Committee on American Civic
Monday, June 8, 2026
the Elementary Conference Room
5:30 PM Central

1. Call to committee meeting to order and roll call
2. Pledge of Allegiance
3. Request to address the committee on topic of civics taught in the district
4. Reports

    4.a. Civics Curriculum Report

        4.a.1. Review and discuss new resources aligning to Nebraska State Standards (SS 79-760.01)

    4.b. Civics Requirement Report

    4.c. District Patriotic Exercises

5. Adjournment

Pledge of Allegiance

I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all.

Civics 7 Curriculum
Created on 5/21/19
Created by Matthew Walter

Becoming a U.S. Citizen (What is Civics?)	
Approximate Length (in class days)	10 Days
Buffer Days	1-2 Days
NE State Standards Addressed:	SS 8.1.1-.2
Learning Target(s):	● Students will take the citizenship exam as a pre-test to see what they currently know. ● Students will learn about the steps taken to become a US citizen. ● Students will discuss the five ways individuals are already/automatically US citizens. ● Students will create a project that depicts the naturalization process.
Resources Utilized:	Schoology, Actively Learn, Kahoot, Quizlet
Assessments:	● AL: Benefits of Becoming a U.S. Citizen ● U.S. Citizenship Exam ● Naturalization Poster ● Chapter 1 Test

Roots of American Democracy	
Approximate Length (in class days)	14 Days
Buffer Days	1-2 Days
NE State Standards Addressed:	SS 8.1.1-.2, 8.4.1-.5
Learning Target(s):	● Students will determine the events that led to the establishment of the 13 colonies. ● Students will discuss the crucial moments which led to the writing of the Declaration of Independence.

	● Students will discuss the Articles of Confederation and why it should be considered a “crappy rough draft” and led to a better plan for government. ● Students will read through the Declaration of Independence and translate to verbiage used today.
Resources Utilized:	Schoology, Actively Learn, Kahoot, Quizlet, Liberty Kids, John Adams
Assessments:	● Liberty Kids: The Boston Tea Party Reaction ● John Adams: Independence Reaction/Interpretation ● Translation of Preamble ● AL: The Declaration of Independence ● AL: The Declaration and Its Legacy ● Chapter 2 Test

The Constitution	
Approximate Length (in class days)	18 Days
Buffer Days	1-3 Days
NE State Standards Addressed:	SS 8.1.1-.2, 8.4.1-.5
Learning Target(s):	● Students will analyze the events leading up to the Constitution and the driving force behind its creation. ● Students will discuss the opposing plans presented to the Constitutional convention and breakdown the pros/cons of both. ● Students will discuss the Great Compromise and other “small” compromises that helped the Constitution come to fruition. ● Students will breakdown the structure of the Constitution overall. ● Students will discuss the important of popular sovereignty, checks and balances, and separation of powers.
Resources Utilized:	Schoology, Actively Learn, Kahoot, Quizlet, Liberty Kids, John Adams

Assessments:	• Constitution USA: We The People Reaction • Chapter 3 Vocabulary • Pros/Cons of the Virginia/New Jersey Plan (Venn Diagram) • 3/5s Compromise Reaction Paragraph • Translation of Preamble • Chapter 3 Test

The Bill of Rights	
Approximate Length (in class days)	18-21 Days
Buffer Days	1-2 Days
NE State Standards Addressed:	SS 8.1.1-.2, 8.4.1-.5
Learning Target(s):	• Students will breakdown the first ten amendments of the bill of rights and discuss their meanings. • Students will discuss and breakdown in detail the first amendment and your five basic freedoms. • Students will determine what they deem to be the most important amendments in the Constitution.
Resources Utilized:	Schoology, Actively Learn, Kahoot, Quizlet, Liberty Kids
Assessments:	• AL: The United States Bill of Rights • AL: What Does the Bill of Rights Guarantee? • AL: Preamble and the First Amendment • Bill of Rights Political Cartoon • Amendment Choice: Which is the most important amendment in the Bill of Rights and Why Response • My Constitution Creation (Classroom or Household) • Chapter 4 Test

Civil Rights: Remember the Titans	
Approximate Length (in class	5-7 Days

days)	
Buffer Days	1-2 Days
NE State Standards Addressed:	SS 8.1.1-.2, 8.4.1-.5
Learning Target(s):	• Students will watch the movie Remember the Titans and annotate civil rights themed items discussed in class in the previous unit. • Students will write a reaction paper to the movie Remember the Titans.
Resources Utilized:	Remember the Titans, Schoology
Assessments:	• Remember the Titans Notes • Remember the Titans Paper

The Citizen and the Community	
Approximate Length (in class days)	15-17 Days
Buffer Days	1-2 Days
NE State Standards Addressed:	SS 8.1.1-.2, 8.4.1-.5
Learning Target(s):	• Students will breakdown a citizens duties, responsibilities and obligation to volunteer. • Students will determine the five legal duties citizens must perform. • Students will determine the five responsibilities citizens should feel obligated to perform. • Students will discuss the importance of volunteering as a citizen.
Resources Utilized:	Schoology, Actively Learn, Kahoot, Quizlet
Assessments:	• AL: The Importance of Performing Your Civic Duties and Responsibilities. • Duties, Responsibilities & Volunteering Skits/Songs • Chapter 5 Review

SEMESTER 1 TEST

SEMESTER 1 FORMAL WRITING ASSIGNMENT

TOPIC & DESCRIPTION: Remember the Titans/Civil Rights Reaction Paper

Congress	
Approximate Length (in class days)	21 Days
Buffer Days	2 Days
NE State Standards Addressed:	SS 8.1.1-.2, 8.2.10-11, 8.4.1-.5
Learning Target(s):	• Students will discuss and breakdown how Congress is organized. • Students will discuss the differences b/w the Senate and House of Representatives. • Students will research the powers afforded to Congress. • Students will write a letter to their senator or house of representative member discussing something they believe they should be doing with casework. • Students will create a bill after learning how they become a law.
Resources Utilized:	Schoology, Actively Learn, Kahoot, Quizlet, Schoolhouse Rock
Assessments:	• Chapter 6 Vocabulary • How Congress is Organized Internet Search • AL: Government Shutdowns • AL: What duties to congressmen have? • Making Comparisons • AL: Duties of Congress • AL: How a Bill Becomes a Law • My Bill • Chapter 6 Test

The President and the Executive Branch	
Approximate Length (in class days)	21 Days
Buffer Days	2-3 Days
NE State Standards Addressed:	SS 8.1.1-.2, 8.2.10-11, 8.4.1-.5
Learning Target(s):	● Students will determine the qualifications and expectations of becoming the President. ● Students will lay out and define the Presidential Succession Act. ● Students will create a succession act for the classroom and write a response paragraph to why individuals are in the position they are. ● Students will discuss and research the different jobs the U.S. President has and which is most important. ● Students will discuss foreign policy and its importance to our nation's safety. ● Students will write a letter to their senator advising them to run/not run for the presidency. ● Students will discuss some of the major Presidential pardons to be granted over the years.
Resources Utilized:	Schoology, Actively Learn, Kahoot, Quizlet, History Channel Special: It's Good to Be President
Assessments:	● AL: Seven Major Roles of the President ● Succession Act for the Classroom Creation + Written Reasoning ● Presidential Pardons research, presentation and reaction. ● It's Good to be President Notes + Reaction ● Letter to Senator: Convincing to Run/Not Run

The Judicial Branch	
Approximate Length (in class days)	17-20 Days
Buffer Days	1-3 Days
NE State Standards Addressed:	SS 8.1.1-.2, 8.2.10-11, 8.4.1-.5

Learning Target(s):	• Students will breakdown the federal court system from local to national levels. • Students will discuss some of the major cases which have had major impacts on the development of our court system/government as we know it today. • Students will discuss and determine the differences b/w district, appeals and supreme courts. • Students will create a court system project depicting the level of importance and the intricacies of each. • Students will discuss the importance of the Miranda Warning and where it is failing our youth.
Resources Utilized:	Schoology, Actively Learn, Kahoot, Quizlet
Assessments:	• AL: Miranda Warning • AL: Miranda Warning: Simpler Language • AL: The Supreme Court • US Court Systems Project • Breakdown of Major Cases (Research and Response) • Chapter 8 Test

State Government	
Approximate Length (in class days)	7-10 Days
Buffer Days	1-2 Days
NE State Standards Addressed:	SS 8.1.1-.2, 8.2.10-11, 8.4.1-.5
Learning Target(s):	• Students will discuss the intricacies of state governments and how they are setup. • Students will determine the similarities and differences b/w Unicameral and Bicameral. • Students will research and discuss the benefits of the NE Unicam vs all other state Bicam.
Resources Utilized:	Schoology, Actively Learn, Kahoot, Quizlet

Assessments:	• AL: Unicam vs Bicam • AL: NE Unicam • Chapter 12 Vocabulary • Chapter 12 Test

Civil and Criminal Law	
Approximate Length (in class days)	7-10 Days
Buffer Days	1-2 Days
NE State Standards Addressed:	SS 8.1.1-.2, 8.2.10-11, 8.4.1-.5
Learning Target(s):	• Students will discuss civil cases and the breakdown of how they work. • Students will determine the differences b/w misdemeanors and felonies. (Specific focus on NE laws) • Students will watch the documentary Prison Kids and discuss how we can improve the system to help our youth.
Resources Utilized:	Schoology, Actively Learn, YouTube: Prison Kids
Assessments:	• AL: Felonies, Misdemeanors and Infractions • AL: Do Misdemeanors Show Up on Background Checks • Prison Kids: Solutions to our problem (Short Multi-Paragraph Paper)

Money and Banking	
Approximate Length (in class days)	7-10 Days
Buffer Days	1-2 Days
NE State Standards Addressed:	SS 8.1.1-.2, 8.2.10-11, 8.2.3-.5, 8.4.1-.5
Learning Target(s):	• Students will discuss what money is and the functions it serves in our society. • Students will determine what the phrases, numbers and symbols mean on their paper and coin currency. • Students will discuss the banking system and the inner

	workings of the federal reserve system. ● Students will create their own currency and develop a story of how it came to be.
Resources Utilized:	Schoology, Actively Learn, Federal Reserve
Assessments:	● AL: The Dollar Bill ● Dollar Bill Design ● Dollar Bill Story

SEMESTER 2 TEST

SEMESTER 2 FORMAL WRITING ASSIGNMENT

TOPIC & DESCRIPTION: Letter to Senator: Run/Don't Run for President

8th Grade U.S. History Curriculum Guide

Alignment to NE History Standards (2019)

Pacing/Unit Guide

Unit 1: REVIEW OF COLONIAL FOUNDATIONS	Unit 2: PRE-CONSTITUTION	Unit 3: THE CONSTITUTION
Unit 4: TERRITORIAL EXPANSION AND CONFLICT	Unit 5: SETTLEMENT AND IMMIGRATION	Unit 6: SLAVERY AND SECTIONALISM
Unit 7: THE CIVIL WAR	Unit 8: RECONSTRUCTION	Unit 9: THE GILDED AGE
Unit 10: PERSONAL FINANCE	Videos: LINKS TO VIDEO PAGES	Extra Resources:

Link to Alignment:

https://docs.google.com/document/d/1Pw06j1b0xztvuo9uAmymjpFZsrKtbH7RyeWub7iAVjo/edit?usp=sharing

Unit 1: REVIEW OF COLONIAL FOUNDATIONS **Pacing: 1 Week**	
Overview **(Essential Questions, Engaging Scenario, Anchor Phenomena)**	**How did the different colonial foundations shape the future of America?** Supporting Questions: ● What motivated different groups to establish colonies in North America? ● How did geography and environment influence the economies and lifestyles of the colonies? ● In what ways did religion and government differ between the New England, Middle, and Southern colonies? ● How did early interactions between colonists and Indigenous peoples affect each region's development? ● Which colonial ideas or practices can still be seen in American society today?

NE Standard	Student Learning Outcomes/Learning Targets
SS 5.1.1 Synthesize and justify the structure and function of the United States government.	**Describe key historical influences on the U.S. constitutional system** ● Investigate and summarize how documents and events — such as the Declaration of Independence, the Articles of Confederation, the English Bill of Rights, and colonial charters — contributed to the foundation of the U.S. government. ● Explain how those influences shaped the idea of limited government, separation of powers, and individual rights.
SUPPLEMENTARY	**Identify and explain the structure of the federal government** ● Name the three branches of the U.S. government (legislative, executive, judicial). ● Explain the primary function(s) of each branch (e.g., making laws, executing laws, interpreting laws). ● Describe how checks and balances and separation of powers help prevent any one branch from becoming too powerful.

SS 5.1.1.a Students will review the historical foundation and formation of the United States constitutional government.	**Analyze the effects of laws and government decisions on different groups** ● Examine how laws made at the federal level have impacted citizens, states, and marginalized or minority groups (for example: Native American tribes, enslaved persons, immigrants, and women). ● Explore examples in early U.S. history of how majority rule and minority rights sometimes conflicted, and how the constitutional system attempted to address (or failed to address) those conflicts.
SS 5.4.1.a Examine the chronology of key events in the United States and communicate their impact on various groups in the past, present, and future.	**Evaluate interactions among local, state, and federal governments** ● Analyze how decisions or laws at the national level can affect state and local governments (e.g., through mandates, funding, treaties). ● Provide examples of how state or local governments carry out, resist, or respond to federal policies.
	Justify key constitutional principles underlying the American republic ● Articulate and defend the principles of the American system (e.g., popular sovereignty, rule of law, representative democracy, individual rights). ● Use evidence and reasoning to support claims about why those principles are important for how the U.S. government is structured and functions.
	Compare U.S. forms of government with other forms. ● Analyze and contrast how government works in different systems (e.g., monarchy, tribal government, colonial governments). ● Cite specific features (e.g., how leaders are selected, the role of law, distribution of power) to show similarities and differences.

Instructional Resources & Activities	**Ben's Guide to the U.S. Government** A kid-friendly government resource (with explanations, diagrams, activities) across grade bands. → https://bensguide.gpo.gov/ Ben's Guide **ICivics: Foundations of Government** Lesson plans and interactive modules on government types, the U.S. Constitution, and more. → https://ed.icivics.org/curriculum/foundations-government iCivics **Play "Branches of Power – Checks and Balances" (iCivics game)** A game to help students understand how the branches of government interact. → https://ed.icivics.org/games/branches-power iCivics **Structure of the U.S. Government — FDLP Resource Guide** A guide with charts showing how legislative, executive, and judicial branches relate. → https://libguides.fdlp.gov/structure-of-the-us-government FDLP LibGuides **Truman Library: Interactive Teaching Unit on the Three Branches** Uses original documents and internet research tasks; includes "How a Bill Becomes a Law" game. → https://www.trumanlibrary.gov/education/three-branches/interactive-teaching-unit-using-documents-internet-resources Truman Library **Khan Academy — U.S. Government & Civics** Explanations, videos, and practice exercises on the foundations and branches of government. → https://www.khanacademy.org/humanities/us-government-and-civics Khan Academy **Share My Lesson — U.S. Government Lesson Plans & Resources** A searchable repository of free lesson plans and supports across grade levels. → https://sharemylesson.com/subject/us-government Share My Lesson
Academic Vocabulary	🧭 **Exploration & Colonization** • **Colony** – A settlement ruled by a distant country. • **Colonization** – The process of establishing control over new lands and peoples. • **Charter** – An official document granting permission to start a colony. • **Settlement** – A small community of people living in a new place.

- **Exploration** – Traveling to discover new lands and resources.
- **Mercantilism** – An economic system where colonies exist to benefit the mother country by providing raw materials and markets.
- **Indentured Servant** – A person who agreed to work for a period of time in exchange for passage to the colonies.
- **Triangular Trade** – A Trade route connecting Europe, Africa, and the Americas, involving goods and enslaved people.
- **Middle Passage** – The brutal sea journey enslaved Africans were forced to take to the Americas.

⛪ Motives & Beliefs

- **Religious Freedom** – The right to believe and worship as one chooses.
- **Persecution** – Mistreatment of people because of their beliefs.
- **Pilgrims** – English settlers who sought religious freedom and founded Plymouth Colony in 1620.
- **Puritans** – A religious group that wanted to "purify" the Church of England and founded the Massachusetts Bay Colony.
- **Quakers** – A religious group promoting peace and equality; many settled in Pennsylvania.
- **Tolerance** – Acceptance of different beliefs and practices.
- **Missionary** – A person sent to spread religious beliefs, often to Indigenous peoples.

🌾 Geography & Regional Development

- **New England Colonies** – Northern colonies known for shipbuilding, fishing, and trade.
- **Middle Colonies** – "Breadbasket" colonies with fertile soil and diverse populations.
- **Southern Colonies** – Colonies with plantations and reliance on enslaved labor.
- **Plantation** – A large farm that grows cash crops like tobacco or rice.
- **Cash Crop** – A crop grown for sale rather than for personal use (e.g., tobacco, cotton).
- **Backcountry** – The frontier region near the Appalachian Mountains.

🏛️ Government & Society

- **Mayflower Compact** – The first self-governing agreement in the colonies (1620).
- **House of Burgesses** – The first representative assembly in the American colonies (Virginia).
- **Town Meeting** – A form of direct democracy practiced in New England colonies.

	• **Representative Government** – A system where citizens elect people to make decisions for them. • **Self-Government** – The right of people to rule themselves independently. • **Magna Carta** – A 1215 document limiting the power of English rulers; it influenced colonial government. • **Parliament** – England's law-making body that served as a model for colonial assemblies. • **Rights** – Basic freedoms or privileges that people are entitled to. • **Rule of Law** – The idea that all people, including leaders, must follow the law. --- 🤝 **Interactions & Impacts** • **Indigenous Peoples** – The first inhabitants of North America, who had complex societies before European contact. • **Cultural Exchange** – Sharing of ideas, technologies, and traditions between groups. • **Conflict** – Disagreements or fighting between groups, often over land or resources. • **Trade** – The buying and selling, or exchanging of goods. • **Slavery** – The forced labor system where people were treated as property. • **Middle Colonies Diversity** – The mix of cultures, languages, and religions that developed there. --- 📜 **Colonial Legacy / Big Ideas** • **Colonial Region** – A group of colonies with similar geography and economy (New England, Middle, Southern). • **Freedom** – The power or right to act, speak, or think without restraint. • **Independence** – Freedom from control by another government or country. • **Economic System** – The way a society organizes production and trade. • **Foundation** – The base or beginning of something; in this case, the early structures of American society and government.
Materials	• Computers • Schoology • Notebook • Writing Utencil (Pencil, Pen, Highlighter)
Connection to School Improvement Goal	Students will use academic vocabulary and historical evidence to produce clear, organized written responses that explain the causes, characteristics, and consequences of colonial foundations in North America.

Formative Assessment	Summative Assessment
• Bell Ringers • Exit Tickets • Actively Learns • Schoology Discussion Board Posts • Schoology Assignments	• Unit Exam • Seven Major Causes of the Revolutionary War

Notes (what worked, didn't work, want to change, etc.):

Unit 2: PRE-CONSTITUTION **Pacing: 3 Weeks**	
Overview **(Essential Questions, Engaging Scenario, Anchor Phenomena)**	**How did the weaknesses and challenges of America's first government lead to the creation of the U.S. Constitution?** Supporting Questions: ● What problems did the United States face after winning independence from Britain? ● How did states differ in their priorities, governments, and economies? ● What fears did Americans have about creating a national government? ● What was the structure of government under the Articles of Confederation? ● Why did the Founders choose such a weak central government at first? ● In what ways did the Articles succeed in holding the new nation together? ● What were the major weaknesses of the Articles of Confederation (e.g., taxation, trade, military, leadership)? ● How did events like Shays' Rebellion reveal the need for change? ● How did differing state interests and regional rivalries make governing difficult? ● How did the failures of the Articles influence the Constitutional Convention? ● What compromises were made (Great Compromise, 3/5 Compromise, etc.) to balance state and national power? ● How did the idea of federalism grow out of this period? ● What lessons did the Founders learn from the Articles that shaped the Constitution? ● How can we see evidence of the Articles' influence in today's U.S. government? ● Why is failure sometimes necessary to achieve lasting success in government or leadership?

NE Standard	Student Learning Outcomes/Learning Targets
SS 8.1.1 Investigate and analyze the foundation, structure, and functions of the United States government **SS 8.2.4 Justify and debate economic decisions made by North American Societies.** **SS 8.2.5 Illustrate how international trade impacts individuals, organizations, and nations.** **SS 8.4.1 Analyze Patterns of continuity and change over time in the United States history.** **SS 8.4.4 Evaluate and interpret sources for perspective and historical context.** **SS 8.4.5 Apply the inquiry process to construct and answer historical questions.**	**Foundations of Government** Students explain how key historical documents—such as the Declaration of Independence, Articles of Confederation, and the U.S. Constitution—established the foundational principles of the United States government.
SUPPLEMENTARY	**Structure of Government** Students describe the organization and powers of the legislative, executive, and

	judicial branches and analyze how the system of checks and balances limits government authority.
SS 8.1.1.a Students will identify and describe the different systems of government. SS 8.1.1.c Examine the development of foundational laws and other documents in the United States Government.	**Functions and Federalism** Students analyze how power and responsibilities are divided and shared among federal, state, and local governments within the framework of federalism.
SS 8.1.1.e Describe how important government principles are shown in American Government. SS 8.1.1.f Analyze the development and significance of political parties in the United States.	**Civic Ideals and Rights** Students examine how the Constitution and Bill of Rights define and protect individual rights and outline the civic duties and responsibilities of citizens.
SS 8.2.4.c Describe the progression of money and its role in the early U.S. SS 8.2.5.a Explain that currency must be converted to make purchases in other countries. SS 8.2.5.b Recognize how trade barriers impact the prices and quantity of goods.	**Continuity and Relevance** Students evaluate how the structure and principles of the United States government continue to shape and influence contemporary political and social issues.
SS 8.4.1.a Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the U.S. SS 8.4.1.b Evaluate the impact of historical events in the US using symbols, maps, documents, and artifacts. SS 8.4.4.a Compare and contrast primary and secondary sources of history. SS 8.4.4.b Evaluate the relationships among historical events in the US and relevant contemporary issues. SS 8.4.5.a Identify areas of inquiry by using student-generated questions about multiple historical resources SS 8.4.5.b Locate, analyze, and cite appropriate sources for research about US history, including primary and secondary resources.	

Instructional Resources & Activities	**Primary Source & Reference Documents** 1. **National Archives — Articles of Confederation (1777)** The official text and context of America's first national framework. → https://www.archives.gov/milestone-documents/articles-of-confederation National Archives

2. **Gilder Lehrman Institute — "The Articles of Confederation, 1777"**
   Primary source with historical commentary and teaching notes.
   → https://www.gilderlehrman.org/history-resources/spotlight-primary-source/articles-confederation-1777 Gilder Lehrman Institute

3. **TeachingAmericanHistory.org — Articles of Confederation**
   Document with historical context, analysis, and classroom application.
   → https://teachingamericanhistory.org/document/articles-of-confederation/ Teaching American History

4. **Library of Congress Guide — Related Online Resources: Articles of Confederation**
   Links to printed editions, maps, timelines, and further documents.
   → https://guides.loc.gov/articles-of-confederation/related-online-resources Research Guides

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🧭 Lessons, Activities & Curriculum Modules

5. **National Constitution Center — Classroom Resources on the Constitutional Convention**
   Modules, videos, briefs, and worksheets on how and why the Convention was held.
   → https://constitutioncenter.org/education/classroom-resources-by-topic/constitutional-convention Constitution Center

6. **Bill of Rights Institute — Articles of Confederation Lesson & One-Pager**
   Includes graphic organizers and comparisons between the Articles and the Constitution.
   → https://billofrightsinstitute.org/lessons/articles-of-confederation Bill of Rights Institute
   → One-Pager summary: https://billofrightsinstitute.org/activities/handout-f-articles-of-confederation-one-pager Bill of Rights Institute

7. **EDSITEment — "Road to the Constitutional Convention" (Lesson Plan)**
   Focuses on events and problems under the Articles that led to calling the 1787 convention.
   → https://edsitement.neh.gov/lesson-plans/lesson-1-road-constitutional-convention NEH-Edsitement

8. **CSAC / University of Wisconsin — "A Closer Look at the Articles of Confederation"**
   Worksheet, discussion prompts, primary document analysis, and ties to the Convention.
   → https://archive.csac.history.wisc.edu/ls_bazan.pdf American Constitution Center

	9. **Mount Vernon — "A Classroom Constitutional Convention"** A simulation activity where students design a government for their classroom to mirror the difficulties of creating a national constitution. → https://www.mountvernon.org/education/for-teachers/lessonplans/lesson/a-classroom-constitutional-convention George Washington's Mount Vernon 10. **iCivics — "Constitutional Compromise" Game / Activity** Helps students understand the compromises made at the 1787 Convention (e.g., Great Compromise, 3/5 Compromise). → https://ed.icivics.org/games/constitutional-compromise iCivics 11. **American Battlefield Trust — Constitutional Convention Teaching Guide** Provides slides, primary source choices, background, and discussion questions on the 1787 Convention. → https://www.battlefields.org/sites/default/files/2025-01/Constitutional%20Convention%20Lesson%20Plan%20Teaching%20Guide.pdf battlefields.org
Academic Vocabulary	## 🇺🇸 Pre-Constitution Vocabulary List ### 🧭 Forming a New Nation - **Independence** – Freedom from the control of another country. - **Confederation** – A loose alliance of states or nations that cooperate for common purposes but retain most of their independence. - **Sovereignty** – The right of a state or nation to govern itself. - **Ratify** – To officially approve or confirm a law, treaty, or agreement. - **Delegate** – A person chosen to represent others, especially at a meeting or convention. - **Convention** – A formal meeting or assembly for discussion and decision-making, often about government. - **Republic** – A system of government where citizens elect representatives to make decisions for them. --- ### ⚖️ Articles of Confederation - **Articles of Confederation** – The first written plan of government for the United States (1777), which created a weak central

government.

- **Congress** – The legislative body created by the Articles; it had limited powers such as declaring war and making treaties.
- **Ordinance** – A law or regulation, especially one dealing with land or local matters.
  Northwest Ordinance (1787) – Law that set rules for governing new territories and how they could become states.
- **Land Ordinance of 1785** – Set up a standardized system for surveying and dividing western lands.
- **Weaknesses of the Articles** – No power to tax, no executive branch, no national court system, and difficulty passing laws or amendments.
- **Trade Disputes** – Economic conflicts between states due to lack of a unified national policy.

⚔️ Problems Under the Articles

- **Inflation** – A rise in prices and a decrease in the value of money.
- **Debt** – Money owed, especially by the government after the Revolution.
- **Rebellion** – An uprising or organized resistance against authority.
- **Shays' Rebellion** – A 1786 revolt by Massachusetts farmers protesting high taxes and debt, showing the weakness of the Articles of Confederation.
- **Tariff** – A tax on imported goods.
- **Interstate Commerce** – Trade between different states; difficult to regulate under the Articles.

🏛️ Toward the Constitution

- **Constitutional Convention** – The 1787 meeting in Philadelphia where delegates wrote a new Constitution to replace the Articles of Confederation.
- **Compromise** – An agreement in which both sides give up something to reach a solution.
- **Great Compromise** – Agreement creating a two-house legislature: the Senate (equal representation) and the House of Representatives (based on population).
- **Three-Fifths Compromise** – Decision that counted three-fifths of enslaved people toward a state's population for representation and taxation.
- **Federalism** – A system of government where power is shared between national and state governments.
- **Republicanism** – The principle that government should be based on the consent of the governed through elected representatives.
- **Checks and Balances** – System ensuring no branch of government becomes too powerful.

	• **Separation of Powers** – The division of government into three branches: legislative, executive, and judicial. --- 📜 **Political & Philosophical Foundations** • **Enlightenment** – An intellectual movement emphasizing reason, individual rights, and government by consent. • **Natural Rights** – Basic rights that all humans are born with, such as life, liberty, and property (John Locke's idea). • **Social Contract** – The belief that governments exist through an agreement between rulers and the governed to protect rights. • **Limited Government** – The idea that government powers are restricted by law. • **Rule of Law** – The principle that everyone, including leaders, must follow the law. --- 🧠 **Key People** • **James Madison** – "Father of the Constitution"; took detailed notes at the Constitutional Convention. • **George Washington** – Presided over the Constitutional Convention. • **Alexander Hamilton** – Advocated for a strong central government. • **Roger Sherman** – Proposed the Great Compromise. • **Daniel Shays** – Led a rebellion that exposed the weaknesses of the Articles of Confederation.
Materials	• Computers • Schoology • Notebook • Writing Utencil (Pencil, Pen, Highlighter)
Connection to School Improvement Goal	Students will use academic vocabulary and historical evidence to produce clear, organized written responses that explain the causes, characteristics, and consequences of colonial foundations in North America.

Formative Assessment	Summative Assessment

• Bell Ringers • Exit Tickets • Actively Learns • Schoology Discussion Board Posts • Schoology Assignments	• Pre-Constitution Exam • Classroom Succession Act

Notes (what worked, didn't work, want to change, etc.):

Unit 3: THE CONSTITUTION **Pacing: 4 Weeks**	
Overview **(Essential Questions, Engaging Scenario, Anchor Phenomena)**	**How did the Constitution create a stronger government while protecting the rights of the people?** Supplementary Questions: • What problems under the Articles of Confederation convinced the framers that a new Constitution was necessary? • How does the Constitution organize government power through the three branches and the system of checks and balances? • How did debates between Federalists and Anti-Federalists shape the addition of the Bill of Rights? • "Did the Constitution successfully balance liberty and order?" -Students gather evidence from primary sources (Preamble, Articles I–III, Federalist/Anti-Federalist excerpts, Bill of Rights) and use claim–evidence–reasoning to argue their conclusion.

NE Standard	Student Learning Outcomes/Learning Targets
SS 8.1.1 Investigate and analyze the foundation, structure, and functions of the US government. **SS 8.1.2 Evaluate the roles, responsibilities, and rights as local, state, national, and international citizens.** **SS 8.2.4 Justify and debate economic decisions made by North American societies.** **SS 8.4.1 Analyze Patterns of continuity and change over time in the United States history.** **SS 8.4.2 Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events.** **SS 8.4.4 Evaluate and interpret sources for perspective and historical context.** **SS 8.4.5 Apply the inquiry process to construct and answer historical questions.**	**Purpose and Context** Students explain how the weaknesses of the Articles of Confederation led to the creation of the U.S. Constitution and identify the goals outlined in the Preamble.
Supplementary	**Structure and Function** Students describe the organization and powers of the legislative, executive, and judicial branches, and analyze how the Constitution's system of checks and balances prevents abuse of power.

SS 8.1.1.a Students will identify and describe the different systems of government SS 8.1.1.b Analyze the structure and roles of the US government in meeting the needs of citizens governed, managing conflict, and establishing order and security.. SS 8.1.1.c Examine the development of foundational laws and other documents in the United States Government.	**Federalism and Division of Power** Students examine how the Constitution divides authority between the national and state governments and evaluate how this system balances unity with regional independence.
SS 8.1.1.e Describe how important government principles are shown in American Government. SS 8.1.2.b Analyze the significance of patriotic symbols, songs, and activities in terms of historical, social, and cultural contexts. SS 8.1.2.c Demonstrate civic engagement.	**Rights and Liberties** Students analyze how the Bill of Rights protects individual freedoms and limits government power, connecting these protections to foundational democratic principles.
SS 8.2.4.a Research the origins and development of the economic system, banks, and financial institutions in the US. SS 8.2.4.b Explain how tax revenue is collected and distributed.	**Interpretation and Impact** Students evaluate how the Constitution has adapted through amendments, interpretation, and practice to remain relevant in addressing contemporary issues.
SS 8.4.1.a Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the U.S. SS 8.4.1.b Evaluate the impact of historical events in the US using symbols, maps, documents, and artifacts. SS 8.4.2.b Evaluate the relevance, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event SS 8.4.4.a Compare and contrast primary and secondary sources of history. SS 8.4.4.b Evaluate the relationships among historical events in the US and relevant contemporary issues. SS 8.4.5.a Identify areas of inquiry by using student-generated questions about multiple historical resources SS 8.4.5.b Locate, analyze, and cite appropriate sources for research about US history, including primary and secondary resources. SS 8.4.5.c Gather, analyze, and communicate historical information about US history from multiple sources.	

Instructional Resources & Activities

🔗 Key Primary & Reference Documents

- **The U.S. Constitution — National Archives (transcription & background)**
  Contains a faithful transcription of the Constitution as inscribed, along with interpretive notes and context.
  → https://www.archives.gov/founding-docs/constitution-transcript National Archives

- **National Archives: Constitution (Milestone Documents)**
  Includes the document itself, teaching resources, interactive transcription, and related primary sources via DocsTeach.
  → https://www.archives.gov/milestone-documents/constitution National Archives

- **Constitution Annotated (Library of Congress / Congress.gov)**
  Offers a detailed, continually updated legal analysis and interpretation of the Constitution (plain-English friendly).
  → https://constitution.congress.gov/ Congress.gov

- **Founders Online**
  A searchable digital archive of letters, drafts, and writings from key Founding Fathers—great for seeing debates and context.
  → https://founders.archives.gov/ Wikipedia

🏫 Lesson Plans, Activities & Teaching Resources

- **National Archives — "Teaching Six Big Ideas in the Constitution"**
  A lesson designed around the six core principles (limited government, republicanism, checks & balances, etc.) with primary sources and student analyses.
  → https://www.archives.gov/legislative/resources/education/constitution National Archives

- **National Archives — Constitution Workshop**
  Students analyze primary sources and connect them to constitutional principles or clauses. Available as an online or printable activity.
  → https://www.archives.gov/education/lessons/constitution-workshop National Archives

- **"Studying the Constitution with Primary Sources" (Archives lesson)**
  Includes mapping the Constitution, studying the Preamble, and linking clauses with supporting primary documents.

→ https://www.archives.gov/legislative/resources/education/studying-the-constitution National Archives

- **iCivics — The Constitution**
  A curriculum module exploring the creation, structure, and key characteristics of the Constitution and its amendments.
  → https://ed.icivics.org/curriculum/constitution iCivics

- **Annenberg Classroom – Constitution Resources**
  Offers videos, lesson plans, a Constitution Guide, and Supreme Court case studies aligned to constitutional principles.
  → https://www.annenbergclassroom.org/ Annenberg Classroom

- **National Archives — Lessons & Resources for Congress / Constitution**
  A repository of lesson plans related to Congress, the Constitution, and primary source teaching.
  → https://www.archives.gov/legislative/resources/education National Archives+1

- **National Constitution Center — Classroom Resource Library**
  Interactive tools, annotated documents, and nonpartisan commentary to support student engagement with the Constitution.
  → https://constitutioncenter.org/education/classroom-resource-library Constitution Center

- **National Constitution Center — Constitution 101 Course**
  A scaffolded online course that walks learners through the text, history, structure, and landmark cases.
  → https://constitutioncenter.org/the-constitution/constitution-101-course Constitution Center

Academic Vocabulary

🇺🇸 The Constitution Unit Vocabulary

🧱 Foundations & Principles

- **Constitution** – The written plan that establishes the structure, powers, and limits of government.
- **Preamble** – The introduction to the Constitution, stating the goals and purposes of government.
- **Popular Sovereignty** – The idea that a government's authority comes from the consent of the governed.
- **Limited Government** – The principle that government is not all-powerful and must obey the law.
- **Rule of Law** – The concept that everyone, including government officials, must follow the law.
- **Republicanism** – A system in which citizens elect representatives to make decisions on their behalf.
- **Federalism** – A system that divides power between national and state governments.
- **Separation of Powers** – The division of government authority among three branches: legislative, executive, and judicial.

- **Checks and Balances** – A system that allows each branch of government to limit the powers of the other branches.

🏛️ Structure of Government

- **Legislative Branch** – The branch of government that makes laws; represented by Congress.
- **Executive Branch** – The branch that enforces laws; headed by the President.
- **Judicial Branch** – The branch that interprets laws; made up of the court system, including the Supreme Court.
- **Congress** – The legislative body of the U.S., composed of the Senate and the House of Representatives.
- **Senate** – The upper house of Congress, with equal representation (two senators per state).
- **House of Representatives** – The lower house of Congress, based on population.
- **President** – The head of the executive branch; enforces laws and commands the military.
- **Cabinet** – A group of advisers to the President, consisting of the heads of executive departments.
- **Supreme Court** – The highest court in the United States, which interprets the Constitution and federal law.

⚖️ Key Clauses & Powers

- **Enumerated Powers** – Powers specifically granted to the federal government by the Constitution.
- **Reserved Powers** – Powers kept by the states under the Tenth Amendment.
- **Concurrent Powers** – Powers shared by both the federal and state governments.
- **Elastic Clause** – Article I, Section 8, Clause 18; allows Congress to make laws necessary to carry out its powers.
- **Commerce Clause** – Gives Congress power to regulate trade between states and foreign nations.
- **Supremacy Clause** – Declares the Constitution the "supreme law of the land."

🗳️ Ratification & Rights

- **Federalists** – Supporters of the Constitution who favored a strong national government.
- **Anti-Federalists** – Opponents of the Constitution who wanted stronger state governments and a Bill of Rights.
- **Ratify** – To officially approve a document or amendment.
- **Bill of Rights** – The first ten amendments to the Constitution, protecting individual freedoms.
- **Amendment** – A change or addition to the Constitution.
- **Due Process** – Fair treatment under the law; the government must follow legal procedures.

	• **Individual Rights** – Basic freedoms protected by the Constitution, such as speech, religion, and trial by jury. • **Freedom of Speech** – The right to express ideas without government interference. --- 📜 **Interpretation & Legacy** • **Judicial Review** – The power of courts to decide whether laws or government actions are constitutional. • **Precedent** – A past judicial decision used as a guide for future cases. • **Veto** – The power of the President to reject a bill passed by Congress. • **Impeach** – To accuse a public official of misconduct in office. • **Electoral College** – The system used to elect the President of the United States. • **Consent of the Governed** – The belief that a government's legitimacy comes from the people's approval. • **Civic Responsibility** – The duties of citizens to participate in democracy and uphold its principles. --- 🧠 **Extension / Enrichment Terms** • **Great Compromise** – Agreement creating a two-house legislature combining proportional and equal representation. • **Three-Fifths Compromise** – Decision counting enslaved persons as three-fifths of a person for representation and taxation. • **Elastic Government** – A term describing how government powers can adapt to new challenges under the "necessary and proper" clause. • **Ratification Debate** – The national discussion over whether to adopt the new Constitution.
Materials	• Computers • Schoology • Notebook • Writing Utencil (Pencil, Pen, Highlighter)
Connection to School Improvement Goal	Students will use academic vocabulary and historical evidence to produce clear, organized written responses that explain the causes, characteristics, and consequences of colonial foundations in North America.

Formative Assessment	Summative Assessment

• Bell Ringers
• Exit Tickets
• Actively Learns
• Schoology Discussion Board Posts
• Schoology Assignments
	• Constitution Exam
	• Bill of Rights Political Cartoon
	• My Constitution (Classroom or Home) Project
	  ○ Must Include
	  ■ Preamble
	  ■ @ least three articles
	  ■ A Bill of Rights (10 Amendments)
	  ■ Signatures

Notes (what worked, didn't work, want to change, etc.):

Unit 4: TERRITORIAL EXPANSION AND CONFLICT

Pacing: 4 Weeks

Overview **(Essential Questions, Engaging Scenario, Anchor Phenomena)**	**How did America's drive to expand its borders create both opportunity and conflict?** Supplemental Questions: • What ideas and beliefs motivated Americans to expand westward in the 1800s? *(Focus on Manifest Destiny, nationalism, economic opportunity, and land hunger.)* • How did the United States acquire new territories, and what challenges or conflicts accompanied that growth? *(Louisiana Purchase, annexations, treaties, wars, exploration, diplomacy.)* • How did territorial expansion affect Native Americans, enslaved people, immigrants, and settlers? *(Encourage multiple perspectives — Indigenous displacement, slavery expansion, frontier life.)* • How did new territories intensify tensions over slavery, regional identity, and national unity? *(Missouri Compromise, Mexican-American War, Compromise of 1850, sectional divides.)* • Did the benefits of expansion outweigh the human and political costs?

NE Standard	**Student Learning Outcomes/Learning Targets**
SS 8.1.1 Investigate and analyze the foundation, structure, and functions of the United States government **SS 8.1.2. Evaluate the roles, responsibilities, and rights of local, state, national, and international citizens.** **SS 8.3.2 Examine how regions form and change over time.** **SS 8.4.1 Analyze Patterns of continuity and change over time in the United States history.** **SS 8.4.2 Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events.** **SS 8.4.4 Evaluate and interpret sources for perspective and historical context.** **SS 8.4.5 Apply the inquiry process to construct and answer historical questions.**	**Motives for Expansion** Students explain the political, economic, and cultural motivations behind American territorial expansion, including the belief in Manifest Destiny and its influence on national identity.

Supplemental	**Territorial Growth and Methods** Students describe how the United States acquired new territories through purchases, treaties, diplomacy, and conflict, and assess how these acquisitions transformed the nation's geography and power.
SS 8.1.1.d Evaluate how various US government decisions impact people, place, and history.	**Impact on People and Regions** Students analyze how westward expansion affected diverse groups—including Native Americans, enslaved people, immigrants, and settlers—and evaluate the social and environmental consequences of expansion.
SS 8.1.2.b Analyze the significance of patriotic symbols, songs, and activities in terms of historical, social, and cultural contexts.	**Conflict and Sectionalism** Students examine how expansion intensified debates over slavery, statehood, and regional interests, leading to increased sectional tension and political compromise.
SS 8.3.2.a Evaluate physical and human characteristics of places and regions. SS 8.3.2.b Determine the impact of land and water features on human decisions. SS 8.3.2.c Identify and justify how humans develop major world regions and their impact on human societies.	**Evaluation and Legacy** Students evaluate whether the benefits of territorial expansion outweigh its human and political costs and defend their conclusions using historical evidence and reasoning.
SS 8.4.1.a Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the U.S. SS 8.4.1.b Evaluate the impact of historical events in the US using symbols, maps, documents, and artifacts. SS 8.4.2.b Evaluate the relevance, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event SS 8.4.4.a Compare and contrast primary and secondary sources of history. SS 8.4.4.b Evaluate the relationships among historical events in the US and relevant contemporary issues. SS 8.4.5.a Identify areas of inquiry by using student-generated questions about multiple historical resources SS 8.4.5.b Locate, analyze, and cite appropriate sources for research about US history, including primary and secondary resources. SS 8.4.5.c Gather, analyze, and communicate historical information about US history from multiple sources.	

