

Houghton Mifflin Harcourt
***American History: Reconstruction to the Present* ©2018**

correlated to the

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

Standard	Descriptor	Citations
United States History (Progressive Era – Present)		
<i>Change, Continuity and Context</i>		
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
<i>Multiple Perspectives</i>		
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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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
<i>Historical Analysis and Interpretation</i>		
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
<i>Historical Inquiry and Research</i>		
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