

**GLENCOE CORRELATION**  
**THE AMERICAN VISION**  
**NEBRASKA**  
 Social Studies/History Standards Grades 9-12

OBJECTIVES	PAGE REFERENCES
<b>12.3 United States History</b>	
<b>12.3.1</b> Students will analyze and explain the contacts between Native Americans and European settlers during the Age of Discovery, identifying factors.	SE: 40-41, 43-44, 50-57 <i>An American Story</i> 20 <i>American Literature</i> 25 <i>Why It Matters</i> 42-43 <i>National Geographic</i> 43 <i>Reading Check</i> 44 <i>Profiles in History</i> 55 TWE: RC 44
<b>12.3.2</b> Students will analyze and explain the colonization of the American colonies, identifying factors.	SE: 62-64, 66-71, 72-77, 82-83, 84-90, 91-97, 98-102 TWE: GS 68 RC 69 WR 75 CTA 76
<b>12.3.3</b> Students will analyze and explain events and ideas of the Revolutionary period.	SE: 114-115, 116-123, 126-133, 138-145, 147-152 <i>Causes and Effects</i> 120, 129 <i>You're the Historian</i> 124-125 <i>Analyzing Political Cartoons</i> 128 <i>National Geographic</i> 130, 144 <i>The Opposing Sides</i> 139 TWE: TLL 114 WIMA 114 APC 128 GO 129
<b>12.3.4</b> Students will analyze the events and ideas of the Constitutional Era.	SE: 158-162, 164-169, 172-175, 188-207 <i>Critical Thinking Skillbuilder</i> 163 <i>Profiles in History</i> 165 <i>History Through Art</i> 166 <i>Time Notebook</i> 170-171 <i>Different Viewpoints</i> 174 TWE: CLA 165 FFF 169 DV 174
<b>12.3.5</b> Students will analyze and explain events of the Early National Period.	SE: 210-214, 215-220, 221-225 <i>Analyzing Political Cartoons</i> 216 <i>National Geographic</i> 220 TWE: APC 216 C 220 GS 220

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<p><b>12.3.6</b> Students will analyze the causes and effects of major events of the Civil War and Reconstruction.</p>	<p>SE: 320-324, 326-331, 332-338, 340-345, 348-356, 357-363, 364-368, 369-373, 376-380, 386-389, 391-396  <i>Critical Thinking Skillbuilder</i> 325  <i>Profiles in History</i> 328, 338, 372  <i>Causes and Effects</i> 345  <i>Geography and History</i> 374-375  TWE: FCO 318D  T 325  C 331  GO 345  WI 355</p>
<p><b>12.3.7</b> Students will analyze the impact of immigration on American life, identifying factors.</p>	<p>SE: 12-13, 38-39, 273-275, 462-463, 464-468, 612  <i>Geography and History</i> 18-19  <i>Linking Past and Present</i> 56  <i>Different Viewpoints</i> 466  <i>Analyzing Political Cartoons</i> 611  TWE: LPP 56  FCO 264D, 412D  DV 466  APC 611</p>
<p><b>12.3.8</b> Students will summarize causes and effects of the Industrial Revolution, identifying factors.</p>	<p>SE: 247-248, 434-435, 436-440  <i>National Geographic</i> 437  TWE: FCO 434D  GOA 435  GS 437  ICA 439  C 440</p>
<p><b>12.3.9</b> Students will analyze and explain the importance of World War I, identifying factors.</p>	<p>SE: 574-575, 576-583, 584-589, 592-597, 599-603  <i>National Geographic</i> 579  <i>Causes and Effects</i> 601  TWE: FCO 574D  ICA 579  C 589  GO 601</p>
<p><b>12.3.10</b> Students will analyze and explain the Great Depression, explaining factors.</p>	<p>SE: 654-655, 656-660, 661-665, 668-672, 682-688, 689-694, 695-700  <i>The Great Depression</i> 658  <i>Moments in History</i> 662  <i>Different Viewpoints</i> 669  TWE: ICA 659  DV 669  C 672, 688</p>

