



NEBRASKA

Social Studies/History Standards Eighth Grade

The American Journey © 2005

The American Republic To 1877 © 2005

The American Journey: Reconstruction to the Present (Printing 2) © 2005

OBJECTIVES	PAGE REFERENCES		
	<i>The American Journey</i>	<i>The American Republic To 1877</i>	<i>The American Journey Reconstruction to the Present</i>
8.1 United States History			
8.1.1 Students will analyze major cultures in the Americas before the 17th century.			
<ul style="list-style-type: none"> Describe the regional culture groups of early Native Americans in North America, e.g., the Northern, Northwestern, Plains, Mound Builders, Eastern Woodlands, and Southwestern Native Americans, etc. 	SE: 28-33 <i>Time Notebook</i> 20-21 <i>Geography Skills</i> 30-31 TWE: TTA 12 CLA 29 DYK 31 YDS 31	SE: 28-33 <i>Time Notebook</i> 20-21 <i>Geography Skills</i> 30-31 TWE: TTA 12 CLA 29 DYK 31 YDS 31	SE: 6 <i>Geography Skills</i> 7 TWE: DYK 6
<ul style="list-style-type: none"> Describe selected civilizations in Central and South America, e.g., the Mayan, Olmecs, Aztec, Incas, Chibchas, and Toltecs. 	SE: 22-26, 52-53 TWE: CLA 21, 52 ICA 25 CC 25	SE: 22-26, 52-53 TWE: CLA 21, 52 ICA 25 CC 25	SE: 4-6, 9 TWE: ICA 7
<ul style="list-style-type: none"> Explain how geography and climate influenced the way Early American cultural groups lived. 	SE: 28-33 <i>Time Notebook</i> 20-21 <i>Geography Skills</i> 30-31 TWE: TTA 12 DYK 31 RT 32	SE: 28-33 <i>Time Notebook</i> 20-21 <i>Geography Skills</i> 30-31 TWE: TTA 12 DYK 31 RT 32	SE: 6 <i>Geography Skills</i> 7 TWE: DYK 6

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	<i>The American Journey</i>	<i>The American Republic To 1877</i>	<i>The American Journey Reconstruction to the Present</i>
8.1.2 Students will analyze the major people, events, and ideas that led to the exploration and settlement of the Americas by Europeans.			
<ul style="list-style-type: none"> Explain the motivations, obstacles, and accomplishments of sponsors and leaders of key expeditions from Spain, France, Portugal, and England. 	SE: 38-41, 43-49, 58-62 <i>Graphic Organizer Skills</i> 44 <i>More About</i> 60 TWE: EC 48 CLA 59 CC 60	SE: 38-41, 43-49, 58-62 <i>Graphic Organizer Skills</i> 44 <i>More About</i> 60 TWE: EC 48 CLA 59 CC 60	SE: 6-9
<ul style="list-style-type: none"> Identify the economic, ideological, religious, and nationalist forces that led to competition among European powers for control of the Americas. 	SE: 38-41, 43-49, 58-62 <i>Graphic Organizer Skills</i> 44 <i>More About</i> 60 TWE: EC 48 CLA 59 CC 60	SE: 38-41, 43-49, 58-62 <i>Graphic Organizer Skills</i> 44 <i>More About</i> 60 TWE: EC 48 CLA 59 CC 60	SE: 6-9
<ul style="list-style-type: none"> Identify the political, economic, and social impact of the encounter between European and early cultures in the Americas. 	SE: 46-47, 51-55, 61-62, 80 <i>Two View Points</i> 47 <i>More About</i> 60 TWE: CLA 52 RT 54 EC 56 ICA 61	SE: 46-47, 51-55, 61-62, 80 <i>Two View Points</i> 47 <i>More About</i> 60 TWE: CLA 52 RT 54 EC 56 ICA 61	SE: 6-9 <i>Geography Skills</i> 11
<ul style="list-style-type: none"> Identify explorers, e.g., Columbus, Leif Ericsson, Amerigo Vespucci, Champlain, and Hudson. 	SE: 44-49 <i>Geography Skills</i> 48, 52, 61 TWE: CLA 44 DI 45, 53 WWWW 46	SE: 44-49 <i>Geography Skills</i> 48, 52, 61 TWE: CLA 44 DI 45, 53 WWWW 46	SE: 7-9 <i>Geography Skills</i> 8

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<ul style="list-style-type: none"> Describe Spanish, French, and English settlements. 	SE: 54-55, 60-62, 70-73, 76-80, 92-93 <i>Geography & History</i> 56-57 <i>Geography Skills</i> 72 TWE: ICA 61 DI 62 TTA 66	SE: 54-55, 60-62, 70-73, 76-80, 92-93 <i>Geography & History</i> 56-57 <i>Geography Skills</i> 72 TWE: ICA 61 DI 62	SE: 9, 10-14 <i>Geography Skills</i> 11
8.1.3 Students will describe key people, events, and ideas from colonial America.			
<ul style="list-style-type: none"> Explain the factors that led to the founding of the colonies, e.g., the escape from religious persecution, economic opportunity, release from prison, and military adventure. 	SE: 58-62, 70-73, 76-77, 84-85, 86-87 <i>Chart Skills</i> 91 TWE: CC 60 DI 84, 88	SE: 58-62, 70-73, 76-77, 84-85, 86-87 <i>Chart Skills</i> 91 TWE: CC 60 DI 84, 88	SE: 6-9, 10-14 <i>History Through Art</i> 13
<ul style="list-style-type: none"> Describe geographic, political, economic, and social contrasts in the three regions of New England, the mid-Atlantic, and the South. 	SE: 76-80, 82-85, 86-91, 100-106 <i>Geography Skills</i> 77, 83, 87 TWE: RT 77, 83, 87	SE: 76-80, 82-85, 86-91, 100-106 <i>Geography Skills</i> 77, 83, 87 TWE: RT 77, 83, 87	SE: 12-14, 16-18 TWE: CC 17 CLA 17 CTA 20
<ul style="list-style-type: none"> Describe life in the colonies in the 18th century from the perspectives of Native Americans, large landowners, farmers, artisans, women, and slaves. 	SE: 100-106, 110-113 <i>Picturing History</i> 102 <i>America's Literature</i> 107 TWE: EC 91, 105 CLA 101 DI 102 ICA 103 WWWWW 103	SE: 100-106, 110-113 <i>Picturing History</i> 102 <i>America's Literature</i> 107 TWE: EC 91, 105 CLA 101 DI 102 ICA 103 WWWWW 103	SE: 16-19 <i>Picturing History</i> 17 TWE: CC 10 ICA 13 CLA 17 WWWWW 18 DI 18 RT 23

