

# CIVICS/GOVERNMENT NEBRASKA SOCIAL STUDIES/HISTORY STANDARDS

(\* = STAR Standards)

\*1.8 Students will recognize good citizenship and its importance.

*Example Indicators:*

- Explain why it is important to show respect for self, family, and others, e.g., taking care of his/her own things and respecting what belongs to others.
- Identify examples of honesty, courage, patriotism, and other admirable character traits seen in American history.
- Identify how choices and actions affect themselves and others, e.g., making class rules, participating in classroom chores.
- Identify community groups of which students are members, e.g., family, school, church, girl/boy scouts, and classroom.
- Participate in classroom elections.
- Name the President or other elected leaders.

1.9 Students will identify patriotic symbols and actions.

*Example Indicators:*

- Name those associated with the United States, e.g., the flag, the Pledge of Allegiance, etc.

\*4.13 Students will describe the process of making laws, carrying out laws, and determining if laws have been violated.

*Example Indicators:*

- Describe the constitutional rights and responsibilities of being a citizen.
- Explain the role of citizenship in the promotion of laws.
- Describe the election process.
- Identify the consequences of violating the law.
- Identify local, county, and state representatives.
- Explain the process of contacting a representative.

4.14 Students will identify the uniqueness of the Nebraska Unicameral compared with other state legislatures.

*Example Indicators:*

- Describe the difference between bicameral and unicameral legislatures.
- Identify the contribution of George Norris.

4.15 Students will identify and describe the responsibilities of the elected mayor, governor and president on the local, state, and federal level.

*Example Indicators:*

- Name the mayor, governor, and the President of the United States and list several responsibilities of each.

\*5.3.2 By the end of fifth grade students will summarize the rights and responsibilities of United States citizens.

*Example Indicators:*

- Describe how people participate in the political process.
- Identify and address community issues.
- Identify how choices and actions affect the roles of citizens.

8.3.1 Students will explain and compare the structures, functions, and powers of the three branches of government at the national, state, and local levels.

*Example Indicators:*

- Explain the election and appointment of officials.
- Describe the division and sharing of powers among and within levels of government.
- Chart the separation and sharing of powers within levels of government.
- Describe the process of amending the United States and Nebraska Constitutions.
- Outline the powers granted to Congress, the President, the Supreme Court, and those reserved to the states.

8.3.2 Students will compare the election process at the local, state, and national levels of government.

*Example Indicators:*

- Explain nomination and promotion of candidates for elective office.
- Describe similarities and differences between the major political parties.
- Describe voter turnout.
- Evaluate the accuracy of campaign advertising.
- Discuss bias and identify how media reports, analysis, and editorials are different.

8.3.3 Students will compare the policy-making process at the local, state, and national levels of government.

*Example Indicators:*

- Chart the basic law-making process within the respective legislative bodies.
- Explain the interaction between the chief executives and the legislative bodies.
- Explain the functions of departments, agencies, and regulatory bodies.
- Describe the roles of political parties at the state and national levels.
- Explain the ways that individuals and cultural, ethnic, and other interest groups can influence government policy makers.
- Describe the impact of the media on public opinion and policy makers.

8.3.4 Students will distinguish between the judicial systems established by the Nebraska Constitution and United States Constitution.

*Example Indicators:*

- Diagram the organization and jurisdiction of Nebraska and United States courts.
- Describe the exercise of the power of judicial review.
- Describe the process of bringing and resolving criminal and civil cases in Nebraska's judicial system.
- Describe the function and process of the juvenile justice system in Nebraska.

\*8.3.7 Students will summarize the rights and responsibilities of United States citizens.

*Example Indicators:*

- Describe ways individuals participate in the political process, e.g., registering and voting, communicating with government officials, participating in political campaigns, and serving on juries and in voluntary appointed positions.
- Identify the way individuals of cultural, ethnic, and other interest groups can influence governments.
- Describe the election process and appointment of officials.
- Describe the impact of the media on public opinion and policy.
- Compare the election process at the local, state, and national levels of government, e.g., nomination and promotion of candidates for elective office similarities and differences between the major political parties; voter turnout; evaluate the accuracy of campaign advertising; and recognize bias and identify how media reports, analysis, and editorials are different.

