



GLENCOE  
**CIVICS  
TODAY**

**CITIZENSHIP, ECONOMICS, & YOU**

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STANDARDS		PAGE REFERENCES
<b>8.3</b> <i>Civics and Economics</i>		
<b>8.3.1</b> Students will explain and compare the structures, functions, and powers of the three branches of government at the national, state, and local levels. <i>Example indicators:</i>		
<ul style="list-style-type: none"> <li>Explain the election and appointment of officials.</li> </ul>	<p><b>Student Edition:</b> 76, 86, 95-96, 100-101, 153, 177, 179-180, 187, 210, 246-247, 250, 293-299, 301-304, 363, 369</p> <p><i>Visual Summary</i> 311</p> <p><b>Teacher Wraparound Edition:</b> AR 264; CT 217; DI 101, 187; WS 76, 247, 303, 369</p>	

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Describe the division and sharing of powers among and within levels of government.</li> </ul>	<p><b>Student Edition:</b>  88-90, 185-188, 199-201, 215-218, 221-223, 240-242, 244-245, 351-354, 359, 363-364, 367-368</p> <p><i>Analyzing Charts</i> 89  <i>Federal and State Powers</i> 89  <i>How a Bill Becomes a Law</i> 201  <i>Powers of Congress</i> 186  <i>Real World Civics</i> 184, 350  <i>Visual Summary</i> 91, 371</p> <p><b>Teacher Wraparound Edition:</b>  C 188, 223, 369; CT 89, 187, 215, 217; DI 352; O 27, Q 91; RS 89, 188; WS 186</p>
<ul style="list-style-type: none"> <li>Chart the separation and sharing of powers within levels of government.</li> </ul>	<p><b>Student Edition:</b>  88-89, 201, 240-242, 244-245, 351-354</p> <p><i>Analyzing Charts</i> 89  <i>Division of Powers</i> 352  <i>Federal and State Powers</i> 89  <i>How a Bill Becomes Law</i> 201  <i>Powers of Congress</i> 186</p> <p><b>Teacher Wraparound Edition:</b>  DI 352; O 27, RS 240</p>
<ul style="list-style-type: none"> <li>Describe the process of amending the United States and Nebraska Constitutions.</li> </ul>	<p><b>Student Edition:</b>  82-83</p> <p><i>Analyzing Charts</i> 83</p> <p><b>Teacher Wraparound Edition:</b>  CT 82; DI 90; PW 91; RS 82</p>
<ul style="list-style-type: none"> <li>Outline the powers granted to Congress, the President, the Supreme Court, and those reserved to the states.</li> </ul>	<p><b>Student Edition:</b>  87, 88-89, 90, 96, 98-99, 100, 131, 185-188, 215-218, 220-223, 251-253, 351-354</p> <p><i>Analyzing Charts</i> 89  <i>Reading Check</i> 215, 354  <i>Review</i> 223</p> <p><b>Teacher Wraparound Edition:</b>  ALU 344; C 188, 253, 355; CA 222; CT 83, 99, 187, 217, 221, 351; DI 99, 200; RS 89; WS 186</p>

STANDARDS	PAGE REFERENCES
<p><b>8.3.2</b> Students will compare the election process at the local, state, and national levels of government.</p> <p><i>Example indicators:</i></p>	
<ul style="list-style-type: none"> <li>Explain nomination and promotion of candidates for elective office.</li> </ul>	<p><b>Student Edition:</b> 210, 218, 279-283, 284-285, 302-304, 306-307, 472</p> <p><b>Teacher Wraparound Edition:</b> C 304; CT 306; HCP 273, 280, 287, 294, 303, 308, 311</p>
<ul style="list-style-type: none"> <li>Describe similarities and differences between the major political parties.</li> </ul>	<p><b>Student Edition:</b> 273-274, 277, 279-283, 284-286, 472</p> <p><i>Visual Summary 287</i></p> <p><b>Teacher Wraparound Edition:</b> C 277; CT 279</p>
<ul style="list-style-type: none"> <li>Describe voter turnout.</li> </ul>	<p><b>Student Edition:</b> 293-297, 299</p> <p><b>Teacher Wraparound Edition:</b> ATC 293; WS 295</p>
<ul style="list-style-type: none"> <li>Evaluate the accuracy of campaign advertising.</li> </ul>	<p><b>Student Edition:</b> 307, 309</p> <p><b>Teacher Wraparound Edition:</b> HCP 311; WS 285</p>
<ul style="list-style-type: none"> <li>Discuss bias and identify how media reports, analysis, and editorials are different.</li> </ul>	<p><b>Student Edition:</b> 297, 327-328</p> <p><i>Distinguishing Fact from Opinion 346-347</i></p> <p><i>Issues to Debate 331</i></p> <p><i>Real World Civics 326</i></p> <p><b>Teacher Wraparound Edition:</b> AI 347; AUC 331; C 330; CT 331; DC 339; DI 328; RSRW 347; WS 297</p>

