

**Houghton Mifflin Harcourt**  
**World Geography © 2019**

correlated to the

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

Standard	Descriptor	Citations
<b>Grade 6</b>		
<b><i>Grade Level Summary and Theme</i></b>		
<p><i>World Studies I:</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.</p>		
<b>Civics</b>		
<b><i>Forms and Functions of Government</i></b>		
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. <i>For example: tribal, monarchy, democracy, republic, theocracy, tyranny and oligarchy</i>	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. <i>For example: Code of Hammurabi, Greek Democracy, Axumite, Confucius, Ten Commandments, Indian deities</i>	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. <i>For example: invasions, conquests, laws, public works, religious tolerance, censorship, hierarchy</i>	SE/TE: 134–136, 388–390, 402–403, 593–594, 648, 914–915, 922

**Houghton Mifflin Harcourt World Geography ©2019 correlated to the  
2019 Nebraska Social Studies Standards: Grade 6, Grade 7 and Grade 8**

Standard	Descriptor	Citations
SS 6.1.1.d	Investigate important government principles. <i>For example: democracy, rule of law, justice, equality, toleration</i>	SE/TE: 137–144, 202–203, 375–377, 382–384, 427–432
<b>Civic Participation</b>		
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. <i>For example: tribal/family institutions, city-state, voting, contacting officials, civic engagement, decision making, leadership</i>	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. <i>For example: military service, voting, civic engagement, decision making, leadership</i>	SE/TE: 147–152, 155, 204–205, 383, 402
<b>Economics</b>		
<b>Economic Decision Making</b>		
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. <i>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</i>	SE/TE: 266, 370–371, 373, 401, 547, 923
SS 6.2.1.b	Examine how social and governmental decisions impact economic well-being. <i>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.</i>	SE/TE: 164–168, 370, 399–401, 435–440, 447–448, 458–460, 844–845, 904–905

**Houghton Mifflin Harcourt World Geography ©2019 correlated to the  
2019 Nebraska Social Studies Standards: Grade 6, Grade 7 and Grade 8**

Standard	Descriptor	Citations
<b>Financial Literacy</b>		
SS 6.2.2	Not addressed at this level	
<b>Exchanges and Markets</b>		
SS 6.2.3	Explain the interdependence of producers and consumers.	
SS 6.2.3.a	Identify producers and consumers for Ancient civilizations. <i>For example: Examine the independence and interdependence of social classes in ancient societies. List items sold and traded among various medieval societies.</i>	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. <i>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.</i>	SE/TE: 159–163, 266, 373, 401, 597–598, 753–754, 913
<b>National Economy</b>		
SS 6.2.4	Not addressed at this level	
<b>Global Economy</b>		
SS 6.2.5	Not addressed at this level	
<b>Geography</b>		
<b>Location and Place</b>		
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. <i>For example: river civilizations (Tigris/Euphrates, Yellow, Indus, Nile, Mesopotamia), early cities (Memphis, Ur, Babylon)</i>	SE/TE: 249, 251, 264, 373, 392, 579–581, 838

**Houghton Mifflin Harcourt World Geography ©2019 correlated to the  
2019 Nebraska Social Studies Standards: Grade 6, Grade 7 and Grade 8**

<b>Standard</b>	<b>Descriptor</b>	<b>Citations</b>
SS 6.3.1.b	Investigate the human and physical characteristics of early patterns of civilizations and empires. <i>For example: agricultural societies (agricultural hearths for crops and livestock), deposits of copper and iron</i>	SE/TE: 113–117, 249, 251, 264, 367, 579–583, 837–838
<b>Regions</b>		
SS 6.3.2	Not addressed at this level	
<b>Human Environment Interaction</b>		
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. <i>For example: precipitation, drought, earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides</i>	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. <i>For example: irrigation, levees, terraces, fertile soils, mechanized agriculture, changes in land use, clothing, sewage systems, scarcity of resources</i>	SE/TE: 118–124, 259, 368–369, 581–583, 601, 749–751
<b>Movement</b>		
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. <i>For example: characteristics of river civilizations</i>	SE/TE: 256, 269, 598, 774, 861, 915, 922
SS 6.3.4.b	Explain how cultural diffusion occurs. <i>For example: trade routes, migration, conquest/empire building</i>	SE/TE: 379–381, 388, 397, 647, 760–761, 855, 908
<b>Geospatial Skills and Geo-literacy</b>		
SS 6.3.5	Not addressed at this level	
<b>History</b>		
<b>Change, Continuity, and Context</b>		

