



Draft of Nebraska Social Studies Standards October 29, 2012 Vertical Version

Standards are listed on separate pages K, 1, 2, 3, 4, 5, 6-8, 9-12

Nebraska’s standards organized with three “levels of specificity”:

- **K-12 Comprehensive Standards** – these are broad, general statements that cover key areas in civics, economics, geography, and history. (These are in shaded boxes at the top of the page)
- **Grade Level Standards** – these statements are organized by **Key Concepts** and identify what students should know and be able to do by the end of a specified grade – Nebraska standards are grade specific for grades K,1,2,3,4,5, by grade spans for 6-8 and a 9-12; they are not course specific. (These are bolded in both version and also in shaded boxes in the horizontal version)
- **Curricular Indicators** – These statements provide more specific information to distinguish expectations between grade levels – they are examples and not meant to be all exhaustive lists.

PLEASE NOTE: In accordance with the State Board Subcommittee on Standards, some of the geography standards and indicators are currently highlighted in yellow have been approved for release for public comment but are undergoing continuing revision or possible removal. No standards are final until adopted by the State Board of Education.

The numbering system is as follows:

Social Studies Broad K-12
Standard Indicator



Nebraska Social Studies Standards

Kindergarten

Self: At this grade level, social studies students in Nebraska typically focus on themselves and those around them.

K-12 Comprehensive CIVICS Standard 1: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national, and international levels.

Forms and Functions of Government

SS 0.1.1 Students will recognize the purpose of rules and the roles of authority figures.

SS 0.1.1.a Explain why rules are needed in family, school, and community (e.g., safety, to make learning possible, to protect freedoms)

SS 0.1.1.b Identify the roles of authority figures in family and school

Civic Participation

SS 0.1.2 Students will demonstrate good citizenship through knowledge of expected behavior.

SS 0.1.2.a Model citizenship skills (e.g., respect, courtesy, honesty)

SS 0.1.2.b Identify how rules may vary in different settings

K-12 Comprehensive ECONOMICS Standard 2: Students will utilize economic reasoning skills to make informed judgments and become effective participants at the local, state, national and international levels.

Markets

SS 0.2.1 Students will recognize that people make choices because they cannot have everything they want (scarcity).

SS 0.2.1.a Identify choices students have made and explain why they had to make a choice

Financial Literacy

SS 0.2.6 Students will recognize that money is used to purchase goods and services to satisfy economic

SS 0.2.6.a Classify and identify coins and currency

K-12 Comprehensive GEOGRAPHY Standard 3: Students will develop and apply spatial perspectives and geographic skills to make informed decisions regarding issues and current events at local, state, national, and international levels.

The World in Spatial Terms

SS 0.3.1 Students will explore where (spatial) and why people, places and environments are organized in

SS 0.3.1.a Demonstrate personal directions (e.g., left/right, up/down, front/back)

SS 0.3.1.b Identify locations in the classroom (e.g., dress up center, reading table, carpet area)

SS 0.3.1.c Identify maps as representations of local and distant places

SS 0.3.1.d Name location of places in the classroom

SS 0.3.1.e Demonstrate relative location (e.g., near/far, above/below)

SS 0.3.1.f Explain why things are located where they are (e.g., "Why is the playground outside?")

SS 0.3.1.g Identify land and water on a globe

Places and Regions

SS 0.3.2 Students will explore places and regions.

SS 0.3.2.a Identify physical features (e.g., mountains, plains, hills, oceans, islands)

SS 0.3.2.b Identify human features (e.g., cities, buildings, farms, roads, highways)

Physical Systems

SS 0.3.3 Students will identify natural processes in their physical world

SS 0.3.3.a Identify elements of weather (e.g., rain, snow, sun, clouds, fog)

SS 0.3.3.b Identify the four seasons

Human Systems

SS 0.3.4 Students will recognize that people belong to different groups and live in different settings.

SS 0.3.4.a Identify cultures of the local community and other communities (e.g., food, language, celebrations)

SS 0.3.4.b Identify places in the community (e.g., farms, parks, houses, stores)

Human/Environment Interaction

SS 0.3.5 Students will explore the relationship between humans and their physical environment.

SS 0.3.5.a Recognize the impact of weather on everyday life (e.g., weather-appropriate clothing, indoor/outdoor recess)

Application of Geography to Issues and Events

SS 0.3.6 Students will use geographic skills to make connections to their life.