STANDARDS	PAGE REFERENCES
<p><b>8.3.3</b> Students will compare the policy-making process at the local, state, and national levels of government.</p> <p><i>Example indicators:</i></p>	
<ul style="list-style-type: none"> <li>Chart the basic law-making process within the respective legislative bodies.</li> </ul>	<p><b>Student Edition:</b> 198-202, 359, 364 <i>Analyzing Charts</i> 201 <i>How a Bill Becomes Law</i> 201</p> <p><b>Teacher Wraparound Edition:</b> ACL 199; C 202; GTR 197; HCP 178, 187, 193, 201, 203; SP 201</p>
<ul style="list-style-type: none"> <li>Explain the interaction between the chief executives and the legislative bodies.</li> </ul>	<p><b>Student Edition:</b> 202, 217-218, 221-222, 223, 250, 359, 364 <i>Review</i> 365</p> <p><b>Teacher Wraparound Edition:</b> C 223, 365; CT 201, 221; DYK 229; HCP 203</p>
<ul style="list-style-type: none"> <li>Explain the functions of departments, agencies, and regulatory bodies.</li> </ul>	<p><b>Student Edition:</b> 226-227, 229, 330, 365, 409, 412 <i>Analyzing Charts</i> 226, 632 <i>The Executive Office of the President</i> 226 <i>Federal Regulatory Agencies</i> 632</p> <p><b>Teacher Wraparound Edition:</b> ATC 281; CT 227, 365; DI 225; DYK 699; HCP 210, 217, 222, 227</p>
<ul style="list-style-type: none"> <li>Describe the roles of political parties at the state and national levels.</li> </ul>	<p><b>Student Edition:</b> 218, 279-285, 472 <i>Analyzing Charts</i> 280 <i>Visual Summary</i> 287</p> <p><b>Teacher Wraparound Edition:</b> C 286; CT 279; HCP 273, 280, 287; RS 279</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Explain the ways that individuals and cultural, ethnic, and other interest groups can influence government policy makers.</li> </ul>	<p><b>Student Edition:</b> 123, 199, 285, 298-299, 301, 308-309, 333, 397, 412, 472</p> <p><i>Real World Civics</i> 396</p> <p><i>Review</i> 337</p> <p><i>Time Teens in Action</i> 17, 523, 561</p> <p><i>Visual Summary</i> 339</p> <p><b>Teacher Wraparound Edition:</b> ACL 334; AIC 285; C 56, 299, 337, 412; DI 333; DYK 417; HCP 323, 327, 336, 339, 397, 402, 410, 413; RS 298, 334, 335; WS 360</p>
<ul style="list-style-type: none"> <li>Describe the impact of the media on public opinion and policy makers.</li> </ul>	<p><b>Student Edition:</b> 309, 327-330</p> <p><i>Review</i> 330</p> <p><b>Teacher Wraparound Edition:</b> CT 328; DI 328; RS 320</p>
<p><b>8.3.4 Students will distinguish between the judicial systems established by the Nebraska Constitution and United States Constitution.</b> <i>Example indicators:</i></p>	
<ul style="list-style-type: none"> <li>Diagram the organization and jurisdiction of Nebraska and United States courts.</li> </ul>	<p><b>Student Edition:</b> 240-242, 244-247, 249-253, 367-368</p> <p><i>Landmark Supreme Court Case Studies</i> 260</p> <p><i>Real World Civics</i> 366</p> <p><i>State Judicial System</i> 368</p> <p><i>United States Court System</i> 245</p> <p><i>Visual Summary</i> 261</p> <p><b>Teacher Wraparound Edition:</b> B 260; C 242, 369; CT 252; RS 240; SP 241</p>
<ul style="list-style-type: none"> <li>Describe the exercise of the power of judicial review.</li> </ul>	<p><b>Student Edition:</b> 252-253, 256-259</p> <p><i>Landmark Supreme Court Case Studies</i> 132, 144, 260, 325, 370, 459, 532, 650</p> <p><i>Review</i> 253</p> <p><i>Supreme Court Case Summaries</i> 788-793</p> <p><b>Teacher Wraparound Edition:</b> ACL 257; B 260; C 253, 259; CT 252; DI 257; MC 261; RS 256; T 260; WIM 446; WS 252</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Describe the process of bringing and resolving criminal and civil cases in Nebraska's judicial system.</li> </ul>	<p><b>Student Edition:</b>  431-433, 449-451, 453-458  <i>Criminal Cases</i> 457  <i>Reading Check</i> 451, 455  <i>Review</i> 459  <i>Visual Summary</i> 465</p> <p><b>Teacher Wraparound Edition:</b>  C 451; CT 449; D 465; DI 449, 458; HCP 432, 450, 457, 465; RS 431</p>
<ul style="list-style-type: none"> <li>Describe the function and process of the juvenile justice system in Nebraska.</li> </ul>	<p><b>Student Edition:</b>  461-463  <i>Review</i> 463  <i>Visual Summary</i> 465</p> <p><b>Teacher Wraparound Edition:</b>  CT 463; HCP 463, 465; RS 462; SP 461</p>
<p><b>8.3.5 Students will explain the structure and operation of the United States economy and the role of citizens as producers and consumers.</b>  <i>Example indicators:</i></p>	
<ul style="list-style-type: none"> <li>Define the concepts of scarcity, choice, trade-offs, specialization, entrepreneurship, productivity, inflation, profits, markets, supply and demand, and unemployment and incentives.</li> </ul>	<p><b>Student Edition:</b>  499, 501-502, 504-509, 517, 521-522, 524-525, 528-529, 543, 554, 562, 569-572, 574-578, 581-586, 588-591, 640, 641-642, 707  <i>Choices All Societies Face</i> 501  <i>Real World Economics</i> 516  <i>Review</i> 502  <i>Visual Summary</i> 511, 593</p> <p><b>Teacher Wraparound Edition:</b>  ACL 588; C 509, 578, 586; CT 524, 576, 577, 581, 642; DI 642; HCP 501, 508, 511, 570, 575, 583, 591; MC 593; RS 569, 574, 589; WS 524</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Analyze the effect of producer and consumer behavior on markets.</li> </ul>	<p><b>Student Edition:</b> 569-572, 574-578, 581-586, 588-592 <i>Real World Economics</i> 568, 573, 581 <i>Review</i> 572, 578 <i>Visual Summary</i> 593</p> <p><b>Teacher Wraparound Edition:</b> ACL 588; C 578; CT 581, 590, 605; HCP 570, 575, 583, 591; RS 569, 583, 589</p>
<ul style="list-style-type: none"> <li>Describe the role of individuals and businesses as consumers, savers, investors, and borrowers.</li> </ul>	<p><b>Student Edition:</b> 521-522, 539-543, 547-549, 553-558, 658, 664-665, 667 <i>Circular Flow of Economic Activity</i> 522 <i>Reading Check</i> 667 <i>Real World Economics</i> 538</p> <p><b>Teacher Wraparound Edition:</b> ACL 542; ATC 555; C 543; CT 541; HCP 539, 547, 553, 561, 563, 632, 640, 648, 651, 657, 662, 667; RS 554, 658; WS 543</p>
<ul style="list-style-type: none"> <li>Explain how various institutions help individuals and groups accomplish economic goals.</li> </ul>	<p><b>Student Edition:</b> 547, 555-558, 658-659, 663-665, 667 <i>Visual Summary</i> 671</p> <p><b>Teacher Wraparound Edition:</b> C 669; CT 665; DI 663; HCP 539, 547, 553, 662, 671; WS 659</p>
<ul style="list-style-type: none"> <li>Describe common forms of credit, savings, investments, purchases, and contractual agreements, e.g., warranties, and guarantees.</li> </ul>	<p><b>Student Edition:</b> 542, 547-549, 555-558 <i>Review</i> 558 <i>Types of Savings Accounts</i> 556</p> <p><b>Teacher Wraparound Edition:</b> ACL 557; CT 555; HCP 539, 547, 553, 561, 563; RS 557, 558; WS 557</p>

