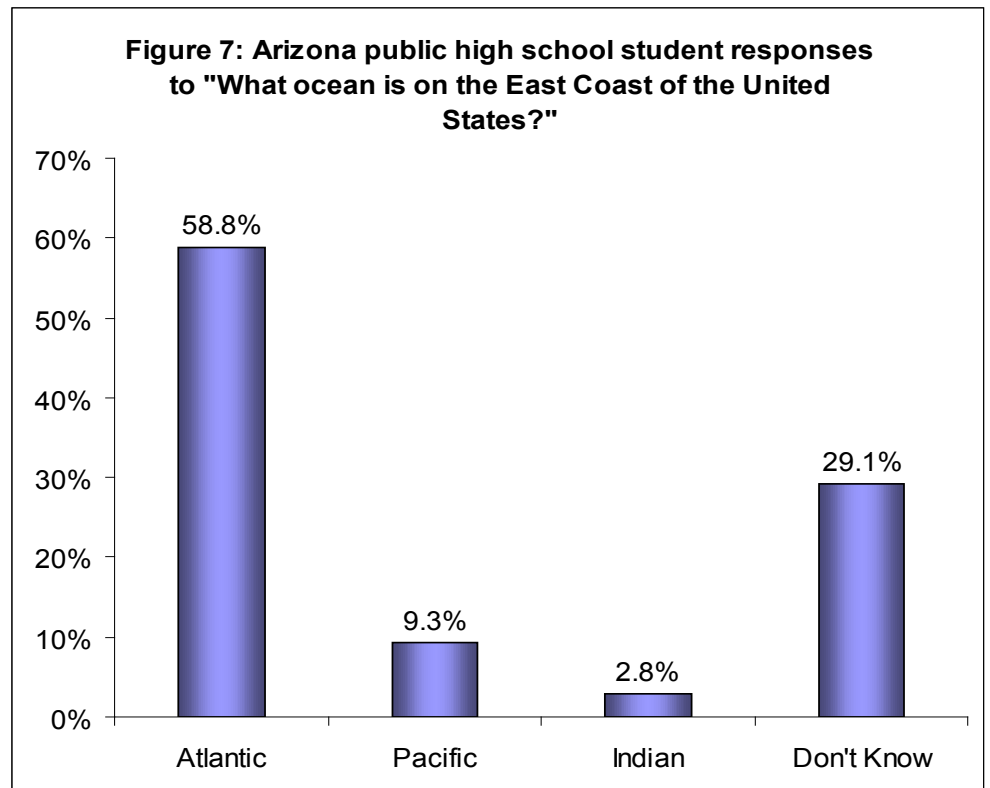
More than two-thirds of the students surveyed could not identify the two parts of the U.S. Congress.



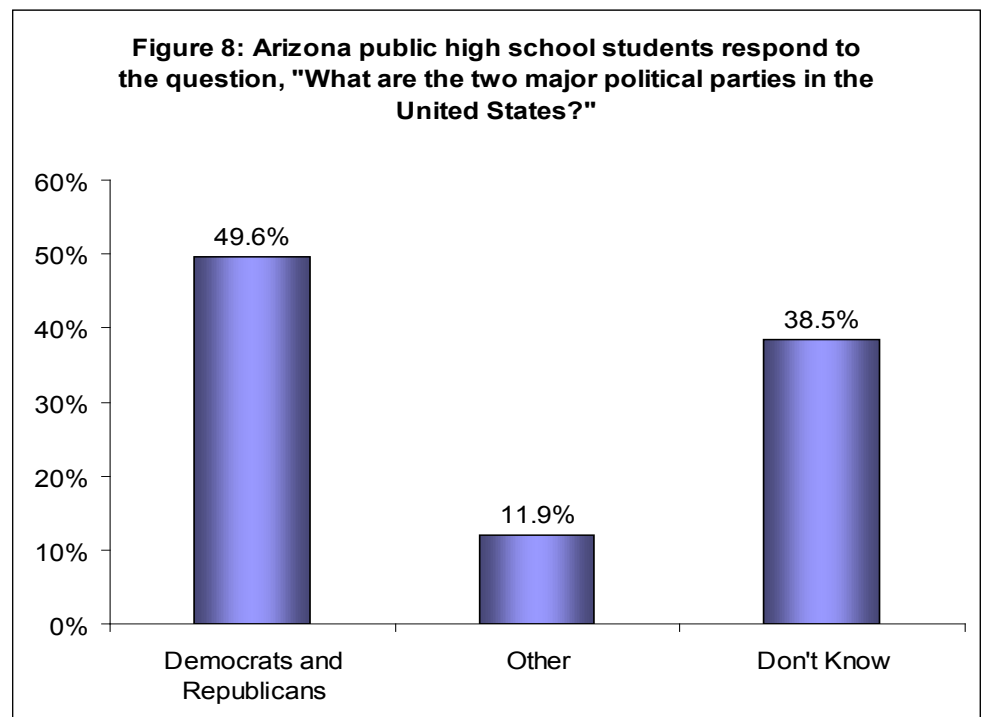
This question proved the most difficult of the survey, with more than 90 percent of public school students unaware of the number of Supreme Court justices.



