



**NEBRASKA**  
**Social Studies/History Standards**  
***Civics Today: Citizenship, Economics, & You* © 2005**

OBJECTIVES	PAGE REFERENCES
<b>8.3 CIVICS AND ECONOMICS</b>	
<b>8.3.1 By the end of eighth grade, students will explain and compare the structures, functions, and powers of the three branches of government at the national, state, and local levels.</b> <i>Example indicators:</i>	
<ul style="list-style-type: none"> <li>Explain the election and appointment of officials.</li> </ul>	SE: 10-11, 198, 201, 227-229, 242-244, 292-293, 299 TWE: RS 69, 298
<ul style="list-style-type: none"> <li>Describe the division and sharing of powers among and within levels of government.</li> </ul>	SE: 92-93, 107, 194-195, 202-203, 282-286, 293-294, 297-299, 306-308, 313-314, 317-318, 329-330, 332-333 TWE: DI 194 ICA 92 RS 283
<ul style="list-style-type: none"> <li>Chart the separation and sharing of powers within levels of government.</li> </ul>	SE: 92-93, 107, 194-195, 202-203, 282-286, 293-294, 297-299, 307-308, 313-314, 329-330, 332-333 TWE: DI 194 ICA 92 RS 283
<ul style="list-style-type: none"> <li>Describe the process of amending the United States and Nebraska Constitutions.</li> </ul>	SE: 85-86, 286
<ul style="list-style-type: none"> <li>Outline the powers granted to Congress, the President, the Supreme Court, and those reserved to the states.</li> </ul>	SE: 84, 92-93, 146-150, 171-174, 175-178, 193-195, 198, 202-203, 282-285, 293-294, 297-299 TWE: DI 194 ICA 160 RS 63, 172, 193, 283
<b>8.3.2 By the end of eighth grade, students will compare the election process at the local, state, and national levels of government.</b> <i>Example indicators:</i>	
<ul style="list-style-type: none"> <li>Explain nomination and promotion of candidates for elective office.</li> </ul>	SE: 224, 227-229, 242-244, 292-293 TWE: RS 242
<ul style="list-style-type: none"> <li>Describe similarities and differences between the major political parties.</li> </ul>	SE: 218-222
<ul style="list-style-type: none"> <li>Describe voter turnout.</li> </ul>	SE: 239, 240 <i>Time Teens in Action</i> 238 TWE: ICA 123
<ul style="list-style-type: none"> <li>Evaluate the accuracy of campaign advertising.</li> </ul>	SE: 247 TWE: RS 247
<ul style="list-style-type: none"> <li>Discuss bias and identify how media reports, analysis, and editorials are different.</li> </ul>	SE: <i>Skillbuilder Critical Thinking</i> 251, 328 TWE: ICA 58 RS 110

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<b>8.3.3 By the end of eighth grade, students will compare the policy-making process at the local, state, and national levels of government.</b> <i>Example indicators:</i>	
<ul style="list-style-type: none"> <li>Chart the basic law-making process within the respective legislative bodies.</li> </ul>	SE: 157-161, 173, 288, 293 TWE: ICA 160 RS 158 TTA 281
<ul style="list-style-type: none"> <li>Explain the interaction between the chief executives and the legislative bodies.</li> </ul>	SE: 161, 176-177, 184, 198, 201, 288, 293
<ul style="list-style-type: none"> <li>Explain the functions of departments, agencies, and regulatory bodies.</li> </ul>	SE: 176, 179-184, 294-295, 504, 506 <i>American Biographies</i> 510 TWE: DI 181 EC 184 RS 180, 293 TTA 165
<ul style="list-style-type: none"> <li>Describe the roles of political parties at the state and national levels.</li> </ul>	SE: 222, 223-226, 227-230 TWE: RS 228
<ul style="list-style-type: none"> <li>Explain the ways that individuals and cultural, ethnic, and other interest groups can influence government policy makers.</li> </ul>	SE: 158, 259-260, 270-275, 324-325 <i>American Biographies</i> 127, 248, 273, 326, 346, 376, 626 <i>Americans in Action</i> 324 <i>Street Law</i> 261, 318 <i>Time Teens in Action</i> 317, 349 TWE: DI 260 ICA 273 RS 271, 274 WIC 135
<ul style="list-style-type: none"> <li>Describe the impact of the media on public opinion and policy makers.</li> </ul>	SE: 259, 264-267 TWE: DI 260
<b>8.3.4 By the end of eighth grade, students will distinguish between the judicial systems established by the Nebraska Constitution and United States Constitution.</b> <i>Example indicators:</i>	
<ul style="list-style-type: none"> <li>Diagram the organization and jurisdiction of Nebraska and United States courts.</li> </ul>	SE: 193-195, 196-199, 200-204, 206-210, 297-299 TWE: DI 194 ICA 203 RS 201
<ul style="list-style-type: none"> <li>Describe the exercise of the power of judicial review.</li> </ul>	SE: 202-203
<ul style="list-style-type: none"> <li>Describe the process of bringing and resolving criminal and civil cases in Nebraska's judicial system.</li> </ul>	SE: 364-367, 368-373 TWE: DI 360 ICA 371 RS 365, 372 TTA 363
<ul style="list-style-type: none"> <li>Describe the function and process of the juvenile justice system in Nebraska.</li> </ul>	SE: 375-378 TWE: DI 377 RS 376

