

America's Heritage: An Adventure in Liberty
 Developed by the American Heritage Education Foundation, Inc.
 Supported by the McNair Foundation
 Correlated to
Curriculum Standards for Social Studies,
(Middle and High School)
 of the National Council for Social Studies

NCSS Themes:

- I. Culture
- II. Time, Continuity, and Change
- III. People, Places, and Environments
- IV. Individual Development and Identity
- V. Individuals, Groups, and Institutions
- VI. Power, Authority, and Governance
- VII. Production, Distribution, and Consumption
- VIII. Science, Technology, and Society
- IX. Global Connections
- X. Civic Ideals and Practices

Middle School Correlates:

AHEF Unit One: American Heritage Themes

NCSS Standards:

I A compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns

C explain and give examples of how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture

E articulate the implications of cultural diversity, as well as cohesion, within and across groups

II C identify and describe selected historical periods and patterns of change within and across cultures, such as the rise of civilizations, the development of transportation systems, the growth and break down of colonial system, and others

D identify and use processes important to reconstructing and reinterpreting the past, such as using a variety of sources, providing, validating, and weighing evidence for claims, checking credibility of sources, and searching for causality

IV A relate personal changes to social, cultural, and historical contexts

B describe personal connections to place—as associated with community, nation ,and world

C describe the ways family, gender, ethnicity, nationality, and institutional affiliations contribute to personal identity

E identify and describe ways regional, ethnic, and national cultures influence individuals' daily lives

H work independently and cooperatively to accomplish goals

VI A examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare

B describe the purpose of government and how its powers are acquired, used, and justified

F explain the conditions, actions, and motivations that contribute to conflict and cooperation within and among nations

IX F demonstrate understanding of concerns, standards, issues, and conflicts related to universal human rights

X A examine the origins and continuing influence of key ideas of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law

B identify and interpret sources and examples of the rights and responsibilities of citizens

D practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic

G analyze the influence of diverse forms of public opinion on the development of public policy and decision-making

AHEF Unit Two: Our National Documents

NCSS Standards:

I A compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns

D explain why individuals and groups respond differently to their physical and social environments and/or changes to them on the basis of shared assumptions, values, and beliefs

II B identify and use key concepts such as chronology, causality, and complexity to explain, analyze, and show connections among patterns of historical change and continuity

C identify and describe selected historical periods and patterns of change within and across cultures, such as the rise of civilizations

V G apply knowledge of how groups and institutions work to meet individual needs and promote the common good

X A examine the origins and continuing influence of key ideals of the democratic republican form of government

AHEF Unit Three: Declaration of Independence

NCSS Standards:

I D explain why individuals and groups respond differently to their physical and social environments and/or changes to them on the basis of shared assumptions, values, and beliefs

II B identify and use key concepts such as chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity

C identify and describe selected historical periods and patterns of change within and across cultures, such as the rise of civilizations, the development of transportation systems, the growth and breakdown of colonial systems, and others

F use knowledge of facts and concepts drawn from history, along with methods of historical inquiry, to inform decision-making about and action-taking on public issues

III I describe ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings

IV H work independently and cooperatively to accomplish goals

V C describe the various forms institutions take and the interactions of people with institutions

E identify and describe examples of tensions between belief systems and government policies and laws

VI B describe the purpose of government and how its powers are acquired, used, and justified

C analyze and explain ideas and governmental mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, and establish order and security

- F explain conditions, actions, and motivations that contribute to conflict and cooperation within and among nations
- I give examples and explain how governments attempt to achieve their stated ideals at home and abroad
- VII F explain and illustrate how values and beliefs influence different economic decisions
- H compare basic economic systems according to who determines what is produced, distributed, and consumed
- IX B analyze examples of conflict, cooperation, and interdependence among groups, societies, and nations
- E describe and explain the relationships and tensions between national sovereignty and global interests, in such matters as territory, natural resources, trade, use of technology, and welfare of people
- F demonstrate understanding of concerns, standards, issues, and conflicts related to universal human rights
- X a examine the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, quality, and the rule of law
- B identify and interpret sources and examples of the rights and responsibilities of citizens
- D practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic
- H analyze the effectiveness of selected public policies and citizen behaviors in realizing the stated ideals of a democratic republican form of government
- J examine strategies designed to strengthen the “common good,” which consider a range of options for citizen action