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<ul style="list-style-type: none"> Explain the principal economic and political connections between the colonies and England. 	SE: 82-84, 102-103, 108-109, 121-122, 132-135 <i>Geography Skills</i> 103 <i>More About</i> 138 TWE: RT 133 DI 134	SE: 82-84, 102-103, 108-109, 121-122, 132-135 <i>Geography Skills</i> 103 <i>More About</i> 138 TWE: RT 133 DI 134	SE: 18, 19-21 <i>Geography Skills</i> 18
<ul style="list-style-type: none"> Describe sources of dissatisfaction that led to the American Revolution. 	SE: 132-135, 136-139, 141-145 <i>More About</i> 138 <i>Graphic Organizer Skills</i> 142 TWE: RT 133, 142 DI 134, 138 ICA 144	SE: 132-135, 136-139, 141-145 <i>More About</i> 138 <i>Graphic Organizer Skills</i> 142 TWE: RT 133, 142 DI 134, 138 ICA 144	SE: 19-21, 22-25 <i>Graphic Organizer Skills</i> 20 TWE: RT 23
<ul style="list-style-type: none"> Identify key individuals and events in the American Revolution, e.g., King George, Lord North, Lord Cornwallis, John Adams, Samuel Adams, Paul Revere, Benjamin Franklin, George Washington, Thomas Jefferson, Patrick Henry, and Thomas Paine. 	SE: 142, 147-151 <i>People In History</i> 149, 166 TWE: DI 143 RT 148, 165 CC 149 ICA 175 CLA 184	SE: 142, 147-151 <i>People In History</i> 149, 166 TWE: DI 143 RT 148, 165 CC 149 ICA 175 CLA 184	SE: 19-20, 23-25 TWE: CC 25
<ul style="list-style-type: none"> Explain major military campaigns of the Revolutionary War and reasons why the colonies were able to defeat the British. 	SE: 144-145, 149, 164-168, 172-176, 177-182, 183-187 <i>Geography Skills</i> 165, 180, 181 TWE: DI 179	SE: 144-145, 149, 164-168, 172-176, 177-182, 183-187 <i>Geography Skills</i> 165, 180, 181 TWE: DI 179	SE: 23-25 <i>Geography Skills</i> 23 TWE: DYK 25

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	<i>The American Journey</i>	<i>The American Republic To 1877</i>	<i>The American Journey Reconstruction to the Present</i>
8.1.4 Students will analyze challenges faced by the new United States government.			
<ul style="list-style-type: none"> Explain the writing of a new Constitution in 1787 and the struggles over ratification and the addition of a Bill of Rights. 	SE: 199-205, 207-213 <i>People In History</i> 203 TWE: DI 201 RT 203, 211 CLA 208 ICA 210 BMA 242 EC 244	SE: 199-205, 207-213 <i>People In History</i> 203 TWE: DI 201 RT 203, 211 CLA 208 ICA 210 BMA 242 EC 244	SE: 26-27 TWE: CTA 26 CLA 218, 235 RT 220 WWWWW 221 BMA 238, 242 EC 244
<ul style="list-style-type: none"> Describe major issues facing Congress and the first four presidents. 	SE: 258-262, 263-266, 267-272, 278-281, 282-285, 288-294, 296-300 <i>Chart Skills</i> 289 TWE: DI 265 RT 279	SE: 258-262, 263-266, 267-272, 278-281, 282-285, 288-294, 296-300 <i>Chart Skills</i> 289 TWE: DI 265 RT 279	SE: 74-78, 79-81 <i>Graphic Organizer Skills</i> 76 <i>Geography Skills</i> 77 <i>Chart Skills</i> 80 TWE: CTA 26 RT 75
<ul style="list-style-type: none"> Explain conflicts between Thomas Jefferson and Alexander Hamilton that resulted in the emergence of two political parties. 	SE: 267-270, 278-279 <i>Graphic Organizer Skills</i> 268 <i>Chart Skills</i> 269 TWE: CLA 268 ICA 270 RT 271	SE: 267-270, 278-279 <i>Graphic Organizer Skills</i> 268 <i>Chart Skills</i> 269 TWE: CLA 268 ICA 270 RT 271	SE: 76 <i>Graphic Organizer Skills</i> 76 TWE: RT 75 ICA 77
8.1.5 Students will describe growth and change in the United States from 1801-1861.			
<ul style="list-style-type: none"> Describe territorial exploration, expansion, and settlement, e.g., Lewis and Clark, Louisiana Purchase, and acquisition of southern and western territories. 	SE: 282-285, 314-319 <i>Geography Skills</i> 284, 291 <i>Geography & History</i> 286-287 TWE: RT 283 MSN 284	SE: 282-285, 314-319 <i>Geography Skills</i> 284, 291 <i>Geography & History</i> 286-287 TWE: RT 283 MSN 284	SE: 78, 81-82, 85-86 <i>Geography Skills</i> 77, 82 <i>Graphic Organizer Skills</i> 85

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	<i>The American Journey</i>	<i>The American Republic To 1877</i>	<i>The American Journey Reconstruction to the Present</i>
<ul style="list-style-type: none"> Describe how the physical geography and various incentives influenced the movement of people, goods, and services. 	SE: 314-319 <i>Geography Skills</i> 284, 291 <i>Geography & History</i> 286-287 <i>Technology & History</i> 293 <i>Why It Matters</i> 316-317 TWE: ICA 291 CLA 315 RT 318	SE: 314-319 <i>Geography Skills</i> 284, 291 <i>Geography & History</i> 286-287 <i>Technology & History</i> 293 <i>Why It Matters</i> 316-317 TWE: ICA 291 CLA 315 RT 318	SE: 78, 81-82, 85-86 <i>Geography Skills</i> 77, 82 <i>Graphic Organizer Skills</i> 85 TWE: DI 81 ICA 82
<ul style="list-style-type: none"> Describe the political relationships between the Americas and Europe, which led to the Monroe Doctrine. 	SE: 325-327 TWE: RT 325 EC 326	SE: 325-327 TWE: RT 325 EC 326	SE: 79-81, 83 <i>Chart Skills</i> 80
<ul style="list-style-type: none"> Describe the impact of inventions, e.g., the cotton gin, McCormick reaper, etc. 	SE: 306-311, 317-318, 386-390 <i>Geography Skills</i> 318 <i>Technology & History</i> 399 TWE: CLA 307 RT 310 DI 316 ICA 317 DYK 317	SE: 306-311, 317-318, 386-390 <i>Geography Skills</i> 318 <i>Technology & History</i> 399 TWE: CLA 307 RT 310 DI 316 ICA 317 DYK 317	SE: 81, 89 TWE: CC 89
8.1.6 Students will identify and analyze causes, key events, and the effects of the Civil War and Reconstruction.			
<ul style="list-style-type: none"> Describe economic and philosophical differences between the North and South. 	SE: 386-390, 391-395, 397-400, 401-407, 423-424 <i>Geography Skills</i> 398 <i>Graph Skills</i> 462 TWE: PR 384 EC 406 ICA 463	SE: 386-390, 391-395, 397-400, 401-407, 423-424 <i>Geography Skills</i> 398 <i>Graph Skills</i> 462 TWE: PR 384 EC 406 ICA 463	SE: 88-91 <i>Southern Population</i> 91 TWE: DI 90 WWW 91 CTA 92 RT 95