SS 0.3.6.a Describe places in past times (e.g., recall places seen in the past)

SS 0.3.6.b Give examples of environmental problems and solutions in the present (e.g., recycle, pick up your trash)

K-12 Comprehensive HISTORY Standard 4: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.

Chronological Thinking

SS 0.4.1 Students will identify chronological relationships and patterns.

SS 0.4.1.a Identify temporal sequences (e.g., yesterday, today, tomorrow)

SS 0.4.1.b Read dates on a calendar

SS 0.4.1.c List personal events over time (e.g., daily schedule, timelines, etc.)

SS 0.4.1.d Identify the chronology of personal events and their impact

Historical Comprehension

SS 0.4.2 Students will identify historical people, events, ideas, and symbols.

SS 0.4.2.a Identify historical people and symbols from various cultures and ethnic groups (e.g., George Washington, American flag, picture and name of current president)

SS 0.4.2.b Differentiate between stories from the present and the past

Multiple Perspectives

SS 0.4.3 Students will recognize different perspectives of events.

SS 0.4.3.a Understand that two people can tell a story about the same event and share different details (e.g., Events that occurred on the playground)

Historical Analysis and Interpretation

SS 0.4.4 Students will recognize past and current events, issues, and problems.

SS 0.4.4.a Describe how people's actions affect others (e.g., Why must we take turns?)

Historical Research and Skills

SS 0.4.5 Students will develop historical research skills.

SS 0.4.5.a Develop questions about their personal history

SS 0.4.5.b Identify and cite appropriate sources for researching their personal history (e.g., "My grandma gave me this picture.")

SS 0.4.5.c Gather historical information about their lives (e.g., interview a family member)

SS 0.4.5.d Present historical information about their lives (e.g., pictures, posters, and oral narratives)

Nebraska Social Studies Standards

Grade 1

K-12 Comprehensive CIVICS Standard 1: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national, and international levels.

Family: At this grade level, social studies students in Nebraska typically focus on family and those around them.

Forms and Functions of Government

SS 1.1.1 Students will identify and explain the importance of leaders and team members within their neighborhood and school community.

SS 1.1.1.a Describe the responsibilities of leaders and team members

SS 1.1.1.b Explain how rules reduce and help resolve conflicts

SS 1.1.1.c Demonstrate the ability to be both a leader and team member

Civic Participation

SS 1.1.2 Students will understand characteristics of good citizenship as exemplified by historical figures, celebrating holidays, and recognizing patriotic symbols.

SS 1.1.2.a Identify national, community and local celebrations and holidays (e.g., Thanksgiving, Veteran's Day, Martin Luther King Jr. Day, 4th of July, Memorial Day, President's Day)

SS 1.1.2.b Identify important historical and current government figures (e.g., governors, presidents)

SS 1.1.2.c Identify patriotic symbols and actions (e.g., U.S. flag, bald eagle, Pledge of Allegiance)

K-12 Comprehensive ECONOMICS Standard 2: Students will utilize economic reasoning skills to make informed judgments and become effective participants at the local, state, national and international levels.

Markets

SS 1.2.1 Students will recognize economic wants and needs can be satisfied by consuming goods or services.

SS 1.2.1.a Differentiate between goods and services (e.g., examples of goods and services students have consumed)

SS 1.2.2 Students will identify natural resources.

SS 1.2.2.a Identify various natural resources (e.g., forests, soil, minerals, water, air, animals)

Financial Literacy

SS 1.2.6 Students will compare spending and saving opportunities.

SS 1.2.6.a Give examples of situations where students have delayed spending for future purchase

K-12 Comprehensive GEOGRAPHY Standard 3: Students will develop and apply spatial perspectives and geographic skills to make informed decisions regarding issues and current events at local, state, national, and international levels.

The World in Spatial Terms

SS 1.3.1 Students will explore where (spatial) and why people, places and environments are organized in their world.

SS 1.3.1.a Demonstrate personal directions (e.g., left/right, up/down, front/back)

SS 1.3.1.b Identify and describe locations in the school or home (e.g., the cafeteria is next to the kitchen, the office is by the front door)

SS 1.3.1.c Identify maps and globes as representations of local and distant places

SS 1.3.1.d Name location of places in the school and neighborhood

SS 1.3.1.e Describe relative location (e.g., inside/outside)

SS 1.3.1.f Distinguish between continents and oceans

SS 1.3.1.g Analyze why things are located where they are (e.g., "*Why is the nurses office located by the main office?*")

Places and Regions

SS 1.3.2 Students will explore places and regions.

