



**NEBRASKA**  
**Social Studies/History Standards Grades 9-12**  
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BENCHMARKS	PAGE REFERENCES
<b>12.1 UNITED STATES HISTORY</b>	
<b>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.</b>	
<i>Example indicators:</i>	
<ul style="list-style-type: none"> <li>Explain the economic and cultural characteristics of the groups.</li> </ul>	SE: 20-24, 40-44, 50-57, 58-64 <i>Different Viewpoints</i> 52-53 TWE: C 44 T 51, 59 DV 53 CTA 54 W 61
<ul style="list-style-type: none"> <li>Summarize the motives and strategies of the explorers and settlers.</li> </ul>	SE: 38-44, 50-57, 58-64, 66-71 TWE: F 38 ICA 41 CTA 42 ETC 43 W 61 T 51
<ul style="list-style-type: none"> <li>Explain the impact of European settlement on the Native Americans.</li> </ul>	SE: 20-24, 40-41, 44, 50-57 <i>National Geographic</i> 43 <i>Different Viewpoints</i> 52-53 TWE: RS 39 C 44 RC 44 T 50
<ul style="list-style-type: none"> <li>Relate the legacies of contact, cooperation, and conflict from that period.</li> </ul>	SE: 40-41, 44, 50-57 <i>National Geographic</i> 43 <i>Different Viewpoints</i> 52-53 TWE: RS 39 C 44 RC 44 T 50
<ul style="list-style-type: none"> <li>Explain the motivation of ethnic and religious groups, and how immigrants influenced the settlement of colonies.</li> </ul>	SE: 50-57, 58-64, 66-71 <i>Picturing History</i> 54 <i>Linking Past and Present</i> 56 TWE: T 51 PH 54 CTA 54 LPP 56 W 61 R 64

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<ul style="list-style-type: none"> <li>Summarize the economic activity.</li> </ul>	SE: 41, 43-44, 53, 55-57, 60-64, 84-90, 91-97 <i>Why It Matters</i> 42-43 TWE: CTA 42 ETC 43 CD 43 R 64
<ul style="list-style-type: none"> <li>Describe the political developments.</li> </ul>	SE: 41-44, 54-57, 58-64, 66-71, 72-77, 116-123, 126-133 TWE: ETC 43 E 44 R 64
<ul style="list-style-type: none"> <li>Compare the social customs, the arts, and religious beliefs.</li> </ul>	SE: 20-24, 50-54, 66-71, 75-76, 86-90, 94-95, 104-109 TWE: W 61 RS 105 ICA 107
<b>12.1.2 By the end of twelfth grade, students will analyze and explain the events and ideas of the Early National Period.</b>	
<i>Example indicators:</i>	
<ul style="list-style-type: none"> <li>Relate changes in British policies that provoked the American colonists.</li> </ul>	SE: 98-100, 101-102, 116-123, 126-133 <i>Chart Skills</i> 100 <i>Graphic Organizer</i> 120 TWE: F 98 T 99 C 123 CS 100 GO 120 ICA 122
<ul style="list-style-type: none"> <li>Discuss the debate within America concerning separation from Britain.</li> </ul>	SE: 129, 138-145, 151 TWE: CLA 127 CP 128 CC 130
<ul style="list-style-type: none"> <li>Compare the Declaration of Independence and "Common Sense."</li> </ul>	SE: 132-133, 134-137 <i>What If...</i> 132-133 TWE: WI 133 E 133, 137 F 134 T 134 R 137 CLA 135 PA 137
<ul style="list-style-type: none"> <li>Describe the roles played by the individual leaders.</li> </ul>	SE: 122-123, 132-133, 138-145 <i>Profiles</i> 122 <i>The Turning Point</i> 142 TWE: E 133 WP 142

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<ul style="list-style-type: none"> <li>Summarize key battles, military turning points, and key strategic decisions.</li> </ul>	SE: 129-133, 138-145 <i>National Geographic</i> 140, 144 <i>Chart Skills</i> 139 TWE: F 138 CLA 139 CS 139 GS 140, 144 R 145
<ul style="list-style-type: none"> <li>Compare the Articles of Confederation and the Declaration of Independence.</li> </ul>	SE: 132-133, 134-137, 147-149, 158-162 <i>What If...</i> 132-133 TWE: WI 133 E 133, 137 F 134, 158 T 134, 159 R 137 CLA 135 PA 137 C 162
<ul style="list-style-type: none"> <li>Discuss the issues and policies affecting relations among existing and future states, e.g., the Northwest Ordinance.</li> </ul>	SE: 159-162 <i>Why It Matters</i> 160-161 TWE: WM 160 U 160 E 162
<ul style="list-style-type: none"> <li>Explain the Constitutional Convention, e.g., the leadership of James Madison and George Washington.</li> </ul>	SE: 164-169 <i>Profiles</i> 165, 167 TWE: F 164 DI 166 CTA 168 E 169 C 169
<ul style="list-style-type: none"> <li>Compare and contrast the struggle for ratification of the Constitution, the Federalist Papers, and Anti-Federalists arguments.</li> </ul>	SE: 172-175 <i>Analyzing Political Cartoons</i> 173 <i>Different Viewpoints</i> 174 TWE: F 172 RS 174 DV 174 DI 174 E 175
<ul style="list-style-type: none"> <li>Explain the addition of the Bill of Rights to the Constitution.</li> </ul>	SE: 172-175, 199 <i>Chart Skills</i> 182 TWE: F 172 DI 174 R 175 C 175 ETC 200 CTA 201
<ul style="list-style-type: none"> <li>Relate the organization of the national government under the new Constitution.</li> </ul>	SE: 164-169, 180-187, 189-207 <i>Chart Skills</i> 181, 182, 183 TWE: E 169 CS 181, 182, 183 CTA 183

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<ul style="list-style-type: none"> <li>Explain the major domestic and foreign affairs issues facing the first presidents and Congress.</li> </ul>	SE: 210-214, 215-220, 221-225 <i>Chart Skills</i> 214 <i>Analyzing Political Cartoons</i> 216, 219 TWE: DI 212 E 214 CS 214 ICA 218
<ul style="list-style-type: none"> <li>Summarize the development of political parties.</li> </ul>	SE: 212-214 <i>Critical Thinking #6</i> 214 <i>Chart Skills</i> 214 <i>Reading Check</i> 214 TWE: E 214 CS 214 RC 214
<ul style="list-style-type: none"> <li>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.</li> </ul>	SE: 193, 223, 242-243, 271, 1081 <i>Reviewing Themes #3</i> 225 <i>Chart Skills</i> 242 TWE: CS 242 DI 242 RC 243
<ul style="list-style-type: none"> <li>Explain foreign relations and conflicts, e.g., the War of 1812 and the Monroe Doctrine.</li> </ul>	SE: 228-232, 244 <i>National Geographic</i> 231 TWE: F 228 RS 229 ICA 231 GS 231 E 232 C 232
<ul style="list-style-type: none"> <li>Discuss the Louisiana Purchase and the acquisition of Florida.</li> </ul>	SE: 223-224, 243-244 <i>Reading Check</i> 224, 244 TWE: DI 223 CM 223 FYI 223 RC 224, 244
<ul style="list-style-type: none"> <li>Summarize the economic development, trade, tariffs, taxation, and trends in the national debt.</li> </ul>	SE: 212-214, 223-224, 225, 229, 241-242, 245-250 TWE: FYI 212 ICA 213 T 241
<b>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.</b>	
<i>Example indicators:</i>	
<ul style="list-style-type: none"> <li>Discuss the causes and effects of slavery.</li> </ul>	SE: 86-90, 106-107, 167-168, 253-256, 257-260, 284-288 TWE: C 90 CTA 168, 255 RC 253, 255