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	<i>The American Journey</i>	<i>The American Republic To 1877</i>	<i>The American Journey Reconstruction to the Present</i>
<ul style="list-style-type: none"> Identify key events leading to secession and war. 	SE: 423-424, 436-439, 441-444, 445-448, 449-453 <i>Geography Skills</i> 443 <i>Two View Points</i> 450 TWE: RT 442, 450 DI 447	SE: 423-424, 436-439, 441-444, 445-448, 449-453 <i>Geography Skills</i> 443 <i>Two View Points</i> 450 TWE: RT 442, 450 DI 447	SE: 93, 94-96 <i>Geography Skills</i> 95
<ul style="list-style-type: none"> Identify key people during this period, e.g., Abraham Lincoln, Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Frederick Douglass, William Lloyd Garrison, Harriet Tubman, Harriet Beecher Stowe, John Brown, Clara Barton, etc. 	SE: 447-448 <i>People In History</i> 406, 480, 511 <i>Two View Points</i> 450 <i>Picturing History</i> 491 TWE: WWWWW 421, 489 RT 422, 489	SE: 447-448 <i>People In History</i> 406, 480, 511 <i>Two View Points</i> 450 <i>Picturing History</i> 491 TWE: WWWWW 421, 489 RT 422, 489	SE: 92-93, 94-97 <i>Two View Points</i> 92 TWE: WWWWW 93
<ul style="list-style-type: none"> Identify key events during the Civil War, e.g., major battles, the Emancipation Proclamation, and Lee's surrender at Appomattox. 	SE: 466-472, 473-476, 485-491 <i>Geography Skills</i> 470, 487 <i>National Geographic</i> 488-489 <i>Geography & History</i> 492 TWE: WWWWW 488 DYK 488 EC 490	SE: 466-472, 473-476, 485-491 <i>Geography Skills</i> 470, 487 <i>National Geographic</i> 488-489 <i>Geography & History</i> 492 TWE: WWWWW 488 DYK 488 EC 490	SE: 94-97 TWE: DI 96
<ul style="list-style-type: none"> Describe life on the battlefield and on the home front from multiple perspectives. 	SE: 460-464, 478-483 TWE: ICA 469 RT 470, 476, 482 CLA 479 DYK 481 DI 487	SE: 460-464, 478-483 TWE: ICA 469 RT 470, 476, 482 CLA 479 DYK 481 DI 487	SE: 96-97 <i>Picturing History</i> 96 TWE: ICA 97

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<ul style="list-style-type: none"> Explain the basic provisions and postwar impact of the 13th, 14th, and 15th Amendments to the United States Constitution. 	SE: 473-476, 502, 503, 505-506 <i>Why It Matters</i> 474-475 TWE: EC 246, 247, 248 CC 247 DI 506	SE: 473-476, 502, 503, 505-506 <i>Why It Matters</i> 474-475 TWE: EC 246, 247, 248 CC 247 DI 506	SE: 98 TWE: EC 64, 65, 66 CC 65
<ul style="list-style-type: none"> Describe the impact of Reconstruction policies on the South. 	SE: 500-503, 504-508, 509-512, 513-520 <i>Geography Skills</i> 507 TWE: PR 498 RT 505 CLA 514 ICA 516 EC 518	SE: 500-503, 504-508, 509-512, 513-520 <i>Geography Skills</i> 507 TWE: PR 498 RT 505 CLA 514 ICA 516 EC 518	SE: 98-99 TWE: EC 66 YDS 99
8.1.7 Students will explain post Civil War changes in the United States, and the role of the United States in world affairs through World War I.			
<ul style="list-style-type: none"> Describe federal policies of expansion and how they affected various culture groups and individuals, e.g., Native Americans, Asian Americans, etc. 	SE: 542-547, 630, 632-633 <i>Graph Skills</i> 543 <i>Geography Skills</i> 544 <i>People In History</i> 546 TWE: RT 546	SE: 530-532 <i>Geography Skills</i> 531 TWE: WWWWW 531 ICA 531 CTA 532	SE: 542-547, 630, 632-633 <i>Graph Skills</i> 543 <i>Geography Skills</i> 544 <i>People In History</i> 546 TWE: RT 546
<ul style="list-style-type: none"> Explain why people immigrated to the United States, describe their obstacles and contributions. 	SE: 582-587, 628-630 <i>Two View Points</i> 586 <i>Geography & History</i> 588-589 TWE: DI 584 ICA 585 CC 585, 599 CTA 586 EC 588	SE: 537-538 TWE: DYK 537 CC 537 ICA 537 CTA 538	SE: 582-587, 628-630 <i>Two View Points</i> 586 <i>Geography & History</i> 588-589 TWE: DI 584 ICA 585 CC 585, 599 CTA 586 EC 588

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<ul style="list-style-type: none"> Describe the growth of American cities and the impact on societies. 	SE: 590-595, 597-602 <i>Graph Skills</i> 591 <i>People In History</i> 592 TWE: CLA 591 WWWWW 591 DI 592 RT 593 CTA 594	SE: 537-539, 540-544 <i>Graph Skills</i> 538, 565 TWE: DYK 537 ICA 537 CTA 538	SE: 590-595, 597-602 <i>Graph Skills</i> 591 <i>People In History</i> 592 TWE: CLA 591 WWWWW 591 DI 592 RT 593 CTA 594
<ul style="list-style-type: none"> Describe the United States participation in key world events, e.g., the Spanish-American War, World War I, etc. 	SE: 638-641, 644-648, 649-654, 656-661, 671-676, 677-681, 683-686 <i>Geography Skills</i> 646, 651 <i>Graphic Organizer Skills</i> 684	SE: 544-545, 546-549 <i>Geography Skills</i> 544 TWE: CTA 544 RT 547 DI 548	SE: 638-641, 644-648, 649-654, 656-661, 671-676, 677-681, 683-686 <i>Geography Skills</i> 646, 651 <i>Graphic Organizer Skills</i> 684
8.1.8 Students will describe key social, economic, and cultural developments from World War I through the Great Depression.			
<ul style="list-style-type: none"> Describe the arts in the United States, e.g., the Harlem Renaissance, the works of F. Scott Fitzgerald, Louis Armstrong, etc. 	SE: 713-716 TWE: DI 715 YDS 716 WWWWW 716 ICA 716	SE: 549-550	SE: 713-716 TWE: DI 715 YDS 716 WWWWW 716 ICA 716
<ul style="list-style-type: none"> Describe the social changes, e.g., women's suffrage, Prohibition, etc. 	SE: 615-619, 714-715, 716-717 <i>Geography Skills</i> 617 TWE: CC 250 CLA 250, 616 WWWWW 617 RT 618 EC 718	SE: 540-544 <i>Geography Skills</i> 542 TWE: CC 250 CLA 250 RT 541 WWWWW 542, 543 ICA 543	SE: 615-619, 714-715, 716-717 <i>Geography Skills</i> 617 TWE: CC 250 CLA 250, 616 WWWWW 617 RT 618 EC 718
<ul style="list-style-type: none"> Describe the economic factors that led to the Great Depression. 	SE: 724-728 <i>Graph Skills</i> 725 TWE: RT 725 ICA 727	SE: 556-557	SE: 724-728 <i>Graph Skills</i> 725 TWE: RT 725 ICA 727

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<ul style="list-style-type: none"> Describe the extent and depth of business and farm failures, unemployment, and poverty. 	SE: 725-728, 735-739 <i>More About 727</i> <i>Geography & History 740</i> TWE: DYK 726 ICA 732 CLA 736 DI 737 RT 738 EC 740	SE: 556-558 TWE: DYK 559 CC 559 EC 561	SE: 725-728, 735-739 <i>More About 727</i> <i>Geography & History 740</i> TWE: DYK 726 ICA 732 CLA 736 DI 737 RT 738 EC 740
<ul style="list-style-type: none"> Describe the New Deal, the Depression, and the future role of government in the economy. 	SE: 724-728, 729-734, 735-739, 742-746 <i>Chart Skills 732</i> TWE: RT 730 ICA 732 CTA 733 CLA 736 WWWWW 743	SE: 557-558 TWE: WWWWW 558 DYK 558, 559 CC 559 ICA 559	SE: 724-728, 729-734, 735-739, 742-746 <i>Chart Skills 732</i> TWE: RT 730 ICA 732 CTA 733 CLA 736 WWWWW 743
<ul style="list-style-type: none"> Identify key people of the period, e.g., Eleanor and Franklin Roosevelt, Charles Lindbergh, etc. 	SE: 729-731, 743 <i>Time Notebook 756-757</i> TWE: CC 714 WWWWW 743 DI 744 EC 756 DYK 757	SE: 549, 557-558 <i>Picturing History 559</i>	SE: 729-731, 743 <i>Time Notebook 756-757</i> TWE: CC 714 WWWWW 743 DI 744 EC 756 DYK 757