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<p><b>12.3.11</b> Students will demonstrate an understanding of the origins and effects of World War II, identifying events and factors.</p>	<p>SE: 708-718, 719-730, 736-741, 742-747, 749-761, 764-772  <i>Picturing History</i> 709, 718, 772  <i>National Geographic</i> 715, 728, 744, 766-767  <i>Profiles in History</i> 720, 746, 750, 752  <i>What If...</i> 758-759  <i>Different Viewpoints</i> 770  <i>American Literature</i> 773</p> <p>TWE: FCO 706D  CLA 709  T 709  PH 718  C 761</p>
<p><b>12.3.12</b> Students will analyze and explain United States foreign policy since World War II, identifying factors.</p>	<p>SE: 778-782, 783-789, 790-796, 797-802, 846-850, 892-895, 896-901, 910-914, 1004-1005, 1020-1021  <i>Causes and Effects</i> 784  <i>Picturing History</i> 1021</p> <p>TWE: FYI 779  C 782, 895  GO 784  FCO 838D</p>
<p><b>12.3.13</b> Students will evaluate developments in federal civil rights and voting rights since the 1950s.</p>	<p>SE: 864-865, 866-872, 873-880, 881-886  <i>An American Story</i> 866, 873  <i>Profiles in History</i> 870  <i>Picturing History</i> 871</p> <p>TWE: ICA 511  FCO 864D  TLL 864  WIMA 864  MAP 865  GOA 865  CLA 867, 874, 879</p>
<p><b>12.3.14</b> Students will demonstrate an understanding of domestic policy issues in contemporary American society.</p>	<p>SE: 955, 963-967, 987-988, 996-998, 1017, 1019, 1028</p> <p>TWE: CLA 986  RC 1029</p>
<p><b>12.3.15</b> 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 and History</i> 18-19, 226-227, 312-313, 374-375, 666-667, 762-763  <i>Technology Skillbuilder</i> 673</p> <p>TWE: T 673</p>
<p><b>12.3.16</b> 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: 189-207, 1049, 1056, 1072, 1078, 1079  <i>The Bill of Rights</i> 182</p> <p>TWE: MSN 875  AA 1049</p>

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<p><b>12.3.17</b> Students will develop skills for historical analysis.</p>	<p>SE: <i>Different Viewpoints</i> 52-53, 174, 466, 770-771  <i>Critical Thinking Skillbuilder</i> 146, 163, 325, 441, 487, 513, 598, 975, 1000  <i>Study &amp; Writing Skillbuilder</i> 938  TWE: DV 53, 174, 466, 771</p>
<p><b>12.3.18</b> 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> 52-53, 174, 466, 770-771  <i>Study &amp; Writing Skillbuilder</i> 289, 554, 701  <i>Critical Thinking Skillbuilder</i> 513, 651  TWE: DV 53, 174, 466, 771</p>
<b>12.4 United States and Nebraska Government and the Economy</b>	
<p><b>12.4.1</b> 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 18<sup>th</sup> century.</p>	<p>SE: 33, 101-102, 147-148, 158-159, 164-166, 167-169, 172-175, 1060, 1063  <i>Profiles in History</i> 165  <i>Different Viewpoints</i> 174  TWE: C 102  WGC 148  DV 174</p>
<p><b>12.4.2</b> 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: 134-137, 159, 178-187, 189-207  <i>What If...</i> 132-133  <i>Some Weaknesses of the Articles of Confederation</i> 162  TWE: WI 133  CLA 135  CS 162  NOTE: The Nebraskan Constitution can be covered during classroom discussion.</p>
<p><b>12.4.3</b> 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: 101-102, 108, 134-137, 178-187, 189-207  <i>Fact Fiction Folklore</i> 102  <i>What If...</i> 132-133  <i>Different Viewpoints</i> 174  TWE: WI 133  CLA 135  DV 174</p>
<p><b>12.4.4</b> 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: 199-207  <i>The Bill of Rights</i> 183  TWE: CTA 183, 201, 205, 207  RA 184  FYI 186  ETC 202, 203, 204</p>