**Houghton Mifflin Harcourt World Geography ©2019 correlated to the  
2019 Nebraska Social Studies Standards: Grade 6, Grade 7 and Grade 8**

<b>Standard</b>	<b>Descriptor</b>	<b>Citations</b>
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. <i>For example: Chauvin, Zapotec, Olmec, Mesopotamia, Egypt, Indus, Greco-Roman, early Chinese and Japanese dynasties, Hinduism, Taoism, Buddhism, Judaism, Christianity, Islam</i>	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. <i>For example: Hammurabi's Code, symbols of world religions</i>	SE/TE: 95–105, 463, 593–594, 615, 647, 763, 771, 847
<b>Multiple Perspectives</b>		
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. <i>For example: Macedonian Empire, Persian Empire</i>	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. <i>For example: foundational texts of world religions</i>	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. <i>For example: religious, ethnic and racial groups</i>	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. <i>For example: inclusion of non-Eurasian civilizations</i>	SE/TE: 293 MC1–293 MC2, 891–894, 941–944, 992–996, 1010–1015
<b>Historical Analysis and Interpretation</b>		
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. <i>For example: Compare Lascaux cave paintings with a historian's interpretation of the Paleolithic Era.</i>	SE/TE: 221 MC1–221 MC2, 413, 465 MC1–465 MC2, 627, 629

**Houghton Mifflin Harcourt World Geography ©2019 correlated to the  
2019 Nebraska Social Studies Standards: Grade 6, Grade 7 and Grade 8**

Standard	Descriptor	Citations
SS 6.4.4.b	Analyze the relationships among historical events in the world and relevant contemporary issues. <i>For example: agriculture, technology, written laws</i>	SE/TE: 215–216, 221 MC1–221 MC2, 428, 458–462, 598, 656
<b><i>Historical Inquiry and Research</i></b>		
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. <i>For example: What defines an empire?</i>	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. <i>For example: Hammurabi's Code, Twelve Tables</i>	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. <i>For example: document archives, artifacts, newspapers, interviews, pictures, posters, oral/written narratives, and electronic presentation</i>	SE/TE: 155, 413, 629, 695, 833, 925, R74, R76
<b>Grade 7</b>		
<b><i>Grade Level Summary and Theme</i></b>		
<p><i>World Studies II:</i> 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.</p>		
<p>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.</p>		
<b>Civics</b>		
<b><i>Forms and Functions of Government</i></b>		
SS 7.1.1	Analyze the foundations, structures, and functions of governmental institutions.	

**Houghton Mifflin Harcourt World Geography ©2019 correlated to the  
2019 Nebraska Social Studies Standards: Grade 6, Grade 7 and Grade 8**

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. <i>For example: republic, monarchy, authoritarian/dictatorship, how nation- states interact, unlimited forms of government, limited forms of government, imperialism</i>	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. <i>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</i>	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. <i>For example: increased role and influence of technology on society, impact of global conflicts on local communities</i>	SE/TE: 134–136, 388–390, 402–403, 593–594, 648, 914–915, 922
<b>Civic Participation</b>		
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. <i>For example: interconnected nature of world events/relationships, recognize multiple perspectives on issues, demonstrate ethical use of information, service learning, volunteerism, social movements, voting</i>	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. <i>For example: treaties, aftermath of global conflicts and the rise of international organizations (United Nations, NATO, League of Nations, World Health Organization)</i>	SE/TE: 134–135, 286–287, 456–458, 548–549, 551, 647

**Houghton Mifflin Harcourt World Geography ©2019 correlated to the  
2019 Nebraska Social Studies Standards: Grade 6, Grade 7 and Grade 8**

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. <i>For example: printing press, right to petition, media literacy, media conglomerates, social media platforms, cyber security concerns</i>	SE/TE: 145–152, 154, 155, 204–205
<b>Economics</b>		
<i>Economic Decision Making</i>		
SS 7.2.1	Not addressed at this level	
<i>Financial Literacy</i>		
SS 7.2.2	Not addressed at this level	
<i>Exchange and Markets</i>		
SS 7.2.3	Not addressed at this level	
<i>National Economy</i>		
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. <i>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.</i>	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. <i>For example: Compare tax structures in various countries and how the people are impacted.</i>	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.	

