



NEBRASKA
Social Studies/History Standards Grades 9-12
***The American Republic Since 1877* © 2005**

BENCHMARKS	PAGE REFERENCES
12.1 UNITED STATES HISTORY	
12.1.1 By the end of twelfth grade, students will analyze and explain the causes and effects of the Age of Discovery, contacts between Native Americans and European settlers, and the creation of the American colonies.	
<i>Example indicators:</i>	
<ul style="list-style-type: none"> Explain the economic and cultural characteristics of the groups. 	SE: 33-34, 45-47 <i>American Literature 17</i> <i>Causes and Effects of European Exploration 20</i> <i>Profiles in History 33</i> <i>Section Assessment 47 #3, 47 #5</i> TWE: PWA 17 WIM 26 HH 33
<ul style="list-style-type: none"> Summarize the motives and strategies of the explorers and settlers. 	SE: 25-28 <i>Reading Check 26, 27, 32</i> <i>Section Assessment 28 #2</i> <i>Linking Past & Present 34</i> TWE: DI 26 RC 26, 27, 32 CCH 43
<ul style="list-style-type: none"> Explain the impact of European settlement on the Native Americans. 	SE: 28, 30-33 <i>Unforeseen Consequences 27</i> <i>Reading Check 28, 49</i> <i>An American Story 30</i> <i>Critical Thinking 39 #36</i> TWE: WIM 26 RC 28, 49 C 28
<ul style="list-style-type: none"> Relate the legacies of contact, cooperation, and conflict from that period. 	SE: <i>Why It Matters 26</i> <i>National Geographic 27</i> <i>Section Assessment 28 #6</i> <i>Profiles in History 33</i> <i>Critical Thinking 39 #36</i> <i>Reading Check 47</i> TWE: C 28 DI 32 ICA 33 RC 47

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<ul style="list-style-type: none"> Explain the motivation of ethnic and religious groups, and how immigrants influenced the settlement of colonies. 	SE: 43-44, 47 <i>Linking Past & Present</i> 34 <i>Geography & History</i> 36-37 <i>Reading Check</i> 44, 47 <i>Section Assessment</i> 47 #5 TWE: RC 44, 47 C 47
<ul style="list-style-type: none"> Summarize the economic activity. 	SE: 42-43, 46-47, 58-59, 65-66 <i>Why It Matters</i> 26 <i>National Geographic</i> 27 <i>Reading Check</i> 59 TWE: C 28, 47 RC 59 CTA 62
<ul style="list-style-type: none"> Describe the political developments. 	SE: 46, 47, 48-49, 50, 55 <i>History Through Art</i> 49 <i>Reading Check</i> 56, 60 TWE: RC 56, 60
<ul style="list-style-type: none"> Compare the social customs, the arts, and religious beliefs. 	SE: 33-34, 47, 48-49 <i>American Literature</i> 17 <i>Reading Check</i> 47 TWE: PWA 17 WIM 26 FYI 33 RC 47 C 47
12.1.2 By the end of twelfth grade, students will analyze and explain the events and ideas of the Early National Period.	
<i>Example indicators:</i>	
<ul style="list-style-type: none"> Relate changes in British policies that provoked the American colonists. 	SE: 76-79 <i>Geography Skills</i> 76 <i>Causes and Effects of Tensions With Britain</i> 78 <i>Section Assessment</i> 79 #4, 79 #6, 79 #7 <i>Writing About History</i> 79 <i>You're the Historian</i> 80-81 TWE: DI 76 ICA 77 C 79
<ul style="list-style-type: none"> Discuss the debate within America concerning separation from Britain. 	SE: 85, 87-89, 90-93 <i>Reading Check</i> 89 <i>Section Assessment</i> 89 #3, 89 #5 TWE: RC 89 C 89 DCE 92 PA 93

BENCHMARKS	PAGE REFERENCES
<ul style="list-style-type: none"> Compare the Declaration of Independence and "Common Sense." 	SE: 88-89, 90-93 <i>What If...</i> 88-89 <i>Reading Check</i> 89 <i>Critical Thinking</i> 118 #32 TWE: RC 89 PA 93 NOTE: Teachers may conduct a comparison discussion in the classroom setting.
<ul style="list-style-type: none"> Describe the roles played by the individual leaders. 	SE: 84-85, 89, 99, 102-103, 108-111 <i>Profiles in History</i> 109 <i>Different Viewpoints</i> 113 TWE: PIH 109 FYI 110, 111
<ul style="list-style-type: none"> Summarize key battles, military turning points, and key strategic decisions. 	SE: 82-88, 94-99 <i>Geography Skills</i> 86, 96 <i>History Through Art</i> 97 <i>Reading Check</i> 97, 98, 99 TWE: CTA 86, 98 RC 97, 98
<ul style="list-style-type: none"> Compare the Articles of Confederation and the Declaration of Independence. 	SE: 90-93, 103-104 <i>Some Weaknesses of the Articles of Confederation</i> 105 <i>Section Assessment</i> 106 #5 <i>Critical Thinking</i> 118 #33 TWE: PA 93 NOTE: Teachers may conduct a comparison discussion in the classroom setting.
<ul style="list-style-type: none"> Discuss the issues and policies affecting relations among existing and future states, e.g., the Northwest Ordinance. 	SE: 104-105, 110-111 <i>Geography Skills</i> 104 <i>Reading Check</i> 105, 111 <i>Section Assessment</i> 106 #4, 106 #7 TWE: RC 105, 111 CTA 112
<ul style="list-style-type: none"> Explain the Constitutional Convention, e.g., the leadership of James Madison and George Washington. 	SE: 108-114 <i>Profiles in History</i> 109 <i>Reading Check</i> 110 <i>Different Viewpoints</i> 113 TWE: PIH 109 HTA 110 RC 110 ETC 113 C 115
<ul style="list-style-type: none"> Compare and contrast the struggle for ratification of the Constitution, the Federalist Papers, and Anti-Federalists arguments. 	SE: 112-115 <i>Reading Check</i> 115 <i>Section Assessment</i> 115 #3 TWE: DI 114 RC 115 C 115 NOTE: Teachers may conduct a comparison discussion in the classroom setting.

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<ul style="list-style-type: none"> Explain the addition of the Bill of Rights to the Constitution. 	SE: 114-115, 127-128, 153 <i>The Bill of Rights: The First Ten Amendments</i> 124 <i>The Bill of Rights</i> 141
<ul style="list-style-type: none"> Relate the organization of the national government under the new Constitution. 	SE: 124-127, 131-139, 152-153 <i>Checks and Balances</i> 123
<ul style="list-style-type: none"> Explain the major domestic and foreign affairs issues facing the first presidents and Congress. 	SE: 153-156, 157-159 <i>Reading Check</i> 155 <i>Section Assessment</i> 159 #2, 159 #3, 159 #4, 159 #5 TWE: FYI 154 DI 154 RC 155
<ul style="list-style-type: none"> Summarize the development of political parties. 	SE: 155 <i>Reading Check</i> 155 <i>Section Assessment</i> 159 #6, 159 #7 TWE: RC 155
<ul style="list-style-type: none"> Explain how the impact of Supreme Court cases, e.g., <i>Marbury v. Madison</i> and <i>McCulloch v. Maryland</i>, affected the interpretation of the Constitution. 	SE: 161-162, 171-172, 963 <i>Reading Check</i> 162, 172 <i>Section Assessment</i> 167 #4, 173 #3 <i>Major Supreme Court Decisions, 1801-1824</i> 172 <i>Critical Thinking</i> 174 #26 TWE: RC 162, 172
<ul style="list-style-type: none"> Explain foreign relations and conflicts, e.g., the War of 1812 and the Monroe Doctrine. 	SE: 155-156, 164-167, 173 <i>National Geographic</i> 166 <i>Section Assessment</i> 173 #4, 173 #6 TWE: ETC 166 C 167
<ul style="list-style-type: none"> Discuss the Louisiana Purchase and the acquisition of Florida. 	SE: 163-164, 173 <i>Reading Check</i> 164 <i>Writing About History</i> 173 TWE: RC 164
<ul style="list-style-type: none"> Summarize the economic development, trade, tariffs, taxation, and trends in the national debt. 	SE: 153-154, 171 <i>Section Assessment</i> 159 #5 <i>Reading Check</i> 171 TWE: FYI 154 DI 154 ICA 164 RC 171
12.1.3 By the end of twelfth grade, students will analyze the causes and effects of major events of the Civil War and Reconstruction.	
<i>Example indicators:</i>	
<ul style="list-style-type: none"> Discuss the causes and effects of slavery. 	SE: 183-185, 199-201, 218-219, 221-222 <i>Profiles in History</i> 185 <i>Section Assessment</i> 201 #3, 209 #3 <i>Reading Check</i> 219 TWE: CTA 184 ICA 200, 221 RS 206