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8.1.9 Students will describe key people, events, and ideas since World War II.			
<ul style="list-style-type: none"> Explain segregation, desegregation, and the Civil Rights Movement. 	SE: 800-801, 838-842, 847, 848-853 <i>Geography Skills</i> 839 <i>People In History</i> 841 <i>Graphic Organizer Skills</i> 842 <i>Geography & History</i> 854-855 TWE: RT 800, 852	SE: 566-568 <i>Picturing History</i> 566 TWE: WWWWW 567 ICA 567 CC 568	SE: 800-801, 838-842, 847, 848-853 <i>Geography Skills</i> 839 <i>People In History</i> 841 <i>Graphic Organizer Skills</i> 842 <i>Geography & History</i> 854-855 TWE: RT 800, 852
<ul style="list-style-type: none"> Describe the changing role of women in America. 	SE: 766, 856-857 <i>Linking Past & Present</i> 857 TWE: DI 858	SE: 567, 576 TWE: YDS 561	SE: 766, 856-857 <i>Linking Past & Present</i> 857 TWE: DI 858
<ul style="list-style-type: none"> Describe the technology revolution and its impact on communication, transportation, and new industries. 	SE: 821-826, 943 <i>People In History</i> 823 <i>Technology & History</i> 824 TWE: CC 823	SE: 577	SE: 821-826, 943 <i>People In History</i> 823 <i>Technology & History</i> 824 TWE: CC 823
<ul style="list-style-type: none"> Describe the consumer economy and increasing global markets. 	SE: 821-826, 940, 943 <i>Geography & History</i> 934-935 TWE: CLA 822 DI 823 RT 825	SE: 576, 577	SE: 821-826, 940, 943 <i>Geography & History</i> 934-935 TWE: CLA 822 DI 823 RT 825
<ul style="list-style-type: none"> Describe the increases in violent crime and illegal drugs. 	This objective can be met during teacher/class discussion.	This objective can be met during teacher/class discussion.	This objective can be met during teacher/class discussion.
<ul style="list-style-type: none"> Explain the effects of increased immigration. 	SE: 858-859	See Glencoe's <i>The American Journey</i> © 2005	SE: 858-859
<ul style="list-style-type: none"> Describe political leaders of the period, trends in national elections, and differences between the two major political parties. 	SE: 896-900, 901-908, 910-914, 922-926, 928-933, 936-942 <i>Geography Skills</i> 941 TWE: RT 913, 923 WWWWW 938	SE: 565, 566-567, 568-569, 570, 572-577 TWE: DI 574 CTA 576	SE: 896-900, 901-908, 910-914, 922-926, 928-933, 936-942 <i>Geography Skills</i> 941 TWE: RT 913, 923 WWWWW 938

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8.3 Civics and Economics			
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.			
<ul style="list-style-type: none"> Explain the election and appointment of officials. 	SE: <i>Civics in Action</i> 228-230 TWE: DYK 223, 239, 240, 248, 249 CC 230 CTA 234, 236, 241	SE: <i>Civics in Action</i> 228-230 TWE: DYK 223, 239, 240, 248, 249 CC 230 CTA 234, 236, 241	SE: <i>Civics in Action</i> 46-48 TWE: DYK 41, 57, 58, 66, 67 CC 48 CTA 52, 54, 59
<ul style="list-style-type: none"> Describe the division and sharing of powers among and within levels of government. 	SE: <i>Civics in Action</i> 218-222, 223-227 <i>The Federal System</i> 219 <i>The American System of Checks and Balances</i> 224 TWE: CLA 218, 235 CC 220 RT 220 BMA 223 DI 225	SE: <i>Civics in Action</i> 218-222, 223-227 <i>The Federal System</i> 219 <i>The American System of Checks and Balances</i> 224 TWE: CLA 218, 235 CC 220 RT 220 BMA 223 DI 225	SE: <i>Civics in Action</i> 36-40, 41-45 <i>The Federal System</i> 37 <i>The American System of Checks and Balances</i> 42 TWE: CLA 36, 53 CC 38 RT 38 BMA 41 DI 43
<ul style="list-style-type: none"> Chart the separation and sharing of powers within levels of government. 	SE: <i>Civics in Action</i> 218-222, 223-227 <i>The Federal System</i> 219 <i>The American System of Checks and Balances</i> 224 TWE: CLA 218, 235 CC 220 RT 220 BMA 223 DI 225	SE: <i>Civics in Action</i> 218-222, 223-227 <i>The Federal System</i> 219 <i>The American System of Checks and Balances</i> 224 TWE: CLA 218, 235 CC 220 RT 220 BMA 223 DI 225	SE: <i>Civics in Action</i> 36-40, 41-45 <i>The Federal System</i> 37 <i>The American System of Checks and Balances</i> 42 TWE: CLA 36, 53 CC 38 RT 38 BMA 41 DI 43

OBJECTIVES	PAGE REFERENCES		
	<i>The American Journey</i>	<i>The American Republic To 1877</i>	<i>The American Journey Reconstruction to the Present</i>
<ul style="list-style-type: none"> Describe the process of amending the United States and Nebraska Constitutions. 	SE: <i>Civics in Action</i> 220-221 <i>Graphic Organizer Skills</i> 220 <i>United States Constitution</i> 242 TWE: WWWWW 221 CLA 242 BMA 244	SE: <i>Civics in Action</i> 220-221 <i>Graphic Organizer Skills</i> 220 <i>United States Constitution</i> 242 TWE: WWWWW 221 CLA 242 BMA 244	SE: <i>Civics in Action</i> 38-39 <i>Graphic Organizer Skills</i> 38 <i>United States Constitution</i> 60 TWE: WWWWW 39 CLA 60 BMA 62
<ul style="list-style-type: none"> Outline the powers granted to Congress, the President, the Supreme Court, and those reserved to the states. 	SE: <i>Civics in Action</i> 218-222, 223-227 <i>The Federal System</i> 219 <i>The American System of Checks and Balances</i> 224 TWE: CLA 218, 235 CC 220 RT 220 BMA 223 DI 225	SE: <i>Civics in Action</i> 218-222, 223-227 <i>The Federal System</i> 219 <i>The American System of Checks and Balances</i> 224 TWE: CLA 218, 235 CC 220 RT 220 BMA 223 DI 225	SE: <i>Civics in Action</i> 36-40, 41-45 <i>The Federal System</i> 37 <i>The American System of Checks and Balances</i> 42 TWE: CLA 36, 53 CC 38 RT 38 BMA 41 DI 43
8.3.2 Students will compare the election process at the local, state, and national levels of government.			
<ul style="list-style-type: none"> Explain nomination and promotion of candidates for elective office. 	SE: <i>Civics in Action</i> 228-230 TWE: DYK 223, 239, 240, 248, 249 CC 230 CTA 234, 236, 241	SE: <i>Civics in Action</i> 228-230 TWE: DYK 223, 239, 240, 248, 249 CC 230 CTA 234, 236, 241	SE: <i>Civics in Action</i> 46-48 TWE: DYK 41, 57, 58, 66, 67 CC 48 CTA 52, 54, 59
<ul style="list-style-type: none"> Describe similarities and differences between the major political parties. 	SE: 922-923 <i>Analyzing Political Cartoons</i> 938 TWE: WWWWW 246, 270 ICA 337	SE: 575 TWE: WWWWW 246, 270 ICA 337	SE: 922-923 <i>Analyzing Political Cartoons</i> 938 TWE: WWWWW 64
<ul style="list-style-type: none"> Describe voter turnout. 	TWE: DYK 223, 270, 941 CLA 229 CC 253	TWE: DYK 223, 270 CLA 229 CC 253	TWE: DYK 41, 59 CLA 47 CC 71