**Houghton Mifflin Harcourt World Geography ©2019 correlated to the  
2019 Nebraska Social Studies Standards: Grade 6, Grade 7 and Grade 8**

<b>Standard</b>	<b>Descriptor</b>	<b>Citations</b>
SS 7.2.5.a	Define the government's role in various economic systems. <i>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</i>	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. <i>For example: Explore consumption, government spending, business investment, balance of trade, exports, imports, life expectancy, literacy rates, income, etc.</i>	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. <i>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.</i>	SE/TE: 161–163, 227–229, 582–583, 559–560, 666, 674–675, 766
<b>Global Economy</b>		
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. <i>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.</i>	SE/TE: 179–184, 286–287, 582–583, 671, 674–675, 908
<b>Geography</b>		
<b>Location and Place</b>		
SS 7.3.1	Not addressed at this level	
<b>Regions</b>		
SS 7.3.2	Evaluate how regions form and change over time.	

**Houghton Mifflin Harcourt World Geography ©2019 correlated to the  
2019 Nebraska Social Studies Standards: Grade 6, Grade 7 and Grade 8**

<b>Standard</b>	<b>Descriptor</b>	<b>Citations</b>
SS 7.3.2.a	Classify physical and human characteristics of places and regions. <i>For example: climate, landforms, languages, religions</i>	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. <i>For example: location of settlements and transportation with respect to physical features</i>	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. <i>For example: geographic factors that influence international relationships and economic development-trade, communication, transportation, infrastructure</i>	SE/TE: 113–117, 200–202, 652, 904–905, 947 MC1–947 MC2
<b><i>Human Environment Interaction</i></b>		
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. <i>For example: temperature, precipitation, drought, earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides</i>	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. <i>For example: rivers, floods, precipitation, drought, use of natural resources</i>	SE/TE: 118–124, 259, 368–369, 581–583, 601, 749–751
<b><i>Movement</i></b>		
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. <i>For example: elements of culture including languages, religions, foods, arts, clothing, education, etc.</i>	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. <i>For example: migration, conquering, trade</i>	SE/TE: 379–381, 388, 397, 647, 760–761, 855, 908

**Houghton Mifflin Harcourt World Geography ©2019 correlated to the  
2019 Nebraska Social Studies Standards: Grade 6, Grade 7 and Grade 8**

Standard	Descriptor	Citations
<b>Geospatial Skills and Geo-literacy</b>		
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. <i>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).</i>	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. <i>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</i>	SE/TE: 256, 269, 598, 774, 861, 908, 915, 922
<b>History</b>		
<b>Continuity, Change, and Context</b>		
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. <i>For example: Songhai, Mali, Gupta Empire, Han Dynasty, Hinduism, Taoism, Buddhism, Judaism, Christianity, Islam, Sikhism, Silk Road, Trans-Saharan Trade, Incas, Mayans, Aztecs</i>	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. <i>For example: trade routes</i>	SE/TE: 95–105, 463, 593–594, 615, 647, 763, 771, 847
<b>Multiple Perspectives</b>		
SS 7.4.2	Use multiple perspectives to examine the historical, social, and cultural context of past and current events.	

**Houghton Mifflin Harcourt World Geography ©2019 correlated to the  
2019 Nebraska Social Studies Standards: Grade 6, Grade 7 and Grade 8**

<b>Standard</b>	<b>Descriptor</b>	<b>Citations</b>
SS 7.4.2.a	Analyze evidence from multiple perspectives and sources to better understand the complexities of world history. <i>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</i>	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. <i>For example: foundational texts of world religions</i>	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. <i>For example: religious, ethnic and racial groups</i>	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. <i>For example: civilizations from all regions of the world</i>	SE/TE: 293 MC1–293 MC2, 891–894, 941–944, 992–996, 1010–1015
<b><i>Historical Analysis and Interpretation</i></b>		
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. <i>For example: Compare eyewitness accounts of the Black Death with contemporary medical understandings.</i>	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. <i>For example: migrations, declarations of war, treaties, alliances, epidemics</i>	SE/TE: 215–216, 428, 458–462, 598, 656, 744, 765–773, R82–R83
<b><i>Historical Inquiry and Research Skills</i></b>		
SS 7.4.5	Apply the inquiry process to construct and answer historical questions.	