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<ul style="list-style-type: none"> <li>Analyze skills necessary for career opportunities, e.g., individual abilities, skills, and education, and the changing supply and demand for those skills in the economy.</li> </ul>	<p><b>Student Edition:</b> 647 <i>Analyzing Economics</i> 720 <i>Financial Literacy</i> 526, 720 <i>Reading Social Studies</i> 2, 172, 268, 346, 422, 494, 626, 702 <i>Skills Handbook</i> 760, 761, 764, 766</p> <p><b>Teacher Wraparound Edition:</b> RS 720</p>
<ul style="list-style-type: none"> <li>Describe the development of money, savings, and credit.</li> </ul>	<p><b>Student Edition:</b> 657, 668 <i>Analyzing Graphs and Charts</i> 549 <i>Methods of Payment</i> 548</p> <p><b>Teacher Wraparound Edition:</b> DI 669; DYK 670; RS 668; WS 668</p>
<p><b>8.3.6 Students will compare the United States economic system to systems in other countries.</b> <i>Example indicators:</i></p>	
<ul style="list-style-type: none"> <li>Describe the government's role in the United States economy, e.g., provision of public goods and services, protection of consumer rights, and the promotion of competition.</li> </ul>	<p><b>Student Edition:</b> 405-406, 540, 632-635, 641, 648-649, 679, 684-685, 691-692, 716 <i>Federal Regulatory Agencies</i> 632 <i>Real World Economics</i> 630</p> <p><b>Teacher Wraparound Edition:</b> C 635, 692; CA 539, 540, 633; CT 633, 634; DI 719; RS 632, 691, 692; WIM 674; WS 635, 684</p>
<ul style="list-style-type: none"> <li>Describe the impact of government policies on individuals and businesses, taxation, and government borrowing.</li> </ul>	<p><b>Student Edition:</b> 401-406, 585, 617-618, 632-635, 648-649, 678-680, 684, 688-692, 710, 716 <i>Issues to Debate</i> 714 <i>Real World Civics</i> 408 <i>Real World Economics</i> 676 <i>Visual Summary</i> 413</p> <p><b>Teacher Wraparound Edition:</b> ATC 711; CA 633; CT 649, 678, 679, 688, 689, 716; HCP 723; RS 689, 692; WS 684, 710</p>