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<p><b>12.4.5</b> 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: 589, 843-845, 1080-1083  <i>What It Means</i> 193, 196, 200  <i>Why It Matters</i> 392-393  <i>Different Viewpoints</i> 588  <i>Major Decisions of the Warren Court 1954-1967</i> 844  <i>Chart Skills</i> 844</p> <p>TWE: WIM 193, 200  DV 588  CS 844</p>
<p><b>12.4.6</b> 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: 167-169, 180-182, 185-186  <i>Different Viewpoints</i> 174  <i>Profiles in History</i> 241</p> <p>TWE: CTA 168  DV 174  FYI 181  DLR 186</p>
<p><b>12.4.7</b> 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: 1026-1029, 1031-1037  <i>Critical Thinking Skillbuilder</i> 1000  <i>Picturing History</i> 1032</p> <p>TWE: PH 1032  CLA 1032  MSN 1033  DM 1033  CTA 1035  WE 1035  ETC 1036  C 1037</p>
<p><b>12.4.8</b> Students will analyze and compare national and state governments, identifying factors.</p>	<p>SE: 32-33, 35-36, 180-185, 242, 243, 708-710  <i>World Geography Connection</i> 969</p> <p>TWE: CS 242  RC 243  WGC 969</p>
<p><b>12.4.9</b> Students will explain how United States and Nebraska legislative, executive, and judicial institutions make public policy, through vehicles.</p>	<p>SE: 180-185, 842, 856-860, 1020, 1021, 1025  <i>The Federal Court System</i> 185</p> <p>TWE: CTA 1020  C 1021  CLA 1023</p> <p>Note: Nebraskan public policy can be covered during classroom discussion.</p>
<p><b>12.4.10</b> 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: 548  <i>A City and a Storm</i> 548-549</p> <p>TWE: ACS 548  ICA 549  FYI 549</p>
<p><b>12.4.11</b> Students will compare a unicameral with a bicameral form of government.</p>	<p>SE: 168</p>
<p><b>12.4.12</b> 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: 213-214, 215-220, 492-497, 885, 905, 981-982, 995-996  <i>Hollywood on Trial</i> 792-793  <i>Picturing History</i> 884, 940</p>

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<p><b>12.4.13</b> Students will describe campaigns for national, state, and local elective office, identify factors.</p>	<p>SE: 181-184, 203, 549, 843-844, 1026-1029  <i>A City and a Storm</i> 548-549  <i>National Geographic</i> 1028</p> <p>TWE: 548  ICA 549  GS 1028</p>
<p><b>12.4.14</b> Students will explain the rights, responsibilities, and benefits of citizenship in the United States and Nebraska.</p>	<p>SE: 185-187, 187 #3  <i>An American Story</i> 179</p> <p>TWE: DLR 186  CLA 186  CTA 249</p> <p>NOTE: Nebraska-specific citizenship can be discussed in the classroom setting.</p>
<p><b>12.4.15</b> Students will develop the skills needed for informed participation in public affairs.</p>	<p>SE: 180-187, 549-551, 876-880, 918-919  <i>Linking Past and Present</i> 121  <i>Democracy in Action</i> 186  <i>Picturing History</i> 874</p> <p>TWE: 548  ICA 549  CLA 1023  GS 1028</p>
<p><b>12.4.16</b> Students will compare the United States political and economic systems with those of major democratic and authoritarian nations, focusing on factors.</p>	<p>SE: 248, 438, 987-988, 1005, 1023  TWE: RC 438</p>
<p><b>12.4.17</b> Students will analyze the United States market economy, identifying factors.</p>	<p>SE: 248, 250, 438, 987-988, 1005, 1023  <i>An American Story</i> 476</p> <p>TWE: RC 438  GR 476</p>
<p><b>12.4.18</b> Students will analyze the role of government in the United States economy, explaining factors.</p>	<p>SE: 248, 438-439, 683-688, 987-988, 1022-1024  <i>An American Story</i> 476  <i>Picturing History</i> 683  <i>Why It Matters</i> 684-685</p> <p>TWE: RC 438, 683  GR 476  CLA 683  PH 683  DC 685</p>
<p><b>12.4.19</b> 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: 250, 987-988, 1005  <i>An American Story</i> 476</p> <p>TWE: GR 476</p>

