



**9-12**  
**Social Studies**  
**Curriculum**  
**Standards**

2020



**Archdiocese of Omaha**  
**Catholic Schools**

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## **Introduction**

The purpose of these standards is to assist administrators and teachers of the Archdiocese of Omaha in teaching Social Studies in the Archdiocesan Catholic Schools. This guide contains clear expectations for Social Studies Standards. It is intended that this material be used in the development of local Social Studies curriculum plans, evaluating and choosing instructional materials, developing formative and summative assessments, and for the training of teachers in evidence-based instructional practices for Social Studies.

Administrators will use this curriculum to assist teachers in applying the Social Studies Standards and assessments to the specific grade levels/courses.

Teachers will use the curriculum as the basis for planning their lessons for the year. Use of this curriculum will assist students in attaining the standards for which all are accountable. Teachers are required to spend 80% of their instructional time teaching curriculum directly connected to the standards with 20% of their time teaching concepts that enhance the curriculum.

## **Archdiocese of Omaha Catholic Schools Mission Statement**

The mission of the Catholic Schools in the Archdiocese of Omaha, Nebraska, in cooperation with the parents, is an extension of the four-fold educational mission of the Catholic Church:

- To proclaim the message of faith and morals
- To foster community
- To encourage worship and prayer
- To motivate to serve others

Each school is to foster in students a personal relationship with Jesus Christ educating them to become academically proficient and responsible, community-minded adults who will be active and loyal members of their Church and their country.

## **Archdiocese of Omaha Catholic School Exit Standards**

All graduates of Catholic Schools in the Archdiocese of Omaha demonstrate:

- Knowledge of Catholic Church teachings of faith, morals and virtue
- Knowledge of core disciplines and fine arts
- Higher-order thinking skills
- Effective communication skills
- Effective social interaction skills
- Independent learning skills
- Life-long learning with the ability to access and utilize resources
- Knowledge of practices essential to:
  - Christ-centered families
  - Full participation in parish community life
  - Sound health in mind, body and spirit
  - Responsible stewardship
  - Mature, responsible, and sensible use of technology
  - Effective citizenship

## Social Studies Program Mission Statement

The mission of Social Studies education in the Archdiocese of Omaha is to empower students to be **informed, responsible, engaged** citizens who actively participate in a culturally diverse, interdependent world through a Catholic, global perspective.

### Key Indicators:

- An **informed** citizen possesses the knowledge needed to understand and analyze political, economic, and social issues.
- A **responsible** citizen applies critical thinking skills to make connections between the past, present, and future in order to understand and ethically solve problems.
- An **engaged** citizen collaborates, compromises, and participates as an active member of a community.

## **Introduction to the Nebraska Social Studies Standards and the Formation of a Catholic Identity in the Archdiocese of Omaha Social Studies Standards**

The Nebraska Social Studies Standards are written at grade level for K-8 and the high schools standards are organized by discipline within one 9-12 grade level band. They are all organized by four main program standards, or pillars: Civics, Economics, Geography, and History.

Social Studies education is driven by inquiry, emphasizes skills and practices as preparation for decision-making, creates interdisciplinary applications, supports literacy skills, and prepares students for college, career, and civic life. These standards apply the directives found in Legislative Bill 399 for the state of Nebraska.

Teachers of Social Studies in the Archdiocese of Omaha have the privilege of empowering others to know and how to apply a Catholic global perspective in order to use the skills of decision making and be an informed and active civic member. The principles articulated in Catholic social teaching are themes that are to be woven into the Social Studies standards as they are about creating a just society for all and living as disciples of Christ in modern society.

### **The Seven Themes of Catholic Social Teaching**

• **Life and Dignity of the Human Person** – The Catholic Church proclaims that human life is sacred and that the dignity of the human person is the foundation of a moral vision for society. The Church believes that every person is precious, that people are more important than things and the measure of every institution is whether it threatens or enhances the life and dignity of the human person.

• **Call to Family, Community and Participation** – The Catholic Church tradition proclaims that the person is not only sacred but also social. Marriage and the family is the central social institution that must be supported and strengthened, not undermined. Our Church teaches that the role of government and other institutions is to protect human life and human dignity and promote the common good.

• **Rights and Responsibilities** – Catholic tradition teaches that human dignity can be protected and a healthy community can be achieved only if human rights are protected and responsibilities are met.

• **Option for the Poor and Vulnerable** – Catholic teaching proclaims that a basic moral test is how our most vulnerable members are faring. We are instructed in Matthew 25: 31-46 to put the needs of the poor and vulnerable first.

• **The Dignity of Work and the Rights of Workers** – The Catholic Church believes that the economy must serve people, not the other way around. Work is more than a way to make a living; it is a form of continuing participation in God’s creation.

• **Solidarity** – Catholic social teaching proclaims that we are our brothers’ and sisters’ keepers, wherever they live. We are one human family whatever our national, racial, ethnic, economic, and ideological differences. Learning to practice the virtue of solidarity means learning that “loving our neighbor” has global dimensions in an interdependent world.

• **Care for God’s Creation** –The Catholic tradition insists that we show our respect for the Creator by our stewardship of creation. We are called to protect people and the planet, living our faith in relationship with all of God’s creation.

From: Sharing Catholic Social Teaching: Challenges and Directions, United States Conference  
of Catholic Bishops, 2012



## Program Standards

Program and Essential Standards describe the knowledge and skills that students will learn. The *Program Standards* are the pillars of the content area. The *Essential Standards* are broad, overarching student expectations for learning. *Content Standards* identify what students will learn. *Indicators* define how students can show what they are learning and understanding. These standards create a framework for teaching and learning to articulate a trajectory for knowledge and acquisition across all grade and course levels. This ensures that student learning builds on prior knowledge and becomes more advanced over time.

