

GLENCOE CORRELATION
THE AMERICAN REPUBLIC SINCE 1877
NEBRASKA
Social Studies/History Standards Grades 9-12

OBJECTIVES	PAGE REFERENCES
12.3 United States History	
12.3.1 Students will analyze and explain the contacts between Native Americans and European settlers during the Age of Discovery, identifying factors.	SE: 30-35, 45-46, 48-49 <i>Why It Matters</i> 26-27 <i>An American Story</i> 30 <i>Profiles in History</i> 33 <i>Picturing History</i> 46 <i>Comparing European Colonies in the Americas</i> 54 TWE: WIM 26 PIH 33
12.3.2 Students will analyze and explain the colonization of the American colonies, identifying factors.	SE: 30-35, 42-47, 48-52, 53-56 <i>National Geographic</i> 51, 55 <i>Comparing European Colonies in the Americas</i> 54 <i>Social Studies Skillbuilder</i> 57 TWE: F 48 C 56
12.3.3 Students will analyze and explain events and ideas of the Revolutionary period.	SE: 72-73, 74-79, 82-89, 94-99 <i>Causes and Effects of Tensions With Britian</i> 78 <i>You're the Historian</i> 80-81 <i>The Opposing Sides</i> 95 TWE: RC 89, 95 ICA 97
12.3.4 Students will analyze the events and ideas of the Constitutional Era.	SE: 100-106, 108-115 <i>Some Weaknesses of the Articles of Confederation</i> 105 <i>Critical Thinking Skillbuilder</i> 107 <i>Profiles in History</i> 109 TWE: FYI 111 ETC 113 MSN 114 APC 114 RC 115
12.3.5 Students will analyze and explain events of the Early National Period.	SE: 152-159, 161-167 <i>Competing National Visions</i> 155 <i>National Geographic</i> 158 <i>Picturing History</i> 162 TWE: RC 155 APC 156 CLA 158 PH 162 ICA 164

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<p>12.3.6 Students will analyze the causes and effects of major events of the Civil War and Reconstruction.</p>	<p>SE: 226-231, 232-236, 242-243, 244-248, 249-255, 266-271 <i>National Geographic</i> 252</p> <p>TWE: FCO 242D ICA 252 CTA 253 ETC 254</p>
<p>12.3.7 Students will analyze the impact of immigration on American life, identifying factors.</p>	<p>SE: 336-340, 474-475, 484 <i>National Geographic</i> 337 <i>Different Viewpoints</i> 338 <i>Reading Check</i> 340 <i>Geography & History</i> 346-347</p> <p>TWE: CLA 337 DV 338 MSN 338 RC 340</p>
<p>12.3.8 Students will summarize causes and effects of the Industrial Revolution, identifying factors.</p>	<p>SE: 178-183, 308-312 <i>National Geographic</i> 180 <i>Reading Check</i> 181 <i>Technology & History</i> 182 <i>American Inventions</i> 310-311</p> <p>TWE: CLA 179 RC 181 WMA 309 CTL 310</p>
<p>12.3.9 Students will analyze and explain the importance of World War I, identifying factors.</p>	<p>SE: 446-447, 448-455, 456-461 <i>National Geographic</i> 451 <i>Profiles in History</i> 452 <i>Different Viewpoints</i> 460</p> <p>TWE: FCO 446D ICA 451 DV 460 C 461</p>
<p>12.3.10 Students will analyze and explain the Great Depression, explaining factors.</p>	<p>SE: 532-533, 545-546, 556-562, 564-569, 573-574, 575-577 <i>The First New Deal</i> 561 <i>Profiles in History</i> 573</p> <p>TWE: ICA 533 CLA 557</p>
<p>12.3.11 Students will demonstrate an understanding of the origins and effects of World War II, identifying events and factors.</p>	<p>SE: 595-600, 604-606, 633-635, 645-647 <i>An American Story</i> 618 <i>National Geographic</i> 620-621 <i>Geography & History</i> 638-639</p> <p>TWE: CLA 596 ICA 598, 604 T 638</p>
<p>12.3.12 Students will analyze and explain United States foreign policy since World War II, identifying factors.</p>	<p>SE: 652-653, 659-665, 724-729, 772-775 <i>Guide to Reading</i> 654, 659, 668, 675 <i>Causes and Effects of the Cold War</i> 660</p> <p>TWE: CLA 660</p>