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<p><b>12.4.20</b> 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: 248, 438, 548, 842-843, 987-988, 1005  <i>An American Story</i> 476  <i>Picturing History</i> 1023  TWE: RC 438  GR 476  CC 966  PH 1023</p>
<p><b>12.4.21</b> 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: 248, 250, 438, 987-988, 1005, 1022-1024  <i>An American Story</i> 476  <i>Picturing History</i> 1023  TWE: RC 438  GR 476  PH 1023</p>
<p><b>12.4.22</b> Students will define the basic economic indicators, such as Gross Domestic Product, employment statistics, and other measures of economic conditions.</p>	<p>SE: 436-437, 438, 842-843, 987-988, 1005  <i>Picturing History</i> 1023  TWE: RC 438  PH 1023</p>
<p><b>12.4.23</b> Students will discuss the fundamentals of international trade, such as comparative advantage, absolute advantage, and exchange rates.</p>	<p>SE: 248, 1022-1024  <i>Reading Check</i> 779  <i>Picturing History</i> 1023  TWE: RC 779  ICA 966  PH 1023</p>
<p><b>12.4.24</b> Students will explain the interrelationship of producers, consumers, and government in the American economic system.</p>	<p>SE: 248, 250, 438-439, 987-988, 1005  <i>An American Story</i> 476  <i>Different Viewpoints</i> 669  TWE: RC 438  GR 476  DV 669</p>
<p><b>12.4.25</b> Students will explain the impact of monetary and fiscal policy in achieving local, state, and national economic goals.</p>	<p>SE: 248, 438-439, 779, 682-688, 689-694, 987-988  <i>Picturing History</i> 683, 686  <i>The First New Deal</i> 687  TWE: RC 438  PH 683, 686  CLA 683</p>
<p><b>12.4.26</b> Students will evaluate the role of entrepreneurship in a market economy.</p>	<p>SE: 248, 1013  <i>Picturing History</i> 248, 1013  <i>Profiles in History</i> 1015  TWE: PH 248</p>
<p><b>12.4.27</b> Students will discuss, develop, and implement a plan for making informed personal economic decisions.</p>	<p>See appropriate Glencoe text, <i>Economics: Principles &amp; Practices</i>.</p>

## Codes Used for TWE Pages

AA	Alternative Assessment
ACS	A City and a Storm
APC	Analyzing Political Cartoons
C	Close
CC	Creating a Chart
CLA	Cooperative Learning Activity
CS	Chart Skills
CTA	Critical Thinking Activity
DC	Drawing Conclusions
DLR	Discussing the Limits of Rights
DM	Designing a Memorial
DV	Different Viewpoints
ETC	Extending the Content
FCO	From the Classroom of...
FFF	Fact Fiction Folklore
FYI	FYI
GO	Graphic Organizer
GOA	Graphic Organizer Activity
GR	Guide to Reading
GS	Geography Skills
ICA	Interdisciplinary Connections Activity
LPP	Linking Past and Present
MAP	More About the Photo
MSN	Meeting Special Needs
PH	Picturing History
RA	Researching Amendments
RC	Reading Check
T	Teach
TLL	Two-Minute Lesson Launcher
WE	Writing an Essay
WGC	World Geography Connection
WI	What If...
WIM	What It Means
WIMA	Why It Matters Activity
WR	Writing a Report