SS 1.3.2.a Identify and differentiate between physical features (e.g., mountains, plains, hills, oceans, islands)

SS 1.3.2.b Identify and differentiate between human features (e.g., cities, buildings, farms)

SS 1.3.2.c Explain how places change over time (e.g., new building or a bigger road)

Physical Systems

SS 1.3.3 Students will identify natural processes in their physical world.

SS 1.3.3.a Identify elements of weather and the effects on human activity (e.g., people wear coats and mittens in the winter)

SS 1.3.3.b Identify the four seasons and the effects on human activity (e.g., playing outside in summer and inside in winter)

Human Systems

SS 1.3.4 Students will recognize that people belong to different groups and live in different settings.

SS 1.3.4.a Describe cultures of the local community and other communities (e.g., food, language, celebrations)

SS 1.3.4.b Describe places in the community (e.g., farms, parks, houses, stores)

Human/Environment Interaction

SS 1.3.5 Students will explore the relationship between humans and their physical environment.

SS 1.3.5.a Interpret the impact of weather on everyday life (e.g., tornadoes, blizzards, floods)

SS 1.3.5.b Match resources to their sources (e.g., food from farms, wood from trees, minerals from the ground, fish from the sea)

SS 1.3.5.c Identify environmental issues (e.g., litter, recycling, conservation)

Application of Geography to Issues and Events

SS 1.3.6 Students will use geographic skills to make connections to their life.

SS 1.3.6.a Describe the change in places over time (e.g., recall places seen in the past, changes in your neighborhood/school)

SS 1.3.6.b Give examples of environmental problems and solutions in the past, present and future (e.g., use appropriate amounts of paper, and don't be wasteful)

K-12 Comprehensive HISTORY Standard 4: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.

Chronological Thinking

SS 1.4.1 Students will describe chronological relationships and patterns.

SS 1.4.1.a Identify temporal sequences (e.g., past, present, future; calendar weeks)

SS 1.4.1.b Read dates on a calendar (e.g., fourth day of week, number of Fridays in a month, etc.)

SS 1.4.1.c List and describe life events over time (e.g., weekly, monthly, yearly, seasonal happenings utilizing a graphic organizer)

SS 1.4.1.d Identify the chronology of family events and their impact

Historical Comprehension

SS 1.4.2 Students will identify historical people, events, ideas, and symbols.

SS 1.4.2.a Identify historical people and symbols from various cultures and ethnic groups (e.g., Abraham Lincoln, Martin Luther King, Jr., Standing Bear, bald eagle, Statue of Liberty)

SS 1.4.2.b Describe how objects including books, letters, and other artifacts help us to understand the past

Multiple Perspectives

SS 1.4.3 Students will identify multiple perspectives of events.

SS 1.4.3.a Use more than one source to gather details about the same event (e.g., holiday celebrations)

Historical Analysis and Interpretation

SS 1.4.4 Students will identify past and current events, issues, and problems.

SS 1.4.4.a Describe how people's actions affect others (e.g., Why did our family move here?)

Historical Research and Skills

SS 1.4.5 Students will develop historical research skills.

SS 1.4.5.a Develop questions about their family history

SS 1.4.5.b Identify and cite appropriate sources for research (e.g., identifying the title and author of the book from which they took information)

SS 1.4.5.c Gather historical information about their family (e.g., interview a family member)

SS 1.4.5.d Present historical information about their family (e.g., pictures, posters, oral/written narratives)

Nebraska Social Studies Standards

Grade 2

K-12 Comprehensive CIVICS Standard 1: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national, and international levels.

Neighborhood: At this grade level, social studies students in Nebraska typically focus on their neighborhood and nearby areas.

Forms and Functions of Government

SS 2.1.1 Students will identify and explain the responsibilities and rights of citizens in their communities.

SS 2.1.1.a Describe how individuals, groups, and communities manage conflict and promote justice

SS 2.1.1.b Participate in rule setting and monitoring activities considering multiple points of view

SS 2.1.1.c Describe election, voting and democracy

Civic Participation

SS 2.1.2 Students will participate in making decisions using democratic traditions based on established rules.

