

between sound generalizations and misleading oversimplifications.

4. Construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

### Historical Interpretation

Students:

1. Show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
2. Recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
3. Interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
4. Understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.
5. Analyze human modifications of landscapes, and examine the resulting environmental policy issues.
6. Conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.

### Senate Bill 2X High School Exit Exam Highlights

- Senate Bill 2X requires all students completing grade twelve to pass a high school exit exam in language arts and math commencing in 2003–04.
- The bill requires the State Superintendent of Public Instruction to develop and the State Board of Education to approve the exam by October 1, 2000.
- Beginning in 2000–01, grade nine students will be eligible to take the exam.
- Beginning in 2001–02, grade ten students will be required to take the exam.
- The law does not make the exam a requirement for graduation until 2003–04.
- If a pupil does not possess sufficient English language skills to be assessed by the exit exam, the district may defer the requirement that the student pass the exam “for a period of up to 24 calendar months of enrollment in the California public school system until the pupil has completed six months of instruction in reading, writing, and comprehension in the English language.”

### College Entrance Requirements

Parents generally know that many colleges require good high school grades for admission. Although grades are important, students do not have to have top grades to get into college. There are colleges for every student. You should also know that students need to take a specific series of college preparatory classes in high

school, and the minimum requirements vary depending on the selected college or university. The a–g requirements noted below are submitted by the Regents of the University of California and are generally the most rigorous:

- a. An English class every semester of every year for four years.
- b. A mathematics class every semester of every year for three years, including algebra and geometry. Four years are recommended.
- c. Two years of a laboratory science beyond the ninth grade. An additional year is recommended.
- d. Two years of history–social science, which are to include U.S. government, world history, culture, and geography.
- e. Two years of the same language other than English.
- f. Two years of college preparatory electives in addition to those required in “a–e” above.
- g. One year of visual and performing arts, effective for the entering class of 2003.

Every high school has a list of acceptable classes and can tell you how many should be taken. At least one class in the area of visual or performing arts is a good choice for many students.

To gain admission to college, your children must also take either the Scholastic Assessment Test (SAT) or the American College Test (ACT) and submit the scores. Find out when the tests are given and be sure your children sign up to take one of them.

# HISTORY–SOCIAL SCIENCE



*The California  
Content  
Standards  
for  
Grade Twelve*

CALIFORNIA  
DEPARTMENT  
OF EDUCATION

2001

# Principles of American Democracy

**S**TUDENTS IN GRADE TWELVE PURSUE A deeper understanding of the institutions of American government. They compare systems of government in the world today and analyze the life and changing interpretations of the Constitution, the Bill of Rights, and the current state of legislative, executive and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state, and local governments, with particular attention paid to important historical documents such as the *Federalist Papers*. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities, and assume the responsibilities of citizenship.

In addition to studying government in grade twelve, students will also master fundamental economic concepts, applying tools (graphs, statistics, equations) from other subject areas to the understanding of operations and institutions of economic systems. Studied in a historical context are the basic economic principles of micro- and macroeconomics, international economics, comparative economic systems, measurement, and methods.

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.
- Evaluate, 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.
- Evaluate, 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 meaning and importance of those values and principles for a free society.
- Analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.
- Summarize landmark U.S. Supreme Court interpretations of the U.S. Constitution and its amendments.
- Evaluate issues regarding campaigns for national, state, and local elective office.
- Analyze and compare the powers and procedures of the national, state, tribal, and local governments.
- Evaluate, take, and defend positions on the influence of the media on American political life;
- Analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.

- Formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.

## Principles of Economics

Students:

- Understand common economic terms and concepts and economic reasoning.
- Analyze the elements of America's market economy in a global setting.
- Analyze the influence of the federal government on the American economy.
- Analyze the elements of the U.S. labor market in a global setting.
- Analyze the aggregate economic behavior of the U.S. economy.
- Analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond its borders.

## Historical and Social Sciences Analysis Skills

In addition to the standards for grades nine through twelve, students demonstrate the following intellectual, reasoning, reflection, and research skills:

## Chronological and Spatial Thinking

Students:

1. Compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
2. Analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.
3. Use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration; changing environmental preferences and settlement patterns; the frictions that develop between population groups; and the diffusion of ideas, technological innovations, and goods.
4. Relate current events to the physical and human characteristics of places and regions.

## Historical Research, Evidence, and Point of View

Students:

1. Distinguish valid arguments from fallacious arguments in historical interpretations.
2. Identify bias and prejudice in historical interpretations.
3. Evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions