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| **Nebraska Standards- High School Social Studies** |  **Dream of a Nation Chapter(s)** |
|  | ***1. A People Centered and Accountable Government*** | ***2. Citizen Stewardship*** | ***3. Creating a Stable and Equitable Economy*** | ***4. A New Media That Informs and Empowers*** | ***5. Aiming for the Best in Education*** | ***6. Re-Powering America*** | ***7. Improving Health and Avoiding Alarming Trends*** | ***8. Ending Poverty and Building Common Wealth*** | ***9. Re-Imaging Business*** | ***10. Strengthening Communities*** | ***11. Waging Peace*** | ***12. A Nation That Shines*** |
| 12.1.11 Students will demonstrate an understanding of domestic policy issues in contemporary American society. *Example Indicators:* • \_Compare conservative and liberal economic strategies. • \_Compare the positions of political parties and interest groups on major issues.  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12.3.5 Students will analyze the fundamental concepts and challenges to democracy by using writing, discussion, and debate skills. *Example Indicators:* • \_Explain equality of all citizens under the law. • \_Examine worth and dignity of the individual. • \_Debate majority rule and minority rights. • \_Identify individual freedoms. • \_Explain the necessity of compromise. • \_Analyze individual rights v. public interests.  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12.3.6 Students will analyze the structure, and function of the United States national governments and its relationship to state governments. *Example Indicators:* • \_Identify specific policies related to foreign affairs, civil rights, and economics and the budget. • \_Identify how political parties, interest groups, the media, individuals, and government institutions influence public policy. • \_Describe levels of taxation and the expectation of public services. |  |  |  |  |  |  |  |  |  |  |  |  |
| 12.3.8 Students will describe and explain the election process in the national, state, and local governments. *Example Indicators:* • \_Describe the organization of political parties and role in the nominating process. • \_Explain campaign funding and spending. • \_Identify the influence of media coverage, campaign advertising, public opinion polls, and the use of propaganda techniques. • \_Explain demographic causes and political effects of reapportionment and redistricting, e.g., gerrymandering.  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12.3.9 Students will explain the rights, freedoms, responsibilities, and benefits of citizenship in the United States. *Example Indicators:* • \_Participate in debates, discussions, and readings by analyzing public issues, communicating with candidates, and evaluating performance of public officials and candidates. |  |  |  |  |  |  |  |  |  |  |  |  |
| 12.3.10 Students will compare the United States political and economic systems with those of major democratic and authoritarian nations. *Example Indicators:* • \_Compare the structures, functions, and powers of political and economic systems. • \_Describe the rights, responsibilities, and powers of the governed, e.g., grass roots citizens’ movements. • \_Compare the relationship between economic and political freedom. • \_Explain the allocation of resources and its impact on productivity. • \_Describe the development and implementation of personal economic decision-making skills in a democratic society.  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12.3.11 Students will analyze characteristics of the United States free market economy. *Example Indicators:* • \_Define labor, capital resources, and natural resources. • \_Describe the role of private ownership, private enterprise, profits, and entrepreneurship. • \_Compare the relationship between households, firms, and government. • \_Explain the labor and management relationships. • \_Discuss opportunity costs, scarcity, and balancing unlimited wants versus limited resources.  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12.3.12 Students will analyze the role of the national, state, and local government in the United States economy. *Example Indicators:* • \_Compare providing public goods, services, and protection of the environment. • \_Explain the interrelationship of producers, consumers, and government in the United States economic system. • \_Discuss the impact of fiscal and monetary policy. • \_Identify the basic economic goals in a free market system, including growth, stability, full employment, and efficiency versus equity and justice. |  |  |  |  |  |  |  |  |  |  |  |  |
| **12.4.2 Students will analyze how selected physical and ecological processes impact the earth’s surface.****Example Indicators:****• Explain how humans influence and are influenced by the environment.****• Relate how people’s ideas and relationship to the environment change over time, particularly in response to new technologies.** |  |  |  |  |  |  |  |  |  |  |  |  |
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| 12.4.4 Students will analyze the patterns of urban development, such as site and situation; the function of towns and cities; and problems related to human mobility, social structure, and the environment. |  |  |  |  |  |  |  |  |  |  |  |  |