SS 2.1.2.a Identify characteristics of good citizenship (e.g., establishing beliefs and justice, truth, equality, personal responsibilities for the common good, tolerance for diversity of opinions)

SS 2.1.2.b Describe ways to take an active part to improve family, school, and community

SS 2.1.2.c Identify civic responsibilities that are important to individuals and their communities

K-12 Comprehensive ECONOMICS Standard 2: Students will utilize economic reasoning skills to make informed judgments and become effective participants at the local, state, national and international levels.

Markets

SS 2.2.1 Students will recognize that resources are limited, so choices must be made and something must be given up.

SS 2.2.1.a Identify resources (inputs) that make up various good and services

SS 2.2.2 Students will recognize that producers use resources to make goods and deliver services to satisfy economic wants.

SS 2.2.2.a List various goods and services that can be produced with the same list of resources (e.g., using soil and labor to grow crops)

Institutions

SS 2.2.3 Students will describe how people earn income/wages through work.

SS 2.2.3.a Match capital goods and human capital with jobs in the community or home (e.g., tractors and farmers)

Financial Literacy

SS 2.2.6 Students will demonstrate knowledge of currency, its denominations, and use.

SS 2.2.6.a Make transactions using currency (e.g., school store, buying pencils)

Government

SS 2.2.10 Students will understand what goods and services governments provide.

SS 2.2.10.a Identify goods and services that governments provide (e.g., water, fire department, police, schools)

K-12 Comprehensive GEOGRAPHY Standard 3: Students will develop and apply spatial perspectives and geographic skills to make informed decisions regarding issues and current events at local, state, national, and international levels.

The World in Spatial Terms

SS 2.3.1 Students will explore where (spatial) and why people, places and environments are organized locally.

SS 2.3.1.a Identify the globe as a model of Earth

SS 2.3.1.b Identify and describe locations in the neighborhood (e.g., home, the park, friend's house, fire station, grocery store)

SS 2.3.1.c Identify map elements (i.e., title, scale, symbols, legend, and cardinal directions)

SS 2.3.1.d Analyze why things are located where they are (e.g., "Why are stores on a main street?")

SS 2.3.1.e Distinguish between continents/islands and oceans/seas

Places and Regions

SS 2.3.2 Students will identify places and regions.

SS 2.3.2.a Identify and differentiate between physical and human features of neighborhood and community (e.g., vegetation, housing)

SS 2.3.2.b Describe local places and regions with other places and regions (e.g., prairie, forest, farm land, ranch land, local community)

SS 2.3.2.c Explain how places and regions change over time

Physical Systems

SS 2.3.3 Students will identify natural processes in their physical world.

SS 2.3.3.a Identify basic components of Earth's physical processes (e.g., landforms, water, climate and weather)

SS 2.3.3.b Identify Earth-Sun relationships (e.g., day/night, length of day, seasons)

Human Systems

SS 2.3.4 Students will identify the characteristics of culture.

SS 2.3.4.a Identify patterns of cultural traits (e.g., language, religion, food)

SS 2.3.4.b Identify patterns of land use (e.g., agricultural, residential, industrial, commercial, educational, recreational)

Human/Environment Interaction

SS 2.3.5 Students will identify the relationship between humans and the physical environment.

SS 2.3.5.a Recognize how physical environment influence human activities (e.g., availability of water, climate, fertility of soil)

SS 2.3.5.b Identify Earth's natural resources (e.g., minerals, air, land, water, soil)

SS 2.3.5.c Describe environmental issues (e.g., litter, recycling, conservation)

Application of Geography to Issues and Events

SS 2.3.6 Students will use geographic skills to make connections.

SS 2.3.6.a Identify changes over time to physical and human features of places (e.g., changes in their community's buildings, jobs, businesses, infrastructure, products, and demographics)

SS 2.3.6.b Identify spatial aspects of geographic problems (e.g., trash collection and disposal in school, loss of habitat to development)

K-12 Comprehensive HISTORY Standard 4: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.

Chronological Thinking

(Neighborhood)

SS 2.4.1 Students will describe and apply chronological relationships and patterns.