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<ul style="list-style-type: none"> <li>Explain how the government addresses third-party costs and benefits, e.g., pollution and medical research.</li> </ul>	<p><b>Student Edition:</b> 409, 412, 632, 716</p> <p><b>Teacher Wraparound Edition:</b> RS 632</p>
<ul style="list-style-type: none"> <li>Explain the differences between traditional, command, and market economies.</li> </ul>	<p><b>Student Edition:</b> 574-578, 581-586, 588-592, 716-719, 722-723 <i>Reading Check</i> 718 <i>Real World Economics</i> 581, 715</p> <p><b>Teacher Wraparound Edition:</b> ACL 588, 717; C 719; CT 590, 591, 716; HCP 570, 575, 583, 591; MC 593; RS 588, 590; SP 717; WS 592, 716, 717</p>
<ul style="list-style-type: none"> <li>Analyze the costs and benefits of instituting different degrees of market, command, and traditional characteristics in mixed economic systems.</li> </ul>	<p><b>Student Edition:</b> 406, 585, 588-590, 617-618, 631-635, 678-679, 682-685, 719 <i>Issues to Debate</i> 125, 189, 464 <i>Reading Check</i> 718, 719 <i>Review</i> 719</p> <p><b>Teacher Wraparound Edition:</b> RS 605, 717; WS 585, 684</p>
<p><b>8.3.7</b> By the end of eighth grade, students will summarize the rights and responsibilities of United States citizens. <i>Example indicators:</i></p>	
<ul style="list-style-type: none"> <li>Describe ways individuals participate in the political process, e.g., registering and voting, communicating with government officials, participating in political campaigns, and serving on juries and in voluntary appointed positions.</li> </ul>	<p><b>Student Edition:</b> 13, 24-25, 123, 152, 199, 279-281, 282, 283, 284-285, 293-299, 301, 308-309, 333, 397, 412, 439, 457, 472 <i>Real World Civics</i> 396 <i>Review</i> 337 <i>Time Teens in Action</i> 17, 523, 561 <i>Visual Summary</i> 339</p> <p><b>Teacher Wraparound Edition:</b> ACL 334; AIC 285; C 56, 299, 337, 412; DI 333; DYK 417; HCP 273, 280, 287, 323, 327, 336, 339, 397, 402, 410, 413; RS 298, 334, 335; WS 360</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Identify the way individuals of cultural, ethnic, and other interest groups can influence governments.</li> </ul>	<p><b>Student Edition:</b>  13, 24-25, 123, 199, 285, 293-299, 301, 308-309, 333, 397, 412, 472</p> <p><i>Real World Civics</i> 396</p> <p><i>Review</i> 337</p> <p><i>Time Teens in Action</i> 17, 523, 561</p> <p><i>Visual Summary</i> 339</p> <p><b>Teacher Wraparound Edition:</b>  ACL 334; AIC 285; C 56, 299, 337, 412; DI 333; DYK 417; HCP 323, 327, 336, 339, 397, 402, 410, 413; RS 298, 334, 335; WS 360</p>
<ul style="list-style-type: none"> <li>Describe the election process and appointment of officials.</li> </ul>	<p><b>Student Edition:</b>  76, 86, 95-96, 100-101, 153, 177, 179-180, 187, 210, 246-247, 250, 293-299, 301-304, 363, 369</p> <p><i>Visual Summary</i> 311</p> <p><b>Teacher Wraparound Edition:</b>  AR 264; CT 217; DI 101, 187; WS 76, 247, 303, 369</p>
<ul style="list-style-type: none"> <li>Describe the impact of the media on public opinion and policy.</li> </ul>	<p><b>Student Edition:</b>  309, 327-330</p> <p><i>Review</i> 330</p> <p><b>Teacher Wraparound Edition:</b>  CT 328; DI 328; RS 320</p>
<ul style="list-style-type: none"> <li>Compare the election process at the local, state, and national levels of government, e.g., nomination and promotion of candidates for elective office; similarities and differences between the major political parties; voter turnout; evaluate the accuracy of campaign advertising; and recognize bias and identify how media reports, analysis, and editorials are different.</li> </ul>	<p><b>Student Edition:</b>  210, 218, 273-274, 277, 279-283, 284-286, 293-299, 302-304, 306-307, 309, 327-328, 472</p> <p><i>Distinguishing Fact from Opinion</i> 346-347</p> <p><i>Issues to Debate</i> 331</p> <p><i>Real World Civics</i> 326</p> <p><i>Visual Summary</i> 287</p> <p><b>Teacher Wraparound Edition:</b>  AI 347; ATC 293; AUC 331; C 277, 304, 330; CT 279, 306, 331; DC 339; DI 328; HCP 273, 280, 287, 294, 303, 308, 311; RS 298; RSRW 347; WS 285, 295, 297</p>

