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Program Title:	©2003 United States Government: Democracy in Action
Components:	Student Edition (SE) Teacher Wraparound Edition (TWE)
Grade Level(s):	
Intended Audience:	High School

**Standards Map - Basic Comprehensive Program
Grade Twelve - History-Social Science
Principles of American Democracy**

Students 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 history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the 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on analyzing the relationship among federal, state, and local governments, with particular attention paid to important historical documents such as the Federalist Papers.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.

Grade	Standard #	Text of Standard	PUBLISHER CITATIONS*			Meets Standard		FOR LEA USE ONLY Local Education Agency Evaluator Notes
			Introduced	Practiced	Taught to Mastery	Y	N	
		PRINCIPLES OF AMERICAN DEMOCRACY						
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.	SE/TWE: 2-3, 5-11, 13-14, 35-40, 42-47, 53-58, 62, 63-67, 68-75, 76-81, 83-90, 770-773, 774-799 TWE: 34B	SE/TWE: 2, 4, 11, 17, 32, 40, 47, 53, 58, 60, 67, 75, 81, 90, 92 TWE: 6, 34B, 34, 45, 54, 64	SE/TWE: 11, 17, 40, 47, 58, 60 TWE: 4, 6, 34B, 45, 54, 64			

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12	(1)	Analyze the influence of ancient Greek, Roman, English, and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Niccolò Machiavelli, and William Blackstone on the development of American government.	SE/TWE: 5, 8, 31, 35-38, 63, 802, 803, 806	SE/TWE: 11, 31, 37, 40, 60, 67	SE/TWE: 11, 40, 60, 67			
12	(2)	Discuss the character of American democracy and its promise and perils as articulated by Alexis de Tocqueville.	SE/TWE: 503-504, 505-507	SE/TWE: 507, 524 TWE: 505	SE/TWE: 507, 524 TWE: 505			

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12	(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.”	SE/TWE: 20-21, 25, 41, 62, 63-78, 775-799	SE/TWE: 24, 25, 41, 47, 93 TWE: 20, 22, 63	SE/TWE: 24, 25, 41, 93 TWE: 20, 22, 63			
12	(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 <i>Federalist Papers</i> .	SE/TWE: 13, 24, 35-40, 53-58, 67, 85, 812-814, 815-816, 817	SE/TWE: 17, 40, 67, 85, 92	SE/TWE: 40, 67, 85, 92			
12	(5)	Describe the systems of separated and shared powers, the role of organized interests (<i>Federalist Paper Number 10</i>), checks and balances (<i>Federalist Paper Number 51</i>), the importance of an independent judiciary (<i>Federalist Paper Number 78</i>), enumerated powers, rule of law, federalism, and civilian control of the military.	SE/TWE: 13, 14, 15, 40, 57, 58, 63-67, 68, 69, 72-73, 87, 95, 102, 106-110, 112-116, 624, 812-814, 815-816 TWE: 94B	SE/TWE: 17, 40, 67, 75, 92, 93, 97, 102, 110, 116, 118, 119, 623 TWE: 34B, 94B, 97	SE/TWE: 40, 67, 75, 92, 93, 110, 116, 118, 119, 623 TWE: 94B, 345			
12	(6)	Understand that the Bill of Rights limits the powers of the federal government and state governments.	SE/TWE: 53, 56, 57, 58, 83-87, 355-356, 638	SE/TWE: 53, 58, 60, 86, 90, 354, 357, 384, 385 TWE: 54	SE/TWE: 58, 60, 86, 93, 357, 384 TWE: 54			