OBJECTIVES	PAGE REFERENCES		
	<i>The American Journey</i>	<i>The American Republic To 1877</i>	<i>The American Journey Reconstruction to the Present</i>
<ul style="list-style-type: none"> Evaluate the accuracy of campaign advertising. 	TWE: CLA 335 TTA 606	TWE: CLA 335	TWE: TTA 606
<ul style="list-style-type: none"> Discuss bias and identify how media reports, analysis, and editorials are different. 	SE: 650 <i>Critical Thinking Skillbuilder</i> 146, 440 <i>Social Studies Skillbuilder</i> 625, 747 TWE: CC 245 DI 651	SE: 545 <i>Critical Thinking Skillbuilder</i> 146, 440 TWE: CC 245	SE: 650 <i>Social Studies Skillbuilder</i> 625, 747 TWE: CC 63 DI 651
8.3.3 Students will compare the policy-making process at the local, state, and national levels of government.			
<ul style="list-style-type: none"> Chart the basic law-making process within the respective legislative bodies. 	SE: 208-211 <i>Civics in Action</i> 223-227 <i>The American System of Checks and Balances</i> 224 <i>Graphic Organizer Skills</i> 225 TWE: BMA 223, 238 DI 225 CLA 235	SE: 208-211 <i>Civics in Action</i> 223-227 <i>The American System of Checks and Balances</i> 224 <i>Graphic Organizer Skills</i> 225 TWE: BMA 223, 238 DI 225 CLA 235	SE: <i>Civics in Action</i> 41-45 <i>The American System of Checks and Balances</i> 42 <i>Graphic Organizer Skills</i> 43 TWE: BMA 41, 56 DI 43 CLA 53
<ul style="list-style-type: none"> Explain the interaction between the chief executives and the legislative bodies. 	SE: 208-210 <i>Civics in Action</i> 223-226 <i>The American System of Checks and Balances</i> 224 <i>Graphic Organizer Skills</i> 225 TWE: BMA 223, 238 CC 225 DI 225 CLA 235 RT 239	SE: 208-210 <i>Civics in Action</i> 223-226 <i>The American System of Checks and Balances</i> 224 <i>Graphic Organizer Skills</i> 225 TWE: BMA 223, 238 CC 225 DI 225 CLA 235 RT 239	SE: <i>Civics in Action</i> 41-44 <i>The American System of Checks and Balances</i> 42 <i>Graphic Organizer Skills</i> 43 TWE: BMA 41, 56 CC 43 DI 43 CLA 53 RT 57

OBJECTIVES	PAGE REFERENCES		
	<i>The American Journey</i>	<i>The American Republic To 1877</i>	<i>The American Journey Reconstruction to the Present</i>
<ul style="list-style-type: none"> Explain the functions of departments, agencies, and regulatory bodies. 	SE: <i>Civics in Action</i> 226 TWE: DI 225 ICA 261, 745 WWWWW 923	SE: <i>Civics in Action</i> 226 TWE: DI 225 ICA 559	SE: <i>Civics in Action</i> 44 TWE: DI 43 ICA 745 WWWWW 923
<ul style="list-style-type: none"> Describe the roles of political parties at the state and national levels. 	This objective can be met during teacher/class discussion.	This objective can be met during teacher/class discussion.	This objective can be met during teacher/class discussion.
<ul style="list-style-type: none"> Explain the ways that individuals and cultural, ethnic, and other interest groups can influence government policy makers. 	SE: <i>Civics in Action</i> 229-230 TWE: SLP 67, 255, 331, 607 DYK 238	SE: <i>Civics in Action</i> 229-230 TWE: SLP 67, 255, 331 DYK 238	SE: <i>Civics in Action</i> 47-48 TWE: SLP 1, 607 DYK 56
<ul style="list-style-type: none"> Describe the impact of the media on public opinion and policy makers. 	SE: 650 <i>Critical Thinking Skillbuilder</i> 440 <i>Social Studies Skillbuilder</i> 625, 747 TWE: DYK 238 CC 245 DI 651	SE: 545 <i>Critical Thinking Skillbuilder</i> 440 TWE: DYK 238 CC 245	SE: 650 <i>Social Studies Skillbuilder</i> 625, 747 TWE: DYK 56 CC 63 DI 651
8.3.4 Students will distinguish between the judicial systems established by the Nebraska Constitution and United States Constitution.			
<ul style="list-style-type: none"> Diagram the organization and jurisdiction of Nebraska and United States courts. 	SE: 210-211 <i>Civics in Action</i> 222, 226-227 <i>The American System of Checks and Balances</i> 224 <i>United States Constitution</i> 240-241 TWE: CTA 241	SE: 210-211 <i>Civics in Action</i> 222, 226-227 <i>The American System of Checks and Balances</i> 224 <i>United States Constitution</i> 240-241 TWE: CTA 241	SE: <i>Civics in Action</i> 40, 44-45 <i>The American System of Checks and Balances</i> 42 <i>United States Constitution</i> 58-59 TWE: CTA 59

OBJECTIVES	PAGE REFERENCES		
	<i>The American Journey</i>	<i>The American Republic To 1877</i>	<i>The American Journey Reconstruction to the Present</i>
<ul style="list-style-type: none"> Describe the exercise of the power of judicial review. 	SE: 210-211 <i>Picturing History</i> 210 <i>Civics in Action</i> 222, 226-227 <i>The American System of Checks and Balances</i> 224 <i>United States Constitution</i> 240-241 TWE: WWWWW 222 CTA 241	SE: 210-211 <i>Picturing History</i> 210 <i>Civics in Action</i> 222, 226-227 <i>The American System of Checks and Balances</i> 224 <i>United States Constitution</i> 240-241 TWE: WWWWW 222 CTA 241	SE: <i>Civics in Action</i> 40, 44-45 <i>The American System of Checks and Balances</i> 42 <i>United States Constitution</i> 58-59 TWE: WWWWW 40 CTA 59
<ul style="list-style-type: none"> Describe the process of bringing and resolving criminal and civil cases in Nebraska’s judicial system. 	This objective can be met during teacher/class discussion of Nebraska’s judicial system.	This objective can be met during teacher/class discussion of Nebraska’s judicial system.	This objective can be met during teacher/class discussion of Nebraska’s judicial system.
<ul style="list-style-type: none"> Describe the function and process of the juvenile justice system in Nebraska. 	This objective can be met during teacher/class discussion of Nebraska’s juvenile justice system.	This objective can be met during teacher/class discussion of Nebraska’s juvenile justice system.	This objective can be met during teacher/class discussion of Nebraska’s juvenile justice system.
8.3.5 Students will explain the structure and operation of the United States economy and the role of citizens as producers and consumers.			
<ul style="list-style-type: none"> Define the concepts of scarcity, choice, trade-offs, specialization, entrepreneurship, productivity, inflation, profits, markets, supply and demand, inflation, and unemployment and incentives. 	SE: 567-568, 709-711, 724-727, 821-822, 824-825 <i>Graph Skills</i> 710, 725 TWE: DI 711	SE: 535-536, 550, 556-557, 574-575	SE: 567-568, 709-711, 724-727, 821-822, 824-825 <i>Graph Skills</i> 710, 725 TWE: DI 711
<ul style="list-style-type: none"> Analyze the effect of producer and consumer behavior on markets. 	SE: 567-568, 709-711, 724-727, 821-822, 824-825 <i>Graph Skills</i> 710, 725 TWE: DI 711 RT 825	SE: 535-536, 550, 556-557, 574-575, 578	SE: 567-568, 709-711, 724-727, 821-822, 824-825 <i>Graph Skills</i> 710, 725 TWE: DI 711 RT 825