AHEF Unit Four: Lives, Fortunes, Sacred Honor

NCSS Standards:

- II E develop critical sensitivities such as empathy and skepticism regarding attitudes, values, and behaviors of people in different historical contexts
- IV A relate personal changes to social, cultural, and historical contexts
- B describe personal connections to place—as associated with community, nation, and world
- D relate such factors as physical endowment and capabilities, learning, motivation, personality, perception, and behavior to individual development
- F identify and describe the influence of perception, attitudes, values, and beliefs on personal identity
- H work independently and cooperatively to accomplish goals
- V E identify and describe examples of tensions between belief systems and government policies and laws
- X A examine the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law
- D practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic
- E explain and analyze various forms of citizen action that influence public policy decisions
- H analyze the effectiveness of selected public policies and citizen behaviors in realizing the stated ideals of a democratic republican form of government
- J examine strategies designed to strengthen the “common good,” which consider a range of options for citizen action

AHEF Unit Five: Monarchy Game

NCSS Standards:

- I B explain how information and experiences may be interpreted by people from diverse cultural perspectives and frames of reference
- D explain why individuals and groups respond differently to their physical and social environments and/or changes to them on the basis of shared assumptions, values, and beliefs
- II B identify and use key concepts such as chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity
- E develop critical sensitivities such as empathy and skepticism regarding attitudes, values, and behaviors of people in different historical contexts
- IV E identify and describe ways regional, ethnic, and national cultures influence individuals' daily lives
- V A demonstrate an understanding of concepts such as role, status, and social class in describing the interactions of individuals and social groups
- B analyze group and institutional influences on people, events, and elements of culture
- C describe the various forms institutions take and the interactions of people with institutions
- E identify and describe examples of tensions between belief systems and government policies and laws
- VI F explain conditions, actions, and motivations that contribute to conflict and cooperation within and among nations
- VII F explain and illustrate how values and beliefs influence different economic decisions
- H compare basic economic systems according to who determines what is produced, distributed, and consumed
- IX F demonstrate understanding of concerns, standards, issues, and conflicts related to universal human rights

AHEF Unit Six: Thanksgiving Day

NCSS Standards:

- I C explain and give examples of how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture
- E articulate the implications of cultural diversity, as well as cohesion, within and across groups
- III H examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes
- I describe ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings
- IV E identify and describe ways regional, ethnic, and national cultures influence individuals' daily lives
- F identify and describe the influence of perception, attitudes, values, and beliefs on personal identity
- X A explain the origins and interpret the continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law

AHEF Unit Seven: U. S. Flag

NCSS Standards:

I C explain and give examples of how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture

E articulate the implications of cultural diversity, as well as cohesion, within and across groups

V G apply knowledge of how groups and institutions work to meet individual needs and promote the common good

IX A describe instances in which language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding

B analyze examples of conflict, cooperation, and interdependence among groups, societies, and nations

X A explain the origins and interpret the continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law

AHEF Unit Eight: Star-Spangled Banner

NCSS Standards:

I C explain and give examples of how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture

D explain why individuals and groups respond differently to their physical and social environments and/or changes to them on the basis of shared assumptions, values, and beliefs

IV B describe personal connections to place—as associated with community, nation, and world

C describe the ways family, gender, ethnicity, nationality, and institutional affiliations contribute to personal identity

IX A describe instances in which language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding

B analyze examples of conflict, cooperation, and interdependence among groups, societies, and nations

F demonstrate understanding of concerns, standards, issues, and conflicts related to universal human rights

X A examine the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law

B identify and interpret sources and examples of the rights and responsibilities of citizens

AHEF Unit Nine: Gettysburg Address

NCSS Standards:

I C explain and give examples of how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture

D explain why individuals and groups respond differently to their physical and social environments and/or changes to them on the basis of shared assumptions, values, and beliefs

E articulate the implications of cultural diversity, as well as cohesion, within and across groups

V E identify and describe examples of tensions between belief systems and governments policies and law

VI A examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare

IX F demonstrate understanding of concerns, standards, issues, and conflicts related to universal human rights

X A examine the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law

B identify and interpret sources and examples of the rights and responsibilities of citizens

D practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic

F identify and explain the roles of formal and informal political actors in influencing and shaping public policy and decision-making