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<ul style="list-style-type: none"> <li>Explain the States' Rights Doctrine.</li> </ul>	SE: 242, 243, 258-259, 321-324 <i>National Geographic</i> 258 <i>Profiles</i> 241 <i>Chart Skills</i> 242 TWE: GS 258 P 241 CS 242
<ul style="list-style-type: none"> <li>Discuss tariffs and trade.</li> </ul>	SE: 351-352, 400-401, 404, 407
<ul style="list-style-type: none"> <li>Describe the settlement of the western United States.</li> </ul>	SE: 294-297, 300-304, 306-311, 414-419, 420-423, 425-430 TWE: CLA 415 CM 415 ICA 416 DI 296
<ul style="list-style-type: none"> <li>Explain secession.</li> </ul>	SE: 268-269, 323-324, 342 TWE: C 324 FYI 342
<ul style="list-style-type: none"> <li>Compare and contrast the military advantages of the Union and the Confederacy.</li> </ul>	SE: 350-356, 357-363 <i>National Geographic</i> 358, 360 <i>Graph Skills</i> 354 TWE: F 350 RS 351 R 356, 358 C 356 ICA 360
<ul style="list-style-type: none"> <li>Explain the threat of foreign intervention.</li> </ul>	SE: 353-354 TWE: DT 354
<ul style="list-style-type: none"> <li>Discuss the economic and political impact of the war.</li> </ul>	SE: 320-324, 326-331, 332-338, 340-341, 351-353, 363, 364-368 <i>Graph Skills</i> 354 TWE: T 365 DI 366
<ul style="list-style-type: none"> <li>Explain the roles played by the individual leaders.</li> </ul>	SE: 320-322, 327-328, 331, 336-338, 341-345, 350, 353 <i>Picturing History</i> 323 <i>What If...</i> 355 <i>Profiles</i> 328 TWE: WI 355 P 328 PH 323
<ul style="list-style-type: none"> <li>Relate the impact of Reconstruction policies on the South.</li> </ul>	SE: 386-389, 391-395, 398-402, 403-407 TWE: F 386 T 387 DI 388 R 389 E 389, 402

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<b>12.1.4 By the end of twelfth grade, students will analyze the impact of immigration on American life, identifying factors.</b>	
<i>Example indicators:</i>	
<ul style="list-style-type: none"> <li>Contributions of Native Americans, Hispanic Americans, African Americans, European Americans, Asian Americans, and immigrant groups and individuals.</li> </ul>	SE: 67-70, 74-76, 89-90, 105-107, 464-468 <i>National Geographic</i> 107, 465 TWE: GS 107 ICA 107, 467 E 468
<ul style="list-style-type: none"> <li>Ethnic conflict and discrimination.</li> </ul>	SE: 89-90, 254-256, 284-288, 296-297, 334-335, 429-430, 468 TWE: RS 285 T 285 E 288
<ul style="list-style-type: none"> <li>The United States domestic policies.</li> </ul>	SE: 67-70, 74-76, 89-90, 105-107, 254-256, 284-288, 296-297, 334-335, 429-430, 464-468 <i>National Geographic</i> 107, 465 TWE: GS 107 ICA 107, 467 E 288, 468 RS 285 T 285
<b>12.1.5 By the end of twelfth grade, students will summarize causes and effects of the Industrial Revolution.</b>	
<i>Example indicators:</i>	
<ul style="list-style-type: none"> <li>Describe new inventions and industrial production methods.</li> </ul>	SE: 436-440, 442-446, 447-451 TWE: F 436 T 437 ICA 439 C 440
<ul style="list-style-type: none"> <li>Summarize new technologies in transportation and communication.</li> </ul>	SE: 436-440, 442-446, 447-451 TWE: F 436 T 437 ICA 439 C 440
<ul style="list-style-type: none"> <li>Explain incentives for capitalism and free enterprise.</li> </ul>	SE: 445-446, 447-451 TWE: R 446 F 447 T 448 RS 448 ICA 450 DI 449
<ul style="list-style-type: none"> <li>Describe the impact of immigration on labor supply and the movement to organize workers.</li> </ul>	SE: 464-468, 469-473 <i>National Geographic</i> 465 <i>Reading Check</i> 467 TWE: F 464 RS 465 GS 465 RC 467

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<ul style="list-style-type: none"> <li>Describe improvements in standards of living, life expectancy, and living conditions.</li> </ul>	<p>The following pages reference living conditions during the Industrial Revolution.</p> <p>SE: 469-472 <i>National Geographic</i> 472, 474-475</p> <p>TWE: ICA 472 E 473 NG 472</p>
<ul style="list-style-type: none"> <li>Explain child labor, working conditions, and the rise of organized labor.</li> </ul>	<p>SE: 454-459, 551-552, 565 <i>Picturing History</i> 459 <i>National Geographic</i> 552</p> <p>TWE: RS 456 ICA 457 CTA 458 C 459</p>
<ul style="list-style-type: none"> <li>Summarize government policies affecting trade, monopolies, taxation, and money supply.</li> </ul>	<p>SE: 438-439, 445-446, 450, 495-497, 501-507 <i>Critical Thinking #5</i> 440</p> <p>TWE: E 497 CC 502</p>
<ul style="list-style-type: none"> <li>Summarize muckraking literature and the rise of the Progressive Movement.</li> </ul>	<p>SE: 546-553 <i>National Geographic</i> 551, 552 <i>Picturing History</i> 547</p> <p>TWE: RS 547 F 546 T 547 NG 552 PH 547 DI 548 GS 551</p>
<ul style="list-style-type: none"> <li>Describe women's suffrage and temperance movements, describing their impact on society.</li> </ul>	<p>SE: 544-546, 549-551 <i>Profiles</i> 550 <i>National Geographic</i> 551</p> <p>TWE: M 544 RS 547 RC 551 ETC 551 P 550 GS 551</p>
<ul style="list-style-type: none"> <li>Summarize political changes at the local, state, and national levels.</li> </ul>	<p>SE: 438-439, 445-446, 450, 495-497, 501-507, 544-546, 549-551, 552-553, 555-559, 562-565, 566-570 <i>Profiles</i> 550 <i>National Geographic</i> 551 <i>Critical Thinking #5</i> 440</p> <p>TWE: E 497 CC 502 M 544 RS 547 RC 551 ETC 551 P 550 GS 551</p>

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<b>12.1.6 By the end of twelfth grade, students will analyze the origins and effects of World War I.</b>	
<i>Example indicators:</i>	
<ul style="list-style-type: none"> <li>Describe the end of the Ottoman Empire and the creation of new states in the Middle East.</li> </ul>	SE: 578-580 <i>National Geographic</i> 579 TWE: GS 579 GO 575
<ul style="list-style-type: none"> <li>Relate the declining role of Great Britain and the expanding role of the United States in world affairs.</li> </ul>	SE: 578-583, 592-597, 599-603 <i>National Geographic</i> 594-595 TWE: C 583 GS 595
<ul style="list-style-type: none"> <li>Summarize the political, social, and economic changes in Europe and the United States.</li> </ul>	SE: 577-583, 584-589, 592-597, 599-603 TWE: DI 586 CTA 588 E 583 RS 582 C 583 F 584
<ul style="list-style-type: none"> <li>Explain the causes of World War I.</li> </ul>	SE: 577-583 TWE: RS 582 CTA 580 E 583 C 583
<b>12.1.7 By the end of twelfth grade, students will analyze and explain the Great Depression.</b>	
<i>Example indicators:</i>	
<ul style="list-style-type: none"> <li>Explain the causes and effects of changes in business cycles.</li> </ul>	SE: 656-660 <i>Graph Skills</i> 658 TWE: F 656 G 658 ICA 659 R 660 C 660
<ul style="list-style-type: none"> <li>Describe the weaknesses in key sectors of the economy in the late 1920's.</li> </ul>	SE: 656-660, 661-665 <i>Graph Skills</i> 658 <i>National Geographic</i> 663 TWE: F 656, 661 G 658 ICA 659 R 660 C 660 GS 663
<ul style="list-style-type: none"> <li>Summarize the United States government's economic policies in the late 1920's.</li> </ul>	SE: 668-672, 682-688, 689-694, 695-700 <i>Different Viewpoints</i> 669 TWE: F 668 T 669 R 672 DV 669 C 694

