



The Asian American Education Project: Lesson Plan Standards Alignment

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Kindergarten: Building Community - Learning & Working Together

		1.7.1 Redefine American (0-5)	2.1.1 Japanese American Incarceration (0-6)	3.4.1 Women Advancing Equality: Patsy Mink (0-6)
Social justice, consciousness, and action	● SS.K.10. Share and discuss stories that illustrate honesty, courage, friendship, respect, and responsibility.	x	x	x
Civic dispositions and democratic principles	● SS.K.14. Describe an action that exemplifies civic dispositions, including but not limited to: deliberative discussion, equality, freedom, liberty, and respect for individual rights.	x	x	x
Processes, rules, and laws	● SS.K.15. Compare and contrast rules from different places and cultures.		x	
	● SS.K.16. Describe how people work to improve their communities.	x	x	x
Human population, movement, and patterns	● SS.K.18. Explain why and how people move from place to place within the community.	x	x	
National economy	● SS.K.19. Give examples of choices that are made because of scarcity	x	x	x



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1st Grade: The Community We Live In & the Work We Do

		1.7.1 Redefine American (0-5)	2.1.1 Japanese American Incarceration (0-6)	3.4.1 Women Advancing Equality: Patsy Mink (0-6)	5.2.1 AA Activism (1-5)
Identity	SS.1.9. Compare life in the past to life today for different cultural groups within the community.	x			x
Social justice, consciousness, and action	SS.1.10. Share stories that illustrate honesty, courage, friendship, respect, and responsibility; have students explain how the stories show these qualities.	x	x	x	x
Respectful engagement with diverse people	SS.1.12. Describe ways in which students and families are alike and different across cultures.	x			
Diverse contributions	SS.1.14. Discuss the importance of culturally, racially, and ethnically diverse people in building a strong and equitable community.	x	x	x	
Civic and political institutions	SS.1.15. Describe and give examples of how all people, not just official leaders, play important roles in the community.	x	x	x	x
	SS.1.16. Explain the purpose of different government functions, including but not limited to: garbage collection, passing and enforcing laws, road building, and schools	x	x		
Civic dispositions and	SS.1.17. Describe a situation that exemplifies democratic principles, including but not limited to:	x	x	x	x



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democratic principles	deliberative discussion, equality, freedom, liberty, and respect for individual rights.				
Processes, rules, and laws	● SS.1.18. Compare and contrast the different ways people work to improve the community.	x		x	x



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2nd Grade: Our National Identity & Culture

		1.7.1 Redefine American (0-5)	2.1.1 Japanese American Incarceration (0-6)	3.4.1 Women Advancing Equality: Patsy Mink (0-6)	5.2.1 AA Activism (1-5)
Power and politics	SS.2.9. Identify major political leaders who have impacted U.S. history.		x	x	
Identity	SS.2.10. Explore significant events that have shaped national identity.	x	x	x	x
People and ideas	SS.2.11. Identify how individuals have made a difference in the communities in which they live.	x	x	x	x
Social justice, consciousness, and action	SS.2.12. Examine major events in U.S. history to understand how discrimination and oppression of various racial and ethnic groups have contributed towards movements for social justice.	x	x	x	x
	SS.2.13. Explain how people from different groups work through conflict when solving problems throughout U.S. history.	x	x	x	x
Diverse contributions	SS.2.15. Discuss the contributions and positive impacts of culturally, racially, and ethnically diverse people in U.S. history.	x	x	x	x
Civic and political institutions	SS.2.16. Explain how diverse individuals have played important roles in developing the nation's civic identity, including but not limited to: deliberative discussion, equality, freedom, liberty, and respect for individual rights.	x	x	x	x



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Civic dispositions and democratic principles	● SS.2.18. Determine the civic dispositions and democratic principles that have influenced the U.S.	x	x	x	x
	● SS.2.19. Describe the rights and responsibilities of citizenship.	x	x	x	x
Human population, movements, and patterns	● SS.2.23. Describe why people made decisions to move in early U.S. history, including but not limited to: cultural, economic, environmental, political, social.	x			



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3rd Grade: Movement Around Our World

		1.3.0 1871 Massacre (3-5)	1.7.1 Redefine American (0-5)	2.1.1 Japanese American Incarceration (0-6)	3.4.1 Women Advancing Equality: Patsy Mink (0-6)	5.2.1 AA Activism (1-5)	5.8.4 Climate Poetry (3-7)
Power and politics	SS.3.11. Investigate government responses to migration and immigration.		x				
People and ideas	SS.3.12. Compare and contrast conflicting historical perspectives about migration and immigration.		x				
International relations	SS.3.14. Explore the impact of migration and immigration on global conflicts.						
Social justice, consciousness, and action	SS.3.15. Examine major events in world history to understand how discrimination and oppression of various racial and ethnic groups have contributed towards movements for social justice.	x	x	x	x	x	x
Respectful engagement with diverse people	SS.3.16. Analyze how migrants and immigrants interact with people in their new community	x	x	x			
Civic dispositions and democratic principles	SS.3.18. Identify how democratic principles motivate individuals to migrate.		x	x			



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Geographic representations	● SS.3.20. Use a map to explain how the unique characteristics of a place affect people's decisions to relocate both nationally and globally.			x			x
Human population, movements, and patterns	● SS.3.22. Explain how human settlements and movements relate to a location's physical geography and natural resources.			x			x
Global interconnections	● SS.3.23. Describe how various cultures have interacted with and influenced each other		x				x



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4th Grade

Note: The 4th grade standards focus on the history of Nevada through the present day, and are thus not included in the Standards Alignment.