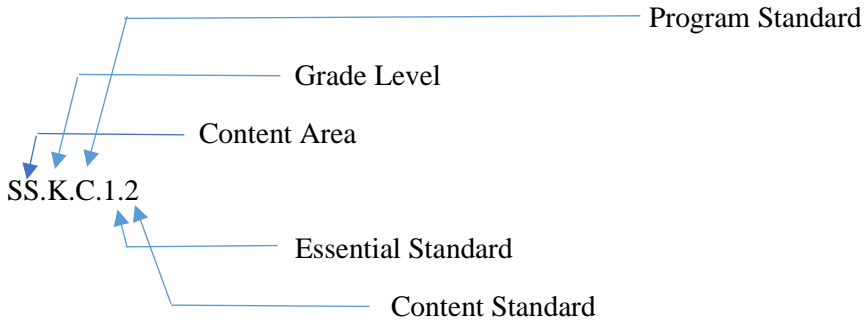
### K-12 Social Studies Program Standards

Civics  
Economics  
Geography  
History

### K-12 Essential Standards

Program Standard	Essential Standard
Civics (C)	<ol style="list-style-type: none"><li>1. Forms and Functions of Government</li><li>2. Civic Participation</li></ol>
Economics (E)	<ol style="list-style-type: none"><li>1. Economic Decision Making</li><li>2. Financial Literacy</li><li>3. Exchange and Markets</li><li>4. National Economy</li><li>5. Global Economy</li></ol>
Geography (G)	<ol style="list-style-type: none"><li>1. Location and Place</li><li>2. Regions</li><li>3. Human-Environment Interaction</li><li>4. Movement</li><li>5. Geospatial Skills and Geo-literacy</li></ol>
History (H)	<ol style="list-style-type: none"><li>1. Change, Continuity, and Context</li><li>2. Multiple Perspectives</li><li>3. Historical Analysis and Interpretation</li><li>4. Historical Inquiry and Research</li></ol>

## Reading the Archdiocese Social Studies Standards



Indicators are written as a A.B.C...list under each Content Standard and include examples for teachers to draw from when creating lesson plans.

## High School American Government/Civics Standards

In a constitutional republic, productive civic engagement requires knowledge about the functions of state and local government, courts and legal systems, the U.S. Constitution, other nations' systems and practices, and international institutions. Civics is not limited to the study of politics and society; it also encompasses participation in classrooms and schools, neighborhood, groups, and organizations using civic virtues and principles to guide that participation (which includes the discussion of issues and making choices and judgments with information and evidence, civility and respect, and concern for fair procedures). Civics enables students not only to study how others participate but also to practice participating and taking informed action themselves. Students will, in addition, learn the principles of Catholic social teachings (CST) and apply these principles to their own citizenship and to the broader concepts in the Social Studies Curriculum.

<b>Civics (C)</b>	
<b>Essential Standard 1</b>	<b>Forms and Functions of Government</b>
<b>SS.HS.C.1.1</b>	<b>Analyze the foundation, structures, and functions of the United States government as well as local, state, and international governments.</b>
<b>Indicators</b>	
<p><b>A. Examine the historical foundation that influenced the creation of the United States Constitution.</b>            For example: philosophers, social contract theory, natural rights, Constitutional Convention, Federalist, and Anti-Federalist Papers, Iroquois Confederation, and the imbalance of representation            CST: Rights and Responsibilities</p>	
<p><b>B. Evaluate the structure of American constitutional government.</b>            For example: federalism, democracy, representative government, branches of the government, separation of powers, checks and balances, amendment process, concurrent/enumerated/implicit powers, electoral college, Bill of Rights, Reconstruction amendments, Prohibition, women's vote</p>	
<p><b>C. Analyze the functions of United States government and its outcomes.</b>            For example: national security, legislative law-making, executive implementation, judicial interpretation, constitutionalism, taxation, naturalization of citizens, environmental implications            CST: Care for God's Creation</p>	
<p><b>D. Analyze the foundation, structures, and functions of local government and its outcomes.</b>            For example: city council, school board, county government, regional boards, grassroots, local organizations, community organizations            CST: Call to Family, Community, and Participation</p>	
<p><b>E. Analyze the foundation, structures, and functions of state government and its outcomes.</b>            For example: bicameral/unicameral, reapportionment/redistricting, branches of government, judiciary process, penal system</p>	
<p><b>F. Analyze the foundation, structures, and functions of supranational organizations.</b>            For example: United Nations, NATO, European Union, treaties, trade organizations, Native American Treaties            CST: Rights and Responsibilities; Life and the Dignity of the Human Person; Solidarity</p>	
<p><b>G. Analyze the roles that political parties have played in the United States.</b>            For example: Republican Party - Civil War, Populist Party - Progressive movement, Democratic Party - New Deal, Southern Strategy- Dixiecrats, emergence of the Tea Party Movement, hyper partisanship</p>	
<p><b>H. Analyze United States foreign policy issues.</b>            For example: methods, approaches, events, and their outcomes on various groups of people            CST: Rights and Responsibilities; Life and the Dignity of the Human Person; Solidarity; Option for the Poor and Vulnerable</p>	