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<p>12.3.13 Students will evaluate developments in federal civil rights and voting rights since the 1950s.</p>	<p>SE: 753-760, 761-766 <i>Reading Check</i> 748, 760 <i>Picturing History</i> 749, 754, 755 <i>Profiles in History</i> 750</p> <p>TWE: NG 747 CD 750 CI 764</p>
<p>12.3.14 Students will demonstrate an understanding of domestic policy issues in contemporary American society.</p>	<p>SE: 865-871, 899-900, 906-909 <i>Impeaching the President</i> 899 <i>An American Story</i> 906 <i>Picturing History</i> 907 <i>National Geographic</i> 908</p> <p>TWE: GR 865 PIH 869 PH 907 GS 908</p>
<p>12.3.15 Students will explain relationships between geography and the historical development of the United States by using maps, pictures, and computer databases.</p>	<p>SE: <i>Geography & History</i> 36-37, 168-169, 264-265, 432-433, 540-541, 638-639 <i>Technology Skillbuilder</i> 547</p> <p>TWE: C 265 T 540, 638</p>
<p>12.3.16 Students will interpret the significance of excerpts from famous speeches and documents in United States history, such as “The United States Constitution,” “The Bill of Rights,” “The Letter from Birmingham Jail,” “Speak softly and carry a big stick...,” and “The Gettysburg Address.”</p>	<p>SE: 756, 757-758, 936-937, 960 <i>Picturing History</i> 758 <i>Analyzing Primary Sources</i> 937</p> <p>TWE: PH 758 BI 936 RV 936 APS 937</p>
<p>12.3.17 Students will develop skills for historical analysis.</p>	<p>SE: 928-939 <i>Critical Thinking Skillbuilder</i> 818, 855, 880</p> <p>TWE: CTL 310 ETC 324 WR 330 T 855, 880 ATPS 855</p>
<p>12.3.18 Students will develop discussion, debate, and persuasive writing skills, focusing on enduring issues and demonstrating how divergent viewpoints have been addressed and reconciled.</p>	<p>SE: <i>Different Viewpoints</i> 113 <i>You’re the Historian</i> 324-325, 406-407 <i>Study & Writing Skillbuilder</i> 426</p> <p>TWE: DV 113 WMA 309 C 325, 407 PA 325, 407</p>
<p>12.4 United States and Nebraska Government and the Economy</p>	
<p>12.4.1 Students will compare the United States constitutional system in 1789 with forms of democracy that developed in ancient Greece and Rome, in England, and in the American colonies and states in the 18th century.</p>	<p>SE: 18-21, 48-50, 51, 131-149, 942, 943, 944, 945, 947 <i>Causes and Effects of European Exploration</i> 20</p> <p>TWE: CGO 20</p>

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<p>12.4.2 Students will identify and explain the Declaration of Independence, the Articles of Confederation, and the Constitutions of the United States and Nebraska describing their treatment.</p>	<p>SE: 90-93, 108-115, 120-129, 131-149 <i>What If...</i> 88-89 <i>Critical Thinking Skillbuilder</i> 107</p> <p>TWE: WI 88 PA 93 FYI 121 CLA 122</p> <p>NOTE: Specifics of the Nebraska Constitution can be discussed in the classroom.</p>
<p>12.4.3 Students will identify examples of fundamental American political principles contained in the Nebraska Constitution, the Declaration of Independence, the United States Constitution, and the Federalist Papers, comparing them to principles of government and law developed by leading European political thinkers, such as Locke, Hobbes, Montesquieu, Rousseau, and Blackstone.</p>	<p>SE: 72-73, 90-93, 104-105, 108-115, 131-149, 948 <i>The Bill of Rights</i> 124</p> <p>TWE: WI 88 F 90 T 90 C 93, 115</p> <p>NOTE: Specifics of the Nebraska Constitution can be discussed in the classroom.</p>
<p>12.4.4 Students will analyze the amendments to the United States Constitution, identifying factors, such as the conflicts they addressed and the reasons for their adoption.</p>	<p>SE: 124, 141-149 <i>The Bill of Rights</i> 124 <i>The Amendment Process</i> 126 <i>What It Means</i> 141, 143, 146, 147</p> <p>TWE: CTA 125 CLA 128</p>
<p>12.4.5 Students will summarize landmark Supreme Court interpretations of the United States Constitution and its amendments, such as basic freedoms, due process, equal protection of the law, and government powers, analyzing the historical trends and contemporary patterns of United States Supreme Court decisions.</p>	<p>SE: 382-383, 428, 461, 567, 628-629, 963-965 <i>Different Viewpoints</i> 460</p> <p>TWE: DV 460 CTA 460</p>
<p>12.4.6 Students will identify and explain the fundamental concepts of democracy, focusing on the equality of all citizens under the law, the fundamental worth and dignity of the individual, majority rule and minority rights, the necessity of compromise, individual freedom, and the rule of law.</p>	<p>SE: 127-129, 129 #3, 129 #7 <i>Different Viewpoints</i> 113</p> <p>TWE: FYI 111 DV 113 DLR 128 CLA 128</p>
<p>12.4.7 Students will analyze in writing, discussion, and debate current issues confronting local, state, and national governments in terms of perennial challenges to democracies, such as conflicts.</p>	<p>SE: 900-901, 904-905, 905 #8, 911-917 <i>Technology Skillbuilder</i> 547 <i>Picturing History</i> 912 <i>National Geographic</i> 914</p> <p>TWE: PH 912 CLA 912 CTA 915</p>
<p>12.4.8 Students will analyze and compare national and state governments, identifying factors.</p>	<p>SE: 122-124, 157-159, 159 #5 <i>Looking Back...</i> 570-571 <i>The Federal System</i> 574</p> <p>TWE: CLA 122 ETC 570 A 571 C 571</p>

