

Vermont Standards- Civics, Government and Society	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
<p><b>H&amp;SS9-12:14</b>  <b>Students act as citizens by...</b></p> <ul style="list-style-type: none"> <li>Analyzing and evaluating changes in the interpretation of rights and responsibilities of citizenship over time (e.g., changes in voting age, changes in voting rights for women and African Americans). i</li> <li>Analyzing and evaluating the issues related to and criteria for U.S. citizenship, past and present (e.g., analyzing the issues surrounding Japanese citizens during WWII).</li> <li>Discussing why people want to become citizens of the U.S. and/or another country (e.g., Why did Americans emigrate to the Soviet Union during the Depression?).</li> <li>Analyzing impacts of people’s actions as members of a global community (e.g., the Kyoto Agreement).</li> <li>Demonstrating positive interaction with group members (e.g., working with a group to draft legislation).</li> <li>Identifying problems, proposing solutions, considering the effects of and implementing a course of action in the local community, state, nation, or world.</li> <li>Explaining and defending their own point of view on issues that affect themselves and society, using information gained from reputable sources (e.g. stem cell research, health care issues, federal budget</li> </ul>	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖

<p>allocations). i</p> <ul style="list-style-type: none"> <li>• Explaining, critically evaluating, and defending views that are not one’s own. i</li> <li>• Analyze ways in which political parties, campaigns, and elections encourage and discourage citizens to participate in the political process (e.g., voter registration drives, use of the Internet, negative campaign ads).</li> <li>• Illustrating how individuals and groups have brought about change locally, nationally, or internationally (e.g., research the far-reaching effects of Mohandas Ghandi’s beliefs and actions). i</li> <li>• Analyzing how identity stems from beliefs in and allegiance to shared political values and principles, and how these are similar and different to other peoples (e.g. nation building in regions with disparate cultures). i</li> <li>•</li> </ul>												
<p><b>H&amp;SS9-12:15</b>  <b>Students show understanding of various forms of government by...</b></p> <ul style="list-style-type: none"> <li>• Evaluating how and why rules and laws are created, interpreted, and changed (e.g., evaluating recent decisions by the U.N.).</li> <li>• Analyzing the principles in key U.S. and international documents and how they apply to their own lives (e.g., Patriot Act, Universal Declaration of Human Rights).</li> <li>• Describing how government decisions impact citizens locally, nationally, and internationally. i</li> <li>• Comparing and evaluating the basic functions, structures and purposes of governments, both past and present (e.g., democracy vs. dictatorship, internal and external protection).</li> <li>• Identifying and debating issues surrounding the basic principles of American democracy (e.g., individual rights</li> </ul>	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖

<p>vs. common good, majority rule vs. protection of minority rights). i</p> <p>Defining and analyzing the process for selecting leaders at state, national and international levels (e.g., analyzing pros and cons of the primary process; debating the necessity of the electoral college). i</p>												
<p><b>H&amp;SS9-12:16</b>  <b>Students examine how different societies address issues of human interdependence by...</b></p> <ul style="list-style-type: none"> <li>• Analyzing the impact of a current or historic issue related to human rights, and explaining how the values of the time or place influenced the issue (e.g. Guantanamo, land mines, invasion of Iraq). i</li> <li>• Analyzing how shared values and beliefs can create or maintain a subculture and/or counterculture (e.g., the Ku Klux Klan, Goths, Hippies). i</li> <li>• Evaluating the significance of governmental and nongovernmental international organizations (e.g., World Health Organization, Doctors Without Borders, International Atomic Energy Agency, IMF).</li> <li>• After examining issues from more than one perspective, defining and defending the rights and needs of others in the community, nation, and world (e.g., gay rights, environmental protection, privatization of government). i</li> <li>• Evaluate the impact of differences and similarities among people that arise from factors such as cultural, ethnic, racial, economic, and religious diversity, and describe their costs and benefits (e.g., affirmative action). i</li> <li>• Describing how diversity contributes to change over time (e.g., how population shifts impact politics, whites becoming a minority in the U.S., interracial marriage). i</li> <li>• Analyzing the impact of interdependence among states and nations (e.g., OPEC, NAFTA).</li> <li>• Analyzing the effectiveness of behaviors that are</li> </ul>	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖

<p>intended to foster global cooperation among groups and governments (e.g., League of Nations, nation building, coalition to fight terrorism).</p> <ul style="list-style-type: none"> <li>• Explaining conditions, actions, and motivations that contribute to conflict within and among individuals, communities, and nations (e.g., economic conditions, religious beliefs, political repression). i</li> <li>• Proposing and defending ways to ease tensions and/or peacefully resolve conflicts (e.g., assimilation/ separatism; affirmative action; diplomacy). i</li> </ul>												
<p><b>H&amp;SS9-12:17</b>  <b>Students examine how access to various institutions affects justice, reward, and power by...</b></p> <ul style="list-style-type: none"> <li>• Analyzing and evaluating why groups of people or individuals have accessed or were denied justice. (e.g., utilizing contemporary and current primary and secondary sources to determine how perspectives on the Nisei have changed).</li> </ul> <p>Analyzing points of conflict between different political ideologies (e.g., creation of party platforms).</p>	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