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12	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.	SE/TWE: 354, 355-357, 358-364, 366-370, 371-375, 376-382, 391-397	SE/TWE: 354, 357, 364, 370, 375, 382, 384, 385, 397, 420 TWE: 372, 377	SE/TWE: 357, 364, 370, 375, 382, 384, 385, 397, 420			
12	(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).	SE/TWE: 53, 56, 57, 58, 83-87, 354, 355-356, 358-364, 365, 366-370, 371-375, 376-382, 638	SE/TWE: 53, 58, 60, 86, 90, 354, 357, 364, 365, 370, 375, 382, 384, 385 TWE: 54, 359, 372, 394	SE/TWE: 58, 60, 86, 93, 357, 365, 370, 375, 382, 384, 385 TWE: 54, 372			

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12	(2)	Explain how economic rights are secured and their importance to the individual and to society (e.g., the right to acquire, use, transfer, and dispose of property; right to choose one's work; right to join or not join labor unions; copyright and patent).	SE/TWE: 23, 26-28, 163, 378, 431, 581, 582, 583, 719, 720 TWE: 580	SE/TWE: 26, 32, 431, 435, 582, 583, 721 TWE:	SE/TWE: 32, 721 TWE: 431			
12	(3)	Discuss the individual's legal obligations to obey the law, serve as a juror, and pay taxes.	SE/TWE: 23, 315, 396-397, 558	SE/TWE: 315, 397, 558	SE/TWE: 315, 397			
12	(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.	SE/TWE: 15, 24, 113, 294, 396-397, 416-418, 440, 486-491, 530, 616, 625	SE/TWE: 397, 420, 616 TWE: 392, 393	SE/TWE: 397, 420, 616 TWE: 392			
12	(5)	Describe the reciprocity between rights and obligations; that is, why enjoyment of one's rights entails respect for the rights of others.	SE/TWE: 21, 25, 41, 84, 369-370, 407, 417	SE/TWE: 24, 25, 41, 370, 384, 385	SE/TWE: 24, 25, 41, 370, 384, 385			
12	(6)	Explain how one becomes a citizen of the United States, including the process of naturalization (e.g., literacy, language, and other requirements).	SE/TWE: 391-397 TWE: 396	SE/TWE: 397, 420 TWE: 392, 393	SE/TWE: 397, 420 TWE: 392			

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12	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.	SE/TWE: 352, 354, 355-357, 358-365, 366-370, 371-375, 376-383, 406-411, 502, 503-507, 508-513, 514-518, 519-523 TWE: 502B	SE/TWE: 357, 365, 370, 375, 382, 384, 385, 411, 420, 507, 513, 518, 522, 524, 525 TWE: 352	SE/TWE: 357, 365, 370, 375, 382, 384, 385, 411, 420, 507, 513, 518, 522, 524, 525 TWE: 352			
12	(1)	Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.	SE: 84, 376-383	SE: 90, 93, 379, 382, 384, 385 TWE: 84, 377, 378	SE: 93, 379, 382, 385 TWE: 377, 378			

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12	(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.	SE/TWE: 502, 503-507, 508-513, 514-517, 518, 519-522 TWE: 502B	SE/TWE: 502, 504, 507, 510, 511, 513, 517, 518, 520, 522, 523, 524, 525 TWE: 502B, 505, 509, 515	SE/TWE: 504, 507, 513, 517, 518, 522, 523, 524 TWE: 502B, 506, 509, 511, 515			
12	(3)	Discuss the historical role of religion and religious diversity.	SE/TWE: 84, 358-364	SE/TWE: 358, 360, 364, 384 TWE: 359, 362	SE/TWE: 364, 384 TWE: 360, 361			
12	(4)	Compare the relationship of government and civil society in constitutional democracies to the relationship of government and civil society in authoritarian and totalitarian regimes.	SE/TWE: 4, 12-17, 18-24, 688, 702, 707 TWE: 4B	SE/TWE: 17, 20, 23, 24, 32, 33, 703, 707, 714, 715 TWE: 4B, 4, 13, 21, 688B	SE/TWE: 17, 23, 24, 32, 33, 707, 714, 715 TWE: 21, 688B			