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5th Grade: The U.S. - Creating a New Nation (K-6 Lesson Plans)

		1.0.2 Manilamen (4-8)	1.3.0 1871 Massacre (3-5)	1.6.1 SA Pioneers (4-6)	1.7.1 Redefine American (0-5)	2.1.1 Japanese American Incarceratio n (0-6)	3.4.1 Women Advancing Equality: Patsy Mink (0-6)	5.2.1 AA Activism (1-5)
Identity	● SS.5.12. Investigate what it meant to be an American for different groups of people in early American history.	x		x	x			
	● SS.5.14. Analyze the way in which Native, European, and African cultures were impacted by conflict and compromise in our nation's early history	x		x				
Social justice, consciousness, and action	● SS.5.17. Analyze how and why racial, ethnic, and other groups were oppressed in early American history	x	x	x	x			
Diverse contributions	● SS.5.19. Discuss the contributions of culturally, racially, and ethnically diverse people to the advancement of the nation.	x	x	x	x			
Civic dispositions and democratic principles	● SS.5.23. Investigate how individuals exercise rights and responsibilities.				x	x	x	x
Processes, rules, and laws	● SS.5.24. Investigate methods by which individuals can influence rules and laws in the classroom, school, government, and/or society.				x	x	x	x



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	● SS.5.27. Describe how the nation changed in the past and continues to change in order to limit and/or protect individual rights.		x		x	x	x	x
Geographic representations	● SS.5.28. Analyze various maps to connect environmental, political, and cultural characteristics of a region and their influence on historical events in early American history.	x						
Human population, movements, and patterns	● SS.5.30. Analyze rules and laws that encouraged or restricted migration and immigration within regions of the early U.S.	x		x				
	● SS.5.31. Analyze how physical geography and natural resources affected exploration within the settlement of people, and the development of culture in early U.S. history.	x		x				
Global economy	● SS.5.35. Explain how trade was an important issue during the colonial period, the American Revolution, and the formation of the U.S.	x						



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5th Grade: The U.S. - Creating a New Nation (5-12 Lesson Plans)

		1.1 Worlds Fair (5-12)	1.2 Railroad (5-12)	1.3 Chinese Exclsn (5-12)	1.7 Race & Courts (5-12)	3.1 Model Mnrtv (5-12)	3.5 1965 Imm (5-12)	3.6 Perp Engr (5-12)	4.7 ROOTS (5-12)	5.6 9/11 (5-12)	5.7 Future (5-12)	6.1 Stnd Agnst Htrd (5-12)
Social justice, consciousness, and action	SS.5.17. Analyze how and why racial, ethnic, and other groups were oppressed in early American history		x	x								
Diverse contributions	SS.5.19. Discuss the contributions of culturally, racially, and ethnically diverse people to the advancement of the nation.		x		x	x	x	x				
Civic dispositions and democratic principles	SS.5.23. Investigate how individuals exercise rights and responsibilities.		x		x	x	x		x		x	x
Processes, rules, and laws	SS.5.24. Investigate methods by which individuals can influence rules and laws in the classroom, school, government, and/or society.			x	x	x	x				x	x
	SS.5.27. Describe how the nation changed in the past and continues to change in order to limit and/or protect individual rights.	x		x	x	x	x			x	x	



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Geographic representations	● SS.5.28. Analyze various maps to connect environmental, political, and cultural characteristics of a region and their influence on historical events in early American history.		x									
Human population, movements, and patterns	● SS.5.30. Analyze rules and laws that encouraged or restricted migration and immigration within regions of the early U.S.			x			x					



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6th Grade: World Geography & Global Studies (K-6 Lesson Plans)

		1.0.2 Manilame n (4-8)	1.6.1 SA Pioneers (4-6)	2.1.1 JA Incrtn (0-6)	3.4.1 Patsy Mink (0-6)	5.1.1.1 BLM & Vincent Chin (6-8)	5.8.1.3 Climate Poetry (3-7)	4.1.1.1 FilAm Frmwrkrs (1-6)
Power and politics	SS.6-8.WGGS.13. Examine instances of conflict, oppression, human rights violations, and genocide, as well as responses to these violations.			x	x	x		x
Identity	SS.6-8.WGGS.14. Describe the factors that shape identity - including institutions, religion, language, social class, geography, culture, and society.	x	x	x		x	x	x
	SS.6-8.WGGS.15. Interpret current events from a variety of cultural perspectives.					x	x	
Social justice consciousness and action	SS.6-8.WGGS.20. Explore instances of oppression in the modern world as well as individual and group resistance movements for social justice which have developed in response.			x	x	x		
Respectful engagement with diverse people	SS.6-8.WGGS.21 Investigate the ways in which individuals and nations build communities of respect, equity, and diversity across the world today.		x	x		x		
Diverse contributions	SS.6-8.WGGS.22. Discuss the contributions of racially and ethnically diverse leaders to the advancement of communities and nations		x		x			



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	around the world.							
Civic and political institutions	● SS.6-8.WGGS.23. Distinguish and apply the powers and responsibilities of global citizens, interest groups, and the media in a variety of governmental and nongovernmental contexts.					x		
	● SS.6-8.WGGS.24. Describe the roles of political, civil, and economic organizations in shaping people's lives.				x	x		x
Processes, rules, and laws	● SS.6-8.WGGS.26. Examine the origins, purposes, and impacts of laws, treaties, and international agreements.	x		x	x			
Human environment interaction	● SS.6-8.WGGS.28. Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how these affect the lives of the people who live there.	x	x	x			x	x

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6th-8th Grade: World Geography & Global Studies (5-12 Lesson Plans, 1850s - 1960s)

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Diverse contributions	SS.6-8.WGGS.22. Discuss the contributions of racially and ethnically diverse leaders to the advancement of communities and nations around the world.					x						x
Civic and political institutions	SS.6-8.WGGS.23. Distinguish and apply the powers and responsibilities of global citizens, interest groups, and the media in a variety of governmental and nongovernmental contexts.					x	x	x		x	x	x
	SS.6-8.WGGS.24. Describe the roles of political, civil, and economic organizations in shaping people's lives.					x	x	x		x	x	
Processes, rules, and laws	SS.6-8.WGGS.26. Examine the origins, purposes, and impacts of laws, treaties, and international agreements.			x		x	x			x		
Human environment interaction	SS.6-8.WGGS.28. Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how these affect the lives of the people who live there.		x						x			
Human population, movement, and patterns	SS.6-8.WGGS.29. Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas.							x				x