Instructional Resources & Activities

📚 Primary Source Collections & Archival Sets

1. **Library of Congress — Westward Expansion: Encounters at a Cultural Crossroads**
   This set offers primary documents showing interactions among settlers, Indigenous peoples, immigrants, and others in the West.
   → https://www.loc.gov/classroom-materials/westward-expansion-encounters-at-a-cultural-crossroads/ The Library of Congress

2. **House of Representatives — Westward Expansion Primary Source Set**
   Includes maps, art, petitions, and documents illustrating themes like expansion, Native American relations, and slavery.
   → https://history.house.gov/Education/Primary-Sources/Primary-Source-Sets/Westward-Expansion/Primary-Sources-from-the-House/ History, Art & Archives

3. **DocsTeach (National Archives) — Westward Expansion Documents**
   Thousands of primary documents (letters, maps, legal documents) that can be filtered by era, type, or theme.
   → https://www.docsteach.org/documents?filter_searchterm=westward+expansion DocsTeach

4. **Teach US History — Westward Expansion Primary Sources**
   A curated list of firsthand accounts, treaties, speeches, and literature from the westward expansion era.
   → https://www.teachushistory.org/Westward/ps-contents.htm teachushistory.org

5. **MTSU Library — United States History to 1877: Westward Expansion**
   A large collection of explorer journals, pioneer narratives, and territorial documents.
   → https://library.mtsu.edu/c.php?g=10661598&p=7772412 library.mtsu.edu

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📝 Articles, Lessons & Historical Analysis

6. **History.com — "Manifest Destiny"**
   A readable overview of the concept, its motivations, and consequences.
   → https://www.history.com/articles/manifest-destiny HISTORY

7. **Gilder Lehrman — Guided Readings: Manifest Destiny**

Excerpts of primary texts (e.g., O'Sullivan) with guiding questions.
→ https://www.gilderlehrman.org/history-resources/guided-readings/guided-readings-manifest-destiny Gilder Lehrman Institute

8. **History Teaching Institute — Manifest Destiny & Westward Expansion**
   Lesson ideas linking ideology, policies, and people's motivations in the expansion era.
   → https://hti.osu.edu/history-lesson-plans/united-states-history/manifest-destiny-westward-expansion hti.osu.edu

9. **Teaching American History — "Manifest Destiny" (primary statement)**
   Presents a historic speech or text articulating the idea of Manifest Destiny.
   → https://teachingamericanhistory.org/document/manifest-destiny/ Teaching American History

10. **Education Blog (National Archives) — Resources for Teaching Westward Expansion**
    Suggestions of activities, primary sources, and classroom tools tied to westward expansion.
    → https://education.blogs.archives.gov/2020/09/25/westward-expansion/ education.blogs.archives.gov

Academic Vocabulary

🧭 Expansion Ideals and Beliefs

- **Manifest Destiny** – The 19th-century belief that the United States was destined to expand westward across the continent.
- **Nationalism** – Strong pride, loyalty, and devotion to one's country.
- **Sectionalism** – Loyalty to one's region or section of the country rather than to the nation as a whole.
- **Frontier** – The edge of settled territory where civilization met the wilderness.
- **Migration** – The movement of people from one place to another for settlement.
- **Pioneer** – A person who is among the first to explore or settle a new area.
- **Expansionism** – The policy of territorial or economic growth by a nation.
- **Homestead** – Land given by the government to settlers to encourage westward migration.

🗺️ Territorial Growth and Acquisitions

- **Territory** – A region of land under the control of a government but not yet a state.
- **Annexation** – The act of adding or joining a territory to an existing country.
- **Cession** – The formal giving up of territory by one country to another.

- **Louisiana Purchase (1803)** – Land deal between the U.S. and France that doubled the size of the nation.
- **Lewis and Clark Expedition** – Exploration of the Louisiana Territory that mapped routes and established relations with Indigenous peoples.
- **Florida Cession (Adams-Onís Treaty)** – Spain's agreement to give Florida to the United States in 1819.
- **Texas Annexation** – The addition of Texas to the U.S. in 1845 after its independence from Mexico.
- **Oregon Trail** – Route used by pioneers traveling from Missouri to the Oregon Territory.
- **Oregon Treaty (1846)** – Agreement between the U.S. and Britain dividing the Oregon Territory at the 49th parallel.
- **Mexican Cession (1848)** – Land gained from Mexico after the Mexican-American War (including California, Utah, Arizona, and New Mexico).
- **Gadsden Purchase (1853)** – Purchase from Mexico that finalized the continental U.S. border.

⚔️ Conflict and Consequences

- **Indian Removal Act (1830)** – Law that forced Native American tribes to move west of the Mississippi River.
- **Trail of Tears** – The forced relocation of the Cherokee and other tribes, resulting in thousands of deaths.
- **Assimilation** – The process of adopting the culture and ways of another group.
- **Reservation** – Land set aside by the government for Native American tribes.
- **Mexican-American War (1846–1848)** – Conflict between the U.S. and Mexico over Texas and western territories.
- **Treaty of Guadalupe Hidalgo (1848)** – Treaty ending the Mexican-American War and granting vast new lands to the U.S.
- **Alamo** – Site of a key battle in Texas' fight for independence from Mexico.
- **Rebellion** – Armed resistance against authority (e.g., Texas Revolution).
- **Conflict** – A struggle, fight, or disagreement between groups or nations.

👫 Groups and Perspectives

- **Indigenous Peoples** – The original inhabitants of North America affected by U.S. expansion.
- **Settler** – A person who migrates to live in a new or recently colonized area.
- **Immigrant** – A person who moves to a new country to live permanently.
- **Missionary** – Someone sent to spread religion, often to Indigenous populations.
- **Slave State** – A U.S. state where slavery was legal before the Civil War.
- **Free State** – A U.S. state where slavery was prohibited.

- **Abolitionist** – A person who wanted to end slavery in the United States.

⚖️ Politics, Law, and Compromise

- **Missouri Compromise (1820)** – Agreement balancing slave and free states and establishing a boundary line for slavery.
- **Compromise of 1850** – Series of laws addressing slavery and territorial expansion after the Mexican Cession.
- **Fugitive Slave Act** – Law requiring escaped enslaved persons to be returned to their owners.
- **Popular Sovereignty** – The principle that settlers in a territory should decide the issue of slavery themselves.
- **Republic** – A government where citizens elect representatives to make laws.
- **Diplomacy** – Managing relationships and negotiations between nations.

📜 Geographic and Economic Terms

- **Canal** – Man-made waterway used for transportation or irrigation (e.g., Erie Canal).
- **Infrastructure** – Roads, bridges, and systems needed for travel, trade, and growth.
- **Boomtown** – A rapidly growing community due to economic opportunity (e.g., Gold Rush towns).
- **Industrialization** – The growth of factories and machines that changed economic life.
- **Agriculture** – Farming and raising livestock a major sources of livelihood.

🧠 High-Rigor / Analytical Terms (for Writing)

- **Motivation** – The reason or driving force behind actions or policies.
- **Consequence** – The result or effect of an event, decision, or policy.
- **Justification** – The reasoning used to defend an action or belief.
- **Perspective** – A point of view or interpretation of events.
  Legacy – The lasting impact or influence of an event or decision.

Materials

- Computers
- Schoology

	• Notebook • Writing Utencil (Pencil, Pen, Highlighter)
Connection to School Improvement Goal	Students will use academic vocabulary and historical evidence to produce clear, organized written responses that explain the causes, characteristics, and consequences of colonial foundations in North America.

Formative Assessment	Summative Assessment
• Bell Ringers • Exit Tickets • Actively Learns • Schoology Discussion Board Posts • Schoology Assignments	• Patriot's Pen • Territorial Conflict and Expansion Exam

Notes (what worked, didn't work, want to change, etc.):

Unit 5: SETTLEMENT AND IMMIGRATION **Pacing: 4 Weeks**	
Overview **(Essential Questions, Engaging Scenario, Anchor Phenomena)**	**How did westward expansion and immigration shape the growth and growing tensions of the United States?** Supplemental Questions: ● What economic, social, and political factors encouraged people to move west and immigrants to come to America in the 1800s? *(Focus: land opportunities, industrial jobs, famine, political unrest, Gold Rush, Homestead Act, religious freedom.)* ● What challenges did settlers, immigrants, and Indigenous peoples face as the United States expanded westward? *(Focus: geography, climate, cultural clashes, discrimination, assimilation, transportation.)* ● How did westward migration and settlement affect Native American nations and their cultures? *(Focus: Indian Removal, reservations, assimilation, broken treaties, Dawes Act, displacement.)* ● How did new technologies and transportation systems (like railroads, canals, and telegraphs) transform the economy, settlement patterns, and communication in the U.S.? *(Focus: Transcontinental Railroad, Erie Canal, industrialization, regional connections.)* ● Did westward expansion and immigration unite or divide the United States? *(Focus: sectionalism, slavery debate, cultural diversity, social tensions, long-term impacts.)*

NE Standard	Student Learning Outcomes/Learning Targets
SS 8.1.1 Investigate and analyze the foundation, structure, and functions of the United States government **SS 8.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to** **SS 8.4.1 Analyze patterns of continuity and change over time in the United States history.** **SS 8.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.** **8.4.4 Evaluate and interpret sources for perspective and historical context.** **SS 8.4.5 Apply the inquiry process to construct and answer historical**	**Causes and Motivations** Students explain the political, economic, and social factors that motivated Americans to move west and encouraged immigrants to come to the United States during the 19th century.

questions.	
Supplemental	**Migration and Settlement Patterns** Students analyze how geography, natural resources, and technological innovations—such as the railroad and telegraph—influenced patterns of settlement, economic growth, and regional development.
SS 8.1.1.a Students will identify and describe the different systems of government SS 8.1.1.b Analyze the structure and roles of the US government in meeting the needs of citizens governed, managing conflict, and establishing order and security.. SS 8.1.1.d Evaluate how various US government decisions impact people, place, and history.	**Cultural Interaction and Conflict** Students examine how westward migration and immigration affected Indigenous peoples and other groups, leading to cooperation, displacement, assimilation, and conflict.
SS 8.3.3.a Interpret the impact of natural processes on human forces and how humans adapt to their surroundings. SS 8.3.3.b Analyze how humans have utilized and adapted to their physical environment.	**Immigration Experiences and Adaptation** Students evaluate the challenges and contributions of immigrant groups to American society, including labor, culture, and community development during westward expansion and industrial growth.
SS 8.4.1.a Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the U.S. SS 8.4.1.b Evaluate the impact of historical events in the US using symbols, maps, documents, and artifacts.	**Impact and Legacy** Students assess the lasting political, cultural, and environmental consequences of westward expansion and immigration, determining how these movements shaped American identity and diversity.
SS 8.4.3.a Identify how differing experiences can lead to the development of perspectives. SS 8.4.3.b Interpret how and why marginalize and underrepresented groups and/or individuals might understand historical events similarly or differently. SS 8.4.4.a Compare and contrast primary and secondary sources of history. SS 8.4.4.b Evaluate the relationships among historical events in the US and relevant contemporary issues. SS 8.4.5.a Identify areas of inquiry by using student-generated questions about multiple historical resources SS 8.4.5.b Locate, analyze, and cite appropriate sources for research about US history, including primary and secondary resources. SS 8.4.5.c Gather, analyze, and communicate historical information about US history from multiple sources.	

Instructional Resources & Activities

📚 Westward Expansion / Settlement Sources

- **"Westward Expansion: Encounters at a Cultural Crossroads" (Library of Congress)**
  A primary source set exploring expansion and cultural interactions across the West. The Library of Congress
- **Teach US History — Westward Expansion: Primary Sources**
  Hundreds of firsthand documents (letters, maps, travel accounts) sorted by themes (migration, mining, removal). teachushistory.org
- **National Archives — Exploration & Expansion**
  Archival materials, photographs, and land records connected to U.S. territorial growth. National Archives
- **"Resources for Teaching Westward Expansion" (National Archives blog)**
  A post linking to DocsTeach activities and primary sources around expansion topics. Education Updates
- **Primary Sources from the U.S. House — Westward Expansion**
  A classroom packet of images, petitions, maps, and documents with analysis guides. History, Art & Archives
- **DocsTeach — "Reasons for Westward Expansion" Activity**
  A teacher-guided activity where students analyze primary sources to uncover motivations for expansion. DocsTeach
- **United States History to 1877 — Westward Expansion Collection**
  Explorer journals, pioneer narratives, and overland travel accounts. library.mtsu.edu
- **Westward Expansion (Teaching American History)**
  A collection of documents and images portraying settler, Indigenous, and immigrant experiences in the American West. Teaching American History

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🌍 Immigration / Migration Sources

- **"Immigration to the United States, 1851–1900" (Library of Congress)**

	A primary source timeline with narratives on European and Asian immigration and relevant policies. The Library of Congress • **Gilder Lehrman — Teaching Resources: Immigration** Lesson plans and primary-source spotlights (e.g., "Verses on Norwegian Emigration," "San Francisco's Chinatown") for mid-late 19th / early 20th century. Gilder Lehrman Institute • **"8 Resources for Teaching Immigration" (Facing History & Ourselves)** A curated set of articles, lesson ideas, and classroom tools for exploring immigration history. Facing History • **Model Lessons on Immigrant History (Emerging America)** Inquiry-based lessons combining immigration stories with primary sources. Emerging America • **Migration and Immigration Education Resources (National Park Service)** Lesson materials featuring historic sites tied to migration and immigrant stories. National Park Service • **"Late 19th and Early 20th Century Immigration and Migration" (Gilder Lehrman)** Paired visual and textual source lessons on European and Asian immigration and subsequent migration patterns. Gilder Lehrman Institute • **Smithsonian Second Opinion — Immigration Education Resources** A variety of tools, videos, exhibits, and lessons to help teach immigration in the U.S. context. smithsoniansecondopinion.org
Academic Vocabulary	🧭 **Expansion & Settlement Vocabulary** • **Westward Expansion** – The movement of settlers and the U.S. government toward lands west of the Mississippi River during the 1800s. • **Frontier** – The edge of settled territory; a region between civilization and wilderness. • **Homestead Act (1862)** – Law offering free land to settlers willing to farm and improve it for five years. • **Manifest Destiny** – The belief that the United States had a divine right or duty to expand its territory across North America. • **Pioneer** – One of the first people to explore or settle a new area. • **Territory** – Land controlled by a government that has not yet achieved statehood. • **Annexation** – The act of adding or incorporating new land into a country.

- **Reservation** – Land set aside by the federal government for Native American tribes.
- **Assimilation** – The process by which a group adopts the culture and practices of another, often dominant, group.
- **Cession** – The formal giving up of territory, typically through a treaty.
- **Land Grant** – Land given by the government to encourage settlement, farming, or railroad construction.
- **Boomtown** – A rapidly growing town that developed near mining or railroad sites.

⚔️ Conflict & Indigenous Relations

- **Indian Removal Act (1830)** – Law that authorized the forced relocation of Native American tribes to lands west of the Mississippi.
- **Trail of Tears** – The forced journey ofthe Cherokee and other tribes, resulting in thousands of deaths.
- **Dawes Act (1887)** – Law intended to assimilate Native Americans by dividing reservation lands into individual family plots.
- **Buffalo Soldiers** – African American soldiers who served on the western frontier following the Civil War.
- **Treaty** – A formal agreement between nations, often used to define land ownership or peace terms.
- **Resistance** – Organized efforts to oppose or fight against control or oppression.

🚂 Innovation & Transportation

- **Transcontinental Railroad** – The railroad that connected the Atlantic and Pacific coasts of the U.S., completed in 1869.
- **Canal** – A man-made waterway that allowed easier transportation of goods and people.
- **Telegraph** – An invention that allowed people to send messages quickly over long distances using electrical signals.
- **Infrastructure** – The physical systems (roads, railroads, bridges) that support economic activity and communication.
- **Industrialization** – The shift from an agricultural to a manufacturing-based economy.

🌍 Immigration & Urban Growth

- **Immigrant** – A person who moves to a new country to settle permanently.
- **Push Factors** – Conditions that drive people to leave their homeland (e.g., famine, war, lack of jobs).

- **Pull Factors** – Conditions that attract people to a new place (e.g., land, freedom, opportunity).
- **Nativism** – The belief that native-born citizens are superior to immigrants; opposition to immigration.
- **Tenement** – A crowded, often unsafe apartment building where many immigrants lived in cities.
- **Ellis Island** – Immigration processing center in New York Harbor for European immigrants.
- **Angel Island** – Immigration station in San Francisco Bay that processed primarily Asian immigrants.
- **Ethnic Enclave** – A neighborhood where people of the same nationality or culture live together.
- **Labor Union** – An organization of workers formed to protect their rights and improve working conditions.
- **Discrimination** – Unfair treatment of people based on race, ethnicity, gender, or religion.

🏛️ Government, Policy, and Reform

- **Chinese Exclusion Act (1882)** – The first major U.S. law to restrict immigration based on nationality.
- **Quota System** – A Law limiting the number of immigrants allowed into the country from each region or country.
- **Naturalization** – The legal process by which an immigrant becomes a citizen.
- **Urbanization** – The growth of cities as people move from rural to urban areas for work.
- **Populism** – A political movement that sought to help farmers and common workers gain greater political power.
- **Reform** – Efforts to improve or change laws, policies, or social conditions.

🧠 Analytical / Writing Terms

- **Opportunity** – The possibility of progress or success.
- **Consequence** – The result or effect of an action or decision.
- **Perspective** – A point of view shaped by experience or background.
- **Innovation** – A new idea, method, or invention that brings change.
- **Legacy** – The lasting impact of historical events or decisions.
- **Cultural Diffusion** – The spread of ideas and traditions between groups.

Materials
• Computers • Schoology • Notebook • Writing Utencil (Pencil, Pen, Highlighter)

Connection to School Improvement Goal	Students will use academic vocabulary and historical evidence to produce clear, organized written responses that explain the causes, characteristics, and consequences of colonial foundations in North America.

Formative Assessment	Summative Assessment
• Bell Ringers • Exit Tickets • Actively Learns • Schoology Discussion Board Posts • Schoology Assignments	• W. Expansion/Immigration Exam • Oregon Trail Survival Brochure

Notes (what worked, didn't work, want to change, etc.):

Unit 6: SLAVERY AND SECTIONALISM **Pacing: 4 Weeks**	
Overview **(Essential Questions, Engaging Scenario, Anchor Phenomena)**	**How did westward expansion intensify the conflict over slavery and divide the nation?** Supplemental Questions: ● How did westward expansion create new economic opportunities and challenges for different groups of Americans? *(Focus: settlers, farmers, enslaved people, free Blacks, Native Americans, immigrants.)* ● How did new territories acquired through expansion spark debates about the spread of slavery? *(Focus: Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act, popular sovereignty.)* ● How did differing regional economies and interests lead to growing sectionalism between the North and South? *(Focus: agriculture vs. industry, tariffs, states' rights, balance of power in Congress.)* ● How did enslaved people and abolitionists challenge the expansion and existence of slavery in the United States? *(Focus: Underground Railroad, Frederick Douglass, Harriet Tubman, Harriet Beecher Stowe, John Brown.)* ● Which events or compromises failed to keep the nation united and made war seem inevitable? *(Focus: Fugitive Slave Act, Dred Scott decision, Bleeding Kansas, election of 1860.)*

NE Standard	Student Learning Outcomes/Learning Targets
SS 8.1.1 Investigate and analyze the foundation, structure, and functions of the United States government. **SS 8.1.2. Evaluate the roles, responsibilities, and rights of local, state, national, and international citizens.**	**Expansion and Opportunity** Students explain how territorial expansion in the 19th century created new opportunities and challenges for different groups in the United States, including settlers, enslaved people, and Indigenous populations.

SS 8.4.1 Analyze patterns of continuity and change over time in the United States history. **SS 8.4.4 Evaluate and interpret sources for perspective and historical context.** **SS 8.4.5 Apply the inquiry process to construct and answer historical questions.**	
Supplemental	**The Spread of Slavery** Students analyze how westward expansion intensified debates over slavery by examining major legislative compromises, political conflicts, and the principle of popular sovereignty.
SS 8.1.1.b Analyze the structure and roles of the US government in meeting the needs of citizens governed, managing conflict, and establishing order and security.	**Regional Division and Sectionalism** Students describe how economic systems, political interests, and cultural identities contributed to the development of sectional differences between the North, South, and West.
SS 8.1.2.b Analyze the significance of patriotic symbols, song,s and activities in terms of historical, social, and cultural contexts.	**Resistance and Abolition** Students evaluate how abolitionist movements, slave resistance, and reform efforts challenged the institution of slavery and influenced national debate.
SS 8.4.1.a Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the U.S.	**Crisis and Consequence** Students assess how political compromises and landmark events—such as the Fugitive Slave Act, Dred Scott decision, and Kansas-Nebraska Act—failed to resolve sectional tensions and moved the nation toward civil war.
SS 8.4.4.a Compare and contrast primary and secondary sources of history. SS 8.4.4.b Evaluate the relationships among historical events in the US and relevant contemporary issues. SS 8.4.5.a Identify areas of inquiry by using student-generated questions about multiple historical resources SS 8.4.5.b Locate, analyze, and cite appropriate sources for research about US history, including primary and secondary resources. SS 8.4.5.c Gather, analyze, and communicate historical information about US history from multiple sources.	

Instructional Resources & Activities

📂 Primary Sources & Document Collections

1. **Westward Expansion: Encounters at a Cultural Crossroads (Library of Congress)**
   An extensive primary source set exploring diverse perspectives, conflicts, and interactions during Western expansion.
   → https://www.loc.gov/classroom-materials/westward-expansion-encounters-at-a-cultural-crossroads/ The Library of Congress

2. **Slavery in the United States: Primary Sources and the Historical Record (Library of Congress)**
   Documents (letters, legal records, images) from 1790–1865 centered on the institution of slavery.
   → https://www.loc.gov/classroom-materials/slavery-in-the-united-states-primary-sources-and-the-historical-record/ The Library of Congress

3. **Digital Collections — Slavery in America: A Resource Guide (Library of Congress)**
   Access to first-person accounts, photographs, and other sources on slavery.
   → https://guides.loc.gov/slavery-in-america/digital-collections Research Guides

4. **Indian Removal Act: Primary Documents (Library of Congress guide)**
   Documents and context relating to the 1830 Indian Removal Act and its consequences.
   → https://guides.loc.gov/indian-removal-act Research Guides

5. **Digital Resources — Compromise of 1850: Primary Documents (Library of Congress guides)**
   Speeches, correspondence, and documents relating to the Compromise of 1850 and the Fugitive Slave Law.
   → https://guides.loc.gov/compromise-1850/digital-resources Research Guides

6. **Dred Scott v. Sandford: Digital Collections (Library of Congress guides)**
   Primary sources associated with the Dred Scott decision and related documents.
   → https://guides.loc.gov/dred-scott/digital-collections Research Guides

7. **Traveling on the Overland Trails, 1843–1860 (Library of Congress classroom materials)**
   Document set focused on migration, trails, and experiences of western journeys.
   → https://www.loc.gov/classroom-materials/united-states-history-primary-source-timeline/national-expansion-and-reform-1815-1880/traveling-on-the-overland-trails-1843-1860/ The Library of Congress

8. **Louisiana Purchase and the Lewis & Clark Expedition (Library of Congress classroom materials)**

Documents and context surrounding this major territorial acquisition and exploration.
→ https://www.loc.gov/classroom-materials/louisiana-purchase-and-lewis-and-clark-expedition/ The Library of Congress

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📖 Articles & Analytical Overviews

9. **How U.S. Westward Expansion Breathed New Life Into Slavery (History.com)**
   An article analyzing how expansion helped extend the practice of slavery into new territories.
   → https://www.history.com/articles/westward-expansion-slavery HISTORY

10. **Missouri Compromise: Date, Definition & 1820 (History.com)**
    Overview of the Missouri Compromise and its role in sectional conflict.
    → https://www.history.com/articles/missouri-compromise HISTORY

11. **Dred Scott Case — Decision, Definition & Impact (History.com)**
    Analysis and implications of the Dred Scott Supreme Court decision.
    → https://www.history.com/articles/dred-scott-case HISTORY

12. **Sectionalism in the Early Republic (FSCJ Pressbooks / U.S. History I)**
    A textbook-style overview examining the early development of sectional divisions over slavery.
    → https://fscj.pressbooks.pub/ushistory/chapter/introduction-6/ FSCJ Pressbooks

13. **Slavery: Definition and Abolition (History.com)**
    Background article on the institution of slavery, its origins, and its abolition movement.
    → https://www.history.com/topics/slavery HISTORY

14. **Slavery, Sectionalism, and the Constitution of 1787 (Commonplace Online)**
    A scholarly article linking territorial expansion, constitutional structure, and early policy on slavery.
    → https://commonplace.online/article/slavery-sectionalism-1787/ Commonplace

15. **9 Events That Led to the Civil War (History.com)**
    A timeline article linking key events (Bleeding Kansas, Dred Scott, etc.) to the path toward Civil War.
    → https://www.history.com/articles/civil-war-causes-issues HISTORY

16. **How Slavery Became the Economic Engine of the South (History.com)**
Analysis of how the Southern economy was shaped by slavery and how that foundation conflicted with expansionist logic.
→ https://www.history.com/articles/slavery-profitable-southern-economy HISTORY

Academic Vocabulary

🧭 Expansion and Opportunity

- **Westward Expansion** – The 19th-century movement of settlers and the U.S. government toward western territories.
- **Territory** – Land controlled by a government that is not yet a state.
- **Annexation** – The act of adding or incorporating a territory into an existing country.
- **Cession** – The formal giving up of land or territory by one country to another.
- **Homestead Act (1862)** – Law granting free land to settlers willing to farm and improve it.
- **Manifest Destiny** – The belief that the United States had a God-given right to expand across the continent.
- **Frontier** – The edge of settled territory where expansion and exploration occurred.
- **Popular Sovereignty** – The idea that people living in a territory should decide for themselves whether to allow slavery.
- **Infrastructure** – Roads, railroads, canals, and other systems that support settlement and economic growth.
- **Transcontinental Railroad** – The railway, completed in 1869 that connected the Atlantic and Pacific coasts, promoting western settlement.

⚖️ Slavery and Regional Conflict

- **Slavery** – The system in which people are owned as property and forced to work without pay or freedom.
- **Abolition** – The movement to end slavery in the United States.
- **Abolitionist** – A person who worked to end slavery (e.g., Frederick Douglass, Harriet Tubman, William Lloyd Garrison).
- **Underground Railroad** – A secret network of routes and safe houses used to help enslaved people escape to freedom.
- **Free State** – A U.S. state where slavery was prohibited.
- **Slave State** – A U.S. state where slavery was legal before the Civil War.
- **Fugitive Slave Act (1850)** – Law requiring citizens to help return escaped enslaved people to their owners.
- **Dred Scott v. Sandford (1857)** – Supreme Court case declaring that African Americans were not citizens and Congress could not ban slavery in territories.
- **Emancipation** – The act of freeing enslaved people from bondage.

- **Plantation System** – Large farms in the South that relied on enslaved labor to produce crops like cotton and tobacco.

🧩 Compromise and Sectionalism

- **Sectionalism** – Loyalty to one's own region (North, South, or West) rather than to the nation as a whole.
- **Missouri Compromise (1820)** – Agreement allowing Missouri to enter as a slave state and Maine as a free state while banning slavery north of latitude 36°30′.
- **Compromise of 1850** – Series of laws admitting California as a free state and strengthening the Fugitive Slave Law.
- **Kansas-Nebraska Act (1854)** – Law allowing settlers in those territories to decide on slavery by popular sovereignty, leading to "Bleeding Kansas."
- **Bleeding Kansas** – Violent conflict between pro-slavery and anti-slavery settlers in the Kansas Territory.
- **Nullification** – The idea that a state could reject or invalidate federal laws it disagreed with.
- **Tariff** – A tax on imported goods; tariffs often divided the North (which favored them) and the South (which opposed them).
- **States' Rights** – The belief that states have certain powers and rights that the federal government cannot interfere with.
- **Secession** – The act of formally withdrawing from a nation or union (as Southern states did before the Civil War).

👫 Key People & Movements

- **Frederick Douglass** – Former enslaved man who became a leading abolitionist and author.
  Harriet Tubman – A Former enslaved woman who led many to freedom via the Underground Railroad.
- **Harriet Beecher Stowe** – Author of *Uncle Tom's Cabin*, a novel that intensified opposition to slavery.
- **John Brown** – an Abolitionist who led violent actions against slavery, including the raid on Harpers Ferry.
- **Henry Clay** – Senator known as "The Great Compromiser" for helping negotiate key compromises over slavery.
- **Stephen Douglas** – an Illinois senator who supported popular sovereignty and debated Abraham Lincoln on the issue of slavery's expansion.
- **Abraham Lincoln** – 16th President of the United States, whose election in 1860 led Southern states to secede.

🧠 Analytical and Writing Terms

	• **Cause and Effect** – Relationship between events where one leads to another. • **Perspective** – A particular attitude or viewpoint toward an event or issue. • **Compromise** – An agreement in which both sides make concessions. • **Conflict** – A serious disagreement or struggle between groups, regions, or nations. • **Consequence** – The result or outcome of an action or event. • **Ideology** – A system of ideas or beliefs guiding political or social action. • **Legacy** – The lasting impact or influence of an event, person, or idea.
Materials	• Computers • Schoology • Notebook • Writing Utencil (Pencil, Pen, Highlighter)
Connection to School Improvement Goal	Students will use academic vocabulary and historical evidence to produce clear, organized written responses that explain the causes, characteristics, and consequences of colonial foundations in North America.

Formative Assessment	Summative Assessment
• Bell Ringers • Exit Tickets • Actively Learns • Schoology Discussion Board Posts • Schoology Assignments	• Slavery and Sectionalism Exam • Lincoln Analysis • Uncle Tom's Cabin Analysis

Notes (what worked, didn't work, want to change, etc.):

Unit 7: THE CIVIL WAR **Pacing: 5 Weeks**	
Overview **(Essential Questions, Engaging Scenario, Anchor Phenomena)**	**How did westward expansion and sectional conflict lead the United States into the Civil War?** Supplemental Questions: ● How did westward expansion create new political and moral conflicts between the North and South? *(Focus: balance of power, slavery in the territories, economic competition, Manifest Destiny.)* ● Why did political compromises over slavery and expansion—such as the Missouri Compromise, Compromise of 1850, and Kansas-Nebraska Act—fail to keep the nation united? *(Focus: limits of compromise, popular sovereignty, Bleeding Kansas, Dred Scott decision.)* ● What specific events and decisions made conflict between the North and South unavoidable? *(Focus: Fugitive Slave Act, John Brown's raid, Lincoln's election, secession, Fort Sumter.)* ● How did different groups—Unionists, Confederates, enslaved people, abolitionists, and women—view the causes and purpose of the Civil War? *(Focus: multiple perspectives, moral and economic motivations, letters and speeches.)* ● How did the outcomes of the Civil War change the meaning of freedom and redefine the United States? *(Focus: emancipation, Reconstruction beginnings, national identity, long-term effects.)*

NE Standard	Student Learning Outcomes/Learning Targets
SS 8.4.1 Analyze patterns of continuity and change over time in the United States history. **SS 8.4.2 Use multiple Indicators perspectives to evaluate the historical, social, and cultural context of past and current events.** **SS 8.4.4 Evaluate and interpret sources for perspective and historical context.** **SS 8.4.5 Apply the inquiry process to construct and answer historical questions.**	**Causes and Expansion** Students explain how westward expansion and the spread of slavery created political, economic, and moral divisions that contributed to the outbreak of the Civil War.
Supplemental	**Compromise and Conflict** Students analyze how legislative compromises and judicial decisions—such as the

	Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act, and Dred Scott case—failed to resolve sectional tensions between the North and South.
SS 8.4.1.a Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the U.S.	**Regional Perspectives** Students compare the economic systems, political goals, and cultural beliefs of the North and South to understand how sectionalism developed and shaped the path to war.
SS 8.4.2.a Compare and interpret evidence from the multiple perspectives and sources to better understand the complexities of US history.	**Experiences of the War** Students examine how different groups—including Union and Confederate soldiers, enslaved people, women, and abolitionists—experienced and influenced the Civil War.
SS 8.4.4.a Compare and contrast primary and secondary sources of history. SS 8.4.4.b Evaluate the relationships among historical events in the US and relevant contemporary issues.	**Consequences and Legacy** Students evaluate the outcomes of the Civil War, including the abolition of slavery, the preservation of the Union, and the long-term effects on American identity, citizenship, and federal power.
SS 8.4.5.a Identify areas of inquiry by using student-generated questions about multiple historical resources SS 8.4.5.b Locate, analyze, and cite appropriate sources for research about US history, including primary and secondary resources. SS 8.4.5.c Gather, analyze, and communicate historical information about US history from multiple sources.	

Instructional Resources & Activities	📂 **Primary Source Collections & Document Archives** 1. **Library of Congress — U.S. Civil War: Selected Resources** A wide variety of primary source materials (manuscripts, maps, broadsides, images) related to the U.S. Civil War. → https://guides.loc.gov/us-civil-war-selected-resources/digital-collections Research Guides 2. **Library of Congress — Slavery in the United States: Primary Sources** Primary sources from 1790–1865 on slavery, with teacher and student analysis tools. → https://www.loc.gov/classroom-materials/slavery-in-the-united-states-primary-sources-and-the-historical-record/ The Library of Congress

3. **Library of Congress — Civil War & Reconstruction Timeline**
   Offers thematic primary sources tied to key events from 1861–1877, with contextual overviews.
   → https://www.loc.gov/classroom-materials/united-states-history-primary-source-timeline/civil-war-and-reconstruction-1861-1877/ The Library of Congress

4. **Library of Congress — Civil War Soldiers' Stories**
   Firsthand accounts by soldiers about enlistment, battle experiences, and prison life.
   → https://www.loc.gov/classroom-materials/united-states-history-primary-source-timeline/civil-war-and-reconstruction-1861-1877/civil-war-soldiers-stories/ The Library of Congress

5. **Library of Congress — The South During the Civil War**
   Maps and sources showing how warfare impacted Southern states and civilian life.
   → https://www.loc.gov/classroom-materials/united-states-history-primary-source-timeline/civil-war-and-reconstruction-1861-1877/south-during-the-civil-war/ The Library of Congress

6. **"The Civil War: The Nation Moves Towards War, 1850–61" (LOC Primary Source Set)**
   Documents and context around sectional tensions, key legislation, and events leading to the war.
   → https://www.loc.gov/classroom-materials/civil-war-the-nation-moves-towards-war-1850-to-1861/ The Library of Congress

7. **LibGuides — The American Civil War: Primary Sources (UT Dallas)**
   A curated list of newspapers, diaries, maps, photographs, and other primary materials.
   → https://libguides.utdallas.edu/primary-sources/primary-sources-on-the-web/the-american-civil-war UT Dallas LibGuides

8. **HIST 2600: American Civil War – Research Guide (UNC Charlotte)**
   Reports, letters, battle orders, and maps from the War of the Rebellion (official records).
   → https://guides.library.charlotte.edu/c.php?g=1730218p=1142625 Charlotte Library Guides

9. **USHistoryScene — "Westward Expansion and the American Civil War"**
   A narrative article showing how Western growth and slavery expansion connected to the Civil War.
   → https://ushistoryscene.com/article/civil-war-west-expansion/ US History Scene

📖 Analytical / Contextual Articles & Overviews

10. **"How U.S. Westward Expansion Breathed New Life into Slavery" (History.com)**
    Discusses how territorial expansion intensified the national debate over slavery.
    → https://www.history.com/articles/westward-expansion-slavery HISTORY

11. **"The American Civil War: Causes, Dates & Battles" (History.com)**
    A solid overview of the causes and major turning points of the war.
    → https://www.history.com/articles/american-civil-war-history HISTORY

12. **"Westward Expansion" (History.com)**
    Background on Western growth, ideology, and its link to national politics.
    → https://www.history.com/articles/westward-expansion HISTORY

13. **Overview: Civil War & Reconstruction (LOC)**
    Contextual summary of the divisions over slavery, regional differences, and the path to war.
    →
    https://www.loc.gov/classroom-materials/united-states-history-primary-source-timeline/civil-war-and-reconstruction-1861-1877/overview/ The Library of Congress

14. **Reconstruction: A Timeline of the Post-Civil War Era (History.com)**
    Covers the immediate aftermath of the war and how the nation tried to rebuild.
    → https://www.history.com/articles/reconstruction-timeline-steps HISTORY

Academic Vocabulary

🧭 Expansion and Division

- **Westward Expansion** – The 19th-century movement of settlers into western territories, encouraged by the belief in Manifest Destiny.
- **Manifest Destiny** – The belief that the United States was destined by God to expand across North America.
- **Territory** – Land owned or controlled by a government that has not yet become a state.
- **Annexation** – The act of adding or incorporating new land into an existing country.

- **Popular Sovereignty** – The principle allowing settlers in a territory to vote on whether to allow slavery.
- **Sectionalism** – Loyalty to a particular region or section of the country rather than to the nation as a whole.
- **States' Rights** – The idea that states have powers and rights independent of the federal government, especially regarding slavery.
- **Compromise** – An agreement in which both sides give up something to settle a dispute.
- **Secession** – The act of formally withdrawing from a political union or nation.

⚖️ Slavery and Social Conflict

- **Slavery** – The system of owning people as property and forcing them to work without pay.
- **Abolition** – The movement to end slavery in the United States.
- **Abolitionist** – A person who sought to end slavery through speeches, writing, or activism.
- **Emancipation** – The act of freeing enslaved people from bondage.
- **Underground Railroad** – A secret network that helped enslaved people escape to freedom in the North or Canada.
- **Fugitive Slave Act (1850)** – A law requiring citizens to return escaped enslaved people to their owners.
- **Dred Scott v. Sandford (1857)** – A Supreme Court case ruling that enslaved people were property and not citizens, and Congress could not ban slavery in the territories.
- **Free State** – A U.S. state where slavery was prohibited.
- **Slave State** – A U.S. state where slavery was legal before the Civil War.
- **Plantation System** – The Southern agricultural system relying on enslaved labor to produce cash crops like cotton and tobacco.

⚔️ The Civil War

- **Civil War (1861–1865)** – The conflict between the Northern Union and the Southern Confederate states over slavery, states' rights, and national unity.
- **Union** – The term used for the United States and the Northern states that remained loyal during the Civil War.
- **Confederacy** – The group of Southern states that seceded from the Union and formed their own government.
- **Abraham Lincoln** – The 16th President of the United States, who led the country during the Civil War and issued the Emancipation Proclamation.
- **Jefferson Davis** – The President of the Confederate States of America.
- **Ulysses S. Grant** – Union general who led Northern forces to victory and later became President.

- **Robert E. Lee** – Commander of the Confederate Army during the Civil War.
- **Battle of Gettysburg (1863)** – A major turning point in the Civil War, ending the Confederate invasion of the North.
- **Gettysburg Address** – Speech by President Lincoln reaffirming the purpose of the war and the principles of democracy.
- **Anaconda Plan** – The Union's strategy to blockade and divide the Confederacy.
- **Total War** – Military strategy that targets both enemy forces and the resources that support them.
- **Appomattox Court House** – Site of Confederate General Robert E. Lee's surrender to Union General Ulysses S. Grant in 1865, ending the war.

🕊️ Freedom and Reconstruction

- **Emancipation Proclamation (1863)** – Executive order by Lincoln freeing enslaved people in Confederate-held territory.
- **13th Amendment (1865)** – Abolished slavery in the United States.
- **14th Amendment (1868)** – Granted citizenship and equal protection under the law to formerly enslaved people.
- **15th Amendment (1870)** – Guaranteed voting rights to African American men.
- **Reconstruction** – The period after the Civil War during which the South was reorganized and re-admitted to the Union.
- **Freedmen's Bureau** – A federal agency established to help formerly enslaved people adjust to freedom by providing food, education, and legal assistance.
- **Black Codes** – Laws passed in the South after the Civil War to restrict the rights of newly freed African Americans.

🧩 Key Events and Legislation (Expansion to War)

- **Missouri Compromise (1820)** – Agreement balancing slave and free states and establishing the 36°30′ line for future territories.
- **Compromise of 1850** – Series of laws admitting California as a free state and strengthening the Fugitive Slave Law.
- **Kansas-Nebraska Act (1854)** – Allowed settlers to decide the issue of slavery, leading to "Bleeding Kansas."
- **Bleeding Kansas** – Violent conflict between pro-slavery and anti-slavery settlers in the Kansas Territory.
- **John Brown's Raid (1859)** – An attempted slave revolt at Harpers Ferry, Virginia, led by abolitionist John Brown.
- **Election of 1860** – The Presidential election of Abraham Lincoln that prompted Southern states to secede.

	🧠 Analytical / Writing Vocabulary • **Cause and Effect** – The relationship between actions or events where one leads to another. • **Perspective** – A particular attitude, viewpoint, or interpretation of events. • **Conflict** – A serious disagreement or struggle between opposing groups or ideas. • **Compromise** – A settlement of differences by mutual concessions. • **Ideology** – A system of ideas or beliefs guiding political or social action. • **Consequence** – The outcome or result of an action or event. • **Legacy** – The lasting impact or influence of an event, movement, or person.
Materials	• Computers • Schoology • Notebook • Writing Utencil (Pencil, Pen, Highlighter)
Connection to School Improvement Goal	Students will use academic vocabulary and historical evidence to produce clear, organized written responses that explain the causes, characteristics, and consequences of colonial foundations in North America.