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12	12.4	Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.	SE/TWE: 62, 68-75, 120-121, 122-155, 156-179, 180-209, 210-211, 212-243, 244-273, 274-301, 302-303, 304-329, 330-351, 775-788	SE/TWE: 75, 92, 130, 137, 140, 145, 150, 154, 155, 165, 171, 176, 178, 179, 188, 192, 198, 203, 208, 209, 219, 226, 232, 239, 242, 243, 250, 259, 267, 272, 273, 283, 289, 298, 300, 301 TWE: 122B, 156B, 180B, 210, 244B, 274B, 304B, 330B	SE/TWE: 75, 92, 130, 137, 140, 145, 150, 154, 155, 165, 171, 176, 178, 179, 188, 192, 198, 203, 208, 209, 219, 226, 232, 239, 242, 243, 250, 259, 267, 272, 273, 283, 289, 298, 300, 301 TWE: 122B, 156B, 180B, 210, 244B, 274B, 304B, 330B			

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12	(1)	Discuss Article I of the Constitution as it relates to the legislative branch, including eligibility for office and lengths of terms of representatives and senators; election to office; the roles of the House and Senate in impeachment proceedings; the role of the vice president; the enumerated legislative powers; and the process by which a bill becomes a law.	SE/TWE: 62, 68-75, 120-121, 122-155, 156-179, 180-209, 775-782	SE/TWE: 75, 92, 130, 137, 140, 145, 150, 154, 155, 165, 171, 176, 178, 179, 188, 192, 198, 203, 208, 209 TWE: 122B, 156B, 180B	SE/TWE: 75, 92, 130, 137, 140, 145, 150, 154, 155, 165, 171, 176, 178, 179, 188, 192, 198, 203, 208, 209 TWE: 122B, 156B, 180B			
12	(2)	Explain the process through which the Constitution can be amended.	SE/TWE: 76-81, 787	SE/TWE: 77, 78, 79, 81, 92 TWE: 80	SE/TWE: 79, 81, 92 TWE: 77, 80			
12	(3)	Identify their current representatives in the legislative branch of the national government.	SE/TWE: 124-125, 128-129	SE/TWE: 93, 130, 137 TWE: 132, 152	SE/TWE: 93, 130 TWE: 132, 152			
12	(4)	Discuss Article II of the Constitution as it relates to the executive branch, including eligibility for office and length of term, election to and removal from office, the oath of office, and the enumerated executive powers.	SE/TWE: 210-211, 212, 213-219, 220-226, 228-232, 234-239, 244, 245-250, 252-259, 261-267, 274, 275-283, 284-289, 291-298, 782-785	SE/TWE: 219, 226, 232, 239, 242, 243, 250, 259, 267, 272, 273, 283, 289, 298, 300, 301 TWE: 212B, 244B, 274B	SE/TWE: 219, 226, 232, 239, 242, 243, 250, 259, 267, 272, 273, 283, 289, 298, 300, 301 TWE: 212B, 244B, 274B			

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12	(5)	Discuss Article III of the Constitution as it relates to judicial power, including the length of terms of judges and the jurisdiction of the Supreme Court.	SE/TWE: 302-303, 304, 305-310, 312-317, 320-326, 330, 331-335, 336-341, 343-348, 785-786	SE/TWE: 310, 317, 326, 328, 329, 335, 341, 348, 350, 351 TWE: 304B, 330B	SE/TWE: 310, 317, 326, 328, 329, 335, 341, 348, 350, 351 TWE: 304B, 330B			
12	(6)	Explain the processes of selection and confirmation of Supreme Court justices.	SE/TWE: 318-319, 320-326	SE/TWE: 326 TWE: 302, 321	SE/TWE: 326 TWE: 302			
12	12.5	Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.	SE/TWE: 25, 82, 111, 131, 166, 251, 290, 307-310, 311, 334, 337, 342, 346-347, 365, 378, 411, 429, 485, 518, 596, 655, 695, 754-768	SE/TWE: 25, 82, 111, 131, 166, 251, 290, 310, 311, 341, 342, 348, 350, 365, 378, 411, 429, 485, 518, 596, 655, 695 TWE: 334	SE/TWE: 25, 82, 111, 131, 166, 251, 290, 310, 311, 341, 342, 348, 350, 365, 378, 411, 429, 485, 518, 596, 655, 695 TWE: 334			