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<ul style="list-style-type: none"> Explain the States' Rights Doctrine. 	SE: 158, 171-172 <i>Profiles in History</i> 171 NOTE: Teachers may use these references in a classroom setting to discuss States' Rights Doctrine.
<ul style="list-style-type: none"> Discuss tariffs and trade. 	SE: 171, 188, 190-191 <i>Reading Check</i> 171, 191 <i>Section Assessment</i> 173 #1 TWE: RC 171, 191
<ul style="list-style-type: none"> Describe the settlement of the western United States. 	SE: 202-209, 220-221 <i>Geography Skills</i> 203 <i>Picturing History</i> 204 <i>Reading Check</i> 207 <i>Section Assessment</i> 209 #3 TWE: RC 207
<ul style="list-style-type: none"> Explain secession. 	SE: 232-236 <i>Reading Check</i> 234, 235 <i>Causes and Effects of the Civil War</i> 236 <i>Section Assessment</i> 236 #4 <i>Writing Activity</i> 241 TWE: RC 234, 235 FYI 234
<ul style="list-style-type: none"> Compare and contrast the military advantages of the Union and the Confederacy. 	SE: 247-248, 249-253, 257-263 <i>Ironclads Clash at Sea, March 9, 1862</i> 250 <i>Reading Check</i> 251 <i>National Geographic</i> 252 TWE: CLA 250 DI 251 RC 251 CC 252 ICA 252 ETC 254
<ul style="list-style-type: none"> Explain the threat of foreign intervention. 	SE: 247, 251-253 <i>Reading Check</i> 247, 253 TWE: RC 247, 253
<ul style="list-style-type: none"> Discuss the economic and political impact of the war. 	SE: 245-247, 248, 253-254, 262-263 <i>Linking Past & Present</i> 246 <i>Section Assessment</i> 248 #5, 248 #6 TWE: C 248
<ul style="list-style-type: none"> Explain the roles played by the individual leaders. 	SE: 250-251, 259, 260-261, 263 <i>Profiles in History</i> 262 TWE: FYI 251 CTA 261 PIH 262 T 264 ETC 264

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<ul style="list-style-type: none"> Relate the impact of Reconstruction policies on the South. 	SE: 266-271, 272-277 <i>Reading Check</i> 268, 269 <i>Geography Skills</i> 270 <i>Different Viewpoints</i> 276 TWE: RC 268, 269 DI 268 C 271
12.1.4 By the end of twelfth grade, students will analyze the impact of immigration on American life, identifying factors.	
<i>Example indicators:</i>	
<ul style="list-style-type: none"> Contributions of Native Americans, Hispanic Americans, African Americans, European Americans, Asian Americans, and immigrant groups and individuals. 	SE: 336-340 <i>Geography Skills</i> 337 <i>Different Viewpoints</i> 338 <i>Reading Check</i> 339 <i>Geography & History</i> 346-347 TWE: FYI 260 CCL 337 DI 338 RC 339 R 340
<ul style="list-style-type: none"> Ethnic conflict and discrimination. 	SE: 181, 340, 473 <i>Reading Check</i> 340 <i>Section Assessment</i> 340 #2, 340 #4, 340 #6, 340 #7 TWE: RC 340 C 340
<ul style="list-style-type: none"> The United States domestic policies. 	SE: 191-192, 219, 220-221, 223-224, 253, 268-269, 275-276 TWE: ICA 221, 269 DI 268
12.1.5 By the end of twelfth grade, students will summarize causes and effects of the Industrial Revolution.	
<i>Example indicators:</i>	
<ul style="list-style-type: none"> Describe new inventions and industrial production methods. 	SE: 180, 247, 310-312 <i>Section Assessment</i> 185 #3, 312 #7 <i>Writing About History</i> 312 TWE: ICA 247, 311 CTL 310 C 312
<ul style="list-style-type: none"> Summarize new technologies in transportation and communication. 	SE: 178-179, 180, 223, 311-312 <i>An American Story</i> 178 <i>Reading Check</i> 179 <i>Section Assessment</i> 185 #5 TWE: RC 179 DI 180 ICA 181
<ul style="list-style-type: none"> Explain incentives for capitalism and free enterprise. 	SE: 310-311 <i>Reading Check</i> 310, 311 <i>Section Assessment</i> 312 #4, 312 #5 TWE: RC 310, 311

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<ul style="list-style-type: none"> Describe the impact of immigration on labor supply and the movement to organize workers. 	SE: 181, 309, 314-316, 326-331 <i>Reading Check</i> 316 <i>Section Assessment</i> 331 #4, 331 #5 TWE: LCE 180 RC 316 CTA 330
<ul style="list-style-type: none"> Describe improvements in standards of living, life expectancy, and living conditions. 	SE: 343 <i>National Geographic</i> 344 TWE: ICA 344
<ul style="list-style-type: none"> Explain child labor, working conditions, and the rise of organized labor. 	SE: 181, 326-331 <i>Profiles in History</i> 328 <i>Reading Check</i> 331 <i>Section Assessment</i> 331 #4 TWE: CLA 179 LCE 180 WP 181 WR 330 RC 331
<ul style="list-style-type: none"> Summarize government policies affecting trade, monopolies, taxation, and money supply. 	SE: 321-322, 369, 428-430, 439-441 <i>You're the Historian</i> 324-325 <i>Reading Check</i> 369, 441 <i>Section Assessment</i> 430 #5 TWE: RC 369, 441 DI 440
<ul style="list-style-type: none"> Summarize muckraking literature and the rise of the Progressive Movement. 	SE: 418-425, 430 <i>Reading Check</i> 420, 423, 425, 430 <i>National Geographic</i> 424 <i>Section Assessment</i> 425 #5 TWE: RS 419 FYI 422
<ul style="list-style-type: none"> Describe women's suffrage and temperance movements, describing their impact on society. 	SE: 196-197, 198-199, 421-423, 424-425 <i>Profiles in History</i> 422 <i>Geography Skills</i> 423 <i>Reading Check</i> 423 TWE: FYI 422 RC 423 DI 424
<ul style="list-style-type: none"> Summarize political changes at the local, state, and national levels. 	SE: 364-367, 378-379, 420, 427-430, 435-437, 439-441, 442 <i>Reading Check</i> 420 <i>Section Assessment</i> 437 #5 TWE: RC 420
12.1.6 By the end of twelfth grade, students will analyze the origins and effects of World War I.	
<i>Example indicators:</i>	
<ul style="list-style-type: none"> Describe the end of the Ottoman Empire and the creation of new states in the Middle East. 	SE: 450 <i>National Geographic</i> 451 TWE: FYI 451
<ul style="list-style-type: none"> Relate the declining role of Great Britain and the expanding role of the United States in world affairs. 	SE: 448-449, 450 <i>Picturing History</i> 449 TWE: PH 449