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6th-8th Grade: World Geography & Global Studies (5-12 Lesson Plans, 1960s - 2019)

[illegible]



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7th-8th Grade: World Geography & Global Studies (7-12 Lesson Plans)

		1.4 Tape (7-12)	1.5 Angel Island (7-12)	2.4 Ntnlty. Ethncty (7-12)	2.5 Cnsttn Rghts (7-12)	3.2 McCrth yism (7-12)	3.4 AAs in Politics (7-12)	4.3 Ethnic Study (7-12)	4.5 Anti-Wa r (7-12)	5.3 LA 1992 (7-12)	5.4 Slcn Vlly (7-12)	1.6 Early SA Imm (8-12)	5.1 Vncnt Chn (8-12)
Power and politics	SS.6-8.WGGS.13. Examine instances of conflict, oppression, human rights violations, and genocide, as well as responses to these violations.	x	x	x	x	x	x	x	x	x	x	x	x
Identity	SS.6-8.WGGS.14. Describe the factors that shape identity - including institutions, religion, language, social class, geography, culture, and society.			x	x		x	x					x
	SS.6-8.WGGS.15. Interpret current events from a variety of cultural perspectives.							x					
Social justice consciousness and action	SS.6-8.WGGS.20. Explore instances of oppression in the modern world as well as individual and group resistance movements for social justice which have developed in response.							x					
Respectful engagement with diverse people	SS.6-8.WGGS.21 Investigate the ways in which individuals and nations build communities of respect, equity, and diversity across the world today.			x				x					x

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6th Grade: Early U.S. History & Civic Ideals (K-6 Lesson Plans)

		1.0.2 Manilamen (4-8)	1.6.1 SA Pioneers (4-6)	2.1.1 Japanese American Incarceration (0-6)
Power and politics	● SS.6-8.EUSH.12. Assess the influence of diverse ideologies on politics, society, and culture in early U.S. history.	x	x	x
Identity	● SS.6-8.EUSH.13. Investigate the factors that shaped group and national identity in early U.S. history in relation to views of American identity today.	x	x	x
	● SS.6-8.EUSH.14. Interpret historical events from a variety of cultural perspectives, including but not limited to: Native Americans vs. settlers, Northerners vs. Southerners, and native citizens vs. immigrants	x	x	
People and ideas	● SS.6-8.EUSH.16. Analyze the influence of diverse cultural traditions on early American society.	x	x	x
	● SS.6-8.EUSH.17. Analyze the influence of political, social, cultural, economic, religious, geographic, intellectual, and artistic changes throughout the course of U.S. history.	x		x
International relations	● SS.6-8.EUSH.22. Investigate the causes, effects, and attitudes towards conflict and war from various points of view throughout early U.S. history		x	x
Social justice, consciousness, and action	● SS.6-8.EUSH.24. Analyze the ways in which dominant cultures have oppressed groups through institutionalized discrimination within U.S. history.	x	x	x
	● SS.6-8.EUSH.25. Evaluate the impact of individuals and reform movements on the struggle for greater civil rights and liberties	x	x	



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	throughout early U.S. history.			
Respectful engagement with diverse people	● SS.6-8.EUSH.26. Assess the influence of cultural diffusion when diverse groups interact within early U.S. history.	x	x	x
	● SS.6-8.EUSH.27. Investigate the ways in which individuals and groups build communities of respect, equity, and diversity throughout early U.S. history	x	x	
Civic dispositions and democratic principles	● SS.6-8.EUSH.33. Compare a current national issue to a historical event from early U.S. history in order to propose a solution based upon past outcomes.			x
Processes, rules, and laws	● SS.6-8.EUSH.34. Evaluate the social, political, and economic changes that have impacted the evolution of laws throughout U.S. history.			x
Human population, movements, and patterns	● SS.6-8.EUSH.38. Explore the causes, motivations, and consequences of migration and immigration, both voluntary and forced, in early U.S. history, including but not limited to: Trail of Tears, western movement, Great Migration, various waves of immigration.	x	x	x
Global interconnections	● SS.6-8.EUSH.39. Explain how global circumstances affect changes in immigration, land use, and population distribution in various regions across early U.S history.	x		



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6th-8th Grade: Early U.S. History & Civic Ideals (5-12 Lesson Plans, 1850s - 1940s)

		1.1 Worlds Fair (5-12)	1.2 Railroad (5-12)	1.3 Chinese Exclsn (5-12)	1.3.1 1871 Mscrc (6-12)	1.7 Race & Courts (5-12)	2.1 JA Cnstl Vltns (6-12)	3.3 Hawai'i (6-12)
Power and politics	SS.6-8.EUSH.12. Assess the influence of diverse ideologies on politics, society, and culture in early U.S. history.	x						x
Identity	SS.6-8.EUSH.13. Investigate the factors that shaped group and national identity in early U.S. history in relation to views of American identity today.	x		x	x	x	x	
	SS.6-8.EUSH.14. Interpret historical events from a variety of cultural perspectives, including but not limited to: Native Americans vs. settlers, Northerners vs. Southerners, and native citizens vs. immigrants		x	x	x			
People and ideas	SS.6-8.EUSH.17. Analyze the influence of political, social, cultural, economic, religious, geographic, intellectual, and artistic changes throughout the course of U.S. history.		x	x	x	x	x	x
Social justice, consciousness, and action	SS.6-8.EUSH.24. Analyze the ways in which dominant cultures have oppressed groups through institutionalized discrimination within U.S. history.	x	x	x	x	x	x	x
	SS.6-8.EUSH.25. Evaluate the impact of individuals and reform movements on the struggle for greater civil rights and liberties throughout early U.S. history.					x	x	
Respectful engagement with diverse people	SS.6-8.EUSH.26. Assess the influence of cultural diffusion when diverse groups interact within early U.S. history.	x	x					x