<b>Essential Standard 2</b>	<b>Civic Participation</b>
<b>SS.HS.C.2.1</b>	<b>Demonstrate meaningful civic participation by analyzing local, state, national, or international issues and policies.</b>
<b>Indicators</b>	
<p><b>A. Investigate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy.</b>  For example: lobbying, voting, contacting government officials, petitioning, civil disobedience, tribal voting, tribal government officials, analyze past voting patterns and discuss methods to increase participation in voting  CST: Rights and Responsibilities</p>	
<p><b>B. Analyze and communicate the significance and impacts of patriotic symbols, songs, holidays, and activities in terms of historical, social, and cultural contexts.</b>  For example: Pledge of Allegiance, "The Star-Spangled Banner," "America the Beautiful," Dr. Martin Luther King, Jr. Day and "I Have a Dream" speech, George Washington's Birthday, Abraham Lincoln's Birthday, Presidents Day, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, and Thanksgiving Day, 4th of July, Hispanic Heritage month, tribal flag songs  CST: Rights and Responsibilities; Life and Dignity of the Human Person: Solidarity</p>	
<p><b>C. Engage and reflect on participation in civic activities.</b>  For example: discussing current issues, advocating for personal rights and the rights of others, influencing governmental actions, participating in civil discourse, registering for selective service, registering to vote, and voting when reaching the age of majority, participating in community improvement activities, service learning  CST: Rights and Responsibilities; Life and Dignity of the Human Person: Solidarity; Call to Family, Community, and Participation</p>	
<p><b>D. Investigate an issue and communicate which level of government is most appropriate to utilize in addressing the issue.</b>  For example: students communicate through an editorial, public service announcement, pamphlet, public presentation, tribal council, community entities  CST: Rights and Responsibilities; Call to Family, Community, and Participation</p>	
<p><b>E. Demonstrate how individuals, groups, and the media check governmental practices.</b>  For example: Watergate, Civil Rights movement, Suffrage movement  CST: Rights and Responsibilities; Solidarity</p>	
<p><b>F. Analyze various media sources for accuracy and perspective.</b>  For example: news media literacy, online civic reasoning</p>	

## High School American Government/Civics Instructional Resources

[Nebraska Social Studies Standards SIT and Frameworks Resource](#) were developed by the Nebraska Department of Education. A list of the High School Civics Social Studies standards with specific links to tools and resources to use for each standard developed by the Nebraska Department of Education. The list of resources includes both free and paid subscriptions.

[The Frameworks](#) is a sample outline of using the standards to create a curriculum plan's units of study.

[“Liberty and Slavery”](#): Video of how our Founding Fathers gave a mixed message in how they said “all men are created equal” but endorsed and, in some cases, profited, from the slave trade.

[“Traces of the Trade”](#): Stories from the Deep North”: Video on how the slave trade was a colonial trade, not just a southern or middle colonies concept.

Important Documents in Colonial United States history: <https://billofrightsinstitute.org/founding-documents/>

Comprehensive website that details and supplemental resources to aid teachers in their instruction of civic: <https://www.icivics.org/>

[“Examining the Constitution”](#): Great, multi-lesson plan format to help teachers examine and discuss the ins and outs of our Constitution.

[“English Influence on the Constitution”](#): Examining how the British system and its precedents influenced the United States Constitution and the Articles of Confederation.

<https://www.youtube.com/watch?v=PChI3lmRkVs>

[https://www.youtube.com/watch?v=FBFvkwHnI\\_s](https://www.youtube.com/watch?v=FBFvkwHnI_s)

[https://www.youtube.com/watch?v=-1opX\\_sBF5Y](https://www.youtube.com/watch?v=-1opX_sBF5Y)

<https://www.youtube.com/watch?v=mPR1zxZWUrs>

<https://www.youtube.com/watch?v=xkCl4-3Fssc>

Why the Colonies wanted to break away from the British crown:

<https://www.youtube.com/watch?v=Z1wo5HXyZhc&t=5s>

Quality lesson on why and how the process of amending the Constitution happens:  
[https://www.americanbar.org/groups/public\\_education/resources/lesson-plans/high-school/constitution/reforming-government/](https://www.americanbar.org/groups/public_education/resources/lesson-plans/high-school/constitution/reforming-government/)

Comparing the United States Constitution to the Constitutions of the world: <https://www.constituteproject.org/>

How does one become President of the United States? Here's the step by step process laid out in an easy to understand format: <http://2012election.procon.org/view.resource.php?resourceID=004333>

The American Presidency Project: Everything you want or need to know about any President in our nation's history: <https://www.presidency.ucsb.edu/>

## High School Economics Standards

Effective economic decision making requires that students have a keen understanding of the ways in which individuals, businesses, governments, and societies make decisions to allocate human capital, physical capital, and natural resources among alternative uses. This economic reasoning process involves the consideration of costs and benefits with the ultimate goal of making decisions that will enable individuals and societies to be as well-off as possible. The study of economics provides students with the concepts and tools necessary for an economic way of thinking and helps students understand the interaction of buyers and sellers in markets, workings of the national economy, and interactions within the global marketplace. Economics is grounded in knowledge about how people choose to use resources. Economic understanding helps individuals, businesses, governments, and societies choose what resources to allocate to work, to school, and to leisure; how many dollars to spend, and how many to save; and how to make informed decisions in a wide variety of contexts. Economic reasoning and skillful use of economic tools draw upon a strong base of knowledge about human capital, land, investments, money, income and production, taxes, and government expenditures. To be effective participants in our representative democracy, students need an understanding of economics. Students will, in addition learn the principles of Catholic social teachings (CST) and apply these principles to their own citizenship and to the broader concepts in the Social Studies Curriculum.

<b>Economics (E)</b>	
<b>Essential Standard 1</b>	<b>Economic Decision Making</b>
<b>SS.HS.E.1.1</b>	<b>Apply economic concepts that support rational decision making.</b>
<b>Indicators</b>	
<p><b>A. Make decisions by systematically considering alternatives and consequences through the use of cost benefit analysis.</b>            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)            CST: Rights and Responsibilities; Option for the Poor and Vulnerable; Dignity of Work and the Rights of Workers; Care for God’s Creation; Life and Dignity of the Human Race</p>	
<p><b>B. Assess the incentives for investing in personal education, skills, and talents.</b>            For example: Research returns to education, look at cost of education, and compare to earnings; costs of returning to small towns vs. cities            CST: Dignity of Work and the Rights of Workers; Option for the Poor and Vulnerable</p>	
<b>Essential Standard 2</b>	<b>Financial Literacy</b>
<b>SS.HS.E.2.1</b>	<b>Develop a plan to support short- and long-term goals.</b>
<b>Indicators</b>	
<p><b>A. Develop a budget using a financial record keeping tool.</b>            For example: Mint.com, spreadsheet, Quicken, journal on paper            CST: Option for the Poor and Vulnerable; Dignity of Work and the Rights of Workers</p>	
<p><b>B. Compare and contrast different types of banking accounts and features.</b>            For example: checking, savings, money market, CDs            CST: Option for the Poor and Vulnerable; Dignity of Work and the Rights of Workers</p>	
<p><b>C. Assess the effects of taxes on personal income.</b>            For example: state income tax, federal income tax, social security, property tax, sales tax, etc.            CST: Option for the Poor and Vulnerable; Dignity of Work and the Rights of Workers</p>	
<p><b>D. Compare and contrast possible career choices.</b></p>	