H analyze the effectiveness of selected public policies and citizen behaviors in realizing the stated ideals of a democratic republican form of government

I explain the relationship between policy statements and action plans used to address issues of public concern

J examine strategies designed to strengthen the “common good,” which consider a range of options for citizen action

AHEF Unit Ten: National Motto

NCSS Standards:

I C explain and give examples of how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture

D explain why individuals and groups respond differently to their physical and social environments and/or changes to them on the basis of shared assumptions, values, and beliefs

III H examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes

IV F identify and describe the influence of perception, attitudes, values, and beliefs on personal identity

H work independently and cooperatively to accomplish goals

V G apply knowledge of how groups and institutions work to meet individual needs and promote the common good

IX F demonstrate understanding of concerns, standards, issues, and conflicts related to universal human rights

X A examine the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law

E explain and analyze various forms of citizen action that influence public policy decisions

F identify and explain the roles of formal and informal political actors in influencing and shaping public policy and decision-making

H analyze the effectiveness of selected public policies and citizen behaviors in realizing the stated ideals of a democratic republican form of government

AHEF Unit Eleven: Statue of Liberty

NCSS Standards:

III G Describe how people create places that reflect cultural values and ideals

I describe ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings

IV B describe personal connections to place—as associated with community, nation, and world

E identify and describe ways regional, ethnic, and national cultures influence individuals' daily lives

V G apply knowledge of how groups and institutions work to meet individual needs and promote the common good

IX A describe instances in which language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding

B analyze examples of conflict, cooperation, and interdependence among groups, societies, and nations

E describe and explain the relationships and tensions between national sovereignty and global interests, in such matters as territory, natural resources, trade, use of technology, and welfare of people

F demonstrate understanding of concerns, standards, issues, and conflicts related to universal human rights

X A examine the origins and continuing influence of key ideas of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law

B identify and interpret sources and examples of the rights and responsibilities of citizens

D practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic

H analyze the effectiveness of selected public policies and citizen behaviors in realizing the state ideas of a democratic republican form of government

AHEF Unit Twelve: Pledge of Allegiance

NCSS Standards:

IV A relate personal changes to social, cultural, and historical contexts

B describe personal connections to place—as associated with community, nation, and world

C describe the ways family, gender, ethnicity, nationality, and institutional affiliations contribute to personal identity

VI A examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare

F explain conditions, actions, and motivations that contribute to conflict and cooperation within and among nations

I give examples and explain how governments attempt to achieve their stated ideals at home and abroad

IX B analyze examples of conflict, cooperation, and interdependence among groups, societies, and nations

X A examine the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law

B identify and interpret sources and examples of the rights and responsibilities of citizens

D practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic

H analyze the effectiveness of selected public policies and citizen behaviors in realizing the stated ideals of a democratic republican form of government

AHEF Unit Thirteen: Rights and Responsibilities

NCSS Standards:

VI A examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare

X A examine the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and rule of law

B identify and interpret sources and examples of rights and responsibilities of citizens

H analyze the effectiveness of selected public policies and citizen behaviors in realizing the stated ideals of a democratic republican form of government

AHEF Unit Fourteen: What is an American?

NCSS Standards:

I A compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns

B explain how information and experiences may be interpreted by people from diverse cultural perspectives and frames of reference

C explain and give examples of how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture

D explain why individuals and groups respond differently to their physical and social environments and/or changes to them on the basis of shared assumptions, values, and beliefs

E articulate the implications of cultural diversity, as well as cohesion, within and across groups

IV B describe personal connections to place—as associated with community, nation, and world

C describe the ways family, gender, ethnicity, nationality, and institutional affiliations contribute to personal identity

E identify and describe ways regional, ethnic, and national cultures influence individuals' daily lives

F identify and describe the influence of perception, attitudes, values, and beliefs on personal identity

H work independently and cooperatively to accomplish goals

VI A examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare

F explain conditions, actions, and motivations that contribute to conflict and cooperation within and among nations

X A examine the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law

B identify and interpret sources and examples of the rights and responsibilities of citizens

D practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic

H analyze the effectiveness of selected public policies and citizen behaviors in realizing the stated ideals of a democratic republican form of government