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<ul style="list-style-type: none"> <li>Explain the causes and effects of the Stock Market Crash.</li> </ul>	SE: 656-660, 661-665, 668-672, 682-688, 689-694, 695-700 <i>Different Viewpoints</i> 669 <i>Graph Skills</i> 658 <i>National Geographic</i> 663 TWE: F 656, 661 G 658 ICA 659 R 660 C 660 GS 663
<ul style="list-style-type: none"> <li>Describe the impact of the Depression on the American people.</li> </ul>	SE: 656-660, 661-665 <i>Graph Skills</i> 658 <i>National Geographic</i> 663 TWE: F 656, 661 G 658 ICA 659 R 660 C 660 GS 663
<ul style="list-style-type: none"> <li>Explain the impact of New Deal economic policies.</li> </ul>	SE: 682-688, 689-694, 695-700 <i>Different Viewpoints</i> 669 TWE: F 668 T 669, 683 R 672 DV 669 C 694 RS 683 CTA 686 ETC 687
<ul style="list-style-type: none"> <li>Explain the impact of the expanded role of government in the economy since the 1930's.</li> </ul>	SE: 682-688, 689-694, 695-700 <i>Different Viewpoints</i> 669 TWE: F 668 T 669, 683 R 672 DV 669 C 694 RS 683 CTA 686 ETC 687
<b>12.1.8 By the end of twelfth grade, students will recognize and explain the origins and effects of World War II.</b>	
<i>Example indicators:</i>	
<ul style="list-style-type: none"> <li>Describe the rise of and aggression of totalitarian regimes in Germany, Italy, and Japan.</li> </ul>	SE: 708-712, 713-718, 719-724, 728, 729 <i>National Geographic</i> 715 TWE: F 708 RS 709 DI 710 CTA 717 GS 715 CM 716

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<ul style="list-style-type: none"> <li>Summarize the rise of Fascism, Nazism, and Communism in the 1930's and 1940's and the response of Europe and the United States.</li> </ul>	SE: 708-712, 713-718, 719-724, 728, 729 <i>National Geographic</i> 715 <i>Picturing History</i> 709 TWE: F 708 RS 709 DI 710 CTA 717 GS 715 CM 716
<ul style="list-style-type: none"> <li>Explain the role of the Soviet Union.</li> </ul>	SE: 709, 714-715, 727, 765, 778-782, 783-789 <i>National Geographic</i> 715 TWE: DI 727 F 778 GS 715
<ul style="list-style-type: none"> <li>Explain appeasement, isolationism, and the war debates in Europe and the United States prior to the outbreak of war.</li> </ul>	SE: 711-712, 713-718, 725-730 <i>Reading Check</i> 715 TWE: E 712 C 712 DI 715 RS 715 R 730 T 726 RC 715
<ul style="list-style-type: none"> <li>Relate the impact of mobilization for war, at home and abroad.</li> </ul>	SE: 725-730, 736-741 <i>Graph Skills</i> 738-739 <i>History Through Art</i> 737 TWE: F 736 RS 737 HA 737 E 741 R 741 C 741
<ul style="list-style-type: none"> <li>Summarize the major battles, military turning points, and key strategic decisions.</li> </ul>	SE: 742-747, 755-761, 764-772 <i>National Geographic</i> 744 TWE: T 743 M 743 RS 746 GS 744 ICA 745 C 747
<ul style="list-style-type: none"> <li>Explain the Holocaust and its impact.</li> </ul>	SE: 719-724 <i>Reading Check</i> 722 <i>National Geographic</i> 724 TWE: F 719 CLA 720 DI 720 CC 722 GS 724 RS 723 RC 722

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<ul style="list-style-type: none"> <li>Describe the reshaping of the United States' role in world affairs after the war.</li> </ul>	SE: 766-772, 778-782, 783-789 <i>Picturing History</i> 781 <i>National Geographic</i> 782 TWE: ICA 771 T 779 F 778 CM 780 PH 781
<ul style="list-style-type: none"> <li>Summarize the major changes in Eastern Europe, China, Southeast Asia, and Africa following the war.</li> </ul>	SE: 778-782, 783-789, 892-895, 896-901 <i>National Geographic</i> 782, 787 TWE: ICA 781 GS 782, 787 RS 784
<b>12.1.9 By the end of twelfth grade, students will analyze and explain United States foreign policy since World War II.</b>	
<i>Example indicators:</i>	
<ul style="list-style-type: none"> <li>Summarize the origins of the Cold War and the foreign and domestic consequences.</li> </ul>	SE: 766-772, 778-782, 783-789, 892-895, 896-901 <i>National Geographic</i> 782, 787 <i>Picturing History</i> 781 TWE: ICA 771, 781 GS 782, 787 RS 784 T 779 F 778 CM 780 PH 781
<ul style="list-style-type: none"> <li>Describe Communist containment policies in Europe, Latin America, and Asia.</li> </ul>	SE: 778-782, 783-789, 801-802, 848-850 <i>National Geographic</i> 782, 787, 800 TWE: ICA 781 T 784 R 789 GS 782, 787, 800
<ul style="list-style-type: none"> <li>Describe McCarthyism and the fear of communist influence within the United States.</li> </ul>	SE: 790-796 <i>Picturing History</i> 791, 794 TWE: F 790 T 791 CTA 794 RS 791 PH 791, 794 DI 792 ICA 793
<ul style="list-style-type: none"> <li>Explain strategic and economic factors in Middle East policy.</li> </ul>	SE: 967-969, 990, 1004-1005, 1021, 1032-1033 <i>National Geographic</i> 968 TWE: NG 968 E 1021
<ul style="list-style-type: none"> <li>Describe the relations with South Africa and other African nations.</li> </ul>	See Glencoe's <i>World History</i> © 2005

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<ul style="list-style-type: none"> <li>Describe the collapse of communism and the end of the Cold War.</li> </ul>	SE: 990-991, 1001-1006 <i>Reading Check</i> 991 <i>Picturing History</i> 991 <i>National Geographic</i> 1003 TWE: F 1001 RC 991 T 1002 DI 1003 PH 991 NG 1003
<ul style="list-style-type: none"> <li>Explain the new challenges to America's leadership role in the world.</li> </ul>	SE: 766-772, 778-782, 783-789 <i>Picturing History</i> 781 <i>National Geographic</i> 782 TWE: ICA 771 T 779 F 778 CM 780 PH 781
<ul style="list-style-type: none"> <li>Analyze the confrontations with the Soviet Union in Berlin and Cuba.</li> </ul>	SE: 848-851 <i>Picturing History</i> 850 <i>Reading Check</i> 850 TWE: PH 850 RC 850
<ul style="list-style-type: none"> <li>Explain NATO and other alliances and the United States' role in the United Nations.</li> </ul>	SE: 771, 786-787, 788-789, 1020, 1036-1037 <i>National Geographic</i> 787 TWE: CM 786 GS 787
<ul style="list-style-type: none"> <li>Describe nuclear weapons and the arms race.</li> </ul>	SE: 795-796, 798-802 <i>Technology &amp; History</i> 798 TWE: DI 795 ETC 795 C 796 T 798
<ul style="list-style-type: none"> <li>Summarize the military conflicts in Korea, Vietnam, and the Middle East.</li> </ul>	SE: 778-782, 783-789, 801-802, 848-850, 967-969, 990, 1004-1005, 1021, 1032-1033 <i>National Geographic</i> 782, 787, 800, 968 TWE: ICA 781 T 784 R 789 GS 782, 787, 800
<b>12.1.10 By the end of twelfth grade, students will evaluate developments in federal civil rights and voting rights since the 1950's.</b>	
<i>Example indicators:</i>	
<ul style="list-style-type: none"> <li>The Brown v. Board of Education decision and its impact on education.</li> </ul>	SE: 868-869, 871, 934, 1077, 1080 <i>Chart Skills</i> 844 <i>Why It Matters</i> 392 <i>Picturing History</i> 871 <i>Profiles</i> 870 TWE: ETC 868 CS 844 PH 871