BENCHMARKS	PAGE REFERENCES
<ul style="list-style-type: none"> Summarize the political, social, and economic changes in Europe and the United States. 	SE: 450 <i>Reading Check</i> 449, 453 <i>Picturing History</i> 455 <i>Section Assessment</i> 455 #3, 455 #7 TWE: FCO 446D RS 446 RC 449, 453 ICA 451 PH 455
<ul style="list-style-type: none"> Explain the causes of World War I. 	SE: 450-452 <i>Reading Check</i> 452 <i>Section Assessment</i> 455 #5 <i>Reviewing Key Facts</i> 476 #17 TWE: WNH 450 RC 452 CTA 452 RS 454 BQ 477
12.1.7 By the end of twelfth grade, students will analyze and explain the Great Depression.	
<i>Example indicators:</i>	
<ul style="list-style-type: none"> Explain the causes and effects of changes in business cycles. 	SE: 516, 518-519 <i>Section Assessment</i> 520 #3, 520 #4, 520 #5, 520 #6, 524 #3 TWE: WMA 478 ICA 517 C 520
<ul style="list-style-type: none"> Describe the weaknesses in key sectors of the economy in the late 1920's. 	SE: 520 <i>Reading Check</i> 520 <i>The Great Depression</i> 532 <i>Section Assessment</i> 534 #7 TWE: RC 520 CC 532
<ul style="list-style-type: none"> Summarize the United States government's economic policies in the late 1920's. 	SE: 521-522, 534 <i>Reading Check</i> 522 TWE: RC 522 GS 532
<ul style="list-style-type: none"> Explain the causes and effects of the Stock Market Crash. 	SE: 523, 530-534 <i>Reading Check</i> 533, 534 <i>Section Assessment</i> 534 #5, 534 #6 TWE: RC 533, 534 C 534
<ul style="list-style-type: none"> Describe the impact of the Depression on the American people. 	SE: 535-539 <i>An American Story</i> 535 <i>National Geographic</i> 536 <i>Geography Skills</i> 537 <i>Profiles in History</i> 539 <i>Section Assessment</i> 539 #4, 539 #6, 539 #7 <i>Writing About History</i> 539 TWE: FCO 528D RS 536

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<ul style="list-style-type: none"> Explain the impact of New Deal economic policies. 	SE: 556-557, 566-569 <i>Why It Matters</i> 558-559 <i>Reading Check</i> 559, 567 <i>The First New Deal, 1933-1935</i> 561 <i>Picturing History</i> 562 <i>The Second New Deal, 1935</i> 567 TWE: FCO 550D GOA 551 RC 559, 567
<ul style="list-style-type: none"> Explain the impact of the expanded role of government in the economy since the 1930's. 	SE: 567-569 <i>Different Viewpoints</i> 543 <i>Reading Check</i> 569, 577 <i>Looking Back...</i> 570-571 TWE: ICA 533 DC 543 YDS 558 C 562 RC 569, 577 ETC 570
12.1.8 By the end of twelfth grade, students will recognize and explain the origins and effects of World War II.	
<i>Example indicators:</i>	
<ul style="list-style-type: none"> Describe the rise of and aggression of totalitarian regimes in Germany, Italy, and Japan. 	SE: 584-586 <i>Picturing History</i> 585 <i>Reading Check</i> 586 TWE: RS 585 CO 585 RC 586 ICA 587
<ul style="list-style-type: none"> Summarize the rise of Fascism, Nazism, and Communism in the 1930's and 1940's and the response of Europe and the United States. 	SE: 584-586 <i>Picturing History</i> 586, 587 <i>Section Assessment</i> 588 #5, 588 #6 TWE: FCO 582D YDS 585
<ul style="list-style-type: none"> Explain the role of the Soviet Union. 	SE: 585, 591, 603, 654-655 TWE: PH 585, 587 GS 591 FYI 655
<ul style="list-style-type: none"> Explain appeasement, isolationism, and the war debates in Europe and the United States prior to the outbreak of war. 	SE: 588, 589-591 <i>Reading Check</i> 588 <i>Section Assessment</i> 588 #3 <i>Writing About History</i> 588 TWE: WMA 582 GOA 583 WE 586 PH 587 RC 588 C 588

BENCHMARKS	PAGE REFERENCES
<ul style="list-style-type: none"> Relate the impact of mobilization for war, at home and abroad. 	SE: 612-617 <i>National Geographic</i> 591 <i>Reading Check</i> 593, 613 <i>History Through Art</i> 613 <i>Graph Skills</i> 615 <i>Section Assessment</i> 617 #5 TWE: RC 593, 613 C 617
<ul style="list-style-type: none"> Summarize the major battles, military turning points, and key strategic decisions. 	SE: 593-594, 604-606, 618-623, 631-637, 640-647 <i>An American Story</i> 601 <i>World Geography Connection</i> 606 <i>National Geographic</i> 620-621 <i>Reading Check</i> 621 <i>What If...</i> 634-635 <i>Geography & History</i> 638-639 TWE: ICA 621
<ul style="list-style-type: none"> Explain the Holocaust and its impact. 	SE: 595-600 <i>An American Story</i> 595 <i>Profiles in History</i> 596 <i>The Final Solution</i> 597-599 <i>Reading Check</i> 598 <i>National Geographic</i> 600 TWE: CLA 596 CTC 597 CC 598 RC 598 IM 599 C 600
<ul style="list-style-type: none"> Describe the reshaping of the United States' role in world affairs after the war. 	SE: 647-648, 655-658 <i>An American Story</i> 654 <i>Reading Check</i> 655 <i>Picturing History</i> 657 TWE: WMA 610 RC 655 OI 655
<ul style="list-style-type: none"> Summarize the major changes in Eastern Europe, China, Southeast Asia, and Africa following the war. 	SE: 655-658 <i>Reading Check</i> 657 <i>Geography Skills</i> 658 <i>Section Assessment</i> 658 #7 TWE: DI 656 RC 657 PH 657 ICA 657 C 658

BENCHMARKS	PAGE REFERENCES
12.1.9 By the end of twelfth grade, students will analyze and explain United States foreign policy since World War II.	
<i>Example indicators:</i>	
<ul style="list-style-type: none"> Summarize the origins of the Cold War and the foreign and domestic consequences. 	SE: 658, 662-663, 668-674 <i>Section Assessment 658 #5, 658 #6</i> <i>Causes and Effects of the Cold War 660</i> <i>Reading Check 663</i> TWE: FCO 652D WMA 652 DI 656 RC 663
<ul style="list-style-type: none"> Describe Communist containment policies in Europe, Latin America, and Asia. 	SE: 659-661, 725, 958 <i>Reading Check 661, 665</i> <i>Section Assessment 665 #3, 665 #4</i> TWE: APV 660 CCH 661 YDS 661 CTA 663
<ul style="list-style-type: none"> Describe McCarthyism and the fear of communist influence within the United States. 	SE: 668-674 <i>An American Story 668</i> <i>Picturing History 672</i> <i>Section Assessment 674 #5</i> TWE: OI 669 RS 669 DI 670 ICA 671 DPC 671 CRC 672 CTA 672
<ul style="list-style-type: none"> Explain strategic and economic factors in Middle East policy. 	SE: 678-679, 843-844, 848-849, 869 TWE: RS 676 CCH 678 FYI 678 CC 678 ICA 678 FCO 716D
<ul style="list-style-type: none"> Describe the relations with South Africa and other African nations. 	NOTE: Teachers may discuss U.S. relations with South Africa in the classroom setting. Also see Glencoe's <i>World History</i> © 2005.
<ul style="list-style-type: none"> Describe the collapse of communism and the end of the Cold War. 	SE: 881-886 <i>Geography Skills 882</i> <i>Reading Check 883</i> <i>National Geographic 883</i> <i>Section Assessment 886 #5</i> <i>Writing About History 886</i> TWE: ICA 662 APV 882 RC 883 DI 883