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Diverse contributions	SS.6-8.EUSH.28. Discuss the contributions of racially and ethnically diverse leaders to the advancement of our community and nation.					x		
Civic and political institutions	SS.6-8.EUSH.30. Examine the role the media has played in shaping public perception and policies throughout early U.S. history	x	x	x			x	
Civic dispositions and democratic principles	SS.6-8.EUSH.33. Compare a current national issue to a historical event from early U.S. history in order to propose a solution based upon past outcomes.	x		x				
Processes, rules, and laws	SS.6-8.EUSH.34. Evaluate the social, political, and economic changes that have impacted the evolution of laws throughout U.S. history.			x	x	x	x	
Human population, movements, and patterns	SS.6-8.EUSH.38. Explore the causes, motivations, and consequences of migration and immigration, both voluntary and forced, in early U.S. history, including but not limited to: Trail of Tears, western movement, Great Migration, various waves of immigration.			x				x
Global interconnections	SS.6-8.EUSH.39. Explain how global circumstances affect changes in immigration, land use, and population distribution in various regions across early U.S history.			x				x



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7th-8th Grade: Early U.S. History & Civic Ideals (7-12 Lesson Plans)

		1.4 Tape (7-12)	1.5 Angel Island (7-12)	2.4 Ntnlty, Ethncty (7-12)	2.5 Cnsttn Rghts (7-12)	1.6 Early SA Imm (8-12)
Identity	SS.6-8.EUSH.13. Investigate the factors that shaped group and national identity in early U.S. history in relation to views of American identity today.	x	x	x	x	x
	SS.6-8.EUSH.14. Interpret historical events from a variety of cultural perspectives, including but not limited to: Native Americans vs. settlers, Northerners vs. Southerners, and native citizens vs. immigrants					x
People and ideas	SS.6-8.EUSH.17. Analyze the influence of political, social, cultural, economic, religious, geographic, intellectual, and artistic changes throughout the course of U.S. history.		x	x	x	x
Social justice, consciousness, and action	SS.6-8.EUSH.24. Analyze the ways in which dominant cultures have oppressed groups through institutionalized discrimination within U.S. history.	x	x	x	x	x
	SS.6-8.EUSH.25. Evaluate the impact of individuals and reform movements on the struggle for greater civil rights and liberties throughout early U.S. history.	x		x	x	
Respectful engagement with diverse people	SS.6-8.EUSH.26. Assess the influence of cultural diffusion when diverse groups interact within early U.S. history.	x				
	SS.6-8.EUSH.27. Investigate the ways in which individuals and groups build communities of respect, equity, and diversity throughout early U.S. history					x
Civic dispositions	SS.6-8.EUSH.33. Compare a current national issue to a historical event					x



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and democratic principles	from early U.S. history in order to propose a solution based upon past outcomes.					
Processes, rules, and laws	SS.6-8.EUSH.34. Evaluate the social, political, and economic changes that have impacted the evolution of laws throughout U.S. history.		x	x	x	
Human population, movements, and patterns	SS.6-8.EUSH.38. Explore the causes, motivations, and consequences of migration and immigration, both voluntary and forced, in early U.S. history, including but not limited to: Trail of Tears, western movement, Great Migration, various waves of immigration.					x
Global interconnections	SS.6-8.EUSH.39. Explain how global circumstances affect changes in immigration, land use, and population distribution in various regions across early U.S history.					x

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	religion), reactions, and long-term effects of oppression.											
	SS.9-12.WH.24. Examine the impact of individuals and reform movements in the fight for greater civil rights and liberties across the world.					x	x			x	x	
Respectful engagement with diverse people	SS.9-12.WH.26. Explore the positive and negative consequences of cultural interaction and diffusion.	x										
Diverse contributions	SS.9-12.WH.27. Interpret the contributions of racially and ethnically diverse leaders to the advancement of our world.							x				
	SS.9-12.WH.28. Analyze the intellectual, cultural, religious, and artistic contributions of diverse individuals to our modern world.		x									
Civic and political institutions	SS.9-12.WH.29. Analyze how various political and religious philosophies have influenced government institutions and policies.			x		x	x	x	x	x	x	
Civic dispositions and democratic principles	SS.9-12.WH.30. Explain the historical background of a current global issue and propose a course of action to solve it.			x						x		



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9th-12th Grade: World History & Geography (1300-Present) (Lesson Plans 1950s-Present)

		3.2 McCrth yism (7-12)	3.5 1965 Imm (5-12)	4.2 AAs & Vietnm Wr (9-12)	4.3 Ethnic Study (7-12)	4.5 Anti-W ar (7-12)	4.6 SE Rfqs (6-12)	5.5.1 Undoc u Asians (6-12)	5.5.2.1 Jst Imm (9-12)	5.6 9/11 (5-12)	5.7 Future (5-12)
Power and politics	SS.9-12.WH.14. Examine occurrences of and reactions to oppression, human rights violations, and genocide.	x	x	x	x	x	x	x	x	x	x
	SS.9-12.WH.15. Analyze the causes and consequences of the radicalization of individuals and groups.	x	x		x	x		x		x	
Identity	SS.9-12.WH.16. Describe the factors that shape group, national, or individual identity, including but not limited to: institutions, religion, language, social class, geography, culture, and society.	x	x	x	x	x	x	x	x	x	x
	SS.9-12.WH.17. Interpret historical events from a variety of historical and cultural perspectives, including but not limited to: capitalists vs. laborers, imperialists vs. indigenous groups, positions of power, class, race, ethnicity, and gender.	x	x	x	x	x	x	x	x	x	x
People and ideas	SS.9-12.WH.18. Analyze the influence of social, political, and economic developments on maintaining and transforming roles and social status for various groups.	x	x	x	x	x	x	x	x	x	x
Social justice, consciousness, and action	SS.9-12.WH.23. Analyze the complex relationship between dominant cultures and minority groups throughout world history, including but not limited to: causes of (race, ethnicity, gender, nationality, class and/or religion), reactions, and long-term effects of oppression.	x	x	x	x	x	x	x	x	x	x
	SS.9-12.WH.24. Examine the impact of individuals and		x		x	x	x	x	x		