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12	(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.	SE/TWE: 53, 56, 57, 58, 83-84, 89, 308-309, 310, 311, 321, 343, 346-347, 354, 355-357, 358-364, 365, 366-370, 371-375, 376-382, 411, 611, 638, 789, 792-793	SE/TWE: 53, 58, 60, 86, 90, 310, 311, 354, 357, 364, 365, 370, 375, 382, 384, 385, 411 TWE: 54, 308, 344, 372	SE/TWE: 58, 60, 86, 93, 310, 311, 357, 365, 370, 375, 382, 384, 385, 411 TWE: 54, 308, 344, 372			
12	(2)	Analyze judicial activism and judicial restraint and the effects of each policy over the decades (e.g., the Warren and Rehnquist courts).	SE/TWE: 80-81, 82, 168-169, 310, 322, 323, 326, 336, 344, 346-347, 399, 402, 403, 642	SE/TWE: 81, 82, 92, 310, 326 TWE: 321, 344, 346	SE/TWE: 81, 82, 92, 310 TWE: 321, 344, 346			
12	(3)	Evaluate the effects of the Court's interpretations of the Constitution in <i>Marbury v. Madison</i> , <i>McCulloch v. Maryland</i> , and <i>United States v. Nixon</i> , with emphasis on the arguments espoused by each side in these cases.	SE/TWE: 66-67, 69, 73, 102, 107, 249, 267, 307-308, 336-337, 761, 766	SE/TWE: 67, 74, 102, 267, 341 TWE: 334	SE/TWE: 67, 74, 102, 267, 341 TWE: 334			

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12	(4)	Explain the controversies that have resulted over changing interpretations of civil rights, including those in <i>Plessy v. Ferguson</i> , <i>Brown v. Board of Education</i> , <i>Miranda v. Arizona</i> , <i>Regents of the University of California v. Bakke</i> , <i>Adarand Constructors, Inc. v. Pena</i> , and <i>United States v. Virginia (VMI)</i> .	SE/TWE: 309-310, 311, 331, 334, 337, 346-347, 403-404, 408-410, 412-414, 754-768	SE/TWE: 309, 310, 311, 350, 405, 410, 413, 421 TWE: 334, 402, 415	SE/TWE: 309, 311, 350, 405, 410, 421 TWE: 334, 402, 415			
12	12.6	Students evaluate issues regarding campaigns for national, state, and local elective offices.	SE/TWE: 450-451, 452, 453-457, 458-462, 464-470, 474, 475-479, 481-484, 486-491, 492-497, 502, 503-507, 508-513, 514-517, 519-522, 526, 534-541	SE/TWE: 457, 462, 470, 472, 473, 479, 484, 491, 497, 500, 501, 507, 513, 517, 522, 524, 525, 541, 550, 551 TWE: 452B, 474B, 502B, 526B	SE/TWE: 457, 462, 470, 472, 473, 479, 484, 491, 497, 500, 501, 507, 513, 517, 522, 524, 525, 541, 550, 551 TWE: 452B, 474B, 502B, 526B			
12	(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.	SE/TWE: 450, 452, 453-457, 458-462	SE/TWE: 456, 457, 461, 462, 472, 473 TWE: 14, 452, 454, 455, 459	SE/TWE: 456, 457, 461, 462, 472, 473 TWE: 14, 452, 454, 459			
12	(2)	Discuss the history of the nomination process for presidential candidates and the increasing importance of primaries in general elections.	SE/TWE: 464-470	SE/TWE: 467, 470, 472 TWE: 452B, 466, 468	SE/TWE: 467, 470, 472 TWE: 452B, 468			

