

History / Social Science Standards

Level 12

PRINCIPLES OF DEMOCRACY (CIVICS)

INTRODUCTION:

In this course students will develop the requisite knowledge and skills for informed, responsible participation in a democratic society. Students will understand the relationships between politics, government, and the responsibilities of citizenship. Essential to students' informed participation in our constitutional democracy will be their understanding of the principles and values that form the basis for the American political system.

**HISTORY /SOCIAL SCIENCE
UNIFYING STANDARDS
LEVELS PRE K – 12**

- 1.0 Historical Literacy:** Students understand history as an interpretive study of continuity and change within a chronological framework. They know the major events, eras, concepts, people, topics and issues that define and influence United States and world history. They analyze cause and effect relationships, consequences and patterns, make interpretations, judgments and draw conclusions from data using a variety of historical documents that reflect multiple perspectives.
- 2.0 Cultural Literacy:** Students understand the rich, complex nature of a given culture. They recognize that our nation is composed of people from around the world who represent diverse backgrounds, ways of life and various perspectives, which are valued and respected. They understand that a culture captures and expresses ideas, beliefs and values over time.
- 3.0 Geographic Literacy:** Students recognize the relationships among place, location, human and environmental interaction, movement, and region. They know that human and environmental processes shape the characteristics of places and regions, and influence historical events and issues. They use, analyze, design, interpret and evaluate geographic information.
- 4.0 Economic Literacy:** Students analyze and understand economic systems and concepts. They explain the basic processes of supply and demand, market economies and distribution of scarce resources. They interpret trends and basic indicators of economic performance in order to analyze economic and political issues.
- 5.0 Sociopolitical Literacy:** Students understand political and social systems, the origins of our national identity, the relationship between a society and its laws, and the differences between democratic and non-democratic systems. They realize that a democracy depends on the participation of responsible, informed, and ethical citizens.
- 6.0 Historical Thinking:** Students develop and apply historical understanding as they read, research, analyze and interpret information from a variety of sources and points of view. They communicate their thinking through writing, reading, speaking and multi-media presentations.

FOCUS GOALS
Level 12

PRINCIPLES OF DEMOCRACY (CIVICS)

This one-semester course emphasizes two K-12 **UNIFYING STANDARDS**:

Sociopolitical Literacy 5.0: Students understand political and social systems, the origins of our national identity, the relationship between a society and its laws, and the differences between democratic and non-democratic systems. They realize that a democracy depends on the participation of responsible, informed, and ethical citizens.

Historical Thinking 6.0: Students develop and apply historical understanding as they read, research, analyze and interpret information from a variety of sources and points of view. They make connections and communicate their thinking through writing, reading, speaking and multi-media presentations.

Students are expected to achieve these **FOCUS GOALS**:

Sociopolitical Literacy 5.0:

- 5.1 Demonstrate an understanding of the Constitution's principles and concepts.
- 5.2 Analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution as a living document.
- 5.3 Analyze the role of the courts and the law by summarizing landmark cases.
- 5.4 Describe and compare the powers, procedures and roles of the national, tribal, state and local governments.
- 5.5 Evaluate issues regarding campaigns for national, state and local elective offices.
- 5.6 Demonstrate understanding of the rights and obligations of democratic citizens.

Historical Thinking 6.0:

- 6.1 Make historical connections by applying Language Arts literacy skills in reading.
- 6.2 Make historical connections by applying Language Arts literacy skills in writing.
- 6.3 Make historical connections by applying Language Arts literacy skills in listening and speaking.

**HISTORY-SOCIAL SCIENCE
PRINCIPLES OF DEMOCRACY/CIVICS
LEVEL 12**

Throughout the semester, the focus of instruction is on two UNIFYING STANDARDS:
Sociopolitical Literacy, 5.0 and **Historical Thinking, 6.0.**

Sociopolitical Literacy

5.1 Demonstrate an understanding of the Constitution's principles and concepts. (12.1)

- Identify examples of fundamental American political principles contained in the Declaration of Independence, the United States Constitution, and the Federalist Papers. (12.1)
- Compare principles of government and law developed by European political thinkers such as Locke, Hobbes, Montesquieu and Rousseau. (12.1.1, 12.1.2)
- Describe key constitutional principles and concepts (e.g., separation of powers, checks and balances, enumerated powers). (12.1.5)
- Explain how the U.S. Constitution secures rights. (12.1.3)
- Explain the main points of debate between Federalists and anti-Federalists and how the issues are evident today. (12.1.4)
- Analyze and explain the Bill of Rights as a document limiting the power of the federal government. (12.1.6)
- Explain the different uses of the term "constitution" and distinguish between governments with a constitution and a constitutional government. (p)