<b>SS.HS.E.2.3</b>	<b>Critique strategies used to establish, build, maintain, monitor, and control credit.</b>
<b>Indicators</b>	
<p><b>A. Compare and contrast the costs and benefits of different types and sources of credit and debt.</b>  For example: credit card interest rates, personal loans rates, mortgage rates, student loan rates, etc.  CST: Option for the Poor and Vulnerable; Dignity of Work and the Rights of Workers</p>	
<p><b>B. Investigate strategies to effectively manage debt and factors that influence credit ratings.</b>  For example: Credit cards, auto loans, mortgages, extended warranties  CST: Option for the Poor and Vulnerable; Dignity of Work and the Rights of Workers</p>	
<b>SS.HS.E.2.4</b>	<b>Evaluate savings, investment, and risk management strategies to achieve financial goals.</b>
<b>Indicators</b>	
<p><b>A. Explain the importance of saving and investing early to ensure financial security.</b>  For example: compound interest, use rule of 72, time value of money  CST: Option for the Poor and Vulnerable; Dignity of Work and the Rights of Workers</p>	
<p><b>B. Develop an investment strategy to achieve short- and long-term goals utilizing a variety of investment vehicles.</b>  For example: stocks, bonds, mutual funds, retirement plans, investment in education including analysis of student loans, average income of job, and repayment of loan, investment in homeownership vs. rental  CST: Option for the Poor and Vulnerable; Dignity of Work and the Rights of Workers</p>	
<p><b>C. Examine appropriate and cost-effective risk management strategies.</b>  For example: health, disability, life, auto insurance, personal identity protection, extended warranties, fraud protection  CST: Option for the Poor and Vulnerable; Dignity of Work and the Rights of Workers</p>	
<b>Essential Standard 3</b>	<b>Exchange and Markets</b>
<b>SS.HS.E.3.1</b>	<b>Explain the role of markets in determining prices and allocating scarce goods and services.</b>
<b>Indicators</b>	
<p><b>A. Summarize the role of competition, markets, and prices.</b>  For example: Use product and factor market/circular flow; compare market structures (perfect competition to monopoly)</p>	
<p><b>B. Illustrate how markets determine changing equilibrium prices through supply and demand analysis.</b>  For example: changes in demand and supply, changes in quantity demanded and quantity supplied  CST: Option for the Poor and Vulnerable; Dignity of Work and the Rights of Workers</p>	
<p><b>C. Hypothesize how competition between sellers could result in lower prices, higher quality products, and better customer service.</b>  For example: Look at businesses in the monopolistic market structure - competing for consumer dollars, trying to earn your business.</p>	
<p><b>D. Investigate possible causes and consequences of shortages and surpluses.</b>  For example: use current events and public policy - rent control and minimum wage, etc.  CST: Option for the Poor and Vulnerable; Dignity of Work and the Rights of Workers</p>	
<b>Essential Standard 4</b>	<b>National Economy</b>
<b>SS.HS.E.4.1</b>	<b>Explain how economic institutions impact different individuals and various groups.</b>
<b>Indicators</b>	
<p><b>A. Explain how various economic institutions have played a role in United States economic policy and practice.</b>  For example: corporations, labor unions, financial institutions, stock markets, cooperatives, small business and entrepreneurs, and business partnerships  CST: Option for the Poor and Vulnerable; Dignity of Work and the Rights of Workers; Solidarity</p>	
<p><b>B. Calculate and describe the impact of economic indicators.</b>  For example: trends and business cycles using GDP, unemployment rates including frictional, structural, cyclical, inflation/deflation rates  CST: Option for the Poor and Vulnerable; Dignity of Work and the Rights of Workers</p>	
<p><b>C. Describe the functions and role of the Federal Reserve System and its influence through monetary policy.</b>  For example: balancing inflation and unemployment, and how banks and a sound monetary system are critical to a functioning economy  CST: Option for the Poor and Vulnerable; Dignity of Work and the Rights of Workers</p>	



<b>SS.HS.E.4.2</b>	<b>Assess the roles of institutions such as clearly defined property rights and the rule of law in a market economy.</b>
<b>Indicators</b>	
<p>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  CST: Rights and Responsibilities; Option for the Poor and Vulnerable; Dignity of Work and the Rights of Workers</p>	
<b>SS.HS.E.4.3</b>	<b>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.</b>
<b>Indicators</b>	
<p>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</p>	
<p>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  CST: Option for the Poor and Vulnerable; Dignity of Work and the Rights of Workers</p>	
<p>C. Critique government policies and regulations in areas of market failure.  For example: monopolies, externalities, non-enforcement of property rights  CST: Rights and Responsibilities; Option for the Poor and Vulnerable; Dignity of Work and the Rights of Workers</p>	
<b>SS.HS.E.4.4</b>	<b>Examine the government’s influence on economic systems through fiscal policy.</b>
<b>Indicators</b>	
<p>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.  CST: Option for the Poor and Vulnerable; Dignity of Work and the Rights of Workers</p>	
<p>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  CST: Rights and Responsibilities</p>	
<b>Essential Standard 5</b>	<b>Global Economy</b>
<b>SS.HS.E.5.1</b>	<b>Investigate how international trade affects individuals, organizations, the domestic economy, and other nations.</b>
<b>Indicators</b>	
<p>A. Explore comparative advantage among different countries.  For example: research on what different countries produce when they specialize in those products</p>	
<p>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.  CST: Option for the Poor and Vulnerable; Dignity of Work and the Rights of Workers</p>	

## High School Economics Instructional Resources

[Nebraska Social Studies Standards SIT and Frameworks Resource](#) were developed by the Nebraska Department of Education. A list of the High School Economics Social Studies standards with specific links to tools and resources to use for each standard developed by the Nebraska Department of Education. The list of resources includes both free and paid subscriptions.