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<p>12.4.9 Students will explain how United States and Nebraska legislative, executive, and judicial institutions make public policy, through vehicles.</p>	<p>SE: 124-127, 896-900 <i>How a Bill Becomes Law</i> 125 <i>The Amendment Process</i> 126 <i>The Federal Court System</i> 127 <i>Picturing History</i> 897 <i>Reading Check</i> 898 TWE: PH 897 RC 898</p>
<p>12.4.10 Students will identify and distinguish among the units of local government in Nebraska, such as counties, cities, towns, and regional authorities by analyzing a local public issue.</p>	<p>SE: 549 #27, 921 #25, 921 #28 TWE: MSN 294 CTA 376 CLA 378 NOTE: Specifics of government in Nebraska can be discussed in the classroom.</p>
<p>12.4.11 Students will compare a unicameral with a bicameral form of government.</p>	<p>SE: 124</p>
<p>12.4.12 Students will explain and give current examples of how political parties, interest groups, the media, and individuals influence the policy agenda and decision making of government institutions.</p>	<p>SE: 372-379, 800-805, 835, 889 #26 <i>An American Story</i> 806 <i>Picturing History</i> 808 <i>Profiles in History</i> 809 TWE: CLA 378 C 379 PIH 809</p>
<p>12.4.13 Students will describe campaigns for national, state, and local elective office, identify factors.</p>	<p>SE: 378-379, 906-909 <i>Picturing History</i> 378, 907 <i>Profiles in History</i> 809 <i>An American Story</i> 906 <i>The Florida Election</i> 907 <i>National Geographic</i> 908 TWE: PH 378 PIH 809</p>
<p>12.4.14 Students will explain the rights, responsibilities, and benefits of citizenship in the United States and Nebraska.</p>	<p>SE: 127-129, 129 #3, 134 <i>An American Story</i> 906 TWE: FYI 111 DLR 128 NOTE: Specifics to citizenship in Nebraska can be discussed in the classroom.</p>
<p>12.4.15 Students will develop the skills needed for informed participation in public affairs.</p>	<p>SE: 127-129, 827 #23 <i>Critical Thinking Skillbuilder</i> 225, 313, 681, 885 TWE: MSN 338 ATPS 681, 885</p>
<p>12.4.16 Students will compare the United States political and economic systems with those of major democratic and authoritarian nations, focusing on factors.</p>	<p>SE: 654-655, 662-663, 902-903, 904 <i>American vs. Soviet Government Systems</i> 667 <i>Picturing History</i> 903 TWE: FYI 121 CLA 122 ICA 662 ETC 664 CTM 903 PH 903</p>