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<ul style="list-style-type: none"> <li>Civil rights demonstrations and related activity leading to desegregation of public accommodations, transportation, housing, and employment.</li> </ul>	SE: 866-872, 873-880 <i>National Geographic</i> 867 <i>Picturing History</i> 869, 875 TWE: F 866, 873 T 867, 874 ETC 868 C 872 NG 867 PH 869, 875
<ul style="list-style-type: none"> <li>The impact of reapportionment cases and voting rights legislation on political participation and representation.</li> </ul>	SE: 875-880, 881-886, 933-934 TWE: CTA 877 CLA 874 CG 877 C 880
<ul style="list-style-type: none"> <li>Affirmative action.</li> </ul>	SE: 933-934 <i>Picturing History</i> 933 TWE: F 932 PH 933
<b>12.1.11 By the end of twelfth grade, students will demonstrate an understanding of domestic policy issues in contemporary American society.</b>	
<i>Example indicators:</i>	
<ul style="list-style-type: none"> <li>Compare conservative and liberal economic strategies.</li> </ul>	SE: 952-957, 963-969, 980-984, 985-991 <i>Picturing History</i> 964, 966 <i>Reading Check</i> 981 TWE: DI 982 R 969 F 980 RS 981 RC 981 PH 964, 966
<ul style="list-style-type: none"> <li>Compare the positions of political parties and interest groups on major issues.</li> </ul>	SE: 980-984, 985-991, 985-989, 1016-1021, 1026-1029 <i>Reading Check</i> 981 TWE: RS 981 DI 982 RC 981
<b>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.</b>	
<i>Example indicators:</i>	
<ul style="list-style-type: none"> <li>Locate and explain the location and expansion of the original colonies.</li> </ul>	SE: <i>National Geographic</i> 59, 68, 70, 75, 76 <i>SkillBuilder</i> 65 TWE: GS 59, 68, 70, 75, 76 T 65
<ul style="list-style-type: none"> <li>Trace the territorial expansion of the United States, explaining how the physical environment influenced it.</li> </ul>	SE: <i>National Geographic</i> 161, 177, 226-227, 246, 258, 296 TWE: F 226 T 226 GS 246, 258, 296

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<ul style="list-style-type: none"> <li>Locate new states as they were added to the Union.</li> </ul>	SE: <i>National Geographic</i> 161, 177, 226-227, 246, 258, 296 TWE: F 226 T 226 GS 246, 258, 296
<ul style="list-style-type: none"> <li>Demonstrate an understanding of the settlement patterns, migration routes, and cultural influence of various racial, ethnic, and religious groups.</li> </ul>	SE: <i>National Geographic</i> 59, 68, 70, 75, 76, 107, 270, 287 <i>SkillBuilder</i> 65 TWE: GS 59, 68, 70, 75, 76, 107, 270, 287 T 65
<ul style="list-style-type: none"> <li>Compare patterns of agricultural and industrial development in different regions as they relate to natural resources, markets, and trade.</li> </ul>	SE: <i>National Geographic</i> 85, 92, 96, 417 <i>Graph Skills</i> 354 TWE: GS 85, 92, 96, 417 G 354
<ul style="list-style-type: none"> <li>Analyze the political, social, and economic implications of demographic changes in the nation over time.</li> </ul>	SE: <i>National Geographic</i> 85, 92, 96, 161, 177, 226-227, 246, 258, 296, 417 TWE: F 226 T 226 GS 246, 258, 296
<b>12.1.13 By the end of twelfth grade, students will develop skills for historical analysis.</b>	
<i>Example indicators:</i>	
<ul style="list-style-type: none"> <li>Analyze documents, records, and data, e.g., artifacts, diaries, letters, photographs, journals, newspapers, and historical accounts.</li> </ul>	SE: 1048, 1049, 1050, 1051, 1052, 1060, 1061 <i>Different Viewpoints</i> 52-53, 174-175, 308-309, 401 <i>SkillBuilder</i> 938, 975 TWE: DV 53, 174, 309, 401 T 938, 975
<ul style="list-style-type: none"> <li>Evaluate the authenticity, authority, and credibility of sources.</li> </ul>	SE: 1048, 1049, 1050, 1051, 1052, 1060, 1061 <i>Different Viewpoints</i> 52-53, 174-175, 308-309, 401 <i>SkillBuilder</i> 513, 651, 938, 975 TWE: DV 53, 174, 309, 401 T 938, 975
<ul style="list-style-type: none"> <li>Formulate historical questions and defend findings based on inquiry and interpretation.</li> </ul>	SE: <i>SkillBuilder</i> 163, 325, 441, 487, 513, 598, 617, 651 <i>What If...</i> 132, 355, 384 <i>Different Viewpoints</i> 52-53, 174-175, 308-309, 401 TWE: DV 53, 174, 309, 401 T 163, 325, 441, 487, 513
<ul style="list-style-type: none"> <li>Develop perspectives of time and place, such as the construction of various time lines of events, periods, and personalities in American history.</li> </ul>	SE: 10-11, 48-49, 82-83, 114-115, 156-157 TWE: TLA 11, 49, 83, 115, 157 ET 69
<ul style="list-style-type: none"> <li>Communicate findings orally, in brief analytical essays, and in a comprehensive paper.</li> </ul>	SE: <i>SkillBuilder</i> 554, 701, 887 TWE: W 28, 35, 75, 94

BENCHMARKS	PAGE REFERENCES
<b>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.</b>	
<i>Example indicators:</i>	
<ul style="list-style-type: none"> <li>Discuss civil disobedience v. the rule of law.</li> </ul>	SE: 124-125 <i>What If...</i> 132-133 TWE: PA 125, 137 T 127 CTA 132 CP 128 W 132 DC 286
<ul style="list-style-type: none"> <li>Analyze the role of government to the individual in economic planning and social programs.</li> </ul>	SE: <i>Different Viewpoints</i> 401, 669 TWE: T 668 ICA 685 RS 679, 683 R 638 DV 401, 669 DT 683 C 688
<ul style="list-style-type: none"> <li>Debate freedom of the press v. the right to a fair trial.</li> </ul>	SE: 199-200 TWE: ETC 200, 203 CTA 201 CC 200
<ul style="list-style-type: none"> <li>Analyze the tension between majority rule and minority rights.</li> </ul>	SE: <i>Different Viewpoints</i> 174 TWE: DC 167 CTA 168 DV 174
<ul style="list-style-type: none"> <li>Debate problems of intolerance toward racial, ethnic, and religious groups in American society.</li> </ul>	SE: 269-270, 284-288, 296-297, 866-872, 873-880 <i>National Geographic</i> 867 <i>Picturing History</i> 869, 875 TWE: DC 286 CTA 270 RS 285 T 285 E 288
<ul style="list-style-type: none"> <li>Discuss the evolution of rights, freedoms, and protections through political and social movements.</li> </ul>	SE: 269-270, 284-288, 296-297, 866-872, 873-880 <i>National Geographic</i> 867 <i>Picturing History</i> 869, 875 TWE: DC 286 CTA 270 RS 285 T 285 E 288