BENCHMARKS	PAGE REFERENCES
<ul style="list-style-type: none"> Explain the new challenges to America's leadership role in the world. 	SE: 883-886, 911-917 <i>Why It Matters</i> 884-885 <i>National Geographic</i> 914 <i>Reading Check</i> 917 TWE: CTA 836, 885 CFS 916 RC 917 C 917 NOTE: Teachers may use these references to discuss challenges to America's world leadership role in a classroom setting.
<ul style="list-style-type: none"> Analyze the confrontations with the Soviet Union in Berlin and Cuba. 	SE: 662, 726-728 <i>Reading Check</i> 662, 728 <i>An American Story</i> 724 <i>Picturing History</i> 728 <i>Writing About History</i> 729 <i>Critical Thinking</i> 742 #22 <i>Practicing Skills</i> 743 TWE: RC 662, 728
<ul style="list-style-type: none"> Explain NATO and other alliances and the United States' role in the United Nations. 	SE: 647, 662, 664-665, 680, 900 <i>Section Assessment</i> 648 #8, 680 #7 <i>National Geographic</i> 678 TWE: ICA 647 CM 662
<ul style="list-style-type: none"> Describe nuclear weapons and the arms race. 	SE: 673-674, 676, 837, 869 <i>Technology & History</i> 676 <i>Analyzing Political Cartoons</i> 836 <i>Reading Check</i> 837 <i>Section Assessment</i> 837 #7 TWE: C 674, 729 FYI 705 RC 837
<ul style="list-style-type: none"> Summarize the military conflicts in Korea, Vietnam, and the Middle East. 	SE: 663-665, 772-775, 776-781, 787-789, 790-794 <i>Geography Skills</i> 663 <i>Different Viewpoints</i> 664, 778 TWE: RS 660 CTL 664 C 665, 794
12.1.10 By the end of twelfth grade, students will evaluate developments in federal civil rights and voting rights since the 1950's.	
<i>Example indicators:</i>	
<ul style="list-style-type: none"> The Brown v. Board of Education decision and its impact on education. 	SE: 748-750, 751-752, 814, 959, 962 <i>Reading Check</i> 750 <i>Section Assessment</i> 752 #3 <i>Reviewing Key Facts</i> 768 #12 TWE: RC 750

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<ul style="list-style-type: none"> Civil rights demonstrations and related activity leading to desegregation of public accommodations, transportation, housing, and employment. 	SE: 746-748, 753-760 <i>An American Story</i> 746, 753 <i>Picturing History</i> 749 <i>Section Assessment</i> 752 #6, 760 #3 <i>Writing About History</i> 760 TWE: WMA 744 RS 744
<ul style="list-style-type: none"> The impact of reapportionment cases and voting rights legislation on political participation and representation. 	SE: 759-760 <i>Reading Check</i> 760 <i>Section Assessment</i> 760 #5 TWE: RC 760
<ul style="list-style-type: none"> Affirmative action. 	SE: 813 <i>Picturing History</i> 813 <i>Reading Check</i> 815 <i>Section Assessment</i> 817 #3 TWE: RC 815
12.1.11 By the end of twelfth grade, students will demonstrate an understanding of domestic policy issues in contemporary American society.	
<i>Example indicators:</i>	
<ul style="list-style-type: none"> Compare conservative and liberal economic strategies. 	SE: 860-861, 862-864, 867-868 <i>Reading Check</i> 861, 864 <i>Section Assessment</i> 864 #3, 864 #4 TWE: RC 861, 864 RS 861
<ul style="list-style-type: none"> Compare the positions of political parties and interest groups on major issues. 	SE: 860-864 <i>An American Story</i> 860 <i>Reading Check</i> 861, 864 <i>Section Assessment</i> 864 #3, 864 #4, 864 #5 <i>Profiles in History</i> 869 TWE: RC 861, 864 ML 861
12.1.12 By the end of twelfth grade, students will explain and demonstrate relationships between the geographical and the historical development of the United States by using maps, pictures, and computer databases.	
<i>Example indicators:</i>	
<ul style="list-style-type: none"> Locate and explain the location and expansion of the original colonies. 	SE: 34, 45, 47, 48-52, 54-56 <i>Geography Skills</i> 43, 55 <i>Comparing European Colonies in the Americas, c. 1700</i> 54 <i>National Geographic</i> 57 TWE: CTA 62
<ul style="list-style-type: none"> Trace the territorial expansion of the United States, explaining how the physical environment influenced it. 	SE: 163-164, 172-173, 187-188, 202-209 <i>Reading Check</i> 164, 207 <i>National Geographic</i> 175, 188 <i>Geography Skills</i> 203 TWE: RC 164, 207
<ul style="list-style-type: none"> Locate new states as they were added to the Union. 	SE: RA8-RA9, 187-188, 207-208, 220 <i>Geography Skills</i> 188 <i>Reading Check</i> 208, 221 TWE: RC 208, 221

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<ul style="list-style-type: none"> Demonstrate an understanding of the settlement patterns, migration routes, and cultural influence of various racial, ethnic, and religious groups. 	SE: 47, 48-51, 55 <i>Reading Check</i> 33, 44, 50 TWE: RC 33, 44, 50 ICA 33 CTA 34 FCO 176D
<ul style="list-style-type: none"> Compare patterns of agricultural and industrial development in different regions as they relate to natural resources, markets, and trade. 	SE: 178-182, 245, 308-309 <i>Reading Check</i> 181, 183 <i>Technology & History</i> 182 <i>Section Assessment</i> 185 #4 TWE: RC 181, 183 CAM 182
<ul style="list-style-type: none"> Analyze the political, social, and economic implications of demographic changes in the nation over time. 	SE: RA6-RA7, 336-340 <i>An American Story</i> 336 <i>National Geographic</i> 337 <i>Different Viewpoints</i> 338 <i>Reading Check</i> 339, 340 TWE: RC 339, 340 E 340 CCC 348 NOTE: Teachers may use these references in a classroom setting to conduct an in-depth analysis.
12.1.13 By the end of twelfth grade, students will develop skills for historical analysis.	
<i>Example indicators:</i>	
<ul style="list-style-type: none"> Analyze documents, records, and data, e.g., artifacts, diaries, letters, photographs, journals, newspapers, and historical accounts. 	SE: <i>You're the Historian</i> 80-81, 324-325, 406-407, 490-491, 782-783 TWE: C 81 ETC 324 PA 325, 407 T 406
<ul style="list-style-type: none"> Evaluate the authenticity, authority, and credibility of sources. 	SE: <i>Critical Thinking Skillbuilder</i> 385, 470, 818, 855, 880 TWE: T 385, 470, 818, 855, 880
<ul style="list-style-type: none"> Formulate historical questions and defend findings based on inquiry and interpretation. 	SE: <i>Critical Thinking</i> 212 #37, 212-213 #38, 240 #18, 240-241 #21, 280 #30, 280-281 #31, 304 #22, 304-305 #23, 332-333 #32, 360 #23, 360-361 #24 TWE: CTA 396
<ul style="list-style-type: none"> Develop perspectives of time and place, such as the construction of various time lines of events, periods, and personalities in American history. 	SE: 416-417, 446-447 <i>Social Studies Skillbuilder</i> 29 <i>Practicing Skills</i> 39 <i>Preview of Events</i> 399, 408, 427, 434, 438 TWE: T 29 TLA 417, 447
<ul style="list-style-type: none"> Communicate findings orally, in brief analytical essays, and in a comprehensive paper. 	SE: <i>Chapter Activity</i> 213, 241, 281, 333 <i>Writing Activity</i> 213, 241, 281 TWE: PWP 279 WBR 279 ICA 395