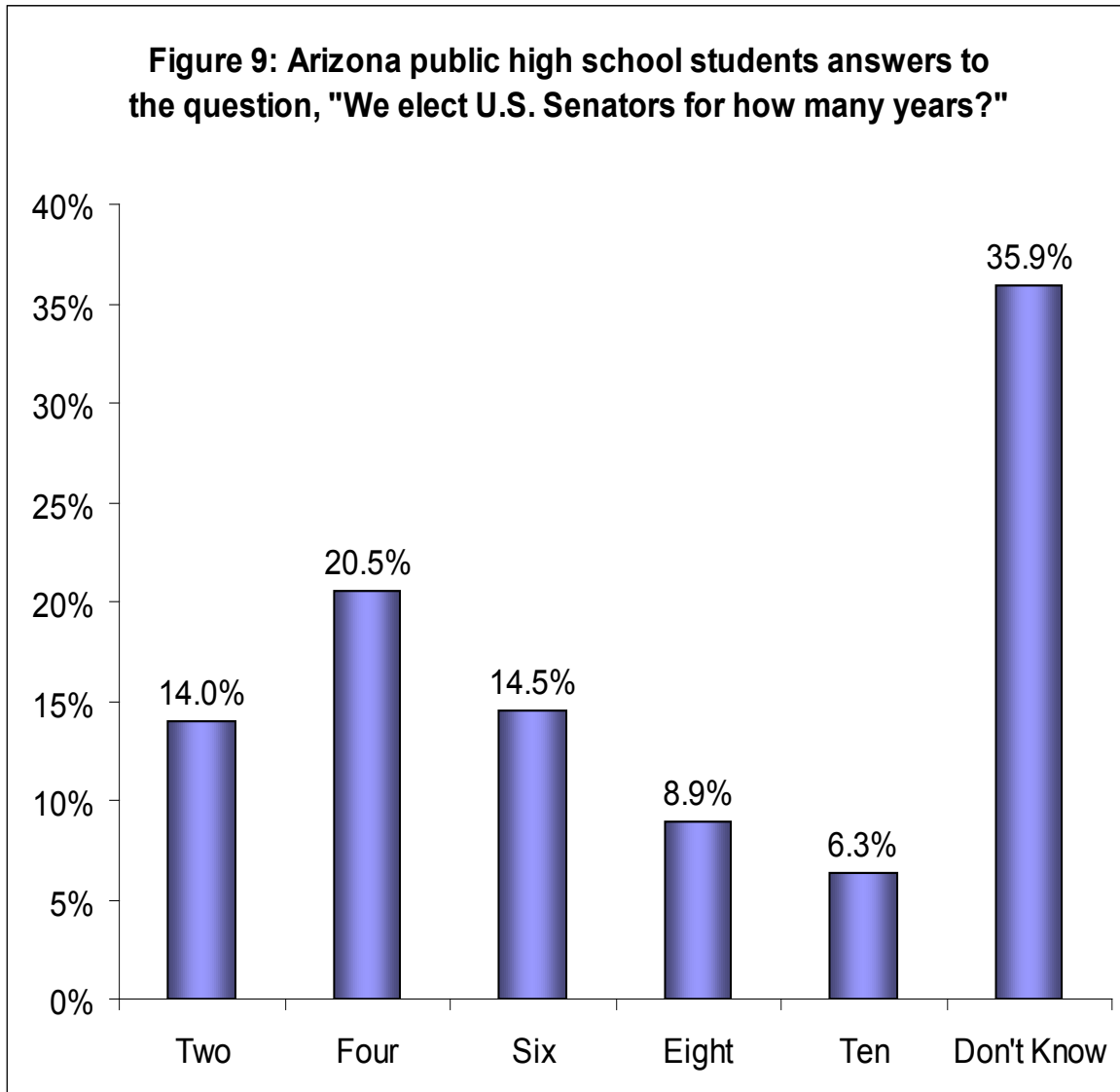
When asked to identify the author of the Declaration of Independence, "Don't know" was twice as popular an answer as "Thomas Jefferson."



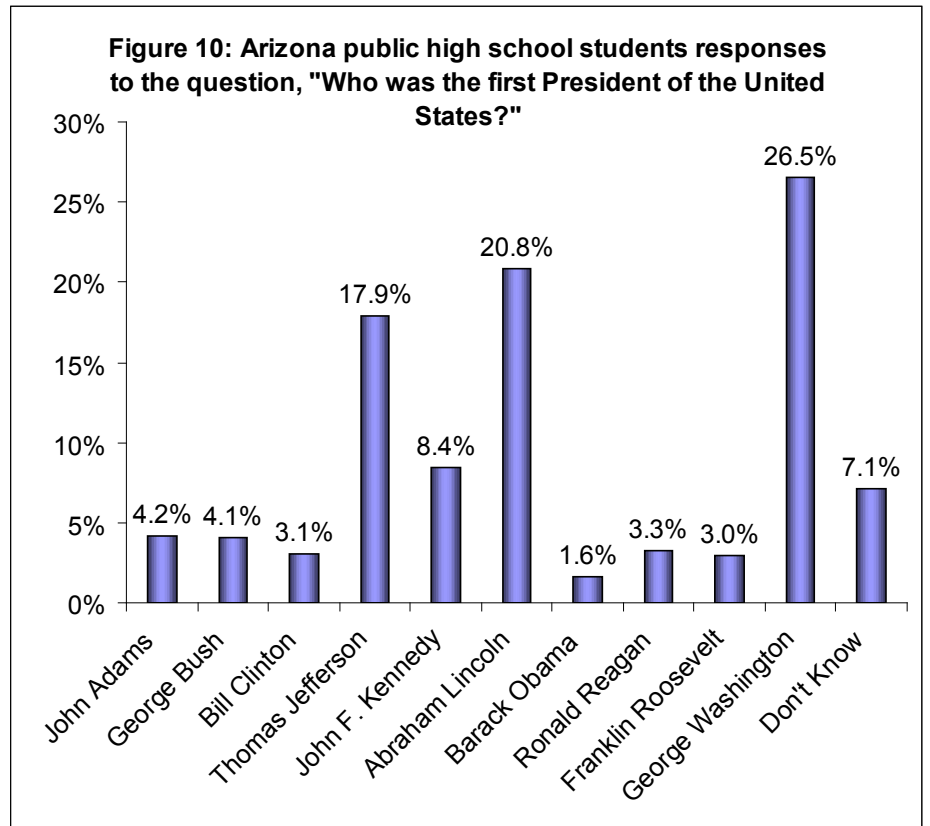
Public school students scored best on this question, although a disturbingly high percentage still got it wrong.