BENCHMARKS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Interpret aspects of “United States Constitution”, “Bill of Rights”, “Letter from Birmingham”, “Speak softly and carry a big stick...”, “Gettysburg Address”, etc.</li> </ul>	SE: 164-169, 172-175, 180-187, 189-207 <i>Chart Skills</i> 181, 182, 183, 1049, 1056, 1070, 1071, 1072, 1078 TWE: E 169 F 172 DI 174 C 175 R 175 CS 181, 182, 183 CTA 183, 201 ETC 200, 1056
<b>12.3 THE GOVERNMENTS AND ECONOMIES OF THE UNITED STATES AND NEBRASKA</b>	
<b>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.</b>	
<i>Example indicators:</i>	
<ul style="list-style-type: none"> <li>Describe forms of democracy that existed in ancient Greece and Rome.</li> </ul>	See Glencoe’s <i>World History</i> © 2005
<ul style="list-style-type: none"> <li>Describe the constitutional monarchy in Great Britain.</li> </ul>	SE: 72-73, 100-101, 1059, 1060, 1063 <i>Reading Check</i> 73 TWE: RC 73 R 64
<ul style="list-style-type: none"> <li>Describe governments in early American colonies.</li> </ul>	SE: 54-55, 57, 61-62, 63-64, 68, 69-71, 75-77, 94, 100-102, 116-123 TWE: R 64
<ul style="list-style-type: none"> <li>Describe governments in the early United States in the 18th century.</li> </ul>	SE: 164-169, 172-175, 180-187, 189-207 <i>Chart Skills</i> 181, 182, 183, 1049, 1056, 1070, 1071, 1072, 1078 TWE: E 169 F 172 DI 174 C 175 R 175 CS 181, 182, 183 CTA 183, 201 ETC 200, 1056
<b>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.</b>	
<i>Example indicators:</i>	
<ul style="list-style-type: none"> <li>Examine Locke, Hobbes, Montesquieu, Rousseau, Blackstone, Jefferson, Paine, and Machiavelli’s theory of government as described in <i>The Prince</i>.</li> </ul>	SE: 101-102, 108, 132-133, 134-137, 140-141 <i>What If...</i> 132-133 <i>American Literature</i> 153 TWE: WI 133 E 133, 137 F 134 T 134 R 137 CLA 135 PA 137

BENCHMARKS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Describe constitutionalism, limited government, rule of law, republicanism, and democracy.</li> </ul>	SE: 164-169, 172-175, 180-187, 189-207 <i>Chart Skills</i> 181, 182, 183, 1049, 1056, 1070, 1071, 1072, 1078 TWE: E 169 F 172 DI 174 C 175 R 175 CS 181, 182, 183 CTA 183, 201 ETC 200, 1056
<ul style="list-style-type: none"> <li>Identify how the political ideas of the Enlightenment and the ideas of religion affected the founders of the United States.</li> </ul>	SE: 108-109, 199 TWE: CLA 186 CTA 108 E 109
<ul style="list-style-type: none"> <li>Define sovereignty and consent of the governed.</li> </ul>	SE: 168-169, 172-175, 180, 186-187, 321-322, 336 <i>Different Viewpoints</i> 174 TWE: RS 180 RC 337 DV 174
<ul style="list-style-type: none"> <li>Describe separation of powers, federalism, and checks and balances.</li> </ul>	SE: 168-169, 180-187, 189-198 <i>Chart Skills</i> 181, 185 TWE: E 169 RS 180 CS 181, 185 ICA 182
<ul style="list-style-type: none"> <li>Compare the Declaration of Independence and "Common Sense."</li> </ul>	SE: 132-133, 134-137 <i>What If...</i> 132-133 TWE: WI 133 E 133, 137 F 134 T 134 R 137 CLA 135 PA 137
<b>12.3.3 By the end of twelfth grade, students will analyze the significance of amendments to the United States Constitution.</b>	
<i>Example indicators:</i>	
<ul style="list-style-type: none"> <li>Identify factors, e.g., the conflicts they addressed and the reasons for their adoption.</li> </ul>	SE: 169, 173-175, 182 <i>Chart Skills</i> 182, 184 TWE: C 175, 187 CS 182, 184 CTA 183 RA 184 CLA 198

BENCHMARKS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Analyze fundamental liberties, rights, and values outlined by the United States Constitution.</li> </ul>	SE: 169, 173-175, 182, 185-187, 199-207 <i>Chart Skills</i> 182, 184 TWE: C 175, 187 CTA 183 RA 184 CLA 186, 198 CS 182, 184
<ul style="list-style-type: none"> <li>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.</li> </ul>	SE: 169, 173-175, 182, 185-187, 199-207 <i>Chart Skills</i> 182, 184 TWE: C 175, 187 CTA 183, 201 RA 184 CLA 186, 198 CS 182, 184 ETC 200, 202, 203
<b>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.</b>	
<i>Example indicators:</i>	
<ul style="list-style-type: none"> <li>Describe how Marbury v. Madison and McCulloch v. Maryland affected the Constitution.</li> </ul>	SE: 193, 223, 242-243, 271, 1081 <i>Reviewing Themes #3</i> 225 <i>Chart Skills</i> 242 TWE: CS 242 DI 242 RC 243
<ul style="list-style-type: none"> <li>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.</li> </ul>	SE: 868-869, 871, 934, 1077, 1080 <i>Chart Skills</i> 844 <i>Why It Matters</i> 392 <i>Picturing History</i> 871 <i>Profiles</i> 870 TWE: ETC 868 CS 844 PH 871
<ul style="list-style-type: none"> <li>Explain current patterns and evaluate the impact of Supreme Court decisions on domestic policy issues.</li> </ul>	SE: 844-845, 929-930, 936, 954, 983, 988, 1080-1083 <i>Chart Skills</i> 844 TWE: W 954 CS 844
<b>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.</b>	
<i>Example indicators:</i>	
<ul style="list-style-type: none"> <li>Explain equality of all citizens under the law.</li> </ul>	SE: 134-137, 167-168, 201-203, 1077, 1078 <i>What If...</i> 132-133 TWE: F 134 T 134 R 137 DC 167 WI 133 ETC 202 CTA 168

BENCHMARKS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Examine worth and dignity of the individual.</li> </ul>	SE: 134-137, 167-168, 201-203, 866-872, 873-880, 1077, 1078 <i>National Geographic</i> 867 <i>Picturing History</i> 869, 875 <i>What If...</i> 132-133 TWE: F 866, 873 T 867, 874 ETC 868 C 872 NG 867 PH 869, 875
<ul style="list-style-type: none"> <li>Debate majority rule and minority rights.</li> </ul>	SE: <i>Different Viewpoints</i> 174 TWE: DC 167 CTA 168 DV 174
<ul style="list-style-type: none"> <li>Identify individual freedoms.</li> </ul>	SE: 169, 173-175, 182, 185-187, 199-207 <i>Chart Skills</i> 182, 184 TWE: C 175, 187 CTA 183, 201 RA 184 CLA 186, 198 CS 182, 184 ETC 200, 202, 203
<ul style="list-style-type: none"> <li>Explain the necessity of compromise.</li> </ul>	SE: 167-169, 172-175 <i>Picturing History</i> 168 <i>Different Viewpoints</i> 174 TWE: CTA 168 C 169, 175 RS 173 DI 174 PH 168 DV 174
<ul style="list-style-type: none"> <li>Analyze individual rights v. public interests.</li> </ul>	SE: 169, 173-175, 182, 185-187, 199-207 <i>Chart Skills</i> 182, 184 TWE: C 175, 187 CTA 183, 201 RA 184 CLA 186, 198 CS 182, 184 ETC 200, 202, 203 DT 186