BENCHMARKS	PAGE REFERENCES
12.1.14 By the end of twelfth grade, students will demonstrate verbal and written skills that focus on enduring issues, divergent viewpoints, and excerpts from famous speeches and documents in United States history.	
<i>Example indicators:</i>	
<ul style="list-style-type: none"> Discuss civil disobedience v. the rule of law. 	SE: 753-755, 756, 936-937 <i>An American Story</i> 753 <i>Picturing History</i> 754, 757 <i>Analyzing Primary Sources</i> 937 TWE: CTA 750 ETC 758 RV 936 NOTE: Teachers may use these references in the classroom setting to discuss civil disobedience and the rule of law.
<ul style="list-style-type: none"> Analyze the role of government to the individual in economic planning and social programs. 	SE: 567-569 <i>Different Viewpoints</i> 543 <i>Reading Check</i> 569, 577 <i>Looking Back...</i> 570-571 TWE: ICA 533 DC 543 YDS 558 C 562 RC 569, 577 ETC 570 NOTE: Teachers may use these references in the classroom setting to discuss the role of government to the individual in economic planning and social programs.
<ul style="list-style-type: none"> Debate freedom of the press v. the right to a fair trial. 	SE: 127-128 TWE: T 490 C 491, 667 NOTE: Teachers may use these references in the classroom setting to discuss freedom of the press versus the right to a fair trial.
<ul style="list-style-type: none"> Analyze the tension between majority rule and minority rights. 	SE: 124, 127-128 NOTE: Teachers may use these references in the classroom setting to discuss majority rule versus minority rights.
<ul style="list-style-type: none"> Debate problems of intolerance toward racial, ethnic, and religious groups in American society. 	SE: 746-752, 753-760 <i>Picturing History</i> 749, 751, 757 <i>Section Assessment</i> 752 #4, 752 #7 TWE: RS 744 CC 756 CTA 757 CP 759

BENCHMARKS	PAGE REFERENCES
<ul style="list-style-type: none"> Discuss the evolution of rights, freedoms, and protections through political and social movements. 	SE: <i>An American Story</i> 746, 753 <i>Reading Check</i> 748 <i>Section Assessment 752 #4, 752 #5</i> <i>Picturing History</i> 757 TWE: RC 748 PIH 750 CTA 750 C 752, 760
<ul style="list-style-type: none"> Interpret aspects of “United States Constitution”, “Bill of Rights”, “Letter from Birmingham”, “Speak softly and carry a big stick...”, “Gettysburg Address”, etc. 	SE: 757-758, 936-937, 943, 947, 949, 951, 953, 954, 956, 957, 960 TWE: BI 936
12.3 THE GOVERNMENTS AND ECONOMIES OF THE UNITED STATES AND NEBRASKA	
12.3.1 By the end of twelfth grade, students will compare historical forms of democratic governments that influenced the United States Constitution of 1789.	
<i>Example indicators:</i>	
<ul style="list-style-type: none"> Describe forms of democracy that existed in ancient Greece and Rome. 	See Glencoe’s <i>World History</i> © 2005
<ul style="list-style-type: none"> Describe the constitutional monarchy in Great Britain. 	SE: 66, 942, 945 TWE: ICA 68 T 101
<ul style="list-style-type: none"> Describe governments in the early American colonies. 	SE: 46-47, 50, 51, 62, 84-85, 86-87, 943, 944 <i>Chart</i> 54 <i>Reviewing Themes</i> 52 #4
<ul style="list-style-type: none"> Describe governments in the early United States in the 18th century. 	SE: 100-106, 947 <i>Chart</i> 105 <i>Critical Thinking</i> 118 <i>Writing About History</i> 106 TWE: CLA 101 DI 102 RS 104 T 101
12.3.2 By the end of twelfth grade, 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.	
<i>Example indicators:</i>	
<ul style="list-style-type: none"> Examine Locke, Hobbes, Montesquieu, Rousseau, Blackstone, Jefferson, Paine, and Machiavelli’s theory of government as described in <i>The Prince</i>. 	SE: 67, 69, 88-89, 296, 946 <i>Critical Thinking</i> 118 #3 <i>What If</i> 88-89 TWE: E 89 ICA 68
<ul style="list-style-type: none"> Describe constitutionalism, limited government, rule of law, republicanism, and democracy. 	SE: 100-101, 111-112, 122-123 TWE: DI 110 RS 122
<ul style="list-style-type: none"> Identify how the political ideas of the Enlightenment and the ideas of religion affected the founders of the United States. 	SE: 50-51, 68-69, 101-102 <i>Looking Back</i> 496-497, 740 <i>Reviewing Themes</i> 69 #4 TWE: C 69, 497
<ul style="list-style-type: none"> Define sovereignty and consent of the governed. 	SE: 111, 122, 219, 223, 229, 571 TWE: C 571 RS 122

BENCHMARKS	PAGE REFERENCES
<ul style="list-style-type: none"> Describe separation of powers, federalism, and checks and balances. 	SE: 101, 111, 112, 122, 123, 124 <i>Chart 123</i> <i>Looking Back 570-571</i> TWE: ICA 124 RS 122
<ul style="list-style-type: none"> Compare the Declaration of Independence and “Common Sense.” 	SE: 88-89, 90-93 <i>Critical Thinking 118 #32</i> <i>Looking Back 238-239</i> TWE: C 239 CLA 9 T 238
12.3.3 By the end of twelfth grade, students will analyze the significance of amendments to the United States Constitution.	
<i>Example indicators:</i>	
<ul style="list-style-type: none"> Identify factors, e.g., the conflicts they addressed and the reasons for their adoption. 	SE: 124, 141-149, 153, 263, 269-271 <i>Chart 124</i> <i>Looking Back 740-741</i> <i>Why It Matters 268-269</i> TWE: CLA 148, 153 CTA 143, 147 ETC 142
<ul style="list-style-type: none"> Analyze fundamental liberties, rights, and values outlined by the United States Constitution. 	SE: 124, 127-129, 141-142, 153 <i>Chart 124</i> <i>Looking Back 740-741</i> <i>Writing About History 129</i> TWE: C 741 CLA 128, 153 CTA 143
<ul style="list-style-type: none"> 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. 	SE: 77, 124, 127-128, 722-723 <i>Chart 124</i> <i>Looking Back 740-741</i> <i>Writing About History 129</i> TWE: C 741 CLA 128 T 740
12.3.4 By the end of twelfth grade, students will evaluate and summarize landmark Supreme Court interpretations of the United States Constitution and its amendments.	
<i>Example indicators:</i>	
<ul style="list-style-type: none"> Describe how Marbury v. Madison and McCulloch v. Maryland affected the Constitution. 	SE: 127, 162, 171-172, 192 <i>Analyzing Visuals 173 #7</i> <i>Chart 172</i> <i>Critical Thinking 174 #26</i> <i>Reviewing Themes 167 #4</i> TWE: DI 172
<ul style="list-style-type: none"> Examine federal civil and voting rights since the 1950’s, e.g., Brown v. Board of Education, demonstrations leading to desegregation, reapportionment, and voting rights legislation. 	SE: 721-723, 747-752, 753-760, 761-766, 812-817 <i>Chart 722</i> TWE: C 752, 766 ICA 815