Formative Assessment	Summative Assessment
• Bell Ringers • Exit Tickets • Actively Learns • Schoology Discussion Board Posts • Schoology Assignments	• The Civil War Paper • The Civil War Exam • Civil War Folder

Notes (what worked, didn't work, want to change, etc.):

Unit 8: RECONSTRUCTION **Pacing: 3 Weeks**	
Overview **(Essential Questions, Engaging Scenario, Anchor Phenomena)**	**How did Reconstruction and westward expansion reshape the United States after the Civil War?** Supplemental Questions: ● What challenges did the United States face in reuniting the North and South after the Civil War? *(Focus: physical destruction, political reintegration, social divisions, Lincoln vs. Johnson plans.)* ● How did Reconstruction laws and amendments attempt to expand freedom and equality for formerly enslaved people? *(Focus: 13th, 14th, 15th Amendments; Freedmen's Bureau; Black Codes; sharecropping.)* ● In what ways did Southern resistance and political change undermine the goals of Reconstruction? *(Focus: rise of the Ku Klux Klan, Compromise of 1877, Jim Crow laws.)* ● How did westward migration and new policies (Homestead Act, transcontinental railroad) offer opportunities for some Americans while displacing others? *(Focus: freedmen, immigrants, women, Native Americans, economic growth vs. conflict.)* ● Did Reconstruction create lasting progress toward equality, or did it leave unresolved issues that continued to divide the nation? *(Focus: long-term effects, segregation, civil rights foundations, historical memory.)*

NE Standard	Student Learning Outcomes/Learning Targets
SS 8.1.1 Investigate and analyze the foundation, structure, and functions of the United States government. **SS 8.1.2 Evaluate the roles, responsibilities, and rights as local, state, national, and international citizens.** **SS 8.4.1 Analyze patterns of continuity and change over time in the United States history.** **SS 8.4.4 Evaluate and interpret sources for perspective and historical context.** **SS 8.4.5 Apply the inquiry process to construct and answer historical questions.**	**Rebuilding the Nation** Students explain the major goals, challenges, and outcomes of Reconstruction, including the reintegration of Southern states and the rebuilding of the national economy after the Civil War.

Supplemental	**Freedom and Citizenship** Students analyze how the 13th, 14th, and 15th Amendments redefined freedom, citizenship, and civil rights in the United States.
SS 8.1.1.b Analyze the structure and roles of the US government in meeting the needs of citizens governed, managing conflict, and establishing order and security. SS 8.1.1.d Evaluate how various US government decisions impact people, place, and history.	**Resistance and Setbacks** Students evaluate how political opposition, violence, and discriminatory laws in the South limited the progress of Reconstruction and hindered African American advancement.
SS 8.1.2.a Demonstrate ways individuals participate in the political process. SS 8.4.1.a Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the US.	**Expansion and Opportunity** Students describe how westward migration, federal policies (such as the Homestead Act and transcontinental railroad), and new settlement patterns created opportunities for some groups while displacing or harming others, including Native Americans.
SS 8.4.4.a Compare and contrast primary and secondary sources of history. SS 8.4.4.b Evaluate the relationships among historical events in the US and relevant contemporary issues.	**Legacy and Change** Students assess the lasting effects of Reconstruction and westward expansion on American democracy, regional identity, race relations, and national development.
SS 8.4.5.a Identify areas of inquiry by using student-generated questions about multiple historical resources SS 8.4.5.b Locate, analyze, and cite appropriate sources for research about US history, including primary and secondary resources. SS 8.4.5.c Gather, analyze, and communicate historical information about US history from multiple sources.	

Instructional Resources & Activities	📚 **Reconstruction / Post–Civil War Sources** 1. **Library of Congress — Digital Collections: Reconstruction: A Resource Guide** A large collection of primary source materials (newspapers, manuscripts, prints, speeches) from the Reconstruction era. → https://guides.loc.gov/reconstruction/digital-collections Research Guides 2. **Facing History & Ourselves — The Reconstruction Era Primary Sources** Thematically organized primary sources relating to Reconstruction, including "Defining Freedom," "Backlash," and more.

→ https://www.facinghistory.org/resource-library/reconstruction-era-primary-sources Facing History

3. **Historic Documents Library: Civil War and Reconstruction (National Constitution Center)**
   Key documents spanning the Civil War and Reconstruction period, including secession declarations, emancipation legislation, Reconstruction amendments, etc.
   → https://constitutioncenter.org/the-constitution/historic-document-library/time-period/civil-war-and-reconstruction Constitution Center

4. **National Archives — Civil War and Reconstruction Lesson / Primary Source Resources**
   Primary-source–based activities and resources covering from the 1860s through Reconstruction.
   → https://www.archives.gov/education/lessons/civil-war-reconstruction.html National Archives

5. **Library of Congress — "The Travails of Reconstruction" (Primary Source Timeline)**
   A curated set of documents from the Reconstruction era with context and analysis.
   →
   https://www.loc.gov/classroom-materials/united-states-history-primary-source-timeline/civil-war-and-reconstruction-1861-1877/travails-of-reconstruction/ The Library of Congress

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🌄 Westward Expansion / Postwar Expansion Sources

6. **Library of Congress — "The American West, 1865–1900"**
   Documents and narrative covering railroad expansion, settlement, conflict with Native Americans, and economic change in the West after the Civil War.
   →
   https://www.loc.gov/classroom-materials/united-states-history-primary-source-timeline/rise-of-industrial-america-1876-1900/american-west-1865-1900/ The Library of Congress

7. **National Park Service — "The War and Westward Expansion"**
   How the Civil War impacted military deployment, federal presence, and the patterns of expansion in the West.
   → https://www.nps.gov/articles/the-war-and-westward-expansion.htm National Park Service

8. **DocTeach — "Reasons for Westward Expansion" Activity**
   A document-analysis set of primary sources that show motives for moving west (Homestead Act, railroads, mining, etc.).

→ https://docsteach.org/lesson/reasons-for-westward-expansion/ DocsTeach

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🔍 Additional / Supplemental Sources

9. **American Civil War & Reconstruction: Online Primary Documents (UF Libraries Guide)**
   Digital collections of texts, images, and records from the antebellum period through Reconstruction.
   → https://guides.uflib.ufl.edu/amh/primary UF Libraries Guides

10. **Reconstruction Era Black History — Primary Sources (National Park Service)**
    Focused on African American history and primary sources during Reconstruction.
    → https://www.nps.gov/inde/learn/education/primary-sources-reconstruction-era.htm National Park Service

11. **Teaching Reconstruction with Zinn Education Project**
    A lesson set organized around themes like labor, land, suffrage, safety, and coalition, with primary sources.
    → https://www.zinnedproject.org/news/new-reconstruction-lesson/ Zinned Project

12. **Reconstruction-Era Government Sources (Illinois State University guide)**
    Legislative materials and government documents from the Reconstruction era.
    → https://guides.library.illinoisstate.edu/c.php?g=30430&p=9268697 guides.library.illinoisstate.edu

13. **Primary Sources — Civil War / Reconstruction (Lone Star College / KWL Guides)**
    A centralized guide linking to speeches, diaries, maps, official acts, and more.
    → https://kwlibguides.lonestar.edu/PrimarySources-History/civilwar kwlibguides.lonestar.edu

Academic Vocabulary

🧱 Reconstruction Era Vocabulary

- **Reconstruction** – The period (1865–1877) when the U.S. government worked to rebuild the South and restore Southern states to the Union after the Civil War.
- **Reunification** – The process of bringing the Confederate states back into the United States after secession.
- **Freedmen** – Formerly enslaved people who were freed after the Civil War.
- **Freedmen's Bureau** – A federal agency created to assist freedmen and poor whites with food, education, and legal aid

during Reconstruction.

- **Amendment** – A formal change or addition to the U.S. Constitution.
- **13th Amendment** – Abolished slavery in the United States.
- **14th Amendment** – Granted citizenship and equal protection under the law to anyone born or naturalized in the U.S.
- **15th Amendment** – Granted African American men the right to vote.
- **Black Codes** – Southern laws that limited the rights of freed African Americans after the Civil War.
- **Sharecropping** – A farming system where freedmen worked land owned by someone else in return for a share of the crops; it often kept them in debt.
- **Carpetbaggers** – Northerners who moved South during Reconstruction, sometimes viewed as seeking political or financial gain.
- **Scalawags** – Southern whites who supported Reconstruction and Republican policies.
- **Ku Klux Klan (KKK)** – A white supremacist organization that used violence and terror to oppose Reconstruction and African American rights.
- **Jim Crow Laws** – State and local laws enforcing racial segregation after Reconstruction.
- **Compromise of 1877** – Agreement that ended Reconstruction by withdrawing federal troops from the South, allowing "home rule."
- **Segregation** – The enforced separation of racial groups in public spaces, schools, and housing.

🌄 Westward Expansion (Post–Civil War) Vocabulary

- **Westward Expansion** – The movement of settlers into western territories, encouraged by new laws, railroads, and economic opportunity.
- **Homestead Act (1862)** – Federal law granting 160 acres of free land to settlers who improved and farmed it for five years.
- **Transcontinental Railroad** – Railroad completed in 1869, connecting the East and West coasts, transforming travel and commerce.
- **Great Plains** – The vast grassland region between the Mississippi River and the Rocky Mountains was settled during expansion.
- **Exodusters** – African Americans who migrated west to Kansas and other territories seeking land and freedom after Reconstruction.
- **Reservations** – Areas of land set aside by the federal government for Native American tribes.
- **Assimilation** – The process of adopting the culture and lifestyle of another group, often forced upon Native Americans.
- **Dawes Act (1887)** – Law dividing tribal lands into individual family plots to promote assimilation of Native Americans.
- **Indian Wars** – A series of conflicts between U.S. forces and Native American tribes during westward expansion.
- **Buffalo Soldiers** – African American soldiers who served in the U.S. Army in the West after the Civil War.

- **Mining Boomtowns** – Towns that grew rapidly near mining sites and often declined just as quickly.
- **Cattle Drive** – The herding of cattle from Texas to railroad towns for shipment to markets in the East.
- **Barbed Wire** – An Invention that revolutionized fencing and farming, marking the end of the open range.

⚖️ Politics, Economy, and Society

- **Industrialization** – The shift from an agricultural economy to one based on manufacturing and industry.
- **Infrastructure** – Roads, bridges, railroads, and communication systems needed to support population and economic growth.
- **Labor Union** – An organized group of workers formed to protect rights and improve working conditions.
- **Corruption** – Dishonest or unethical behavior by government officials, often involving bribery or fraud.
- **Economic Opportunity** – The chance to improve one's financial status through work, land ownership, or entrepreneurship.
- **Urbanization** – The growth of cities as people moved from rural areas seeking jobs.
- **Social Mobility** – The ability of individuals or groups to move upward in social or economic class.

🧠 Analytical & Writing Vocabulary

- **Freedom** – The condition of being free from oppression or restriction.
- **Citizenship** – The rights and duties of a person recognized as a member of a nation.
- **Equality** – The state of being treated the same under the law regardless of race or background.
- **Justice** – Fairness and moral rightness in the protection of rights and punishment of wrongs.
- **Opportunity** – The possibility of progress, success, or advancement.
- **Legacy** – The lasting impact or influence of a historical event or decision.
- **Perspective** – A particular viewpoint or way of interpreting events.
- **Reform** – Effort to improve or change laws, policies, or society.
- **Continuity and Change** – What has remained the same and what has evolved.

Materials

- Computers
- Schoology
- Notebook
- Writing Utencil (Pencil, Pen, Highlighter)

Connection to School Improvement Goal	Students will use academic vocabulary and historical evidence to produce clear, organized written responses that explain the causes, characteristics, and consequences of colonial foundations in North America.

Formative Assessment	Summative Assessment
• Bell Ringers • Exit Tickets • Actively Learns • Schoology Discussion Board Posts • Schoology Assignments	• Reconstruction Exam

Notes (what worked, didn't work, want to change, etc.):

Unit 9: THE GILDED AGE **Pacing: 3 Weeks**	
Overview **(Essential Questions, Engaging Scenario, Anchor Phenomena)**	**Did the Gilded Age represent progress or problems for the United States?** Supplemental Questions: • What new opportunities were created by westward expansion, industrialization, and urbanization in the late 1800s? *(Focus: immigration, Homestead Act, railroads, new inventions, urban jobs.)* • How did rapid industrial and economic growth create both great wealth and deep poverty during the Gilded Age? *(Focus: monopolies, Carnegie, Rockefeller, labor vs. management, child labor, poor working conditions.)* • How did new immigrants shape American cities and culture during the Gilded Age? *(Focus: Ellis Island, tenement housing, ethnic neighborhoods, nativism, cultural diversity.)* • How did political corruption and reform movements reflect the challenges of governing a rapidly growing nation? *(Focus: political machines, Boss Tweed, civil service reform, rise of populism.)* • Did the expansion and innovation of the Gilded Age ultimately strengthen or weaken American democracy? *(Focus: balance between progress and exploitation, rise of labor unions, economic reform movements.)*

NE Standard	Student Learning Outcomes/Learning Targets
SS 8.1.2 Evaluate the roles, responsibilities, and rights as local, state, national, and international citizens. **SS 8.3.2 Examine how regions form and change over time.** **SS 8.4.1 Analyze patterns of continuity and change over time in the United States history.** **SS 8.4.4 Evaluate and interpret sources for perspective and historical context.** **SS 8.4.5 Apply the inquiry process to construct and answer historical questions.**	**Industrial Growth and Expansion** Students explain how westward expansion, natural resources, and technological innovations fueled industrial growth and transformed the U.S. economy during the Gilded Age.
Supplemental	**Economic Opportunity and Inequality** Students analyze how rapid industrialization created new opportunities for entrepreneurs and workers while also leading to economic inequality, poor labor conditions, and the rise of monopolies.

SS 8.1.2.e Compare and contrast the roles and influences of individuals, groups, and the media on American government.	**Immigration and Urbanization** Students describe how immigration, urban growth, and cultural diversity reshaped American society and examine the challenges faced by immigrants and working-class families in growing cities.
SS 8.2.3.c Identify and justify how humans develop major world regions and the impact on human societies SS 8.4.1.a Evaluate the impact of people, events, and ideas, including cultures and ethnic groups, on the US.	**Political Corruption and Reform** Students evaluate how political machines, corruption, and reform movements reflected both the strengths and weaknesses of democracy in the late 19th century.
SS 8.4.4.a Compare and contrast primary and secondary sources of history. SS 8.4.4.b Evaluate the relationships among historical events in the US and relevant contemporary issues.	**Legacy of the Gilded Age** Students assess the long-term impact of the Gilded Age on American identity, economic policy, and social reform, determining whether this era represented true progress or growing inequality.
SS 8.4.5.a Identify areas of inquiry by using student-generated questions about multiple historical resources SS 8.4.5.b Locate, analyze, and cite appropriate sources for research about US history, including primary and secondary resources. SS 8.4.5.c Gather, analyze, and communicate historical information about US history from multiple sources.	

Instructional Resources & Activities	**Primary Source & Digital Collections** 1. **Rise of Industrial America, 1876-1900 (Library of Congress Primary Source Timeline)** Contains primary documents and classroom resources about industrialization, railroads, and economic change in that era. → https://www.loc.gov/classroom-materials/united-states-history-primary-source-timeline/rise-of-industrial-america-1876-1900/ The Library of Congress 2. **Gilded Age / Progressive Era — Primary Sources (Lonestar Library Guide)** A curated bibliography of digitized primary source collections (letters, government docs, cartoons, etc.) for the Gilded Age / Progressive Era. → https://kwlibguides.lonestar.edu/PrimarySources-History/gildedage Lone Star College Library Guides

3. **Historic Documents Library: Gilded Age Through New Deal (National Constitution Center)**
   Collections of foundational documents from the Gilded Age through the New Deal covering issues like corporate power, regulation, immigration, and reform.
   → https://constitutioncenter.org/the-constitution/historic-document-library/time-period/gilded-age-new-deal Constitution Center

4. **Gilded Age & Progressive Era Collections: Primary Sources (Washington University Library Guide)**
   Includes access to songs, letters, photographs, cartoons, government documents, and commentary on the Gilded Age / Progressive Era.
   → https://libguides.wustl.edu/gilded-progressive WashU Libraries

5. **The Gilded Age: Technology & Invention (Library of Congress Blog)**
   A blog post highlighting inventions, industrial growth, and innovation during the Gilded Age.
   → https://blogs.loc.gov/headlinesandheroes/2024/01/the-gilded-age-technology-invention/ The Library of Congress

6. **African American Identity in the Gilded Age: Two Unreconciled Strivings (Library of Congress Classroom Materials)**
   A thematic source set exploring African American life, work, education, and challenges in the Gilded Age era.
   → https://www.loc.gov/classroom-materials/african-american-identity-in-the-gilded-age-two-unreconciled-strivings/ The Library of Congress

7. **Mark Twain, Excerpts from *The Gilded Age* (1873)**
   Selections from Twain's satirical novel, a literary primary source capturing critiques of wealth, corruption, and social practices.
   → https://bcc-cuny.digication.com/ushistoryreader/Mark_Twain_Excerpt_from_The_Gilded_Age Digication

8. **Gilded Age: Primary Sources on the Web (SLU Research Guides)**
   A listing of first-hand sources (diaries, speeches, letters, government documents) relevant to the Gilded Age.
   → https://libguides.slu.edu/c.php?g=185797&p=1226866 SLU Library Guides

Academic Vocabulary

🏗️ Industrialization & Economic Growth

- **Industrialization** – The process by which an economy changes from primarily agricultural to one based on manufacturing and industry.

- **Mechanization** – The use of machines to replace human or animal labor in production.
- **Mass Production** – The manufacturing of large quantities of goods quickly and cheaply, often using assembly lines.
- **Corporation** – A business owned by shareholders that has legal rights separate from those of its owners.
- **Monopoly** – A company that controls all or nearly all of the business in a particular industry.
- **Trust** – A combination of companies formed to reduce competition and control prices.
- **Robber Baron** – A term used to describe powerful industrialists who were accused of exploiting workers and corrupting the economy.
- **Captain of Industry** – A positive term for business leaders whose innovations and philanthropy helped expand the economy.
- **Laissez-faire** – An economic philosophy advocating limited government interference in business.
- **Entrepreneur** – A person who organizes, manages, and assumes the risk of a business.

💰 Wealth, Labor, and Inequality

- **Gilded Age** – The late 1800s period marked by rapid economic growth, political corruption, and stark inequality between the rich and poor.
- **Labor Union** – An organization of workers formed to protect their rights and improve working conditions.
- **Strike** – A work stoppage organized by employees to demand better pay or conditions.
- **Collective Bargaining** – Negotiations between employers and labor unions to determine wages and working conditions.
- **Tenement** – A crowded, poorly maintained apartment building, especially common in immigrant neighborhoods.
- **Sweatshop** – A factory with long hours, low wages, and unsafe working conditions.
- **Child Labor** – The employment of children, often in unsafe or exploitative conditions, was common during industrialization.
- **Social Darwinism** – The belief that only the strongest or most capable individuals and businesses survive in society.
- **Philanthropy** – The act of donating money or resources to charitable causes, often by wealthy industrialists.
- **Gospel of Wealth** – The idea (from Andrew Carnegie) that the rich have a duty to use their wealth for the greater good.

🌍 Immigration & Urbanization

- **Immigration** – The movement of people into a new country to live permanently.
- **Ellis Island** – The main U.S. immigration station in New York Harbor, processing millions of European immigrants (opened

1892).

- **Angel Island** – Immigration station in San Francisco Bay that processed primarily Asian immigrants (opened 1910).
- **Push Factors** – Conditions that force people to leave their homeland (famine, war, lack of jobs).
- **Pull Factors** – Attractions that draw immigrants to a new country (economic opportunity, freedom, land).
- **Nativism** – Hostility toward immigrants and the belief that native-born Americans are superior.
- **Assimilation** – The process of adopting the culture and customs of a new country.
- **Ethnic Enclave** – A neighborhood where people from the same country or culture live together.
- **Urbanization** – The rapid growth of cities due to industrialization and immigration.
- **Infrastructure** – The physical systems (roads, railroads, bridges, sewers) that support urban and economic life.

🏛️ Politics, Corruption, and Reform

- **Political Machine** – A political organization that controls votes and government decisions, often through bribery and favors.
- **Boss Tweed** – Leader of New York City's Tammany Hall political machine, infamous for corruption.
- **Patronage** – Giving government jobs or favors to supporters rather than hiring based on merit.
- **Civil Service Reform** – Efforts to end corruption and make government jobs awarded based on qualifications, not politics.
- **Pendleton Civil Service Act (1883)** – Law requiring government jobs to be filled through competitive exams.
- **Populism** – A political movement representing the interests of farmers and workers against the elite.
- **Grange Movement** – An Organization of farmers that pushed for economic and political reforms.
- **Interstate Commerce Act (1887)** – Law regulating railroad rates and practices to ensure fair pricing.
- **Sherman Antitrust Act (1890)** – Law banning monopolies and trusts that restricted competition.
- **Corruption** – Dishonest or unethical behavior by government officials or business leaders, often involving bribery.

🚂 Westward Expansion & Economic Change

- **Homestead Act (1862)** – Law granting 160 acres of free land to settlers willing to farm and improve it.
- **Transcontinental Railroad** – Railroad completed in 1869 that connected the Atlantic and Pacific coasts.
- **Great Plains** – The vast flatlands of central North America that became key to agriculture and ranching.
- **Exodusters** – African Americans who migrated west after Reconstruction, seeking new opportunities.
- **Cattle Drive** – The herding of cattle from ranches to railroads for shipment to markets.
- **Barbed Wire** –An Invention that revolutionized farming and ended the open range.

	• **Reservation** – Land set aside by the federal government for Native American tribes. • **Dawes Act (1887)** – Law dividing tribal land into individual family plots to encourage Native assimilation. • **Assimilation Policy** – Government policy promoting Native Americans' adoption of white culture and loss of tribal identity. • **Indian Wars** – Conflicts between U.S. forces and Native American tribes during westward expansion. --- ## 🧠 Analytical & Writing Vocabulary • **Innovation** – A new idea, method, or invention that creates change. • **Opportunity** – A chance for progress or improvement. • **Inequality** – Unequal access to rights, resources, or opportunities. • **Perspective** – A point of view or interpretation of events. • **Progress** – Forward movement or improvement in society, technology, or rights. • **Reform** – Efforts to change laws, systems, or policies to improve society. • **Consequence** – The result or effect of an action or event. • **Legacy** – The lasting impact or influence of a historical period, person, or idea.
Materials	• Computers • Schoology • Notebook • Writing Utencil (Pencil, Pen, Highlighter)
Connection to School Improvement Goal	Students will use academic vocabulary and historical evidence to produce clear, organized written responses that explain the causes, characteristics, and consequences of colonial foundations in North America.

Formative Assessment	Summative Assessment
• Bell Ringers • Exit Tickets • Actively Learns • Schoology Discussion Board Posts • Schoology Assignments	• The Gilded Age Exam • Women in America Paper

Notes (what worked, didn't work, want to change, etc.):

Unit 10: PERSONAL FINANCE **Pacing: 2 Weeks**	
Overview **(Essential Questions, Engaging Scenario, Anchor Phenomena)**	**How do financial decisions shape individual lives and the nation's future?** Supplemental Questions: ● What factors influence how people earn income and choose careers? *(Focus: education, skills, job demand, opportunity cost, wages.)* ● Why is saving and managing money essential for financial security and independence? *(Focus: budgeting, goal-setting, delayed gratification, emergency funds.)* ● How do spending habits, borrowing, and the use of credit affect long-term financial health? *(Focus: interest rates, debt, responsible borrowing, needs vs. wants.)* ● How do individual investments, taxes, and financial planning connect to the nation's economic growth? *(Focus: stocks, banks, government programs, taxes, compound interest.)* ● What can historical financial events — like the Great Depression, industrial growth, or postwar prosperity — teach us about money management and economic decision-making? *(Focus: lessons from U.S. financial history, risk and reward, economic stability.)*

NE Standard	Student Learning Outcomes/Learning Targets
SS 8.2.2 Understand personal and business financial management.	**Financial Decision-Making** Students explain how individuals use economic reasoning to make informed financial decisions by weighing costs, benefits, and opportunity costs.
Supplemental	**Income and Budgeting** Students analyze how factors such as education, skills, and career choices affect income, and demonstrate how to create and maintain a personal budget that reflects financial goals and responsibilities.
SS 8.2.2.a Identify skills for future financial successes.	**Saving, Credit, and Investment** Students describe the purposes and risks of saving, borrowing, and investing, and evaluate how these financial tools influence long-term financial stability and independence.

SS 8.2.2.b Understand tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources.	**Historical and Civic Connections** Students evaluate how major financial events in U.S. history (such as the Great Depression, postwar prosperity, or recessions) illustrate the importance of responsible money management and sound economic decision-making.

Instructional Resources & Activities

📚 Teaching & Curriculum Resources

- **Practical Money Skills — Lessons for Grades 9–12**
  Free lessons on budgeting, personal finance, managing salary, avoiding debt, and more. practicalmoneyskills.com
- **Financial Literacy for High School Students (InCharge.org)**
  A set of 14 free lesson plans, worksheets, and teacher guides focused on real-life financial decision making. InCharge Debt Solutions
- **Everfi — Financial Literacy for High School**
  An interactive, free course covering budgeting, saving, income, credit, taxes, and purchasing decisions. EverFi+1
- **NGPF (Next Gen Personal Finance)**
  A robust, free curriculum for grades 6–12 covering budgeting, saving, investing, and economics. Next Gen Personal Finance
- **FDIC "Money Smart for Young People"**
  Free age-appropriate curriculum for K–12, including modules on budgeting, saving, and financial planning. FDIC
- **Budget Challenge**
  A simulation-based program where students manage finances in real time, linking to Jump$tart standards included. budgetchallenge.com

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📝 Articles & Advice for High Schoolers

- **"A High Schooler's Guide to Budgeting" (U.S. Career Institute)**
  Practical advice for teens on tracking expenses, building a budget, and using spreadsheets/appliances to monitor

spending. U.S. Career Institute

- **"6 steps to help a middle or high schooler budget" (Better Money Habits, Bank of America)**
  Steps include calculating income, required expenses, discretionary spending, and balancing the budget. Better Money Habits

- **"Budgeting Tips for Teens in 6 Easy Steps" (Better Money Habits)**
  Similar guidance for younger students to begin budgeting wisely. Better Money Habits

- **"10 Smart Financial Planning Tips Every High School Student Should Follow" (FinExCU)**
  Advice on budgeting, saving, setting goals, banking basics, and planning. finexcu.org

- **Citizens Bank — Money Management for Teens**
  A guide for teens (and parents) about budgeting, building savings, distinguishing needs vs. wants, and using checking & savings accounts. Citizens Bank

- **"7 Financial lessons every teen needs to know" (LendingClub)**
  Covers basics like preparing a budget, tracking spending, and understanding long-term financial behaviors. LendingClub

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📈 Theoretical / Economic Context

- **"Economics and Personal Finance: Complements, Not Substitutes" (Federal Reserve Bank of St. Louis)**
  Argues that personal finance is essentially the application of economic reasoning to household decisions. Federal Reserve Bank of St. Louis

- **"The Economic Way of Thinking: The Key to Financial Literacy" (Foundation for Teaching Economics)**
  Emphasizes that economics provides the framework for making smart personal finance decisions. Foundation For Teaching Economics

- **"A History of Personal Finance and Investing in America's First Bank" (Historical Society of Pennsylvania)**
  Provides a historical perspective on how ideas of savings, investment, and scarcity have developed in U.S. history. Hspveneer

Academic Vocabulary

💰 Earning, Income, and Opportunity

- **Income** – Money earned from work, investments, or other sources.
- **Wages** – Money paid to workers, usually calculated by the hour or job.
- **Salary** – A fixed amount of money paid to an employee regularly, often monthly or yearly.
- **Career** – A long-term profession or occupation that often requires training or education.
- **Entrepreneur** – A person who starts and operates a business, taking on financial risks.
- **Gross Pay** – Total income earned before taxes and deductions.
- **Net Pay** – Income remaining after taxes and other deductions; also called *take-home pay*.
- **Taxes** – Required payments to the government used to fund public goods and services.
- **Payroll Deductions** – Amounts withheld from gross pay (such as taxes, insurance, and retirement).
- **Opportunity Cost** – The value of the next best alternative that must be given up when a choice is made.

🧾 Budgeting and Money Management

- **Budget** – A plan for managing income, expenses, and savings over a set period of time.
- **Fixed Expenses** – Costs that stay the same each month (rent, car payment, insurance).
- **Variable Expenses** – Costs that change from month to month (food, gas, entertainment).
- **Needs** – Basic items necessary for survival, such as food, shelter, and clothing.
- **Wants** – Goods or services that make life more enjoyable but are not essential.
- **Savings** – Money set aside for future use rather than spent immediately.
- **Emergency Fund** – Money saved for unexpected expenses or financial emergencies.
- **Financial Goal** – A specific target for saving or spending money, often over time.
- **Short-Term Goal** – A financial goal that can be achieved within a year (e.g., saving for new clothes).
- **Long-Term Goal** – A financial goal that takes more than a year to achieve (e.g., buying a car or attending college).

💳 Credit, Borrowing, and Debt

- **Credit** – The ability to borrow money with the promise to repay it later, often with interest.
- **Loan** – Money borrowed that must be paid back with interest.

- **Interest** – The cost of borrowing money or the return earned on savings and investments.
- **Principal** – The original amount of money borrowed or invested.
- **Credit Score** – A number that represents how likely a person is to repay borrowed money based on past credit behavior.
- **Debt** – Money owed to another person or institution.
- **Bankruptcy** – A legal process for people or businesses unable to repay debts.
- **Collateral** – Property pledged by a borrower to secure a loan.
- **Predatory Lending** – Unfair, deceptive, or abusive loan practices that take advantage of borrowers.

📈 Saving and Investing

- **Savings Account** – A bank account that earns interest on money deposited.
  Compound Interest – Interest earned on both the original amount and previously earned interest.
- **Investment** – Using money to purchase assets (stocks, bonds, property) to earn profit.
- **Stock** – A share of ownership in a company.
- **Bond** – A loan from an investor to a business or government that pays interest over time.
- **Diversification** – Spreading investments across different assets to reduce risk.
- **Risk vs. Reward** – The idea that higher potential returns come with higher potential risks.
- **Inflation** – The general increase in prices over time, reducing the purchasing power of money.
- **Asset** – Anything of value that is owned, such as property or investments.
- **Wealth** – The total value of a person's assets minus liabilities (debts).

🏦 Banking and Financial Institutions

- **Bank** – A financial institution that accepts deposits, lends money, and offers other financial services.
- **Credit Union** – A nonprofit financial institution owned by its members, often offering lower fees and better rates.
- **Checking Account** – A bank account used for daily transactions such as deposits, withdrawals, and payments.
- **ATM (Automated Teller Machine)** – A machine that allows customers to perform banking transactions electronically.
- **Online Banking** – Managing money and transactions through the internet or mobile apps.
- **Overdraft** – Spending more money than is available in an account.
- **Transaction** – Any financial exchange, such as deposits, withdrawals, or payments.
- **Deposit** – Money placed into a bank account.

	• **Withdrawal** – Money taken out of a bank account. --- ## 🧠 Economic Reasoning and Personal Finance Skills • **Scarcity** – The limited nature of resources that forces people to make choices. • **Trade-off** – The act of giving up one benefit to gain another. • **Cost-Benefit Analysis** – A process of comparing the expected costs and benefits of a decision. • **Financial Literacy** – The ability to understand and effectively manage personal financial matters. • **Economic Decision-Making** – The process of choosing how to allocate limited resources to meet needs and wants. • **Consumer** – A person who buys and uses goods and services. • **Producer** – A person or business that makes or sells goods and services. • **Market Economy** – An economic system where supply, demand, and prices guide production and consumption. • **Entrepreneurship** – The act of starting and managing a business to earn a profit. • **Budget Deficit / Surplus** – When spending exceeds income (deficit) or when income exceeds spending (surplus).
Materials	• Computers • Schoology • Notebook • Writing Utencil (Pencil, Pen, Highlighter)
Connection to School Improvement Goal	Students will use academic vocabulary and historical evidence to produce clear, organized written responses that explain the causes, characteristics, and consequences of colonial foundations in North America.

Formative Assessment	Summative Assessment
• Bell Ringers • Exit Tickets • Actively Learns • Schoology Discussion Board Posts • Schoology Assignments	• Household Budget

Notes (what worked, didn't work, want to change, etc.):

VIDEO HUB	
Overview	• **This section is to provide a video hub where multimedia can be found to help supplement the above curriculum.**

Video Description

🎬 Channels / Playlists to Explore

- **CrashCourse – US History Playlist**
  A full series of high-quality, animated videos hosted by John Green covering U.S. History from early colonization through modern times.
  CrashCourse
- **History Channel – Overall History**
  History covered from all walks of life.
  HISTORY
- **US History 1865-1929 Playlist**
  A curated playlist focusing on Reconstruction, industrialization, immigration, and the Gilded Age era.
  YouTube

📜 Constitution / Pre-Constitution / Foundations Unit

1. **The Constitution, the Articles, and Federalism (Crash Course US History #8)**
   Explains the transition from the Articles of Confederation to the Constitution and how federalism works. YouTube+1

2. **The US Constitution, 3/5, and the Slave Trade Clause (Crash Course Black American History #9)**
   Focuses on how compromises embedded slavery into the Constitution (3/5 clause and slave trade clause). YouTube+1

3. **Walkthrough of the Constitution | Constitution 101**
   A guided tour of the Constitution's articles and how federal powers are defined. YouTube

4. **Where US Politics Came From: Crash Course US History #9**
   Helps explain political origins which tie into the foundational period. YouTube

5. **Thomas Jefferson & His Democracy: Crash Course US History #10**
   Though more about Jefferson's era, it includes relevant ideas about government and constitutional development. YouTube

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🗺️ Westward Expansion / Expansion & Conflict Unit

1. **War & Expansion: Crash Course US History #17**
   Covers the Mexican-American War, Oregon, and how the U.S. pushed its territory westward. YouTube

2. **Westward Expansion: Crash Course US History #24**
   Overview of Manifest Destiny, settlement, and the costs of expansion. YouTube+1

3. **Reconstruction and Expansion — US History Review 3**
   Connects Reconstruction with continued expansion, industrialization, and reform. YouTube

4. **Westward Expansion US History American Manifest Destiny Video**
   Alternative perspective / supportive visuals of Manifest Destiny and expansion. YouTube

5. **Westward Expansion: (Short Documentary) — "Westward Expansion and the American Civil War"**
   Ties expansion to later conflict, giving a bridge to Civil War discussion. YouTube

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⚔️ Civil War / Reconstruction Unit

1. **The Civil War, Part I: Crash Course US History #20**
   Explains causes of the war, key tensions, and early strategies. YouTube+1

2. **The Civil War Part 2: Crash Course US History #21**
   Covers the war's progress, turning points, and outcome. YouTube

3. **Reconstruction and 1876: Crash Course US History #22**
   Details Reconstruction plans, conflicts, successes, and ultimate failure. YouTube+1

4. **Reconstruction: Crash Course Black American History #19**
   Focuses on Reconstruction's effects on freed people, amendments, and the backlash. YouTube

5. **Reconstruction and Expansion — US History Review 3**
   Gives a review that links postwar reconstruction to westward expansion and transformation. YouTube

6. (Optional) **"The U.S. Constitution, 3/5, and the Slave Trade Clause"**
   Use as historical context—that constitutional clauses influenced slavery debates leading to war. YouTube+1

🏙️ Gilded Age / Industrialization / Reform Unit

1. **Gilded Age Politics: Crash Course US History #26**
   Examines political corruption, patronage, and reform in the late 19th century. YouTube

2. **The Progressive Era: Crash Course US History #27**
   While technically after the Gilded Age, it shows the reform responses to issues from the Gilded Age (labor, corruption). YouTube

3. **Rise of Industrial America, 1876-1900 (Library of Congress / Crash Course themes)**
   Use the LOC timeline + Crash Course's relevant segments to cover industrial growth. PBS LearningMedia

4. **African American Identity in the Gilded Age: Two Unreconciled Strivings**
   Explores African American life, contributions, and challenges during the Gilded Age. YouTube+1

5. **Mark Twain, Excerpts from *The Gilded Age***
   Use as a literary primary source to critique rise of inequality and corruption. YouTube

💵 Financial Literacy & Budgeting – 8th Grade

1. Crash Course Economics: "Personal Finance Basics" (#1)

A great animated introduction to financial literacy — covers budgeting, saving, and why managing money matters.
📺 Crash Course Economics – Personal Finance Basics
(Approx. 10 min — high engagement, good visuals, connects personal finance to economic reasoning.)

2. Practical Money Skills: "Budgeting Basics for Teens"

Simple explanation of how to build a teen budget, track expenses, and balance wants vs. needs.
📺 Budgeting Basics for Teens – Practical Money Skills
(Approx. 5 min — clear, real-world examples, easy to follow.)

3. Better Money Habits (Bank of America): "How to Make a Budget and Stick to It"

Short, relatable video showing steps to create a monthly budget — uses teen-friendly scenarios.
📺 How to Make a Budget and Stick to It – Better Money Habits
(Approx. 4 min — connects to real-life decision making, goal setting, and saving.)

Extra Resources	
Overview	• **This section is to provide a few other resources that could be used throughout each unit.**

Extra Resources

🧠 1. Interactive Simulations & Games (Hands-On Learning)

💵 Personal Finance / Economics

- ***Next Gen Personal Finance (NGPF) Simulations*** – *https://www.ngpf.org*
  → Free, interactive activities like Budgeting, Payback (college debt), Spending, Checking Accounts, and Investing simulations.
  Why it's great: Real-world decision-making; integrates perfectly with SS 8.2.2 and writing goals.

- ***Council for Economic Education – EconEdLink Games*** – *https://www.econedlink.org/resources-type/interactives/*
  → Features simulations on saving, budgeting, and opportunity cost.
  Why it's great: Short, visual, and inquiry-based — perfect for warmups or extensions.

- ***Budget Challenge (paid option)*** – *https://www.budgetchallenge.com*
  → 10-week live budgeting simulation that mirrors real financial life (bills, paychecks, saving, credit).
  Why it's great: Immersive and student-driven; teaches responsibility and consequences.

🇺🇸 2. Primary Source Tools for U.S. History Units

- ***DocsTeach (National Archives)*** – *https://docsteach.org*
  → Thousands of primary source documents from all your U.S. History units — Colonial through Gilded Age — with built-in analysis tools.

Why it's great: You can assign activities directly to students (drag & drop timeline tools, image analysis).

- ***Library of Congress Classroom Materials*** – *https://www.loc.gov/classroom-materials/*
  → Curated sets for every major era (Revolution, Civil War, Reconstruction, Industrialization).
  Why it's great: Inquiry-driven sources with teacher background and student analysis questions.

- ***Smithsonian Learning Lab*** – *https://learninglab.si.edu/*
  → Digital museum collections you can turn into story-based lessons.
  Why it's great: Visual and artifact-based inquiry — pairs beautifully with your inquiry question structure.

🗣️ 3. Writing & Literacy Integration Tools

- ***Newsela Social Studies Collection*** – *https://newsela.com*
  → Articles about history, economics, and current events — leveled for reading differentiation.
  Why it's great: Helps meet literacy goals; integrates writing tasks ("CER" and argumentative prompts).

- ***CommonLit*** – *https://www.commonlit.org/en/library?search=history*
  → Readings that pair literature with historical moments — short, rigorous, and discussion-ready.

- ***Actively Learn*** – *https://www.activelylearn.com/*
  → Digital reading platform with embedded comprehension and writing prompts — many texts for U.S. History and economics.

🗺️ 4. Visual & Digital Creation Tools (Student Projects)

- ***Canva for Education*** – *https://www.canva.com/education/*
  → Perfect for infographic projects (budgets, timelines, reforms, inventions, etc.).
  Why it's great: Kids love design — turns reflection or data into creative displays.

- ***Google Sheets / Excel***
  → Have students track mock budgets, spending goals, or savings simulations.
  Why it's great: Applies math skills and financial concepts to real scenarios.

- ***Flip (formerly Flipgrid)*** *– https://info.flip.com/*
  → Students record short reflections or arguments based on your inquiry questions.
  Why it's great: Combines speaking, writing, and historical reasoning.

📚 5. Student Resources for Financial Literacy

- ***FDIC "Money Smart for Young People"*** *– https://www.fdic.gov/consumers/education/teachers.html*
  → Printable guides and student activities for grades 6–12.

- ***Practical Money Skills Student Games*** *– https://www.practicalmoneyskills.com/play*
  → Includes Financial Football and Money Metropolis.
  Why it's great: Gamifies learning for younger students.

- ***Jump$tart Coalition Teacher Resources*** *– https://www.jumpstart.org*
  → National clearinghouse for K–12 personal finance standards and materials.

💡 6. Real-World Connections & Enrichment

- ***Khan Academy — Personal Finance Series***
  https://www.youtube.com/playlist?list=PL8dPuuaLjXtNlUrzyH5r6jN9ulIgZBpdo
  → 5–10 minute animated lessons on budgeting, saving, credit, taxes, and investing.

- ***Federal Reserve Education Resources*** *– https://www.federalreserveeducation.org*
  → Interactive resources explaining how the economy, inflation, and money work.

- ***PBS "Two Cents" Series (YouTube)*** *– https://www.youtube.com/@TwoCentsPBS*
  → Teen-friendly, current, and practical financial literacy channel.
  Why it's great: Highly engaging and modern — explains complex concepts simply (credit, budgeting, financial scams).

🧩 *Optional Add-Ons for Assessment & Engagement*

- ***Kahoot / Blooket / Quizizz***
  → Create quick vocab or concept review games for Colonial → Civil War → Finance.

- ***Padlet or Jamboard***
  → Use for collaborative responses to inquiry questions or document analysis.

- ***EdPuzzle***
  → Add comprehension questions directly into Crash Course or finance videos.

