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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. |  |  |  |  |  |  |  |  |  |  |  |  |