BENCHMARKS	PAGE REFERENCES
<ul style="list-style-type: none"> Explain current patterns and evaluate the impact of Supreme Court decisions on domestic policy issues. 	SE: 809-810, 813, 816, 834, 841, 863, 868, 908-909 <i>Writing About History</i> 909 TWE: Wr 834
12.3.5 By the end of twelfth grade, students will analyze the fundamental concepts and challenges to democracy by using writing, discussion, and debate skills.	
<i>Example indicators:</i>	
<ul style="list-style-type: none"> Explain equality of all citizens under the law. 	SE: 746-751, 759, 763, 807-809, 863 <i>Looking Back</i> 571 TWE: C 752, 810
<ul style="list-style-type: none"> Examine worth and dignity of the individual. 	SE: 124, 127-128, 139, 141-142 <i>Chart</i> 124 <i>Writing About History</i> 129 TWE: CLA 128 CTA 143 D 128 ETC 142
<ul style="list-style-type: none"> Debate majority rule and minority rights. 	SE: 122, 127-128, 421-422, 721-722, 759-760 <i>Different Viewpoints</i> 113 <i>Writing About History</i> 129 TWE: C 760 CLA 128
<ul style="list-style-type: none"> Identify individual freedoms. 	SE: 124, 127-128, 139, 141-142 <i>Chart</i> 124 <i>Writing About History</i> 129 TWE: CLA 128 CTA 143 D 128 ETC 142
<ul style="list-style-type: none"> Explain the necessity of compromise. 	SE: 110-111, 221, 276 TWE: C 115 CTA 112 DI 110, 220 MC 110
<ul style="list-style-type: none"> Analyze individual rights v. public interests. 	SE: 124, 127-128, 139, 141-142 <i>Chart</i> 124 <i>Writing About History</i> 129 TWE: CLA 128 CTA 143 D 128 ETC 142
12.3.6 By the end of twelfth grade, students will analyze the structure and function of the United States national government and its relationship to state governments.	
<i>Example indicators:</i>	
<ul style="list-style-type: none"> Describe the organization and authority of each branch. 	SE: 111, 124-127, 131-140 TWE: CTA 132, 134, 137, 139 D 125 ETC 126 Res 126

BENCHMARKS	PAGE REFERENCES
<ul style="list-style-type: none"> Examine the principles of federalism, e.g., concurrent, delegated, and reserved powers. 	SE: 111, 122-123, 574 <i>Looking Back</i> 570-571 TWE: C 571 CLA 133 CTA 137 ICA 124 RS 122
<ul style="list-style-type: none"> Examine separation of powers, and checks and balances. 	SE: 101, 111, 112, 122-124 <i>Chart</i> 123 <i>Looking Back</i> 570-571 TWE: ICA 124 RS 122
<ul style="list-style-type: none"> Explain procedures for constitutional amendment, e.g., Article IV. 	SE: 112, 140 <i>Chart</i> 126 TWE: CTA 125 Res 126, 142 T 140
<ul style="list-style-type: none"> Identify specific policies related to foreign affairs, civil rights, and economics and the budget. 	SE: 134, 137, 153-154, 269, 382, 522, 565, 732, 752 TWE: C 752 CTA 137 ETC 126 ICA 155, 269
<ul style="list-style-type: none"> Identify how political parties, interest groups, the media, individuals, and government institutions influence public policy. 	SE: 155, 227-228, 345, 421, 511, 565, 698-700, 785, 875-876 TWE: C 345 MC 785
<ul style="list-style-type: none"> Describe levels of taxation and the expectation of public services. 	SE: 155, 310-311, 440, 522, 543-544, 630, 721, 862-863, 867 TWE: ICA 863
12.3.7 By the end of twelfth grade, students will analyze the structure and function of Nebraska state and local governments.	
<i>Example indicators:</i>	
<ul style="list-style-type: none"> Describe the organization and authority of each branch. 	This objective can be met during teacher/class discussion of government specific to the state of Nebraska.
<ul style="list-style-type: none"> Explain procedures for state constitutional and local charter amendments. 	This objective can be met during teacher/class discussion of government specific to the state of Nebraska.
<ul style="list-style-type: none"> Explain how Nebraska's legislative, executive, and judicial institutions make public policy, e.g., legislation, regulations, executive orders, and judicial review. 	This objective can be met during teacher/class discussion of government specific to the state of Nebraska.
<ul style="list-style-type: none"> Compare Nebraska's unicameral with a bicameral form of government. 	This objective can be met during teacher/class discussion of government specific to the state of Nebraska.
<ul style="list-style-type: none"> Identify and distinguish units of local governments in the Nebraska, e.g., counties, cities, towns, and regional authorities, by analyzing a local public issue. 	This objective can be met during teacher/class discussion of government specific to the state of Nebraska.

BENCHMARKS	PAGE REFERENCES
<ul style="list-style-type: none"> 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 balances. 	<p>This objective can be met during teacher/class discussion of government specific to the state of Nebraska.</p>
<ul style="list-style-type: none"> Identify how political parties, interest groups, the media, individuals, and government institutions influence public policy. 	<p>SE: 155, 227-228, 345, 421, 511, 565, 698-700, 785, 875-876 TWE: C 345 MC 785 These references are general for the United States.</p>
<ul style="list-style-type: none"> Describe levels of taxation and the expectation of public services. 	<p>SE: 155, 310-311, 440, 522, 543-544, 630, 721, 862-863, 867 TWE: ICA 863 These references are general for the United States.</p>
<p>12.3.8 By the end of twelfth grade, students will describe and explain the election process in the national, state, and local governments.</p>	
<p><i>Example indicators:</i></p>	
<ul style="list-style-type: none"> Describe the organization of political parties and their role in the nominating process. 	<p>SE: 155, 157, 190, 227-228 <i>Chart 227</i> <i>Critical Thinking 159 #6, 193 #5</i> <i>Reviewing Themes 231 #4</i></p>
<ul style="list-style-type: none"> Explain campaign funding and spending. 	<p>This objective can be met during teacher/class discussion.</p>
<ul style="list-style-type: none"> Identify the influence of media coverage, campaign advertising, public opinion polls, and the use of propaganda techniques. 	<p>SE: 453, 718-720, 907-909 <i>Critical Thinking 742 #19</i> <i>Skillbuilder 880</i> TWE: DI 720, 908 T 880</p>
<ul style="list-style-type: none"> Explain demographic causes and political effects of reapportionment and redistricting, e.g., gerrymandering. 	<p>SE: 721-722</p>
<ul style="list-style-type: none"> Describe voter turnout and constituencies of the major political parties. 	<p>SE: 161-167, 228-230, 233-234, 908-909 <i>Critical Thinking 236 #6</i> TWE: ICA 229</p>
<ul style="list-style-type: none"> Explain the development of political parties and the Electoral College. 	<p>SE: 123, 143, 151, 155, 159, 188, 275, 862, 909 <i>Critical Thinking 159 #6</i> <i>Map 908</i> <i>Writing About History 159</i> TWE: I 144</p>
<p>12.3.9 By the end of twelfth grade, students will explain the rights, freedoms, responsibilities, and benefits of citizenship in the United States.</p>	
<p><i>Example indicators:</i></p>	
<ul style="list-style-type: none"> Participate in debates, discussions, and readings by analyzing public issues, communicating with candidates, and evaluating performance of public officials and candidates. 	<p>SE: <i>Skillbuilder 107, 225, 359, 470, 818, 855, 880</i> TWE: T 107, 225, 359, 470, 818, 855, 880</p>