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<p><b>8.3.8</b> By the end of eighth grade, students will describe the purpose and function of the United States Constitution, including the Bill of Rights. <i>Example indicators:</i></p>	
<ul style="list-style-type: none"> <li>What are unalienable rights?</li> </ul>	<p><b>Student Edition:</b> <i>What it Means</i> 60</p> <p><b>Teacher Wraparound Edition:</b> RS 55</p>
<ul style="list-style-type: none"> <li>What does "life, liberty, and the pursuit of happiness" mean?</li> </ul>	<p><b>Student Edition:</b> 60, 67, 121-124, 127-131, 530, 716 <i>Real World Economics</i> 516</p> <p><b>Teacher Wraparound Edition:</b> AUC 87; C 124; CT 67; WS 34, 121</p>
<ul style="list-style-type: none"> <li>What is the rule of law, justice, and equality under the law?</li> </ul>	<p><b>Student Edition:</b> 87, 127-131, 134-135, 136, 137, 240, 436-440 <i>Constitutional Rights of the Accused</i> 436 <i>Reading Check</i> 240 <i>Review</i> 131, 440 <i>Rights of the Accused</i> 127</p> <p><b>Teacher Wraparound Edition:</b> AUC 87; C 440; CT 129, 436; DI 128; DW 441; WS 127</p>
<ul style="list-style-type: none"> <li>Describe the Native American heritage, e.g., Iroquois Five Nations Confederacy, "Great Binding Law."</li> </ul>	<p><b>Student Edition:</b> 8, 16, 42 <i>Historical Documents</i> 771, 775</p>
<ul style="list-style-type: none"> <li>Explain the British and American heritage, e.g., the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Articles of Confederation.</li> </ul>	<p><b>Student Edition:</b> 33-35, 36, 67-69, 240, 429 <i>Foundations of Rights</i> 87 <i>Historical Documents</i> 768, 769 <i>Weaknesses of the Articles of Confederation</i> 69</p> <p><b>Teacher Wraparound Edition:</b> AIC 21; C 37, 429; CT 33, 36; HCP 69; WS 69, 429</p>