BENCHMARKS	PAGE REFERENCES
<b>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.</b>	
<i>Example indicators:</i>	
<ul style="list-style-type: none"> <li>Describe the organization and authority of each branch.</li> </ul>	SE: 168-169, 180-187, 189-198 <i>Chart Skills</i> 181, 183, 184, 185 TWE: E 169 RS 180 CS 181, 183, 184, 185 ICA 182
<ul style="list-style-type: none"> <li>Examine the principles of federalism, e.g., concurrent, delegated, and reserved powers.</li> </ul>	SE: 180-181, 197, 198 TWE: RS 180
<ul style="list-style-type: none"> <li>Examine separation of powers, and checks and balances.</li> </ul>	SE: 168-169, 180-187, 189-198 <i>Chart Skills</i> 181, 183, 184, 185 TWE: E 169 RS 180 CS 181, 183, 184, 185 ICA 182
<ul style="list-style-type: none"> <li>Explain procedures for constitutional amendment, e.g., Article IV.</li> </ul>	SE: 169, 182, 198 <i>Chart Skills</i> 184 TWE: CTA 183 RA 184 T 198 CS 184 CLA 198
<ul style="list-style-type: none"> <li>Identify specific policies related to foreign affairs, civil rights, and economics and the budget.</li> </ul>	SE: 181-182, 191-193, 195, 866-872, 873-880, 898-901, 926-930 <i>Chart Skills</i> 181 TWE: CTA 195 CS 181
<ul style="list-style-type: none"> <li>Identify how political parties, interest groups, the media, individuals, and government institutions influence public policy.</li> </ul>	SE: 866-872, 873-880, 926-930 TWE: ETC 868 CTA 870, 877 C 872, 930 T 874 ICA 876
<ul style="list-style-type: none"> <li>Describe levels of taxation and the expectation of public services.</li> </ul>	SE: 648, 669-670, 682-688, 689-694, 754, 810, 879, 982-983, 987, 1002, 1006, 1018 TWE: T 669
<b>12.3.7 By the end of twelfth grade, students will analyze the structure and function of Nebraska state and local governments.</b>	
<i>Example indicators:</i>	
<ul style="list-style-type: none"> <li>Describe the organization and authority of each branch.</li> </ul>	TWE: FYI 54 ICA 983 Information specific to Nebraska also can be covered during teacher/class discussion.
<ul style="list-style-type: none"> <li>Explain procedures for state constitutional and local charter amendments.</li> </ul>	TWE: FYI 54 ICA 983 Information specific to Nebraska also can be covered during teacher/class discussion.

BENCHMARKS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Explain how Nebraska’s legislative, executive, and judicial institutions make public policy, e.g., legislation, regulations, executive orders, and judicial review.</li> </ul>	TWE: FYI 54 ICA 983 Information specific to Nebraska also can be covered during teacher/class discussion.
<ul style="list-style-type: none"> <li>Compare Nebraska’s unicameral with a bicameral form of government.</li> </ul>	TWE: FYI 54 ICA 983 Information specific to Nebraska also can be covered during teacher/class discussion.
<ul style="list-style-type: none"> <li>Identify and distinguish units of local governments in Nebraska, e.g., counties, cities, towns, and regional authorities, by analyzing a local public issue.</li> </ul>	TWE: FYI 54 ICA 983 Information specific to Nebraska also can be covered during teacher/class discussion.
<ul style="list-style-type: none"> <li>Identify fundamental American political principles in the Nebraska constitution, fundamental liberties, rights, and values, e.g., sovereignty, consent of the governed, separation of powers, federalism, and checks and balances.</li> </ul>	TWE: FYI 54 ICA 983 Information specific to Nebraska also can be covered during teacher/class discussion.
<ul style="list-style-type: none"> <li>Identify how political parties, interest groups, the media, individuals, and government institutions influence public policy.</li> </ul>	SE: 866-872, 873-880, 926-930 TWE: ETC 868 CTA 870, 877 C 872, 930 T 874 ICA 876
<ul style="list-style-type: none"> <li>Describe levels of taxation and the expectation of public services.</li> </ul>	SE: 648, 669-670, 682-688, 689-694, 754, 810, 879, 982-983, 987, 1002, 1006, 1018 TWE: T 669
<b>12.3.8 By the end of twelfth grade, students will describe and explain the election process in the national, state, and local governments.</b>	
<i>Example indicators:</i>	
<ul style="list-style-type: none"> <li>Describe the organization of political parties and their role in the nominating process.</li> </ul>	SE: 493-494, 549, 843-844, 857, 980-986, 1018-1020, 1026-1029 TWE: RS 981 RC 981
<ul style="list-style-type: none"> <li>Explain campaign funding and spending.</li> </ul>	This objective can be met during teacher/class discussion.
<ul style="list-style-type: none"> <li>Identify the influence of media coverage, campaign advertising, public opinion polls, and the use of propaganda techniques.</li> </ul>	SE: 840-841, 856-857, 909, 953-954, 985-988, 1001-1002, 1017 TWE: DT 1027 T 841 E 909
<ul style="list-style-type: none"> <li>Explain demographic causes and political effects of reapportionment and redistricting, e.g., gerrymandering.</li> </ul>	SE: 843-844 <i>Chart Skills 844</i> TWE: C 984 CS 844
<ul style="list-style-type: none"> <li>Describe voter turnout and constituencies of the major political parties.</li> </ul>	SE: 841, 1027 <i>Geography and History 1009</i> <i>National Geographic 953, 1009, 1028</i> TWE: FYI 841 GS 1028

BENCHMARKS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Explain the development of political parties and the Electoral College.</li> </ul>	SE: 212-214, 219 <i>Critical Thinking #6</i> 214 <i>Chart Skills</i> 214 <i>Reading Check</i> 214 <i>National Geographic</i> 1028 TWE: E 214 CS 214 RC 214 DI 1028 GS 1028
<b>12.3.9 By the end of twelfth grade, students will explain the rights, freedoms, responsibilities, and benefits of citizenship in the United States.</b>	
<i>Example indicators:</i>	
<ul style="list-style-type: none"> <li>Participate in debates, discussions, and readings by analyzing public issues, communicating with candidates, and evaluating performance of public officials and candidates.</li> </ul>	TWE: ICA 983, 988 CLA 986 E 991, 1021, 1029 C 991, 1021, 1029 DI 1018 CTA 1020
<b>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.</b>	
<i>Example indicators:</i>	
<ul style="list-style-type: none"> <li>Compare the structures, functions, and powers of political and economic systems.</li> </ul>	SE: 164-169, 180-187, 189-207, 779, 1001-1006 <i>Reading Check</i> 1003 <i>Chart Skills</i> 181, 182, 183 TWE: E 169 CS 181, 182, 183 CTA 183 T 1002 RC 1003
<ul style="list-style-type: none"> <li>Describe the rights, responsibilities, and powers of the governed, e.g., grassroots citizens' movements.</li> </ul>	SE: 169, 173-175, 182, 185-187, 199-207 <i>Chart Skills</i> 182, 184 TWE: C 175, 187 CTA 183 RA 184 CLA 186, 198 CS 182, 184
<ul style="list-style-type: none"> <li>Compare the relationship between economic and political freedom.</li> </ul>	SE: 248, 438-439, 779, 1001-1006 <i>Reading Check</i> 438, 1003 TWE: T 1002 RC 438, 1003
<ul style="list-style-type: none"> <li>Explain the allocation of resources and its impact on productivity.</li> </ul>	SE: 85, 92-93, 98-99, 245-250, 251-256 <i>National Geographic</i> 85, 92 TWE: T 92 GS 85, 92
<ul style="list-style-type: none"> <li>Describe the development and implementation of personal economic decision-making skills in a democratic society.</li> </ul>	SE: 248, 438-439, 500-504, 644-645, 656-660, 661-664 <i>Reading Check</i> 438 TWE: CTA 504 RC 438