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	reform movements in the fight for greater civil rights and liberties across the world.										
Respectful engagement with diverse people	● SS.9-12.WH.25. Investigate and apply the successful principles used by groups and nations in order to create communities of respect, equity, and diversity at the school and local level.				x		x				x
	● SS.9-12.WH.26. Explore the positive and negative consequences of cultural interaction and diffusion.									x	
Civic and political institutions	● SS.9-12.WH.29. Analyze how various political and religious philosophies have influenced government institutions and policies.	x	x			x		x	x		
Civic dispositions and democratic principles	● SS.9-12.WH.30. Explain the historical background of a current global issue and propose a course of action to solve it.				x				x		



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9th-12th Grade: U.S. History (1877-Present) (Lesson Plans 1877-1920s)

		1.1 World's Fair (5-12)	1.2 Railroad (5-12)	1.3 Chinese Exclusion (5-12)	1.3.1 1871 Massacre (6-12)	1.4 The Fight for School Desegregation (7-12)	1.5 Angel Island (7-12)	1.6 Early SA Imm (8-12)	1.7 Race & Courts (5-12)
Power and politics	● SS.9-12.US.13. Investigate the causes and effects of diverse ideologies on politics, society, and culture.	x	x	x	x	x	x	x	x
	● SS.9-12.US.14. Evaluate the impact of individuals and reform movements on the struggle for greater civil rights and liberties.					x	x		x
Identity	● SS.9-12.US.15. Evaluate the factors that shape group and national identity and how the American identity has evolved.			x	x		x	x	x
	● SS.9-12.US.16. Interpret events from a variety of historical and cultural perspectives, including but not limited to: suffragettes, civil rights activists, nationalists, progressives, political activists, immigrant groups.	x	x	x	x	x	x	x	x
People and ideas	● SS.9-12.US.18. Examine the causes and effects of socio-economic diversity.	x	x			x	x	x	
International relations	● SS.9-12.US.23. Evaluate conflict and diplomacy in international relations from a U.S. perspective.						x		



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Social justice, consciousness, and action	● SS.9-12.US.26. Examine how and why diverse groups have been denied equality and opportunity, both institutionally and informally.	x		x	x	x	x	x	x
	● SS.9-12.US.27. Analyze how resistance movements organized and responded to oppression and infringement of civil liberties, and evaluate the impact of the responses.					x			x
Respectful engagement with diverse people	● SS.9-12.US.28. Examine how American culture is influenced and shaped by diverse groups and individuals.	x	x	x	x	x	x	x	x
Diverse contributions	● SS.9-12.US.30. Discuss the contributions of racially and ethnically diverse leaders to the advancement of the U.S.								x
Civic and political institutions	● SS.9-12.US.33. Compare the evolution of different political, civil, religious, and economic institutions and their influence on individuals, communities, and government policies.			x		x	x	x	x
	● SS.9-12.US.34. Analyze the effects of media in shaping public perception and policies.	x							
Civic dispositions and democratic principles	● SS.9-12.US.35. Explain how American identity is shaped by founding documents, political participation, democratic institutions, and the interactions among diverse cultures.	x		x			x		x
Processes, rules, and laws	● SS.9-12.US.37. Analyze major political policies and landmark Supreme Court cases and their impact on U.S. history.								x



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	SS.9-12.US.38. Evaluate the social, political, and economic changes that influence the interpretation of the Constitution and evolution of law.								x
Human population, movement, and patterns	SS.9-12.US.41. Analyze how diffusion of ideas, technologies, and cultural practices have influenced migration and immigration patterns and the distribution of human population.	x		x			x	x	
Exchange and markers	SS.9-12.US.43. Examine the effect of individuals, communities, businesses, and government on the economic policies and decisions of the U.S. over time.		x						



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9th-12th Grade: U.S. History (1877-Present) (Lesson Plans 1920s-1960s)

		2.1 JA Constitutional Violations (6-12)	2.2 AAs in WWII (9-12)	2.3 JA Loyalty (9-12)	2.4 Civil Liberties Act of 1988 (7-12)	2.5 Constitutional Rights/ (7-12)	3.1 Model Minority (5-12)	3.2 McCarthyism (7-12)	3.3 Hawaii (6-12)	3.4 AAs in Politics (7-12)	3.5 1965 Immigration (5-12)	3.6 Perpetrators (5-12)
Power and politics	● SS.9-12.US.13. Investigate the causes and effects of diverse ideologies on politics, society, and culture.	x	x	x	x	x	x	x	x	x	x	x
	● SS.9-12.US.14. Evaluate the impact of individuals and reform movements on the struggle for greater civil rights and liberties.	x			x	x				x		x
Identity	● SS.9-12.US.15. Evaluate the factors that shape group and national identity and how the American identity has evolved.	x	x	x	x	x	x		x	x	x	x
	● SS.9-12.US.16. Interpret events from a variety of historical and cultural perspectives, including but not limited to: suffragettes, civil rights activists, nationalists, progressives, political activists, immigrant groups.	x	x	x	x	x	x	x	x	x	x	x
People and ideas	● SS.9-12.US.18. Examine the causes and effects of socio-economic diversity.	x		x	x					x	x	x
International relations	● SS.9-12.US.23. Evaluate conflict and diplomacy in international relations from a U.S. perspective.		x									
	● SS.9-12.US.24. Analyze the causes, effects, and attitudes towards conflict and war from various points of view.	x	x	x								



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	SS.9-12.US.25. Analyze the impacts of international relations as the U.S. and other governments interact and influence one another	x	x								x	
Social justice, consciousness, and action	SS.9-12.US.26. Examine how and why diverse groups have been denied equality and opportunity, both institutionally and informally.	x	x	x	x	x	x	x	x		x	x
	SS.9-12.US.27. Analyze how resistance movements organized and responded to oppression and infringement of civil liberties, and evaluate the impact of the responses.	x		x		x						
Respectful engagement with diverse people	SS.9-12.US.28. Examine how American culture is influenced and shaped by diverse groups and individuals.	x	x	x	x	x	x	x	x	x	x	x
	SS.9-12.US.29. Investigate and apply the successful principles used by groups in U.S. history in order to create communities of respect, equity, and diversity at the school and local level.											x
Civic and political institutions	SS.9-12.US.33. Compare the evolution of different political, civil, religious, and economic institutions and their influence on individuals, communities, and government policies.	x			x	x	x	x		x	x	x
	SS.9-12.US.34. Analyze the effects of media in shaping public perception and policies.						x					x
Civic dispositions and democratic principles	SS.9-12.US.35. Explain how American identity is shaped by founding documents, political participation, democratic institutions, and the interactions among diverse cultures.	x	x	x	x	x	x				x	x