[The Frameworks](#) is a sample outline of using the standards to create a curriculum plan’s units of study.

## High School Geography Standards

To succeed in an increasingly interconnected world, Nebraska’s next generation of citizens will need to be fluent in spatial knowledge. Geography at the high school level prepares students to understand the world and their place in it. Beyond merely knowing “Where?” the geographically minded person will be better equipped to answer the question of “Why there?” An integrative study of our planet’s human and physical features will involve 21st century technologies and inquiry-based research methods. This approach will expand students’ geographic knowledge and enable them to think critically about problems. Through analysis of spatial patterns and relationships over time and place, students will be better able to make sense of both the past and present and be well equipped to address society’s future needs. Student will, in addition, learn the principles of Catholic social teachings (CST) and apply these principles to their own citizenship and to the broader concepts in the Social Studies Curriculum.

<b>Geography (G)</b>	
<b>Essential Standard 1</b>	<b>Location and Place</b>
<b>SS.HS.G.1.1</b>	<b>Evaluate where (spatial) and why people, places, and environments are organized on the Earth’s surface.</b>
<b>Indicators</b>	
<p>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            CST: Care for God’s Creation</p>	
<p>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</p>	
<b>Essential Standard 2</b>	<b>Regions</b>
<b>SS.HS.G.2.1</b>	<b>Evaluate how regions form and change over time.</b>
<b>Indicators</b>	
<p>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            CST: Care for God’s Creation; Life and Dignity of the Human Person</p>	
<p>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)            CST: Call to Family, Community, and Partnership; Rights and Responsibilities; Option for the Poor and Vulnerable; Dignity of Work and the Rights of Workers; Care for God’s Creation</p>	
<p>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            CST: Call to Family, Community, and Partnership; Rights and Responsibilities; Option for the Poor and Vulnerable; Dignity of Work and the Rights of Workers; Care for God’s Creation</p>	
<b>Essential Standard 3</b>	<b>Human-Environment Interaction</b>
<b>SS.HS.G.3.1</b>	<b>Analyze how the natural environment and cultural landscape are transformed by natural and human forces and interpret how humans adapt to their surroundings.</b>
<b>Indicators</b>	

<p><b>A. Explain components of Earth's physical systems and evaluate the impact of natural processes on human environments.</b>  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  CST: Care for God's Creation</p>	
<p><b>B. Evaluate how humans have utilized and adapted to their physical environment.</b>  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  CST: Care for God's Creation</p>	
<b>Essential Standard 4</b>	<b>Movement</b>
<b>SS.HS.G.4.1</b>	<b>Compare and contrast patterns of human populations and culture over space and time on a local, national, and global scale.</b>
<b>Indicators</b>	
<p><b>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.</b>  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  CST: Call to Family, Community, and Partnership; Rights and Responsibilities; Option for the Poor and Vulnerable; Dignity of Work and the Rights of Workers; Care for God's Creation</p>	
<p><b>B. Examine the spread of cultural traits and the potential benefits and challenges of cultural diffusion, economic development, and globalization.</b>  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, hyper nationalism  CST: Call to Family, Community, and Partnership; Rights and Responsibilities; Option for the Poor and Vulnerable; Dignity of Work and the Rights of Workers; Care for God's Creation</p>	
<p><b>C. Analyze the relationships of sovereign nations and the role of multinational organizations on conflict and cooperation both between and within countries.</b>  For example: impacts of membership in multinational organizations and agreements, treaties, resource and technology exchanges, Heartland and Rimland Theory, demarcation of borders, territorial morphology  CST: Call to Family, Community, and Partnership; Rights and Responsibilities; Care for God's Creation; Life and the Dignity of the Human Person</p>	
<b>Essential Standard 5</b>	<b>Geospatial Skills and Geo-Literacy</b>
<b>SS.HS.G.5.1</b>	<b>Evaluate issues and/or events using geographic knowledge and geospatial skills to make informed decisions.</b>
<b>Indicators</b>	
<p><b>A. Apply geographic knowledge and skills to interpret the past and present in order to plan for the future.</b>  For example: developing a geographic question, acquiring and organizing data/information, performing analysis, presenting findings, and developing action plan</p>	
<p><b>B. Analyze how geospatial skills and geo-literacy are applied to improve standards of living and solve problems.</b>  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)  CST: Care for God's Creation</p>	
<p><b>C. Evaluate geographical information sources for applications, credibility, and appropriateness in displaying spatial data.</b>  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</p>	

## High School Geography Instructional Resources

[Nebraska Social Studies Standards SIT Resource](#) were developed by the Nebraska Department of Education. A list of the High School Geography Social Studies standards with specific links to tools and resources to use for each standard developed by the Nebraska Department of Education. The list of resources includes both free and paid subscriptions.

The Frameworks is a sample outline of using the standards to create a curriculum plan's units of study.

