
Social Studies: Grade 12 – United States Government

Standards Introduction: The standards for twelfth grade cover the study of United States government. The standards focus on knowledge of the United States Constitution, branches of government, foreign affairs, social problems, governmental policies and democratic values. Students evaluate the effect of monetary policies on economic well-being, analyze the role of government in the economy, and design fiscal policies. Students develop the skills needed to be informed citizens in a democracy and identify fundamental American principles contained in the United States Constitution. Students participate in activities based upon evaluation of options for citizen action. The standards encourage students to apply the ideas and theories from political science to examine social problems and issues.

SK - Skills

The Social Studies program promotes essential skills to increase the students ability to acquire information and manipulate data, develop and present policies and debates, construct new knowledge, and participate in groups. Each skill is dependent upon and enriched by all other skills so that the learner can:

SK1a: detect bias in data presented in various forms.

SK1b: select an appropriate strategy to solve a problem and determine a rational course of action.

SK1c: use a variety of primary and secondary resources to express and defend personal convictions.

SK1d: participate in persuading, compromising, debating, and negotiating in the resolution of conflicts and differences.

SK1e: use primary sources (biographies, journals, interviews, letters).

SK1f: correlate and cross reference social studies materials (indexes, appendixes, glossaries).

SK1g: assemble findings based on spreadsheets, database software, and statistical packages.

SK1h: access and use complex electronic databases and communication networks of all types including, but not limited to, the Internet.

SK1i: create and design PowerPoint presentations using text, color, and importing graphics, sound, special effects and/or animation.

Strand/Theme:

SS1 Citizenship

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:

Standards:

SS1a: evaluate the degree to which public policy and citizen behaviors exemplify the stated ideals of democratic government.

SS1b: identify, analyze, and propose solutions to local, state, and national issues.

SS1c: define and demonstrate the attributes, rights, and responsibilities of a democratic citizen to include voting procedures and the election process.

Strand/Theme:

SS2 Culture

Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can:

Standards:

SS2a: analyze and explain how groups, societies, and culture address human needs and concerns.

- SS2b:** show how cultural expression is reflected in political ideologies, movements, or events in history.
- SS2c:** analyze the concept of cultural diversity and its impact on United States government.

Strand/Theme:

SS3 Time, Continuity and Change

Social studies programs should include experiences that provide for the study of the way human beings view themselves in and over time, so that the learner can:

Standards:

- SS3a:** describe how governments and their institutions change.
- SS3b:** evaluate Supreme Court decisions within their historical contexts.
- SS3c:** trace the development of political parties in the United States.
- SS3d:** analyze reoccurring themes and issues in United States government (e.g., universal suffrage and health care).

Strand/Theme:

SS4 Space and Place

Social studies programs should include experiences that provide for the study of space and place, so that the learner can:

Standards:

- SS4a:** use geographic tools to collect, analyze, and interpret political data.
- SS4b:** describe the relationship between a nation's economic and historical development and its geographical features

Strand/Theme:

SS5 Individual Development and Identity

Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:

Standards:

- SS5a:** explain how political beliefs are influenced by family, ethnicity, gender, group, and culture.
- SS5b:** identify how individual behaviors are sanctioned and rewarded in society.
- SS5c:** describe the influences of various historical and contemporary cultures on an individual's life.

Strand/Theme:

SS6 Individuals, Groups, and Institutions

Social studies programs should provide for the study of the interaction among individuals, groups, and institutions, so that the learner can:

Standards:

- SS6a:** analyze the evolution of social and political institutions (e.g., political parties, expansion of federal regulatory groups).
- SS6b:** explain how groups and institutions perpetuate values, beliefs, and attitudes.
- SS6c:** analyze examples of tensions between expressions of individuality and efforts used to promote social conformity.
- SS6d:** evaluate ways in which technological, political, economic, and environmental changes affect the social system.

Strand/Theme:

SS7 Production, Distribution and Consumption

Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:

- Standards:
- SS7a:** investigate and explain how abundance and scarcity of goods and services require economic system intervention.
 - SS7b:** explain the major economic functions of government.
 - SS7c:** define the principles and analyze the development of fiscal and monetary policy in the United States (e.g., Federal Reserve, Nation Bank, debt).
 - SS7d:** Recognize and analyze the inherent conflict between environment and developmental interests.

Strand/Theme:
SS8 Power, Authority, and Governance

Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:

- Standards:
- SS8a:** compare and contrast governments at all levels (e.g., Constitutional development, checks and balances, political parties).
 - SS8b:** analyze the development and role of international and multinational organizations and agencies.
 - SS8c:** investigate the concept and development of basic human rights (e.g., universal human rights, civil rights, basic US rights as outlined in the Bill of Rights).
 - SS8d:** assess the roles and responsibilities of elected officials.
 - SS8e:** develop and maintain an awareness and understanding of national and international political issues.

Strand/Theme:
SS9 Science, Technology, and Society

Social studies programs should include experiences that provide for the study of the relationships among science, technology, and society, so that the learner can:

- Standards:
- SS9a:** evaluate the impact of technology (e.g., media) on government institutions.
 - SS9b:** examine how laws and policies affect scientific and technological applications.
 - SS9c:** analyze how science and technology influence core values, beliefs, and attitudes of society.

Strand/Theme:
SS10 Global Connections

Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:

- Standards:
- SS10a:** analyze policies that address current concerns and issues related to human rights, environmental quality, and territorial disputes.
 - SS10b:** discuss the concept of national sovereignty in relation to political developments.
 - SS10c:** analyze formal and informal means of interaction with governments of other nations.