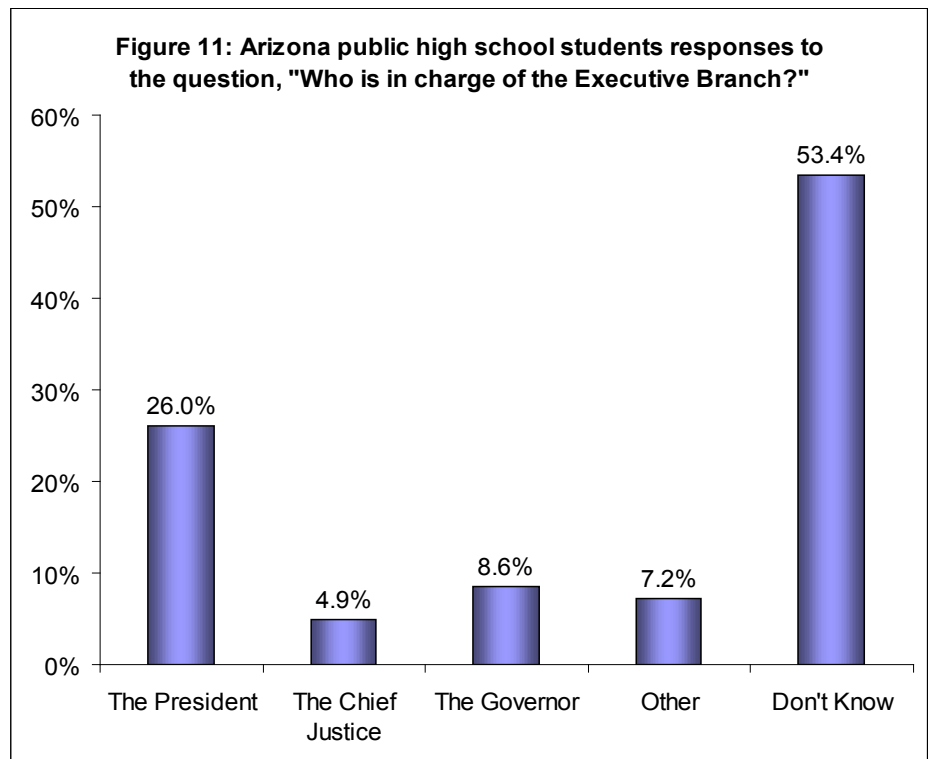
Half of the public school students surveyed could not identify the two political parties in the U.S.



Eighty-five percent of students surveyed did not know the length of a term of office for a U.S. Senator.



Overall, only 26.5 percent of students identified the first President of the United States. Some respondents gave some rather interesting answers, many missing by centuries.



Only 26 percent of students correctly answered “the President” when asked who is in charge of the Executive Branch of government.

Table 1: Arizona Public High School Students Number of Citizenship Questions Answered Correctly (N=1,134)

Number of Answers Correct	Number of Students	Percent of the Total
0	26	2.3%
1	146	12.9%
2	295	26%
3	331	29.2%
4	199	17.5%
5	97	8.6%
6	31	2.7%
7	9	.8%
8	0	0
9	0	0
10	0	0

Notice that the number of students answering either zero or one item correctly (172 students) is more than four times larger than the number answering six or more items correctly (40 students). In short, Arizona's public school high school students displayed profound ignorance regarding American history, government and geography.

Discussion and Breakdown of the Numbers

Readers may ask whether it is fair to administer the citizenship test to high school students, since major sections of American history and government may be covered relatively late in high school, making the test unfair to younger students. The Appendix, however, lists Arizona's 8th Grade Social Science standards, which include understanding the significance of the Declaration of Independence and the Articles of Confederation before moving into a study of the Constitution.

Under Arizona's 8th grade academic standards, students should be exposed to all of the material needed to pass the citizenship test. It appears, however, that Arizona schools have failed to help students learn these basic standards.

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As a further check on whether Arizona students may learn more civics over the course of their high school careers, we can compare the performance of high school seniors to the entire high school sample. The passing rate for seniors, at 4.1 percent, wasn't much better than that of the entire high school sample at 3.5 percent.

A widespread notion among many in Arizona is that our education problems relate to student demographics. This notion, however, doesn't hold up to scrutiny. Breaking down the numbers by ethnicity, 3.5 percent of Arizona's Anglo students pass the test, 3.1 percent of Hispanic students, 5.5 percent of African American students, 11.5 percent of Asian students, and only 1.3 percent of Native American students. None of these numbers are great, and the performance of Anglo students matches that of the overall sample.

Charter and Private School Performance on Citizenship Items

A widespread notion among many in Arizona is that our education problems relate to student demographics. This notion, however, doesn't hold up to scrutiny.

High school students attending Arizona charter and private schools performed substantially better than public school students, but they still performed poorly overall. Charter school students composed a little over 10 percent of the public school sample, which approximately matches the statewide attendance numbers.

Table 2: Number of Items Answered Correctly by Arizona High School Students attending Charter Schools (N=136)

0	2	1.5%
1	16	11.8%
2	32	23.5%
3	37	27.2%
4	27	19.9%
5	12	8.8%
6	9	6.6%
7	1	0.7%
8	0	0%
9	0	0%
10	0	0%

Slightly more than 7 percent of charter school students answered six or more questions correctly, more than double the passing rate for district schools, but still dismal.

In an identical but separate survey, we polled a sample of 1,350 Arizona high school students attending private schools. The bad news, of course, is that the overall passing rate, 13.8 percent, is still disappointing.

Table 3: Number of Items Answered Correctly by Arizona High School Students attending Private Schools (N=1,350)

0	16	1.2%
1	115	8.50%
2	237	17.60%
3	303	22.40%
4	283	21%
5	211	15.60%
6	129	9.60%
7	48	3.60%
8	7	0.50%
9	1	0.10%
10	0	0%

Slightly more than seven percent of charter school students answered six or more questions correctly, more than double the passing rate for district schools, but still dismal.

Conclusion: Arizona Schools are Failing at Core Academic Mission

Thomas Jefferson wrote in 1789 that “Whenever the people are well-informed, they can be trusted with their own government.” Years later, Jefferson wrote, “Enlighten the people generally and tyranny and oppressions of body and mind will vanish like evil spirits at the dawn of day.”

The promotion of knowledge of American government and history represents a core mission of Arizona public schools. They are failing miserably to fulfill that mission. Arizona high school students display a profound level of ignorance regarding American history, government and geography.

