

## VIII: Standards

The lessons address the following California History-Social Science content standards for the 11th and 12th grades:

**11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.** 4. Analyze the passage of the Nineteenth Amendment and the changing role of women in society.

**11.10 Students analyze the development of federal civil rights and voting rights.** 1. Analyze the passage and effects of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the Twenty-Fourth Amendment, with an emphasis on equality of access to education and to the political process. 2. Analyze the women's rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s, including differing perspectives on the roles of women.

**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.** 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.

**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.** 1. Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes. 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. 3. Discuss the historical role of religion and religious diversity. 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.

**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. 2. Discuss the history of the nomination process for presidential candidates and the increasing importance of primaries in general elections. 3. Evaluate the roles of polls, campaign advertising, and the controversies over campaign funding. 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). 5. Discuss the features of direct democracy in numerous states (e.g., the process of referendums, recall elections). 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.

**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.**