[Human Geography](#)

[World Geography](#)

## High School History Standards: United States History—Progressive Era-Present

History involves acquiring knowledge about significant events, developments, individuals, groups, documents, places, and ideas to support investigations about the past. Acquiring relevant knowledge requires assembling information from a wide variety of sources in an integrative process. Developing historical knowledge in connection with historical investigations not only helps students better remember the content because it has meaning, but also allows students to become better critical thinkers. High school history courses emphasize historical thinking. Historical thinking requires understanding and evaluating change and continuity over time and making appropriate use of historical evidence in answering questions and developing arguments about the past. It involves going beyond simply asking, “What happened when?” to evaluating why and how events occurred and developments unfolded. It involves locating and assessing historical sources of many different types to understand the contexts of given historical eras and the perspectives of different individuals and groups within geographic units that range from the local to the global. Historical thinking is a process of chronological reasoning, which means wrestling with issues of causality, connections, significance, and context with the goal of developing credible explanations of historical events and developments based on reasoned interpretation of evidence. Students will, in addition, learn the principles of Catholic social teachings (CST) and apply these principles to their own citizenship and to the broader concepts in the Social Studies Curriculum.

<b>United States History (USH)</b>	
<b>Essential Standard 1</b>	<b>Change, Continuity, and Context</b>
<b>SS.HS.USH.1.1</b>	<b>Analyze and evaluate patterns of continuity and change over time in American history.</b>
<b>Indicators</b>	
<p>A. Evaluate the cause and effect of historical events on various groups in the United States.            For example: To which conditions were Progressives responding? Why did the United States enter World War I? What caused the Great Depression? What caused the interpretation of “separate but equal” to change over time?            CST: Life and Dignity of the Human Person</p>	
<p>B. Select, record, and interpret key national events in chronological order.            For example: Progressive Era, Women’s Suffrage, World War I, Great Migration, Great Depression and New Deal, Nazism, World War II, Holocaust, Cold War, Civil Rights Era, contemporary United States</p>	
<p>C. Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.            For example: 19th Amendment, Brown v. Board of Education of Topeka, Dolores Huerta, desegregation of the military following WWII, March on Washington, Movement for the Restoration of Tribal Status, continuing struggle for equality            CST: Rights and Responsibilities; Life and Dignity of the Human Person; Solidarity</p>	
<b>Essential Standard 2</b>	<b>Multiple Perspectives</b>
<b>SS.HS.USH.2.1</b>	<b>Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history.</b>
<b>Indicators</b>	
<p>A. Identify and evaluate how considering multiple perspectives facilitates an understanding of history.            For example: Nineteenth Amendment, 1924 National Origins Act, Indian Reorganization Act of 1934, Bracero program, Civil Rights Movement            CST: Rights and Responsibilities; Life and Dignity of the Human Person; Solidarity</p>	
<p>B. Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.            For example: Theodore Roosevelt’s New Nationalism and Woodrow Wilson’s New Freedom, Indian Reorganization Act and responses from tribal leaders, differing strategies in the struggle to gain black equality            CST: Rights and Responsibilities; Life and Dignity of the Human Person; Solidarity; Dignity of Work and the Rights of Workers</p>	
<b>SS.HS.USH.2.2</b>	<b>Examine historical events from the perspectives of marginalized and underrepresented groups.</b>

<b>Indicators</b>	
<p>A. Identify how differing experiences can lead to the development of perspectives.  For example: religious, racial or ethnic groups, immigrants, women, LGBTQ persons, and Native American nations  CST: Rights and Responsibilities; Life and Dignity of the Human Person; Solidarity</p>	
<p>B. Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.  For example: Immigration and Naturalization Act of 1965, Stonewall Riots, American Indian Movement, Equal Rights Amendment, Civil Rights Act of 1964, West Virginia v. Barnette, United Farm Workers  CST: Rights and Responsibilities; Life and Dignity of the Human Person; Solidarity; Dignity of Work and the Rights of Workers</p>	
<b>Essential Standard 3</b>	<b>Historical Analysis and Interpretation</b>
<b>SS.HS.USH.3.1</b>	<b>Evaluate sources for perspective, limitations, accuracy, and historical context.</b>
<b>Indicators</b>	
<p>A. 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</p>	
<p>B. Evaluate strengths and limitations of a variety of primary and secondary historical sources.  For example: Jane Addams on settlement houses, Franklin Roosevelt's "Four Freedoms" Speech, Martin Luther King, Jr.'s "Letter from Birmingham Jail," Equal Rights Amendment</p>	
<p>C. Determine the relationship between multiple causes and effects of events and developments in the past.  For example: patterns of immigration and migration, presidential leadership strategies, tactics among different civil rights organizations  CST: Rights and Responsibilities; Life and Dignity of the Human Person; Solidarity; Dignity of Work and the Rights of Workers</p>	
<p>D. Synthesize the relationships among historical events in the United States and relevant contemporary issues.  For example: voting behavior, political party platforms, economic trends, place relevant current events in historical context, the relationship between Native Americans living on and off the reservation</p>	
<b>Essential Standard 4</b>	<b>Historical Inquiry and Research</b>
<b>SS.HS.USH.4.1</b>	<b>Apply the inquiry process to construct and answer historical questions.</b>
<b>Indicators</b>	
<p>A. Construct meaningful questions about topics in U.S. history.  For example: "Why did the United States enter World War I?"</p>	
<p>B. Locate, evaluate, and cite appropriate sources for research about selected topics in U.S. History, including primary and secondary sources.  For example: Examine speeches from President Woodrow Wilson leading up to World War I, examine internal communications within Wilson administration, examine press coverage of events leading up to American entry</p>	
<p>C. Select, organize, and corroborate relevant historical information about selected topics in U.S. History.  For example: Compare the sources and determine an initial answer to the inquiry</p>	
<p>D. Synthesize historical information to create new understandings.  For example: Compare the answer students have created to secondary sources and potentially revise students' answers</p>	
<p>E. Communicate inquiry results within a historical context.  For example: Provide an evidence-based answer to the inquiry, "Why did the United States enter World War I?"</p>	

## **High School United States History: Progressive Era-Present Instructional Resources**

[Nebraska Social Studies Standards SIT Resource](#) were developed by the Nebraska Department of Education. A list of the High School United States History Social Studies standards with specific links to tools and resources to use for each standard developed by the Nebraska Department of Education. The list of resources includes both free and paid subscriptions.