SS 2.4.1.a Identify temporal sequences (e.g., past, present, future, months)

SS 2.4.1.b Identify calendar time in years

SS 2.4.1.c List and describe neighborhood events over time (e.g., weekly, monthly, yearly, seasonal happenings utilizing a graphic organizer)

SS 2.4.1.d Identify the chronology of neighborhood events and their impact

Historical Comprehensive

SS 2.4.2.a Describe historical people, events, ideas, and symbols from various cultures and ethnic groups (e.g., Native Americans, colonists, local cultural figures, Uncle Sam, the White House, Independence Day)

SS 2.4.2.b Describe how their school has changed over the course of time using maps and other artifacts

Multiple Perspectives

SS 2.4.3 Students will identify multiple perspectives of events.

Historical Analysis and Interpretation

SS 2.4.4 Students will identify past and current events, issues, and problems.

SS 2.4.4.a Identify how decisions affected events in the neighborhood (e.g., Why was a park built in a particular spot?)

SS 2.4.4.b Describe the relationships among personal and historical events (i.e., current events)

Historical Research and Skills

SS 2.4.5 Students will develop historical research skills.

SS 2.4.5.a Develop questions about their neighborhood history

SS 2.4.5.b Identify, obtain, and cite appropriate sources for research (e.g., identifying titles and authors of books from which they took information)

SS 2.4.5.c Gather historical information about their neighborhood (e.g., interview someone in the neighborhood)

SS 2.4.5.d Present historical information about their neighborhood (e.g., pictures, posters, and oral/written narratives)

Nebraska Social Studies Standards

Grade 3

Community: At this grade level, social studies students in Nebraska typically focus on their community and the nearby areas.

K-12 Comprehensive CIVICS Standard 1: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national, and international levels.

Forms and Functions of Government

SS 3.1.1 Students will identify and explain the structure and function of their local governments.

SS 3.1.1.a Identify the origins, structure, and functions of local government

SS 3.1.1.b Identify and explain a variety of roles leaders, citizens, and others play in local government

SS 3.1.1.c Describe the impact of voting at the local level

Civic Participation

SS 3.1.2 Students will understand the impact of individual and group decisions at a local level.

SS 3.1.2.a Identify local leaders and the impact of their decisions

SS 3.1.2.b Identify ways students can have an impact in their local community

SS 3.1.2.c Identify and describe the importance of listening to the views of others and sharing personal views in a respectful manner

SS 3.1.2.d Identify rights and responsibilities of local citizens (e.g., local public service projects)

K-12 Comprehensive ECONOMICS Standard 2: Students will utilize economic reasoning skills to make informed judgments and become effective participants at the local, state, national and international levels.

Markets

SS 3.2.1 Students will distinguish goods as objects that can be held and touched and services as actions that can be performed.

SS 3.2.1.a Differentiate various markets where buyers and seller meet (e.g., shopping malls, classified ads, garage sales, the Internet)

SS 3.2.2 Students will categorize natural, human, and capital resources and how they are combined to make goods and deliver services.

SS 3.2.2.a Classify natural, human, and capital resources (e.g., tools and machinery)

SS 3.2.2.b Discuss opportunities for future education or training (e.g., agriculture, construction, food preparation, information technology)

Institutions

SS 3.2.3 Students will cite evidence of how money (coins and currency) makes trading easier than bartering.

SS 3.2.3.a Identify historical examples of trading among early settlers

Financial Literacy

SS 3.2.6 Students will apply knowledge of currency to real-world problems.

SS 3.2.6.a Given a budget, students will be able to make choices as to what to purchase and what to give up

Government

SS 3.2.10 Students will understand what goods and services local governments provide.

SS 3.2.10.a Identify goods and services funded through local taxes (e.g., snow removal, waste management, law enforcement)

Globalization

SS 3.2.12 Students will describe how the local community trades with the rest of the world.

SS 3.2.12.a Identify local goods and services that could be traded with people everywhere (e.g., corn, soybeans, beef)

SS 3.2.12.b Give examples of currency from other countries

K-12 Comprehensive GEOGRAPHY Standard 3: Students will develop and apply spatial perspectives and geographic skills to make informed decisions regarding issues and current events at local, state, national, and international levels.

The World in Spatial Terms

SS 3.3.1 Students will explore where (spatial) and why people, places and environments are organized in the state.

SS 3.3.1.a Utilize map elements (i.e., title, scale, symbols, legend, and cardinal and intermediate directions)

SS 3.3.1.b Apply map skills to:

-identify location and distribution of physical and human features (e.g., rivers/roads);

-identify relative and absolute locations (e.g., east/west, north/south, left/right, next to);

-identify cities and towns

SS 3.3.1.c Analyze why things are located where they are (e.g., Why are stores located on main streets? Where is my house located compared to the school?)