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12	(3)	Evaluate the roles of polls, campaign advertising, and the controversies over campaign funding.	SE/TWE: 463, 475-479, 495-496, 515-516, 519-522	SE/TWE: 463, 477, 479, 496, 500, 517, 521, 522, 523, 524, 525 TWE: 478, 520	SE/TWE: 463, 479, 496, 500, 517, 522, 523, 524, 525 TWE: 478, 520			
12	(4)	Describe the means that citizens use to participate in the political process (e.g., voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, running for political office).	SE/TWE: 379, 380-381, 460, 474, 475-479, 481-484, 486-491, 508-513, 530, 662	SE/TWE: 155, 379, 382, 460, 478, 484, 491, 501, 511, 513, 524 TWE: 477, 478, 487, 504, 509, 662	SE/TWE: 382, 460, 478, 484, 491, 501, 513, 524 TWE: 477, 487, 504, 509, 662			
12	(5)	Discuss the features of direct democracy in numerous states (e.g., the process of referendums, recall elections).	SE/TWE: 20, 666	SE/TWE: 24, 668 TWE: 663	SE/TWE: 24, 668			
12	(6)	Analyze trends in voter turnout; the causes and effects of reapportionment and redistricting, with special attention to spatial districting and the rights of minorities; and the function of the Electoral College.	SE/TWE: 53, 124-126, 163-164, 220-224, 227, 233, 475-479, 489, 496-497	SE/TWE: 125, 130, 154, 226, 227, 233, 479, 497 TWE: 126, 221, 474B, 489	SE/TWE: 125, 130, 154, 226, 227, 233, 497 TWE: 126, 221, 474B, 489			

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12	12.7	Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.	SE/TWE: 95-102, 157-165, 648-654, 669-675	SE/TWE: 102, 165, 654, 675 TWE: 94B, 156B, 662B	SE/TWE: 102, 165, 654, 675 TWE: 94B, 156B, 662B			
12	(1)	Explain how conflicts between levels of government and branches of government are resolved.	SE/TWE: 73-75, 102, 103, 105, 107, 164, 167-171, 485, 761	SE/TWE: 75, 93, 102, 105, 118, 164, 167, 171, 348, 485	SE/TWE: 75, 93, 105, 118, 164, 171, 348, 485			
12	(2)	Identify the major responsibilities and sources of revenue for state and local governments.	SE/TWE: 43, 555-559, 648-654, 656-658, 669-671, 673-675	SE/TWE: 559, 654, 658, 660, 674, 675 TWE: 657, 670	SE/TWE: 559, 654, 658, 660, 674, 675 TWE: 670			
12	(3)	Discuss reserved powers and concurrent powers of state governments.	SE/TWE: 95, 96, 97, 98	SE/TWE: 97, 102, 118 TWE: 95	SE/TWE: 97, 102, 118			
12	(4)	Discuss the Ninth and Tenth Amendments and interpretations of the extent of the federal government's power.	SE/TWE: 86, 87, 106-107, 357, 761, 790	SE/TWE: 86, 90, 92, 110	SE/TWE: 90, 92, 110			
12	(5)	Explain how public policy is formed, including the setting of the public agenda and implementation of it through regulations and executive orders.	SE: 112-113, 252-253, 291-295, 336-339, 508-513, 625	SE: 116, 259, 292, 298, 341, 351, 513, 524 TWE: 293, 502B	SE/TWE: 116, 298, 341, 351, 513 TWE: 293, 502B, 511			