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<ul style="list-style-type: none"> <li>Explain the philosophy of government expressed in the Declaration of Independence.</li> </ul>	<p><b>Student Edition:</b> 55-56, 67, 153 <i>The Declaration of Independence</i> 60</p> <p><b>Teacher Wraparound Edition:</b> AUC 62; DI 153</p>
<p><b>8.4 SKILLS</b></p>	
<p><b>8.4.1</b> By the end of eighth grade, students will explain the meaning of patriotic slogans and excerpts from notable speeches and documents. <i>Example indicators:</i></p>	
<ul style="list-style-type: none"> <li>Explain the statement "Give me liberty or give me death."</li> </ul>	<p>This standard can be met during teacher/class discussion.</p>
<ul style="list-style-type: none"> <li>Explain the meaning of "E Pluribus Unum."</li> </ul>	<p><b>Student Edition:</b> 8-10, 11-13, 154</p> <p><b>Teacher Wraparound Edition:</b> ACL 12; C 13; CA 7; CT 9; DI 8, 9; HCP 8; RS 9, 12</p>
<ul style="list-style-type: none"> <li>Discuss the importance of the Gettysburg Address.</li> </ul>	<p><b>Student Edition:</b> <i>Historical Documents</i> 774</p>
<ul style="list-style-type: none"> <li>Explain the Preamble to the Constitution.</li> </ul>	<p><b>Student Edition:</b> 13, 24, 86 <i>The Constitution of the United States</i> 95</p>
<ul style="list-style-type: none"> <li>Explain the Declaration of Independence.</li> </ul>	<p><b>Student Edition:</b> 55-56, 67, 153, 437 <i>Why It Matters</i> 4</p> <p><b>Teacher Wraparound Edition:</b> DI 153; ICI 91</p>
<ul style="list-style-type: none"> <li>Who said ". . . December 7, 1941, a date which will live in infamy"?</li> </ul>	<p>This standard can be met during teacher/class discussion.</p>

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<ul style="list-style-type: none"> <li>Explain the statement "Ask not what your country can do for you . . . ."</li> </ul>	<p><b>Student Edition:</b>  154, 157-160, 618  <i>Historical Documents</i> 778  <i>Time Reports</i> 168  <i>Time Teens in Action</i> 48, 152, 216, 246, 323, 398, 432, 482, 507, 570, 617, 648, 691  <i>Visual Summary</i> 163</p> <p><b>Teacher Wraparound Edition:</b>  AIC 160; APS 163; DI 168; HCP 151, 158, 163;  WS 154</p>
<ul style="list-style-type: none"> <li>Who said "Mr. Gorbachev, tear down this wall!"?</li> </ul>	<p>This standard can be met during teacher/class discussion.</p>