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9th-12th Grade: U.S. History (1877-Present) (Lesson Plans 1960s-1970s)

		4.1 FilAm Farm-workers (6-12)	4.1.1 Philip Vera Cruz (9-11)	4.2 AAs & Vietnam Wr (9-12)	4.3 Ethnic Study (7-12)	4.4 AAs in Arts (6-12)	4.5 Anti-War (7-12)	4.6 SE Rfgs (6-12)	4.7 ROOTS (5-12)
Power and politics	● SS.9-12.US.13. Investigate the causes and effects of diverse ideologies on politics, society, and culture.	x	x	x	x	x	x	x	x
	● SS.9-12.US.14. Evaluate the impact of individuals and reform movements on the struggle for greater civil rights and liberties.		x		x		x		x
Identity	● SS.9-12.US.15. Evaluate the factors that shape group and national identity and how the American identity has evolved.		x	x	x	x		x	x
	● SS.9-12.US.16. Interpret events from a variety of historical and cultural perspectives, including but not limited to: suffragettes, civil rights activists, nationalists, progressives, political activists, immigrant groups.	x	x	x	x	x	x	x	x
People and ideas	● SS.9-12.US.18. Examine the causes and effects of socio-economic diversity.		x		x	x		x	x
International relations	● SS.9-12.US.23. Evaluate conflict and diplomacy in international relations from a U.S. perspective.			x			x		
	● SS.9-12.US.24. Analyze the causes, effects, and attitudes towards conflict and war from various points of view.			x					



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	● SS.9-12.US.25. Analyze the impacts of international relations as the U.S. and other governments interact and influence one another			x					
Social justice, consciousness, and action	● SS.9-12.US.26. Examine how and why diverse groups have been denied equality and opportunity, both institutionally and informally.	x	x	x	x			x	x
	● SS.9-12.US.27. Analyze how resistance movements organized and responded to oppression and infringement of civil liberties, and evaluate the impact of the responses.	x	x		x				x
Respectful engagement with diverse people	● SS.9-12.US.28. Examine how American culture is influenced and shaped by diverse groups and individuals.	x	x	x	x	x	x	x	x
	● SS.9-12.US.29. Investigate and apply the successful principles used by groups in U.S. history in order to create communities of respect, equity, and diversity at the school and local level.		x						x
Diverse contributions	● SS.9-12.US.30. Discuss the contributions of racially and ethnically diverse leaders to the advancement of the U.S.	x	x			x			
Civic and political institutions	● SS.9-12.US.33. Compare the evolution of different political, civil, religious, and economic institutions and their influence on individuals, communities, and government policies.	x	x		x		x	x	x
	● SS.9-12.US.34. Analyze the effects of media in shaping public perception and policies.					x			
Civic dispositions and democratic	● SS.9-12.US.35. Explain how American identity is shaped by founding documents, political participation, democratic institutions, and the interactions among diverse cultures.				x	x		x	x



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principles									
Human population, movement, and patterns	SS.9-12.US.41. Analyze how diffusion of ideas, technologies, and cultural practices have influenced migration and immigration patterns and the distribution of human population.	x	x					x	
Exchange and markers	SS.9-12.US.43. Examine the effect of individuals, communities, businesses, and government on the economic policies and decisions of the U.S. over time.	x							



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9th-12th Grade: U.S. History (1877-Present) (Lesson Plans 1980s-Present)

		5.1 Vncnt Chn (8-12)	5.1.2 Mcrg rsns (7-12)	5.2 LA 1992 (5-12)	5.3 LA 1992 Bldg Cmmnty (7-12)	5.4 Slcn Vily (7-12)	5.5.1 Undo cu Asian s (6-12)	5.5.2. 1 Jst Imm (9-12)	5.6 9/11 (5-12)	5.6.1 Hate Crime s (9-12)	5.7 Futur e (5-12)	5.7.2 LGBT Q (6-12)	5.8.1 WV Ptry (6-12)	6.1 Stnd Agnst Htrd (5-12)
Power and politics	● SS.9-12.US.13. Investigate the causes and effects of diverse ideologies on politics, society, and culture.	x	x	x	x	x	x	x	x	x	x	x	x	x
	● SS.9-12.US.14. Evaluate the impact of individuals and reform movements on the struggle for greater civil rights and liberties.	x	x				x	x		x	x	x	x	x
Identity	● SS.9-12.US.15. Evaluate the factors that shape group and national identity and how the American identity has evolved.	x	x		x		x	x	x	x	x	x		x
	● SS.9-12.US.16. Interpret events from a variety of historical and cultural perspectives, including but not limited to: suffragettes, civil rights activists, nationalists, progressives, political activists, immigrant groups.	x	x	x	x	x	x	x	x	x	x	x	x	x
People and ideas	● SS.9-12.US.17. Investigate the evolution of gender roles and equality within social and economic life in the U.S.											x	x	
	● SS.9-12.US.18. Examine the causes and effects of socio-economic diversity.	x	x	x		x	x	x	x	x	x	x	x	x
International relations	● SS.9-12.US.24. Analyze the causes, effects, and attitudes towards conflict and war from various points of view.								x					



