

# California

## Grade(s): 12

**12.1** Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.

3 *Explain how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights; and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as “self-evident truths.”*

### 2688 The Constitution and a New Government

#### Unit 1 Writing the New Constitution

3 Drawing on Life Experience

6 Simulation Two: The Constitutional Convention Play

7 Reflections on the Constitutional Convention Play

#### Unit 2 The New Federal Government

7 Transcripts of Letters

4 *Explain how the Founding Fathers’ realistic view of human nature led directly to the establishment of a constitutional system that limited the power of the governors and the governed as articulated in the Federalist Papers.*

### 2688 The Constitution and a New Government

#### Unit 2 The New Federal Government

11 Charting Checks and Balances

5 *Describe the systems of separated and shared powers, the role of organized interests (Federalist Paper Number 10), checks and balance (Federalist Paper Number 51), the importance of an independent judiciary (Federalist Paper Number 78), enumerated powers, rule of law, federalism, and civilian control of the military.*

### 2688 The Constitution and a New Government

#### Unit 1 Writing the New Constitution

4 The New Government Background Information

6 Simulation Two: The Constitutional Convention Play

#### Unit 2 The New Federal Government

11 Charting Checks and Balances

2 The Responsibilities of the President

6 Simulation Four: How a Bill Becomes a Law

6 *Understand the Bill of Rights limits the power of the federal government and state governments.*

**2688 The Constitution and a New Government**

**Unit 1 Writing the New Constitution**

9 The Bill of Rights

**12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.**

*1 Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy).*

**2688 The Constitution and a New Government**

**Unit 1 Writing the New Constitution**

9 The Bill of Rights

*3 Discuss the individuals' legal obligations to obey the law, serve as a juror, and pay taxes.*

**2658 The Civil War**

**Unit 5 The Trial of Andrew Johnson**

1 Simulation Five: The Trial of Andrew Johnson Play

*4 Understand the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.*

**2658 The Civil War**

**Unit 3 Vote for a General**

4 Simulation Three: Vote for a Qualified Leader

**Unit 5 The Trial of Andrew Johnson**

1 Simulation Five: The Trial of Andrew Johnson Play

**2684 Colonial America**

**Unit 5 Colonial Life**

3 You Be the Judge

*5 Describe the reciprocity between rights and obligations; that is, why enjoyment of one's rights entails respect for the rights of others.*

**2658 The Civil War**

**Unit 5 The Trial of Andrew Johnson**

1 Simulation Five: The Trial of Andrew Johnson Play

**12.2-A Students analyze the elements of America’s market economy in a global setting.**

*1 Understand the relationship of the concept of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand.*

**2691 The Roaring Twenties & The Great Depression**

**Unit 7 The Dust Bowl in the Great Depression**

3 Simulation Seven: Supply and Demand

*2 Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.*

**2684 Colonial America**

**Unit 5 Colonial Life**

2 Simulation Five: Marketplace Bartering Activity

**2691 The Roaring Twenties & The Great Depression**

**Unit 7 The Dust Bowl in the Great Depression**

3 Simulation Seven: Supply and Demand

*4 Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in market economy.*

**2684 Colonial America**

**Unit 5 Colonial Life**

2 Simulation Five: Marketplace Bartering Activity

**2685 The Age of Exploration**

**Unit 1 The World of Spices**

4 Expensive Items Eaten Today

**2691 The Roaring Twenties & The Great Depression**

**Unit 7 The Dust Bowl in the Great Depression**

3 Simulation Seven: Supply and Demand

*5 Undertand the process by which competition among buyers and sellers determines a market price.*

**2684 Colonial America**

**Unit 5 Colonial Life**

2 Simulation Five: Marketplace Bartering Activity

**2685 The Age of Exploration**

**Unit 1 The World of Spices**

4 Expensive Items Eaten Today

**2689 The Industrial Revolution**

**Unit 3 The Rise of Monopolies**

6 Activity II: Noticing Competition in Your Community

7 *Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.*

**2689 The Industrial Revolution****Unit 3 The Rise of Monopolies**

6 Activity II: Noticing Competition in Your Community

**12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.**

2 *Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.*

**2658 The Civil War****Unit 5 The Trial of Andrew Johnson**

1 Simulation Five: The Trial of Andrew Johnson Play

**2689 The Industrial Revolution****Unit 6 Poor Factory Conditions**

1 The Strike Simulation

5 Pre-Activity II: New York Times Excerpt on the Triangle Shirtwaist Factory Fire

3 *Discuss the historical role of religion and religious diversity.*

**2687 The Holocaust****Unit 1 Understanding Antisemitism and Learning Tolerance**

3 Activity: The History of Anti-Judaism-Theological Differences

4 Simulation: Understanding Tolerance

**12.3-A Students analyze the influence of the federal government on the American economy.**

3 *Describe the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment, and price levels.*

**2686 The American Revolution****Unit 1 Causes of the American Revolution**

2 Personal Taxation

**12.4-A Students analyze the elements of the U.S. labor market in a global setting.**

- 1 *Understand the operations of the labor market, including the circumstances surrounding the establishment of principal American labor unions, procedures that unions use to gain benefits for their members, the effects of urbanization, the minimum wage, and unemployment insurance.*

**2689 The Industrial Revolution****Unit 7 The Creation of Labor Unions**

- 2 The Inner-Outer Circle Discussion

**12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.**

- 1 *Understand the changing interpretations of the Bill of Rights over time, including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal-protection-of-the-law clauses of the Fourteenth Amendment.*

**2688 The Constitution and a New Government****Unit 1 Writing the New Constitution**

- 9 The Bill of Rights

- 3 *Evaluate the effects of the Court's interpretations of the Constitution in *Marbury v. Madison*, *McCulloch v. Maryland*, and *United States v. Nixon*, with emphasis on the arguments espoused by each side in these cases.*

**2688 The Constitution and a New Government****Unit 2 The New Federal Government**

- 9 Simulation Five: *Marbury v. Madison*

**12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices.**

- 1 *Analyze the origin, development, and role of political parties, noting those occasional periods in which there was only one major party or were more than two major parties.*

**2688 The Constitution and a New Government****Unit 3 Political Parties**

- 4 Political Parties Then

- 2 *Discuss the history of the nomination process for presidential candidates and the increasing importance of primaries in general elections.*

**2658 The Civil War**

**Unit 3 Vote for a General**

4 Simulation Three: Vote for a Qualified Leader

**12.8 Students evaluate and take and defend positions on the influence of the media on American political life.**

*1 Discuss the meaning and importance of a free and responsible press.*

**2658 The Civil War**

**Unit 2 Documentary TV**

2 Sample Rubric for Peer Assessment

**2689 The Industrial Revolution**

**Unit 5 Industrial Revolution Exposés**

1 Pre-Activity: Understanding the Exposé

**Unit 6 Poor Factory Conditions**

5 Pre-Activity II: New York Times Excerpt on the Triangle Shirtwaist Factory Fire

**2690 World War I Era**

**Unit 1 The Spanish-American War**

11 Simulation Two: Students as Tabloid Reporters

3 Yellow Press Journalism

7 The World of Yellow Press Journalism