**Houghton Mifflin Harcourt World Geography ©2019 correlated to the  
2019 Nebraska Social Studies Standards: Grade 6, Grade 7 and Grade 8**

Standard	Descriptor	Citations
SS 7.4.5.a	Construct and answer inquiry questions using multiple historical sources. <i>For example: Students engage in inquiry and gather evidence to provide a response.</i>	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. <i>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.</i>	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. <i>For example: document archives, artifacts, newspapers, interviews, pictures, posters, oral/written narratives, and electronic presentation</i>	SE/TE: 155, 413, 629, 695, 833, 925, R74, R76
<b>Grade 8</b>		
<p><b>Grade Level Summary and Theme</b>  <i>United States History:</i> 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.</p>		
<b>Civics</b>		
<b>Forms and Functions of Government</b>		
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. <i>For example: Monarchy, Federal, Confederate, Unitary, Tribal, corporate</i>	SE/TE: 137–144, 202–204, 427–434, 541–542, 564–565, 888–890

**Houghton Mifflin Harcourt World Geography ©2019 correlated to the  
2019 Nebraska Social Studies Standards: Grade 6, Grade 7 and Grade 8**

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. <i>For example: Chinese Exclusion Act, Fugitive Slave Laws, 13th, 14th, 15th Amendments, antitrust laws, Homestead Act, Indian Removal Act</i>	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. <i>For example: Declaration of Independence, United States Constitution, Preamble, Bill of Rights</i>	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. <i>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</i>	SE/TE: 202–205, 208, 216–218, 220
SS 8.1.1.e	Describe how important government principles are shown in American government. <i>For example: freedom, individual rights, representative democracy, equality, rule of law, popular sovereignty, justice, tribal sovereignty</i>	SE/TE: 137–144, 202–203, 208
SS 8.1.1.f	Analyze the development and significance of political parties in the United States. <i>For example: Federalists and Antifederalists</i>	SE/TE: 148, 216–218 TE Only: 152b, 204, 217
<b><i>Civic Participation</i></b>		
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. <i>For example: registering and voting, elections, contacting government officials, campaign involvement, demonstrating ethical use of information</i>	SE/TE: 145–149, 152, 204–205, 678, 1021, 1023

**Houghton Mifflin Harcourt World Geography ©2019 correlated to the  
2019 Nebraska Social Studies Standards: Grade 6, Grade 7 and Grade 8**

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. <i>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</i>	SE/TE: 150, 153 TE Only: 217
SS 8.1.2.c	Demonstrate civic engagement. <i>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</i>	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. <i>For example: Louisiana Purchase, Civil War, Civil Disobedience, NAACP movement, women's movement, slave rebellions, Jim Crow laws</i>	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. <i>For example: Seneca Falls Convention, Underground Railroad, Horace Greeley, Harriet Beecher Stowe, Jane Addams, Muckrakers, Booker T. Washington, Chief Standing Bear, Susan La Flesche</i>	SE/TE: 145–152, 154, 155, 204–205
<b>Economics</b>		
<i>Economic Decision Making</i>		
SS 8.2.1	Not addressed at this level	
<i>Financial Literacy</i>		
SS 8.2.2	Understand personal and business financial management.	

**Houghton Mifflin Harcourt World Geography ©2019 correlated to the  
2019 Nebraska Social Studies Standards: Grade 6, Grade 7 and Grade 8**

<b>Standard</b>	<b>Descriptor</b>	<b>Citations</b>
SS 8.2.2.a	Identify skills for future financial success. <i>For example: Identify key terms associated with budgeting, credit, savings, credit score, investing, fraud, and risk management.</i>	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. <i>For example: Analyze the impact of credit on an individual's ability to acquire goods and services, charitable contributions.</i>	SE/TE: 176–178 TE Only: 172b, 175
<b><i>Exchange and Markets</i></b>		
SS 8.2.3	Not addressed at this level	
<b><i>National Economy</i></b>		
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. <i>For example: Examine the work of Alexander Hamilton and his influence on the banking system in the U.S. economy.</i>	SE/TE: 165, 167, 173–176
SS 8.2.4.b	Explain how tax revenues are collected and distributed. <i>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.</i>	SE/TE: 146, 204, 215
SS 8.2.4.c	Describe the progression of money and its role in early United States history. <i>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.</i>	SE/TE: 173–178, 186, 187 TE Only: 178b
<b><i>Global Economy</i></b>		
SS 8.2.5	Illustrate how international trade impacts individuals, organizations, and nations.	