BENCHMARKS	PAGE REFERENCES
<b>12.3.11 By the end of twelfth grade, students will analyze characteristics of the United States free market economy.</b>	
<i>Example indicators:</i>	
<ul style="list-style-type: none"> <li>Define labor, capital resources, and natural resources.</li> </ul>	SE: 85, 92-93, 98-99, 436-438 <i>National Geographic</i> 85, 92, 437 TWE: GS 85, 92, 437
<ul style="list-style-type: none"> <li>Describe the role of private ownership, private enterprise, profits, and entrepreneurship.</li> </ul>	SE: 248, 438, 443-444, 445-446, 448-451 TWE: E 446 DT 449 RS 448 T 448 ICA 450
<ul style="list-style-type: none"> <li>Compare the relationship between households, firms, and government.</li> </ul>	SE: 438-439, 445-446, 450, 454-459, 495-497, 501-507, 551-552, 565 <i>Picturing History</i> 459 <i>National Geographic</i> 552 <i>Critical Thinking #5</i> 440 TWE: E 497 CC 502 RS 456 ICA 457 CTA 458 C 459
<ul style="list-style-type: none"> <li>Explain the labor and management relationships.</li> </ul>	SE: 438-439, 445-446, 450, 454-459, 495-497, 501-507, 551-552, 565 <i>Picturing History</i> 459 <i>National Geographic</i> 552 <i>Critical Thinking #5</i> 440 TWE: E 497 CC 502 RS 456 ICA 457 CTA 458 C 459
<ul style="list-style-type: none"> <li>Discuss opportunity costs, scarcity, and balancing unlimited wants versus limited resources.</li> </ul>	SE: 438, 500-507, 644-645 <i>Reading Check</i> 438 <i>Graph Skills</i> 645 TWE: T 85, 501 RC 438 G 645
<ul style="list-style-type: none"> <li>Explain supply and demand, and the formation of basic economic questions, including what to produce, how to produce, and for whom to produce.</li> </ul>	SE: 438, 500-507, 644-645 <i>Reading Check</i> 438 <i>Graph Skills</i> 645 TWE: T 85, 501 RC 438 G 645

BENCHMARKS	PAGE REFERENCES
<b>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.</b>	
<i>Example indicators:</i>	
<ul style="list-style-type: none"> <li>Compare interstate commerce and trade policies.</li> </ul>	SE: 243, 495-496, 553, 557-558, 559, 565, 876, 1023 TWE: RC 243
<ul style="list-style-type: none"> <li>Discuss promoting economic growth by providing favorable conditions for markets.</li> </ul>	SE: 243, 495-496, 553, 557-558, 559, 565, 876, 1023 TWE: RC 243
<ul style="list-style-type: none"> <li>Compare providing public goods, services, and protection of the environment.</li> </ul>	SE: 558-559, 565, 685-688, 691-694, 939-943 <i>Chart Skills</i> 687 TWE: C 559, 694 ETC 687 R 688
<ul style="list-style-type: none"> <li>Explain the interrelationship of producers, consumers, and government in the United States economic system.</li> </ul>	SE: 248, 438-439, 445-446, 450-451, 454-459, 495-497, 501-507, 551-552, 565 <i>Picturing History</i> 459 <i>National Geographic</i> 552 <i>Critical Thinking #5</i> 440 TWE: E 497 CC 502 RS 456 ICA 457 CTA 458 C 459
<ul style="list-style-type: none"> <li>Discuss the impact of fiscal and monetary policy.</li> </ul>	SE: 501-502, 503-504, 686-688, 690-692, 964-965, 966-967, 987-988 TWE: T 501 CC 502, 505 CTL 504 RC 988
<ul style="list-style-type: none"> <li>Identify the basic economic goals in a free market system, including growth, stability, full employment, and efficiency versus equity and justice.</li> </ul>	SE: 248, 438, 443-444, 445-446, 448-451, 500-507, 644-645 <i>Reading Check</i> 438 <i>Graph Skills</i> 645 TWE: T 85, 448, 501 RC 438 G 645 E 446 DT 449 RS 448 ICA 450
<b>12.3.13 By the end of twelfth grade, students will examine the basic economic indicators and fundamentals of international trade.</b>	
<i>Example indicators:</i>	
<ul style="list-style-type: none"> <li>Define Gross Domestic Product.</li> </ul>	SE: 436-437, 842-843, 987-988
<ul style="list-style-type: none"> <li>Define Consumer Price Index, employment statistics, and other measures of economic conditions.</li> </ul>	SE: 842-843, 936, 964-965, 987, 988

BENCHMARKS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Explain comparative and absolute advantage.</li> </ul>	See Glencoe's <i>Economics: Principles &amp; Practices</i> © 2005
<ul style="list-style-type: none"> <li>Discuss exchange rates.</li> </ul>	See Glencoe's <i>Economics: Principles &amp; Practices</i> © 2005
<ul style="list-style-type: none"> <li>Explain international trade policies, and the United States relationship to the global economy.</li> </ul>	SE: 964, 967, 1023 <i>Analyzing Political Cartoons</i> 965 <i>Picturing History</i> 964, 1023 TWE: ICA 966 AP 965 CM 964 PH 1023
<b>12.4 WORLD GEOGRAPHY</b>	
<b>12.4.1 By the end of twelfth grade, students will demonstrate geographical skills.</b>	
<i>Example indicators:</i>	
<ul style="list-style-type: none"> <li>Recognize the different map projections and explain the effects of distortion.</li> </ul>	SE: 2-3
<ul style="list-style-type: none"> <li>Show how maps reflect particular historical and political perspectives.</li> </ul>	SE: <i>National Geographic</i> 59, 68, 70, 75, 76, 161, 177, 226-227, 246, 258, 296 <i>SkillBuilder</i> 65 TWE: GS 59, 68, 70, 75, 76, 246, 258, 296 T 65, 226 F 226
<ul style="list-style-type: none"> <li>Apply the concepts of scale, orientation, and latitude and longitude.</li> </ul>	SE: 1-3 <i>SkillBuilder</i> 65, 305, 748 TWE: CLA 3, 6 CTA 7 T 65, 305, 748
<ul style="list-style-type: none"> <li>Create and compare political, physical, and thematic maps of countries and regions.</li> </ul>	SE: 1-3 <i>National Geographic</i> 59, 75, 107, 119 <i>SkillBuilder</i> 65, 305, 748 TWE: GS 59, 75, 107, 119 T 65, 305, 748
<b>12.4.2 By the end of twelfth grade, students will analyze how selected physical and ecological processes impact the earth's surface.</b>	
<i>Example indicators:</i>	
<ul style="list-style-type: none"> <li>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.</li> </ul>	TWE: GH 4
<ul style="list-style-type: none"> <li>Identify regional climatic patterns and weather phenomena, relating them to events in the contemporary world.</li> </ul>	SE: 4-5, 85-86, 92, 96-97 <i>Reading Check</i> 93 TWE: ETC 5 T 92 RC 93