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12	(6)	Compare the processes of lawmaking at each of the three levels of government, including the role of lobbying and the media.	SE/TWE: 135-137, 181-188, 198, 508-510, 539-540, 641-645, 663-668, 669-675	SE/TWE: 137, 154, 188, 198, 513, 524, 525, 541, 647, 660, 668 TWE: 135, 180B, 509, 511, 512, 644	SE/TWE: 137, 154, 198, 513, 524, 525, 541, 647 TWE: 135, 509, 511, 634, 644			
12	(7)	Identify the organization and jurisdiction of federal, state, and local (e.g., California) courts and the interrelationships among them.	SE/TWE: 302-303, 304, 305-310, 312-317, 320-326, 330, 331-335, 646-647	SE/TWE: 310, 313, 317, 326, 328, 329, 335, 350, 351, 647 TWE: 304B, 330B	SE/TWE: 310, 313, 317, 326, 328, 329, 335, 350, 351, 647 TWE: 304B, 330B			
12	(8)	Understand the scope of presidential power and decision making through examination of case studies such as the Cuban Missile Crisis, passage of Great Society legislation, War Powers Act, Gulf War, and Bosnia.	SE/TWE: 16, 70, 71, 175, 197-198, 244, 245-249, 253, 258, 598, 614-617, 618, 630, 706-707	SE/TWE: 75, 198, 249, 250, 253, 272, 707 TWE: 244B, 615	SE/TWE: 75, 198, 249, 250, 253, 272, 707 TWE: 615			
12	12.8	Students evaluate and take and defend positions on the influence of the media on American political life.	SE/TWE: 526, 527-533, 534-541, 543-548	SE/TWE: 517, 533, 541, 548, 550, 551 TWE: 502B, 526B, 546	SE/TWE: 517, 533, 541, 548, 550, 551 TWE: 526B, 546			

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12	(1)	Discuss the meaning and importance of a free and responsible press.	SE/TWE: 84, 371-374, 543-545	SE/TWE: 374, 548, 550 TWE: 372	SE/TWE: 374, 548, 550			
12	(2)	Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics.	SE/TWE: 371-374, 510, 515, 520, 522, 526, 527-533, 534-541, 543-548	SE/TWE: 374, 517, 522, 533, 541, 548, 550, 551 TWE: 526B, 526	SE/TWE: 517, 522, 533, 541, 548, 550, 551 TWE: 526B, 526			
12	(3)	Explain how public officials use the media to communicate with the citizenry and to shape public opinion.	SE/TWE: 476, 515, 520, 526, 527-533, 534-541	SE/TWE: 533, 535, 551 TWE: 502B, 526B, 528, 536	SE/TWE: 533, 535, 551 TWE: 502B, 526B, 528, 536			
12	12.9	Students 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.	SE/TWE: 4, 5-11, 12-17, 18-24, 34, 35-40, 42-47, 48-52, 53-58, 686-687, 688, 689-694, 696-701, 702-707, 708-712 TWE: 10	SE/TWE: 11, 17, 20, 24, 32, 40, 47, 52, 58, 60, 61, 693, 694, 701, 707, 712, 714 TWE: 4B, 688	SE/TWE: 11, 17, 20, 24, 32, 40, 47, 52, 58, 60, 61, 701, 707, 712, 714 TWE: 688			

