

TWELFTH GRADE CONTENT STANDARDS

**TOPICS FROM THE CALIFORNIA STATE HISTORY~SOCIAL SCIENCE
FRAMEWORK**

Government and Economics

What students should know:

GOVERNMENT : CONSTITUTION & THE BILL OF RIGHTS

- Demonstrate an understanding of the Constitution's principles and concepts.

GOVERNMENT : THE COURTS

- Describe the role of the courts as a major element in the governmental process.

GOVERNMENT : LEGISLATURE & EXECUTIVE BRANCHES

- Describe the respective powers, roles, and workings of the legislative and executive branches.
- Explain the election process and voting behavior.

GOVERNMENT : FEDERALISM

- Demonstrate an understanding of the principles of federalism (division of power among federal, state, and local governments) and key issues related to them.

GOVERNMENT : CONTEMPORARY ISSUES

- Demonstrate an understanding of the responsibilities of citizenship and the importance of the individual as the basis for civil society in a constitutional republic. Analyze a contemporary world issue, relate it to local, state or national affairs, and discuss it from different viewpoints.

ECONOMICS : FUNDIMENTAL ECONOMIC CONCEPTS

- Understand the basic economic concept of scarcity and the resulting choices that societies must make.

ECONOMICS : COMPARATIVE ECONOMIC SYSTEMS

- Identify alternatives to the market system and understand how these systems differ.

ECONOMICS: MICROECONOMICS

- Understand how supply and demand affect markets.

ECONOMICS : MACROECONOMICS

- Understand the fiscal policy of the government including taxation and budget.
- Understand monetary policy particularly the role of the Federal Reserve.

ECONOMICS : INTERNATIONAL ECONOMIC CONCEPTS

- Understand international trade, including issues about balance of trade, tariffs, and quotas.

Twelfth Grade Skills Based on Standardized Tests

- Understand and interpret opinion polls and campaign ads.
- Read supply and demand curves.
- Read the stock market page.
- Analyze economic data.

OUSD K-12 History / Social Studies Standards
9th-12th GRADE HISTORICAL THINKING STANDARDS

Chronological/Spatial Thinking

1. Students know the key events of the historical eras they are studying, and place them in chronological sequence.
2. Students understand the relationships between a year (e.g., 1865) and the century (e.g., the nineteenth) in which it occurred. They use the terms "early (mid, late) ___ century."
3. Students use maps to identify physical and cultural features of neighborhoods, cities, states, and countries that they are studying, both historically and in the present.
4. Students understand that change happens at different rates at different times; that some aspects of a thing can change while others remain the same; that change is complicated and not always what it seems. They understand that change affects not only technology and politics, but also values and beliefs.
5. Students understand that we use periodization to divide the past into meaningful chunks of time (e.g., Middle Ages, the Civil Rights Era, the Reagan years). They understand that periods can be divided differently, depending on our purposes in examining the past.
6. Students understand that the present is connected to the past. They identify both similarity (continuity) and difference (change) between past and present.

Examining Evidence

1. Students are familiar with a wide range of artifacts, photographs, stories, music, historical maps, and written sources from the periods they are studying. They use these sources to generate questions about the past.
2. Students identify the uses of an artifact. They identify parts of the artifact and how they might contribute to its usefulness. They identify the main subject of a photograph. They identify details in a photograph and explain how they contribute information to the picture. The students understand the meaning of the vocabulary used in written sources and accurately read information from them. They identify the main idea or ideas stated in the source as well as supporting details.
3. Students identify sources, primary and secondary, where they can gain information. They understand how the original intent or audience for the source can be used to evaluate reliability (e.g., diary vs. public letter).

4. Students understand that some sources are more reliable than others. They compare reliable and unreliable sources and offer reasons why one source should be accepted as more reliable than another. They understand that sources may conflict for a variety of reasons.
5. Students understand that primary sources also tell us about the person or people who created them. They use sources to help figure out the purposes and perspectives of their author(s). They explain how sources attempt to persuade audiences through use of vocabulary and other strategies.
6. Students discuss how different primary sources from a time period are related to each other. They explain how the sources are products of the time in which they were produced. They discuss how the author's beliefs and values are related to those of others at the time the source was created.