American Government] Curriculum
Created on [May 21st, 2019]
Created by [Will Reutzel]

[Unit 1 Foundations of American Government - Ch 1-4]	
Approximate Length (in class days)	48
Buffer Days	2
NE State Standards Addressed:	● SS 12.1.1 ● SS 12.1.2 ● SS 12.1.3
Learning Target(s):	● Explain the origin of American government ● Explain the purposes of a constitution ● Describe the main characteristics of democracy ● Describe the democratic government(s) of early colonies ● Reasons why the colonists and British were unable to compromise and settle their differences ● Describe weaknesses of the Articles of Confederation ● Discuss the debate leading to the Connecticut Compromise at the Constitutional Convention ● What were the key arguments presented by the Federalists and Anti-federalists ● Explain ways that one branch of government is prevented from gaining too much power ● How did the Constitution describe the powers of each branch of government ● Describe the amendment process ● Explain what due process is and how it applies to American citizens/residents ● Differentiate expressed, implied and inherent powers ● What are purposes and examples of interstate compacts ● What advantages does federalism provide a nation
Resources Utilized:	Schoology, American Government book, Supreme Court cases/readings, Actively Learn
Assessments:	Chapter 1, 2, 3, 4 Tests

[Unit 2 Legislative Branch]	
Approximate Length (in class days)	20
Buffer Days	2
NE State Standards Addressed:	● SS 12.1.1 ● SS 12.1.2 ● SS 12.1.3
Learning Target(s):	● List common characteristics of members of Congress ● How does apportionment of membership in House of Representatives work ● Why are committees in Congress important ● Discuss leadership positions and membership requirements for the U.S. Senate ● Discuss leadership positions and membership requirements for the House of Representatives ● How has the commerce clause enabled Congress to apply a loose interpretation to the Constitution ● How has the American political system led to competition and conflict between the President and Congress ● Explain the steps of a bill becoming a law ● How closely should the votes of members of Congress reflect the opinions of their constituents
Resources Utilized:	Schoology, American Government book, Supreme Court cases/readings, Actively Learn
Assessments:	Legislative Branch Test (Chapters 5, 6, 7)

[Unit 6 Participating in Government - Ch 16,17, 18, 19]	
Approximate Length (in class days)	18
Buffer Days	2
NE State Standards Addressed:	● SS 12.1.1 ● SS 12.1.2 ● SS 12.1.3

Learning Target(s):	● What is multiparty system and how does it affect governing ● Why have third parties played minor role in American politics ● How are candidates nominated for public office ● What is the purpose and process of the National Convention(s) ● What are the basic elements of a presidential campaign ● What factors influence voter decisions ● Describe purpose of interest groups in politics ● What impact does media have on politics and elections ●
Resources Utilized:	Schoology, American Government book, Supreme Court cases/readings, Actively Learn
Assessments:	Unit 6 Test (Ch 16, 17, 18, 19)

[Unit 4 Title]	
Approximate Length (in class days)	
Buffer Days	
NE State Standards Addressed:	
Learning Target(s):	
Resources Utilized:	
Assessments:	

SEMESTER 1 TEST

SEMESTER 1 FORMAL WRITING ASSIGNMENT

TOPIC & DESCRIPTION: [Voice of Democracy & Essay for entry in Kearney VFW competition]

[Unit 3 Executive Branch - Ch 8, 9, 10]	
Approximate Length (in class days)	15
Buffer Days	2
NE State Standards Addressed:	• SS 12.1.1 • SS 12.1.2 • SS 12.1.3
Learning Target(s):	• Qualifications to be U.S. President • Provisions for presidential succession • Describe the Electoral College system • Role of Cabinet secretaries and departments • What are the sources and limits to the powers of the president • What is president's role in growth and stability of the American economy • Describe the organizational structure of the cabinet departments • How did the civil service system attempt to reform the spoils system • Why do people get frustrated with government bureaucracy •
Resources Utilized:	Schoology, American Government book, Supreme Court cases/readings, Actively Learn
Assessments:	Executive Branch Test

[Unit 4 Judicial Branch]

Approximate Length (in class days)	12
Buffer Days	3
NE State Standards Addressed:	● SS 12.1.1 ● SS 12.1.2 ● SS 12.1.3
Learning Target(s):	● How do Supreme Court decisions reflect changing social conditions ● Differentiate levels of court jurisdiction ● Describe the process to choose federal court judges/justices ● What is the route cases from courts take to reach Supreme Court ● How is the Supreme Court limited in its power
Resources Utilized:	Schoology, American Government book, Supreme Court cases/readings, Actively Learn
Assessments:	Judicial Branch Test

[Unit 5 Liberty and Justice for All - Ch 13, 14, 15]	
Approximate Length (in class days)	20
Buffer Days	2
NE State Standards Addressed:	● SS 12.1.1 ● SS 12.1.2 ● SS 12.1.3
Learning Target(s):	● How did Supreme Court extend rights of Bill of Rights to Constitution ● Differentiate the establishment clause and the free exercise clause of the 1st Amendment ● What speech is protected by the 1st Amendment ● Discuss the Supreme Courts view(s) on Freedom of the Press ● What are limits on public assembly ● How has the immigration policy in the U.S. changed

	● What are requirements for citizenship in the U.S. ● WHat constitutes unreasonable searches and seizures by the police ● What is the constitutional meaning of “equal protection” ● What are the issues involved dealing with affirmative action cases ● Describe differences between criminal and civil law
Resources Utilized:	Schoology, American Government book, Supreme Court cases/readings, Actively Learn
Assessments:	

[Unit 8 State and Local Government - Ch 23, 24]	
Approximate Length (in class days)	10
Buffer Days	
NE State Standards Addressed:	● SS 12.1.1 ● SS 12.1.2 ● SS 12.1.3
Learning Target(s):	● What are purpose and functions of state constitutions ● Explain how state legislatures and governors work together to pass laws ● Explain how Nebraska’s unicameral is different than other states and our U.S. government ● What are sources of state tax revenue ● What are major issues surrounding services local governments provide
Resources Utilized:	Schoology, American Government book, Supreme Court cases/readings, Actively Learn
Assessments:	Unit 8 Test

SEMESTER 2 TEST

SEMESTER 2 FORMAL WRITING ASSIGNMENT

TOPIC & DESCRIPTION: [English/Am Gov Cross curricular essay & Students may pick topic that relates to government to research a formal paper]

[American History] Curriculum
Created on [May 21, 2019]
Created by [Will Reutzel]

[Unit 1 Foundations of Liberty - Ch 1, 2, 3, 4, 5]	
Approximate Length (in class days)	20
Buffer Days	
NE State Standards Addressed:	● SS 12.4.1 ● SS 12.4.2 ● SS 12.4.3 ● SS 12.4.4 ● SS 12.4.5
Learning Target(s):	● The convergence of the world's cultures in the 1400s and 1500s launched an era of change that still affects our lives today ● Several developments of the early colonial period still affect the nation today ● The American Revolution and country's early experiences had lasting results ● Policies and attitudes that developed at this time have helped shape the nation ● Many developments of this period shape our lives today
Resources Utilized:	Schoology, American History book, Actively Learn
Assessments:	Unit 1 Test

[Unit 2 The Crisis of Union - Ch 6, 7]	
Approximate Length (in class days)	16
Buffer Days	
NE State Standards Addressed:	● SS 12.4.1 ● SS 12.4.2

	• SS 12.4.3 • SS 12.4.4 • SS 12.4.5
Learning Target(s):	• The political and social debates of this period continue to have influence on the U.S. • The Civil War and Reconstruction permanently changed the nation
Resources Utilized:	Schoology, American History book, Actively Learn
Assessments:	Civil War Test

[Unit 3 Birth of Modern America - Ch 8, 9, 10, 11]	
Approximate Length (in class days)	22
Buffer Days	
NE State Standards Addressed:	• SS 12.4.1 • SS 12.4.2 • SS 12.4.3 • SS 12.4.4 • SS 12.4.5
Learning Target(s):	• Developments of this period are evident today • Trends which began in this era can still be seen today • Industrialization and urbanization permanently influenced American life • Political events of this period remain significant today
Resources Utilized:	Schoology, American History book, Actively Learn
Assessments:	Unit 3 Test

[Unit 4 Imperialism and Progressivism - Ch 12, 13, 14]	
Approximate Length (in class days)	21
Buffer Days	
NE State Standards Addressed:	• SS 12.4.1 • SS 12.4.2 • SS 12.4.3 • SS 12.4.4 • SS 12.4.5
Learning Target(s):	• U.S. continued to use its Navy to protect overseas interests • Progressive era changes are still alive in the U.S. • Experience of World War I had a long term effect on American history
Resources Utilized:	Schoology, American History book, Actively Learn
Assessments:	Unit 4 Test

SEMESTER 1 TEST

SEMESTER 1 FORMAL WRITING ASSIGNMENT

TOPIC & DESCRIPTION: Voice of Democracy & Essay contest for Kearney VFW

[Unit 5 Boom and Bust - Ch 15, 16, 17, 18]	
Approximate Length (in class days)	20
Buffer Days	

NE State Standards Addressed:	• SS 12.4.1 • SS 12.4.2 • SS 12.4.3 • SS 12.4.4 • SS 12.4.5
Learning Target(s):	• 1920s left legacies to American culture • Important elements of American life were first seen at this time • Events and learnings of the Great Depression remain important today • New Deal legislation carries great importance in American social policy
Resources Utilized:	Schoology, American History book, Actively Learn
Assessments:	Unit 5 Test

[Unit 6 Global Struggles - Ch 19, 20, 21, 22]	
Approximate Length (in class days)	20
Buffer Days	
NE State Standards Addressed:	• SS 12.4.1 • SS 12.4.2 • SS 12.4.3 • SS 12.4.4 • SS 12.4.5
Learning Target(s):	• European events serve as lessons for American leaders • Many changes that began in World War II are still shaping our lives today • The effects of the Cold War are still evident today
Resources Utilized:	Schoology, American History book, Actively Learn
Assessments:	Unit 6 Test

[Unit 7 A time of Upheaval - Ch 23, 24, 25, 26]	
Approximate Length (in class days)	15
Buffer Days	
NE State Standards Addressed:	• SS 12.4.1 • SS 12.4.2 • SS 12.4.3 • SS 12.4.4 • SS 12.4.5
Learning Target(s):	• Initiatives introduced in this era remain a part of American society • Changes brought about by the civil rights movement are still with us • Changes brought about by the Vietnam War are still evident today • Changes of the 1960s still affect our lives
Resources Utilized:	Schoology, American History book, Actively Learn
Assessments:	Unit 7 Test

[Unit 8 A Changing Society - Ch 27, 28, 29]	
Approximate Length (in class days)	15
Buffer Days	
NE State Standards Addressed:	• SS 12.4.1 • SS 12.4.2 • SS 12.4.3 • SS 12.4.4 • SS 12.4.5
Learning Target(s):	• Experiences of the 1970s impact today

	• Developments of the Reagan era are visible today • New century developments influence modern society
Resources Utilized:	Schoology, American History book, Actively Learn
Assessments:	Unit 8 Test

SEMESTER 2 TEST

SEMESTER 2 FORMAL WRITING ASSIGNMENT

TOPIC & DESCRIPTION: [Cold War Era Topic & Student pick topic from Cold War Era theme]

Modern Problems Unit Curriculum Guide

Alignment to NE History Standards (2019)

Pacing/Unit Guide

A.I. Unit:	Your Digital Mind Unit:	Opioid Unit:
Age of Outrage/Politically Correct Unit:	Homelessness in America Unit:	U.S. Prison System Unit:
Vaping Unit:	Anxiety in Youth Unit:	Abortion Unit:
Human Trafficking Unit:	Videos: LINKS TO VIDEO PAGES	Extra Resources:

Unit 1: Artificial Intelligence Pacing: 4 Weeks	
Overview (Essential Questions, Engaging Scenario, Anchor Phenomena)	• How should AI be regulated, and by whom (federal / state / local)? - What are the social, economic, and ethical consequences of advanced AI? - How does AI challenge traditional conceptions of work, privacy, and responsibility?

NE Standard	Student Learning Outcomes/Learning Targets
SS HS.1.2.d "Investigate an issue and communicate which level of government is most appropriate to utilize in addressing the issue."	• Analyze how historical patterns of technological innovation have transformed economic systems, labor markets, and civic life in the United States.
SUPPLEMENTARY	• Evaluate the ethical, economic, and social implications of artificial intelligence on human decision-making and privacy.
SS HS.1.1 (structure/functions of government) *History:* the historical role of technological change, continuity & change over time (e.g., how prior tech revolutions altered society) *Economics:* market impacts, labor displacement *Civics:* SS HS.1.2.e / SS HS.1.2.f (media, oversight)	• Assess the appropriate role of federal, state, and local governments in regulating emerging technologies.

SS HS.1.1.a, SS HS.4.1.c, SS HS.4.2.b	• Critique arguments surrounding automation and its potential impact on workforce displacement and inequality.
HS Economics Standard: "Markets" — e.g. 12.2.1	• Develop a comprehensive policy proposal that balances technological advancement with ethical responsibility and public welfare.

Instructional Resources & Activities	🧠 **Artificial Intelligence / AI Ethics** 1. *We need a new ethics for a world of AI agents* — Nature (explores how AI agents challenge existing ethical frameworks). 2. *Ethical Issues of Artificial Intelligence in Medicine and Healthcare* — PMC/NCBI (focus on privacy, bias, consent in AI health) PMC 3. *From Principles to Practice: A Deep Dive into AI Ethics and Regulations* — arXiv preprint (regulations, principles, challenges) arXiv 4. *The ethical dilemmas of AI* — USC Annenberg (public-facing article summarizing key AI ethical issues) USC Annenberg 5. *Ethics in AI: Why It Matters* — Harvard DCE blog (privacy, bias, transparency in AI systems) Harvard DCE

	6. *AI Ethics in Higher Education: How Schools Are Proceeding* — EdTech Magazine (how institutions address AI ethics) EdTech Magazine 7. *Navigating the Ethical Dilemmas of AI* — Baylor University (interview and framework discussion) news.web.baylor.edu 8. *The ethical costs of advances in AI* — ASU News (ethical trade-offs in AI deployment) ASU News 9. *Delegating Responsibilities to Intelligent Autonomous Systems: Challenges and Benefits* — arXiv (autonomous systems and moral responsibility) arXiv 10. *Towards an Environmental Ethics of Artificial Intelligence* — arXiv (considering ecological costs of AI) arXiv
Academic Vocabulary	🧠 Artificial Intelligence **Term** — **Definition** **Algorithm** — A step-by-step set of rules or calculations that a computer follows to solve a problem or make decisions. **Automation** — The use of machines or technology to perform tasks previously done by humans, often to increase speed or reduce cost.

Machine Learning	A type of artificial intelligence that allows computers to learn from data and improve performance without being explicitly programmed.
Neural Network	A computer system modeled after the human brain that processes information through layers of interconnected "neurons."
Data Privacy	The right to control how personal information is collected, used, and shared by organizations and governments.
Surveillance Capitalism	An economic system in which companies profit from collecting and analyzing personal data for targeted advertising or control.
Ethical AI	The study and practice of ensuring that artificial intelligence systems operate fairly, transparently, and without harm.
Technological Singularity	The hypothetical point at which artificial intelligence surpasses human intelligence, changing civilization irreversibly.
Digital Bias	Systematic unfairness is built into algorithms or data that leads to unequal

	outcomes among social groups. **Regulation / Oversight** Laws, policies, or agencies that monitor and control how new technologies are developed and used.
Materials	• Computers • Schoology • Notebook • Writing Utencil (Pencil, Pen, Highlighter)
Connection to School Improvement Goal	This unit enhances literacy by requiring students to read complex informational texts on emerging technologies and ethical debates, then synthesize evidence into written arguments about the role of AI in society.

Formative Assessment	Summative Assessment
• Bell Ringers • Exit Tickets • Actively Learns • Schoology Discussion Board Posts • Schoology Assignments	• Artificial Intelligence Paper

Notes (what worked, didn't work, want to change, etc.):

Unit 2: Your Digital Mind Pacing: 4 Weeks	
Overview (Essential Questions, Engaging Scenario, Anchor Phenomena)	• How does social media shape identity, influence, and democracy? - What responsibilities do platforms have for content? - How do we detect misinformation and bias in digital

NE Standard	Student Learning Outcomes/Learning Targets
SS HS.1.2.f "Analyze various media sources for accuracy and perspective."	• Examine how digital platforms shape public discourse, political polarization, and the spread of misinformation.
SUPPLEMENTARY	• Evaluate the influence of social media on identity formation, civic participation, and mental health.
SS HS.1.2.e (how media, individuals, groups check government) *Civics:* SS HS.1.1	• Compare historical shifts in communication technology and their effects

(understanding government) *History:* continuity/change in communication technologies *Civics:* SS HS.1.2.d (deciding appropriate level of government intervention)	on democracy and public opinion.
SS HS.1.2.e, SS HS.1.1.c, SS HS.4.2.b	• Assess government and corporate responsibilities regarding data privacy, free speech, and information integrity.
	• Construct evidence-based recommendations for promoting digital literacy and responsible media consumption.

Instructional Resources & Activities	💬 Your Digital Mind / Social Media & Mental Health 1. *Teens, Social Media and Mental Health* — Pew Research Center (survey data on youth and social media) Pew Research Center 2. *Excessive social media use found to harm teenagers' mental health* — The Guardian (recent survey findings). The Guardian. 3. *Yes, Social Media Might Be Making Kids Depressed* — UCSF (longitudinal study on preteens) Home. 4. *Social Media and Mental Health in Children and Teens* — Johns Hopkins / McLean (overview of evidence) McLean Hospital 5. *Addictive Use of Social Media, Not Total Time, Associated with Youth Mental Health* — Columbia / Weill Cornell (study on behavioral use vs time) Columbia Medical Center

	6. *Social Media Addiction and Mental Health: The Growing Concern for Youth Well-Being* — Stanford Law / Stanford researchers (review article) Stanford Law School 7. *Social Media and Youth Mental Health / HHS / Surgeon General* (advisory, data, guidance) HHS.gov 8. *Teens are more acutely aware of social media's impact on mental health* — K12 Dive (recent perceptions of teens) K-12 Dive. 9. *Social media may heighten depression severity in youth* — UTSW news (clinical population findings) UT Southwestern. 10. *Teens With Mental Health Conditions Use Social Media Differently* — Neuroscience News (differences by diagnosis) Neuroscience News.s
Academic Vocabulary	💬 Your Digital Mind (Social Media & Technology) **Term** — **Definition** **Digital Footprint** — The record of all online actions, posts, and data a person leaves behind on the internet.

Algorithmic Feed	The personalized stream of content on social media platforms is determined by algorithms based on user behavior.
Echo Chamber	An online environment where users are exposed only to information or opinions that reinforce their existing beliefs.
Misinformation	False or inaccurate information that is spread unintentionally.
Disinformation	False information that is deliberately created or shared to mislead others.
Cyberbullying	The use of digital communication to harass, threaten, or humiliate another person.
Digital Literacy	The ability to effectively find, evaluate, create, and communicate information using digital technology.
Screen Time	The amount of time spent using devices such as phones, computers, or televisions.
Online Persona	The identity or image a person presents to others on digital platforms may differ

	from their real-life self. **Freedom of Expression** The right to communicate ideas and opinions without government interference, protected by the First Amendment.
Materials	• Computers • Schoology • Notebook • Writing Utencil (Pencil, Pen, Highlighter)
Connection to School Improvement Goal	Students analyze informational and persuasive media, evaluate bias, and craft written reflections and position essays, strengthening both critical reading and expository writing skills related to digital literacy.

Formative Assessment	Summative Assessment
• Bell Ringers • Exit Tickets • Actively Learns • Schoology Discussion Board Posts • Schoology Assignments	• Your Digital Mind Paper

Notes (what worked, didn't work, want to change, etc.):

Unit 3: Opioid Epidemic

Pacing: 4 Weeks

Overview (Essential Questions, Engaging Scenario, Anchor Phenomena)	• How did the opioid crisis arise, and what roles did pharmaceutical firms, doctors, and governments play? - What are the ethical tensions between regulation, individual rights, and public health? - Which policy responses are most effective (prevention, treatment, enforcement)?

NE Standard	Student Learning Outcomes/Learning Targets
History / Social Policy & Reform **(within HS History standards) — analyzing the causes, consequences, and policy responses to drug epidemics (e.g., past public health crises)**	• Trace the historical development of the opioid epidemic and identify key policy, corporate, and societal contributors.
Supplementary	• Evaluate the effectiveness of federal and state interventions in addressing addiction and public health emergencies.
SS HS.1.2.d (policy & government level) *Civics:* SS HS.1.2.e/f (role of public institutions, media, interest groups) *Economics:* cost, supply/demand, externalities *History:* comparing with historical epidemics (e.g, 1918 flu, "crack" era)	• Compare governmental and community responses to the opioid crisis with past public health movements.
SS HS.1.2.d, SS HS.3.3.c, SS HS.4.1.b	• Interpret quantitative and qualitative data to assess the crisis's impact on U.S. demographics and healthcare systems.
HS Economics Standard: "Markets" — e.g. 12.2.1	• Synthesize evidence from multiple perspectives to propose

	comprehensive strategies for prevention, recovery, and accountability.

Instructional Resources & Activities	💊 **Opioids in America** 1. *The Opioid Epidemic – CDC* (overview & data) 2. *How the Opioid Epidemic Became America's Deadliest Drug Crisis* – The Atlantic 3. *Overdose Deaths in the U.S. Continue to Rise* – NIDA (National Institute on Drug Abuse) 4. *Pharmaceutical Companies and the Opioid Crisis* – ProPublica 5. *Harm Reduction Strategies for Opioid Use* – NIH / NIDA 6. *State vs Federal Approaches to Opioid Regulation* – Health Affairs 7. *The Role of Pain Management Practices in the Opioid Crisis* – JAMA 8. *Addiction Treatment Access in Rural America* – Kaiser Health News 9. *Court Rulings & Litigation Against Opioid Manufacturers* – The New York Times 10. *Global Comparisons: Opioid Policy in Canada, Australia, Europe* – The Lancet

Academic Vocabulary	💊 The Opioid Crisis in America **Term** — **Definition** **Addiction** — A chronic disorder characterized by compulsive drug use despite harmful consequences. **Prescription Drug Abuse** — The misuse of medication is originally intended for medical treatment. **Overdose Epidemic** — The widespread rise in deaths caused by consuming toxic or excessive amounts of drugs. **Synthetic Opioids** — Man-made substances such as fentanyl mimic the effects of natural opiates but are often stronger and more dangerous. **Big Pharma** — A term used to describe large pharmaceutical companies and their influence over healthcare and policy. **Public Health Emergency** — A situation that threatens widespread harm to human health and requires immediate government response. **Rehabilitation** — A treatment process that helps individuals recover from addiction and return to healthy functioning.

	Harm Reduction	Strategies that aim to minimize the negative effects of drug use rather than simply punish it.
	Criminalization vs. Treatment	The debate over whether drug use should be handled as a legal crime or a public health issue.
	Class Action Lawsuit	A legal case in which a group of people collectively sues an organization for wrongdoing or harm.
Materials	• Computers • Schoology • Notebook • Writing Utencil (Pencil, Pen, Highlighter)	
Connection to School Improvement Goal	Through analyzing investigative journalism, policy reports, and data-driven studies, students practice close reading of nonfiction texts and compose analytical responses and policy proposals that develop academic writing fluency.	

Formative Assessment	Summative Assessment
• Bell Ringers • Exit Tickets • Actively Learns • Schoology Discussion Board Posts • Schoology Assignments	• Unguarded Documentary Reaction • Opioid Paper

Notes (what worked, didn't work, want to change, etc.):

Unit 4: Age of Outrage/Politically Correct Pacing: 4 Weeks	
Overview (Essential Questions, Engaging Scenario, Anchor Phenomena)	• What counts as civil discourse vs harm? - How do social norms evolve, and who leads or resists change? - What tensions exist between free speech, respect, and social justice?

NE Standard	Student Learning Outcomes/Learning Targets
History / Social & Cultural Change — evaluating how norms around speech, dissent, and cultural norms shift over time (continuity & change)	• Analyze how social movements and media have shaped evolving norms of political correctness and public discourse.
Supplemental	• Evaluate constitutional limits and protections surrounding freedom of expression in the context of modern cultural debates.
Civics: SS HS.1.2./ 1.2.d (public discourse, civic engagement) *Civics:* SS HS.1.1 (foundations of rights: First Amendment) *History:* multiple perspectives and	• Investigate historical and contemporary examples of social backlash to cultural change and activism.

counter-movements *Civic Participation:* how citizens respond to perceived injustice	
SS HS.4.2.a, SS HS.1.1.c, SS HS.4.3.a	• Assess the tension between individual liberty and collective responsibility in shaping civic dialogue.
	• Construct a defensible argument regarding the role of tolerance, respect, and dissent in a pluralistic democracy.

Instructional Resources & Activities	⚖️ **Age of Outrage / Political Correctness** 1. *Cancel Culture Is Overrated* — The Atlantic 2. *The Free Speech Debate in Colleges* — Chronicle of Higher Education 3. *How Trigger Warnings Came to Campus* — The New Yorker 4. *Why "No Platforming" Is Divisive* — The Guardian 5. *The Role of Social Media in Amplifying Outrage* — Wired 6. *Identity Politics and Its Critics* — New York Times Opinion 7. *Microaggressions: Definition and Debates* — Psychology Today

	8. *MeToo Movement: 10 Years Later* — Time Magazine 9. *Cultural Appropriation in Contemporary Discourse* — Vox 10. *Balancing Free Speech and Harassment Policy* — Harvard's Berkman Klein Center
Academic Vocabulary	⚖️ Age of Outrage / Political Correctness

Term	Definition
Cancel Culture	The practice of withdrawing support from public figures or organizations after they have said or done something objectionable.
Trigger Warning	A statement that alerts audiences to potentially distressing content.
Cultural Appropriation	The adoption of elements from one culture by members of another, often without understanding or respect.
Identity Politics	Political positions are based on the interests or perspectives of social groups

		with which people identify.
	No Platforming	The act of denying individuals or groups the opportunity to express their views publicly, often to prevent harm or hate speech.
	Freedom of Speech	The constitutional right to express opinions without government restriction.
	Hate Speech	An expression that attacks or demeans a person or group based on race, religion, gender, or other identity factors.
	Microaggression	A subtle or indirect comment or action that conveys prejudice or discrimination.
	The "Me Too" Movement	A social movement against sexual harassment and assault that empowers survivors to share their experiences.
	Social Activism	Efforts to promote or resist social, political, or environmental change.
Materials	• Computers • Schoology • Notebook	

	• Writing Utencil (Pencil, Pen, Highlighter)
Connection to School Improvement Goal	Students read opinion pieces and historical texts to evaluate competing viewpoints on free speech and activism, then construct argumentative essays that use textual evidence and counterclaims to support their conclusions.

Formative Assessment	Summative Assessment
• Bell Ringers • Exit Tickets • Actively Learns • Schoology Discussion Board Posts • Schoology Assignments	• Age of Outrage Paper

Notes (what worked, didn't work, want to change, etc.):

Unit 5: Homelessness in America Pacing: 3 Weeks	
Overview (Essential Questions, Engaging Scenario, Anchor Phenomena)	What structural causes drive homelessness (poverty, mental health, housing markets)? - How can public policy better balance compassion, effectiveness, and cost? - What is the role of community, nonprofits, and government in addressing homelessness?

NE Standard	Student Learning Outcomes/Learning Targets
History / Causes & Consequences / Social Welfare History — analyzing how policy, economy, and demographics produce homelessness	• Investigate the historical causes and structural factors contributing to homelessness in the United States.
Supplemental	• Evaluate the relationships among housing policy, poverty, employment, and mental health.
Civics: SS HS.1.2.d (government level & policy decisions) *Economics:* housing markets, inequality, supply and demand *Geography:* urbanization, migration, regional differences *Civics:* civic participation in community solutions	• Compare local, state, and federal strategies designed to address homelessness and assess their outcomes.
SS HS.1.2.d, SS HS.3.3.c, SS HS.2.2.a	• Analyze the intersection of economic inequality and urban development in shaping patterns of displacement.
HS Economics Standard: "Markets" — e.g. 12.2.1	• Develop evidence-based policy recommendations for addressing homelessness through prevention and rehabilitation.

Instructional Resources & Activities	🏠 Homelessness in America 1. *The State of Homelessness in America* — National Alliance to End Homelessness 2. *Housing First: The Evidence Behind It* — U.S. Interagency Council on Homelessness

	3. *How Gentrification Displaces Communities* — Brookings Institution 4. *Mental Illness, Addiction, and Homelessness* — Substance Abuse and Mental Health Services Administration (SAMHSA) 5. *The Cost of Homelessness to Public Systems* — Urban Institute 6. *Policy Innovations in Homelessness: Examples from Cities* — CityLab 7. *Impact of COVID-19 on Homeless Populations* — Journal articles (e.g., The Lancet) 8. *Rural Homelessness & Invisible Homeless People* — Huffington Post / ProPublica 9. *Tiny Home Villages & Alternative Housing Models* — Yes! Magazine 10. *Homelessness Among Veterans & Special Populations* — U.S. Department of Veterans Affairs
Academic Vocabulary	🏠 Homelessness in America **Term** **Definition**

Affordable Housing	Housing that costs no more than 30% of a household's income, ensuring access for low-income individuals.
Poverty Cycle	The pattern is where poor individuals or families remain in poverty across generations due to systemic barriers.
Shelter System	Emergency housing programs that provide temporary residence for homeless individuals.
Mental Health Services	Counseling and medical care aimed at improving psychological well-being.
Urbanization	The increase in population and development in cities can affect housing availability and cost.
Economic Inequality	The uneven distribution of income and wealth within a society.
Housing First Model	A policy approach that prioritizes providing permanent housing before addressing other issues like employment or addiction.

	Public Assistance	Government programs that provide financial or social support to low-income citizens.
	Gentrification	The process by which urban neighborhoods are renovated often displaces long-term, low-income residents.
	Structural Unemployment	Joblessness is caused by changes in the economy that make certain skills obsolete.
Materials	• Computers • Schoology • Notebook • Writing Utencil (Pencil, Pen, Highlighter)	
Connection to School Improvement Goal	This unit builds reading comprehension through analysis of sociological studies and first-hand narratives, while developing persuasive writing as students compose evidence-based proposals for addressing homelessness.	

Formative Assessment	Summative Assessment
• Bell Ringers • Exit Tickets • Actively Learns	• Homelessness: The Project (Infographic)

• Schoology Discussion Board Posts • Schoology Assignments	

Notes (what worked, didn't work, want to change, etc.):

Unit 6: U.S. Prison System Pacing: 4 Weeks	
Overview (Essential Questions, Engaging Scenario, Anchor Phenomena)	• *How and why has the U.S. prison system expanded? - What are the consequences (racial disparities, recidivism, costs)? - What reforms (sentencing, alternative justice, rehabilitation) make sense?*

NE Standard	Student Learning Outcomes/Learning Targets
History / Social Policy & Reform — tracing incarceration history, reform movements, and consequences over time	• Examine the historical evolution of the U.S. criminal justice system and the expansion of incarceration practices.
Supplemental	• Evaluate the influence of Supreme Court rulings and legislative policies on the rights of the accused.
Civics: SS HS.1.2.d (policy & level of government) *Civics:* rights of the accused, due process, sentencing law *Economics:* costs, private prisons, labor *History:* comparative prisons over eras, penal philosophy	• Analyze data on incarceration rates, racial disparities, and recidivism to determine systemic patterns.
SS HS.1.1.c, SS HS.1.2.d, SS HS.4.1.a	• Assess competing philosophies of punishment and rehabilitation in shaping criminal justice reform.

HS Economics Standard: “Markets” — e.g. 12.2.1	• Formulate proposals for criminal justice reform that promote equity, efficiency, and constitutional integrity.

Instructional Resources & Activities	🚔 The U.S. Prison System 1. *The Growth of Mass Incarceration in the U.S.* — Brennan Center for Justice 2. *Race and Incarceration: Disparities in Prison Rates* — Prison Policy Initiative 3. *The Cost of Incarceration in America* — Vera Institute 4. *American Prisons and Solitary Confinement* — ACLU 5. *Restorative Justice Models: Theory and Practice* — Harvard Law Review 6. *Private Prisons and Profit Motives* — The Marshall Project 7. *Recidivism Rates & Rehabilitation Programs* — National Institute of Justice 8. *Women in Prison & Gendered Justice* — The Sentencing Project 9. *Juvenile Justice in America* — Urban Institute

	10. *Criminal Justice Reform Legislation Trends* — Brookings Institution
Academic Vocabulary	**The U.S. Prison System** **Term** — **Definition** **Mass Incarceration** — The large-scale imprisonment of people, often tied to strict sentencing laws and racial disparities. **Recidivism** — The tendency of a convicted criminal to reoffend after release. **Mandatory Minimums** — Laws that require fixed prison terms for specific crimes regardless of circumstances. **Prison Industrial Complex** — The overlap between government and private interests that benefit from expanding prisons.

	Rehabilitation	Efforts to help offenders reintegrate into society through education, therapy, or training.
	Restorative Justice	An approach to justice that focuses on repairing harm through reconciliation between offenders and victims.
	Solitary Confinement	The isolation of prisoners as a form of punishment, often linked to mental health issues.
	Criminal Justice Reform	Efforts to change policies and practices within policing, sentencing, and corrections.
	Three-Strikes Law	Legislation that mandates severe penalties for repeat offenders.
	Felon Disenfranchisement	The loss of voting rights due to a felony conviction.
Materials	• Computers • Schoology • Notebook • Writing Utencil (Pencil, Pen, Highlighter)	

Connection to School Improvement Goal	Students engage in deep reading of primary and secondary sources on justice reform, synthesizing information into research-based essays that refine thesis development, organization, and citation skills.

Formative Assessment	Summative Assessment
• Bell Ringers • Exit Tickets • Actively Learns • Schoology Discussion Board Posts • Schoology Assignments	• Letter to Senator: U.S. Prison System

Notes (what worked, didn't work, want to change, etc.):

Unit 7: Vaping Pacing: 4 Weeks	
Overview (Essential Questions, Engaging Scenario, Anchor Phenomena)	How does vaping reflect continuities/changes from tobacco regulation? - What is the balance between personal freedom, public health, and regulation? - What policies or education strategies are promising?

NE Standard	Student Learning Outcomes/Learning Targets

History / Public Health Regulatory History — situate vaping within the arc of tobacco regulation, health policy, and public awareness	• Trace the evolution of tobacco regulation and its relationship to the rise of vaping culture.
Supplemental	• Evaluate how corporate influence, government oversight, and consumer behavior intersect in shaping public health outcomes.
Civics: SS HS.1.2.d (which level regulates vaping) *Civics:* regulatory agencies (FDA, states) *Economics:* industry, externalities, addiction *History:* lessons from past tobacco eras	• Compare the effectiveness of public health campaigns addressing tobacco and vaping across different eras.
SS HS.1.2.d, SS HS.3.3.a, SS HS.4.1.b	• Analyze how youth-targeted marketing and social norms contribute to emerging health risks.
HS Economics Standard: "Markets" — e.g. 12.2.1 PE.HS.5.2.d (Strength & Conditioning strand)	• Develop a research-informed public health initiative aimed at reducing vaping prevalence among adolescents.

Instructional Resources & Activities	**Vaping & Public Health** 1. *Social Media and Youth Vaping Trends* — CDC / Surgeon General's reports 2. *EVALI and Vaping-Related Lung Injury* — New England Journal of Medicine 3. *FDA's Regulation of E-Cigarettes* — U.S. Food and Drug Administration

	4. *The Rise of Juul & Youth Marketing* — The Guardian / New York Times investigations 5. *Vaping as a Gateway vs Harm Reduction Debate* — Tobacco Control journal 6. *Impact of Flavor Bans on Vape Use* — Health Affairs 7. *Youth Perceptions of Vaping Risks* — Journal of Adolescent Health 8. *International Policies on Vaping (UK, EU, Australia)* — BMJ 9. *Vaping & Mental Health: Associations Study* — JAMA or similar 10. *Public Health Campaigns Against Vaping* — American Lung Association
Academic Vocabulary	Vaping and Public Health **Term** — **Definition** **Nicotine Addiction** — Dependence on nicotine, a chemical that stimulates the brain and creates craving. **E-Cigarettes** — Battery-powered devices that vaporize liquid nicotine for inhalation.

	Lung Injury (EVALI)	A respiratory condition linked to vaping products, causing lung damage or failure.
	FDA Regulation	Oversight by the Food and Drug Administration to ensure safety and accuracy in marketed health products.
	Tobacco 21 Law	Legislation raising the minimum age for tobacco and vape purchases to 21.
	Marketing Restrictions	Laws limiting how companies can advertise products that pose health risks.
	Peer Influence	The effect that friends or social groups have on individual behavior and choices.
	Health Campaign	Public education efforts aimed at encouraging healthy behaviors and reducing risk.
	Gateway Drug	A substance that may lead users to experiment with more dangerous drugs.
	Public Health Policy	Government actions are designed to protect and improve the health of citizens.

Materials	• Computers • Schoology • Notebook • Writing Utencil (Pencil, Pen, Highlighter)
Connection to School Improvement Goal	By evaluating health research, government reports, and media campaigns, students practice reading technical texts and produce written arguments and informational pieces designed to inform or persuade specific audiences.

Formative Assessment	Summative Assessment
• Bell Ringers • Exit Tickets • Actively Learns • Schoology Discussion Board Posts • Schoology Assignments	• Anti-Vaping Video

Notes (what worked, didn't work, want to change, etc.):

Unit 8: Anxiety in Youth Pacing: 4 Weeks	
Overview (Essential Questions, Engaging Scenario, Anchor Phenomena)	• What forces have led to increases in youth anxiety? - How should schools, families, and policy respond? - What equity issues (access to care, stigma) must we confront?

NE Standard	Student Learning Outcomes/Learning Targets
History / Social & Cultural Change — examining how modern pressures (technology, social norms, performance culture) shaped rising mental health concerns	• Identify sociocultural, technological, and economic factors contributing to the rise of anxiety among youth populations.
Supplemental	• Evaluate historical shifts in public attitudes and policy responses toward mental health.
Civics: public policy & education policy for mental health, *Economics:* cost and access to care, *History:* historical attitudes toward mental health, *Civics:* role of advocacy, NGOs, school districts	• Analyze educational, familial, and governmental roles in promoting mental health awareness and accessibility.
SS HS.1.2.e, SS HS.4.3.a, SS HS.3.3.c PE.HS.14.2.j PE.HS.5.3.c HE.7.2.2.b	• Interpret data on mental health trends to identify inequities in access and treatment.
	• Design strategic recommendations for institutional and community-level mental health interventions.

Instructional Resources & Activities	😟 **Anxiety in Youth / Mental Health** 1. *New Poll: 94% of Gen Z Youth Report Experiencing Regular Mental Health Challenges* — Blue Shield / Children Now survey report Blue Shield of California | News Center 2. *World Health Organization: Teens, Screens and Mental Health* — WHO report World Health Organization 3. *Social media hurts teens with anxiety and depression more than healthy peers* — News-Medical (shares UK study) News-Medical. 4. *Teens With Mental Health Conditions Use Social Media Differently* — Neuroscience News (comparative report) Neuroscience News. 5. *Addictive Use of Social Media, Not Total Time, Associated with Youth Mental Health* — Columbia / Weill Cornell (detailed study) Columbia Medical Center 6. *Social Media Addiction and Mental Health: The Growing Concern* — Stanford summary article, Stanford Law School 7. *Social Media and Youth Mental Health | HHS / Surgeon General* (policy & guidelines) HHS.gov 8. *Social Media May Heighten Depression Severity in Youth* — UTSW study report UT Southwestern.n 9. *The Impact of Social Media on Youth Mental Health: Risks, Benefits, Approaches* — Behavioral Health News (overview) Behavioral Health News

	10. *Teens, Social Media and Mental Health* — Pew Research Center (survey data) Pew Research Center
Academic Vocabulary	😟 Anxiety in Youth **Term** — **Definition** **Mental Health Stigma** — Negative stereotypes or discrimination against people with mental health conditions. **Anxiety Disorder** — A medical condition marked by excessive fear, worry, or nervousness. **Coping Mechanism** — A strategy used to manage stress, emotions, or difficult situations. **Mindfulness** — The practice of being aware of the present moment without judgment. **Burnout** — Emotional exhaustion and reduced motivation are often caused by chronic stress.

	Resilience	The ability to recover quickly from difficulties or setbacks.
	Social Comparison	The act of evaluating one's own life based on others' achievements or appearances, often through social media.
	Performance Pressure	Stress that results from expectations to achieve high academic, athletic, or social standards.
	Access to Care	The availability of affordable and effective mental health services.
	Emotional Regulation	The process of managing and responding appropriately to emotional experiences.
Materials	• Computers • Schoology • Notebook • Writing Utencil (Pencil, Pen, Highlighter)	
Connection to School Improvement Goal	Students read case studies, surveys, and reflective essays to interpret data and human experience, then write analytical and narrative responses that strengthen clarity, empathy, and evidence-based reasoning in writing.	

Formative Assessment	Summative Assessment
• Bell Ringers • Exit Tickets • Actively Learns • Schoology Discussion Board Posts • Schoology Assignments	• Anxiety: Letter to Self

Notes (what worked, didn't work, want to change, etc.):

Unit 9: Abortion Pacing: 4 Weeks	
Overview (Essential Questions, Engaging Scenario, Anchor Phenomena)	• How have abortion rights and laws evolved in U.S. history? - What are arguments grounded in rights, public health, and social justice? - How do states balance legal and moral/democratic tensions?

NE Standard	Student Learning Outcomes/Learning Targets
History / Rights & Social Policy **— tracing the shifting legal, political, and social landscape (Roe, Dobbs, state laws)**	• Trace the evolution of abortion laws and reproductive rights through key judicial and legislative milestones.
Supplemental	• Evaluate how principles of federalism and judicial review shape abortion policy across states.
Civics: SS HS.1.1 (rights, constitutional interpretation) *Civics:* SS HS.1.2.d (which government level regulates abortion) *Civics:* role of Supreme Court, democracy *History:* social movements, incremental change	• Compare ethical, religious, and political frameworks influencing reproductive rights debates.
SS HS.4.2.b, SS HS.1.2.d, SS HS.4.3.b	• Analyze the impact of landmark Supreme Court decisions (Roe, Casey,

	Dobbs) on American society and governance.
	• Construct an evidence-based policy or position paper addressing reproductive rights through a constitutional and ethical lens.