High School Lesson Correlates:AHEF Unit One: American Heritage Themes

NCSS Standards:

I A analyze and explain the ways groups, societies, and cultures address human needs and concerns

C apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns

E demonstrate the value of cultural diversity, as well as cohesion, within and across groups

II C identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions

D systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality

IV A articulate personal connections to time, place, and social/cultural systems

B identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life

C describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self

E examine the interactions of ethnic, national, or cultural influences in specific situations or events

H work independently and cooperatively within groups and institutions to accomplish goals

VI A examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare

B explain the purpose of government and analyze how its powers are acquired, used, and justified

F analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations

IX F analyze or formulate policy statements demonstrating an understanding of concerns, standards, issues, and conflicts related to universal human rights

X A explain the origins and interpret the continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law

B identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities

D practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic

G evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making

AHEF Unit Two: Mayflower Compact

NCSS Standards:

I A analyze and explain the ways groups, societies, and cultures address human needs and concerns

II C identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions

- D systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality
- E investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgement
- F apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues
- III I describe and assess ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings
- IV E examine the interactions of ethnic, national, or cultural influences in specific situations or events
- H work independently and cooperatively within groups and institutions to accomplish goals
- V A apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society
- C describe the various forms institutions take, and explain how they develop and change over time
- E describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements
- F evaluate the role of institutions in furthering both continuity and change
- G analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings
- H explain and apply ideas and modes of inquiry drawn from behavioral science and social theory in the examination of persistent issues and social problems
- VI B explain the purpose of government and analyze how its powers are acquired, used, and justified
- C analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society
- F analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations
- H explain and apply ideas, theories, and modes of inquiry drawn from political science to the examination of persistent issues and social problems
- I evaluate the extent to which governments achieve their stated ideals and policies at home and abroad
- VII H apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues
- IX B explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations
- X B identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities
- E analyze and evaluate the influence of various forms of citizen action on public policy
- F analyze a variety of public policies and issues from the perspective of formal and informal political actors
- G evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making
- I construct a policy statement and an action plan to achieve one or more goals related to an issue of public concern

J participate in activities to strengthen the “common good,” based upon careful evaluation of possible options for citizen action

AHEF Unit Three: Declaration of Independence

NCSS Standards:

I G construct reasoned judgements about specific cultural responses to persistent human issues

II B apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity

C identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions

D systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality

E investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgement

F apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues

III I describe and assess ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings

IV H work independently and cooperatively within groups and institutions to accomplish goals

V C describe the various forms institutions take, and explain how they develop and change over time

E describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements

VI B explain the purpose of government and analyze how its powers are acquired, used, and justified

C analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society

F analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations

I give examples and explain how governments attempt to achieve their states ideals at home and abroad

VII F compare how values and beliefs influence economic decisions in different societies

H apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues

IX B explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations

E analyze the relationships and tensions between national sovereignty and global interests, in such matters as territory, economic development, nuclear and other weapons, use of natural resources, and human rights concerns

F analyze or formulate policy statements demonstrating an understanding of concerns, standards, issues, and conflicts related to universal human rights

X A explain the origins and interpret the continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law

- B identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities
- D practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic
- H evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government
- J participate in activities to strengthen the "common good," based upon careful evaluation of possible options for citizen action

AHEF Unit Four: Federalist 47

NCSS Standards:

- II C identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions
- D systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality
- E investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgement
- F apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues
- IV H work independently and cooperatively within groups and institutions to accomplish goals
- V A apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society
- B analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings
- C describe the various forms institutions take, and explain how they develop and change over time
- F evaluate the role of institutions in furthering both continuity and change
- G analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings
- H explain and apply ideas and modes of inquiry drawn from behavioral science and social theory in the examination of persistent issues and social problems
- VI A examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare
- B explain the purpose of government and analyze how its powers are acquired, used, and justified
- C analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society
- D compare and analyze the ways nations and organizations respond to conflicts between forces of unity and forces of diversity
- E compare different political systems (their ideologies, structure, institutions, processes, and political cultures) with that of the United States, and identify representative political leaders from selected historical and contemporary settings
- F analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations

H explain and apply ideas, theories, and modes of inquiry drawn from political science to the examination of persistent issues and social problems

I evaluate the extent to which governments achieve their stated ideals and policies at home and abroad

VII D describe relationships among the various economic institutions that comprise economic systems such as households, business firms, banks, government agencies, labor unions, and corporations

G compare basic economic systems according to how rules and procedures deal with demand, supply, prices, the role of government, banks, labor and labor unions, savings and investments, and capital

IX E analyze the relationships and tensions between national sovereignty and global interests, in such matters as territory, economic development, nuclear and other weapons, use of natural resources, and human rights concerns

X A explain the origins and interpret the continuing influence of key ideas of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law

B identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities

C locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues—identifying, describing, and evaluating multiple points of view

D practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic

E analyze and evaluate the influence of various forms of citizen action on public policy

F analyze a variety of public policies and issues from the perspective of formal and informal political actors

G evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making

H evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideas of a democratic republican form of government

I construct a policy statement and an action plan to achieve one or more goals related to an issue of public concern

J participate in activities to strengthen the “common good,” based upon careful evaluation of possible options for citizen action

AHEF Unit Five: U. S. Constitution

NCSS Standards:

I A analyze and explain the ways groups, societies, and cultures address human needs and concerns

II C identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions

V G analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings

VI A examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare

B explain the purpose of government and analyze how its powers are acquired, used, and justified

C analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society

X A explain the origins and interpret the continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law

B identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities

AHEF Unit Six: The First Amendment

NCSS Standards:

I A analyze and explain the ways groups, societies, and cultures address human needs and concerns

II B apply key concepts such as time, chronology, causality, change, a conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity

C identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions

D systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality

E investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgement

F apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues

IV E examine the interactions of ethnic, national, or cultural influences in specific situations or events

G compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups

V B analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings

D identify and analyze examples of tensions between expressions of individuality and efforts used to promote social conformity by groups and institutions

E describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements

F evaluate the role of institutions in furthering both continuity and change

G analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings

H explain and apply ideas and modes of inquiry drawn from behavioral science and social theory in the examination of persistent issues and social problems

VI A examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare

B explain the purpose of government and analyze how its powers are acquired, used, and justified

C analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society

D compare and analyze the ways nations and organizations respond to conflicts between forces of unity and forces of diversity

E compare different political systems (their ideologies, structure, institutions, processes, and political cultures) with that of the United States, and identify representative political leaders from selected historical and contemporary settings

F analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations

H explain and apply ideas, theories, and modes of inquiry drawn from political science to the examination of persistent issues and social problems

I evaluate the extent to which governments achieve their stated ideals and policies at home and abroad

IX F analyze or formulate policy statements demonstrating an understanding of concerns, standards, issues, and conflicts related to universal human rights

X A explain the origins and interpret the continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law

B identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities

C locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues—identifying, describing, and evaluating multiple points of view

D practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic

E analyze and evaluate the influence of various forms of citizen action on public policy

F analyze a variety of public policies and issues from the perspective of formal and informal political actors

G evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making

H evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government

I construct a policy statement and an action plan to achieve one or more goals related to an issues of public concern

J participate in activities to strengthen the “common good,” based upon careful evaluation of possible options for citizen action

AHEF Unit Seven: Entrepreneurs in History

NCSS Standards:

I A analyze and explain the ways groups, societies, and cultures address human needs and concerns

II C identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions

F apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues

III G describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideals as they design and build specialized buildings, neighborhoods, shopping centers, urban centers, industrial parks, and the like

H examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes

I describe and assess ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings

K propose, compare, and evaluate alternative policies for the use of land and other resources in communities, regions, nations, and the world

IV A articulate personal connections to time, place, and social/cultural systems

B identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life

D apply concepts, methods, and theories about the study of human growth and development, such as physical endowment, learning, motivation, behavior, perception, and personality

H work independently and cooperatively within groups and institutions to accomplish goals

VI A examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare

G evaluate the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts

VII A explain how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed

B analyze the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system

C consider the costs and benefits to society of allocating goods and services through private and public sectors

E analyze the role of specialization and exchange in economic processes

F compare how values and beliefs influence economic decisions in different societies