SS 3.3.1.d Identify the continents, oceans, and hemispheres

Places and Regions

SS 3.3.2 Students will compare the characteristics of places and regions.

SS 3.3.2.a Identify and differentiate between physical and human features of neighborhoods and communities (e.g., vegetation, housing, streets, business/ residential areas, hills, waterways)

SS 3.3.2.b Compare and contrast local places and regions with other places and regions (e.g., prairie and forest, local community with another community, products from Nebraska and another state, crops grown in Nebraska and another state)

SS 3.3.2.c Explain and give examples of how places and regions change over time

Physical Systems

SS 3.3.3 Students will identify natural processes in their physical world.

SS 3.3.3.a Identify the Earth's physical processes in the local community (e.g., landforms, water, climate and weather, erosion and deposition)

SS 3.3.3.b Identify local ecosystems (e.g., forests, deserts, grasslands)

Human Systems

SS 3.3.4 Students will compare and contrast the characteristics of culture locally.

SS 3.3.4.a Compare and contrast patterns of culture within your community (e.g., language, religion, food)

SS 3.3.4.b Compare and contrast changes of culture (e.g., spread of ideas, people, goods, customs, traditions)

Human/Environment Interaction

SS 3.3.5 Students will identify the relationship between humans and the physical environment.

SS 3.3.5.a Explain how physical environments influence human activities (e.g., availability of water, climate and fertility of soil)

SS 3.3.5.b Explain how human activities change Earth (e.g., agriculture, transportation, industry)

SS 3.3.5.c Explain the importance of Earth's natural resources (e.g., minerals, air, water, land)

SS 3.3.5.d Describe environmental issues in the community (e.g., solid waste, water quality)

Application of Geography to Issues and Events

SS 3.3.6 Students will use geographic skills to make connections to issues and events.

SS 3.3.6.a Identify the impact of changes in physical and human features of places (e.g., how has the building of a road affected the economic development of a community)

SS 3.3.6.b Identify spatial aspects of geographic problems (e.g., the best place to put a park, bike path, school; loss of natural habitat to development)

K-12 Comprehensive HISTORY Standard 4: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.

Chronological Thinking

SS 3.4.1 Students will describe and analyze chronological relationships and patterns.

SS 3.4.1.a Describe temporal sequences (e.g., annual, biannual, decades, centuries, millennia)

SS 3.4.1.b Identify calendar time in years, decades, centuries, and millennia

SS 3.4.1.c List and describe community events over time (e.g., weekly, monthly, yearly, seasonal happenings utilizing a graphic organizer)

SS 3.4.1.d Examine the chronology of community historical events and their impact on the past, present, and future

Historical Comprehensive

SS 3.4.2 Students will describe the development of people, events, ideas, and symbols over time using multiple types of sources.

SS 3.4.2.a Describe the role of historical people, events, ideas, and symbols from various cultures and ethnic groups (e.g., local cultural figures, local landmarks, celebrations, and cultural events)

SS 3.4.2.b Describe how their community has changed over the course of time using maps and other artifacts

SS 3.4.2.c Describe primary and secondary sources

Multiple Perspectives

SS 3.4.3 Students will describe multiple perspectives of events.

SS 3.4.3.a Compare and contrast how various sources relate their perspective of history (e.g., community events)

Historical Analysis and Interpretation

SS 3.4.4 Students will identify past and current events, issues, and problems.

SS 3.4.4.a Examine sources on community history through determination of credibility, contextualization, and corroboration

SS 3.4.4.b Describe alternative courses of action in community history (e.g., How are transportation routes determined?)

SS 3.4.4.c Describe how decisions affected events in the community (e.g., election of local officials; zoning laws)

SS 3.4.4.d Describe the cause and effect relationships among key events in history (e.g., founding of the community, settlement of the area)

SS 3.4.4.e Describe the relationships among historical events in the students' community and the students' lives today (i.e., current events)

Historical Research and Skills

SS 3.4.5 Students will develop historical research skills.