BENCHMARKS	PAGE REFERENCES
12.3.10 By the end of twelfth grade, students will compare the United States political and economic systems with those of major democratic and authoritarian nations.	
<i>Example indicators:</i>	
<ul style="list-style-type: none"> Compare the structures, functions, and powers of political and economic systems. 	SE: 61, 63, 65-66, 393-394, 867 <i>Geography & History</i> 824-825 TWE: C 397 CLA 866 T 824
<ul style="list-style-type: none"> Describe the rights, responsibilities, and powers of the governed, e.g., grassroots citizens' movements. 	SE: 124, 127-129, 139, 142, 820-821, 886 <i>Chart</i> 124 <i>Writing About History</i> 129 TWE: CLA 128 D 128
<ul style="list-style-type: none"> Compare the relationship between economic and political freedom. 	SE: 124, 127-129, 310, 311, 655 <i>Chart</i> 124 <i>Writing About History</i> 129 TWE: CLA 128 D 128
<ul style="list-style-type: none"> Explain the allocation of resources and its impact on productivity. 	SE: 65-66, 309, 533-534 <i>Map</i> 309
<ul style="list-style-type: none"> Describe the development and implementation of personal economic decision-making skills in a democratic society. 	SE: 310-311, 518-520 <i>Reviewing Themes</i> 312 #4 <i>Skillbuilder</i> 681 TWE: T 681
12.3.11 By the end of twelfth grade, students will analyze characteristics of the United States free market economy.	
<i>Example indicators:</i>	
<ul style="list-style-type: none"> Define labor, capital resources, and natural resources. 	SE: 63, 65-66, 181, 326-327, 567-569 TWE: Cr 182 CTA 62 ICA 329 RS 568
<ul style="list-style-type: none"> Describe the role of private ownership, private enterprise, profits, and entrepreneurship. 	SE: 63, 180, 288-291, 310, 320, 349 <i>Critical Thinking</i> 304 #20-21 TWE: C 295
<ul style="list-style-type: none"> Compare the relationship between households, firms, and government. 	SE: 310-311, 425, 429, 521-522, 557, 687, 720-721 <i>Critical Thinking</i> 312 #5, 431 #5
<ul style="list-style-type: none"> Explain the labor and management relationships. 	SE: 328-331, 559-560, 567-569 <i>Critical Thinking</i> 331 #6 TWE: C 331 DI 328 RS 568
<ul style="list-style-type: none"> Discuss opportunity costs, scarcity, and balancing unlimited wants versus limited resources. 	SE: 65-66, 106, 309, 320, 395, 533-534, 629, 845-846 TWE: C 534 RS 320

BENCHMARKS	PAGE REFERENCES
<ul style="list-style-type: none"> Explain supply and demand, and the formation of basic economic questions, including what to produce, how to produce, and for whom to produce. 	SE: 290-291, 515-516, 522, 720, 867, 869 <i>Technology & History</i> 515 TWE: CLA 866 ICA 289 RS 515
12.3.12 By the end of twelfth grade, students will analyze the role of the national, state, and local government in the United States economy.	
<i>Example indicators:</i>	
<ul style="list-style-type: none"> Compare interstate commerce and trade policies. 	SE: 158, 172, 367, 368, 425, 429, 431, 756 <i>Chart</i> 172 TWE: DI 172
<ul style="list-style-type: none"> Discuss promoting economic growth by providing favorable conditions for markets. 	SE: 377, 519, 531-532 TWE: ICA 533
<ul style="list-style-type: none"> Compare providing public goods, services, and protection of the environment. 	SE: 430-431, 437, 819-823, 862, 868, 905, 907-908 TWE: C 431, 905 ICA 822
<ul style="list-style-type: none"> Explain the interrelationship of producers, consumers, and government in the United States economic system. 	SE: 516-520, 543-546, 558-559, 693-694, 720-721, 822-823 TWE: CTA 696 T 543
<ul style="list-style-type: none"> Discuss the impact of fiscal and monetary policy. 	SE: 373-374, 376, 555, 846, 867 TWE: CLA 866 Cr 376
<ul style="list-style-type: none"> Identify the basic economic goals in a free market system, including growth, stability, full employment, and efficiency versus equity and justice. 	SE: 310, 311 <i>Reviewing Themes</i> 12 #4
12.3.13 By the end of twelfth grade, students will examine the basic economic indicators and fundamentals of international trade.	
<i>Example indicators:</i>	
<ul style="list-style-type: none"> Define Gross Domestic Product. 	SE: 308-309 <i>Checking for Understanding</i> 312 #1
<ul style="list-style-type: none"> Define Consumer Price Index, employment statistics, and other measures of economic conditions. 	SE: 536, 554, 561-562, 564, 720-721, 816, 867, 868 <i>An American Story</i> 845 TWE: ICA 538
<ul style="list-style-type: none"> Explain comparative and absolute advantage. 	See Glencoe's <i>Economics: Principles & Practices</i> © 2005
<ul style="list-style-type: none"> Discuss exchange rates. 	See Glencoe's <i>Economics: Principles & Practices</i> © 2005
<ul style="list-style-type: none"> Explain international trade policies, and the United States relationship to the global economy. 	SE: 902-905 <i>Critical Thinking</i> 905 #5 <i>Geography & History</i> 824-825 TWE: C 905 DI 904 T 824

BENCHMARKS	PAGE REFERENCES
12.4 WORLD GEOGRAPHY	
12.4.1 By the end of twelfth grade, students will demonstrate geographical skills.	
<i>Example indicators:</i>	
<ul style="list-style-type: none"> Recognize the different map projections and explain the effects of distortion. 	SE: RA2-RA17, 1-3 <i>Skillbuilder 57</i> TWE: DI 2 T 57
<ul style="list-style-type: none"> Show how maps reflect particular historical and political perspectives. 	SE: 1 <i>National Geographic 22</i> <i>Skillbuilder 624</i> TWE: CLA 1 RS 22 T 1, 624 U 3
<ul style="list-style-type: none"> Apply the concepts of scale, orientation, and latitude and longitude. 	SE: <i>Reading a Map 2-3</i> <i>Skillbuilder 57</i> TWE: CLA 3 T 57
<ul style="list-style-type: none"> Create and compare political, physical, and thematic maps of countries and regions. 	SE: RA2-RA17 <i>Geography & History 213, 477, 797</i> <i>National Geographic 22, 317, 591, 663</i> TWE: RS 22
12.4.2 By the end of twelfth grade, students will analyze how selected physical and ecological processes impact the earth's surface.	
<i>Example indicators:</i>	
<ul style="list-style-type: none"> Identify natural hazards, describe their characteristics, explain their impact on physical and human systems, and assess efforts to manage their consequences in developed and less developed regions. 	SE: 5, 537 <i>National Geographic 537</i> TWE: GH 4
<ul style="list-style-type: none"> Identify regional climatic patterns and weather phenomena, relating them to events in the contemporary world. 	SE: 537, 905 <i>National Geographic 937</i> <i>Writing About History 905</i> TWE: C 905 DI 904
<ul style="list-style-type: none"> Explain how humans influence and are influenced by the environment. 	SE: 344, 537, 819-823, 905, 907-908 TWE: C 823, 905 ICA 344, 822
<ul style="list-style-type: none"> Relate how people's ideas and relationship to the environment change over time, particularly in response to new technologies. 	SE: 344, 537, 819-823, 905, 907-908 TWE: C 823, 905 ICA 344, 822
12.4.3 By the end of twelfth grade, students will compare and contrast the distribution, growth rates, and characteristics of human population, e.g., settlement patterns and the location of natural and human resources.	
<i>Example indicators:</i>	
<ul style="list-style-type: none"> Analyze past and present migration trends. 	SE: 286-288, 341, 342, 498-499, 501-502, 864 <i>An American Story 242</i> <i>Critical Thinking 502 #7</i> TWE: C 864 Cr 288