**Houghton Mifflin Harcourt World Geography ©2019 correlated to the  
2019 Nebraska Social Studies Standards: Grade 6, Grade 7 and Grade 8**

Standard	Descriptor	Citations
SS 8.2.5.a	Explain that currency must be converted to make purchases in other countries. <i>For example: Trace the conversion of products and currency between the French and the indigenous tribes of the Midwest.</i>	SE/TE: 173–174, 460 TE Only: 172b
SS 8.2.5.b	Recognize how trade barriers impact the prices and quantity of goods. <i>For example: Examine the impact of the Sugar and Molasses Act of 1733 and the Stamp Act of 1765.</i>	SE/TE: 179–184, 286–287, 582–583, 671, 674–675, 908
<b>Geography</b>		
<b><i>Location and Place</i></b>		
SS 8.3.1	Not addressed at this level	
<b><i>Regions</i></b>		
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. <i>For example: climate, landforms, religious groups, ethnic groups</i>	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. <i>For example: location of settlements and transportation with respect to physical features</i>	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. <i>For example: geographic factors that influence international relationships and economic development-trade, communication, transportation, infrastructure</i>	SE/TE: 113–117, 200–202, 652, 904–905, 947 MC1–947 MC2
<b><i>Human Environment Interaction</i></b>		
SS 8.3.3	Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings.	

**Houghton Mifflin Harcourt World Geography ©2019 correlated to the  
2019 Nebraska Social Studies Standards: Grade 6, Grade 7 and Grade 8**

Standard	Descriptor	Citations
SS 8.3.3.a	Interpret the impact of natural processes on human and physical environments. <i>For example: precipitation, drought, earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides</i>	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. <i>For example: rivers, wetlands, forests, treeless plains, precipitation, drought</i>	SE/TE: 118–124, 259, 368–369, 581–583, 601, 749–751
<b>Movement</b>		
SS 8.3.4	Not addressed at this level	
<b>Geospatial Skills and Geo-literacy</b>		
SS 8.3.5	Not addressed at this level	
<b>History</b>		
<b>Continuity, Change, and Context</b>		
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. <i>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</i>	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. <i>For example: founders and founding documents, national symbols</i>	SE/TE: 200, 203 TE Only: 202, 217, 218b

**Houghton Mifflin Harcourt World Geography ©2019 correlated to the  
2019 Nebraska Social Studies Standards: Grade 6, Grade 7 and Grade 8**

Standard	Descriptor	Citations
<b><i>Multiple Perspectives</i></b>		
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. <i>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</i>	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. <i>For example: The Bill of Rights, slavery, Gettysburg Address, "The New Colossus" poem</i>	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. <i>For example: Compare primary accounts by American Indian peoples and American settlers regarding the expansion of the United States.</i>	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. <i>For example: Compare how differing Native American groups and Spanish-speaking peoples responded to the Indian Removal Act and the Mexican-American War.</i>	SE/TE: 293 MC1–293 MC2, 891–894, 941–944, 992–996, 1010–1015
<b><i>Historical Analysis and Interpretation</i></b>		
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. <i>For example: Compare what texts say about Wounded Knee Massacre to Black Elk's account of the same event.</i>	SE/TE: 221 MC1–221 MC2, 413, 465 MC1–465 MC2, 627, 629

**Houghton Mifflin Harcourt World Geography ©2019 correlated to the  
2019 Nebraska Social Studies Standards: Grade 6, Grade 7 and Grade 8**

Standard	Descriptor	Citations
SS 8.4.4.b	Evaluate the relationships among historical events in the United States and relevant contemporary issues. <i>For example: political party platforms, continuing debates about role of government</i>	SE/TE: 203, TE Only: 197b, 456
<b><i>Historical Inquiry and Research Skills</i></b>		
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. <i>For example: Why is the Gettysburg Address considered an important statement of American national ideals?</i>	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. <i>For example: classroom texts, Gettysburg Address, tribal treaties, major online historical archives like Library of Congress, National Archives, and local and state archives</i>	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. <i>For example: primary sources, secondary sources, popular media, scholarly perspectives</i>	SE/TE: 196–197, 221, R78–R79 TE Only: 204, 205, 217