OBJECTIVES	PAGE REFERENCES		
	<i>The American Journey</i>	<i>The American Republic To 1877</i>	<i>The American Journey Reconstruction to the Present</i>
<ul style="list-style-type: none"> Describe the role of individuals and businesses as consumers, savers, investors, and borrowers. 	SE: 567-570, 710-711, 724-727, 821-822, 824-825 <i>Graph Skills</i> 710, 725 TWE: DI 711 RT 825	SE: 536, 550, 556-557, 574-575, 578	SE: 567-570, 710-711, 724-727, 821-822, 824-825 <i>Graph Skills</i> 710, 725 TWE: DI 711 RT 825
<ul style="list-style-type: none"> Explain how various institutions help individuals and groups accomplish economic goals. 	SE: 567-568, 709-711, 724-727, 821-822, 824-825 <i>Graph Skills</i> 710 TWE: DI 711 RT 825	SE: 550	SE: 567-568, 709-711, 724-727, 821-822, 824-825 <i>Graph Skills</i> 710 TWE: DI 711 RT 825
<ul style="list-style-type: none"> Describe common forms of credit, savings, investments, purchases, and contractual agreements, e.g., warranties and guarantees. 	SE: 710-711, 724-727, 824-825 <i>Graph Skills</i> 725 TWE: DI 260	SE: 550, 556-557 TWE: DI 260	SE: 710-711, 724-727, 824-825 <i>Graph Skills</i> 725
<ul style="list-style-type: none"> 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. 	SE: 726-727, 733, 821-822, 843 TWE: DI 737	SE: 536-537 TWE: DYK 537	SE: 726-727, 733, 821-822, 843 TWE: DI 737
<ul style="list-style-type: none"> Describe the development of money, savings, and credit. 	SE: 710-711, 724-727, 824-825, 932 TWE: DI 323 RT 825	SE: 550, 556-557 TWE: DI 323	SE: 710-711, 724-727, 824-825, 932 TWE: ICA 25 RT 825
8.3.6 Students will compare the United States economic system to systems in other countries.			
<ul style="list-style-type: none"> 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. 	SE: 571, 612-613, 621, 727-728, 731-734, 743-745, 922-924, 938, 939-940 TWE: RT 730 CTA 733	SE: 260, 557-558, 574-575, 578 TWE: DI 542	SE: 571, 612-613, 621, 727-728, 731-734, 743-745, 922-924, 938, 939-940 TWE: RT 730 CTA 733

OBJECTIVES	PAGE REFERENCES		
	<i>The American Journey</i>	<i>The American Republic To 1877</i>	<i>The American Journey Reconstruction to the Present</i>
<ul style="list-style-type: none"> Describe the impact of government policies on individuals and businesses, taxation, and government borrowing. 	SE: 571, 612-613, 621, 727-728, 731-734, 743-745, 922-924, 938, 939-940 TWE: DI 350	SE: 260, 557-558, 574-575, 578 TWE: DI 350, 542	SE: 571, 612-613, 621, 727-728, 731-734, 743-745, 922-924, 938, 939-940 TWE: RT 730
<ul style="list-style-type: none"> Explain how the government addresses third-party costs and benefits, e.g., pollution and medical research. 	SE: 924, 938 <i>Graph Skills 924</i> TWE: DI 350	SE: 260 TWE: DI 350	SE: 924, 938 <i>Graph Skills 924</i>
<ul style="list-style-type: none"> Explain the differences between traditional, command, and market economies. 	SE: 567-568, 709-711, 724-725, 821-822, 824-825	SE: 575	SE: 567-568, 709-711, 724-725, 821-822, 824-825
<ul style="list-style-type: none"> Analyze the costs and benefits of instituting different degrees of market, command, and traditional characteristics in mixed economic systems. 	SE: 567-568, 612, 709-711, 724-725, 821-822, 824-825	SE: 575	SE: 567-568, 612, 709-711, 724-725, 821-822, 824-825
8.3.7 Students will summarize the rights and responsibilities of United States citizens.			
<ul style="list-style-type: none"> 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. 	SE: <i>Civics in Action 229-230</i> TWE: SLP 67, 255, 331, 607 DYK 238	SE: <i>Civics in Action 229-230</i> TWE: SLP 67, 255, 331 DYK 238	SE: <i>Civics in Action 47-48</i> TWE: SLP 1, 607 DYK 56
<ul style="list-style-type: none"> Identify the way individuals of cultural, ethnic, and other interest groups can influence governments. 	SE: <i>Civics in Action 229-230</i> TWE: SLP 67, 255, 331, 607 DYK 238	SE: <i>Civics in Action 229-230</i> TWE: SLP 67, 255, 331 DYK 238	SE: <i>Civics in Action 47-48</i> TWE: SLP 1, 607 DYK 56

OBJECTIVES	PAGE REFERENCES		
	<i>The American Journey</i>	<i>The American Republic To 1877</i>	<i>The American Journey Reconstruction to the Present</i>
<ul style="list-style-type: none"> Describe the election process and appointment of officials. 	SE: <i>Civics in Action</i> 228-230 TWE: DYK 223, 239, 240, 248, 249 CC 230 CTA 234, 236, 241	SE: <i>Civics in Action</i> 228-230 TWE: DYK 223, 239, 240, 248, 249 CC 230 CTA 234, 236, 241	SE: <i>Civics in Action</i> 46-48 TWE: DYK 41, 57, 58, 66, 67 CC 48 CTA 52, 54, 59
<ul style="list-style-type: none"> Describe the impact of the media on public opinion and policy. 	SE: 650 <i>Critical Thinking Skillbuilder</i> 440 <i>Social Studies Skillbuilder</i> 625, 747 TWE: DYK 238 CC 245 DI 651	SE: 545 <i>Critical Thinking Skillbuilder</i> 440 TWE: DYK 238 CC 245	SE: 650 <i>Social Studies Skillbuilder</i> 625, 747 TWE: DYK 56 CC 63 DI 651
<ul style="list-style-type: none"> 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. 	SE: <i>Civics in Action</i> 228-230 TWE: DYK 223, 270, 941 CLA 229, 335 WWWWW 246, 270 CC 253 ICA 337	SE: 575 <i>Civics in Action</i> 228-230 TWE: DYK 223, 270 CLA 229, 335 WWWWW 246, 270 CC 253 ICA 337	SE: 922-923 <i>Civics in Action</i> 46-48 <i>Analyzing Political Cartoons</i> 938 TWE: DYK 41, 941 CLA 47 WWWWW 64 CC 71 TTA 606
8.3.8 Students will describe the purpose and function of the United States Constitution, including the Bill of Rights.			
<ul style="list-style-type: none"> What are inalienable rights? 	SE: 151 <i>The Declaration of Independence</i> 154 TWE: DI 157 RT 186	SE: 151 <i>The Declaration of Independence</i> 154 TWE: DI 157 RT 186	SE: <i>The Declaration of Independence</i> 30 TWE: DI 33