The results of this survey are deeply troubling. Despite billions of taxpayer dollars and a set of academic standards that cover all of the material, Arizona high school students display an overwhelming ignorance of the institutions that undergird political freedom.

The students in this survey have taken multiple classes in social studies and history. If they had failed these courses, chances are good that they would not have made it into high school, and thus into the survey sample. Of course, the vast majority of these students never failed, but were simply passed on to the next grade whether they actually mastered any material or not.

Despite billions of taxpayer dollars and a set of academic standards that cover all of the material, Arizona high school students display an overwhelming ignorance of the institutions that undergird political freedom.

What, then, to do about this situation? One is tempted to write yet another exhortation for schools to do a better job at teaching civics. Providing students with a solid understanding of American civics will likely require a menu of reforms both within and outside schools.

One option would be to place more responsibility for learning about American government and civics with parents and students.

The suggestion of this paper is straightforward. Given the proper motivation, people from all over the world pass a test similar to the one given here at a rate of 92.7 percent on their first try. Arizona lawmakers should require students seeking a diploma from an Arizona high school to pass the U.S. Citizenship and Immigration Services (USCIS) citizenship exam as a condition for receiving a diploma.

To prevent problems such as teaching to the test, this exam should be administered by a third party, not by the schools. A third party administration of an exam should not be difficult to arrange. Tests such as the Scholastic Aptitude Test, Advanced Placement exams, the ACT and others are already administered by third

parties for broadly similar reasons.

Standards at private schools are purely a private matter. Anyone, however, who has invested their own money in a private education for this kind of ignorance has every right to feel outraged. While lawmakers should not impose such a requirement on private school students, public universities should require a basic level of civic knowledge as a condition for admittance. Further, it is incumbent on Arizona private schools to move with dispatch to get their houses in order on this front.

Ultimately, students should have a basic knowledge of American history and government in order to graduate.

APPENDIX: ARIZONA SOCIAL STUDIES STANDARDS ARTICULATED BY GRADE LEVEL

Eighth Grade (Source: Arizona Department of Education, available online at <http://www.ade.state.az.us/standards/sstudies/articulated/SSGrade8.doc>)

Eighth Grade History Strands emphasize the historical foundations and democratic principles that framed our Constitution and led to our form of democracy. The history of World War II to the contemporary world is also studied.

Strand 1: American History

Concept 1: Research Skills for History

- PO 1. Construct charts, graphs, and narratives using historical data.
- PO 2. Interpret historical data displayed in graphs, tables, and charts.
- PO 3. Construct timelines (e.g., presidents/ world leaders, key events, people) of the historical era being studied.
- PO 4. Formulate questions that can be answered by historical study and research.
- PO 5. Describe the difference between a primary source document and a secondary source document and the relationships between them.
- PO 6. Determine the credibility and bias of primary and secondary sources
- PO 7. Analyze cause and effect relationships between and among individuals and/or historical events.
- PO 8. Analyze two points of view on the same historical event.

Concept 2: Early Civilizations

No performance objectives at this grade.

Concept 3: Exploration and Colonization

No performance objectives at this grade.

Concept 4: Revolution and New Nation

(Note: The American Revolution was taught in Grade 5. The Foundations and Structure of American Government are taught in Grade 8, Strand 3.)

- PO 1. Analyze the following events which led to the American Revolution:
- Tea Act
 - Stamp Act
 - Boston Massacre
 - Intolerable Acts
 - Declaration of Independence
- PO 2. Describe the significance of key events of the Revolutionary War:
- major battles (e.g., Lexington, Saratoga, Trenton)
 - aid from France
 - surrender at Yorktown
- PO 3. Describe the impact of the following key individuals on the Revolutionary War:
- Benjamin Franklin
 - Thomas Jefferson

- George Washington
 - Patrick Henry
 - Thomas Paine
 - King George III
- PO 4. Describe the significance of the following documents:
- Declaration of Independence
 - Articles of Confederation
 - Constitution
 - Bill of Rights
- PO 5. Explain the influence of the following individuals in the establishment of a new government:
- Thomas Jefferson
 - James Madison
 - John Adams
 - Benjamin Franklin
- PO 6. Describe how one nation evolved from thirteen colonies:
- Constitutional Convention
 - George Washington's presidency
 - creation of political parties (e.g., Federalists, Whigs, Democratic-Republicans)

Concept 5: Westward Expansion

No performance objectives at this grade.

Concept 6: Civil War and Reconstruction

No performance objectives at this grade.

Concept 7: Emergence of the Modern United States

No performance objectives at this grade.

Concept 8: Great Depression and World War II

(Note: The Great Depression was taught in Grade 7 and World War II in Arizona was introduced in Grade 4.)

- PO 1. Review the impact of the Great Depression on the United States.
- PO 2. Explain how Pearl Harbor led to United States involvement in World War II.
- PO 3. Explain the impact of World War II on economic recovery from the Great Depression.
- PO 4. Explain how the following factors affected the U.S. home front during World War II:
- war bond drives
 - war industry
 - women and minorities in the work force
 - rationing
 - internment of Japanese-, German-, and Italian -Americans

PO 5. Describe Arizona's contributions to the war effort:

- Native American Code Talkers
 - Ira Hayes
 - mining
 - training bases
 - POW and internment camps
- PO 6. Summarize the United States' role in the following events:
- D-day invasion
 - battles of the Pacific
 - development and use of the atomic bomb
 - V-E Day / V-J Day
- PO 7. Analyze the following individuals' significance to World War II:
- Franklin D. Roosevelt
 - Dwight Eisenhower
 - George Patton
 - Douglas MacArthur
 - Harry Truman
 - Eleanor Roosevelt

Concept 9: Postwar United States

PO 1. Describe the following origins of the Cold War:

- Western fear of communist expansion
- Soviet fear of capitalist influences
- development of nuclear weapons
- Truman Doctrine

PO 2. Describe the impact of the Cold War on the United States:

- McCarthyism
- arms race
- space race
- Cuban Missile Crisis
- creation of the CIA

PO 3. Identify the role of the United States in the Korean War:

- Communist containment
- military involvement
- resolution of conflict

PO 4. Identify the role of the United States in the Vietnam Conflict:

- containment of Communism – Domino Theory
- Gulf of Tonkin Resolution
- Tet Offensive
- anti-war protests
- Vietnam Peace Accords

PO 5. Describe life (e.g., transportation, communica-

tion, technology, medical, entertainment, growth of suburbs) in the U.S. during the Post War period.