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<b>8.3.5 By the end of eighth grade, students will explain the structure and operation of the United States economy and the role of citizens as producers and consumers.</b> <i>Example indicators:</i>	
<ul style="list-style-type: none"> <li>Define the concepts of scarcity, choice, trade-offs, specialization, entrepreneurship, productivity, inflation, profits, markets, supply and demand, and unemployment and incentives.</li> </ul>	SE: 407, 410-414, 416-417, 418-419, 426, 430-431, 435-436, 441-442, 448-456, 462-469, 471-475, 510-512 <i>American Biographies</i> 454 <i>Americans in Action</i> 438, 553 <i>Economics and You</i> 411 TWE: EC 584 ICA 413, 455 RS 411, 429, 453, 463, 467 TTA 461
<ul style="list-style-type: none"> <li>Analyze the effect of producer and consumer behavior on markets.</li> </ul>	SE: 428-429, 435, 462-463, 471-472 <i>Americans in Action</i> 471
<ul style="list-style-type: none"> <li>Describe the role of individuals and businesses as consumers, savers, investors, and borrowers.</li> </ul>	SE: 428-429, 435, 441-442, 452, 453-454, 462-463, 491, 525, 535
<ul style="list-style-type: none"> <li>Explain how various institutions help individuals and groups accomplish economic goals.</li> </ul>	SE: 525-526, 580 TWE: TTA 523
<ul style="list-style-type: none"> <li>Describe common forms of credit, savings, investments, purchases, and contractual agreements, e.g., warranties, and guarantees.</li> </ul>	SE: 439-440, 441-442, 483, 512-513, 534 TWE: DI 536
<ul style="list-style-type: none"> <li>Analyze skills necessary for career opportunities, e.g., individual abilities, skills, and education, and the changing supply and demand for those skills in the economy.</li> </ul>	SE: 635-643 TWE: DI 198, 294 RS 197 WIC 135
<ul style="list-style-type: none"> <li>Describe the development of money, savings, and credit.</li> </ul>	SE: 441-442, 525, 531-533, 535
<b>8.3.6 By the end of eighth grade, students will compare the United States economic system to systems in other countries.</b> <i>Example indicators:</i>	
<ul style="list-style-type: none"> <li>Describe the government's role in the United States economy, e.g., provision of public goods and services, protection of consumer rights, and the promotion of competition.</li> </ul>	SE: 417-418, 429-430, 439, 473, 502-506, 517-518, 545, 551-552, 556-557 TWE: DI 504 ICA 556 RS 549
<ul style="list-style-type: none"> <li>Describe the impact of government policies on individuals and businesses, taxation, and government borrowing.</li> </ul>	SE: 468-469, 505-506, 527, 543-545, 546, 549, 550-551, 553-554 <i>Americans in Action</i> 502 <i>Economics and You</i> 442 TWE: ICA 505
<ul style="list-style-type: none"> <li>Explain how the government addresses third-party costs and benefits, e.g., pollution and medical research.</li> </ul>	SE: 503-504 TWE: ICA 413
<ul style="list-style-type: none"> <li>Explain the differences between traditional, command, and market economies.</li> </ul>	SE: 434-436, 475, 572-575, 578 TWE: RS 577