8.3.8 Students will describe the purpose and function of the United States Constitution, including the Bill of Rights.

*Example Indicators:*

- What are inalienable rights?
- What does "life, liberty, and the pursuit of happiness," mean?
- What is the rule of law, justice, and equality under the law?
- Describe the Native American heritage, e.g., Iroquois Five Nations Confederacy, "Great Binding Law."
- Explain the British and American heritage, e.g., the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Articles of Confederation.
- Explain the philosophy of government expressed in the Declaration of Independence.

8.4.1 Students will explain the meaning of patriotic slogans and excerpts from notable speeches and documents.

*Example Indicators:*

- Explain the statement "Give me liberty or give me death."
- Explain the meaning of "E Pluribus Unum."
- Discuss the importance of the Gettysburg Address.
- Explain the Preamble to the Constitution.
- Explain the Declaration of Independence.
- Who said ". . . December 7, 1941, a date which will live in infamy"?
- Explain the statement "Ask not what your country can do for you . . . ."
- Who said "Mr. Gorbachev, tear down this wall!"?

8.4.5 Students will interpret economic and political issues as expressed in various visuals.

12.3.1 Students will compare historical forms of democratic governments that influenced the United States Constitution of 1789.

*Example Indicators:*

- Describe forms of democracy that existed in ancient Greece and Rome.
- Describe the constitutional monarchy in Great Britain.
- Describe governments in early American colonies.
- Describe governments in early United States in the 18th century.

12.3.2 Students will identify examples of fundamental United States political principles contained in the Declaration of Independence, Articles of Confederation, *Federalist Papers*, *Common Sense*, and the United States Constitution.

*Example Indicators:*

- Examine Locke, Hobbes, Montesquieu, Rousseau, Blackstone, Jefferson, Paine, and Machiavelli's theory of government as described in *The Prince*.
- Describe constitutionalism, limited government, rule of law, republicanism, and democracy.
- Identify how the political ideas of the Enlightenment and the ideas of religion affected the founders of the United States.
- Define sovereignty and consent of the governed.
- Describe separation of powers, federalism, and checks and balance.
- Compare the Declaration of Independence and "Common Sense."

12.3.3 Students will analyze the significance of amendments to the United States Constitution.

*Example Indicators:*

- Identify factors, e.g., the conflicts they addressed and the reasons for their adoption.
- Analyze fundamental liberties, rights, and values outlined by the United States Constitution.
- Identify various factors addressed by the constitution, e.g., religion, speech, press, assembly and petition, due process, equality under the law, individual worth and dignity, and majority rule and minority rights.

12.3.4 Students will evaluate and summarize landmark Supreme Court interpretations of the United States Constitution and its amendments.

*Example Indicators:*

- Describe how *Marbury v. Madison* and *McCulloch v. Maryland* affected the Constitution.
- Examine federal civil and voting rights since 1950's, e.g., *Brown v. Board of Education*, demonstrations leading to desegregation, reapportionment, and voting rights legislation.
- Explain current patterns and evaluate the impact of Supreme Court decisions on domestic policy 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:*

- Describe the organization, and authority of each branch.
- Examine the principles of federalism, e.g., concurrent, delegated, and reserved powers.
- Examine separation of powers, and checks and balances.
- Explain procedures for constitutional amendment, e.g., Article IV.
- 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.

12.3.7 Students will analyze structure and function of Nebraska state and local governments.

*Example Indicators:*

- Describe the organization and authority of each branch.
- Explain procedures for state constitutional and local charter amendments.
- Explain how Nebraska's legislative, executive, and judicial institutions make public policy, e.g., legislation, regulations, executive orders, and judicial review.
- Compare Nebraska's unicameral with a bicameral form of government.
- Identify and distinguish units of local governments in Nebraska, e.g., counties, cities, towns, and regional authorities by analyzing a local public issue.
- Identify fundamental American political principles in Nebraska constitution, fundamental liberties, rights, and values, e.g., sovereignty, consent of the governed, separation of powers, federalism, and checks and balance.
- 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.
- Describe voter turnout and constituencies of the major political parties
- Explain the development of political parties and Electoral College.

\*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.