PO 6. Describe the importance of the following civil rights issues and events:

- a. Jim Crow Laws
- b. nonviolent protests
- c. desegregation
- d. Civil Rights Act of 1964
- e. Voting Rights Act of 1965

Concept 10: Contemporary United States

PO 1. Describe events (e.g., opening of foreign relations with China, Watergate, resignation) of the presidency of Richard Nixon.

PO 2. Describe events (e.g., succession to presidency, pardoning of Nixon) of the presidency of Gerald Ford.

PO 3. Describe events (e.g., Camp David Peace Accords, Iran Hostage Crisis) of the presidency of Jimmy Carter.

PO 4. Describe events (e.g., Star Wars, Iran-Contra Affair) of the presidency of Ronald Reagan.

PO 5. Describe events (e.g., Persian Gulf War, Berlin Wall falls) of the presidency of George H.W. Bush.

PO 6. Describe events (e.g., economic growth, impeachment) of the presidency of William Clinton.

PO 7. Describe events (e.g., September 11 Terrorist Attacks, Afghanistan, Iraq War) of the presidency of George W. Bush.

PO 8. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).

PO 9. Identify the connection between current and historical events and issues studied at this grade level using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).

PO 10. Describe how key political, social, geographic, and economic events of the late 20th century and early 21st century affected, and continue to affect, the United States.

Strand 2:

World History

Concept 1: Research Skills for History

PO 1. Construct charts, graphs and narratives using historical data.

PO 2. Interpret historical data displayed in graphs, tables, and charts.

PO 3. Construct timelines (e.g., presidents/ world leaders, key events, people) of the historical era being studied.

PO 4. Formulate questions that can be answered by historical study and research.

PO 5. Describe the difference between a primary source document and a secondary source document and the relationships between them.

PO 6. Determine the credibility and bias of primary and secondary sources

PO 7. Analyze cause and effect relationships between and among individuals and/or historical events.

PO 8. Analyze two points of view on the same historical event.

Concept 2: Early Civilizations

No performance objectives at this grade.

Concept 3: World in Transition

No performance objectives at this grade.

Concept 4: Renaissance and Reformation

No performance objectives at this grade.

Concept 5: Encounters and Exchange

No performance objectives at this grade.

Concept 6: Age of Revolution

No performance objectives at this grade.

Concept 7: Age of Imperialism

No performance objectives at this grade.

Concept 8: World at War

(Note: WW I was taught in Grade 7.)

PO 1. Review the rise of totalitarianism in Europe following World War I.

PO 2. Analyze the major causes of World War II:

- a. aggressive search for resources by Japan
- b. political ideologies of
- c. Fascism and Nazism
- d. resentment toward the Treaty of Versailles

PO 3. Trace the series of invasions and conquests in the European and Pacific Theaters in World War II.

PO 4. Describe the following events leading to the Allied victory:

- a. D-Day Invasion
- b. Battle of the Bulge
- c. Japanese defeat in Iwo Jima and Okinawa
- d. atomic bombing of Hiroshima and Nagasaki

PO 5. Describe how racism and intolerance contributed to the Holocaust.

PO 6. Summarize each of the following outcomes of World War II:

- a. redrawing of political boundaries in Europe
- b. tensions leading to Cold War
- c. formation of the United Nations
- d. beginning of atomic age
- e. rebuilding of Japan

PO 7. Compare the rebuilding of Japan with the rebuilding of Germany following World War II.

PO 8. Describe the following events resulting from World War II:

- a. Nuremberg Trial
- b. Marshall Plan
- c. NATO / Warsaw Pact
- d. creation of United Nations
- e. creation of Israel

PO 9. Describe the spread of Communism after World War II:

- a. China – Mao Tse-tung and Chinese Revolution
- b. Korea – 38th parallel and division of country

c. Cuba – Fidel Castro and Cuban Missile Crisis

d. Vietnam – Ho Chi Minh

PO 10. Describe the impact of the Cold War (i.e., creation of the Iron Curtain, arms race, space race) that led to global competition.

PO 11. Describe the following events of the Korean War:

- a. Chinese involvement
- b. U.N. police actions
- c. containment of Communism
- d. partition of Korea at the 38th Parallel

PO 12. Describe how the following impacted the Vietnam War:

- a. historical relationship of China and Vietnam
- b. French Indochina War
- c. containment of Communism
- d. Ho Chi Minh Trail
- e. conflict resolution

PO 13. Examine the fall of Communism and the unification of European nations:

- a. Germany – reunification, Berlin Wall torn down
- b. Russia – Gorbachev, Glasnost and Perestroika
- c. Union of Soviet Socialist Republics – countries regained independence
- d. European Union formed

PO 14. Describe the following events in the Middle East during the 20th and 21st centuries:

- a. creation of Israel
- b. conflicts between Israeli and Palestinian governments
- c. Camp David Peace Treaty
- d. Persian Gulf War
- e. Iraq War

PO 15. Compare independence movements in various parts of the world (e.g., India/ Pakistan, Latin America, Africa, Asia) during the 20th century.

PO 16. Examine human rights issues during the 20th century (e.g., Apartheid, genocide, famine, disease).

Concept 9: Contemporary World

PO 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).

PO 2. Identify the connection between current and historical events and issues studied at this grade level using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).

PO 3. Analyze how world events of the late 20th century and early 21st century affected, and continue to affect, the social, political, geographic, and economic climate of the world (e.g., terrorism, globalization, conflicts, interdependence, natural disasters, advancements in science and technology and environmental issues).

Strand 3:
Civics/Government

Concept 1: Foundations of Government

PO 1. Describe how the following philosophies and documents influenced the creation of the Constitution:

- a. Magna Carta
- b. English Bill of Rights
- c. Montesquieu's separation of power
- d. John Locke's theories – natural law, social contract
- e. Mayflower Compact
- f. Declaration of Independence
- g. Articles of Confederation

PO 2. Analyze the purpose (e.g., weaknesses of the Articles of Confederation) and outcome (e.g., compromises) of the Constitutional Convention.