Diversity / Multiple Perspectives

1. Students examine beliefs, values, and conditions of life of a variety of different people from different times and places.
2. Students imaginatively place themselves in the position of others in different circumstances - today or in the past - and explain what things would look like from those other people's positions. They explain differences between two or more participants' views of a particular event. They tell a story incorporating the views of multiple characters. They understand that the meaning of a story or history changes, depending upon which participant's viewpoint is placed at the center.
3. Students understand the importance of considering the actions and perspectives of all of those involved in a particular event. They discuss how a person's circumstances were connected to how they viewed the world (e.g. a person who lived in the desert valued water highly; an enslaved person saw being able to travel as part of the meaning of freedom).
4. Students do not dismiss others because they are different. They value diversity; they value the attempt to understand why others act as they do.
5. Students understand that it is not sufficient to "imagine" multiple perspectives. They seek and are able to interpret evidence of various historical actors' views and perspectives in order to construct historical accounts. They understand that it is difficult to understand others' assumptions and values without superimposing one's own.

Historical Interpretation

1. Students understand that different interpretations of the same events may be the result of different questions being asked, or different sources being used, or different perspectives of the authors.
2. Students understand that historical interpretations have changed over time.
3. Students describe the strengths and weaknesses of different historical interpretations, based on their authors' use of evidence and their inclusion of multiple perspectives.
4. Students explain why different groups interpret and use history in different ways.
5. Students use multiple primary and secondary sources to construct a narrative of a historical event.

Determining Historical/ Geographical Significance

1. Students explain how certain events and decisions had consequences for others. They evaluate the consequences as positive or negative (or a combination of the two).
2. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
3. Students justify their own judgments of the historical significance of particular events or people.
4. Students distinguish between the significant and trivial details, in relation to a particular historical development or account.
5. Students understand that different historical events, people, and trends may have different significance for different groups or individuals.
6. Students understand the significance of place in people's lives and in shaping historical events.

HISTORICAL THINKING: SAMPLE ASSIGNMENTS – ELEVENTH GRADE

Spatial / Chronological Thinking

- Read a newspaper article and underline the sources of information. See if these sources are attributable to an individual or if they are vague (e.g. "a high government official").
- Examine statistics on voter registration.
- Examine political ads to find common components (e.g., short, dramatic, etc.).
- Track five common economic indicators over month's period.
- Follow a stock over a month's period.
- Analyze ads to see what audiences are targeted by the producers of the product.
- Collect newspaper articles on the disparity of income distribution as it affects health and education.
- Read accounts of Pullman Porters to see how unions

Examining Evidence

- Debate any bill pending in Congress from different political perspectives.
- Investigate a variety of interest groups' opinions on welfare reform and write a position paper stating your own view.
- Hold a Congressional hearing on NAFTA or most-favored-nation status and represent different points of view at the hearing.
- Simulate a labor negotiation.
- Stage a debate between Karl Marx and Adam Smith on the topic, "Is Profit a Good Idea?"
- Read newspaper accounts and speeches of both sides of the bilingual education debate.
- Study pro/con ballot arguments on Indian casino gambling.
- Debate whether the Constitution should be changed to give the President the power to declare war.

Diversity / Multiple Perspectives

- Read a court opinion and decide if it is an example of judicial activism or judicial restraint.
- Read a court case on the 14th Amendment and write your own interpretation of the Constitution in regard to the case.
- Act out the role of a City Council member and make a decision on requests for permits in your city (for example, a request for a Nazi demonstration or a request for a rock concert late at night). Justify your decision on the basis of the 1st Amendment.
- Put former President Nixon or Johnson on trial for abuse of executive power.
- Look at a series of graphs and charts of socioeconomic indicators (health care, education, unemployment, cost of housing, per-capita income) and write an interpretation of what these statistics mean for a family of four.