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Social justice, consciousness, and action	● SS.9-12.US.26. Examine how and why diverse groups have been denied equality and opportunity, both institutionally and informally.	x	x	x	x	x	x	x	x	x		x		x
	● SS.9-12.US.27. Analyze how resistance movements organized and responded to oppression and infringement of civil liberties, and evaluate the impact of the responses.		x				x	x		x		x		x
Respectful engagement with diverse people	● SS.9-12.US.28. Examine how American culture is influenced and shaped by diverse groups and individuals.	x	x	x	x	x	x	x	x		x	x	x	x
	● SS.9-12.US.29. Investigate and apply the successful principles used by groups in U.S. history in order to create communities of respect, equity, and diversity at the school and local level.													x
Diverse contributions	● SS.9-12.US.30. Discuss the contributions of racially and ethnically diverse leaders to the advancement of the U.S.													x
Civic and political institutions	● SS.9-12.US.33. Compare the evolution of different political, civil, religious, and economic institutions and their influence on individuals, communities, and government policies.	x	x	x	x	x	x	x	x	x	x	x		x
	● SS.9-12.US.34. Analyze the effects of media in shaping public perception and policies.	x	x	x	x			x	x	x			x	
Civic dispositions and democratic principles	● SS.9-12.US.35. Explain how American identity is shaped by founding documents, political participation, democratic institutions, and the interactions among diverse cultures.	x					x			x		x	x	



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	SS.9-12.US.36. Explain the historical background of a current national issue and propose a course of action to solve it		x					x	x		x				
Processes, rules, and laws	SS.9-12.US.38. Evaluate the social, political, and economic changes that influence the interpretation of the Constitution and evolution of law.								x						
Human population, movement, and patterns	SS.9-12.US.41. Analyze how diffusion of ideas, technologies, and cultural practices have influenced migration and immigration patterns and the distribution of human population.							x	x						
Exchange and markers	SS.9-12.US.43. Examine the effect of individuals, communities, businesses, and government on the economic policies and decisions of the U.S. over time.								x						



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9th-12th Grade: Civics & Economics (Lesson Plans 1850s-1920s)

		1.2 Railroad (5-12)	1.3 Chinese Exclusion (5-12)	1.4 The Fight for School Desegregation (7-12)	1.5 Angel Island (7-12)	1.6 Early SA Imm (8-12)	1.7 Race & Courts (5-12)
Power and politics	SS.9-12.CE.13. Assess the factors that influence political identity and ideology, including but not limited to: age, race, class, gender, religion, and geography.	x	x	x	x	x	x
	SS.9-12.CE.14. Evaluate the impact of individuals and reform movements on legislation and court decisions in the struggle for greater civil rights and liberties.					x	x
Identity	SS.9-12.CE.15. Analyze how American identity has been shaped by government policies, institutions, and founding documents.	x	x				
People and ideas	SS.9-12.CE.17. Evaluate policies enacted by the government to meet the needs of various social and economic groups in the U.S.				x		
Social justice, consciousness, and action	SS.9-12.CE.22. Analyze how local, state, and national governments institutionalized policies that disenfranchised groups throughout U.S. history.		x	x	x		
	SS.9-12.CE.23. Evaluate the ways in which citizens or associations have used the Constitution to influence or take action to fight for civil liberties and social justice.			x			x



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	● SS.9-12.CE.24. Analyze ways in which individuals can participate in the process of creating positive changes for their communities by taking informed civic action.			x			
Respectful engagement with diverse people	● SS.9-12.CE.25. Investigate ways that citizens can utilize civic action to create communities of respect, equity, and diversity at the local, state, and national level.			x			
Civic and political institutions	● SS.9-12.CE.29. Analyze the legislative processes involved in the creation of laws and regulations at the local, state, and national levels.				x		
Civic dispositions and democratic principles	● SS.9-12.CE.34. Analyze how and why the role and responsibilities of citizens in the U.S. political system have changed over time.						x
Global interconnections	● SS.9-12.CE.41. Explain how government policies and political ideas have shifted due to patterns of immigration both historically and contemporarily.				x	x	x



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9th-12th Grade: Civics & Economics (Lesson Plans 1920s-1960s)

		2.1 JA Constitu- tional Violatio- ns (6-12)	2.2 AAs in WWII (9-12)	2.3 JA Loyalty (9-12)	2.4 Civil Libertie s Act of 1988 (7-12)	2.5 Constitu- tional Rights(7- 12)	3.1 Model Mnrtv (5-12)	3.2 McCrthy ism (7-12)	3.3 Hawai'i (6-12)	3.4 AAs in Politics (7-12)	3.5 1965 Imm (5-12)
Power and politics	SS.9-12.CE.13. Assess the factors that influence political identity and ideology, including but not limited to: age, race, class, gender, religion, and geography.	x	x	x	x	x	x	x	x	x	x
	SS.9-12.CE.14. Evaluate the impact of individuals and reform movements on legislation and court decisions in the struggle for greater civil rights and liberties.		x	x							
Identity	SS.9-12.CE.15. Analyze how American identity has been shaped by government policies, institutions, and founding documents.	x	x	x	x				x		
People and ideas	SS.9-12.CE.17. Evaluate policies enacted by the government to meet the needs of various social and economic groups in the U.S.	x		x	x	x					
Social justice, consciousness, and action	SS.9-12.CE.22. Analyze how local, state, and national governments institutionalized policies that disenfranchised groups throughout U.S. history.	x	x		x	x		x	x		x
	SS.9-12.CE.23. Evaluate the ways in which citizens or associations have used the Constitution to influence or take action to fight for civil liberties and social justice.	x		x	x	x					
	SS.9-12.CE.24. Analyze ways in which individuals can participate in the process of creating positive changes	x				x				x	



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	for their communities by taking informed civic action.										
Respectful engagement with diverse people	SS.9-12.CE.25. Investigate ways that citizens can utilize civic action to create communities of respect, equity, and diversity at the local, state, and national level.	x				x				x	
Diverse contributions	SS.9-12.CE.26. Discuss the contributions of racially and ethnically diverse leaders that have impacted political policies.									x	
Civic and political institutions	SS.9-12.CE.29. Analyze the legislative processes involved in the creation of laws and regulations at the local, state, and national levels.	x									x
	SS.9-12.CE.30. Examine the various roles of U.S. media in shaping policy and political discourse as well as providing oversight and additional checks on the system.						x				
	SS.9-12.CE.31. Examine the role of special interest groups, lobbyists, and PACS on the U.S. legislative and electoral process.		x	x		x					
	SS.9-12.CE.32. Evaluate how the U.S. Constitution establishes the powers and responsibilities of local, state, and tribal governments.	x		x	x	x					
Civic dispositions and democratic principles	SS.9-12.CE.34. Analyze how and why the role and responsibilities of citizens in the U.S. political system have changed over time.				x	x					
Processes, rules, and laws	SS.9-12.CE.36. Examine the structure of the U.S. justice system with special attention to due process	x		x	x	x					