PO 3. Analyze the struggle (e.g., Federalists' Papers, Bill of Rights) between the federalists and the anti-federalists over the ratification of the Constitution.

Concept 2: Structure of Government

PO 1. Describe the following principles on which the Constitution (as the Supreme Law of the Land) was founded:

- a. federalism (i.e., enumerated, reserved, and concurrent powers)
- b. popular sovereignty
- c. Separation of Powers
- d. checks and balances
- e. limited government
- f. flexibility (i.e., Elastic Clause, amendment process)

PO 2. Differentiate the roles and powers of the three branches of the federal government.

PO 3. Explain the electoral process (e.g., primary and general elections, electoral college).

PO 4. Explain how a candidate can be elected president (e.g., Adams-Jackson, Hayes-Tilden, Bush-Gore) without receiving a majority of popular vote.

PO 5. Describe the line of succession to the presidency as stated in the 25th Amendment.

Concept 3: Functions of Government

PO 1. Compare the ways the federal and Arizona governments operate:

- a. three branches
- b. Constitution
- c. election process (e.g., congressional and legislative districts, propositions, voter registration)

PO 2. Compare the process of how a bill becomes a law at the federal and state level.

PO 3. Describe the following forms of direct democracy in Arizona:

- a. initiative
- b. referendum
- c. recall process

PO 4. Compare the roles and relationships of different levels of government (e.g., federal, state, county, city/town, tribal).

PO 5. Describe the significance of the Amendments to the Constitution.

PO 6. Compare the adult and juvenile criminal justice systems.

PO 7. Summarize the significance of the following Supreme Court cases:

- a. Marbury v. Madison
- b. Plessy v. Ferguson
- c. Brown v. Board of Education
- d. Gideon v. Wainwright
- e. Miranda v. Arizona
- f. Korematsu v. United States

PO 8. Describe the impact of the following executive orders and decisions:

- a. Executive Order 9066 – creation of internment camps on U.S. soil
- b. Manhattan Project
- c. use of Atomic Bomb

PO 9. Describe the impact that the following Acts had on increasing the rights of groups and individuals:

- a. Civil Rights Act of 1964
- b. Voting Rights Act of 1965
- c. Indian Rights Act of 1968
- d. Americans with Disabilities Act

Concept 4: Rights, Responsibilities, and Roles of Citizenship

PO 1. Describe the benefits of community service.

PO 2. Discuss the character traits (e.g., respect, responsibility, fairness, involvement) that are important to the preservation and improvement of constitutional democracy in the United States

PO 3. Describe the importance of citizens being actively involved in the democratic process (i.e., voting, student government, involvement in political decision making, analyzing issues, petitioning public officials).

PO 4. Explain the obligations and responsibilities of citizenship:

- a. upholding the Constitution
- b. obeying the law
- c. paying taxes
- d. registering for selective service
- e. jury duty

PO 5. Describe the impact that the following had on rights for individuals and groups:

- a. Jim Crow Laws – literacy test, poll taxes, Grandfather Clause
- b. Civil Rights Movement (i.e., Martin Luther King, Jr., Rosa Parks)
- c. desegregation - military, schools, transportation, sports
- d. United Farm Workers (i.e., César Chavez)
- e. National Organization for Women (NOW) – Equal Rights Amendment (ERA)

Concept 5: Government Systems of the World

(Note: Students were introduced to different forms of government in Grades 6 and 7.)

PO 1. Compare the different world governments and ideologies:

- a. dictatorship
- b. totalitarian (fascist, Nazis)

- c. democracy
- d. Socialism
- e. Communism

PO 2. Explain U.S. and world foreign policies leading to the Cold War:

- a. Truman Doctrine
- b. NATO
- c. Warsaw Pact
- d. Marshall Plan

PO 3. Identify U.S. and world foreign policies (e.g., economic sanctions, arms reduction agreements) resulting from the Cold War.

Strand 4:
Geography

Concept 1: The World in Spatial Terms

PO 1. Construct maps, charts, and graphs to display geographic information.

PO 2. Identify purposes and differences of maps, globes, aerial photographs, charts, and satellite images.

PO 3. Interpret maps, charts, and geographic databases using geographic information.

PO 4. Locate physical and cultural features (e.g., continents, cities, countries, bodies of water, landforms, mountain ranges, climate zones) throughout the world.

PO 5. Interpret thematic maps, graphs, charts, and databases depicting various aspects of the United States and world regions. (Apply to regions studied.)

Concept 2: Places and Regions

PO 1. Identify common characteristics of contemporary and historical regions on the basis of climate, landforms, ecosystems, and culture.

PO 2. Explain the factors that contribute to political and social change in various world regions (e.g., USSR/Russia, Israel, European Union, China, Korea, Germany).

PO 3. Examine relationships and interactions (e.g., Middle East Conflicts, NATO, European Union) among regions.

PO 4. Identify how the role of the media, images, and advertising influences the perception of a place.

PO 5. Describe how a place changes over time. (Connect with content studied.)

Concept 3: Physical Systems

(Science Strands are summarized below as they apply to Social Studies content in Grades K-8. These concepts are reinforced in Social Studies classes, but assessed through Science.)

Connect with:

Science Strand 3 Concept 1 Analyze risk factors of and possible solutions to chemical and biological hazards.

Concept 4: Human Systems

PO 1. Identify the push and pull factors (e.g., economic conditions, human rights conditions, famines, political strife/wars, natural disasters, changes in technology) that drive human migrations.

PO 2. Describe the effects (e.g., economic, environmental, cultural, political) of human migrations on places and regions.

PO 3. Describe the characteristics and locations of various cultures throughout the world.

PO 4. Identify the factors (e.g., breakup of USSR, unification of Germany, cheap labor forces, outsourcing of services, oil industry) that influence the location, distribution and interrelationships of economic activities in different regions. PO 5. Explain how cooperation contributes to political, economic, and social organization (e.g., United Nations, European Union, NAFTA).