[The Frameworks](#) is a sample outline of using the standards to create a curriculum plan's units of study.

## High School History Standards: World History—500 CE-Present

History involves acquiring knowledge about significant events, developments, individuals, groups, documents, places, and ideas to support investigations about the past. Acquiring relevant knowledge requires assembling information from a wide variety of sources in an integrative process. Developing historical knowledge in connection with historical investigations not only helps students better remember the content because it has meaning, but also allows students to become better critical thinkers. High school history courses emphasize historical thinking. Historical thinking requires understanding and evaluating change and continuity over time and making appropriate use of historical evidence in answering questions and developing arguments about the past. It involves going beyond simply asking, “What happened when?” to evaluating why and how events occurred and developments unfolded. It involves locating and assessing historical sources of many different types to understand the contexts of given historical eras and the perspectives of different individuals and groups within geographic units that range from the local to the global. Historical thinking is a process of chronological reasoning, which means wrestling with issues of causality, connections, significance, and context with the goal of developing credible explanations of historical events and developments based on reasoned interpretation of evidence. Students will, in addition, learn the principles of Catholic social teachings (CST) and apply these principles to their own citizenship and to the broader concepts in the Social Studies Curriculum.

<b>World History (WH)</b>	
<b>Essential Standard 1</b>	<b>Change, Continuity, and Context</b>
<b>SS.HS.WH.1.1</b>	<b>Analyze and evaluate patterns of continuity and change over time in world history.</b>
<b>Indicators</b>	
<p>A. Evaluate the cause and effect of historical events in the world.            For example: How did the rise of totalitarianism lead to war?            CST: Life and Dignity of the Human Person</p>	
<p>B. Select, record, and interpret key global events in chronological order.            For example: emergence of new states and cultures, increased interregional trade, colonization and expansion, global interactions, Industrialization, Age of Revolutions, Imperialism, global conflict, Holocaust, globalization, decolonization, Cold War, contemporary events</p>	
<p>C. 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            CST: Rights and Responsibilities; Life and Dignity of the Human Person; Solidarity</p>	
<b>Essential Standard 2</b>	<b>Multiple Perspectives</b>
<b>SS.HS.WH.2.1</b>	<b>Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history.</b>
<b>Indicators</b>	
<p>A. 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            CST: Rights and Responsibilities; Life and Dignity of the Human Person; Solidarity</p>	
<p>B. 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            CST: Rights and Responsibilities; Life and Dignity of the Human Person; Solidarity; Dignity of Work and the Rights of Workers</p>	
<b>SS.HS.WH.2.2</b>	<b>Examine historical events from the perspectives of diverse groups.</b>



<b>Indicators</b>	
<p>A. 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 CST: Rights and Responsibilities; Life and Dignity of the Human Person; Solidarity</p>	
<p>B. 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 CST: Rights and Responsibilities; Life and Dignity of the Human Person; Solidarity; Dignity of Work and the Rights of Workers</p>	
<b>Essential Standard 3</b>	<b>Historical Analysis and Interpretation</b>
<b>SS.HS.WH.3.1</b>	<b>Evaluate sources for perspective, limitations, accuracy, and historical context.</b>
<b>Indicators</b>	
<p>A. 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</p>	
<p>B. Evaluate strengths and limitations of a variety of primary and secondary historical sources. For example: written and visual documents</p>	
<p>C. 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 CST: Rights and Responsibilities; Life and Dignity of the Human Person; Solidarity; Dignity of Work and the Rights of Workers</p>	
<p>D. Synthesize the relationships among historical events in the world and relevant contemporary issues. For example: current events from various international news sources</p>	
<b>Essential Standard 4</b>	<b>Historical Inquiry and Research</b>
<b>SS.HS.WH.4.1</b>	<b>Apply the inquiry process to construct and answer historical questions.</b>
<b>Indicators</b>	
<p>A. Construct meaningful questions that initiate an inquiry. For example: "Can peace lead to war?"</p>	
<p>B. 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</p>	
<p>C. 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</p>	
<p>D. Synthesize historical information to create new understandings. For example: Compare the answer students have created to secondary sources and potentially revise students' answers.</p>	
<p>E. 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?"</p>	

## **High School History Standards: World History—500 CE-Present Instructional Resources**

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## **Professional Organizations:**

[National Council for the Social Studies \(NCSS\)](#): “The mission of the National Council for the Social Studies is to advocate and build capacity for high-quality social studies by providing leadership, services, and support to educators” (NCSS). Many resources available to guide teachers’ instruction in social studies.

[National Social Science Association](#). The National Social Science Association (NSSA) is a national interdisciplinary association that brings together social scientists from across the country to share their information through conferences and publications.

[The National Council for Geographic Education](#): The National Council for Geographic Education works to enhance the status and quality of geography teaching and learning. To meet its mission, the NCGE: Promotes the importance and value of geographic education; Enhances the preparation of geographic educators with respect to their knowledge of content, techniques, and learning processes; Facilitates communication among teachers of geography; Encourages and supports research on geographic education; Develops, publishes, and promotes the use of curriculum, resource, and learning materials; and Cooperates with other organizations that have similar goals.

[Nebraska Council on Economic Education](#): Throughout five centers for economic education, the council provides resources for professional development, graduate education, workshops, classroom activities and academic competitions for teachers and students in K-12 and post-secondary institutions. Contact us if you need additional information, would like to sponsor an event or would like to help support the council and our mission.