Instructional Resources & Activities	⚖️ **Abortion & Reproductive Rights** 1. *"Dobbs v. Jackson Women's Health Organization" and Its Aftermath* — Supreme Court analysis 2. *State Abortion Laws Tracker* — Guttmacher Institute 3. *How Roe's Overturn Affects Clinics & Patients* — The New York Times / Washington Post 4. *Public Opinion on Abortion Over Time* — Pew Research Center 5. *Arguments & Ethics Around Reproductive Autonomy* — The Atlantic / The New Yorker 6. *Access to Contraception and Policy Barriers* — Guttmacher Institute 7. *Abortion, Health Outcomes, and Socioeconomic Impact* — Journal of Public Health & Medicine 8. *International Models of Abortion Regulation* — The Lancet or BMJ 9. *Litigation & Legal Strategy After Dobbs* — Yale Law Journal

	10. *Abortion Rights & Movement Organizing* — Reproductive Rights NGOs & commentary
Academic Vocabulary	⚖️ **Abortion and Reproductive Rights** **Term** — **Definition** **Roe v. Wade** — The 1973 Supreme Court case that established the constitutional right to abortion (later overturned in 2022). **Dobbs v. Jackson Women's Health** — The 2022 Supreme Court decision returned abortion regulation to the states. **Pro-Life / Pro-Choice** — Opposing viewpoints regarding the morality and legality of abortion. **Reproductive Autonomy** — The right of individuals to make decisions about their reproductive health without external interference. **Viability** — The stage in pregnancy when a fetus can survive outside the womb, used as

		a legal benchmark.
	Federalism	The division of powers between national and state governments.
	Judicial Precedent	The principle that court decisions serve as authority for future cases with similar issues.
	Bodily Integrity	The principle that individuals have the right to control their own bodies.
	Privacy Rights	The constitutional protections that limit government intrusion into personal decisions.
	Contraception Access	The ability to obtain birth control methods and information safely and affordably.
Materials	• Computers • Schoology • Notebook • Writing Utencil (Pencil, Pen, Highlighter)	

Connection to School Improvement Goal	This unit deepens literacy through close reading of landmark Supreme Court opinions and scholarly articles, guiding students to compose formal position papers that incorporate constitutional reasoning and structured argumentation.

Formative Assessment	Summative Assessment
• Bell Ringers • Exit Tickets • Actively Learns • Schoology Discussion Board Posts • Schoology Assignments	• Abortion Paper

Notes (what worked, didn't work, want to change, etc.):

Unit 10: Human Trafficking Pacing: 3 Weeks	
Overview (Essential Questions, Engaging Scenario, Anchor Phenomena)	• What structural factors contribute to human trafficking (poverty, migration, law enforcement gaps)? - How do governments, NGOs, and individuals best respond? - What ethical, legal, and rights considerations are central?

NE Standard	Student Learning Outcomes/Learning Targets
History / Human Rights & Reform — situating trafficking in the broader history of migration, exploitation, and international law	Define and distinguish forms of human trafficking within domestic and global contexts.
Supplemental	Analyze historical continuities between slavery, labor exploitation, and modern trafficking systems.
Civics: government roles (local, national, international) in preventing trafficking, *Geography:* migration routes, border dynamics, *Economics:* supply/demand, labor exploitation, *Civics:* treaties, law enforcement, NGOs	Evaluate how geography, economics, and legal frameworks intersect to perpetuate trafficking networks.
SS HS.1.2.d, SS HS.2.3.a, SS HS.4.3.a	Assess the effectiveness of national and international efforts to combat human trafficking.
	Propose comprehensive, multi-level strategies to prevent trafficking and protect vulnerable populations.

Instructional Resources & Activities	🚨 Human Trafficking 1. *Global Report on Trafficking in Persons (UNODC)* — UN Office on Drugs and Crime 2. *U.S. State Department Trafficking in Persons Reports* — U.S. Government annual reports

	3. *How Supply Chains Hide Forced Labor* — The Guardian / NYT exposés 4. *Trafficking and Migration: Complex Relationships* — International Migration Review 5. *Survivor Voices: Testimony & Narratives* — Polaris Project or NGOs 6. *Law Enforcement & Technology in Combating Trafficking* — Brookings Institution 7. *NGO Strategies for Prevention & Rescue* — Global NGOs like Anti-Slavery International 8. *Economic Vulnerability & Trafficking Risk* — World Bank articles 9. *Trafficking Trends During COVID and Beyond* — Journal articles 10. *Human Rights Frameworks & Anti-Trafficking Law* — Human Rights Watch / Amnesty International
Academic Vocabulary	🚨 Human Trafficking **Term** **Definition**

Exploitation	The act of using someone unfairly for personal or financial gain.
Forced Labor	Work performed under threat, coercion, or without consent.
Sexual Slavery	The trafficking of individuals for sexual exploitation.
Coercion	The use of force, threats, or manipulation to control another person's behavior.
Vulnerable Populations	Groups are more likely to be targeted due to poverty, migration, or instability.
Supply Chain Ethics	The examination of labor practices behind consumer goods to ensure they are free from exploitation.
Smuggling vs. Trafficking	Smuggling involves consensual illegal transport across borders; trafficking involves coercion or deception for exploitation.

	Human Rights Violation	Any action that infringes upon the basic rights and dignity guaranteed to all people.
	Non-Governmental Organization (NGO)	A nonprofit group that works independently of governments to address social or humanitarian issues.
	Survivor Advocacy	Support and legal protection efforts aimed at empowering victims of trafficking to rebuild their lives.
Materials	• Computers • Schoology • Notebook • Writing Utencil (Pencil, Pen, Highlighter)	
Connection to School Improvement Goal	Students analyze reports, survivor narratives, and human rights documents, improving informational reading comprehension and producing analytical essays that integrate factual evidence with moral and civic reasoning.	

Formative Assessment	Summative Assessment
• Bell Ringers • Exit Tickets • Actively Learns	• Human Trafficking Paper

• Schoology Discussion Board Posts • Schoology Assignments	

Notes (what worked, didn't work, want to change, etc.):

VIDEO HUB

Overview	• This section is to provide a video hub where multimedia can be found to help supplement the above curriculum.

Video Description

🧠 Artificial Intelligence

1. *A.I. Revolution | Full Documentary | NOVA | PBS* — explores promise, risks, and impact of AI. YouTube
2. *In the Age of AI (full documentary) | FRONTLINE* — traces how AI is changing work, privacy, and power. YouTube
3. *SB-1047: The Battle For The Future Of AI* — a look at legislative efforts (California) to regulate AI. YouTube+1
4. *AI: Does Artificial Intelligence Threaten Our Human Identity? | DW Documentary* — ethical / identity risks of AI. YouTube
5. *The Revolution Of AI | Artificial Intelligence Explained* — a more accessible documentary overview. YouTube+1

Bonus documentary suggestion (not necessarily on YouTube): *Machine of Human Dreams* — follows a researcher's quest toward artificial general intelligence.

💬 Your Digital Mind (Social Media & Technology)

- A Social Life

- Are You Living an Insta-Lie

💊 Opioids in America

- *"America's Opioid Epidemic"*, *"Painkiller: Inside the Opioid Crisis"*, or *"Addiction by Design"*.

⚖️ Age of Outrage / Political Correctness

- America Inside Out: Age of Outrage

🏠 Homelessness in America

1. *Invisible People Documentary: Helping USA's Homeless with Mark Horvath* YouTube
2. *Prison, Homelessness, or Housing? The Choice That Changes Everything* (documentary/interview) YouTube
3. *Forgotten | Social Issues Documentary | Full Movie* — portrays life on the margins in Skid Row. YouTube
4. *ON THE STREETS — a feature documentary on homelessness* on YouTube
5. *Lost Angeles: City of Homeless* — a local look at the crisis in L.A. YouTube

🚓 The U.S. Prison System

1. *Life After Prison for People With Mental Illness | The Released (full documentary)* — explores reintegration challenges. YouTube

🚭 Vaping & Public Health

- Big Vape: The Rise and Fall of Juul

😟 Anxiety in Youth

- Ted Talks

⚖️ Abortion & Reproductive Rights

- Reversing Roe

🚨 Human Trafficking

- You should look for reputable NGOs or documentary series (e.g., *"Trafficked"*, *"Human Trafficking: The Global Trade"*, *"Sold"*, or *"Invisible Chains"*) on YouTube, PBS, or streaming platforms.

Extra Resources	
Overview	• This section is to provide a few other resources that could be used throughout each unit.

Video Description

🧠 Artificial Intelligence

Websites / Articles

- **Stanford HAI (Human-Centered Artificial Intelligence)** – accessible research articles, policy briefs, and teaching resources on AI ethics. hai.stanford.edu
- **AI + Ethics Lesson Plans** – from UNESCO & MIT Media Lab, includes debate prompts and writing tasks. unesdoc.unesco.org
- **Brookings: "Regulating AI in the Public Interest"** – policy analysis useful for argumentative writing. brookings.edu

Primary Sources / Data

- White House *Blueprint for an AI Bill of Rights* (2022)
- OECD "AI Policy Observatory" – international comparisons of AI governance.

Interactive Tools

- Google's *Teachable Machine* (create a mini AI model for demonstration).
- *AI and Me* lesson set from Code.org – student-friendly introduction to AI decision-making.

💬 Your Digital Mind (Social Media & Technology)

Websites / Articles

- *Common Sense Media* Digital Citizenship Curriculum – ready-to-use classroom lessons on online behavior and media bias. commonsense.org
- *Harvard Kennedy School Shorenstein Center* – research on misinformation and social media effects. shorensteincenter.org
- *The Social Dilemma* (Netflix Documentary) – includes classroom discussion guide at thesocialdilemma.com/education

Primary Sources / Data

- Pew Research Center: *Teens, Social Media and Technology 2025* report.
- Surgeon General's *Advisory on Social Media and Youth Mental Health* (2023).

Interactive / Writing Extensions

- "Spot the Troll" quiz from Clemson University.
- Class media analysis activity using live social media posts or headlines.

💊 Opioids in America

Websites / Articles

- *DEA One Pill Can Kill* campaign – classroom-friendly infographics and PSAs.
- *CDC Opioid Data Portal* – interactive maps showing overdose trends.

- *PBS LearningMedia: Understanding the Opioid Epidemic* – short clips and lessons.
- *National Institute on Drug Abuse (NIDA)* high school resources for health and civics integration.

Documentaries

- *Frontline: Chasing Heroin* (PBS)
- *Do No Harm: The Opioid Epidemic* (YouTube)

Writing Extensions

- Argumentative essay: "Is the opioid crisis a health problem or a criminal problem?"
- Data-driven policy memo using CDC statistics.

⚖️ Age of Outrage / Political Correctness

Websites / Articles

- *The Free Speech Project* – Georgetown University collection of campus case studies.

- *AllSides.com* – compare how different news outlets report the same event.
- *Vox Explainers* on cancel culture and identity politics.
- *PBS NewsHour Classroom* – free lesson plans on civil discourse and polarization.

Primary Sources

- The First Amendment, *Tinker v. Des Moines* (1969), *Snyder v. Phelps* (2011).

Documentaries

- *The Canceling of the American Mind* (YouTube Lecture)
- *Free Speech Fear Free* (YouTube / Amazon Prime)

🏠 Homelessness in America

Websites / Articles

- *National Alliance to End Homelessness* – annual reports and data dashboards.
- *HUD Point-in-Time Count* data – real statistics for analysis projects.
- *Urban Institute* – policy research on housing and poverty.

Documentaries

- *Frontline: Poverty, Politics and Profit* (PBS)
- *Lead Me Home* (Netflix, 2021) – visual storytelling of homelessness in West Coast cities.
- *Invisible People* YouTube channel (interviews with unhoused individuals).

Classroom Extension

- Students conduct a "Local Homelessness Audit" — analyze local data, write an editorial proposing solutions.

🚓 The U.S. Prison System

Websites / Articles

- *The Marshall Project* – excellent investigative journalism on justice reform.
- *The Sentencing Project* – data on incarceration and racial disparities.
- *Equal Justice Initiative (EJI)* – includes free teaching guides and discussion questions.
- *Vera Institute of Justice* – policy-based research with student-friendly visuals.

Documentaries

- *13th* (Netflix) – history of race and incarceration.
- *Time: The Kalief Browder Story* (Netflix)
- *Frontline: Life on Parole* (PBS)

🚭 Vaping & Public Health

Websites / Articles

- *CDC Vaping Information Portal* – up-to-date stats and graphics.
- *Truth Initiative* – youth campaigns and interactive learning materials.
- *FDA: The Real Cost Campaign* – multimedia health education content.

Documentaries / Videos

- *Vaping: The Youth Epidemic* (PBS NewsHour Classroom)
- *Broken: Big Vape* (Netflix) – documentary on Juul and marketing to teens.
- *Inside the Teenage Vaping Crisis* (ABC News)

Extension

- Students analyze ad campaigns for bias and create their own anti-vaping messages.

😟 Anxiety in Youth

Websites / Articles

- *American Psychological Association (APA)* – research summaries on adolescent anxiety.
- *Child Mind Institute* – student-friendly articles and coping strategies.
- *KQED "FOMO: Fear of Missing Out"* video lesson (short, excellent classroom use).
- *Harvard Health Blog* – evidence-based mental health discussions.

Documentaries

- *Angst: Raising Awareness Around Anxiety* (available via IndieFlix Schools)
- *Mind/Body Connection – Anxiety Explained* (YouTube)
- *The Kids We Lose* (PBS)

Interactive Activities

- Stress-mapping reflection sheet.
- Mindfulness journaling or guided meditation writing.

⚖️ Abortion and Reproductive Rights

Websites / Articles

- *Pew Research Center: Public Opinion on Abortion* data explorer.
  Guttmacher Institute: Policy Tracker and reproductive health data.
- *SCOTUS Blog*: plain-language summaries of Roe, Casey, Dobbs decisions.
- *NPR / PBS*: stories on access and law since Dobbs (2022).

Documentaries

- *Reversing Roe* (Netflix)
- *Abortion: Stories Women Tell* (HBO)
- *The Janes* (HBO Max) – about underground abortion networks in the 1970s.

🚨 Human Trafficking

Websites / Articles

- *Polaris Project*: national data and survivor advocacy resources.
- *U.S. Department of State Trafficking in Persons Report*.
- *UNODC Global Report on Trafficking in Persons*.
- *DHS Blue Campaign*: awareness and educational materials.
- *Human Rights Watch*: case studies and survivor stories.

Documentaries

- *I Am Jane Doe* (Netflix / Amazon) – child sex trafficking and law reform.
- *Not My Life* (YouTube / UNODC) – global overview.
- *Trafficked with Mariana van Zeller* (Hulu / National Geographic).

Classroom Extensions

- Research local / state efforts to combat trafficking.
- Write an informational essay connecting trafficking to global migration.

🔗 Cross-Unit Resources

- **PBS LearningMedia** – searchable library of short videos and lesson plans aligned to social studies and health standards.
  pbslearningmedia.org

- **NewseumED** – excellent for First Amendment, civic discourse, and media literacy. newseumed.org
- **ProCon.org** – balanced perspectives on controversial issues (great for writing prompts). procon.org
- **KQED Learn** – interactive media literacy and discussion platform. learn.kqed.org

Proposal #009604165

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Shelton School District 19

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Jordan Glenn
jordan.glenn@sheltonbulldogs.org

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Julia Neils
julia.neils@hmhco.com

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1868159	9780358943884		Social Studies Middle School Collection Student License Grades 6-8 6 Year Includes: Middle School Digital Student Resources 6 Year Implementation Success Student license includes access to World Civilizations, World Geography, United States History & Civics.	$141.00	10	$1,410.00	
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Teacher Digital Licenses							
1625507	9780544668171		World Civilizations Student Edition	$19.50	28	$546.00	
1625522	9780544668799		United States History: Beginnings to 1877 Student Edition	$25.50	28	$714.00	
1868307	9780358944065		Social Studies Middle School Collection Teacher License Grades 6-8 6 Year Includes: Middle School Digital Teacher Resources 6 Year Access to Teacher's Corner	$463.50			1
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Teacher Digital Licenses							
1625537	9780544669062		American History: Reconstruction to the Present Student Edition	$34.00	28	$952.00	
1625542	9780544669116		Modern World History Student Edition	$34.00	21	$714.00	
1632737	9780544742680		United States Government Student Edition	$9.50	28	$266.00	

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1657460	9780544927889	Global Geography Student Edition	$29.50	21	$619.50	
1868316	9780358944157	Social Studies High School Collection Teacher License Grades 9-12 6 Year	$463.50			1

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Professional Services - Social Studies (HS)

Implementation Support for Social Studies (HS)

1865776	9780358926535	Social Studies High School Collection Getting Started Live Online Grades 9-12 2-Hour	$800.00			1

This two-hour Getting Started session introduces teachers to their new program's structure, essential resources, and implementation recommendations. Teachers will also explore Ed, HMH's teaching and learning platform, and the professional learning pathway on Ed.

Getting Started is the initial step toward a successful first 30 days. Ongoing training and support will be also provided on Ed. There, teachers will access a guided learning pathway based on their grade level and implementation timeline. A recommended sequence of topics, which includes live sessions, videos, interactive media, and related resources, will help teachers plan, teach, and assess student learning using their new HMH program. After teachers complete each pathway topic, they receive a certificate of completion.

Total for Professional Services - Social Studies (HS) **$ 0.00**

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correlated to the

Nebraska Social Studies Standards (2019):
Grade 6

Standard	Descriptor	Citations
Civics		
Forms and Functions of Government		
SS 6.1.1	Investigate the foundations, structures, and functions of governmental institutions.	
SS 6.1.1.a	Analyze the different forms of government through the study of early civilizations. *For example: tribal, monarchy, democracy, republic, theocracy, tyranny and oligarchy*	SE/TE: 31–33, 58, 110–111, 167, 232–233, 264–271, 336–345, 656
SS 6.1.1.b	Identify the development of written laws and artifacts. *For example: Code of Hammurabi, Greek Democracy, Axumite, Confucius, Ten Commandments, Indian deities*	SE/TE: 82–83, 123–125, 174, 195–197, 230–231, 238–239, 271, 339–340, 530–533
SS 6.1.1.c	Communicate the various ways governmental decisions have impacted people, places, and history. *For example: invasions, conquests, laws, public works, religious tolerance, censorship, hierarchy*	SE/TE: 271, 309–310, 360–361, 375–376, 698–701, 830–836
SS 6.1.1.d	Investigate important government principles. *For example: democracy, rule of law, justice, equality, toleration*	SE/TE: 31–33, 58, 267–271, 338, 375–376, 451, 838
Civic Participation		
SS 6.1.2	Investigate the roles, responsibilities, and rights of citizens.	
SS 6.1.2.a	Describe ways individuals participate in the political process. *For example: tribal/family institutions, city-state, voting, contacting officials, civic engagement, decision making, leadership*	SE/TE: 31–33, 58, 267–271, 338, 355, 851

Standard	Descriptor	Citations
SS 6.1.2.b	Compare and contrast the roles and rights of individuals In Ancient Civilizations to those in the United States today. *For example: military service, voting, civic engagement, decision making, leadership*	SE/TE: 120–122, 269–271, 338–342, 355, 852, R14–R15
Economics		
Economic Decision Making		
SS 6.2.1	Investigate how economic decisions affect the well-being of individuals and society.	
SS 6.2.1.a	Compare the benefits and costs of economic decisions made by Ancient Civilizations. *For example: marginal benefits of the migration of the Swahili people throughout southern Africa, Constantine the Great's decision to convert the Roman Empire to Christianity, Ancient Mesopotamians that settled along the Tigris and Euphrates to sustain life in a desert*	SE/TE: 57, 69, 79, 299, 301, 315, 655
SS 6.2.1.b	Examine how social and governmental decisions impact economic well-being. *For example: Under constant invasion, Chinese dynasties built the Great Wall. Europeans and Asians were able to establish trade through the Silk Road to attain resources not native to their own continents. The caste system of Ancient India established order in the government but at the sake of the liberty of those in lower castes. Use democratic process established in Greece to make a classroom decision.*	SE/TE: 28–29, 57, 98, 152–154, 271, 309–310, 314–315, 812–818
Financial Literacy		
SS 6.2.2	Not addressed at this level	
Exchanges and Markets		
SS 6.2.3	Explain the interdependence of producers and consumers.	
SS 6.2.3.a	Identify producers and consumers for Ancient civilizations. *For example: Examine the independence and interdependence of social classes in ancient societies. List items sold and traded among various medieval societies.*	SE/TE: 57, 88, 106, 139, 258–259, 615–618, 642, 677–679

Standard	Descriptor	Citations
SS 6.2.3.b	Explain how the interaction between producers and consumers satisfied economic wants and needs. *For example: Research the various resources that were utilized as mediums of exchange like animals, cowry shells, gold, and porcelain. Examine how societies without currency differed from those with currency.*	SE/TE: 26, 57, 73, 88–89, 120–122, 258–259, 677–679, 812–818
National Economy		
SS 6.2.4	Not addressed at this level	
Global Economy		
SS 6.2.5	Not addressed at this level	
Geography		
Location and Place		
SS 6.3.1	Identify where (spatial) and why people, places, and environments are organized on the Earth's surface.	
SS 6.3.1.a	Identify and illustrate the locations of the first cities, civilizations, and empires and the reasoning for their locations. *For example: river civilizations (Tigris/Euphrates, Yellow, Indus, Nile, Mesopotamia), early cities (Memphis, Ur, Babylon)*	SE/TE: 55–58, 66–67, 70–71, 82–83, 104–106, 146–148, 187–188
SS 6.3.1.b	Investigate the human and physical characteristics of early patterns of civilizations and empires. *For example: agricultural societies (agricultural hearths for crops and livestock), deposits of copper and iron*	SE/TE: 17–19, 55–58, 67–69, 70–71, 109, 146–148, 187–188
Regions		
SS 6.3.2	Not addressed at this level	
Human Environment Interaction		
SS 6.3.3	Identify how the natural environment is changed by natural and human forces, and how humans adapt to their surroundings.	
SS 6.3.3.a	Describe the impact of natural processes on the human and physical environments. *For example: precipitation, drought, earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides*	SE/TE: 19, 262–263 TE Only: 19b, 259

Standard	Descriptor	Citations
SS 6.3.3.b	Summarize how early humans utilized and adapted to their physical environment. *For example: irrigation, levees, terraces, fertile soils, mechanized agriculture, changes in land use, clothing, sewage systems, scarcity of resources*	SE/TE: 45–49, 52–54, 68, 98, 104–107, 106–107, 187, 648–649
Movement		
SS 6.3.4	Interpret and summarize patterns of culture around the world.	
SS 6.3.4.a	Compare and contrast characteristics of groups of people/settlements. *For example: characteristics of river civilizations*	SE/TE: 70–71, 98, 136, 178, 656, 658, R15–R15
SS 6.3.4.b	Explain how cultural diffusion occurs. *For example: trade routes, migration, conquest/empire building*	SE/TE: 50, 92–94, 149–151, 164, 216–218, 440–441, 448–453, 520–522
Geospatial Skills and Geo-literacy		
SS 6.3.5	Not addressed at this level	
History		
Change, Continuity, and Context		
SS 6.4.1	Analyze patterns of continuity and change over time in world history.	
SS 6.4.1.a	Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world. *For example: Chauvin, Zapotec, Olmec, Mesopotamia, Egypt, Indus, Greco-Roman, early Chinese and Japanese dynasties, Hinduism, Taoism, Buddhism, Judaism, Christianity, Islam*	SE/TE: 55–58, 155–159, 160–166, 242–248, 292–298, 316–320, 371–376, 396–399
SS 6.4.1.b	Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts. *For example: Hammurabi's Code, symbols of world religions*	SE/TE: 75–76, 82–83, 127, 223 MC1–223 MC2, 245, 394–395, 711 MC1–711 MC2
Multiple Perspectives		
SS 6.4.2	Use multiple perspectives to identify the historical, social, and cultural context of past and current events.	

Standard	Descriptor	Citations
SS 6.4.2.a	Identify evidence from multiple perspectives and sources to better understand the complexities of world history. *For example: Macedonian Empire, Persian Empire*	SE/TE: 53, 570–571, 749, 819
SS 6.4.2.b	Explain the use of primary and secondary sources to better understand multiple perspectives of the same event. *For example: foundational texts of world religions*	SE/TE: 10–11, 137, 139, 662
SS 6.4.3	Examine historical events from the perspectives of marginalized and underrepresented groups.	
SS 6.4.3.a	Identify how differing experiences can lead to the development of perspectives. *For example: religious, ethnic and racial groups*	SE/TE: 8–9, 242–248, 436, 824–825, 853 TE Only: 261
SS 6.4.3.b	Interpret perspectives of marginalized and underrepresented regions around the world. *For example: inclusion of non-Eurasian civilizations*	SE/TE: 473–477, 498–503, 504–505, 513, 650–656
Historical Analysis and Interpretation		
SS 6.4.4	Interpret and evaluate sources for historical context.	
SS 6.4.4.a	Compare and contrast primary and secondary sources of history. *For example: Compare Lascaux cave paintings with a historian's interpretation of the Paleolithic Era.*	SE/TE: 137, 139, 662, 819 TE Only: 10, 11
SS 6.4.4.b	Analyze the relationships among historical events in the world and relevant contemporary issues. *For example: agriculture, technology, written laws*	SE/TE: 48, 102–103, 454–455 TE Only: 236
Historical Inquiry and Research		
SS 6.4.5	Apply the inquiry process to construct and answer historical questions.	
SS 6.4.5.a	Construct and answer inquiry questions using multiple historical sources. *For example: What defines an empire?*	SE/TE: 37, 382, 405, R20–R23 TE Only: 919
SS 6.4.5.b	Identify and cite appropriate sources for research about world history, including primary and secondary sources. *For example: Hammurabi's Code, Twelve Tables*	SE/TE: 746–747, 767, R20–R23 TE Only: 286

Standard	Descriptor	Citations
SS 6.4.5.c	Gather, analyze, and communicate historical information about the world from multiple sources. *For example: document archives, artifacts, newspapers, interviews, pictures, posters, oral/written narratives, and electronic presentation*	**SE/TE:** R20–R23 **TE Only:** 202, 398

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correlated to the

2019 Nebraska Social Studies Standards (2019):
Grade 6 and Grade 7

Standard	Descriptor	Citations	
Grade 6			
Grade Level Summary and Theme *World Studies I*: In sixth grade, students are ready to deepen their understanding of the Earth and its peoples through the study of history, geography, politics, culture, and economic systems. Students examine the world by exploring the location, place, and spatial organization of the world's ancient civilizations. In this way, students develop higher levels of critical thinking by considering why civilizations developed, where and when they did, and why they declined. Students will have multiple opportunities to employ maps and timelines, to compare the foundations of economic and political systems, and to engage in content-driven research and inquiry. Students will explore the connections between ancient and classical societies and contemporary civic ideas and issues. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link between the contemporary and ancient worlds.			
Civics			
Forms and Functions of Government			
SS 6.1.1	Investigate the foundations, structures, and functions of governmental institutions.		
SS 6.1.1.a	Analyze the different forms of government through the study of early civilizations. *For example: tribal, monarchy, democracy, republic, theocracy, tyranny and oligarchy*	SE/TE:	31–33, 58, 110–111, 167, 232–233, 264–271, 336–345, 656
SS 6.1.1.b	Identify the development of written laws and artifacts. *For example: Code of Hammurabi, Greek Democracy, Axumite, Confucius, Ten Commandments, Indian deities*	SE/TE:	82–83, 123–125, 174, 195–197, 230–231, 238–239, 271, 339–340, 530–533
SS 6.1.1.c	Communicate the various ways governmental decisions have impacted people, places, and history. *For example: invasions, conquests, laws, public works, religious tolerance, censorship, hierarchy*	SE/TE:	271, 309–310, 360–361, 375–376, 863–869, 908–910, 918–923

Standard	Descriptor	Citations
SS 6.1.1.d	Investigate important government principles. *For example: democracy, rule of law, justice, equality, toleration*	SE/TE: 31–33, 58, 267–271, 338, 375–376, 451, 838
Civic Participation		
SS 6.1.2	Investigate the roles, responsibilities, and rights of citizens.	
SS 6.1.2.a	Describe ways individuals participate in the political process. *For example: tribal/family institutions, city-state, voting, contacting officials, civic engagement, decision making, leadership*	SE/TE: 31–33, 58, 267–271, 338, 355, 851, 1038, 1044–1050
SS 6.1.2.b	Compare and contrast the roles and rights of individuals In Ancient Civilizations to those in the United States today. *For example: military service, voting, civic engagement, decision making, leadership*	SE/TE: 120–122, 269–271, 338–342, 355, 852, WW1
Economics		
Economic Decision Making		
SS 6.2.1	Investigate how economic decisions affect the well-being of individuals and society.	
SS 6.2.1.a	Compare the benefits and costs of economic decisions made by Ancient Civilizations. *For example: marginal benefits of the migration of the Swahili people throughout southern Africa, Constantine the Great's decision to convert the Roman Empire to Christianity, Ancient Mesopotamians that settled along the Tigris and Euphrates to sustain life in a desert*	SE/TE: 57, 69, 79, 299, 301, 315, 655
SS 6.2.1.b	Examine how social and governmental decisions impact economic well-being. *For example: Under constant invasion, Chinese dynasties built the Great Wall. Europeans and Asians were able to establish trade through the Silk Road to attain resources not native to their own continents. The caste system of Ancient India established order in the government but at the sake of the liberty of those in lower castes. Use democratic process established in Greece to make a classroom decision.*	SE/TE: 28–29, 57, 98, 152–154, 271, 309–310, 314–315, 812–818

Standard	Descriptor	Citations
Financial Literacy		
SS 6.2.2	Not addressed at this level	
Exchanges and Markets		
SS 6.2.3	Explain the interdependence of producers and consumers.	
SS 6.2.3.a	Identify producers and consumers for Ancient civilizations. *For example: Examine the independence and interdependence of social classes in ancient societies. List items sold and traded among various medieval societies.*	SE/TE: 57, 88, 106, 139, 258–259, 615–618, 642, 677–679
SS 6.2.3.b	Explain how the interaction between producers and consumers satisfied economic wants and needs. *For example: Research the various resources that were utilized as mediums of exchange like animals, cowry shells, gold, and porcelain. Examine how societies without currency differed from those with currency.*	SE/TE: 26, 57, 73, 88–89, 120–122, 258–259, 677–679, 812–818, 860–862
National Economy		
SS 6.2.4	Not addressed at this level	
Global Economy		
SS 6.2.5	Not addressed at this level	
Geography		
Location and Place		
SS 6.3.1	Identify where (spatial) and why people, places, and environments are organized on the Earth's surface.	
SS 6.3.1.a	Identify and illustrate the locations of the first cities, civilizations, and empires and the reasoning for their locations. *For example: river civilizations (Tigris/Euphrates, Yellow, Indus, Nile, Mesopotamia), early cities (Memphis, Ur, Babylon)*	SE/TE: 55–58, 66–67, 70–71, 82–83, 104–106, 146–148, 187–188
SS 6.3.1.b	Investigate the human and physical characteristics of early patterns of civilizations and empires. *For example: agricultural societies (agricultural hearths for crops and livestock), deposits of copper and iron*	SE/TE: 17–19, 55–58, 67–69, 70–71, 109, 146–148, 187–188

Standard	Descriptor	Citations
Regions		
SS 6.3.2	Not addressed at this level	
Human Environment Interaction		
SS 6.3.3	Identify how the natural environment is changed by natural and human forces, and how humans adapt to their surroundings.	
SS 6.3.3.a	Describe the impact of natural processes on the human and physical environments. *For example: precipitation, drought, earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides*	SE/TE: 19, 262–263, 1062–1064 TE Only: 1062
SS 6.3.3.b	Summarize how early humans utilized and adapted to their physical environment. *For example: irrigation, levees, terraces, fertile soils, mechanized agriculture, changes in land use, clothing, sewage systems, scarcity of resources*	SE/TE: 45–49, 52–54, 68, 98, 104–107, 106–107, 187, 648–649
Movement		
SS 6.3.4	Interpret and summarize patterns of culture around the world.	
SS 6.3.4.a	Compare and contrast characteristics of groups of people/settlements. *For example: characteristics of river civilizations*	SE/TE: 70–71, 98, 136, 178, 656, 658, WW1
SS 6.3.4.b	Explain how cultural diffusion occurs. *For example: trade routes, migration, conquest/empire building*	SE/TE: 50, 92–94, 149–151, 164, 216–218, 440–441, 448–453, 520–522
Geospatial Skills and Geo-literacy		
SS 6.3.5	Not addressed at this level	
History		
Change, Continuity, and Context		
SS 6.4.1	Analyze patterns of continuity and change over time in world history.	

Standard	Descriptor	Citations
SS 6.4.1.a	Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world. *For example: Chauvin, Zapotec, Olmec, Mesopotamia, Egypt, Indus, Greco-Roman, early Chinese and Japanese dynasties, Hinduism, Taoism, Buddhism, Judaism, Christianity, Islam*	SE/TE: 55–58, 155–159, 160–166, 242–248, 292–298, 316–320, 371–376, 396–399
SS 6.4.1.b	Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts. *For example: Hammurabi's Code, symbols of world religions*	SE/TE: 75–76, 82–83, 127, 223 MC1–223 MC2, 245, 394–395, 711 MC1–711 MC2
Multiple Perspectives		
SS 6.4.2	Use multiple perspectives to identify the historical, social, and cultural context of past and current events.	
SS 6.4.2.a	Identify evidence from multiple perspectives and sources to better understand the complexities of world history. *For example: Macedonian Empire, Persian Empire*	SE/TE: 53, 570–571, 749, 856–857, 1081
SS 6.4.2.b	Explain the use of primary and secondary sources to better understand multiple perspectives of the same event. *For example: foundational texts of world religions*	SE/TE: 10–11, 137, 139, 662
SS 6.4.3	Examine historical events from the perspectives of marginalized and underrepresented groups.	
SS 6.4.3.a	Identify how differing experiences can lead to the development of perspectives. *For example: religious, ethnic and racial groups*	SE/TE: 8–9, 436, 883, 1001, 1008 TE Only: 261
SS 6.4.3.b	Interpret perspectives of marginalized and underrepresented regions around the world. *For example: inclusion of non-Eurasian civilizations*	SE/TE: 473–477, 498–503, 504–505, 513, 986–992, 999, 1006–1013
Historical Analysis and Interpretation		
SS 6.4.4	Interpret and evaluate sources for historical context.	
SS 6.4.4.a	Compare and contrast primary and secondary sources of history. *For example: Compare Lascaux cave paintings with a historian's interpretation of the Paleolithic Era.*	SE/TE: 137, 856–857, 883 TE Only: 10, 11

Standard	Descriptor	Citations
SS 6.4.4.b	Analyze the relationships among historical events in the world and relevant contemporary issues. *For example: agriculture, technology, written laws*	SE/TE: 48, 102–103, 454–455 TE Only: 236
Historical Inquiry and Research		
SS 6.4.5	Apply the inquiry process to construct and answer historical questions.	
SS 6.4.5.a	Construct and answer inquiry questions using multiple historical sources. *For example: What defines an empire?*	SE/TE: 37, 382, 405, 883, WW4 TE Only 919
SS 6.4.5.b	Identify and cite appropriate sources for research about world history, including primary and secondary sources. *For example: Hammurabi's Code, Twelve Tables*	SE/TE: 746–747, 767, 1081, WW4 TE Only: 286
SS 6.4.5.c	Gather, analyze, and communicate historical information about the world from multiple sources. *For example: document archives, artifacts, newspapers, interviews, pictures, posters, oral/written narratives, and electronic presentation*	SE/TE: 1083, WW4 TE Only: 202, 1037, 1044
Grade 7		
Grade Level Summary and Theme *World Studies II:* In seventh grade, students become more proficient with the core concepts in social studies. This grade level focuses on a regional examination of geography, civics, economics, and history of post-classical societies. The purpose of studying these different regions and eras is to develop an understanding of major factors influencing our world today. The course guides students in exploring the connection between historical developments and contemporary global issues. Students will have multiple opportunities to use geographic concepts and processes, develop economic reasoning, examine specific historical ideas, beliefs, and themes, and analyze how individuals and societies have changed over time. Students will further develop fundamental concepts and processes of authority, power, and influence with particular emphasis on the democratic skills and attitudes necessary to become responsible citizens.		
Civics		
Forms and Functions of Government		
SS 7.1.1	Analyze the foundations, structures, and functions of governmental institutions.	

Standard	Descriptor	Citations
SS 7.1.1.a	Describe different forms and structures of government around the world and how they address the needs of the citizens. *For example: republic, monarchy, authoritarian/dictatorship, how nation- states interact, unlimited forms of government, limited forms of government, imperialism*	SE/TE: 31–33, 264–271, 336–345, 830–836, 990–992, 1008–1010, 1044–1050
SS 7.1.1.b	Identify and report significant historic events and documents that have influenced governmental institutions and their function. *For example: any governments of major societies from post-classical societies up to present that could include French Revolution, Justinian's Code, Iroquois Confederacy, Communist Manifesto, United States Constitution, Magna Carta, Native American treaties with federal government, trade agreements, arms control*	SE/TE: 264–271, 336–345, 698–700, 830–836, 837–843, 901–904, 981 MC1–981 MC2
SS 7.1.1.c	Analyze how governmental systems have changed over time and how those developments influence civic life and ideals around the world. *For example: increased role and influence of technology on society, impact of global conflicts on local communities*	SE/TE: 264–271, 338, 340, 698–700, 830–836, 837–843, 908–910
Civic Participation		
SS 7.1.2	Analyze the roles, responsibilities, and rights of citizens and groups in international societies.	
SS 7.1.2.a	Examine ways in which individuals and groups participate in the political process in different regions of the globe. *For example: interconnected nature of world events/relationships, recognize multiple perspectives on issues, demonstrate ethical use of information, service learning, volunteerism, social movements, voting*	SE/TE: 31–33, 270–271, 338, 355, 851, 1038, 1044–1050
SS 7.1.2.b	Evaluate how cooperation and conflict among people around the world have contributed to political, economic, and social events and situations. *For example: treaties, aftermath of global conflicts and the rise of international organizations (United Nations, NATO, League of Nations, World Health Organization)*	SE/TE: 941–946, 954–960, 973–978, 1044–1050, 1064–1066, 1069–1072, 1073–1080

Standard	Descriptor	Citations
SS 7.1.2.c	Explain the roles and influence of individuals, groups, and the media on governments in an interdependent society. *For example: printing press, right to petition, media literacy, media conglomerates, social media platforms, cyber security concerns*	SE/TE: 911, 913, 977, 987, 988, 997, 1008, 1044–1050, 1054–1058
Economics		
Economic Decision Making		
SS 7.2.1	Not addressed at this level	
Financial Literacy		
SS 7.2.2	Not addressed at this level	
Exchange and Markets		
SS 7.2.3	Not addressed at this level	
National Economy		
SS 7.2.4	Investigate how varying economic systems impact individuals in a civilization/society.	
SS 7.2.4.a	Compare and contrast characteristics of different socio-economic groups in economic systems. *For example: traditional, market, command/communism, socialism, feudal, or caste systems - Examine the daily life of the indigenous people of Guatemala as opposed to those in urban areas.*	SE/TE: 152–153, 673–679, 860–862, 907–910, 994–996, 1073–1080
SS 7.2.4.b	Identify the relationships between diverse socio- economic groups and their economic systems in the modern world. *For example: Compare tax structures in various countries and how the people are impacted.*	SE/TE: 152–153, 673–679, 835, 860–862, 907–910, 995, 1011–1012, 1073–1080
SS 7.2.5	Analyze information using appropriate data to draw conclusions about the total production, income, and economic growth in various economies.	

Standard	Descriptor	Citations
SS 7.2.5.a	Define the government's role in various economic systems. *For example: democratic governments' impact on capitalism and dictators' impact on command economies, tobacco industry and how rules come about in the US vs. tobacco industry in Cuba*	SE/TE: 25, 812–818, 829, 835, 861–862, 882, 907–910, 996, 1073–1080
SS. 7.2.5.b	Identify various economic indicators that governments use to measure modern world societies, nations, and cultures. *For example: Explore consumption, government spending, business investment, balance of trade, exports, imports, life expectancy, literacy rates, income, etc.*	SE/TE: 22–29, 812–818, 994–996, 1011, 1025, 1029, 1073–1080
SS 7.2.5.c	Categorize goods and services provided in modern societies, nations, and cultures into the four factors of production. *For example: Identify the four factors of production (land, labor, capital, and entrepreneurship) and how they manifest in a diverse way from culture to culture and over time.*	SE/TE: 22–29, 812–818, 858–862, 864, 865, 1073–1080
Global Economy		
SS 7.2.6	Illustrate how international trade impacts individuals, organizations, and nations/societies.	
SS 7.2.6.a	Explain how individuals gain through specialization and voluntary trade and how international trade affects the domestic economy. *For example: Business owners are able to explore the world to find labor sources that help maximize profit. Many of the economies of the Americas owe their establishment and success to the development and processing of sugar cane. Corporations chartered for colonial settlement: Dutch East India Company, Virginia Company, etc.*	SE/TE: 677–679, 858–862, 812–818, 1020, 1024–1025, 1073–1080, 1082
Geography		
Location and Place		
SS 7.3.1	Not addressed at this level	
Regions		
SS 7.3.2	Evaluate how regions form and change over time.	

