

Houghton Mifflin Harcourt
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correlated to the

Nebraska Social Studies Standards (2019)
Grade 8

Standard	Descriptor	Citations
Civics		
<i>Forms and Functions of Government</i>		
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: 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. <i>For example: Chinese Exclusion Act, Fugitive Slave Laws, 13th, 14th, 15th Amendments, antitrust laws, Homestead Act, Indian Removal Act</i>	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. <i>For example: Declaration of Independence, United States Constitution, Preamble, Bill of Rights</i>	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. <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: 17–18, 100, 108, 118–122, 162, 190–192, 295–297, 299–303

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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: 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. <i>For example: Federalists and Antifederalists</i>	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. <i>For example: registering and voting, elections, contacting government officials, campaign involvement, demonstrating ethical use of information</i>	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, <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: 48, 149, 269, 287, 590
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: 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. <i>For example: Louisiana Purchase, Civil War, Civil Disobedience, NAACP movement, women's movement, slave rebellions, Jim Crow laws</i>	SE/TE: 77, 100–101, 108, 118–122, 190–191, 192, 279, 560

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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: 113, 64, 238, 272–276, 277, 278–281, 320, 570