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			Introduced	Practiced	Taught to Mastery	Y	N	
12	(1)	Explain how the different philosophies and structures of feudalism, mercantilism, socialism, fascism, communism, monarchies, parliamentary systems, and constitutional liberal democracies influence economic policies, social welfare policies, and human rights practices.	SE/TWE: 5-11, 19, 23-24, 26-30, 495, 517, 688, 689-694, 702-707 TWE: 10	SE/TWE: 11, 24, 26, 27, 30, 31, 517, 693, 705, 707 TWE: 21, 23, 28, 688B, 703	SE/TWE: 11, 24, 30, 32, 693, 705, 707 TWE: 21, 23, 28, 688B, 703			
12	(2)	Compare the various ways in which power is distributed, shared, and limited in systems of shared powers and in parliamentary systems, including the influence and role of parliamentary leaders (e.g., William Gladstone, Margaret Thatcher).	SE/TWE: 20-24, 36-38, 686, 687, 689-691, 693	SE/TWE: 20, 24, 32, 40, 686, 687, 693, 694, 714 TWE: 688B, 690	SE/TWE: 20, 32, 40, 686, 687, 693, 694, 714 TWE: 688B			
12	(3)	Discuss the advantages and disadvantages of federal, confederal, and unitary systems of government.	SE/TWE: 12, 20, 65 TWE: 4B	SE/TWE: 17, 32 TWE: 4B, 13, 20	SE/TWE: 17, 32 TWE: 20			
12	(4)	Describe for at least two countries the consequences of conditions that gave rise to tyrannies during certain periods (e.g., Italy, Japan, Haiti, Nigeria, Cambodia).	SE/TWE: 163, 614, 630, 696, 689-694	SE/TWE: 17, 694 TWE: 20, 615, 686, 688, 692	SE/TWE: 17, 694, 715 TWE: 20, 686, 688, 692			
12	(5)	Identify the forms of illegitimate power that twentieth-century African, Asian, and Latin American dictators used to gain and hold office and the conditions and interests that supported them.	SE/TWE: 698-700, 702-705, 734	SE/TWE: 701, 707, 715, 726, 736 TWE: 688B, 703	SE/TWE: 701, 707, 715, 726 TWE: 688B, 703			
12	(6)	Identify the ideologies, causes, stages, and outcomes of major Mexican, Central American, and South American revolutions in the nineteenth and twentieth centuries.	SE/TWE: 699-701	SE/TWE: 701, 715	SE/TWE: 701, 715			

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12	(7)	Describe the ideologies that give rise to Communism, methods of maintaining control, and the movements to overthrow such governments in Czechoslovakia, Hungary, and Poland, including the roles of individuals (e.g., Alexander Solzhenitsyn, Pope John Paul II, Lech Walesa, Vaclav Havel).	SE/TWE: 29-30, 517, 630, 696-698 TWE: 23	SE/TWE: 26, 30, 32, 33, 701 TWE: 28, 29	SE/TWE: 30, 32, 33, 701, 715 TWE: 29			
12	(8)	Identify the successes of relatively new democracies in Africa, Asia, and Latin America and the ideas, leaders, and general societal conditions that have launched and sustained, or failed to sustain, them.	SE/TWE: 694, 698-701, 734	SE/TWE: 694, 701, 705, 714, 715 TWE: 27, 697	SE/TWE: 694, 705, 714, 715 TWE: 697			
12	12.10	Students 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.	SE/TWE: 13, 20-21, 67, 84, 95, 97, 98-99, 355-357, 358-364, 366-370, 371-375, 376-382, 398-405, 406-410	SE/TWE: 24, 352, 357, 364, 366, 370, 375, 382, 384, 385, 405, 410 TWE: 354, 360, 361, 367, 377	SE/TWE: 24, 352, 357, 364, 366, 370, 375, 382, 384, 385, 405, 410 TWE: 354, 360, 361, 367, 377			

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Historical and Social Sciences Analysis Skills The intellectual skills noted below are to be learned through, and applied to, the content standards for grades nine through twelve. They are to be assessed only in conjunction with the content standards in grades nine through twelve. In addition to the standards for grades nine through twelve, students demonstrate the following intellectual, reasoning, reflection, and research skills.								
CHRONOLOGICAL AND SPATIAL THINKING								
12	1.	Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.	SE/TWE: 69-71, 248 TWE: 8, 314	SE/TWE: 248 TWE: 38, 39, 69	TWE: 38, 39, 69			
12	2.	Students 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.	SE/TWE: 76-81, 481-484, 726, 728-731	SE/TWE: 77, 78, 81, 92, 484, 500, 731 TWE: 664, 703	SE/TWE: 77, 78, 81, 92, 484, 500, 731 TWE: 703, 664			
12	3.	Students 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.	SE/TWE: 6, 124-125, 671-672, 677-679, 732	SE/TWE: 6, 119, 125 TWE: 340	SE/TWE: 6, 119, 125 TWE: 340			
12	4.	Students relate current events to the physical and human characteristics of places and regions.	SE/TWE: 324, 518, 728-731	SE/TWE: 518, 731, 738 TWE: 248, 324, 679	SE/TWE: 518 TWE: 248, 324, 679			