BENCHMARKS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Explain how humans influence and are influenced by the environment.</li> </ul>	SE: 4-5, 85-86, 92, 96-97, 939-943 <i>Picturing History</i> 940 <i>Reading Check</i> 93 <i>Technology &amp; History</i> 942 TWE: ETC 5 T 92 RC 93 F 939 CM 941 DT 940 PH 940 ICA 942
<ul style="list-style-type: none"> <li>Relate how people's ideas and relationship to the environment change over time, particularly in response to new technologies.</li> </ul>	SE: 939-943 <i>Picturing History</i> 940 <i>Technology &amp; History</i> 942 TWE: F 939 CM 941 DT 940 PH 940 ICA 942 C 943
<b>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.</b>	
<i>Example indicators:</i>	
<ul style="list-style-type: none"> <li>Analyze past and present migration trends.</li> </ul>	SE: 50-57, 58-64, 66-71, 294-297, 300-304, 306-311, 414-419, 420-423, 425-430 <i>Picturing History</i> 54 <i>National Geographic</i> 751 <i>Linking Past and Present</i> 56 TWE: CLA 415 CM 415 ICA 416 DI 296 T 51 PH 54 CTA 54 LPP 56 W 61 R 64
<ul style="list-style-type: none"> <li>Analyze the social, economic, political, and environmental factors that influence cultural interaction.</li> </ul>	SE: 67-70, 74-76, 89-90, 105-107, 254-256, 284-288, 296-297, 334-335, 429-430, 464-468 <i>National Geographic</i> 107, 465 TWE: RS 285 T 285 E 288, 468 GS 107 ICA 107, 467

BENCHMARKS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Analyze past and present trends in human migration and cultural interaction as they are influenced by social, economic, political, and environmental factors.</li> </ul>	SE: 50-57, 58-64, 66-71, 294-297, 300-304, 306-311, 414-419, 420-423, 425-430 <i>Picturing History</i> 54 <i>National Geographic</i> 751 <i>Linking Past and Present</i> 56 TWE: CLA 415 CM 415 ICA 416 DI 296 T 51 PH 54 CTA 54 LPP 56 W 61 R 64
<b>12.4.4</b> 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: 249, 466-467, 469-472, 829-830 <i>National Geographic</i> 472 TWE: F 469 T 470 RC 471, 472 NG 472 R 473
<b>12.4.5</b> 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"> <li>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.</li> </ul>	SE: 1022-1024 <i>Reading Check</i> 1024 <i>Picturing History</i> 1023 <i>Reviewing Themes #4</i> 1025 TWE: F 1022 PH 1023 RC 1024 R 1025
<ul style="list-style-type: none"> <li>Locate and identify by name the major countries in each region, the world's major rivers, mountain ranges, and surrounding bodies of water.</li> </ul>	SE: RA10-11, RA14-15, RA16-17 <i>National Geographic</i> 715, 893 TWE: CLA 3 GS 715, 893
<ul style="list-style-type: none"> <li>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.</li> </ul>	The following pages reference the economies of the United States and the former Soviet Union. SE: 248, 438-439, 779, 1001-1006 <i>Reading Check</i> 438, 1003 TWE: T 1002 RC 438, 1003
<ul style="list-style-type: none"> <li>Explain how geographic regions change over time.</li> </ul>	SE: 4 TWE: ETC 5 GH 4 The following pages reference geographic changes in the United States over time. SE: 84-86, 91-93, 245-250, 251-253 TWE: GS 85, 92

BENCHMARKS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Explain how characteristics of regions have led to regional labels.</li> </ul>	SE: 4 TWE: ETC 5 GH 4, 5
<ul style="list-style-type: none"> <li>Explain how regional landscapes reflect the cultural characteristics of their inhabitants as well as historical events.</li> </ul>	SE: 4-5 TWE: ETC 5 GH 4, 5 The following pages reference the regional landscapes of the United States. SE: 84-90, 91-97, 104-107, 245-250, 251-256, 273-277 TWE: ICA 87 T 92
<ul style="list-style-type: none"> <li>Explain how technological advances have led to increasing interaction among regions.</li> </ul>	SE: 643-644, 818-819, 821, 822-823, 1012-1013, 1014 <i>Why It Matters</i> 848-849 TWE: E 819 C 1015
<ul style="list-style-type: none"> <li>Distinguish between developed and developing countries, identifying and relating the level of economic development to the quality of life.</li> </ul>	SE: 801
<ul style="list-style-type: none"> <li>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.</li> </ul>	SE: 4-5, 1020-1021 TWE: ETC 5 GH 4, 5 The following pages reference the regional cultural characteristics of the United States. SE: 84-90, 91-97, 104-107, 245-250, 251-256, 273-277 TWE: ICA 87 T 92
<b>12.4.6 By the end of twelfth grade, students will analyze the forces of conflict and cooperation.</b>	
<i>Example indicators:</i>	
<ul style="list-style-type: none"> <li>Explain the way in which the world is divided among independent and dependent countries.</li> </ul>	SE: 766-772, 778-782, 783-789, 801-802 <i>National Geographic</i> 766-767, 782, 787 TWE: CM 780 ICA 781 GS 782, 787
<ul style="list-style-type: none"> <li>Describe disputes over borders, resources, and settlement areas.</li> </ul>	SE: 766-772, 778-782, 783-789, 801-802, 968-969, 1020-1021 <i>National Geographic</i> 766-767, 782, 787 TWE: CM 780 ICA 781 GS 782, 787

BENCHMARKS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Describe the historic and future ability of nations to survive and prosper.</li> </ul>	SE: 990-991, 1001-1006, 1022-1025 <i>Reading Check</i> 991 <i>Picturing History</i> 991 <i>National Geographic</i> 1003 TWE: F 1001 RC 991 T 1002 DI 1003 PH 991 NG 1003
<ul style="list-style-type: none"> <li>Explain the role of multinational organizations.</li> </ul>	SE: 771, 786-787, 788-789, 1020, 1036-1037 <i>National Geographic</i> 787 TWE: CM 786 GS 787
<b>12.4.7 By the end of twelfth grade, students will apply geography to interpret the past, understand the present, and plan the future.</b>	
<i>Example indicators:</i>	
<ul style="list-style-type: none"> <li>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.</li> </ul>	SE: 50-57, 58-64, 66-71, 294-297, 300-304, 306-311, 414-419, 420-423, 425-430 <i>Picturing History</i> 54 <i>National Geographic</i> 751 <i>Linking Past and Present</i> 56 TWE: CLA 415 CM 415 ICA 416 DI 296 T 51 PH 54 CTA 54 LPP 56 W 61 R 64
<ul style="list-style-type: none"> <li>Relate current events to the physical and human characteristics of places and regions.</li> </ul>	SE: 1020-1021, 1022-1025 <i>Picturing History</i> 1023 TWE: CTA 1020 C 1021, 1025 E 1021 DI 1024 CM 1023 PH 1023

## Codes Used for TWE Pages

AP	Analyzing Political Cartoons
C	Close
CC	Curriculum Connection
CD	Creating a Diagram
CG	Creating a Graph
CLA	Cooperative Learning Activity
CM	Creating a Map
CP	Creating Pamphlets
CS	Chart Skills
CTA	Critical Thinking Activity
CTL	Creating a Timeline
DC	Drawing Conclusions
DI	Differentiated Instruction
DT	Discussing a Topic
DV	Different Viewpoints
E	Enrich
ET	Expanding a Timeline
ETC	Extending the Content
F	Focus
FYI	FYI
G	Graph Skills
GH	Geography Handbook
GO	Graphic Organizer
GS	Geography Skills
HA	History Through Art
ICA	Interdisciplinary Connections Activity
LPP	Linking Past and Present
M	More About...
NG	National Geographic
P	Profiles in History
PA	Portfolio Activity
PH	Picturing History
R	Reteach
RA	Researching Amendments
RC	Reading Check
RS	Reading Strategy
T	Teach
TLA	Timeline Activity
U	Using Map Skills
W	Writing a Report, Letter
WI	What If...
WM	Why It Matters
WP	Writing a Profile