OBJECTIVES	PAGE REFERENCES		
	<i>The American Journey</i>	<i>The American Republic To 1877</i>	<i>The American Journey Reconstruction to the Present</i>
<ul style="list-style-type: none"> What does "life, liberty, and the pursuit of happiness" mean? 	SE: 151 <i>The Declaration of Independence</i> 154 TWE: DI 157 RT 186	SE: 151 <i>The Declaration of Independence</i> 154 TWE: DI 157 RT 186	SE: <i>The Declaration of Independence</i> 30 TWE: DI 33
<ul style="list-style-type: none"> What is the rule of law, justice, and equality under the law? 	SE: 207-208, 212 <i>Civics in Action</i> 218-219, 220, 228-229 TWE: RT 186 CLA 208 BMA 240, 242 EC 247	SE: 207-208, 212 <i>Civics in Action</i> 218-219, 220, 228-229 TWE: CLA 208 BMA 240, 242 EC 247	SE: <i>Civics in Action</i> 35-36, 38, 46-47 TWE: RT 23 CLA 32 BMA 58, 60 EC 65
<ul style="list-style-type: none"> Describe the Native American heritage, e.g., Iroquois Five Nations Confederacy, "Great Binding Law." 	SE: 33, 117-118	SE: 33, 117-118	SE: 6
<ul style="list-style-type: none"> Explain the British and American heritage, e.g., the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Articles of Confederation. 	SE: 77, 149-150, 151, 192-195, 207-208 <i>The Declaration of Independence</i> 154-157 <i>More About</i> 196 TWE: CC 149 WWWW 154 CLA 208	SE: 77, 149-150, 151, 192-195, 207-208 <i>The Declaration of Independence</i> 154-157 <i>More About</i> 196 TWE: CC 149 WWWW 154 CLA 208	SE: 12, 24, 26-27, 986 <i>The Declaration of Independence</i> 30-33 TWE: CLA 36
<ul style="list-style-type: none"> Explain the philosophy of government expressed in the Declaration of Independence. 	SE: 149-151 <i>The Declaration of Independence</i> 154-157 TWE: CC 149, 155 ICA 150 WWWW 154, 156 CLA 156 DYK 157 RT 186	SE: 149-151 <i>The Declaration of Independence</i> 154-157 TWE: CC 149, 155 ICA 150 WWWW 154, 156 CLA 156 DYK 157 RT 186	SE: 24 <i>The Declaration of Independence</i> 30-33 TWE: WWWW 30 CC 31 CLA 32 DYK 33

OBJECTIVES	PAGE REFERENCES		
	<i>The American Journey</i>	<i>The American Republic To 1877</i>	<i>The American Journey Reconstruction to the Present</i>
8.4 Skills			
8.4.1 Students will explain the meaning of patriotic slogans and excerpts from notable speeches and documents.			
• Explain the statement "Give me liberty or give me death."	SE: 129, 134, 150-151 TWE: ICA 150 BMA 154	SE: 129, 134, 150-151 TWE: ICA 150 BMA 154	TWE: BMA 30
• Explain the meaning of "E Pluribus Unum."	SE: <i>Linking Past & Present</i> 211 TWE: CLA 313	SE: <i>Linking Past & Present</i> 211 TWE: CLA 313	See <i>The American Journey</i> © 2005 and/or <i>The American Republic To 1877</i> © 2005
• Discuss the importance of the Gettysburg Address.	SE: 487-488, 991	SE: 487-488, 991	SE: 991
• Explain the Preamble to the Constitution.	SE: <i>Civics in Action</i> 217 <i>The United States Constitution</i> 233 TWE: BMA 232 DI 232	SE: <i>Civics in Action</i> 217 <i>The United States Constitution</i> 233 TWE: BMA 232 DI 232	SE: <i>Civics in Action</i> 35 <i>The United States Constitution</i> 51 TWE: BMA 50 DI 50
• Explain the Declaration of Independence.	SE: 150-151 <i>The Declaration of Independence</i> 154-157 TWE: CC 149, 155 WWWW 154 CLA 156 DYK 157	SE: 150-151 <i>The Declaration of Independence</i> 154-157 TWE: CC 149, 155 WWWW 154 CLA 156 DYK 157	SE: 24 <i>The Declaration of Independence</i> 30-33 TWE: WWWWW 30 CC 31 CLA 32 DYK 33
• Who said ". . . December 7, 1941, a date which will live in infamy"?	SE: 762-763 <i>Picturing History</i> 762 TWE: RT 762	SE: 559-560 TWE: CTA 560	SE: 762-763 <i>Picturing History</i> 762 TWE: RT 762
• Explain the statement "Ask not what your country can do for you"	SE: 845-846	See <i>The American Journey</i> © 2005 and/or <i>The American Journey: Reconstruction to the Present</i> © 2005	SE: 845-846
• Who said "Mr. Gorbachev, tear down this wall!"?	SE: 925-926 TWE: ICA 925	SE: 575 TWE: WWWWW 575	SE: 925-926 TWE: ICA 925

OBJECTIVES	PAGE REFERENCES		
	<i>The American Journey</i>	<i>The American Republic To 1877</i>	<i>The American Journey Reconstruction to the Present</i>
8.4.2 Students will demonstrate skills for historical analysis.			
<ul style="list-style-type: none"> 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. 	SE: <i>Study & Writing Skillbuilder</i> 340 <i>Technology Skillbuilder</i> 429 <i>Social Studies Skillbuilder</i> 625, 747 TWE: DI 393 RT 413, 470, 476, 489 ICA 488	SE: <i>Study & Writing Skillbuilder</i> 340 <i>Technology Skillbuilder</i> 429 TWE: DI 393 RT 413, 470, 476, 489 ICA 488	SE: <i>Study & Writing Skillbuilder</i> 87 <i>Social Studies Skillbuilder</i> 625, 747 TWE: ICA 85, 97 DI 96
<ul style="list-style-type: none"> Identify characters, settings, and events from narratives of Nebraska, American, and world history. 	SE: <i>America's Literature</i> 50, 107, 140, 295, 379, 465, 603, 687, 769, 843	SE: <i>America's Literature</i> 50, 107, 140, 295, 379, 465	SE: <i>America's Literature</i> 603, 687, 769, 843, 915
<ul style="list-style-type: none"> 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. 	SE: <i>Social Studies Skillbuilder</i> 63 TWE: DI 18 RT 181, 450 CLA 363, 514	SE: <i>Social Studies Skillbuilder</i> 63 TWE: DI 18 RT 181, 450 CLA 363, 514	TWE: DI 530
<ul style="list-style-type: none"> 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. 	SE: <i>Geography Skills</i> 18, 30-31, 48, 52, 61, 72, 77, 83, 87, 452	SE: <i>Geography Skills</i> 18, 30-31, 48, 52, 61, 72, 77, 83, 87, 452	SE: <i>Geography Skills</i> 7, 8, 11, 18, 77, 82, 95 TWE: CLA 8