[Nebraska State Council of Social Studies](#): This organization assumes a leadership role in education in Nebraska, creates a collaborative space for all Social Studies organizations in the state to operate, and serves the interest of members of the National Council for the Social Studies and this state's affiliation

[Geographic Educators of Nebraska](#): The mission of the Geographic Educators of Nebraska is to improve the quality and quantity of geographic education in the schools of Nebraska. We seek to accomplish this by expanding geographic content and classes in Nebraska schools, colleges, and universities, supporting educators (including pre-service) in their efforts to infuse geography and geographic content into their classrooms, and teaching: modeling, practicing, and exemplifying dynamic geographic education practices. By doing these things we hope to increase awareness and appreciation of the geographic perspective among both educators and the general public, facilitate the flow of information regarding geographic education and related issues amongst educators and the general public, and advocate for Nebraska educators with regard to geographic issues at the local, state, and national levels

[Civic Nebraska](#): We build young leaders; connect and empower Nebraskans to strengthen democracy; cultivate active members of society in our schools, neighborhoods, and communities; and protect your voting rights.

[Gilder Lehrman](#): The Gilder Lehrman Institute of American History was founded in 1994 by Richard Gilder and Lewis E. Lehrman, visionaries and lifelong supporters of American history education. The Institute is the leading nonprofit organization dedicated to K–12 history education while also serving the general public. Its mission is to promote the knowledge and understanding of American history through educational programs and resources.

## **K-12 Instructional Resources:**

Catholic Saints References. Online references that provides biographical, Feast Day, and liturgical calendar information.

<https://www.catholic.org/saints/>

<https://mycatholic.life/saints/>

**Bill of Rights Institute:** Join BRI's call to action to activate teachers' pedagogical knowledge in helping students solve challenges in their community through engaging in a historical framework. Explore BRI's tools and resources to prepare our students to be the problem solvers of tomorrow. Includes two free online textbooks and resources, Voices of History and Documents of Freedom.

**iCivics:** Our games transform abstract concepts into real-life problems. Young people learn how government works by experiencing it. They step into the role of a judge, a member of Congress, a community activist, even the President of the United States - and do the job they do. Students gain civic knowledge and skills because the learning experience is fun and challenging. They learn without even realizing it.

Brain Pop: short videos on most historic, along with other subjects) events.

[www.brainpop.com](http://www.brainpop.com)

[www.Brainpopjr.com](http://www.Brainpopjr.com) (K-3)

**Federal Reserve Education:** Equipping Educators, Educating Students, and Empowering Consumers. Resources K-12 for economic topics and financial literacy.

**Asia Society- Center for Global Education:** Teacher resources for those who are interested in information related to teaching for global understanding and competence. Includes professional development resources for teachers.

**SHEG (Stanford History Education Group):** The Stanford History Education Group is an award-winning research and development group that comprises Stanford faculty, staff, graduate students, post-docs, and visiting scholars. SHEG seeks to improve education by conducting research, working with school districts, and reaching directly into classrooms with free materials for teachers and students. SHEG's Reading Like a Historian curriculum and Beyond the Bubble assessments have been downloaded more than 9 million times. SHEG's current work focuses on how young people evaluate online content. SHEG has created a Civic Online Reasoning curriculum to help students develop the skills needed to navigate our current digital landscape.

**International Society for Technology in Education (ISTE) - Global Collaborator:** Ideas and resources for meeting ISTE's "Global Collaborator" student standard. Access to videos showing this standard in action can be found [here](#).

**National Archives:** The National Archives and Records Administration (NARA) is the nation's record keeper. Of all documents and materials created in the course of business conducted by the United States Federal government, only 1%-3% are so important for legal or historical reasons that they are kept by us forever.

**Library of Congress:** The Library of Congress offers classroom materials and professional development to help teachers effectively use primary sources from the Library's vast digital collections in their teaching. Find Library of Congress lesson plans and more that meet Common Core standards, state content standards, and the standards of national organizations.

[Institute for Holocaust Education](#): The Institute for Holocaust Education provides educational resources, workshops, survivor testimony, and integrated arts programming to students, educators, and the public. The IHE provides support to Holocaust survivors in our community.

[Echoes and Reflections](#): Since 2005, Echoes & Reflections has impacted more than 60,000 educators, reaching an estimated 6 million students across the United States—and at no cost. Through our Holocaust education programs and resources, educators gain the skills, knowledge, and confidence to teach this topic effectively.

[Anti-Defamation League \(ADL\)](#): To stop the defamation of the Jewish people, and to secure justice and fair treatment to all.

For Omaha: <https://omaha.adl.org/>

[Street Law, Inc.](#): Streetlaw advances justice through classroom and community education programs that empower people with the legal and civic knowledge, skills, and confidence to bring about positive change for themselves and others.

[Southern Poverty Law Center](#). The Southern Poverty Law Center is dedicated to fighting hate and bigotry and to seeking justice for the most vulnerable members of our society.

[NCSS - Notable Social Studies Trade Books](#) For grades K-8. NCSS list of books that emphasize human relations, represent a diversity of groups and are sensitive to a broad range of cultural experiences, present an original theme or a fresh slant.

[Carter G. Woodson Award](#) - Annual award given by NCSS to non-fiction books that treat topics related to ethnic minorities and race relations sensitively and accurately.

### **Remote/Distance Learning Instructional Resources:**

[Nebraska Department of Education Open Education Resources \(OERs\) for Social Studies](#). Online education materials to support distance learning instruction. When this file opens, look for “DigResources 4 SS With Links” document.

[Hyperdocs](#): The term HyperDoc was coined in 2013 as a way to curate lessons. Developers choose web tools to provide students with the opportunities to Engage, Explore, Explain, Apply, Share, Reflect and Extend learning. Critical thinking and problem-solving skills are developed through linked tasks. Students have an opportunity to create authentic digital artifacts to show what they know and connect to with a wider audience.

### **Evidence-Based Instruction:**

[Guidebook: Six Proven Practices for Effective Civic Learning](#)

[Edutopia Social Studies Practices](#). Teaching tips, strategies, and resources for helping students develop in the social sciences.

[Teaching History Best Practices](#). Teaching tips, best practices, and materials for history instruction.