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<ul style="list-style-type: none"> <li>Analyze the costs and benefits of instituting different degrees of market, command, and traditional characteristics in mixed economic systems.</li> </ul>	SE: 575, 576-578 <i>Americans in Action</i> 572, 576 TWE: ICA 579
<b>8.3.7 By the end of eighth grade, students will summarize the rights and responsibilities of United States citizens.</b> <i>Example indicators:</i>	
<ul style="list-style-type: none"> <li>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.</li> </ul>	SE: 121, 122-123, 223-226, 229, 237-238, 372-373 <i>Americans in Action</i> 223, 227, 236 <i>Time Teens in Action</i> 184, 224, 238 TWE: RS 56
<ul style="list-style-type: none"> <li>Identify the way individuals of cultural, ethnic, and other interest groups can influence governments.</li> </ul>	SE: 158, 249, 259-260, 270-275, 324-325 <i>American Biographies</i> 127, 248, 273, 326, 346, 376, 626 <i>Americans in Action</i> 273, 324, 588 <i>Street Law</i> 261, 318 <i>Time Teens in Action</i> 317, 349 TWE: DI 260 ICA 273 RS 271, 274, 626 WIC 135
<ul style="list-style-type: none"> <li>Describe the election process and appointment of officials.</li> </ul>	SE: 10-11, 198, 201, 224, 227-229, 242-244, 292-293 TWE: RS 242
<ul style="list-style-type: none"> <li>Describe the impact of the media on public opinion and policy.</li> </ul>	SE: 259, 264-267 TWE: DI 260
<ul style="list-style-type: none"> <li>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.</li> </ul>	SE: 10-11, 198, 201, 218-222, 224, 227-229, 239, 240, 242-244, 247, 292-293 <i>Skillbuilder Critical Thinking</i> 251, 328 <i>Time Teens in Action</i> 238 TWE: ICA 58, 123 RS 110, 242, 247
<b>8.3.8 By the end of eighth grade, students will describe the purpose and function of the United States Constitution, including the Bill of Rights.</b> <i>Example indicators:</i>	
<ul style="list-style-type: none"> <li>What are unalienable rights?</li> </ul>	SE: 44
<ul style="list-style-type: none"> <li>What does "life, liberty, and the pursuit of happiness" mean?</li> </ul>	SE: 98-99, 435-436, 622, 623 <i>Economics and You</i> 99
<ul style="list-style-type: none"> <li>What is the rule of law, justice, and equality under the law?</li> </ul>	SE: 11, 90, 103-106, 109-111, 193
<ul style="list-style-type: none"> <li>Describe the Native American heritage, e.g., Iroquois Five Nations Confederacy, "Great Binding Law."</li> </ul>	SE: 662, 666, 674

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<ul style="list-style-type: none"> <li>Explain the British and American heritage, e.g., the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Articles of Confederation.</li> </ul>	SE: 28-31, 40-41, 84, 90, 659-660 TWE: TTA 27
<ul style="list-style-type: none"> <li>Explain the philosophy of government expressed in the Declaration of Independence.</li> </ul>	SE: 10, 37-38
<b>8.4 SKILLS</b>	
<b>8.4.1 By the end of eighth grade, students will explain the meaning of patriotic slogans and excerpts from notable speeches and documents.</b> <i>Example indicators:</i>	
<ul style="list-style-type: none"> <li>Explain the statement "Give me liberty or give me death."</li> </ul>	SE: <i>Americans in Action</i> 82 Note: This quote can be covered during classroom discussion of Patrick Henry.
<ul style="list-style-type: none"> <li>Explain the meaning of "E Pluribus Unum."</li> </ul>	SE: 19
<ul style="list-style-type: none"> <li>Discuss the importance of the Gettysburg Address.</li> </ul>	SE: 665
<ul style="list-style-type: none"> <li>Explain the Preamble to the Constitution.</li> </ul>	SE: 61, 83
<ul style="list-style-type: none"> <li>Explain the Declaration of Independence.</li> </ul>	SE: 36-37, 44-47
<ul style="list-style-type: none"> <li>Who said ". . . December 7, 1941, a date which will live in infamy"?</li> </ul>	SE: 626 Note: This quote can be covered during classroom discussion of World War II and Franklin Roosevelt's terms of office.
<ul style="list-style-type: none"> <li>Explain the statement "Ask not what your country can do for you . . ."</li> </ul>	SE: 126, 669
<ul style="list-style-type: none"> <li>Who said "Mr. Gorbachev, tear down this wall!"?</li> </ul>	SE: 627 Note: This quote can be covered during classroom discussion of the United States' commitment to the global spread of democracy and Ronald Reagan's terms of office.
<b>8.4.2 By the end of eighth grade, students will demonstrate skills for historical analysis.</b> <i>Example indicators:</i>	
<ul style="list-style-type: none"> <li>Identify, analyze, and interpret primary sources, e.g., artifacts, diaries, letters, photographs, art, documents, newspapers, and contemporary media, e.g., television, movies, and computer information systems, to better understand events and life in United States history to 1877.</li> </ul>	SE: 44-47, 660-661, 662-666 <i>American Biographies</i> 346 <i>Skillbuilder Critical Thinking</i> 43 TWE: ICA 36, 106 RS 110, 509
<ul style="list-style-type: none"> <li>Identify characters, settings, and events from narratives of Nebraska, American, and world history.</li> </ul>	SE: 33-38, 39-42, 52-59, 598, 599-604, 617-621, 622-627, 664-665 <i>American Biographies</i> 37, 105, 177, 202, 346 <i>Time Reports</i> 630 TWE: CC 45 DI 624 EC 11 ICA 85, 602, 625 RS 20, 46, 176, 600, 603, 623 TTA 27, 609