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						Y	N	
HISTORICAL RESEARCH, EVIDENCE, AND POINT OF VIEW								
12	1.	Students distinguish valid arguments from fallacious arguments in historical interpretations.	SE/TWE: 25, 82, 111, 131, 166, 251, 290, 311, 327, 342, 365, 411, 429, 485, 518, 596, 655, 695	SE/TWE: 25, 82, 111, 131, 166, 251, 290, 311, 342, 365, 411, 429, 485, 518, 596, 655, 695 TWE: 77, 362, 509, 705	SE/TWE: 25, 82, 111, 131, 166, 251, 290, 311, 342, 365, 411, 429, 485, 518, 596, 655, 695 TWE: 77, 362, 509, 705			
12	2.	Students identify bias and prejudice in historical interpretations.	SE/TWE: 260, 495-496 TWE: T30-T31	SE/TWE: 496, 497, 525 TWE: 115, 409, 526B, 651	SE/TWE: 497, 525 TWE: 115, 409, 526B, 651, 735			
12	3.	Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.	SE/TWE: 25, 82, 111, 131, 166, 251, 290, 311, 342, 365, 411, 429, 485, 518, 596, 655, 695	SE/TWE: 25, 82, 111, 131, 166, 251, 290, 311, 342, 365, 411, 429, 485, 518, 596, 655, 695 TWE: 374	SE/TWE: 25, 82, 111, 131, 166, 251, 290, 311, 342, 365, 411, 429, 485, 518, 596, 655, 695 TWE: 374			
12	4.	Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.	SE/TWE: 91, 117, 383, 419, 659, 713 TWE: T30-531	SE/TWE: 33, 165, 329, 473 TWE: 688B	SE/TWE: 33, 93, 165, 329, 473 TWE: 688B			

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						Y	N	
HISTORICAL INTERPRETATION								
12	1.	Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.	SE/TWE: 124-126, 436, 481-484, 603, 677-679	SE/TWE: 60, 125, 130, 436, 484, 500, 678 TWE: 2	SE/TWE: 60, 125, 130, 484, 500 TWE: 2			
12	2.	Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.	SE/TWE: 436	SE/TWE: 33, 60, 436 TWE: 15, 379, 667	SE/TWE: 60 TWE: 15, 379, 667			
12	3.	Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.	SE/TWE: 39, 518	SE/TWE: 39, 61, 518 TWE: T31, 43, 46, 50, 362, 586, 664, 704	SE/TWE: 39, 61, 518 TWE: T31, 43, 46, 50, 362, 586, 664, 704			
12	4.	Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.	SE/TWE: 233, 523	SE/TWE: 233, 523 TWE: 28	SE/TWE: 233, 523 TWE: 28			

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						Y	N	
12	5.	Students analyze human modifications of landscapes and examine the resulting environmental policy issues.	SE/TWE: 506, 518, 584-589, 650-651	SE/TWE: 518, 589, 604, 605 TWE: 87, 510, 586, 587, 588	SE/TWE: 518, 589, 605 TWE: 87, 510, 587			
12	6.	Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.	SE/TWE: 190, 555-559, 717-721	SE/TWE: 557, 721 TWE: 720	SE/TWE: 721 TWE: 720			

Publisher Notes/Additional Comments (note to publishers: please include grade level/standard when listing comments):

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