PO 6. Describe the aspects of culture (e.g., literacy, occupations, clothing, property rights) related to beliefs and understandings that influence the economic, social, and political activities of men and women.

PO 7. Describe how changes in technology, transportation, communication, and resources affect economic development.

Concept 5: Environment and Society

PO 1. Describe how (e.g., deforestation, desertification) humans modify ecosystems.

PO 2. Describe why (e.g., resources, economic livelihood) humans modify ecosystems.

PO 3. Explain how changes in the natural environment can increase or diminish its capacity to support human activities.

PO 4. Explain how technology positively and negatively affects the environment.

PO 5. Analyze changing ideas and viewpoints on the best use of natural resources (e.g., value of oil, water use, forest management).

PO 6. Explain how societies and governments plan for and respond to natural disasters (e.g., evacuation routes, changing farming techniques, warning systems).

Concept 6: Geographic Applications

PO 1. Describe ways geographic features and conditions influence history. (Connect to time periods studied as well as current events.)

PO 2. Describe ways different groups of people (i.e., Native Americans, Hispanics, retirees) create and shape the same environment.

PO 3. Use geographic knowledge and skills (e.g., recognizing patterns, mapping, graphing) when discussing current events.

Strand 5: Economics

Concept 1: Foundations of Economics

PO 1. Explain how limited resources and unlimited human wants cause people to choose some things and give up others.

PO 2. Analyze how scarcity, opportunity costs, and trade-offs, influence decision-making.

PO 3. Analyze how individuals, governments and businesses make choices based on the availability of resources.

PO 4. Apply Adam Smith's ideas of a market economy to:

- a. property rights
- b. freedom of enterprise
- c. competition
- d. consumer choice
- e. limited role of government

PO 5. Describe the impact of the availability and distribution of natural resources on an economy.

Concept 2: Microeconomics

PO 1. Identify the functions and relationships among various institutions (e.g., business firms, banks, government agencies, labor unions, corporations) that make up an economic system.

PO 2. Explain the impact of government investment in human capital:

- a. health (e.g., immunizations)
- b. education (e.g., college grants, loans)
- c. training of people (e.g., Job Corps)

PO 3. Explain the impact of government investment in physical capital (e.g., NASA, transportation).

PO 4. Describe how income for most people is determined by the value of the goods and services they sell. PO 5. Describe the impact of entrepreneurs (e.g., Bill Gates, Martha Stewart, Oprah Winfrey, Ted Turner Donald Trump) in the free enterprise system.

PO 6. Analyze how investment in physical capital (e.g., factories, medical advancements, new technologies) leads to economic growth.

PO 7. Describe how competition (e.g., Microsoft/Apple, Wal-Mart/Target) affects supply and demand from the vantage point of the consumer and producer.

PO 8. Describe how market prices provide incentives to buyers and sellers.

PO 9. Describe how protection of private property rights provides incentives to conserve and improve property (e.g., resale market).

Concept 3: Macroeconomics

PO 1. Identify the organization and functions of the Federal Reserve System.

PO 2. Identify the effects of inflation on society.

PO 3. Analyze the government's role in economic recovery.

Concept 4: Global Economics

PO 1. Compare how private property rights differ in market (capitalism) economies versus command (communist) economies.

PO 2. Identify the effects of trade restrictions between national and world regions.

PO 3. Describe the role of the United States government in influencing international commerce in regions studied.

PO 4. Identify interdependence (e.g., North American Free Trade Agreement, European Union, International Monetary Fund/ World Bank) between nations.

Concept 5: Personal Finance

PO 1. Explain how scarcity influences personal financial choices (e.g., budgeting, saving, investing, credit).

PO 2. Describe types of personal investments (e.g., saving accounts, stocks, mutual funds, bonds, retirement funds, land).

PO 3. Describe the role of the stock market in personal investing.

PO 4. Describe various forms of credit. (e.g., personal loans, credit cards, lines of credit, mortgages, auto loans).

PO 5. Analyze the, advantages, disadvantages, and alternatives to consumer credit.

PO 6. Analyze the costs and benefits of producing a personal budget.

PO 7. Create a personal budget to include fixed and variable expenses.

PO 8. Identify the benefits of future financial planning.

Concept Descriptors

Strand 1: American History

A study of American History is integral for students to analyze our national experience through time, to recognize the relationships of events and people, and to interpret significant patterns, themes, ideas, beliefs, and turning points in Arizona and American history. Students will be able to apply the lessons of American History to their lives as citizens of the United States.

Concept 1: Research Skills for History

Historical research is a process in which students examine topics or questions related to historical studies and/or current issues. By using primary and secondary sources effectively, students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelatedness of events. These performance objectives also appear in Strand 2: World History. They are intended to be taught in conjunction with appropriate American or World History content, when applicable.

Concept 2: Early Civilizations Pre 1500

The geographic, political, economic and cultural characteristics of early civilizations made significant contributions to the later development of the United States.

Concept 3: Exploration and Colonization 1500s – 1700s

The varied causes and effects of exploration, settlement, and colonization shaped regional and national development of the U.S.

Concept 4: Revolution and New Nation 1700s – 1820

The development of American constitutional democracy grew from political, cultural, and economic issues, ideas, and events.

Concept 5: Westward Expansion 1800 – 1860

Westward expansion, influenced by political, cultural, and economic factors, led to the growth and development of the U.S.

Concept 6: Civil War and Reconstruction 1850 – 1877

Regional conflicts led to the Civil War and resulted in significant changes to American social, economic, and political structures.

Concept 7: Emergence of the Modern United States 1875 – 1929

Economic, social, and cultural changes transformed the U.S. into a world power.

Concept 8: Great Depression and World War II 1929 – 1945

Domestic and world events, economic issues, and political conflicts redefined the role of government in the lives of U.S. citizens.

Concept 9: Postwar United States 1945 – 1970s

Postwar tensions led to social change in the U.S. and to a heightened focus on foreign policy.

Concept 10: Contemporary United States 1970s – Present

Current events and issues continue to shape our nation and our involvement in the global community.