Standard	Descriptor	Citations
SS 7.3.2.a	Classify physical and human characteristics of places and regions. *For example: climate, landforms, languages, religions*	SE/TE: 70–71, 231, 362–363, 545, 641, 956, 1003, 1038
SS 7.3.2.b	Interpret the impact of land and water features on human decisions. *For example: location of settlements and transportation with respect to physical feature*s	SE/TE: 68, 70–71, 104–106, 191, 260, 329, 478–479, 648–649
SS 7.3.2.c	Identify how humans construct major world regions and the impact on human societies. *For example: geographic factors that influence international relationships and economic development-trade, communication, transportation, infrastructure*	SE/TE: 12–19, 362–363, 542–543, 863–869, 958, 976–978, 1018, 1038–1040
Human Environment Interaction		
SS 7.3.3	Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings.	
SS 7.3.3.a	Explain the impact of natural processes on human and physical environments. *For example: temperature, precipitation, drought, earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides*	SE/TE: 19, 262–263, 1062–1064 TE Only: 1062
SS 7.3.3.b	Research and describe how humans have utilized and adapted to their physical environment. *For example: rivers, floods, precipitation, drought, use of natural resources*	SE/TE: 45–49, 52–54, 68, 98, 104–107, 106–107, 187, 648–649, 1059–1066
Movement		
SS 7.3.4	Examine and interpret patterns of culture around the world.	
SS 7.3.4.a	Compare and contrast characteristics of groups of people/settlements. *For example: elements of culture including languages, religions, foods, arts, clothing, education, etc.*	SE/TE: 70–71, 98, 136, 178, 656, 658, 1012–1013, 1016–1020, WW1
SS 7.3.4.b	Develop a logical process to describe how cultural diffusion occurs and how the diffusion of ideas impacts cultures. *For example: migration, conquering, trade*	SE/TE: 50, 92–94, 149–151, 164, 216–218, 440–441, 448–453, 520–522, 999

Standard	Descriptor	Citations
Geospatial Skills and Geo-literacy		
SS 7.3.5	Compare issues and/or events using geographic knowledge and skills to make informed decisions.	
SS 7.3.5.a	Classify the physical or human factors that explain the geographic patterns of world events. *For example: Use maps/charts/diagrams/timelines/mapping technology to track and analyze historical changes over space and time (spread of religious groups, spatial connections through trade or political arrangement).*	SE/TE: 709–710, 804–805, 807, 956, 995, 1003, 1016–1020, 1055
SS 7.3.5.b	Develop geographic representations and analyze the role of geographic physical and human factors in determining the arrangement of economic activity and patterns of human settlement. *For example: geographic concentration of manufacturing, banking, or industries, urbanization, availability of arable land, water and suitable climate for farming, access to resources for development*	SE/TE: 12–19, 35, 70–71, 657, 664–666, 676, 1060, 1080
History		
Continuity, Change, and Context		
SS 7.4.1	Compare patterns of continuity and change over time in world history.	
SS 7.4.1.a	Analyze the impact of people, events, and ideas, including various cultures and ethnic groups, on the world. *For example: Songhai, Mali, Gupta Empire, Han Dynasty, Hinduism, Taoism, Buddhism, Judaism, Christianity, Islam, Sikhism, Silk Road, Trans-Saharan Trade, Incas, Mayans, Aztecs*	SE/TE: 55–58, 155–159, 160–166, 242–248, 292–298, 316–320, 371–376, 396–399
SS 7.4.1.b	Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts. *For example: trade routes*	SE/TE: 75–76, 82–83, 127, 223 MC1–223 MC2, 245, 394–395, 711 MC1–711 MC2
Multiple Perspectives		
SS 7.4.2	Use multiple perspectives to examine the historical, social, and cultural context of past and current events.	

Standard	Descriptor	Citations
SS 7.4.2.a	Analyze evidence from multiple perspectives and sources to better understand the complexities of world history. *For example: caste system, partition of India, Ibn Battuta, Zheng He, Marco Polo, Mansa Musa, Mongol Empire, Berlin Conference, Arab-Israeli Conflict, Latin American revolutions, Columbian Exchange*	SE/TE: 53, 570–571, 749, 819, 856–857, 886–887, 1081
SS 7.4.2.b	Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event. *For example: foundational texts of world religions*	SE/TE: 10–11, 137, 139, 662 TE Only: 10, 11
SS 7.4.3	Examine historical events from the perspectives of marginalized and underrepresented groups.	
SS 7.4.3.a	Identify how differing experiences can lead to the development of perspectives. *For example: religious, ethnic and racial groups*	SE/TE: 8–9, 436, 883, 1001, 1008 TE Only: 261
SS 7.4.3.b	Interpret perspectives of marginalized and underrepresented regions around the world. *For example: civilizations from all regions of the world*	SE/TE: 473–477, 498–503, 504–505, 513, 986–992, 999, 1006–1013
Historical Analysis and Interpretation		
SS 7.4.4	Analyze and interpret sources for perspective and historical context.	
SS 7.4.4.a	Compare and contrast primary and secondary sources of history. *For example: Compare eyewitness accounts of the Black Death with contemporary medical understandings*.	SE/TE: 137, 856–857, 883 TE Only: 10, 11
SS 7.4.4.b	Identify the cause and effect relationships among historical events in the world and relevant contemporary issues. *For example: migrations, declarations of war, treaties, alliances, epidemics*	SE/TE: 48, 102–103, 454–455 TE Only: 236
Historical Inquiry and Research Skills		
SS 7.4.5	Apply the inquiry process to construct and answer historical questions.	
SS 7.4.5.a	Construct and answer inquiry questions using multiple historical sources. *For example: Students engage in inquiry and gather evidence to provide a response.*	SE/TE: 37, 382, 405, 883, WW4 TE Only: 919

Standard	Descriptor	Citations
SS 7.4.5.b	Evaluate and cite appropriate sources for research about world history, including primary and secondary sources. *For example: Interpret primary and secondary sources to address the inquiry. Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources.*	SE/TE: 746–747, 767, 819, 1081, WW4 TE Only: 286
SS 7.4.5.c	Gather, analyze, and communicate historical information about the world from multiple sources. *For example: document archives, artifacts, newspapers, interviews, pictures, posters, oral/written narratives, and electronic presentation*	SE/TE: 819, 1083, WW1–10 TE Only: 202, 1037, 1044

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correlated to the

Nebraska Social Studies Standards (2019)
Grade 8

Standard	Descriptor	Citations
Civics		
Forms and Functions of Government		
SS 8.1.1	Investigate and analyze the foundation, structure, and functions of the United States government.	
SS 8.1.1.a	Identify and describe the different systems of government. *For example: Monarchy, Federal, Confederate, Unitary, Tribal, corporate*	SE/TE: 30–31, 44, 59: also see: 34–37, 43–49, 86–92, 202–206, 234–237
SS 8.1.1.b	Analyze the structure and roles of the United States government in meeting the needs of the citizens governed, managing conflict, and establishing order and security. *For example: Chinese Exclusion Act, Fugitive Slave Laws, 13th, 14th, 15th Amendments, antitrust laws, Homestead Act, Indian Removal Act*	SE/TE: 13–14, 30–33, 74–75, 100, 119, 120, 162, 192
SS 8.1.1.c	Examine the development of foundational laws and other documents in the United States government. *For example: Declaration of Independence, United States Constitution, Preamble, Bill of Rights*	SE/TE: 34–37, 38–41, 43–49, 53–69, 70–81, 82–83, 92, 110–116
SS 8.1.1.d	Evaluate how various United States government decisions impact people, place, and history. *For example: taxation, distribution of resources, acquisition of territories, Trail of Tears, Indian Removal Act, Dred Scott decision, treaties, Louisiana Purchase, census, Civil War, War of 1812, Mexican-American War*	SE/TE: 17–18, 100, 108, 118–122, 162, 190–192, 295–297, 299–303

Standard	Descriptor	Citations
SS 8.1.1.e	Describe how important government principles are shown in American government. *For example: freedom, individual rights, representative democracy, equality, rule of law, popular sovereignty, justice, tribal sovereignty*	SE/TE: 8-9, 31, 34–35, 66, 86–91, 110–116, 118–122, 180–184
SS 8.1.1.f	Analyze the development and significance of political parties in the United States. *For example: Federalists and Antifederalists*	SE/TE: 47, 252–254, 255–257, 264, 265, 267, R5
Civic Participation		
SS 8.1.2	Evaluate the roles, responsibilities, and rights as local, state, national, and international citizens.	
SS 8.1.2.a	Demonstrate ways individuals participate in the political process. *For example: registering and voting, elections, contacting government officials, campaign involvement, demonstrating ethical use of information*	SE/TE: 9–10, 126–127, 153, 212, 223, 259–261, 282–287, 533
SS 8.1.2.b	Analyze the significance of patriotic symbols, songs and activities in terms of historical, social, and cultural contexts, *For example: Pledge of Allegiance, "The Star-Spangled Banner," "America the Beautiful," recognition of Memorial Day, Independence Day, Veterans Day, Martin Luther King, Jr. Day, Constitution Day, Patriot's Day - 9/11, Native American Heritage Day, tribal flag songs*	SE/TE: 48, 149, 269, 287, 590
SS 8.1.2.c	Demonstrate civic engagement. *For example: engaging in service learning projects, volunteerism, student government participation, participation in simulations of democratic processes (mock trials, elections, etc.), USCIS Citizenship test, communicating through civil discourse*	SE/TE: 10, 49, 98, 258, 309, 343, 371–374, 375
SS 8.1.2.d	Describe how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States. *For example: Louisiana Purchase, Civil War, Civil Disobedience, NAACP movement, women's movement, slave rebellions, Jim Crow laws*	SE/TE: 77, 100–101, 108, 118–122, 190–191, 192, 279, 560

Standard	Descriptor	Citations
SS 8.1.2.e	Compare and contrast the roles and influences of individuals, groups, and the media on American government. *For example: Seneca Falls Convention, Underground Railroad, Horace Greeley, Harriet Beecher Stowe, Jane Addams, Muckrakers, Booker T. Washington, Chief Standing Bear, Susan La Flesche*	SE/TE: 113, 64, 238, 272–276, 277, 278–281, 320, 570

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correlated to the

Nebraska Social Studies Standards (2019)
Grade 8

Standard	Descriptor	Citations
Civics		
Forms and Functions of Government		
SS 8.1.1	Investigate and analyze the foundation, structure, and functions of the United States government.	
SS 8.1.1.a	Identify and describe the different systems of government.	SE/TE: 24, 90, 123b, 188, 190–193, 275
SS 8.1.1.b	Analyze the structure and roles of the United States government in meeting the needs of the citizens governed, managing conflict, and establishing order and security.	SE/TE: 173, 240, 340–341, 384, 619 TE Only: 305a
SS 8.1.1.c	Examine the development of foundational laws and other documents in the United States government.	SE/TE: 155, 163, 169, 156–157, 174, 240, 276, 322
SS 8.1.1.d	Evaluate how various United States government decisions impact people, place, and history.	SE/TE: 297, 340–341, 348, 386, 565, 628 TE Only: 252
SS 8.1.1.e	Describe how important government principles are shown in American government.	SE/TE: 217, 223–229, 240, 275
SS 8.1.1.f	Analyze the development and significance of political parties in the United States.	SE/TE: 190, 261, 330–331, 510, 553–554, 564, 623
Civic Participation		
SS 8.1.2	Evaluate the roles, responsibilities, and rights as local, state, national, and international citizens.	
SS 8.1.2.a	Demonstrate ways individuals participate in the political process.	SE/TE: 215, 217–218, 221, 222, 236–237, 241
SS 8.1.2.b	Analyze the significance of patriotic symbols, songs and activities in terms of historical, social, and cultural contexts.	SE/TE: 130, 572, 136 TE Only: 287d, 291b

Standard	Descriptor	Citations
SS 8.1.2.c	Demonstrate civic engagement.	SE/TE: 295, 537 TE Only: 123b, 195, 225, 229, 382, 531
SS 8.1.2.d	Describe how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States.	SE/TE: 120, 342–344, 418, 608, 561, 570
SS 8.1.2.e	Compare and contrast the roles and influences of individuals, groups, and the media on American government.	SE/TE: 224, 229, 251, 253–254, 520 TE Only: 222b, 225
Economics		
Economic Decision Making		
SS 8.2.1	Not addressed at this level	
Financial Literacy		
SS 8.2.2	Understand personal and business financial management.	
SS 8.2.2.a	Identify skills for future financial success.	SE/TE: 235, 250 TE Only: 237, 238, 254b, 339b
SS 8.2.2.b	Understand tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources.	SE/TE: 183, 200, 217, 235, 253–254, 336 TE Only: 226
Exchange and Markets		
SS 8.2.3	Not addressed at this level	
National Economy		
SS 8.2.4	Justify and debate economic decisions made by North American societies.	
SS 8.2.4.a	Research the origins and development of the economic system, banks, and financial institutions in the United States.	SE/TE: 183, 200, 250–254 TE Only: 254b
SS 8.2.4.b	Explain how tax revenues are collected and distributed.	SE/TE: 190, 199, 200, 202, 217, 226, 235
SS 8.2.4.c	Describe the progression of money and its role in early United States history.	SE/TE: 183, 250–254, 382, 628
Global Economy		
SS 8.2.5	Illustrate how international trade impacts individuals, organizations, and nations.	
SS 8.2.5.a	Explain that currency must be converted to make purchases in other countries.	This standard is beyond the scope of this program.

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Standard	Descriptor	Citations
SS 8.2.5.b	Recognize how trade barriers impact the prices and quantity of goods.	SE/TE: 106, 159–160, 297, 333 TE Only: 163b, 571
Geography		
Location and Place		
SS 8.3.1	Not addressed at this level	
Regions		
SS 8.3.2	Examine how regions form and change over time.	
SS 8.3.2.a	Evaluate physical and human characteristics of places and regions.	SE/TE: 88–89, 362–363, 459–463 TE Only: 457
SS 8.3.2.b	Determine the impact of land and water features on human decisions.	SE/TE: 36–37, 362–363, 386, 416, 578, 581
SS 8.3.2.c	Identify and justify how humans develop major world regions and the impact on human societies.	SE/TE: 359–361, 379, 424–429
Human-Environment Interaction		
SS 8.3.3	Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings.	
SS 8.3.3.a	Interpret the impact of natural processes on human and physical environments.	SE/TE: 76, 81, 135, 387, 572–574 TE Only: 294b
SS 8.3.3.b	Analyze how humans have utilized and adapted to their physical environment.	SE/TE: 77, 378–380, 387, 453–454 TE Only: 383
Movement		
SS 8.3.4	Not addressed at this level	
Geospatial Skills and Geo-literacy		
SS 8.3.5	Not addressed at this level	
History		
Change, Continuity, and Context		
SS 8.4.1	Analyze patterns of continuity and change over time in United States history.	
SS 8.4.1.a	Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.	SE/TE: 120, 142, 146, 418, 491–492, 581, 619

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Standard	Descriptor	Citations
SS 8.4.1.b	Evaluate the impact of historical events in the United States using symbols, maps, documents, and artifacts.	SE/TE: 124–127, 141, 604 TE Only: 364, 572
Multiple Perspectives		
SS 8.4.2	Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events.	
SS 8.4.2.a	Compare and interpret evidence from multiple perspectives and sources to better understand the complexities of US history.	SE/TE: 494, 544, 556 TE Only: 119, 359, 484, 496, 499
SS 8.4.2.b	Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.	SE/TE: 91, 175, 494, 544 TE Only: 106, 135, 496, 499
SS 8.4.3	Examine historical events from the perspectives of marginalized and underrepresented groups.	
SS 8.4.3.a	Identify how differing experiences can lead to the development of perspectives.	SE/TE: 45, 175, 503, 529 TE Only: 123b, 482, 630, 659
SS 8.4.3.b	Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.	SE/TE: 122, 503, 593 TE Only: 97, 119, 499, 591, 633
Historical Analysis and Interpretation		
SS 8.4.4	Evaluate and interpret sources for perspective and historical context.	
SS 8.4.4.a	Compare and contrast primary and secondary sources of history.	SE/TE: 211, 286 TE Only: 100, 146, 260, 386, 418, 608
SS 8.4.4.b	Evaluate the relationships among historical events in the United States and relevant contemporary issues.	TE Only: 260, 294b, 305b, 329, 377b, 479b, 553, 619b
Historical Inquiry and Research		
SS 8.4.5	Apply the inquiry process to construct and answer historical questions.	
SS 8.4.5.a	Identify areas of inquiry by using student-generated questions about multiple historical sources.	TE Only: 2, 64, 148, 242, 298, 350, 405, 538
SS 8.4.5.b	Locate, analyze, and cite appropriate sources for research about United States history, including primary and secondary sources.	TE Only: 62, 146, 296, 377b, 386, 418, 608, 636
SS 8.4.5.c	Gather, analyze, and communicate historical information about United States history from multiple sources.	TE Only: 67b, 287b, 356, 374, 440b, 479b, 569b, 606b

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Nebraska Social Studies Standards (2019)
Grade 8

Standard	Descriptor	Citations
Civics		
Forms and Functions of Government		
SS 8.1.1	Investigate and analyze the foundation, structure, and functions of the United States government.	
SS 8.1.1.a	Identify and describe the different systems of government.	SE/TE: 24, 90, 123b, 188, 190–193, 275
SS 8.1.1.b	Analyze the structure and roles of the United States government in meeting the needs of the citizens governed, managing conflict, and establishing order and security.	SE/TE: 173, 240, 340–341, 384, 619 TE Only: 305a
SS 8.1.1.c	Examine the development of foundational laws and other documents in the United States government.	SE/TE: 155, 163, 169, 156–157, 174, 240, 276, 322
SS 8.1.1.d	Evaluate how various United States government decisions impact people, place, and history.	SE/TE: 297, 340–341, 348, 386, 565, 703 TE Only: 252
SS 8.1.1.e	Describe how important government principles are shown in American government.	SE/TE: 217, 223–229, 240, 275, 692, 703
SS 8.1.1.f	Analyze the development and significance of political parties in the United States.	SE/TE: 190, 261, 330–331, 510, 553–554, 564, 623
Civic Participation		
SS 8.1.2	Evaluate the roles, responsibilities, and rights as local, state, national, and international citizens.	
SS 8.1.2.a	Demonstrate ways individuals participate in the political process.	SE/TE: 217–218, 236–237, 241, 691–692, 703
SS 8.1.2.b	Analyze the significance of patriotic symbols, songs and activities in terms of historical, social, and cultural contexts.	SE/TE: 130, 572, 136 TE Only: 287d, 291b, 660, 673

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Standard	Descriptor	Citations
SS 8.1.2.c	Demonstrate civic engagement.	SE/TE: 295, 537, 691 TE Only: 123b, 225, 229, 382, 531
SS 8.1.2.d	Describe how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States.	SE/TE: 120, 418, 561, 570, 608, 647, 680, 771
SS 8.1.2.e	Compare and contrast the roles and influences of individuals, groups, and the media on American government.	SE/TE: 224, 229, 520, 706, 725, 739 TE Only: 222b, 225
Economics		
Economic Decision Making		
SS 8.2.1	Not addressed at this level	
Financial Literacy		
SS 8.2.2	Understand personal and business financial management.	
SS 8.2.2.a	Identify skills for future financial success.	SE/TE: 235, 657, 659 TE Only: 237, 238, 254b, 339b, 651b
SS 8.2.2.b	Understand tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources.	SE/TE: 235, 253–254, 336, 657 TE Only: 226, 254b, 651b
Exchange and Markets		
SS 8.2.3	Not addressed at this level	
National Economy		
SS 8.2.4	Justify and debate economic decisions made by North American societies.	
SS 8.2.4.a	Research the origins and development of the economic system, banks, and financial institutions in the United States.	SE/TE: 254, 640–641, 651, 652, 659, 709–710
SS 8.2.4.b	Explain how tax revenues are collected and distributed.	SE/TE: 190, 199, 200, 217, 226, 235, 709–710
SS 8.2.4.c	Describe the progression of money and its role in early United States history.	SE/TE: 250–251, 253, 382, 628, 649, 658 TE Only: 651b
Global Economy		
SS 8.2.5	Illustrate how international trade impacts individuals, organizations, and nations.	
SS 8.2.5.a	Explain that currency must be converted to make purchases in other countries.	This standard is beyond the scope of this program.

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Standard	Descriptor	Citations
SS 8.2.5.b	Recognize how trade barriers impact the prices and quantity of goods.	SE/TE: 106, 159–160, 297, 333, 723 TE Only: 163b, 571
Geography		
Location and Place		
SS 8.3.1	Not addressed at this level	
Regions		
SS 8.3.2	Examine how regions form and change over time.	
SS 8.3.2.a	Evaluate physical and human characteristics of places and regions.	SE/TE: 362–363, 664–666, 670–671 TE Only: 457
SS 8.3.2.b	Determine the impact of land and water features on human decisions.	SE/TE: 36–37, 362–363, 386, 416, 578, 581
SS 8.3.2.c	Identify and justify how humans develop major world regions and the impact on human societies.	SE/TE: 88–89, 642–647 TE Only: 619b
Human-Environment Interaction		
SS 8.3.3	Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings.	
SS 8.3.3.a	Interpret the impact of natural processes on human and physical environments.	SE/TE: 76, 135, 387, 572–574 TE Only: 294b, 708
SS 8.3.3.b	Analyze how humans have utilized and adapted to their physical environment.	SE/TE: 77, 364, 378–380, 387 TE Only: 383, 673b
Movement		
SS 8.3.4	Not addressed at this level	
Geospatial Skills and Geo-literacy		
SS 8.3.5	Not addressed at this level	
History		
Change, Continuity, and Context		
SS 8.4.1	Analyze patterns of continuity and change over time in United States history.	
SS 8.4.1.a	Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.	SE/TE: 146, 418, 581, 619, 669, 680, 702–703

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Standard	Descriptor	Citations
SS 8.4.1.b	Evaluate the impact of historical events in the United States using symbols, maps, documents, and artifacts.	SE/TE: 124–127, 141 TE Only: 364, 572, 762
Multiple Perspectives		
SS 8.4.2	Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events.	
SS 8.4.2.a	Compare and interpret evidence from multiple perspectives and sources to better understand the complexities of US history.	SE/TE: 494, 661 TE Only: 359, 496, 499, 685b, 700d, 706b
SS 8.4.2.b	Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.	SE/TE: 91, 175, 494 TE Only: 106, 135, 496, 499, 768b
SS 8.4.3	Examine historical events from the perspectives of marginalized and underrepresented groups.	
SS 8.4.3.a	Identify how differing experiences can lead to the development of perspectives.	SE/TE: 45, 175, 503 TE Only: 123b, 482, 630, 659, 694b
SS 8.4.3.b	Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.	SE/TE: 122, 503, 593 TE Only: 97, 119, 499, 591, 633
Historical Analysis and Interpretation		
SS 8.4.4	Evaluate and interpret sources for perspective and historical context.	
SS 8.4.4.a	Compare and contrast primary and secondary sources of history.	SE/TE: 717 TE Only: 100, 146, 260, 286, 386, 418, 761
SS 8.4.4.b	Evaluate the relationships among historical events in the United States and relevant contemporary issues.	TE Only: 260, 294b, 305b, 329, 377b, 479b, 619b, 712
Historical Inquiry and Research		
SS 8.4.5	Apply the inquiry process to construct and answer historical questions.	
SS 8.4.5.a	Identify areas of inquiry by using student-generated questions about multiple historical sources.	TE Only: 64, 242, 298, 405, 538, 682, 714, 742
SS 8.4.5.b	Locate, analyze, and cite appropriate sources for research about United States history, including primary and secondary sources.	SE/TE: 685 TE Only: 62, 146, 296, 377b, 386, 680, 740
SS 8.4.5.c	Gather, analyze, and communicate historical information about United States history from multiple sources.	TE Only: 67b, 287b, 356, 374, 440b, 569b, 745b, 750

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Grade 8

Standard	Descriptor	Citations
Civics		
Forms and Functions of Government		
SS 8.1.1	Investigate and analyze the foundation, structure, and functions of the United States government.	
SS 8.1.1.a	Identify and describe the different systems of government.	SE/TE: 17, 21, 409, 492 TE Only: 337b, 379
SS 8.1.1.b	Analyze the structure and roles of the United States government in meeting the needs of the citizens governed, managing conflict, and establishing order and security.	SE/TE: 14, 16-17, 34, 96, 345-346, 494, 495
SS 8.1.1.c	Examine the development of foundational laws and other documents in the United States government.	SE/TE: 11, 13, 14, 15, 16-17, 20, 34, 35
SS 8.1.1.d	Evaluate how various United States government decisions impact people, place, and history.	SE/TE: 15, 20, 32, 144 TE Only: 28b, 497
SS 8.1.1.e	Describe how important government principles are shown in American government.	SE/TE: 200, 500 TE Only: 15, 513
SS 8.1.1.f	Analyze the development and significance of political parties in the United States.	SE/TE: 13, 15, 382-383 TE Only: 495b
Civic Participation		
SS 8.1.2	Evaluate the roles, responsibilities, and rights as local, state, national, and international citizens.	
SS 8.1.2.a	Demonstrate ways individuals participate in the political process.	SE/TE: 199-200, 443, 495b
SS 8.1.2.b	Analyze the significance of patriotic symbols, songs and activities in terms of historical, social, and cultural contexts.	SE/TE: 359, 361, 387 TE Only: 21b

Standard	Descriptor	Citations
SS 8.1.2.c	Demonstrate civic engagement.	SE/TE: 199, 504 TE Only: 464b. 509
SS 8.1.2.d	Describe how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States.	SE/TE: 30, 78, 155, 188, 279, 469, 512 TE Only: 466
SS 8.1.2.e	Compare and contrast the roles and influences of individuals, groups, and the media on American government.	SE/TE: 214, 233, 247, 415, 484 TE Only: 471b
Economics		
Economic Decision Making		
SS 8.2.1	Not addressed at this level	
Financial Literacy		
SS 8.2.2	Understand personal and business financial management.	
SS 8.2.2.a	Identify skills for future financial success.	SE/TE: 165, 167 TE Only: 159b
SS 8.2.2.b	Understand tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources.	SE/TE: 165 TE Only: 159b
Exchange and Markets		
SS 8.2.3	Not addressed at this level	
National Economy		
SS 8.2.4	Justify and debate economic decisions made by North American societies.	
SS 8.2.4.a	Research the origins and development of the economic system, banks, and financial institutions in the United States.	SE/TE: 148-149, 159, 160, 167, 217-218
SS 8.2.4.b	Explain how tax revenues are collected and distributed.	SE/TE: 473, 217-218 TE Only: 495d, 513b
SS 8.2.4.c	Describe the progression of money and its role in early United States history.	SE/TE: 11, 12-13, 34, 98, 140, 157-158, 166 TE Only: 159b
Global Economy		
SS 8.2.5	Illustrate how international trade impacts individuals, organizations, and nations.	
SS 8.2.5.a	Explain that currency must be converted to make purchases in other countries.	This standard is beyond the scope of this program.

Standard	Descriptor	Citations
SS 8.2.5.b	Recognize how trade barriers impact the prices and quantity of goods.	SE/TE: 231, 464, 494 TE Only: 259
Geography		
Location and Place		
SS 8.3.1	Not addressed at this level	
Regions		
SS 8.3.2	Examine how regions form and change over time.	
SS 8.3.2.a	Evaluate physical and human characteristics of places and regions.	SE/TE: 25, 120-121, 507 TE Only: 408
SS 8.3.2.b	Determine the impact of land and water features on human decisions.	SE/TE: 20, 51, 119, 144 TE Only: 408
SS 8.3.2.c	Identify and justify how humans develop major world regions and the impact on human societies.	SE/TE: 227, 508 TE Only: 89b, 248
Human-Environment Interaction		
SS 8.3.3	Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings.	
SS 8.3.3.a	Interpret the impact of natural processes on human and physical environments.	SE/TE: 427, 504-505 TE Only: 216
SS 8.3.3.b	Analyze how humans have utilized and adapted to their physical environment.	SE/TE: 20, 28, 145, 416-417 TE Only: 141, 181b
Movement		
SS 8.3.4	Not addressed at this level	
Geospatial Skills and Geo-literacy		
SS 8.3.5	Not addressed at this level	
History		
Change, Continuity, and Context		
SS 8.4.1	Analyze patterns of continuity and change over time in United States history.	
SS 8.4.1.a	Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.	SE/TE: 28, 89, 104, 119, 188 TE Only: 35, 283b

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Standard	Descriptor	Citations
SS 8.4.1.b	Evaluate the impact of historical events in the United States using symbols, maps, documents, and artifacts.	SE/TE: 17, 23, 395 TE Only: 42, 122, 270, 289d, 394b
Multiple Perspectives		
SS 8.4.2	Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events.	
SS 8.4.2.a	Compare and interpret evidence from multiple perspectives and sources to better understand the complexities of US history.	SE/TE: 171, 425 TE Only: 117, 193b, 208d, 214b, 337b, 383b
SS 8.4.2.b	Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.	SE/TE: 91 TE Only: 25, 276b, 348, 415a, 480
SS 8.4.3	Examine historical events from the perspectives of marginalized and underrepresented groups.	
SS 8.4.3.a	Identify how differing experiences can lead to the development of perspectives.	TE Only: 25, 100, 167, 202b, 450b
SS 8.4.3.b	Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.	TE Only: 25, 61, 103, 350b, 438, 449
Historical Analysis and Interpretation		
SS 8.4.4	Evaluate and interpret sources for perspective and historical context.	
SS 8.4.4.a	Compare and contrast primary and secondary sources of history.	SE/TE: 224 TE Only: 144, 269, 347, 389b, 445b
SS 8.4.4.b	Evaluate the relationships among historical events in the United States and relevant contemporary issues.	SE/TE: 510-511 TE Only: 89b, 135b, 218, 448, 513
Historical Inquiry and Research		
SS 8.4.5	Apply the inquiry process to construct and answer historical questions.	
SS 8.4.5.a	Identify areas of inquiry by using student-generated questions about multiple historical sources.	TE Only: 2, 135b, 404, 461, 497
SS 8.4.5.b	Locate, analyze, and cite appropriate sources for research about United States history, including primary and secondary sources.	SE/TE: 193 TE Only: 188, 248, 332, 493, 495b
SS 8.4.5.c	Gather, analyze, and communicate historical information about United States history from multiple sources.	TE Only: 39b, 164b, 225b, 253b, 258, 302b, 343

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Nebraska Social Studies Standards (2019)
Grade 8

Standard	Descriptor	Citations
Civics		
Forms and Functions of Government		
SS 8.1.1	Investigate and analyze the foundation, structure, and functions of the United States government.	
SS 8.1.1.a	Identify and describe the different systems of government.	SE/TE: 24, 90, 155, 275, 984 TE Only: 836b, 871
SS 8.1.1.b	Analyze the structure and roles of the United States government in meeting the needs of the citizens governed, managing conflict, and establishing order and security.	SE/TE: 173, 240, 340–341, 384, 619, 837–838, 986–987 TE Only: 305a
SS 8.1.1.c	Examine the development of foundational laws and other documents in the United States government.	SE/TE: 155, 163, 169, 156–157, 174, 240, 276, 322
SS 8.1.1.d	Evaluate how various United States government decisions impact people, place, and history.	SE/TE: 297, 348, 386, 565, 881, 930 TE Only: 252, 989
SS 8.1.1.e	Describe how important government principles are shown in American government.	SE/TE: 217, 240, 275, 692, 992 TE Only: 1005
SS 8.1.1.f	Analyze the development and significance of political parties in the United States.	SE/TE: 190, 261, 330–331, 510, 553–554, 564, 623
Civic Participation		
SS 8.1.2	Evaluate the roles, responsibilities, and rights as local, state, national, and international citizens.	
SS 8.1.2.a	Demonstrate ways individuals participate in the political process.	SE/TE: 236, 241, 691–692 TE Only: 237, 987b
SS 8.1.2.b	Analyze the significance of patriotic symbols, songs and activities in terms of historical, social, and cultural contexts.	SE/TE: 839, 853, 879 TE Only: 660, 673, 851

Standard	Descriptor	Citations
SS 8.1.2.c	Demonstrate civic engagement.	SE/TE: 295, 537, 691 TE Only: 123b, 996
SS 8.1.2.d	Describe how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States.	SE/TE: 418, 608, 647, 680, 771, 961, 1004 TE Only: 958
SS 8.1.2.e	Compare and contrast the roles and influences of individuals, groups, and the media on American government.	SE/TE: 706, 725, 739, 907, 976 TE Only: 946, 963b
Economics		
Economic Decision Making		
SS 8.2.1	Not addressed at this level	
Financial Literacy		
SS 8.2.2	Understand personal and business financial management.	
SS 8.2.2.a	Identify skills for future financial success.	SE/TE: 657, 659 TE Only: 651b
SS 8.2.2.b	Understand tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources.	SE/TE: 657 TE Only: 254b, 651b
Exchange and Markets		
SS 8.2.3	Not addressed at this level	
National Economy		
SS 8.2.4	Justify and debate economic decisions made by North American societies.	
SS 8.2.4.a	Research the origins and development of the economic system, banks, and financial institutions in the United States.	SE/TE: 640–641, 651, 652, 659, 709–710
SS 8.2.4.b	Explain how tax revenues are collected and distributed.	SE/TE: 965, 709–710 TE Only: 987d, 1005b
SS 8.2.4.c	Describe the progression of money and its role in early United States history.	SE/TE: 382, 628, 649, 658 TE Only: 651b
Global Economy		
SS 8.2.5	Illustrate how international trade impacts individuals, organizations, and nations.	
SS 8.2.5.a	Explain that currency must be converted to make purchases in other countries.	This standard is beyond the scope of this program.

Standard	Descriptor	Citations
SS 8.2.5.b	Recognize how trade barriers impact the prices and quantity of goods.	SE/TE: 159, 297, 723, 956, 986 TE Only: 571
Geography		
Location and Place		
SS 8.3.1	Not addressed at this level	
Regions		
SS 8.3.2	Examine how regions form and change over time.	
SS 8.3.2.a	Evaluate physical and human characteristics of places and regions.	SE/TE: 362–363, 892, 999 TE Only: 457, 900
SS 8.3.2.b	Determine the impact of land and water features on human decisions.	SE/TE: 36–37, 386, 416, 581, 863 TE Only: 900
SS 8.3.2.c	Identify and justify how humans develop major world regions and the impact on human societies.	SE/TE: 88–89, 719, 1004 TE Only: 619b, 740
Human–Environment Interaction		
SS 8.3.3	Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings.	
SS 8.3.3.a	Interpret the impact of natural processes on human and physical environments.	SE/TE: 387, 919, 996–997 TE Only: 294b, 708
SS 8.3.3.b	Analyze how humans have utilized and adapted to their physical environment.	SE/TE: 387, 908–909 TE Only: 379, 383, 673b
Movement		
SS 8.3.4	Not addressed at this level	
Geospatial Skills and Geo-literacy		
SS 8.3.5	Not addressed at this level	
History		
Change, Continuity, and Context		
SS 8.4.1	Analyze patterns of continuity and change over time in United States history.	
SS 8.4.1.a	Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.	SE/TE: 146, 418, 581, 619, 680 TE Only: 775b

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Standard	Descriptor	Citations
SS 8.4.1.b	Evaluate the impact of historical events in the United States using symbols, maps, documents, and artifacts.	SE/TE: 124–127, 887 TE Only: 364, 572, 762, 781d, 886b
Multiple Perspectives		
SS 8.4.2	Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events.	
SS 8.4.2.a	Compare and interpret evidence from multiple perspectives and sources to better understand the complexities of US history.	SE/TE: 661, 917 TE Only: 359, 685b, 700d, 706b, 836b
SS 8.4.2.b	Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.	SE/TE: 91, 175 TE Only: 768b, 840, 842b, 907a
SS 8.4.3	Examine historical events from the perspectives of marginalized and underrepresented groups.	
SS 8.4.3.a	Identify how differing experiences can lead to the development of perspectives.	SE/TE: 45, 175, 503 TE Only: 123b, 630, 659, 694b, 942b
SS 8.4.3.b	Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.	SE/TE: 503 TE Only: 97, 591, 633, 842b, 930
Historical Analysis and Interpretation		
SS 8.4.4	Evaluate and interpret sources for perspective and historical context.	
SS 8.4.4.a	Compare and contrast primary and secondary sources of history.	SE/TE: 717 TE Only: 386, 761, 839, 937b
SS 8.4.4.b	Evaluate the relationships among historical events in the United States and relevant contemporary issues.	TE Only: 337b, 619b, 712, 940, 1005
Historical Inquiry and Research		
SS 8.4.5	Apply the inquiry process to construct and answer historical questions.	
SS 8.4.5.a	Identify areas of inquiry by using student-generated questions about multiple historical sources.	TE Only: 242, 337b, 896, 953, 989
SS 8.4.5.b	Locate, analyze, and cite appropriate sources for research about United States history, including primary and secondary sources.	SE/TE: 685 TE Only: 337b, 680, 740, 987b
SS 8.4.5.c	Gather, analyze, and communicate historical information about United States history from multiple sources.	TE Only: 356b, 569b, 745b, 750, 794b, 835

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correlated to the

2019 Nebraska Social Studies Standards (2019):
Grade 6, Grade 7, and Grade 8

Standard	Descriptor	Citations
Grade 6		
Grade Level Summary and Theme *World Studies I*: In sixth grade, students are ready to deepen their understanding of the Earth and its peoples through the study of history, geography, politics, culture, and economic systems. Students examine the world by exploring the location, place, and spatial organization of the world's ancient civilizations. In this way, students develop higher levels of critical thinking by considering why civilizations developed, where and when they did, and why they declined. Students will have multiple opportunities to employ maps and timelines, to compare the foundations of economic and political systems, and to engage in content-driven research and inquiry. Students will explore the connections between ancient and classical societies and contemporary civic ideas and issues. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link between the contemporary and ancient worlds.		
Civics		
Forms and Functions of Government		
SS 6.1.1	Investigate the foundations, structures, and functions of governmental institutions.	
SS 6.1.1.a	Analyze the different forms of government through the study of early civilizations. *For example: tribal, monarchy, democracy, republic, theocracy, tyranny and oligarchy*	SE/TE: 137–144, 266, 375–377, 382–384, 394, 593–594, 602–603
SS 6.1.1.b	Identify the development of written laws and artifacts. *For example: Code of Hammurabi, Greek Democracy, Axumite, Confucius, Ten Commandments, Indian deities*	SE/TE: 386–387, 593–594, 634, 847, 914–915
SS 6.1.1.c	Communicate the various ways governmental decisions have impacted people, places, and history. *For example: invasions, conquests, laws, public works, religious tolerance, censorship, hierarchy*	SE/TE: 134–136, 388–390, 402–403, 593–594, 648, 914–915, 922

Standard	Descriptor	Citations
SS 6.1.1.d	Investigate important government principles. *For example: democracy, rule of law, justice, equality, toleration*	SE/TE: 137–144, 202–203, 375–377, 382–384, 427–432
Civic Participation		
SS 6.1.2	Investigate the roles, responsibilities, and rights of citizens.	
SS 6.1.2.a	Describe ways individuals participate in the political process. *For example: tribal/family institutions, city-state, voting, contacting officials, civic engagement, decision making, leadership*	SE/TE: 145–149, 152, 204–205, 1021, 1023
SS 6.1.2.b	Compare and contrast the roles and rights of individuals In Ancient Civilizations to those in the United States today. *For example: military service, voting, civic engagement, decision making, leadership*	SE/TE: 147–152, 155, 204–205, 383, 402
Economics		
Economic Decision Making		
SS 6.2.1	Investigate how economic decisions affect the well-being of individuals and society.	
SS 6.2.1.a	Compare the benefits and costs of economic decisions made by Ancient Civilizations. *For example: marginal benefits of the migration of the Swahili people throughout southern Africa, Constantine the Great's decision to convert the Roman Empire to Christianity, Ancient Mesopotamians that settled along the Tigris and Euphrates to sustain life in a desert*	SE/TE: 266, 370–371, 373, 401, 547, 923
SS 6.2.1.b	Examine how social and governmental decisions impact economic well-being. *For example: Under constant invasion, Chinese dynasties built the Great Wall. Europeans and Asians were able to establish trade through the Silk Road to attain resources not native to their own continents. The caste system of Ancient India established order in the government but at the sake of the liberty of those in lower castes. Use democratic process established in Greece to make a classroom decision.*	SE/TE: 164–168, 370, 399–401, 435–440, 447–448, 458–460, 844–845, 904–905

Standard	Descriptor	Citations
Financial Literacy		
SS 6.2.2	Not addressed at this level	
Exchanges and Markets		
SS 6.2.3	Explain the interdependence of producers and consumers.	
SS 6.2.3.a	Identify producers and consumers for Ancient civilizations. *For example: Examine the independence and interdependence of social classes in ancient societies. List items sold and traded among various medieval societies.*	SE/TE: 266, 370, 373, 401, 604, 753–754
SS 6.2.3.b	Explain how the interaction between producers and consumers satisfied economic wants and needs. *For example: Research the various resources that were utilized as mediums of exchange like animals, cowry shells, gold, and porcelain. Examine how societies without currency differed from those with currency.*	SE/TE: 159–163, 266, 373, 401, 597–598, 753–754, 913
National Economy		
SS 6.2.4	Not addressed at this level	
Global Economy		
SS 6.2.5	Not addressed at this level	
Geography		
Location and Place		
SS 6.3.1	Identify where (spatial) and why people, places, and environments are organized on the Earth's surface.	
SS 6.3.1.a	Identify and illustrate the locations of the first cities, civilizations, and empires and the reasoning for their locations. *For example: river civilizations (Tigris/Euphrates, Yellow, Indus, Nile, Mesopotamia), early cities (Memphis, Ur, Babylon)*	SE/TE: 249, 251, 264, 373, 392, 579–581, 838

Standard	Descriptor	Citations
SS 6.3.1.b	Investigate the human and physical characteristics of early patterns of civilizations and empires. *For example: agricultural societies (agricultural hearths for crops and livestock), deposits of copper and iron*	SE/TE: 113–117, 249, 251, 264, 367, 579–583, 837–838
Regions		
SS 6.3.2	Not addressed at this level	
Human Environment Interaction		
SS 6.3.3	Identify how the natural environment is changed by natural and human forces, and how humans adapt to their surroundings.	
SS 6.3.3.a	Describe the impact of natural processes on the human and physical environments. *For example: precipitation, drought, earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides*	SE/TE: 196–197, 252–253, 278, 298–299, 300, 600–601, 982–983
SS 6.3.3.b	Summarize how early humans utilized and adapted to their physical environment. *For example: irrigation, levees, terraces, fertile soils, mechanized agriculture, changes in land use, clothing, sewage systems, scarcity of resources*	SE/TE: 118–124, 259, 368–369, 581–583, 601, 749–751
Movement		
SS 6.3.4	Interpret and summarize patterns of culture around the world.	
SS 6.3.4.a	Compare and contrast characteristics of groups of people/settlements. *For example: characteristics of river civilizations*	SE/TE: 256, 269, 598, 774, 861, 915, 922
SS 6.3.4.b	Explain how cultural diffusion occurs. *For example: trade routes, migration, conquest/empire building*	SE/TE: 379–381, 388, 397, 647, 760–761, 855, 908
Geospatial Skills and Geo-literacy		
SS 6.3.5	Not addressed at this level	
History		
Change, Continuity, and Context		

Standard	Descriptor	Citations
SS 6.4.1	Analyze patterns of continuity and change over time in world history.	
SS 6.4.1.a	Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world. *For example: Chauvin, Zapotec, Olmec, Mesopotamia, Egypt, Indus, Greco-Roman, early Chinese and Japanese dynasties, Hinduism, Taoism, Buddhism, Judaism, Christianity, Islam*	SE/TE: 375–377, 382–384, 427–434, 633–640, 641–648, 649–656, 846–850, 851–857
SS 6.4.1.b	Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts. *For example: Hammurabi's Code, symbols of world religions*	SE/TE: 95–105, 463, 593–594, 615, 647, 763, 771, 847
Multiple Perspectives		
SS 6.4.2	Use multiple perspectives to identify the historical, social, and cultural context of past and current events.	
SS 6.4.2.a	Identify evidence from multiple perspectives and sources to better understand the complexities of world history. *For example: Macedonian Empire, Persian Empire*	SE/TE: 260, 271, 413 MC21–413 MC2, 629, 919, 945
SS 6.4.2.b	Explain the use of primary and secondary sources to better understand multiple perspectives of the same event. *For example: foundational texts of world religions*	SE/TE: 221 MC1–221 MC2, 413, 465 MC1–465 MC2, 271, 627
SS 6.4.3	Examine historical events from the perspectives of marginalized and underrepresented groups.	
SS 6.4.3.a	Identify how differing experiences can lead to the development of perspectives. *For example: religious, ethnic and racial groups*	SE/TE: 260, 465 MC1–465 MC2, 612–614, 919, 945
SS 6.4.3.b	Interpret perspectives of marginalized and underrepresented regions around the world. *For example: inclusion of non-Eurasian civilizations*	SE/TE: 293 MC1–293 MC2, 891–894, 941–944, 992–996, 1010–1015
Historical Analysis and Interpretation		
SS 6.4.4	Interpret and evaluate sources for historical context.	
SS 6.4.4.a	Compare and contrast primary and secondary sources of history. *For example: Compare Lascaux cave paintings with a historian's interpretation of the Paleolithic Era.*	SE/TE: 221 MC1–221 MC2, 413, 465 MC1–465 MC2, 627, 629

Standard	Descriptor	Citations
SS 6.4.4.b	Analyze the relationships among historical events in the world and relevant contemporary issues. *For example: agriculture, technology, written laws*	SE/TE: 215–216, 221 MC1–221 MC2, 428, 458–462, 598, 656
Historical Inquiry and Research		
SS 6.4.5	Apply the inquiry process to construct and answer historical questions.	
SS 6.4.5.a	Construct and answer inquiry questions using multiple historical sources. *For example: What defines an empire?*	SE/TE: H3, 322, 411, 468, 489, 629, 999
SS 6.4.5.b	Identify and cite appropriate sources for research about world history, including primary and secondary sources. *For example: Hammurabi's Code, Twelve Tables*	SE/TE: 271, 273, 551, 629, 627, 831, 950
SS 6.4.5.c	Gather, analyze, and communicate historical information about the world from multiple sources. *For example: document archives, artifacts, newspapers, interviews, pictures, posters, oral/written narratives, and electronic presentation*	SE/TE: 155, 413, 629, 695, 833, 925, R74, R76
Grade 7		
Grade Level Summary and Theme *World Studies II:* In seventh grade, students become more proficient with the core concepts in social studies. This grade level focuses on a regional examination of geography, civics, economics, and history of post-classical societies. The purpose of studying these different regions and eras is to develop an understanding of major factors influencing our world today. The course guides students in exploring the connection between historical developments and contemporary global issues. Students will have multiple opportunities to use geographic concepts and processes, develop economic reasoning, examine specific historical ideas, beliefs, and themes, and analyze how individuals and societies have changed over time. Students will further develop fundamental concepts and processes of authority, power, and influence with particular emphasis on the democratic skills and attitudes necessary to become responsible citizens.		
Civics		
Forms and Functions of Government		
SS 7.1.1	Analyze the foundations, structures, and functions of governmental institutions.	