OBJECTIVES	PAGE REFERENCES		
	<i>The American Journey</i>	<i>The American Republic To 1877</i>	<i>The American Journey Reconstruction to the Present</i>
<ul style="list-style-type: none"> 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. 	SE: <i>Study & Writing Skillbuilder</i> 340 <i>Technology Skillbuilder</i> 429 <i>Social Studies Skillbuilder</i> 625, 747 TWE: DI 536, 569, 731, 760 ICA 613, 716	SE: <i>Study & Writing Skillbuilder</i> 340 <i>Technology Skillbuilder</i> 429 TWE: DI 558 CTA 583	SE: <i>Study & Writing Skillbuilder</i> 87 <i>Social Studies Skillbuilder</i> 625, 747 TWE: DI 536, 569, 731, 760 ICA 613, 716, 779
<ul style="list-style-type: none"> Recognize and explain nationalism, race, religion, and ethnicity have influenced different points of view. 	TWE: DI 84, 102, 174, 343 RT 137, 173, 405 CTA 166, 373 ICA 180	TWE: DI 84, 102, 174, 343 RT 137, 173, 405 CTA 166, 373 ICA 180	TWE: DI 18 RT 23, 546, 573, 645 CTA 83, 92 CLA 629, 650, 672
<ul style="list-style-type: none"> Distinguish fact from fiction by examining documentary sources. 	SE: <i>Critical Thinking Skillbuilder</i> 146 <i>Study & Writing Skillbuilder</i> 340 TWE: ICA 359 CTA 373	SE: <i>Critical Thinking Skillbuilder</i> 146 <i>Study & Writing Skillbuilder</i> 340 TWE: ICA 359 CTA 373	SE: <i>Study & Writing Skillbuilder</i> 87 TWE: RT 593, 601 DI 651
<ul style="list-style-type: none"> 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. 	SE: <i>Social Studies Skillbuilder</i> 63 TWE: DI 18 RT 725	SE: <i>Social Studies Skillbuilder</i> 63 TWE: DI 18	TWE: RT 725
<ul style="list-style-type: none"> 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. 	SE: <i>Reference Atlas RA2-RA3 United States Facts RA14-RA15</i> <i>Geography Skills</i> 77, 83, 87, 291, 452	SE: <i>Reference Atlas RA2-RA3 United States Facts RA14-RA15</i> <i>Geography Skills</i> 77, 83, 87, 291, 452	SE: <i>Reference Atlas RA2-RA3 United States Facts RA14-RA15</i> <i>Geography Skills</i> 77, 82, 95

OBJECTIVES	PAGE REFERENCES		
	<i>The American Journey</i>	<i>The American Republic To 1877</i>	<i>The American Journey Reconstruction to the Present</i>
8.4.3 Students will develop skills in discussion, debate, and persuasive writing by analyzing historical situations and events.			
<ul style="list-style-type: none"> 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. 	SE: 212, 418-424, 766-768, 856-860 <i>Geography Skills</i> 294, 310, 342 TWE: DI 102 WWW 103 CTA 166	SE: 212, 418-424, 560, 566-568 <i>Geography Skills</i> 294, 310, 342 TWE: DI 102 WWW 103 CTA 166	SE: 84-85, 92-93, 542-547, 766-768, 856-860, 838-842 <i>Picturing History</i> 17 <i>America's Literature</i> 769 TWE: RT 23, 75
<ul style="list-style-type: none"> 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. 	SE: 162-168, 201-205, 260-261, 290, 296-300, 322-324, 462-464, 482-483, 504-508, 509-512	SE: 162-168, 201-205, 260-261, 290, 296-300, 322-324, 462-464, 482-483, 504-508, 509-512	SE: 22-27, 78, 79-81, 94-97, 98-99 <i>Graphic Organizer Skills</i> 20, 76, 85
8.4.4 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.	TWE: DI 350, 840, 858, 938 CLA 757 RT 762, 789, 800, 807 ICA 817	TWE: DI 350 ICA 531, 543, 567, 575, 582 CTA 544, 560, 568, 576	TWE: CLA 757 RT 762, 789, 800, 807 ICA 817, 948 DI 840, 858, 938
8.4.5 Students will interpret economic and political issues as expressed in various visuals.	SE: <i>Graphic Organizer Skills</i> 142 <i>Chart Skills</i> 269, 289, 462 <i>More About</i> 394 <i>Graph Skills</i> 519, 710, 725, 924 <i>Geography Skills</i> 829	SE: <i>Graphic Organizer Skills</i> 142 <i>Chart Skills</i> 269, 289, 462 <i>More About</i> 394 <i>Geography Skills</i> 515, 542 <i>Graph Skills</i> 519	SE: <i>Chart Skills</i> 80, 83 <i>Analyzing Political Cartoons</i> 611 <i>Why It Matters</i> 622-623 <i>Graph Skills</i> 710, 725, 924 <i>Time Reports</i> 757 <i>Geography Skills</i> 829, 941

OBJECTIVES	PAGE REFERENCES		
	<i>The American Journey</i>	<i>The American Republic To 1877</i>	<i>The American Journey Reconstruction to the Present</i>
8.4.6 Students will improve their skills in historical research and geographical analysis.			
<ul style="list-style-type: none"> Identify, analyze, and interpret primary sources and secondary sources to make generalizations about events and life in world history up to 1000 A.D. 	SE: <i>Time Notebook</i> 20-21 <i>Why It Matters</i> 24-25 <i>Study & Writing Skillbuilder</i> 340 TWE: CLA 17, 21	SE: <i>Study & Writing Skillbuilder</i> 340	SE: <i>Time Notebook</i> 20-21 <i>Why It Matters</i> 24-25 <i>Study & Writing Skillbuilder</i> 340 TWE: CLA 17, 21
<ul style="list-style-type: none"> Identify, analyze, and interpret global population distribution in the Middle Ages. 	See Glencoe's <i>World History</i> © 2005	See Glencoe's <i>World History</i> © 2005	See Glencoe's <i>World History</i> © 2005
<ul style="list-style-type: none"> Identify and compare contemporary national political boundaries with the location of civilizations, empires, and kingdoms from 4000 B.C. to 1000 A.D. 	SE: <i>Time Notebook</i> 20-21 <i>Geography Skills</i> 30-31, 41	SE: <i>Time Notebook</i> 20-21 <i>Geography Skills</i> 30-31, 41	SE: <i>Geography Skills</i> 7
<ul style="list-style-type: none"> 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. 	SE: 41-42, 913-914, 946-948 TWE: RT 937	SE: 41-42, 580-582	SE: 913-914, 946-948 TWE: RT 937

Codes Used for TWE Codes

BMA	Bellringer Motivational Activity
CC	Curriculum Connection
CLA	Cooperative Learning Activity
CTA	Critical Thinking Activity
DI	Differentiated Instruction
DYK	Did You Know?
EC	Extending the Content
ICA	Interdisciplinary Connections Activity
MSN	Meeting Special Needs
PR	Purpose for Reading
RT	Reading the Text
SLP	Service-Learning Project
TTA	Team Teaching Activity
WWWW	What?Who?Where?When?
YDS	You Don't Say