Strand 2: World History

A study of World History is integral for students to analyze the human experience through time, to recognize the relationships of events and people, and to interpret significant patterns, themes,

ideas, beliefs, and turning points in American and world history. Students should be able to apply the lessons of World History to their lives as citizens of the United States and members of the world community.

Concept 1: Research Skills for History

Historical research is a process in which students examine topics or questions related to historical studies and/or current issues. By using primary and secondary sources effectively, students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelatedness of events. These performance objectives also appear in Strand 1: American History. They are intended to be taught in conjunction with appropriate American or World History content, when applicable.

Concept 2: Early Civilizations

The geographic, political, economic and cultural characteristics of early civilizations significantly influenced the development of later civilizations.

Concept 3: World in Transition

People of different regions developed unique civilizations and cultural identities characterized by increased interaction, societal complexity and competition.

Concept 4: Renaissance and Reformation

The rise of individualism challenged traditional Western authority and belief systems resulting in a variety of new institutions, philosophical and religious ideas, and cultural and social achievements.

Concept 5: Encounters and Exchange

Innovations, discoveries, exploration, and colonization accelerated contact, conflict, and interconnection among societies worldwide, transforming and creating nations.

Concept 6: Age of Revolution

Intensified internal conflicts led to the radical overthrow of traditional governments and created new political and economic systems.

Concept 7: Age of Imperialism

Industrialized nations exerted political, economic, and social control over less developed areas of the world.

Concept 8: World at War

Global events, economic issues and political ideologies ignited tensions leading to worldwide military conflagrations and diplomatic confrontations in a context of development and change.

Concept 9: Contemporary World

The nations of the contemporary world are shaped by their cultural and political past. Current events, developments and issues continue to shape the global community.

Strand 3: Civics/Government

The goal of the civics strand is to develop the requisite knowledge and skills for informed, responsible participation in public life; to ensure, through instruction, that students understand the essentials, source, and history of the constitutions of the United States and Arizona, American institutions and ideals (ARS 15-710). Students will understand the foundations, principles, and institutional practices of

the United States as a representative democracy and constitutional republic. They will understand the importance of each person as an individual with human and civil rights and our shared heritage in the United States. Students will understand politics, government, and the responsibilities of good citizenship. Citizenship skills include the capacity to influence policies and decisions by clearly communicating interests and the ability to build coalitions through negotiation, compromise, and consensus. In addition, students will learn that the United States influences and is influenced by global interaction.

Concept 1: Foundations of Government

The United States democracy is based on principles and ideals that are embodied by symbols, people and documents.

Concept 2: Structure of Government

The United States structure of government is characterized by the separation and balance of powers.

Concept 3: Functions of Government

Laws and policies are developed to govern, protect, and promote the well-being of the people.

Concept 4: Rights, Responsibilities, and Roles of Citizenship

The rights, responsibilities and practices of United States citizenship are founded in the Constitution and the nation's history.

Concept 5: Government Systems of the World

Different governmental systems exist throughout the world. The United States influences and is influenced by global interactions.

Strand 4: Geography

The goal of the geography strand is to provide an understanding of the human and physical characteristics of the Earth's places and regions and how people of different cultural backgrounds interact with their environment. Geographic reasoning is a way of studying human and natural features within a spatial perspective. Through the study of geography, students will be able to understand local, national, regional, and global issues. Students will interpret the arrangement and interactions of human and physical systems on the surface of the Earth. As these patterns have changed over time and are important to governments and economies, geographic reasoning will enhance students' understanding of history, civics, and economics.

Concept 1: The World in Spatial Terms

The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments.

Concept 2: Places and Regions

Places and regions have distinct physical and cultural characteristics.

Concept 3: Physical Systems

Physical processes shape the Earth and interact with plant and animal life to create, sustain, and modify ecosystems. These processes affect the distribution of resources and economic development. Science Strands are summarized as they apply to Social Studies content in Grades K-8. In High School, the Performance Objectives are a

summary of skills and content for grades 9 -12. These concepts are reinforced in Social Studies classes, but assessed through Science.

Concept 4: Human Systems

Human cultures, their nature, and distribution affect societies and the Earth.

Concept 5: Environment and Society

Human and environmental interactions are interdependent upon one another. Humans interact with the environment- they depend upon it, they modify it; and they adapt to it. The health and well-being of all humans depends upon an understanding of the interconnections and interdependence of human and physical systems.

Concept 6: Geographic Applications

Geographic thinking (asking and answering geographic questions) is used to understand spatial patterns of the past, the present, and to plan for the future.

Strand 5: Economics

The goal of the economics strand is to enable students to make reasoned judgments about both personal economic questions and broader questions of economic policy. Students will develop an economic way of thinking and problem solving to understand and apply basic economic principles to decisions they will make as consumers, members of the workforce, citizens, voters, and participants in a global marketplace. This will prepare students to weigh both short-term and long-term effects of decisions as well as possible unintended consequences. The study of economics explains historical developments and patterns, the results of trade, and the distribution of income and wealth in local, regional, national, and world economies. Students will be able to analyze current issues and public policies and to understand the complex relationships among economic, political, and cultural systems.

Concept 1: Foundations of Economics

The foundations of economics are the application of basic economic concepts and decision-making skills. This includes scarcity and the different methods of allocation of goods and services.

Concept 2: Microeconomics

Microeconomics examines the costs and benefits of economic choices relating to individuals, markets and industries, and governmental policies.

Concept 3: Macroeconomics

Macroeconomics examines the costs and benefits of economic choices made at a societal level and how those choices affect overall economic well being.

Concept 4: Global Economics

Patterns of global interaction and economic development vary due to different economic systems and institutions that exist throughout the world.

Concept 5: Personal Finance

Decision-making skills foster a person's individual standard of living. Using information wisely leads to better informed decisions as consumers, workers, investors and effective participants in society.

ENDNOTES

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4. United States Citizenship and Immigrations Services. 2007. "USCIS Announces New Naturalization Test: October 2008 Start Date Gives Applicants One Year to Study." Press release, available online at http://www.uscis.gov/files/pressrelease/NatzTest_27sep07.pdf

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