Standard	Descriptor	Citations
SS 7.1.1.a	Describe different forms and structures of government around the world and how they address the needs of the citizens. *For example: republic, monarchy, authoritarian/dictatorship, how nation- states interact, unlimited forms of government, limited forms of government, imperialism*	SE/TE: 137–144, 202–204, 427–434, 541–542, 564–565, 888–890
SS 7.1.1.b	Identify and report significant historic events and documents that have influenced governmental institutions and their function. *For example: any governments of major societies from post-classical societies up to present that could include French Revolution, Justinian's Code, Iroquois Confederacy, Communist Manifesto, United States Constitution, Magna Carta, Native American treaties with federal government, trade agreements, arms control*	SE/TE: 199, 215–216, 392–393, 402, 427–429, 430–431, 447, 456–458
SS 7.1.1.c	Analyze how governmental systems have changed over time and how those developments influence civic life and ideals around the world. *For example: increased role and influence of technology on society, impact of global conflicts on local communities*	SE/TE: 134–136, 388–390, 402–403, 593–594, 648, 914–915, 922
Civic Participation		
SS 7.1.2	Analyze the roles, responsibilities, and rights of citizens and groups in international societies.	
SS 7.1.2.a	Examine ways in which individuals and groups participate in the political process in different regions of the globe. *For example: interconnected nature of world events/relationships, recognize multiple perspectives on issues, demonstrate ethical use of information, service learning, volunteerism, social movements, voting*	SE/TE: 145–149, 152, 204–205, 678, 1021, 1023
SS 7.1.2.b	Evaluate how cooperation and conflict among people around the world have contributed to political, economic, and social events and situations. *For example: treaties, aftermath of global conflicts and the rise of international organizations (United Nations, NATO, League of Nations, World Health Organization)*	SE/TE: 134–135, 286–287, 456–458, 548–549, 551, 647

Standard	Descriptor	Citations
SS 7.1.2.c	Explain the roles and influence of individuals, groups, and the media on governments in an interdependent society. *For example: printing press, right to petition, media literacy, media conglomerates, social media platforms, cyber security concerns*	SE/TE: 145–152, 154, 155, 204–205
Economics		
Economic Decision Making		
SS 7.2.1	Not addressed at this level	
Financial Literacy		
SS 7.2.2	Not addressed at this level	
Exchange and Markets		
SS 7.2.3	Not addressed at this level	
National Economy		
SS 7.2.4	Investigate how varying economic systems impact individuals in a civilization/society.	
SS 7.2.4.a	Compare and contrast characteristics of different socio-economic groups in economic systems. *For example: traditional, market, command/communism, socialism, feudal, or caste systems - Examine the daily life of the indigenous people of Guatemala as opposed to those in urban areas.*	SE/TE: 164–172, 399–400, 401, 439, 563, 887
SS 7.2.4.b	Identify the relationships between diverse socio- economic groups and their economic systems in the modern world. *For example: Compare tax structures in various countries and how the people are impacted.*	SE/TE: 146, 164–172, 399–400, 401, 439, 563, 887
SS 7.2.5	Analyze information using appropriate data to draw conclusions about the total production, income, and economic growth in various economies.	

Standard	Descriptor	Citations
SS 7.2.5.a	Define the government's role in various economic systems. *For example: democratic governments' impact on capitalism and dictators' impact on command economies, tobacco industry and how rules come about in the US vs. tobacco industry in Cuba*	SE/TE: 164–168, 179–184, 187, 314, 439, 563, 1014
SS. 7.2.5.b	Identify various economic indicators that governments use to measure modern world societies, nations, and cultures. *For example: Explore consumption, government spending, business investment, balance of trade, exports, imports, life expectancy, literacy rates, income, etc.*	SE/TE: 170–172, 477, 674–675, 819, 958
SS 7.2.5.c	Categorize goods and services provided in modern societies, nations, and cultures into the four factors of production. *For example: Identify the four factors of production (land, labor, capital, and entrepreneurship) and how they manifest in a diverse way from culture to culture and over time.*	SE/TE: 161–163, 227–229, 582–583, 559–560, 666, 674–675, 766
Global Economy		
SS 7.2.6	Illustrate how international trade impacts individuals, organizations, and nations/societies.	
SS 7.2.6.a	Explain how individuals gain through specialization and voluntary trade and how international trade affects the domestic economy. *For example: Business owners are able to explore the world to find labor sources that help maximize profit. Many of the economies of the Americas owe their establishment and success to the development and processing of sugar cane. Corporations chartered for colonial settlement: Dutch East India Company, Virginia Company, etc.*	SE/TE: 179–184, 286–287, 582–583, 671, 674–675, 908
Geography		
Location and Place		
SS 7.3.1	Not addressed at this level	
Regions		
SS 7.3.2	Evaluate how regions form and change over time.	

Standard	Descriptor	Citations
SS 7.3.2.a	Classify physical and human characteristics of places and regions. *For example: climate, landforms, languages, religions*	SE/TE: 201, 226, 351, 559, 635, 781, 953, 1004
SS 7.3.2.b	Interpret the impact of land and water features on human decisions. *For example: location of settlements and transportation with respect to physical feature*s	SE/TE: 113–117, 225–229, 363–371, 579–583, 837–845
SS 7.3.2.c	Identify how humans construct major world regions and the impact on human societies. *For example: geographic factors that influence international relationships and economic development-trade, communication, transportation, infrastructure*	SE/TE: 113–117, 200–202, 652, 904–905, 947 MC1–947 MC2
Human Environment Interaction		
SS 7.3.3	Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings.	
SS 7.3.3.a	Explain the impact of natural processes on human and physical environments. *For example: temperature, precipitation, drought, earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides*	SE/TE: 196–197, 252–253, 278, 298–299, 300, 600–601, 982–983
SS 7.3.3.b	Research and describe how humans have utilized and adapted to their physical environment. *For example: rivers, floods, precipitation, drought, use of natural resources*	SE/TE: 118–124, 259, 368–369, 581–583, 601, 749–751
Movement		
SS 7.3.4	Examine and interpret patterns of culture around the world.	
SS 7.3.4.a	Compare and contrast characteristics of groups of people/settlements. *For example: elements of culture including languages, religions, foods, arts, clothing, education, etc.*	SE/TE: 256, 269, 598, 774, 861, 915, 922
SS 7.3.4.b	Develop a logical process to describe how cultural diffusion occurs and how the diffusion of ideas impacts cultures. *For example: migration, conquering, trade*	SE/TE: 379–381, 388, 397, 647, 760–761, 855, 908

Standard	Descriptor	Citations
Geospatial Skills and Geo-literacy		
SS 7.3.5	Compare issues and/or events using geographic knowledge and skills to make informed decisions.	
SS 7.3.5.a	Classify the physical or human factors that explain the geographic patterns of world events. *For example: Use maps/charts/diagrams/timelines/mapping technology to track and analyze historical changes over space and time (spread of religious groups, spatial connections through trade or political arrangement).*	SE/TE: 379–381, 388, 397, 647, 760–761, 855, 908
SS 7.3.5.b	Develop geographic representations and analyze the role of geographic physical and human factors in determining the arrangement of economic activity and patterns of human settlement. *For example: geographic concentration of manufacturing, banking, or industries, urbanization, availability of arable land, water and suitable climate for farming, access to resources for development*	SE/TE: 256, 269, 598, 774, 861, 908, 915, 922
History		
Continuity, Change, and Context		
SS 7.4.1	Compare patterns of continuity and change over time in world history.	
SS 7.4.1.a	Analyze the impact of people, events, and ideas, including various cultures and ethnic groups, on the world. *For example: Songhai, Mali, Gupta Empire, Han Dynasty, Hinduism, Taoism, Buddhism, Judaism, Christianity, Islam, Sikhism, Silk Road, Trans-Saharan Trade, Incas, Mayans, Aztecs*	SE/TE: 375–377, 382–384, 427–434, 633–640, 641–648, 649–656, 908, 909
SS 7.4.1.b	Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts. *For example: trade routes*	SE/TE: 95–105, 463, 593–594, 615, 647, 763, 771, 847
Multiple Perspectives		
SS 7.4.2	Use multiple perspectives to examine the historical, social, and cultural context of past and current events.	

Standard	Descriptor	Citations
SS 7.4.2.a	Analyze evidence from multiple perspectives and sources to better understand the complexities of world history. *For example: caste system, partition of India, Ibn Battuta, Zheng He, Marco Polo, Mansa Musa, Mongol Empire, Berlin Conference, Arab-Israeli Conflict, Latin American revolutions, Columbian Exchange*	SE/TE: 260, 271, 413 MC21–413 MC2, 425, 629, 919, 945
SS 7.4.2.b	Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event. *For example: foundational texts of world religions*	SE/TE: 221 MC1–221 MC2, 413, 465 MC1–465 MC2, 271, 627, 638
SS 7.4.3	Examine historical events from the perspectives of marginalized and underrepresented groups.	
SS 7.4.3.a	Identify how differing experiences can lead to the development of perspectives. *For example: religious, ethnic and racial groups*	SE/TE: 260, 465 MC1–465 MC2, 612–614, 919, 945
SS 7.4.3.b	Interpret perspectives of marginalized and underrepresented regions around the world. *For example: civilizations from all regions of the world*	SE/TE: 293 MC1–293 MC2, 891–894, 941–944, 992–996, 1010–1015
Historical Analysis and Interpretation		
SS 7.4.4	Analyze and interpret sources for perspective and historical context.	
SS 7.4.4.a	Compare and contrast primary and secondary sources of history. *For example: Compare eyewitness accounts of the Black Death with contemporary medical understandings*.	SE/TE: 221 MC1–221 MC2, 413, 465 MC1–465 MC2, 627, 629
SS 7.4.4.b	Identify the cause and effect relationships among historical events in the world and relevant contemporary issues. *For example: migrations, declarations of war, treaties, alliances, epidemics*	SE/TE: 215–216, 428, 458–462, 598, 656, 744, 765–773, R82–R83
Historical Inquiry and Research Skills		
SS 7.4.5	Apply the inquiry process to construct and answer historical questions.	

Standard	Descriptor	Citations
SS 7.4.5.a	Construct and answer inquiry questions using multiple historical sources. *For example: Students engage in inquiry and gather evidence to provide a response.*	SE/TE: H3, 322, 411, 468, 489, 629, 999
SS 7.4.5.b	Evaluate and cite appropriate sources for research about world history, including primary and secondary sources. *For example: Interpret primary and secondary sources to address the inquiry. Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources.*	SE/TE: 271, 273, 551, 629, 627, 831, 950
SS 7.4.5.c	Gather, analyze, and communicate historical information about the world from multiple sources. *For example: document archives, artifacts, newspapers, interviews, pictures, posters, oral/written narratives, and electronic presentation*	SE/TE: 155, 413, 629, 695, 833, 925, R74, R76
Grade 8		
Grade Level Summary and Theme *United States History:* In eighth grade, students develop a new, more abstract level of understanding of social studies concepts. The context for developing this understanding is U.S. history and government. After reviewing the Colonial foundations of what became the United States, students explore the ideas, issues, and events from the adoption of the United States Constitution through the Gilded Age. Study of the founding of the United States allows students to explore the development of the United States' unique institutions of government, civic ideals, geography and economy.		
Civics		
Forms and Functions of Government		
SS 8.1.1	Investigate and analyze the foundation, structure, and functions of the United States government.	
SS 8.1.1.a	Identify and describe the different systems of government. *For example: Monarchy, Federal, Confederate, Unitary, Tribal, corporate*	SE/TE: 137–144, 202–204, 427–434, 541–542, 564–565, 888–890

Standard	Descriptor	Citations
SS 8.1.1.b	Analyze the structure and roles of the United States government in meeting the needs of the citizens governed, managing conflict, and establishing order and security. *For example: Chinese Exclusion Act, Fugitive Slave Laws, 13th, 14th, 15th Amendments, antitrust laws, Homestead Act, Indian Removal Act*	SE/TE: 137–139, 144, 202–205, 208, 216–218, 220
SS 8.1.1.c	Examine the development of foundational laws and other documents in the United States government. *For example: Declaration of Independence, United States Constitution, Preamble, Bill of Rights*	SE/TE: 202, 205, 402–403, 429, 430, 516 TE Only: 208b
SS 8.1.1.d	Evaluate how various United States government decisions impact people, place, and history. *For example: taxation, distribution of resources, acquisition of territories, Trail of Tears, Indian Removal Act, Dred Scott decision, treaties, Louisiana Purchase, census, Civil War, War of 1812, Mexican-American War*	SE/TE: 202–205, 208, 216–218, 220
SS 8.1.1.e	Describe how important government principles are shown in American government. *For example: freedom, individual rights, representative democracy, equality, rule of law, popular sovereignty, justice, tribal sovereignty*	SE/TE: 137–144, 202–203, 208
SS 8.1.1.f	Analyze the development and significance of political parties in the United States. *For example: Federalists and Antifederalists*	SE/TE: 148, 216–218 TE Only: 152b, 204, 217
Civic Participation		
SS 8.1.2	Evaluate the roles, responsibilities, and rights as local, state, national, and international citizens.	
SS 8.1.2.a	Demonstrate ways individuals participate in the political process. *For example: registering and voting, elections, contacting government officials, campaign involvement, demonstrating ethical use of information*	SE/TE: 145–149, 152, 204–205, 678, 1021, 1023

Standard	Descriptor	Citations
SS 8.1.2.b	Analyze the significance of patriotic symbols, songs and activities in terms of historical, social, and cultural contexts. *For example: Pledge of Allegiance, "The Star-Spangled Banner," "America the Beautiful," recognition of Memorial Day, Independence Day, Veterans Day, Martin Luther King, Jr. Day, Constitution Day, Patriot's Day - 9/11, Native American Heritage Day, tribal flag songs*	SE/TE: 150, 153 TE Only: 217
SS 8.1.2.c	Demonstrate civic engagement. *For example: engaging in service learning projects, volunteerism, student government participation, participation in simulations of democratic processes (mock trials, elections, etc.), USCIS Citizenship test, communicating through civil discourse*	SE/TE: 149, 152 TE Only: 148, 182
SS 8.1.2.d	Describe how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States. *For example: Louisiana Purchase, Civil War, Civil Disobedience, NAACP movement, women's movement, slave rebellions, Jim Crow laws*	SE/TE: 134–135, 286–287, 456–458, 548–549, 551, 647
SS 8.1.2.e	Compare and contrast the roles and influences of individuals, groups, and the media on American government. *For example: Seneca Falls Convention, Underground Railroad, Horace Greeley, Harriet Beecher Stowe, Jane Addams, Muckrakers, Booker T. Washington, Chief Standing Bear, Susan La Flesche*	SE/TE: 145–152, 154, 155, 204–205
Economics		
Economic Decision Making		
SS 8.2.1	Not addressed at this level	
Financial Literacy		
SS 8.2.2	Understand personal and business financial management.	

Standard	Descriptor	Citations
SS 8.2.2.a	Identify skills for future financial success. *For example: Identify key terms associated with budgeting, credit, savings, credit score, investing, fraud, and risk management.*	SE/TE: 176–178 TE Only: 172b, 175
SS 8.2.2.b	Understand tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources. *For example: Analyze the impact of credit on an individual's ability to acquire goods and services, charitable contributions.*	SE/TE: 176–178 TE Only: 172b, 175
Exchange and Markets		
SS 8.2.3	Not addressed at this level	
National Economy		
SS 8.2.4	Justify and debate economic decisions made by North American societies.	
SS 8.2.4.a	Research the origins and development of the economic system, banks, and financial institutions in the United States. *For example: Examine the work of Alexander Hamilton and his influence on the banking system in the U.S. economy.*	SE/TE: 165, 167, 173–176
SS 8.2.4.b	Explain how tax revenues are collected and distributed. *For example: Review the Constitution to understand the roles of each branch in establishing a national budget and how the separation of powers is structured.*	SE/TE: 146, 204, 215
SS 8.2.4.c	Describe the progression of money and its role in early United States history. *For example: Identify what forms of currency/bartering were used as a medium for exchange among various Native American tribes. Examine what services and regulations were established during the Progressive Era as urban areas' populations boomed. Examine the National Banking Act of 1863.*	SE/TE: 173–178, 186, 187 TE Only: 178b
Global Economy		
SS 8.2.5	Illustrate how international trade impacts individuals, organizations, and nations.	

Standard	Descriptor	Citations
SS 8.2.5.a	Explain that currency must be converted to make purchases in other countries. *For example: Trace the conversion of products and currency between the French and the indigenous tribes of the Midwest.*	SE/TE: 173–174, 460 TE Only: 172b
SS 8.2.5.b	Recognize how trade barriers impact the prices and quantity of goods. *For example: Examine the impact of the Sugar and Molasses Act of 1733 and the Stamp Act of 1765.*	SE/TE: 179–184, 286–287, 582–583, 671, 674–675, 908
Geography		
Location and Place		
SS 8.3.1	Not addressed at this level	
Regions		
SS 8.3.2	Examine how regions form and change over time.	
SS 8.3.2.a	Evaluate physical and human characteristics of places and regions. *For example: climate, landforms, religious groups, ethnic groups*	SE/TE: 201, 226, 351, 559, 635, 781, 953, 1004
SS 8.3.2.b	Determine the impact of land and water features on human decisions. *For example: location of settlements and transportation with respect to physical features*	SE/TE: 113–117, 225–229, 363–371, 579–583, 837–845
SS 8.3.2.c	Identify and justify how humans develop major world regions and the impact on human societies. *For example: geographic factors that influence international relationships and economic development-trade, communication, transportation, infrastructure*	SE/TE: 113–117, 200–202, 652, 904–905, 947 MC1–947 MC2
Human Environment Interaction		
SS 8.3.3	Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings.	

Standard	Descriptor	Citations
SS 8.3.3.a	Interpret the impact of natural processes on human and physical environments. *For example: precipitation, drought, earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides*	SE/TE: 196–197, 252–253, 278, 298–299, 300, 600–601, 982–983
SS 8.3.3.b	Analyze how humans have utilized and adapted to their physical environment. *For example: rivers, wetlands, forests, treeless plains, precipitation, drought*	SE/TE: 118–124, 259, 368–369, 581–583, 601, 749–751
Movement		
SS 8.3.4	Not addressed at this level	
Geospatial Skills and Geo-literacy		
SS 8.3.5	Not addressed at this level	
History		
Continuity, Change, and Context		
SS 8.4.1	Analyze patterns of continuity and change over time in United States history.	
SS 8.4.1.a	Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States. *For example: Columbian Exchange, European colonization and Native American response, Colonial America, Great Awakening, Benjamin Franklin, George Washington, Thomas Jefferson, establishing a nation, Manifest Destiny, Indian Removal Act, slavery, expansion and reform, Dred Scott decision, secession, Abraham Lincoln, Civil War and Reconstruction, Standing Bear, rise of corporations, growth of organized labor, assembly line, immigration, industrialization John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, democratic ideals, patriotism, citizen's rights*	SE/TE: 198–208, 209–218, 427–434, 435–440, 447–453, 454–462
SS 8.4.1.b	Evaluate the impact of historical events in the United States using symbols, maps, documents, and artifacts. *For example: founders and founding documents, national symbols*	SE/TE: 200, 203 TE Only: 202, 217, 218b

Standard	Descriptor	Citations
Multiple Perspectives		
SS 8.4.2	Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events.	
SS 8.4.2.a	Compare and interpret evidence from multiple perspectives and sources to better understand the complexities of US history. *For example: Dawes Act, Santee Mankato Executions (Dakota Uprising), Chinese Exclusion Act, Treaty of Guadalupe Hidalgo, Reconstruction Acts and Amendments, The Emancipation Proclamation, organized labor, Women's Suffrage Movement*	SE/TE: 465 TE Only: 217, 439, 440, 451, 462
SS 8.4.2.b	Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event. *For example: The Bill of Rights, slavery, Gettysburg Address, "The New Colossus" poem*	SE/TE: 271, 273, 627, 629, 831, 950, 973
SS 8.4.3	Examine historical events from the perspectives of marginalized and underrepresented groups.	
SS 8.4.3.a	Identify how differing experiences can lead to the development of perspectives. *For example: Compare primary accounts by American Indian peoples and American settlers regarding the expansion of the United States.*	SE/TE: 260, 465 MC1–465 MC2, 612–614, 919, 945
SS 8.4.3.b	Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently. *For example: Compare how differing Native American groups and Spanish-speaking peoples responded to the Indian Removal Act and the Mexican-American War.*	SE/TE: 293 MC1–293 MC2, 891–894, 941–944, 992–996, 1010–1015
Historical Analysis and Interpretation		
SS 8.4.4	Evaluate and interpret sources for perspective and historical context.	
SS 8.4.4.a	Compare and contrast primary and secondary sources of history. *For example: Compare what texts say about Wounded Knee Massacre to Black Elk's account of the same event.*	SE/TE: 221 MC1–221 MC2, 413, 465 MC1–465 MC2, 627, 629

Standard	Descriptor	Citations
SS 8.4.4.b	Evaluate the relationships among historical events in the United States and relevant contemporary issues. *For example: political party platforms, continuing debates about role of government*	SE/TE: 203, TE Only: 197b, 456
Historical Inquiry and Research Skills		
SS 8.4.5	Apply the inquiry process to construct and answer historical questions.	
SS 8.4.5.a	Identify areas of inquiry by using student-generated questions about multiple historical sources. *For example: Why is the Gettysburg Address considered an important statement of American national ideals?*	SE/TE: H3, 322, 411, 468, 489, 629, 999
SS 8.4.5.b	Locate, analyze, and cite appropriate sources for research about United States history, including primary and secondary sources. *For example: classroom texts, Gettysburg Address, tribal treaties, major online historical archives like Library of Congress, National Archives, and local and state archives*	SE/TE: 221, R74–R75, R78–R79 TE Only: 218b
SS 8.4.5.c	Gather, analyze, and communicate historical information about United States history from multiple sources. *For example: primary sources, secondary sources, popular media, scholarly perspectives*	SE/TE: 196–197, 221, R78–R79 TE Only: 204, 205, 217

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Nebraska Social Studies Standards: High School Civics (2019)

Standard	Descriptor	Citations
High School Civics		
Forms and Functions of Government		
SS HS.1.1	Analyze the foundation, structures, and functions of the United States government as well as local, state, and international governments.	
SS HS.1.1.a	Examine the historical foundation that influenced the creation of the United States Constitution.	SE/TE: 64, 65, 70-71, 79, 97, 102, 244, 284
SS HS.1.1.b	Evaluate the structure of American constitutional government.	SE/TE: 92, 102, 110, 118, 119, 129, 136 TE Only: 96
SS HS.1.1.c	Analyze the functions of United States government and its outcomes.	SSE/TE: 76, 93, 115, 118, 126 TE Only: 9, 108, 109
SS HS.1.1.d	Analyze the foundation, structures, and functions of local government and its outcomes.	SE/TE: 264, 283, 317, 547 TE Only: 545
SS HS.1.1.e	Analyze the foundation, structures, and functions of state government and its outcomes.	SE/TE: 102, 429, 521, 524, 525, 530-531, 539 TE Only: 99
SS HS.1.1.f	Analyze the foundation, structures, and functions of supranational organizations.	SE/TE: 463-464, 465-466, 467, 484 TE Only: 442
SS HS.1.1.g	Analyze the roles that political parties have played in the United States.	SE/TE: 60, 89, 92, 262, 265, 246, 264 TE Only: 260
SS HS.1.1.h	Analyze United States foreign policy issues.	SE/TE: 445, 457, 481 TE Only: 441, 473, 476, 477

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Standard	Descriptor	Citations
Civic Participation		
SS HS.1.2	Demonstrate meaningful civic participation by analyzing local, state, national, or international issues and policies.	
SS HS.1.2.a	Investigate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy.	SE/TE: 253, 259, 299, 340 TE Only: 248, 435, 527, 541
SS HS.1.2.b	Analyze and communicate the significance and impacts of patriotic symbols, songs, holidays, and activities in terms of historical, social, and cultural contexts.	SE/TE: R42, 280, 351 TE Only: 120
SS HS.1.2.c	Engage and reflect on participation in civic activities.	SE/TE: 56, 267, 272, 347, 381-382 TE Only: 335, 483, 542
SS HS.1.2.d	Investigate an issue and communicate which level of government is most appropriate to utilize in addressing the issue.	SE/TE: 111, 277, 349 TE Only: 99, 105, 535
SS HS.1.2.e	Demonstrate how individuals, groups, and the media check governmental practices.	SE/TE: 23, 71, 204, 250, 320, 411 TE Only: 369
SS HS.1.2.f	Analyze various media sources for accuracy and perspective.	SE/TE: H5, H13, 134, 166, 277 TE Only: 187, 251, 255

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Nebraska Social Studies Standards: High School Economics (2019)

Standard	Descriptor	Citations
High School Economics		
Economic Decision Making		
SS HS.2.1	Apply economic concepts that support rational decision making.	
SS HS.2.1.a	Make decisions by systematically considering alternatives and consequences through the use of cost benefit analysis. *For example: PACED decision making model (Problem, Alternatives, Criteria, Evaluate, Decision); Some potential topics could include options for energy sources, center pivot irrigation, oil pipeline through Nebraska, use of pesticides and fertilizers. Decisions made by businesses and social issues including corporate social responsibility programs, green energy, living wage, paid parental leave, equal pay, social entrepreneurship (businesses that aim to solve social problems).*	SE/TE: 13, 17, 50, 79, 80, 82, 86, 111–112, 113, 115, 174–178, 179, 417, 568, R17
SS HS.2.1.b	Assess the incentives for investing in personal education, skills, and talents. *For example: Research returns to education, look at cost of education, and compare to earnings; costs of returning to small towns vs. cities*	SE/TE: 268–269, 271, 282–283, 392, 393, 600–603
Financial Literacy		
SS HS.2.2	Develop a plan to support short- and long-term goals.	
SS HS.2.2.a	Develop a budget using a financial record keeping tool. *For example: Mint.com, spreadsheet, Quicken, journal on paper*	SE/TE: 574–575; also see: 263, 321, 413, 427, 455, 485

Standard	Descriptor	Citations
SS HS.2.2.b	Compare and contrast different types of banking accounts and features. *For example: checking, savings, money market, CDs*	SE/TE: 576–577, 578–579, 580–581
SS HS.2.2.c	Assess the effects of taxes on personal income. *For example: state income tax, federal income tax, social security, property tax, sales tax, etc.*	SE/TE: 410–411, 412, 413, 420–423, 426, 427, 606–607
SS HS.2.2.d	Compare and contrast possible career choices.	SE/TE: 600–603 TE Only: 259 (Leveled Activity), 389 (Small Group Activity)
SS HS.2.3	Critique strategies used to establish, build, maintain, monitor, and control credit.	
SS HS.2.3.a	Compare and contrast the costs and benefits of different types and sources of credit and debt. *For example: credit card interest rates, personal loans rates, mortgage rates, student loan rates, etc.*	SE/TE: 305, 311, 582–584, 585, 586–587, 588, 589, 590, 591, 592–595
SS HS.2.3.b	Investigate strategies to effectively manage debt and factors that influence credit ratings. *For example: Credit cards, auto loans, mortgages, extended warranties*	SE/TE: 582–586, 587–588, 590, 593–595
SS HS.2.4	Evaluate savings, investment, and risk management strategies to achieve financial goals.	
SS HS.2.4.a	Explain the importance of saving and investing early to ensure financial security. *For example: compound interest, use rule of 72, time value of money*	SE/TE: 324–325, 326, 327–328, 329, 579, 582–583, 585, 587, 590, 593
SS HS.2.4.b	Develop an investment strategy to achieve short- and long-term goals utilizing a variety of investment vehicles. *For example: stocks, bonds, mutual funds, retirement plans, investment in education including analysis of student loans, average income of job, and re* *payment of loan, investment in homeownership vs. rental*	SE/TE: 324–325, 326, 327–328, 329, 330–336, 337, 338–341, 342, 343, 347, 579, 582–583, 585, 587, 590, 593
SS HS.2.4.c	Examine appropriate and cost effective risk management strategies. *For example: health, disability, life, auto insurance, personal identity protection, extended warranties, fraud protection*	SE/TE: 596–597, 604; also see: 393, 395, 423, 429

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Standard	Descriptor	Citations
Exchange and Markets		
SS HS.2.5	Explain the role of markets in determining prices and allocating scarce goods and services.	
SS HS.2.5.a	Summarize the role of competition, markets, and prices. *For example: Use product and factor market/circular flow; compare market structures (perfect competition to monopoly)*	SE/TE: 174–177, 178, 179, 180–184, 185, 186–187, 188–189, 192–197, 214–219, 222–223
SS HS.2.5.b	Illustrate how markets determine changing equilibrium prices through supply and demand analysis. *For example: changes in demand and supply, changes in quantity demanded and quantity supplied*	SE/TE: 164–166, 171, 172, 173, 186–187, 188–189
SS HS.2.5.c	Hypothesize how competition between sellers could result in lower prices, higher quality products, and better customer service. *For example: Look at businesses in the monopolistic market structure - competing for consumer dollars, trying to earn your business.*	SE/TE: 49–50, 124–125, 150–151, 174–177, 178, 192–194
SS HS.2.5.d	Investigate possible causes and consequences of shortages and surpluses. *For example: use current events and public policy - rent control and minimum wage, etc.*	SE/TE: 167–168, 175, 176, 180, 181, 182, 188, 262–263, 500–501, 503, 506–507
National Economy		
SS HS.2.6	Explain how economic institutions impact different individuals and various groups.	
SS HS.2.6.a	Explain how various economic institutions have played a role in United States economic policy and practice. *For example: corporations, labor unions, financial institutions, stock markets, cooperatives, small business and entrepreneurs, and business partnerships*	SE/TE: 296–303, 304–311, 474–478, 480–489, 490–497, 498–504
SS HS.2.6.b	Calculate and describe the impact of economic indicators. *For example: trends and business cycles using GDP, unemployment rates including frictional, structural, cyclical, inflation/deflation rates*	SE/TE: 268, 350–355, 356, 366, 383, 465–466

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Standard	Descriptor	Citations
SS HS.2.6.c	Describe the functions and role of the Federal Reserve System and its influence through monetary policy. *For example: balancing inflation and unemployment, and how banks and a sound monetary system are critical to a functioning economy*	SE/TE: 480–488, 489, 490–496, 498–503, 504–505, 506, 507
SS HS.2.7	Assess the roles of institutions such as clearly defined property rights and the rule of law in a market economy.	
SS HS.2.7.a	Assess how property rights are defined, enforced, and limited by government. *For example: contracts and the rule of law, zoning laws, eminent domain, Homestead Act, copyright laws, patents, and intellectual property*	SE/TE: 48, 394, 533, 535, 554, 555
SS HS.2.8	Compare and contrast the roles and responsibilities of government and differing outcomes from various economic systems: command/communism, mixed, socialism, market, and traditional economic systems.	SE/TE: 36–37, 38–40, 41, 42–46, 47, 48–55, 56, 57, 58–62, 63, 64–65, 350–354, 351, 352–353, 356, 358–361, 364, 368–373, 369
SS HS.2.8.a	Examine how governments utilize taxation to provide goods and services to society. *For example: disaster relief, flood control, military and armed forces, ownership of resources*	SE/TE: 10, 416, 423, 431–432, 433, 436, 437–438, 443, 463, 482
SS HS.2.8.b	Evaluate the effectiveness of government policies altering market outcomes. *For example: Use economic theory to analyze current events and public policy. Compare and contrast farm subsidies and corporate incentives.*	SE/TE: 428–433, 446–453, 454–461, 462–467, 468–469, 474–479, 480–489, 490–497, 498–503, 504–505
SS HS.2.8.c	Critique government policies and regulations in areas of market failure. *For example: monopolies, externalities, non-enforcement of property rights*	SE/TE: 214–216, 218, 300, 306–307, 458, 475, 481
SS HS.2.9	Examine the government's influence on economic systems through fiscal policy.	
SS HS.2.9.a	Explore various forms of taxation including income, sales, and capital gains and examine how governments can use taxing and spending policies to influence behavior. *For example: alcohol tax, home mortgage interest deduction, sales tax, etc.*	SE/TE: 417, 419, 425, 443; also see: 410–412

Standard	Descriptor	Citations
SS HS.2.9.b	Examine the impact of fiscal policy on budget deficits/surpluses and national debt. *For example: Spending resources to service the debt impacts opportunities for using the funds for other needs.*	SE/TE: 445, 446, 448, 453, 457, 458, 459–460, 498–502, 503, 504–505, 506, 507
Global Economy		
SS HS.2.10	Investigate how international trade affects individuals, organizations, the domestic economy, and other nations.	
SS HS.2.10.a	Explore comparative advantage among different countries. *For example: research on what different countries produce when they specialize in those products*	SE/TE: 510–511, 512, 513–514, 515, 519, 540, 541; also see: 50–51
SS HS.2.10.b	Analyze the impact on prices and quantities of various trade policies, both domestically and internationally. *For example: tariffs, quotas, protectionist policies, and the resulting changes in price and quantity; research NAFTA and/or Brexit.*	SE/TE: 510–519, 523–524, 525, 532–536, 537, 538–539

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Standard	Descriptor	Citations
High School Geography		
Location and Place		
SS HS.3.1	Evaluate where (spatial) and why people, places, and environments are organized on the Earth's surface.	
SS HS.3.1.a	Determine spatial organization of human settlements in relation to natural features. *For example: population density and distribution, world climate regions, city categorization, natural resource deposits, agricultural hearths, croplands, structure of communities, highway and rail networks*	SE/TE: 80–82, 157–158, 278–280, 355–356, 438–440, 442–443, 525–527, 730–732
SS HS.3.1.b	Analyze and explain changes in spatial patterns as a result of the interactions among human and physical processes. *For example: major world physical features (mountains, seas, rivers), patterns of human settlement on local, regional, national, and global scale, governmental systems, economic systems, site and situation, Weber's Least Cost Theory, Von Thunen Model of Land Use*	SE/TE: 88–90, 93, 117–122, 136, 282–285, 353–326, 424–427, 495–499, 580–581, 628–631, 698–701
Regions		
SS HS.3.2	Evaluate how regions form and change over time.	SE/TE: 145–149, 166–169, 230–235, 319–321, 385–387, 532–535, 705–706, 718–723
SS HS.3.2.a	Analyze physical and human processes that shape places and regions. *For example: historical influences, current events, natural disasters, climate change, conflicts, natural processes (erosion, plate tectonics), relationships and connections*	SE/TE: 135–139, 155–158, 296–301, 310–312, 319–321, 326–329, 432–433, 661–663

Standard	Descriptor	Citations
SS HS.3.2.b	Examine the importance of places and regions to individual and social identity and how identities change over space and time. *For example: popular cultural traits, folk cultural traits, national monuments and folklore, nationalism, ethnicity, migration, urbanization, demographic transition model, industrial development, toponymy (place names), regional identity (Corn Belt, Heartland, Homeland)*	SE/TE: 142–143, 161–162, 176–178, 180–183, 446–447, 508–509, 370–371, 385–387
SS HS.3.2.c	Evaluate the interdependence of places and regions. *For example: models of industrial and economic development, new international division of labor, supranational organizations (The United Nations, Association of Southeast Asian Nations [ASEAN], or The European Union), globalization, popular culture, international trade agreements, patterns of human migration, alliances, Paris Climate Agreement, central place theory*	SE/TE: 160, 220, 252–255, 321, 326–329, 370–371, 461–463, 665–667, 707
Human-Environment Interactions		
SS HS.3.3	Analyze how the natural environment and cultural landscape are transformed by natural and human forces and interpret how humans adapt to their surroundings.	
SS HS.3.3.a	Explain components of Earth's physical systems and evaluate the impact of natural processes on human environments. *For example: atmosphere, lithosphere, biosphere, and hydrosphere, plate tectonics/continental drift, global ocean systems, atmospheric systems, natural disasters, Earth's orbit, seasonal changes in ice coverage, greenhouse effect*	SE/TE: 27–29, 32–36, 37–41, 42–45, 49–53, 69, 150–151, 520–521, 597–603
SS HS.3.3.b	Evaluate how humans have utilized and adapted to their physical environment. *For example: renewable and non-renewable resources, the cultural landscape, natural disasters (hurricanes, wildfires), environmental technological adaptations (air conditioning, skyways, insulation), synthetic materials, human modifications to physical environment, conservation and environmentalism, Genetically Modified Organisms (GMO), agricultural revolutions, transportation networks, industrial revolutions, Von Thunen Model of Land Use, deforestation, desertification*	SE/TE: 91–95, 210–211, 245–247, 228–229, 282–285, 323–325, 392–395, 529–531
Movement		
SS HS.3.4	Compare and contrast patterns of human populations and culture over space and time on a local, national, and global scale.	

Standard	Descriptor	Citations
SS HS.3.4.a	Compare trends in human migration, urbanization, and demographic composition at a local, national, and global scale over time and short-term and long-term causes and effects. *For example: urban models, Demographic Transition Model, rural organization (long lot, metes and bounds, township and range), rural to urban migration, Human Development Index, Borchert's Epochs, trends locally, nationally, and globally over time, migration push and pull factors, effects of migration on both the source regions and destinations, More Developed Countries (MDCs) and Less Developed Countries (LDCs), demography*	SE/TE: 78–82, 142–143, 180–181, 370–371, 461–463, 525–527, 593–595, 670–671
SS HS.3.4.b	Examine the spread of cultural traits and the potential benefits and challenges of cultural diffusion, economic development, and globalization. *For example: cultural convergence and divergence, universalizing and ethnic religions, competition between multinational corporations and local businesses, folk cultures and popular cultures, spread of ideas (such as economic ideals, ideas on government, gender norms), diffusion of medical knowledge and impact on demographics, agricultural and industrial revolutions, models of economic development, the cultural landscape, Third Agricultural Revolution (Green Revolution), internet connectivity and cell phone networks, lingua franca, hypernationalism*	SE/TE: 71–77, 135–136, 142–143, 161–162, 180–183, 252–255, 468–471, 730–732
SS HS.3.4.c	Analyze the relationships of sovereign nations and the role of multinational organizations on conflict and cooperation both between and within countries. *For example: impacts of membership in multinational organizations and agreements, treaties, resource and technology exchanges, Heartland and Rimland Theory, demarcation of borders, territorial morphology*	SE/TE: 249–251, 311–312, 319–321, 361–363, 431–433, 443–444, 532–535, 567–569, 600–603
Geospatial Skills and Geo-literacy		
SS HS.3.5	Evaluate issues and/or events using geographic knowledge and geospatial skills to make informed decisions.	
SS HS.3.5.a	Apply geographic knowledge and skills to interpret the past and present in order to plan for the future. *For example: developing a geographic question, acquiring and organizing data/information, performing analysis, presenting findings, and developing action plan*	SE/TE: 182–183, 185, 254–255, 380–381, 394–395, 419, 596, 670–671

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Standard	Descriptor	Citations
SS HS.3.5.b	Analyze how geospatial skills and geo-literacy are applied to improve standards of living and solve problems. *For example: Examine how geospatial technologies (such as GIS [Geographic Information Systems] and remote sensing) and geographic knowledge (such as geopolitics) can be applied to better understand the world, address issues, and make spatial decisions (such as determining market potential, optimum usage of irrigation and fertilizers, or mapping public health outbreaks to determine source).*	SE/TE: 2–3, 4, 11–13, 14, 248, 501, 733, 737
SS HS.3.5.c	Evaluate geographical information sources for applications, credibility, and appropriateness in displaying spatial data. *For example: use maps (paper, digital, and mental), atlases, Global Positioning System (GPS), Geographic Information Systems (GIS), remote sensing, and forms of quantitative/qualitative data, analyze a map to determine appropriate use of scale, evaluate strengths and weaknesses of different map projections*	SE/TE: 6, 13, 19, 23, 179, 248, 281, 391, 419

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Nebraska Social Studies Standards (2019):
High School History: World History (500 CE – Present)

Standard	Descriptor	Citations
World History (500 CE – Present)		
Change, Continuity, and Context		
HS.4.1 (WLD)	Analyze and evaluate patterns of continuity and change over time in world history.	
SS HS.4.1.a (WLD)	Evaluate the cause and effect of historical events in the world. *For example: How did the rise of totalitarianism lead to war?*	SE/TE: 47, 177, 363, 581, 627, 682, 899, 996
SS HS.4.1.b (WLD)	Select, record, and interpret key global events in chronological order. *For example: emergence of new states and cultures, increased inter-regional trade, colonization and expansion, global interactions, Industrialization, Age of Revolutions, Imperialism, global conflict, Holocaust, globalization, decolonization, Cold War, contemporary events*	SE/TE: 98, 143, 329, 455, 566–567, 595, 650, 769
SS HS.4.1.c (WLD)	Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the world. *For example: trade networks, empires, revolutions, treaties, warfare, diplomacy, migration and immigration*	SE/TE: 115, 189, 359, 429, 561, 627, 652, 656
Multiple Perspectives		
SS HS.4.2 (WLD)	Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history.	