G compare basic economic systems according to how rules and procedures deal with demand, supply, prices, the role of government, banks, labor and labor unions, savings and investments, and capital

H apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues

J apply knowledge of production, distribution, and consumption in the analysis of a public issue such as the allocation of health care or the consumption of energy, and devise an economic plan for accomplishing a socially desirable outcome related to that issue

VIII A identify and describe both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings

B make judgements about how science and technology have transformed the physical world and human society and our understanding of time space, place, and human-environment interactions

C analyze how science and technology influence the core values, beliefs, and attitudes of society, and how core values, beliefs, and attitudes of society shape scientific and technological change

X B identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities

J participate in activities to strengthen the "common good," based upon careful evaluation of possible options for citizen action

AHEF Unit Eight: American's Creed

NCSS Standards:

I C apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns

IV A articulate personal connections to time, place, and social/cultural systems

H work independently and cooperatively within groups and institutions to accomplish goals

VI B explain the purpose of government and analyze how its powers are acquired, used, and justified

X A explain the origins and interpret the continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law

B identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities

D practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic

E analyze and evaluate the influence of various forms of citizen action on public policy

H evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government

I construct a policy statement and an action plan to achieve one or more goals related to an issue of public concern

J participate in activities to strengthen the "common good," based upon careful evaluation of possible options for citizen action

AHEF Unit Nine: U. S. Flag

NCSS Standards:

I C apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns

V B analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings

E describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements

G analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings

VI B explain the purpose of government and analyze how its powers are acquired, used, and justified

D compare and analyze the ways nations and organizations respond to conflicts between forces of unity and forces of diversity

F analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations

IX A explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding

X A explain the origins and interpret the continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law

D practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic

H evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government

J participate in activities to strengthen the "common good," based upon careful evaluation of possible options for citizen action

AHEF Unit Ten: Religious Expression in Public Schools

NCSS Standards:

I A analyze and explain the ways groups, societies, and cultures address human needs and concerns

C apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns

E demonstrate the value of cultural diversity, as well as cohesion, within and across groups

III I describe and assess ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings

IV B identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life

C describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self

E examine the interactions of ethnic, national, or cultural influences in specific situations or events

F analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity

H work independently and cooperatively within groups and institutions to accomplish goals

V E describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements

G analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings

VI A examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare

C analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society

IX F analyze or formulate policy statements demonstrating an understanding of concerns, standards, issues, and conflicts related to universal human rights

X A explain the origins and interpret the continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law

B identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities

C locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues—identifying, describing, and evaluating multiple points of view

D practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic

F analyze a variety of public policies and issues from the perspective of formal and informal political actors

G evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making

H evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government

I construct a policy statement and an action plan to achieve one or more goals related to an issue of public concern

J participate in activities to strengthen the “common good,” based upon careful evaluation of possible options for citizen action

AHEF Unit Eleven: What is an American?

NCSS Standards:

- I A compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns
- B explain how information and experiences may be interpreted by people from diverse cultural perspectives and frames of reference
- C explain and give examples of how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture
- D explain why individuals and groups respond differently to their physical and social environments and/or changes to them on the basis of shared assumptions, values, and beliefs
- E articulate the implications of cultural diversity, as well as cohesion, within and across groups
- IV B describe personal connections to place—as associated with community, nation, and world
- C describe the ways family, gender, ethnicity, nationality, and institutional affiliations contribute to personal identity
- E identify and describe ways regional, ethnic, and national cultures influence individuals’ daily lives
- F identify and describe the influence of perception, attitudes, values, and beliefs on personal identity
- H work independently and cooperatively to accomplish goals
- VI A examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare
- F explain conditions, actions, and motivations that contribute to conflict and cooperation within and among nations
- X A examine the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law
- B identify and interpret sources and examples of the rights and responsibilities of citizens
- D practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic
- E analyze and evaluate the influence of various forms of citizen action on public policy
- F analyze a variety of public policies and issues from the perspective of formal and informal political actors
- H analyze the effectiveness of selected public policies and citizen behaviors in realizing the stated ideals of a democratic republican form of government
- J participate in activities to strengthen the “common good,” based upon careful evaluation of possible options for citizen action