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<p>12.4.17 Students will analyze the United States market economy, identifying factors.</p>	<p>SE: 310, 579 #23, 902-904, 905 #1 <i>Reading Check</i> 310 <i>Differing Viewpoints</i> 543 <i>Picturing History</i> 903 TWE: RC 310 DV 543 PH 903</p>
<p>12.4.18 Students will analyze the role of government in the United States economy, explaining factors.</p>	<p>SE: 310-311, 902-904, 905 #1 <i>Reading Check</i> 310, 311 <i>Differing Viewpoints</i> 543 TWE: RC 310, 311 DV 543</p>
<p>12.4.19 Students will diagram the concepts of scarcity, opportunity costs, and the types of economic systems that deal with unlimited wants and limited resources.</p>	<p>SE: 310, 343, 579 #23, 902-904, 905 #1 <i>Reading Check</i> 310 <i>Picturing History</i> 903 TWE: RC 310 PH 903</p>
<p>12.4.20 Students will discuss the economic goals of growth, stability, full employment, efficiency, equity, and justice, explaining the need for tradeoffs as these goals are pursued.</p>	<p>SE: 310, 343, 579 #23, 902-904, 905 #1 <i>Reading Check</i> 310 <i>Differing Viewpoints</i> 543 TWE: RC 310 DV 543</p>
<p>12.4.21 Students will explain how forces of supply and demand in a market system answer basic economic questions, such as what to produce, how to produce, and for whom to produce.</p>	<p>SE: 182-183, 281 #34, 310, 320-323, 902-904, 905 #1 <i>Agricultural Production in the South</i> 281 <i>Reading Check</i> 310 <i>Picturing History</i> 903 TWE: RC 310 PH 903</p>
<p>12.4.22 Students will define the basic economic indicators, such as Gross Domestic Product, employment statistics, and other measures of economic conditions.</p>	<p>SE: 308-309, 310, 343, 843-846 <i>Analyzing Political Cartoons</i> 845 <i>Picturing History</i> 844, 846 TWE: PH 844, 846 APC 845</p>
<p>12.4.23 Students will discuss the fundamentals of international trade, such as comparative advantage, absolute advantage, and exchange rates.</p>	<p>SE: 844-845, 902-904 <i>Reading Check</i> 309 <i>Picturing History</i> 844, 903 <i>Analyzing Political Cartoons</i> 845 TWE: PH 844, 903 CG 845 APC 845</p>
<p>12.4.24 Students will explain the interrelationship of producers, consumers, and government in the American economic system.</p>	<p>SE: 310, 343, 579 #23 <i>Reading Check</i> 310 <i>Differing Viewpoints</i> 543 <i>Picturing History</i> 903 TWE: RC 310 DV 543 PH 903</p>

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12.4.25 Students will explain the impact of monetary and fiscal policy in achieving local, state, and national economic goals.	SE: 310, 579 #23, 844-845 <i>Reading Check</i> 310 <i>Differing Viewpoints</i> 543 <i>Picturing History</i> 844, 846 TWE: RC 310 DV 543 PH 844, 846
12.4.26 Students will evaluate the role of entrepreneurship in a market economy.	SE: 63, 179-180, 310-311, 320, 892-895 <i>Technology & History</i> 182 <i>American Inventions</i> 310-311 <i>Picturing History</i> 893 <i>Profiles in History</i> 895 TWE: CTL 310
12.4.27 Students will discuss, develop, and implement a plan for making informed personal economic decisions.	See appropriate Glencoe text, <i>Economics: Principles & Practices</i> .

Codes Used for TWE Pages

A	Assess	FCO	From the Classroom Of...
APC	Analyzing Political Cartoons	FYI	FYI
APS	Analyzing Primary Sources	GR	Guide to Reading
APV	Analyzing a Point of View	GS	Geography Skills
ATPS	Answers to Practicing the Skill	ICA	Interdisciplinary Connections Activity
BI	Background Information	MSN	Meeting Special Needs
C	Close	NG	National Geographic
CD	Creating a Display	PA	Portfolio Activity
CG	Creating a Graph	PH	Picturing History
CGO	Creating a Graphic Organizer	PIH	Profiles in History
CI	Conducting an Interview	RC	Reading Check
CLA	Cooperative Learning Activity	RV	Reinforcing Vocabulary
CTA	Critical Thinking Activity	T	Teach
CTL	Creating a Time Line	WI	What If...
CTM	Creating a Thematic Map	WIM	Why It Matters
DLR	Discussing the Limits of Rights	WMA	Writing a Magazine Article
DV	Different Viewpoints	WR	Writing a Report
ETC	Extending the Content		
F	Focus		