Standard	Descriptor	Citations
SS HS.4.2.a (WLD)	Identify and evaluate how considering multiple perspectives facilitates an understanding of history. *For example: Scramble for Africa and indigenous response, Arab-Israeli Conflict, French Revolution, Haitian Revolution*	SE/TE: 131, 174, 291, 412, 451, 492, 529, 627
SS HS.4.2.b (WLD)	Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event. *For example: compare accounts from colonizers and colonized, impact of trade on different population groups*	SE/TE: 65, 325, 413, 585, 613, 621, 652, 711
SS HS.4.3 (WLD)	Examine historical events from the perspectives of diverse groups.	
SS HS.4.3.a (WLD)	Identify how differing experiences can lead to the development of perspectives. *For example: diverse groups of historical figures and examples from political, religious, and ethnic groups*	SE/TE: 131, 174, 291, 314, 412, 529, 619, 621
SS HS.4.3.b (WLD)	Interpret how and why diverse groups and/or individuals might understand historical events similarly or differently. *For example: diverse groups of historical actors and examples from national, religious, and ethnic groups*	SE/TE: 65, 174, 215, 314, 348, 412, 583, 887
Historical Analysis and Interpretation		
SS HS.4.4 (WLD)	Evaluate sources for perspective, limitations, accuracy, and historical context.	
SS HS.4.4.a (WLD)	Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media. *For example: written documents, radio broadcasts, news broadcasts, film, newspapers, photographs, oral histories, virtual museum exhibits, works of art*	SE/TE: 65, 201 MC1–201 MC2, 365, 517, 585, 613, 657, 981
SS HS.4.4.b (WLD)	Evaluate strengths and limitations of a variety of primary and secondary historical sources. *For example: written and visual documents*	SE/TE: 65, 201, 365, 585, 657, 683, 711, 739

Standard	Descriptor	Citations
SS HS.4.4.c (WLD)	Determine the relationship between multiple causes and effects of events and developments in the past. *For example: patterns of migration and immigration, wars, diplomacy, government structures, religious movements*	SE/TE: 37, 89, 115, 201, 337, 513, 887, 1033
SS HS.4.4.d (WLD)	Synthesize the relationships among historical events in the world and relevant contemporary issues. *For example: current events from various international news sources*	SE/TE: 77, 444, 477, 513, 739, 817, 887, 1064
Historical Inquiry and Research		
SS HS.4.5 (WLD)	Apply the inquiry process to construct and answer historical questions.	
SS HS.4.5.a (WLD)	Construct meaningful questions that initiate an inquiry. *For example: "Can peace lead to war?"*	SE/TE: 37, 201, 210, 305, 365, 429, 711, R19
SS HS.4.5.b (WLD)	Locate, evaluate, and cite appropriate sources for research about selected topics in world history, including primary and secondary sources. *For example: Examine the Treaty of Versailles and the League of Nations founding documents, examine maps from before and after treaty, examine contemporary responses to the treaty from a variety of countries.*	SE/TE: 159, 201, 251, 365, 435, 513, 547, 887
SS HS.4.5.c (WLD)	Select, organize, and corroborate relevant historical information about selected topics in world history. *For example: Compare the sources and determine an initial answer to the inquiry.*	SE/TE: 159, 201, 251, 365, 513, 585, 845, 887
SS HS.4.5.d (WLD)	Synthesize historical information to create new understandings. *For example: Compare the answer students have created to secondary sources and potentially revise students' answers.*	SE/TE: 13, 331, 251, 591, 652, 711, 929
SS HS.4.5.e (WLD)	Communicate inquiry results within a historical context. *For example: Provide an evidence-based answer to the inquiry, "How do countries make decisions about war and peace?"*	SE/TE: 159, 305, 435, 513, 585, 663, 739, 887

Houghton Mifflin Harcourt
***World History* ©2018**

correlated to the

Nebraska Social Studies Standards (2019):
High School History: World History (500 CE – Present)

Standard	Descriptor	Citations
World History (500 CE – Present)		
Change, Continuity, and Context		
HS.4.1 (WLD)	Analyze and evaluate patterns of continuity and change over time in world history.	
SS HS.4.1.a (WLD)	Evaluate the cause and effect of historical events in the world. *For example: How did the rise of totalitarianism lead to war?*	SE/TE: 50, 167, 239, 329, 857, 997, 1135, 1159
SS HS.4.1.b (WLD)	Select, record, and interpret key global events in chronological order. *For example: emergence of new states and cultures, increased inter-regional trade, colonization and expansion, global interactions, Industrialization, Age of Revolutions, Imperialism, global conflict, Holocaust, globalization, decolonization, Cold War, contemporary events*	SE/TE: 181, 407, 593, 685, 805, 825, 999, 1159
SS HS.4.1.c (WLD)	Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the world. *For example: trade networks, empires, revolutions, treaties, warfare, diplomacy, migration and immigration*	SE/TE: 182–187, 199, 239, 283, 318, 431, 589, 791
Multiple Perspectives		
SS HS.4.2 (WLD)	Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history.	
SS HS.4.2.a (WLD)	Identify and evaluate how considering multiple perspectives facilitates an understanding of history. *For example: Scramble for Africa and indigenous response, Arab-Israeli Conflict, French Revolution, Haitian Revolution*	SE/TE: 404, 595, 722, 759, 813, 825, 849, 851

Standard	Descriptor	Citations
SS HS.4.2.b (WLD)	Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event. *For example: compare accounts from colonizers and colonized, impact of trade on different population groups*	SE/TE: 236, 295, 405, 813, 851, 991, 1263, 1327
SS HS.4.3 (WLD)	Examine historical events from the perspectives of diverse groups.	
SS HS.4.3.a (WLD)	Identify how differing experiences can lead to the development of perspectives. *For example: diverse groups of historical figures and examples from political, religious, and ethnic groups*	SE/TE: 136, 201, 404, 722, 759, 825, 849, 851
SS HS.4.3.b (WLD)	Interpret how and why diverse groups and/or individuals might understand historical events similarly or differently. *For example: diverse groups of historical actors and examples from national, religious, and ethnic groups*	SE/TE: 132, 156, 681, 722, 759, 815, 849, 982
Historical Analysis and Interpretation		
SS HS.4.4 (WLD)	Evaluate sources for perspective, limitations, accuracy, and historical context.	
SS HS.4.4.a (WLD)	Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media. *For example: written documents, radio broadcasts, news broadcasts, film, newspapers, photographs, oral histories, virtual museum exhibits, works of art*	SE/TE: 239 MC1–239 MC2, 295, 431 MC1–431 MC2, 595, 851, 999MC1–999 MC2, 1016–1017, 1075
SS HS.4.4.b (WLD)	Evaluate strengths and limitations of a variety of primary and secondary historical sources. *For example: written and visual documents*	SE/TE: 236, 431, 595, 743, 843, 851, 1075, 1211
SS HS.4.4.c (WLD)	Determine the relationship between multiple causes and effects of events and developments in the past. *For example: patterns of migration and immigration, wars, diplomacy, government structures, religious movements*	SE/TE: 287, 307, 429, 578, 595, 777, 788, 821

Standard	Descriptor	Citations
SS HS.4.4.d (WLD)	Synthesize the relationships among historical events in the world and relevant contemporary issues. *For example: current events from various international news sources*	SE/TE: 66, 189, 300, 425, 674, 707, 784, 821
Historical Inquiry and Research		
SS HS.4.5 (WLD)	Apply the inquiry process to construct and answer historical questions.	
SS HS.4.5.a (WLD)	Construct meaningful questions that initiate an inquiry. *For example: "Can peace lead to war?"*	SE/TE: 440, 535, R19 TE Only: 2, 308, 568, 942, 1160
SS HS.4.5.b (WLD)	Locate, evaluate, and cite appropriate sources for research about selected topics in world history, including primary and secondary sources. *For example: Examine the Treaty of Versailles and the League of Nations founding documents, examine maps from before and after treaty, examine contemporary responses to the treaty from a variety of countries.*	SE/TE: 145, 431, 595, 743, 999, 1075, 1211, 1263
SS HS.4.5.c (WLD)	Select, organize, and corroborate relevant historical information about selected topics in world history. *For example: Compare the sources and determine an initial answer to the inquiry.*	SE/TE: 595, 743, 999, 1075, 1159, 1211, 1327
SS HS.4.5.d (WLD)	Synthesize historical information to create new understandings. *For example: Compare the answer students have created to secondary sources and potentially revise students' answers.*	SE/TE: 79, 207, 431, 595, 738, 851, 999, 1174
SS HS.4.5.e (WLD)	Communicate inquiry results within a historical context. *For example: Provide an evidence-based answer to the inquiry, "How do countries make decisions about war and peace?"*	SE/TE: 79, 239, 431, 595, 743, 857, 999, 1159

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correlated to the

Nebraska Social Studies Standards:
High School History (Progressive Era – Present) (2019)

Standard	Descriptor	Citations
United States History (Progressive Era – Present)		
Change, Continuity and Context		
HS.4.1 (US)	Analyze and evaluate patterns of continuity and change over time in American history.	
SS HS.4.1.a (US)	Evaluate the cause and effect of historical events on various groups in the United States.	SE/TE: 82, 420, 425–428 TE Only: 112, 413
SS HS.4.1.b (US)	Select, record, and interpret key national events in chronological order.	TE Only: 157, 263a, 290, 311b, 569d, 612, 633c, 695a
SS HS.4.1.c (US)	Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.	SE/TE: 121–122, 535, 725, 727, 748 TE Only: 513, 737a
Multiple Perspectives		
SS HS.4.2 (US)	Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history.	
SS HS.4.2.a (US)	Identify and evaluate how considering multiple perspectives facilitates an understanding of history.	SE/TE: 352, 511, 821 TE Only: 124d, 150, 702, 727b, 874
SS HS.4.2.b (US)	Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.	SE/TE: 399, 655, 801 TE Only: 362, 673a, 737a, 787, 861
SS HS.4.3 (US)	Examine historical events from the perspectives of marginalized and underrepresented groups.	
SS HS.4.3.a (US)	Identify how differing experiences can lead to the development of perspectives.	SE/TE: 306, 504, 511, 902 TE Only: 150, 341357a, 437

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Standard	Descriptor	Citations
SS HS.4.3.b (US)	Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.	SE/TE: 740, 751, 762, 821 TE Only: 117, 118, 531, 757
Historical Analysis and Interpretation		
SS HS.4.4 (US)	Evaluate sources for perspective, limitations, accuracy, and historical context.	
SS HS.4.4.a (US)	Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media.	SE/TE: 362, 372, 672, 787, 801, 895, 914, 976
SS HS.4.4.b (US)	Evaluate strengths and limitations of a variety of primary and secondary historical sources.	SE/TE: 335, 372, 451, 456, 474, 540, 560, 801
SS HS.4.4.c (US)	Determine the relationship between multiple causes and effects of events and developments in the past.	SE/TE: 643, 820 TE Only: 275a, 361, 376, 637, 685, 748
SS HS.4.4.d (US)	Synthesize the relationships among historical events in the United States and relevant contemporary issues.	SE/TE: 352, 381, 511, 765 TE Only: 185, 278, 346, 358
Historical Inquiry and Research		
SS HS.4.5 (US)	Apply the inquiry process to construct and answer historical questions.	
SS HS.4.5.a (US)	Construct meaningful questions about topics in U.S. history.	TE Only: 161b, 209d, 244, 292d, 307, 379, 422, 667
SS HS.4.5.b (US)	Locate, evaluate, and cite appropriate sources for research about selected topics in U.S. History, including primary and secondary sources.	SE/TE: 437 TE Only: 276, 294, 310, 436, 632, 712, 820
SS HS.4.5.c (US)	Select, organize, and corroborate relevant historical information about selected topics in U.S. History.	SE/TE: 183, 275, 516, 554, 665, 745 TE Only: 332, 485
SS HS.4.5.d (US)	Synthesize historical information to create new understandings.	SE/TE: 185, 225, 465, 633, 713, 801, 819, 929
SS HS.4.5.e (US)	Communicate inquiry results within a historical context.	SE/TE: 250, 727 TE Only: 190, 244, 280, 401, 598, 708

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***American History* ©2018 [Survey]**

correlated to the

Nebraska Social Studies Standards:
High School History (Progressive Era – Present) (2019)

Standard	Descriptor	Citations
United States History (Progressive Era – Present)		
Change, Continuity and Context		
HS.4.1 (US)	Analyze and evaluate patterns of continuity and change over time in American history.	
SS HS.4.1.a (US)	Evaluate the cause and effect of historical events on various groups in the United States.	SE/TE: 422, 760, 765–768 TE Only: 452, 753
SS HS.4.1.b (US)	Select, record, and interpret key national events in chronological order.	TE Only: 497, 603a, 630, 651b, 909d, 952, 973c, 1035a
SS HS.4.1.c (US)	Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.	SE/TE: 461–462, 875, 1065, 1067, 1088 TE Only: 853, 1077a
Multiple Perspectives		
SS HS.4.2 (US)	Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history.	
SS HS.4.2.a (US)	Identify and evaluate how considering multiple perspectives facilitates an understanding of history.	SE/TE: 692, 851, 1161 TE Only: 464d, 490, 1042, 1067b, 1214
SS HS.4.2.b (US)	Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.	SE/TE: 739, 995, 1141 TE Only: 702, 1013a, 1077a, 1127, 1201
SS HS.4.3 (US)	Examine historical events from the perspectives of marginalized and underrepresented groups.	
SS HS.4.3.a (US)	Identify how differing experiences can lead to the development of perspectives.	SE/TE: 646, 844, 851, 1242 TE Only: 490, 681, 697a, 777

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Standard	Descriptor	Citations
SS HS.4.3.b (US)	Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.	SE/TE: 1080, 1091, 1102, 1161 TE Only: 457, 458, 871, 1097
Historical Analysis and Interpretation		
SS HS.4.4 (US)	Evaluate sources for perspective, limitations, accuracy, and historical context.	
SS HS.4.4.a (US)	Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media.	SE/TE: 421, 423, 702, 712, 1127, 1141, 1235, 1316
SS HS.4.4.b (US)	Evaluate strengths and limitations of a variety of primary and secondary historical sources.	SE/TE: 427, 675, 712, 791, 796, 814, 880, 900
SS HS.4.4.c (US)	Determine the relationship between multiple causes and effects of events and developments in the past.	SE/TE: 983, 1160 TE Only: 615a, 701, 716, 977, 1025, 1088
SS HS.4.4.d (US)	Synthesize the relationships among historical events in the United States and relevant contemporary issues.	SE/TE: 692, 721, 851, 1105 TE Only: 525, 618, 686, 698
Historical Inquiry and Research		
SS HS.4.5 (US)	Apply the inquiry process to construct and answer historical questions.	
SS HS.4.5.a (US)	Construct meaningful questions about topics in U.S. history.	TE Only: 501b, 549d, 584, 632d, 647, 719, 762, 1007
SS HS.4.5.b (US)	Locate, evaluate, and cite appropriate sources for research about selected topics in U.S. History, including primary and secondary sources.	SE/TE: 777 TE Only: 616, 634, 650, 776, 972, 1052, 1160
SS HS.4.5.c (US)	Select, organize, and corroborate relevant historical information about selected topics in U.S. History.	SE/TE: 523, 615, 856, 894, 1005, 1085 TE Only: 672, 825
SS HS.4.5.d (US)	Synthesize historical information to create new understandings.	SE/TE: 525, 565, 805, 973, 1053, 1141, 1159, 1269
SS HS.4.5.e (US)	Communicate inquiry results within a historical context.	SE/TE: 590, 1067 TE Only: 530, 584, 620, 741, 938, 1048

Shelton Public Schools - Committee on American Civics

State Statute 79-724

1) The school board of each school district, at the beginning of each calendar year, appoint from its member a committee of three, to be known as the Committee on American Civics, which shall:			
	Declaration	Action	Resources
a)	Hold no fewer than two public meetings annually, at least one when public testimony is accepted	1st Meeting 12/8/25	Posted committee meeting notice at Post Office & District Website
b)	Keep minutes of each meeting showing the time and place of the meeting, which members were present or absent, and the substance and details of all matters discussed	On Sparq	https://meeting.sparqdata.com/Public/Organization/shelton
c)	Examine and ensure that the social studies curriculum used in the district is aligned with the social studies standards adopted teaches the foundational knowledge in civics, history, economics financial literacy, and geography	Curriculum Aligned 2019	American Civics American Government Civics 7 Modern Problems
d)	Review and approve the social studies curriculum to ensure that it stressed the service of the men and women who played a crucial role in the achievement of national independence, establishment of our constitutional government, and preservation of the union and includes the incorporation of multicultural education as set forth in order to instill pride and respect for the nation's institution and not be merely a recital of events and dates	Curriculum Aligned 2019	American Civics American Government Civics 7 Modern Problems
e)	Ensure that any curriculum recommended or approved by the committee on American civics is made readily accessible to the public and contains a reference to this section	Samples provided at the meeting	
f)	Ensure that the district develops and utilizes formative, interim and summative assessments to measure student mastery of the social studies standards adopted	See curriculum guides, unit/pacing guides	
g)	Ensure that the social studies curriculum in the district incorporates one or more of the following for each student:		

	i: administration of a written test that is identical to the entire civics portion of the naturalization test used by the United States Citizenship and Immigration Services prior to the completion of 8th grade and again prior to the completion of 12th grade with the individual score from each test for each student made available for parents or		128 Civics Questions and Answers for the Naturalization Test (2020 version)
	ii: Attendance or participation between the commencement of eighth grade and completion of twelfth grade in a meeting of a public body as defined by section 84-1409 followed by the completion of a project or paper in which each student demonstrates or discusses the personal learning experience of such student related to such attendance or participation; or		
	iii: Completion of a project or paper and class presentation between the commencement of 8th grade and the completion of 12th grade on a person or persons or event commemorated by a Holiday listed in subdivision (6) on a topic to such person or personals or event and		
h)	Take all such other stops as will assure the carrying out of the provision of this section and provide a report of the school board regarding the committees' findings and recommendations.	Twice a year Civics Committee Meeting	
2) All social studies courses approved for grade levels as provided by this section shall include and adequately stress contributions of all ethnic groups to a) the development and growth of American into a great nation b) art, music, education, medicine, literature, science, politics, and government and c) the military in all this nation's wars			
	Declaration		
a)	the development and growth of America into a great nation		
b)	art, music, education, medicine, literature, science, politics, and government	Embedded throughout the texts	
c)	the military in all this nation's wars	Embedded in curriculum throughout	

3) All grades of all public, private and denominational, and parochial schools, below the sixth grade, shall devote at least one hour per week to exercises or teaching periods for the following purposes:			
	Declaration	Action	Resources, if applicable
a)	The discussion of noteworthy events pertaining to American history or the exceptional acts of of individuals and group of Americans		
b)	The historical background, memorization and singing of patriotic songs such as the Star-Spangled banner	K-12 Music	Star Spangled Banner & America the Beautiful
c)	The development of respect for the American flag as a symbol of freedom and the sacrifices of those who secured the freedom and	Morning Routine includes Pledge of Allegiance for all students	
d)	Instruction as to proper conduct in the presentation of the American flag	Morning Routine includes Pledge of Allegiance for all students (1.1.2b and 2.1.2b)	
4) In at least two of the three grades from the fifth grade to the 8th grade in all public, private and denomination and parochial schools, time shall be set aside for the teaching of American history for the social studies curriculum, which shall be taught in such a manner that all student are given the opportunity a) become competent responsible, patriotic and civil citizens who possess a deep understanding of and respect for the the constitution of the United States and the Constitution of Nebraska and b) prepare to preserve, protect and define the freedom and democracy in our nation and our world.			
	Declaration	Action	Resources, if applicable
a)	become competent responsible, patriotic and civil citizens who posses a deep understanding of and respect for the the constitution of the United States and the Constitution of Nebraska		
b)	prepare to preserve, protect and defend the freedom and democracy in our nation and our world		
5) In at least two courses in every high school, time shall be devoted to the teaching of civics and American history as outlined in the social studies standards adopted which specific attention shall be given to the following matters:			

	Declaration	Action	Resources, if applicable
a)	The Declaration of Independence, the United States Constitution, the Constitution of Nebraska and the structure and function of local governments of this state		
b)	The benefits and advantages of representative government, the right and responsibilities of citizenship in our government, as the dangers and fallacies of forms of government that restrict individual freedoms or possess anti democratic ideals such as , but no limited to Nazism and communism		
c)	The duties of citizenship, which include active participation in the improvement of a citizen's community, state, country and world and the value and practice of civil discourse between opposing interest and		
d)	The application of knowledge in civics, history economic , financial literacy and geography to address social issues		
6) Appropriate patriotic exercises suitable to the occasion shall be held under the direction of the superintendent in every public, private, denomination and parochial school on:			
	Declaration	Action	Resources, if applicable
	i: George Washington's birthday		Days Observed
	ii: Abraham Lincoln's birthday		Days Observed
	iii: Dr. Martin Luther King, Jr.'s birthday		Days Observed
	iiii: Native American Heritage Day		Days Observed
	iv: Constitution Day	Observed 9/17/25	Days Observed
	v: Memorial Day	Out of school	
	vi: Veterans Day	Veterans Day Program	November 11, 2025
	vii: Thanksgiving Day	Holiday Celebrations	Days Observed
7) Every school board, the State Board of Education, and the superintendent of each school district			

in the state shall be held directly responsible in the order names for carrying out this section, Neglect thereof by any employee may be considered a cause for dismissal.

Civics 7 Curriculum
Created on 5/21/19
Created by Matthew Walter

Becoming a U.S. Citizen (What is Civics?)	
Approximate Length (in class days)	10 Days
Buffer Days	1-2 Days
NE State Standards Addressed:	SS 8.1.1-.2
Learning Target(s):	● Students will take the citizenship exam as a pre-test to see what they currently know. ● Students will learn about the steps taken to become a US citizen. ● Students will discuss the five ways individuals are already/automatically US citizens. ● Students will create a project that depicts the naturalization process.
Resources Utilized:	Schoology, Actively Learn, Kahoot, Quizlet
Assessments:	● AL: Benefits of Becoming a U.S. Citizen ● U.S. Citizenship Exam ● Naturalization Poster ● Chapter 1 Test

Roots of American Democracy	
Approximate Length (in class days)	14 Days
Buffer Days	1-2 Days
NE State Standards Addressed:	SS 8.1.1-.2, 8.4.1-.5
Learning Target(s):	● Students will determine the events that led to the establishment of the 13 colonies. ● Students will discuss the crucial moments which led to the writing of the Declaration of Independence.

	● Students will discuss the Articles of Confederation and why it should be considered a “crappy rough draft” and led to a better plan for government. ● Students will read through the Declaration of Independence and translate to verbiage used today.
Resources Utilized:	Schoology, Actively Learn, Kahoot, Quizlet, Liberty Kids, John Adams
Assessments:	● Liberty Kids: The Boston Tea Party Reaction ● John Adams: Independence Reaction/Interpretation ● Translation of Preamble ● AL: The Declaration of Independence ● AL: The Declaration and Its Legacy ● Chapter 2 Test

The Constitution	
Approximate Length (in class days)	18 Days
Buffer Days	1-3 Days
NE State Standards Addressed:	SS 8.1.1-.2, 8.4.1-.5
Learning Target(s):	● Students will analyze the events leading up to the Constitution and the driving force behind its creation. ● Students will discuss the opposing plans presented to the Constitutional convention and breakdown the pros/cons of both. ● Students will discuss the Great Compromise and other “small” compromises that helped the Constitution come to fruition. ● Students will breakdown the structure of the Constitution overall. ● Students will discuss the important of popular sovereignty, checks and balances, and separation of powers.
Resources Utilized:	Schoology, Actively Learn, Kahoot, Quizlet, Liberty Kids, John Adams

Assessments:	• Constitution USA: We The People Reaction • Chapter 3 Vocabulary • Pros/Cons of the Virginia/New Jersey Plan (Venn Diagram) • 3/5s Compromise Reaction Paragraph • Translation of Preamble • Chapter 3 Test

The Bill of Rights	
Approximate Length (in class days)	18-21 Days
Buffer Days	1-2 Days
NE State Standards Addressed:	SS 8.1.1-.2, 8.4.1-.5
Learning Target(s):	• Students will breakdown the first ten amendments of the bill of rights and discuss their meanings. • Students will discuss and breakdown in detail the first amendment and your five basic freedoms. • Students will determine what they deem to be the most important amendments in the Constitution.
Resources Utilized:	Schoology, Actively Learn, Kahoot, Quizlet, Liberty Kids
Assessments:	• AL: The United States Bill of Rights • AL: What Does the Bill of Rights Guarantee? • AL: Preamble and the First Amendment • Bill of Rights Political Cartoon • Amendment Choice: Which is the most important amendment in the Bill of Rights and Why Response • My Constitution Creation (Classroom or Household) • Chapter 4 Test

Civil Rights: Remember the Titans	
Approximate Length (in class	5-7 Days

days)	
Buffer Days	1-2 Days
NE State Standards Addressed:	SS 8.1.1-.2, 8.4.1-.5
Learning Target(s):	• Students will watch the movie Remember the Titans and annotate civil rights themed items discussed in class in the previous unit. • Students will write a reaction paper to the movie Remember the Titans.
Resources Utilized:	Remember the Titans, Schoology
Assessments:	• Remember the Titans Notes • Remember the Titans Paper

The Citizen and the Community	
Approximate Length (in class days)	15-17 Days
Buffer Days	1-2 Days
NE State Standards Addressed:	SS 8.1.1-.2, 8.4.1-.5
Learning Target(s):	• Students will breakdown a citizens duties, responsibilities and obligation to volunteer. • Students will determine the five legal duties citizens must perform. • Students will determine the five responsibilities citizens should feel obligated to perform. • Students will discuss the importance of volunteering as a citizen.
Resources Utilized:	Schoology, Actively Learn, Kahoot, Quizlet
Assessments:	• AL: The Importance of Performing Your Civic Duties and Responsibilities. • Duties, Responsibilities & Volunteering Skits/Songs • Chapter 5 Review

SEMESTER 1 TEST

SEMESTER 1 FORMAL WRITING ASSIGNMENT

TOPIC & DESCRIPTION: Remember the Titans/Civil Rights Reaction Paper

Congress	
Approximate Length (in class days)	21 Days
Buffer Days	2 Days
NE State Standards Addressed:	SS 8.1.1-.2, 8.2.10-11, 8.4.1-.5
Learning Target(s):	• Students will discuss and breakdown how Congress is organized. • Students will discuss the differences b/w the Senate and House of Representatives. • Students will research the powers afforded to Congress. • Students will write a letter to their senator or house of representative member discussing something they believe they should be doing with casework. • Students will create a bill after learning how they become a law.
Resources Utilized:	Schoology, Actively Learn, Kahoot, Quizlet, Schoolhouse Rock
Assessments:	• Chapter 6 Vocabulary • How Congress is Organized Internet Search • AL: Government Shutdowns • AL: What duties to congressmen have? • Making Comparisons • AL: Duties of Congress • AL: How a Bill Becomes a Law • My Bill • Chapter 6 Test

The President and the Executive Branch	
Approximate Length (in class days)	21 Days
Buffer Days	2-3 Days
NE State Standards Addressed:	SS 8.1.1-.2, 8.2.10-11, 8.4.1-.5
Learning Target(s):	● Students will determine the qualifications and expectations of becoming the President. ● Students will lay out and define the Presidential Succession Act. ● Students will create a succession act for the classroom and write a response paragraph to why individuals are in the position they are. ● Students will discuss and research the different jobs the U.S. President has and which is most important. ● Students will discuss foreign policy and its importance to our nation's safety. ● Students will write a letter to their senator advising them to run/not run for the presidency. ● Students will discuss some of the major Presidential pardons to be granted over the years.
Resources Utilized:	Schoology, Actively Learn, Kahoot, Quizlet, History Channel Special: It's Good to Be President
Assessments:	● AL: Seven Major Roles of the President ● Succession Act for the Classroom Creation + Written Reasoning ● Presidential Pardons research, presentation and reaction. ● It's Good to be President Notes + Reaction ● Letter to Senator: Convincing to Run/Not Run

The Judicial Branch	
Approximate Length (in class days)	17-20 Days
Buffer Days	1-3 Days
NE State Standards Addressed:	SS 8.1.1-.2, 8.2.10-11, 8.4.1-.5

Learning Target(s):	• Students will breakdown the federal court system from local to national levels. • Students will discuss some of the major cases which have had major impacts on the development of our court system/government as we know it today. • Students will discuss and determine the differences b/w district, appeals and supreme courts. • Students will create a court system project depicting the level of importance and the intricacies of each. • Students will discuss the importance of the Miranda Warning and where it is failing our youth.
Resources Utilized:	Schoology, Actively Learn, Kahoot, Quizlet
Assessments:	• AL: Miranda Warning • AL: Miranda Warning: Simpler Language • AL: The Supreme Court • US Court Systems Project • Breakdown of Major Cases (Research and Response) • Chapter 8 Test

State Government	
Approximate Length (in class days)	7-10 Days
Buffer Days	1-2 Days
NE State Standards Addressed:	SS 8.1.1-.2, 8.2.10-11, 8.4.1-.5
Learning Target(s):	• Students will discuss the intricacies of state governments and how they are setup. • Students will determine the similarities and differences b/w Unicameral and Bicameral. • Students will research and discuss the benefits of the NE Unicam vs all other state Bicam.
Resources Utilized:	Schoology, Actively Learn, Kahoot, Quizlet

Assessments:	• AL: Unicam vs Bicam • AL: NE Unicam • Chapter 12 Vocabulary • Chapter 12 Test

Civil and Criminal Law	
Approximate Length (in class days)	7-10 Days
Buffer Days	1-2 Days
NE State Standards Addressed:	SS 8.1.1-.2, 8.2.10-11, 8.4.1-.5
Learning Target(s):	• Students will discuss civil cases and the breakdown of how they work. • Students will determine the differences b/w misdemeanors and felonies. (Specific focus on NE laws) • Students will watch the documentary Prison Kids and discuss how we can improve the system to help our youth.
Resources Utilized:	Schoology, Actively Learn, YouTube: Prison Kids
Assessments:	• AL: Felonies, Misdemeanors and Infractions • AL: Do Misdemeanors Show Up on Background Checks • Prison Kids: Solutions to our problem (Short Multi-Paragraph Paper)

Money and Banking	
Approximate Length (in class days)	7-10 Days
Buffer Days	1-2 Days
NE State Standards Addressed:	SS 8.1.1-.2, 8.2.10-11, 8.2.3-.5, 8.4.1-.5
Learning Target(s):	• Students will discuss what money is and the functions it serves in our society. • Students will determine what the phrases, numbers and symbols mean on their paper and coin currency. • Students will discuss the banking system and the inner

	workings of the federal reserve system. ● Students will create their own currency and develop a story of how it came to be.
Resources Utilized:	Schoology, Actively Learn, Federal Reserve
Assessments:	● AL: The Dollar Bill ● Dollar Bill Design ● Dollar Bill Story

SEMESTER 2 TEST

SEMESTER 2 FORMAL WRITING ASSIGNMENT

TOPIC & DESCRIPTION: Letter to Senator: Run/Don't Run for President

Holiday and Date to be observed for the 25-26 School Year. - Please document what you do in your classrooms.

- **Constitution Day: 9/17/25—**

  Constitution Day Announcement

  - 📅 **Date Mentioned:**
    Today is **Constitution Day**, observed each year on **September 17**.
  - 📜 **What It Is:**
    Constitution Day honors the signing of the **U.S. Constitution** in **1787** — the document that created the foundation for our government and legal system.
  - 📚 **Brief History:**
    The Constitution was signed in **Philadelphia** by **39 delegates** who gathered at the Constitutional Convention. It established three branches of government: the **Executive (President)**, **Legislative (Congress)**, and **Judicial (Supreme Court)**.
  - 🎯 **Why It Matters:**
    The Constitution protects the **rights and freedoms** of all Americans. It begins with the famous words: *"We the People,"* reminding us that we all play a role in our democracy.
  - 🧠 **Student Takeaway:**
    Constitution Day is a time to reflect on the importance of **laws, citizenship, and our responsibilities** as members of a free society.
  - Mr. Walter - We discuss the constitution, its parts, importance and how it works today.
- **Veteran's Day: 11/11/25** -
  - **Veterans Day Announcement**
  - 📅 **Date Mentioned:**
    Veterans Day is observed each year on **November 11**.
  - 🇺🇸 **What It Is:**
    Veterans Day is a national holiday that honors **all military veterans** — men and women who have served in the **United States Armed Forces**.
  - 📚 **Brief History:**
    Originally called **Armistice Day**, it began to mark the end of **World War I** on November 11, 1918. In 1954, the name was changed to **Veterans Day** to honor veterans of **all wars and military service**.
  - 🎯 **Why It Matters:**
    Veterans Day reminds us to show **respect and gratitude** to those who have served our country to protect our **freedom, peace, and safety**.
  - 🧠 **Student Takeaway:**
    Take a moment today to **thank a veteran** — in your family, school, or community — and remember the **sacrifices** they've made for our country.
  - Mr. Walter - We discuss how the holiday started, the importance of honoring our veterans, my personal story, their personal stories, and the like.
- **Thanksgiving Day: 11/27/25**
  - **Thanksgiving Day Announcement**
  - 📅 **Date Mentioned:**
    Thanksgiving is celebrated on the **fourth Thursday of November** each year. In 2025, that's **November 27**.

- 🦃 **What It Is:**
  Thanksgiving is a national holiday centered around **gratitude, family, and community**. It's a time when many people gather to **share a meal** and give thanks for the good things in their lives.
- 📚 **Brief History:**
  The first Thanksgiving was celebrated in **1621** by the **Pilgrims and Wampanoag Native Americans** in Plymouth, Massachusetts, after a successful harvest. It became a national holiday in **1863**, when **President Abraham Lincoln** declared it a time for all Americans to give thanks.
- 🎯 **Why It Matters:**
  Thanksgiving is a reminder to practice **gratitude**, recognize the importance of **kindness and togetherness**, and reflect on the things we are thankful for — big or small.
- 🧠 **Student Takeaway:**
- As we head into Thanksgiving break, take time to **appreciate your family, friends, and teachers**, and maybe even start a tradition of sharing what you're thankful for.

- **Native American Day**: **11/26/25**
  - **Native American Day Announcement**
  - 📅 **Date Mentioned:**
    Native American Day is observed on the **second Monday in October** in some states, or the **fourth Friday in September** in others — including **South Dakota**, where it's an official state holiday. (Be sure to use the date your state recognizes.)
  - 🌎 **What It Is:**
    Native American Day honors the **history, culture, and contributions** of **Indigenous peoples** — the first inhabitants of North America.
  - 📚 **Brief History:**
    This day was created as an alternative to Columbus Day to recognize the rich traditions, resilience, and lasting impact of **Native American communities**. South Dakota was the first state to replace Columbus Day with Native American Day in **1990**.
  - 🎯 **Why It Matters:**
    It's a time to **celebrate Native cultures**, **learn from their stories**, and acknowledge the challenges they've faced — while honoring their strength and ongoing contributions to society.
  - 🧠 **Student Takeaway:**
    Take time today to **learn something new** about a Native American tribe, language, or tradition — and remember the importance of **respecting and honoring all cultures**.
  - Mr. Walter - We discuss this day during our conversations about Andrew Jackson and his native policies and where we eventually progressed to this day being practice.

- **Dr. Martin Luther King Jr.'s birthday**: **1/19/26**
  - **Martin Luther King Jr. Day Announcement**
  - 📅 **Date Mentioned:**
    Martin Luther King Jr. Day is observed on the **third Monday of January** each year. In 2026, it falls on **January 19**.
  - ✊🏾 **What It Is:**
    This national holiday honors **Dr. Martin Luther King Jr.**, a civil rights leader who fought for **equality, justice, and nonviolence** during the 1950s and 1960s.
  - 📚 **Brief History:**
    Dr. King is best known for his role in ending segregation and promoting civil rights through

peaceful protests. His famous **“I Have a Dream”** speech called for a world where people are judged by their character, not the color of their skin. The holiday was signed into law in **1983** and first observed in **1986**.

- 🎯 **Why It Matters:**
  Martin Luther King Jr. Day reminds us of the importance of **kindness, courage, and standing up for what’s right** — values that continue to shape our world today.
- 🧠 **Student Takeaway:**
  Honor Dr. King's legacy by practicing **respect, inclusion, and service** — not just today, but every day.
    i. Video Provided and Showed by Teachers: https://www.youtube.com/watch?v=Q9spMeeBPPY&authuser=0

Abraham Lincoln’s birthday: 2/12/26

- **Abraham Lincoln’s Birthday Announcement**
- 📅 **Date Mentioned:**
  Abraham Lincoln’s birthday is celebrated on **February 12** each year.
- 🎩 **What It Is:**
  This day honors **Abraham Lincoln**, the **16th President of the United States**, who led the country during the **Civil War** and worked to end **slavery**.
- 📚 **Brief History:**
  Born in **1809**, Lincoln is remembered for his leadership, honesty, and dedication to freedom and equality. He delivered the famous **Gettysburg Address** and signed the **Emancipation Proclamation**, which helped abolish slavery in the U.S. Many states used to celebrate his birthday as a holiday, and today it is often recognized as part of **Presidents' Day**.
- 🎯 **Why It Matters:**
  Lincoln’s life reminds us that **leadership, integrity, and courage** can make a lasting difference — even during the most difficult times in history.
- 🧠 **Student Takeaway:**
  Take time today to reflect on how **standing up for what is right** — like Lincoln did — can help create a better and more united future.
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George Washington’s Birthday: 2/16/2026

- **George Washington’s Birthday Announcement**
- 📅 **Date Mentioned:**
  George Washington’s birthday is celebrated on **February 22**, but it is often observed as part of **Presidents’ Day** on the **third Monday in February**.
- 🇺🇸 **What It Is:**
  This day honors **George Washington**, the **1st President of the United States**, known as the “**Father of Our Country**” for his leadership in the founding of the nation.
- 📚 **Brief History:**
  Born in **1732**, Washington was the commander of the **Continental Army** during the American Revolution and later became the nation’s first president in **1789**. He helped shape the new government and set many traditions we still follow today. Washington chose not to run for a third term, setting an example of peaceful leadership.
- 🎯 **Why It Matters:**
  Washington's legacy teaches us the value of **leadership, responsibility, and service to others**, and how one person’s actions can help guide a nation.

- 🧠 **Student Takeaway:**
  As you go through your day, think about how **strong character and good choices**, like Washington showed, can help you lead and inspire others.
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- # Malcolm X Day: 5/19/26
  - **Malcolm X Day Announcement**
  - 📅 **Date Mentioned:**
    Malcolm X Day is observed in some parts of the U.S. on **May 19**, the birthday of **Malcolm X**. While not a federal holiday, it is officially recognized in places like **Berkeley, California**, and proposed in others.
  - 🗣️ **What It Is:**
    Malcolm X Day honors the life and legacy of **Malcolm X**, a powerful voice for **Black empowerment, civil rights, and justice** during the 1950s and 1960s.
  - 📚 **Brief History:**
    Born in **1925** as Malcolm Little, he became a national figure as a leader in the **Nation of Islam**, and later as an independent activist. He encouraged Black Americans to take pride in their identity and to demand equal rights "by any means necessary." His ideas challenged the nation to face issues of **racism, inequality, and oppression** head-on.
  - 🎯 **Why It Matters:**
    Malcolm X's legacy pushes us to think critically about **justice, equality, identity**, and the different ways leaders can create change in their communities.
  - 🧠 **Student Takeaway:**
    Today is a chance to **learn more**, ask questions, and reflect on how you can help build a world where everyone is treated **fairly and with respect**.
- # Memorial Day: 5/25/26
  - **Memorial Day Announcement**
  - 📅 **Date Mentioned:**
    Memorial Day is observed on the **last Monday in May** each year. In 2026, it will be observed on **May 25**.
  - 🎖️ **What It Is:**
    Memorial Day is a national holiday that honors the **men and women of the U.S. military who died in service** to their country.
  - 📚 **Brief History:**
    Originally called **Decoration Day**, it began after the **Civil War** as a way to honor fallen soldiers by decorating their graves with flowers and flags. It officially became **Memorial Day** in **1971**, a time for Americans to **remember and reflect** on the sacrifices made for our freedoms.
  - 🎯 **Why It Matters:**
    Memorial Day reminds us of the **bravery and sacrifice** of those who gave their lives to protect the United States. It's not just a day off — it's a day to honor and remember our fallen heroes.
  - 🧠 **Student Takeaway:**
    Take a moment today — or during the long weekend — to **pause, reflect, and show gratitude** for those who gave everything so that we can live in freedom.