BENCHMARKS	PAGE REFERENCES
<ul style="list-style-type: none"> Analyze the social, economic, political, and environmental factors that influence cultural interaction. 	SE: 494-495, 698-703, 802-805, 850-853 TWE: C 495, 703, 805 CLA 699 ICA 853
<ul style="list-style-type: none"> Analyze past and present trends in human migration and cultural interaction as they are influenced by social, economic, political, and environmental factors. 	SE: 286-288, 341, 342, 498-499, 501-502, 864 <i>An American Story</i> 242 <i>Critical Thinking</i> 502 #7 TWE: C 864 Cr 288
12.4.4 By the end of twelfth grade, 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.	SE: 181, 341-345, 419, 707-708, 762-763 <i>Geography & History</i> 872-873 <i>Time Notebook</i> 370 TWE: C 873 ETC 371 ICA 344
12.4.5 By the end of twelfth grade, students will analyze the regional development of Asia, Africa, the Middle East, Latin America, and the Caribbean, such as physical, economic, and cultural characteristics and historical evolution from 1000 A.D. to the present.	
<i>Example indicators:</i>	
<ul style="list-style-type: none"> Analyze the patterns and networks of economic interdependence, e.g., formation of multinational economic unions; international trade; the theory of competitive advantage; job specialization; competition for resources; and access to labor, technology, transportation, and communications. 	To analyze the regional development of Asia, Africa, the Middle East, Latin America, and the Caribbean from 1000 A.D. to the present, see Glencoe's <i>World History: Modern Times</i> © 2005.
<ul style="list-style-type: none"> Locate and identify by name the major countries in each region, the world's major rivers, mountain ranges, and surrounding bodies of water. 	To analyze the regional development of Asia, Africa, the Middle East, Latin America, and the Caribbean from 1000 A.D. to the present, see Glencoe's <i>World History: Modern Times</i> © 2005.
<ul style="list-style-type: none"> Classify and describe the spatial distribution of major economic systems and evaluate their relative merits in terms of productivity and the social and economic well-being of workers. 	To analyze the regional development of Asia, Africa, the Middle East, Latin America, and the Caribbean from 1000 A.D. to the present, see Glencoe's <i>World History: Modern Times</i> © 2005.
<ul style="list-style-type: none"> Explain how geographic regions change over time. 	To analyze the regional development of Asia, Africa, the Middle East, Latin America, and the Caribbean from 1000 A.D. to the present, see Glencoe's <i>World History: Modern Times</i> © 2005.
<ul style="list-style-type: none"> Explain how characteristics of regions have led to regional labels. 	To analyze the regional development of Asia, Africa, the Middle East, Latin America, and the Caribbean from 1000 A.D. to the present, see Glencoe's <i>World History: Modern Times</i> © 2005.
<ul style="list-style-type: none"> Explain how regional landscapes reflect the cultural characteristics of their inhabitants as well as historical events. 	To analyze the regional development of Asia, Africa, the Middle East, Latin America, and the Caribbean from 1000 A.D. to the present, see Glencoe's <i>World History: Modern Times</i> © 2005.
<ul style="list-style-type: none"> Explain how technological advances have led to increasing interaction among regions. 	To analyze the regional development of Asia, Africa, the Middle East, Latin America, and the Caribbean from 1000 A.D. to the present, see Glencoe's <i>World History: Modern Times</i> © 2005.

BENCHMARKS	PAGE REFERENCES
<ul style="list-style-type: none"> Distinguish between developed and developing countries, identifying and relating the level of economic development to the quality of life. 	To analyze the regional development of Asia, Africa, the Middle East, Latin America, and the Caribbean from 1000 A.D. to the present, see Glencoe's <i>World History: Modern Times</i> © 2005.
<ul style="list-style-type: none"> Analyze how certain cultural characteristics can link or divide regions, e.g., language, ethnic heritage, religion, political philosophy, shared history, and social and economic systems. 	To analyze the regional development of Asia, Africa, the Middle East, Latin America, and the Caribbean from 1000 A.D. to the present, see Glencoe's <i>World History: Modern Times</i> © 2005.
12.4.6 By the end of twelfth grade, students will analyze the forces of conflict and cooperation.	
<i>Example indicators:</i>	
<ul style="list-style-type: none"> Explain the way in which the world is divided among independent and dependent countries. 	SE: 42-47, 392-397, 466-469, 584-588, 659-665, 902-905 TWE: C 469, 665 Cr 395 RS 585 T 43
<ul style="list-style-type: none"> Describe disputes over borders, resources, and settlement areas. 	SE: 42-47, 202-209, 297-302, 392-397, 584-588 TWE: C 302, 397 RS 206, 585 T 43
<ul style="list-style-type: none"> Describe the historic and future ability of nations to survive and prosper. 	SE: 58-64, 152-159, 272-277, 319-323, 692-697, 906-909 TWE: C 277, 323 CTA 696
<ul style="list-style-type: none"> Explain the role of multinational organizations. 	SE: 662, 663, 678, 900, 903, 916-917 TWE: ICA 647
12.4.7 By the end of twelfth grade, students will apply geography to interpret the past, understand the present, and plan the future.	
<i>Example indicators:</i>	
<ul style="list-style-type: none"> Explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems by using a variety of maps, charts, and documents. 	SE: <i>Skillbuilder</i> 29, 57, 160, 186, 296, 624, 910 TWE: T 29, 57, 160 186 296, 624, 910
<ul style="list-style-type: none"> Relate current events to the physical and human characteristics of places and regions. 	SE: 902-905, 914-917 <i>Geography & History</i> 824-825, 872-873 TWE: C 825, 873, 905 DI 904 ICA 914

Codes Used for TWE Pages

APV	Analyzing Points of View	HTA	History Through Art
BI	Background Information	I	Identifying
BQ	Bonus Questions	ICA	Interdisciplinary Connections Activity
C	Close	IM	Interpreting a Map
CAM	Creating an Annotated Map	LCE	Listing Cause and Effect
CC	Curriculum Connection	MC	Making Comparisons
CCC	Creating Circle Charts	ML	Making a List
CCH	Creating a Chart	OI	Organizing Information
CCL	Creating a Collage	PA	Portfolio Activity
CFS	Creating a Fact Sheet	PH	Picturing History
CLA	Cooperative Learning Activity	PIH	Profiles in History
CM	Creating a Map	PWA	Portfolio Writing Activity
CO	Comparing	PWP	Portfolio Writing Project
CP	Creating a Poster	R	Reteach
Cr	Creating	RC	Reading Check
CRC	Creating Relative Chronology	Res	Researching
CTA	Critical Thinking Activity	RS	Reading Strategy
CTC	Creating a Thematic Chart	RV	Reinforcing Vocabulary
CTL	Creating a Time Line	T	Teach
D	Discussing	TLA	Time Line Activity
DC	Discussing a Concept	U	Using
DCE	Determining Cause and Effect	WBR	Writing a Book Review
DI	Differentiated Instruction	WE	Writing an Editorial
DPC	Drawing a Political Cartoon	WIM	Why It Matters
E	Enrich	WMA	Why It Matters Activity
ETC	Extending the Content	WNH	Writing Newspaper Headline
FCO	From the Classroom of...	WP	Writing a Profile
FYI	FYI	Wr	Writing
GH	Geography Handbook	WR	Writing a Report
GOA	Graphic Organizer Activity	YDS	You don't say...
GS	Graph Skills		
HH	History and the Humanities		