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<ul style="list-style-type: none"> <li>Construct various time lines of American history from pre-Columbian times to 1877, highlighting landmark dates, technological changes, major political and military events, and major historical figures.</li> </ul>	SE: 30-32, 33-38, 39-42, 52-54, 55-59, 98, 648, 660, 662-666
<ul style="list-style-type: none"> <li>Locate on a United States map major physical features, bodies of water, exploration and trade routes; the states that entered the Union up to 1877; and identify the states that formed the Confederacy during the Civil War.</li> </ul>	SE: RA6-RA7, 649, 652-653 <i>Skillbuilder Critical Thinking 88</i>
<ul style="list-style-type: none"> <li>Identify, analyze, and interpret primary sources, e.g., artifacts, diaries, letters, photographs, art, documents, newspapers, contemporary media, and computer information systems, making generalizations about events and life in United States history since 1877.</li> </ul>	SE: 667-670 <i>Skillbuilder Critical Thinking 43</i> TWE: DI 624 RS 110, 114, 176, 609
<ul style="list-style-type: none"> <li>Recognize and explain how nationalism, race, religion, and ethnicity have influenced different points of view.</li> </ul>	SE: 57-58, 109, 111, 113-115, 625, 662, 663, 666, 670 <i>American Biographies 488</i> TWE: DI 624 EC 569 RS 487 TTA 609
<ul style="list-style-type: none"> <li>Distinguish fact from fiction by examining documentary sources.</li> </ul>	SE: <i>Skillbuilder Critical Thinking 43, 251</i> TWE: ICA 31, 36 TTA 609
<ul style="list-style-type: none"> <li>Construct various time lines of United States history since 1877, e.g., landmark dates, technological and economic changes, social movements, military conflicts, and presidential elections.</li> </ul>	SE: 23, 113-115, 536-537, 569, 617, 626-627, 648, 652-653, 654-658, 666-670 <i>American Biographies 545</i> TWE: DI 624 EC 76 RS 114, 176, 509
<ul style="list-style-type: none"> <li>Locate on a United States map all 50 states, the original 13 states, the states that formed the Confederacy, and states which entered the Union after 1877.</li> </ul>	SE: RA2-RA3, RA6-RA7, 34, 57, 649, 650, 652-653 <i>Skillbuilder Critical Thinking 88</i>

<b>8.4.3 By the end of eighth grade, students will develop skills in discussion, debate, and persuasive writing by analyzing historical situations and events.</b> <i>Example indicators:</i>	
<ul style="list-style-type: none"> <li>Explain the historical perspectives of people, e.g., Native Americans, Hispanic Americans, African Americans, European Americans, and Asian Americans; settlers, slaves, and slaveholders; Patriots and Tories; Federalists and Anti-Federalists; Confederates and Yankees; Republicans and Democrats; and rural and urban.</li> </ul>	SE: 21, 57-59, 92, 113-115, 218-219, 222, 282-283, 284-285, 660, 662, 663, 666, 670 <i>American Biographies</i> 488 <i>Americans in Action</i> 192 TWE: EC 76 ICA 22 RS 34
<ul style="list-style-type: none"> <li>Describe the causes, costs, and benefits of major events in American history up to 1877, e.g., American Revolution, the Constitutional Convention, the Civil War, and Reconstruction.</li> </ul>	TWE: ICA 106
<b>8.4.4 By the end of eighth grade, students will evaluate different assessments of the causes, costs, and benefits of major events in recent American history to develop discussion, debate, and persuasive writing skills.</b>	
<b>8.4.5 By the end of eighth grade, students will interpret economic and political issues as expressed in various visuals.</b>	
<b>8.4.6 By the end of eighth grade, students will improve their skills in historical research and geographical analysis.</b> <i>Example indicators:</i>	
<ul style="list-style-type: none"> <li>Identify, analyze, and interpret global population distribution in the Middle Ages.</li> </ul>	SE: 598
<ul style="list-style-type: none"> <li>Identify and compare contemporary national political boundaries with the location of civilizations, empires, and kingdoms from 4000 B.C. to 1000 A.D.</li> </ul>	TWE: TTA 27
<ul style="list-style-type: none"> <li>Identify and compare the distribution of major religious culture in the contemporary world with the origin and spread of Judaism, Christianity, Islam, Hinduism, and Buddhism up to 1000 A.D.</li> </ul>	SE: 21-22

### Codes Used for TWE Pages

CC	Curriculum Connection
DI	Differentiated Instruction
EC	Extending the Content
ICA	Interdisciplinary Connections Activity
RS	Reading Strategy
TTA	Teacher-to-Teacher Activity
WIC	Working in Your Community