Historical Interpretation

- Write an essay on the meaning and significance of "equal protection under the law".
- Explain how Brown v. Board of Education impacted American society.
- Write an essay stating which President between 1932 and today had the greatest impact on the United States
- Have a roundtable discussion answering the question, "How significant are political parties today?"
- Read three accounts of an economic event (e.g., the Great Depression) and compare similarities and differences.
- Research the ruling on *Lau v. Nichols* and write an essay discussing its impact on American education.
- Do research on the political and economic impact of the changing population of California between 1975 and today.

Determining Historical/ Geographical Significance

- Develop a plan to increase voter registration.
- Volunteer for a local candidate.
- Participate in a mock trial, a moot court or a "We the people" competition.
- Learn how to fill out a voter registration form.
- Track an issue in the media and make a class presentation.
- Write a letter to your Congresswoman.
- Attend a school board meeting.
- Volunteer with a community agency to improve literacy in Oakland.
- Write a personal response to president Kennedy's statement, " Ask not what your country can do for you; ask what you can do for your country."

MODEL UNIT FOR GRADE 12— CONSTITUTION & THE BILL OF RIGHTS

*Sample Question: Bill of Rights — Individual rights vs society's needs
Where do you draw the line?*

Grade 12 OUSD Model Unit

<p>Historical Thinking Standard</p>	<p>Assignments / Activities <i>To show evidence of standards, students might:</i></p>
<p>Examining Evidence</p> <ul style="list-style-type: none"> ● Examining primary sources (such as photos, artifacts, and documents) ● Relationship between primary sources and historical/ geographical context ● Author's intentions / perspective 	<ul style="list-style-type: none"> ● Read the Bill of Rights (including the 14th amendment) and make a list of individual liberties that are protected. ● Categorize the rights (freedom of expression, rights of accused, equality). ● Read cases such as Edwards v. South Carolina, Tinker v. Des Moines, Terry v. Ohio, Furman v. Georgia, etc. Have students summarize the issues
<p>Diversity / Multiple Perspectives</p> <ul style="list-style-type: none"> ● Influences (such as location, race, gender, class, age, sexual orientation) ● Empathy 	<ul style="list-style-type: none"> ● Listen to speakers from the ACLU and the District Attorney's office for differing views on the Bill of Rights. ● Read opposing briefs of different court cases and compare their arguments. ● Listen to a debate between police officers and public defenders on the exclusionary rule.
<p>Interpretation</p> <ul style="list-style-type: none"> ● Constructing historical accounts ● Comparing historical accounts ● Moral judgment 	<ul style="list-style-type: none"> ● In pairs, debate a court case, explaining your interpretation of the amendment under discussion. ● Read opinions from court cases connected to the First Amendment and write an essay explaining the differing interpretations.
<p>Determining Historical Geographical Significance</p> <ul style="list-style-type: none"> ● Connect past and present ● Causation ● Evaluation ● Location 	<ul style="list-style-type: none"> ● Place yourself on a scale of 1-10 (one being complete individual liberty and 10 being totalitarian government). Write an essay explaining this placement using your response to court cases studies in this unit. ● From the Bill of Rights and the 14th Amendment, select two amendments that had the greatest impact on civil liberties and life today. Give a speech justifying your decision. ● Pick one of the following individuals or cases and evaluate their impact on the advancement of civil liberties: Martin Luther King, Jr., Malcolm X, Korematsu v. U.S., Lau v. Nichols, Dennis v. U.S., Griswold v. Connecticut, Miranda v. Arizona.
<p>Participation</p> <ul style="list-style-type: none"> ● Application ● Involvement 	<ul style="list-style-type: none"> ● Observe or attend a demonstration, rally, or political speech. ● Taking into account the tension between the individual and societies' rights, write a Bill of Rights for your school.