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	protections, legal rights, and the judicial process in criminal and civil cases.										
Global interconnections	SS.9-12.CE.41. Explain how government policies and political ideas have shifted due to patterns of immigration both historically and contemporarily.	x									x
	SS.9-12.CE.42. Compare and contrast how different political systems currently affect the United States and its citizens.		x	x			x		z	x	



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9th-12th Grade: Civics & Economics (Lessons 1960s-1970s)

		4.1 FilAm Farm-workers (6-12)	4.1.1 Philip Vera Cruz (9-11)	4.2 AAs & Vietnam Wr (9-12)	4.3 Ethnic Study (7-12)	4.5 Anti-War (7-12)	4.6 SE Rfgs (6-12)	4.7 ROOTS (5-12)
Power and politics	SS.9-12.CE.13. Assess the factors that influence political identity and ideology, including but not limited to: age, race, class, gender, religion, and geography.	x	x	x	x	x	x	x
	SS.9-12.CE.14. Evaluate the impact of individuals and reform movements on legislation and court decisions in the struggle for greater civil rights and liberties.		x	x	x			
Identity	SS.9-12.CE.15. Analyze how American identity has been shaped by government policies, institutions, and founding documents.	x	x			x		
Social justice, consciousness, and action	SS.9-12.CE.22. Analyze how local, state, and national governments institutionalized policies that disenfranchised groups throughout U.S. history.	x					x	
	SS.9-12.CE.24. Analyze ways in which individuals can participate in the process of creating positive changes for their communities by taking informed civic action.	x			x			x
Respectful engagement with diverse people	SS.9-12.CE.25. Investigate ways that citizens can utilize civic action to create communities of respect, equity, and diversity at the local, state, and national level.	x	x		x			x
Diverse contributions	SS.9-12.CE.26. Discuss the contributions of racially and ethnically diverse leaders that have impacted political policies.	x	x					



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Civic and political institutions	● SS.9-12.CE.29. Analyze the legislative processes involved in the creation of laws and regulations at the local, state, and national levels.		x					
	● SS.9-12.CE.31. Examine the role of special interest groups, lobbyists, and PACS on the U.S. legislative and electoral process.					x		
Processes, rules, and laws	● SS.9-12.CE.36. Examine the structure of the U.S. justice system with special attention to due process protections, legal rights, and the judicial process in criminal and civil cases.							x
Global interconnections	● SS.9-12.CE.41. Explain how government policies and political ideas have shifted due to patterns of immigration both historically and contemporarily.	x					x	
	● SS.9-12.CE.42. Compare and contrast how different political systems currently affect the United States and its citizens.	x	x	x			x	



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9th-12th Grade: Civics & Economics (Lesson Plans 1980s-Present)

		5.1 Vncnt Chn (8-12)	5.1.2 Mcgrs ns (7-12)	5.3 LA 1992 Bldg Cmmnt y (7-12)	5.5.1 Undocu Asians (6-12)	5.5.2.1 Jst Imm (9-12)	5.6 9/11 (5-12)	5.7 Future (5-12)	5.7.2 LGBTQ (6-12)	6.1 Stnd Agnst Htrd (5-12)
Power and politics	● SS.9-12.CE.13. Assess the factors that influence political identity and ideology, including but not limited to: age, race, class, gender, religion, and geography.	x	x		x	x	x	x	x	x
	● SS.9-12.CE.14. Evaluate the impact of individuals and reform movements on legislation and court decisions in the struggle for greater civil rights and liberties.		x		x	x				
Identity	● SS.9-12.CE.15. Analyze how American identity has been shaped by government policies, institutions, and founding documents.		x	x		x			x	
People and ideas	● SS.9-12.CE.17. Evaluate policies enacted by the government to meet the needs of various social and economic groups in the U.S.				x				x	
Social justice, consciousness, and action	● SS.9-12.CE.22. Analyze how local, state, and national governments institutionalized policies that disenfranchised groups throughout U.S. history.				x		x	x	x	
	● SS.9-12.CE.23. Evaluate the ways in which citizens or associations have used the Constitution to influence or take action to fight for civil liberties and social justice.			x		x			x	
	● SS.9-12.CE.24. Analyze ways in which individuals can participate in the process of creating positive changes for	x		x	x					x



The Asian American Education Project: Lesson Plan Standards Alignment

[Nevada 2018 Social Science Standards](#)

	their communities by taking informed civic action.									
Respectful engagement with diverse people	● SS.9-12.CE.25. Investigate ways that citizens can utilize civic action to create communities of respect, equity, and diversity at the local, state, and national level.	x			x					x
Diverse contributions	● SS.9-12.CE.26. Discuss the contributions of racially and ethnically diverse leaders that have impacted political policies.									x
Civic and political institutions	● SS.9-12.CE.30. Examine the various roles of U.S. media in shaping policy and political discourse as well as providing oversight and additional checks on the system.					x				
	● SS.9-12.CE.31. Examine the role of special interest groups, lobbyists, and PACS on the U.S. legislative and electoral process.		x							
	● SS.9-12.CE.32. Evaluate how the U.S. Constitution establishes the powers and responsibilities of local, state, and tribal governments.					x				
Global interconnections	● SS.9-12.CE.41. Explain how government policies and political ideas have shifted due to patterns of immigration both historically and contemporarily.		x		x	x	x	x		
	● SS.9-12.CE.42. Compare and contrast how different political systems currently affect the United States and its citizens.				x	x				