5.2 Analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution. (12.4)

- Analyze Article I of the Constitution as it relates to Legislative Branch and interpret its power. (12.4.1)
- Analyze Article II as it relates to the Executive Branch and interpret its power. (12.4.4)
- Analyze Article III as it relates to the Judicial Branch and interpret its power. (12.4.5)
- Explain the process of amending the Constitution. (12.4.2)

5.3 Analyze the role of the courts and the law by summarizing landmark cases and the limit of rights and obligations as democratic citizens. (12.5)

- Understand the changing interpretations of the Bill of Rights, including interpretations of basic freedoms (religion, speech, press, petition, and assembly). (12.5.1)
- Evaluate major decisions and impact of Supreme Court Cases including Marbury v. Madison. (12.5.3)
- Explain the controversies that have resulted over changing interpretations of civil rights issues, including Plessy v. Ferguson, Brown v. Board of Education, and Regents of the University of California v. Bakke decisions. (12.5.4)
- Analyze the historical trends and contemporary patterns of U.S. Supreme Court decisions. (p)
- Analyze the Judiciary Branch and describe the jurisdiction of California and U.S. Courts. (12.4.2)
- Explain the process of criminal and civil cases in the California judicial system. (p)
- Compare the process of the juvenile justice system with the adult system in California. (p)
- Identify the jurisdiction and inter-relationships among federal, state and local courts. (12.7.7)

5.4 Describe and compare the powers, procedures and roles of the national, tribal, state and local governments. (12.7)

- Identify major roles, powers, and sources of revenue for branches of state and local governments. (12.7.2, 12.7.3)
- Explain the reasons for separated powers and checks and balances. (p)

- Explain the Ninth and Tenth Amendments. (12.4)
- Explain public policy making (public agendas, regulations, executive orders). (12.5)
- Analyze case studies, resources and processes of lawmaking within each of the three levels of government including committee system, lobbyists, media and special interests. (12.6)
- Analyze the scope of presidential power and decision-making through case studies: Coal Strike 1902, Little Rock 1957, Gulf of Tonkin 1964, Gulf War. (12.8)
- Analyze and explain how conflicts between the legislative and executive branches are resolved (majority rule and minority rights; individual rights and public interests; levels of taxation, state and local authority in a federal system) (12.7.1)

5.5 Evaluate issues regarding campaigns for national, state and local elective offices. (12.6)

- Analyze the origin, development and role of political parties. (12.6.1)
- Discuss the history of the nomination process for presidential candidates. (12.6.2)
- Analyze media advertising, political candidates, interest groups and political topics. (12.6.3)
- Describe how citizens can participate in the process: voting, campaigning, communicating with government officials, filing legal challenges, demonstrating, picketing, petitioning, running for office. (12.6.4)
- Describe features of direct democracy (referendums, recalls). (12.6.5)
- Analyze data about voter turnout, causes and effect of reapportionment and redistricting, and function of the Electoral College. (12.6.5)

5.6 Demonstrate understand of the rights and obligations of democratic citizens. (12.2)

- Explain the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (freedom of religion, speech, press, assembly, petition, privacy) and understand certain basic limitations (slander, libel, search and seizure). (12.2.1)
- Explain how economic rights are secured. (12.2.2)
- Define legal obligations to obey the law, serve as a juror, and pay taxes. (12.2.3)
- Defining civic mindedness: voting, being informed, volunteering to serve. (12.2.4)
- Explain how to become a citizen, including the process of naturalization and reciprocating (having rights and respecting rights of others). (12.5, 12.6)

Historical Thinking should be imbedded throughout the semester.

6.1 Make historical connections by applying Language Arts literacy skills in reading (p)

- Apply vocabulary encountered through the reading of primary and secondary source documents and text resources to learn fundamental civics concepts. (r .1.0)
- Know and use strategies to comprehend informational materials and grade level text in civics education. (r. 2.0)
- Read a wide variety of genres including newspapers, political advertisements, cartoons, and speeches. (r.3.0)

6.2 Make historical connections by applying Language Arts literacy skills in writing (p)

- Write “quick writes” that address current trends, events and controversial issues. (w.2.0)
- Write expository compositions, essays, research reports and historical investigation reports on civics topics. (w 2.0)
- Write reflective compositions on a variety of civic topics. (w.2.0)
- Use technology and various reference sources to gather and interpret information in developing research papers. (w.3.0)

6.3 Make historical connections by applying Language Arts literacy skills in listening and speaking.(p)

- Take notes in civics classes. (1.1.0)
- Participate actively in discussions. (s.2.0)
- Deliver presentations, persuasive debates and multimedia presentations on civic topics. (s.3.0)