SS 3.4.5.a Develop questions about their community history

SS 3.4.5.b Identify, obtain, and cite appropriate sources for research about the local community (e.g., identifying the resources from which they took information)

SS 3.4.5.c Gather historical information about their community (e.g., interview a community member, find community resources)

SS 3.4.5.d Present historical information about their community (e.g., pictures, posters, oral/written narratives, and electronic presentations)

Nebraska Social Studies Standards

Grade 4

K-12 Comprehensive CIVICS Standard 1: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national, and international levels.

Nebraska: At this grade level, social studies students in Nebraska typically focus on the state of Nebraska and the nearby areas.

Forms and Functions of Government

SS 4.1.1 Students will identify and explain the foundation, structure, and function of Nebraska's government.

SS 4.1.1.a Describe the origin and function of Nebraska's unicameral government

SS 4.1.1.b Identify and explain a variety of roles leaders, citizens, and others play in the Nebraska unicameral government

SS 4.1.1.c Explain the historical foundation and the events that led to the formation and structure of Nebraska's government (modeled from U.S. government, three branches of government)

SS 4.1.1.d Recognize the unicameral government as specific to Nebraska

SS 4.1.1.e Describe the impact of voting at the state level

Civic Participation

SS 4.1.2 Students will investigate multiple perspectives on state issues and defend a position.

SS 4.1.2.a Describe how various individuals and groups influence the way an issue affecting the state is viewed and resolved (e.g., lobbying, petitions, media, social media)

SS 4.1.2.b Give examples of issues faced by the state and develop possible solutions

SS 4.1.2.c Provide supportive arguments for both sides of a current public policy debate within the state

SS 4.1.2.d Identify state symbols and holidays (e.g., Nebraska State flag, "Beautiful Nebraska", State Day, George Norris Day)

K-12 Comprehensive ECONOMICS Standard 2: Students will utilize economic reasoning skills to make informed judgments and become effective participants at the local, state, national and international levels.

Markets

SS 4.2.1 Students will recognize prices are what consumers pay when they buy a good or service.

SS 4.2.1.a Predict how consumers would react if the price of a good or service changed (e.g., natural disasters, drought, gas prices)

SS 4.2.1.b Predict how producers would react if the profit of a good or service changed

SS 4.2.2 Students will investigate how capital resources are used to make other goods and produce services.

SS 4.2.2.a Give examples of capital resources used in making goods and services in Nebraska (e.g., tools and machinery)

Institutions

SS 4.2.3 Students will make observations about the purpose of various financial institutions (e.g., banks, savings and loans).

SS 4.2.3.a Discuss early NE financial institutions (e.g., banks, trading posts)

SS 4.2.3.b Identify financial institutions in the community (e.g., banks, credit unions)

Financial Literacy

SS 4.2.6 Students will understand that banks are institutions where people save money and earn interest, and where other people borrow money and pay interest.

SS 4.2.6.a Identify the costs and benefits of saving, interest, and borrowing

Government

SS 4.2.10 Students will understand what goods and services state governments provide.

SS 4.2.10.a Identify goods and services funded through state taxes (e.g., highways, universities, human services, unemployment, courts)

Globalization

SS 4.2.12 Students will recognize and explain specialization and why different regions produce different goods and services.

SS 4.2.12.a Compare Nebraska with different regions and the goods and services they produce (beef, wheat, telemarketing, cotton, coal)

SS 4.2.12.b Discuss how technology has affected the specialization of Nebraska's economy

K-12 Comprehensive GEOGRAPHY Standard 3: Students will develop and apply spatial perspectives and geographic skills to make informed decisions regarding issues and current events at local, state, national, and international levels.

The World in Spatial Terms

SS 4.3.1 Students will explore where (spatial) and why people, places and environments are organized in the state.

SS 4.3.1.a Read local and state maps and atlases to:

-identify location and distribution of physical and human features (e.g., rivers/roads)

-identify relative and absolute locations (e.g., east/west, north/south, left/right, next to)

-identify cities and towns

SS 4.3.1.b Identify location of major human and physical features in Nebraska

SS 4.3.1.c Apply map skills to analyze read physical/political maps of the state:

-utilize grid systems to find locations

identify the location and purpose of time zones

identify and locate cities of the state

SS 4.3.1.d Analyze why things in Nebraska are located where they are (e.g., *Why are large cattle ranches found in the Sandhills? Why are major airports located near large cities?*)

Places and Regions

SS 4.3.2 Students will compare the characteristics of places and regions and their impact on human decisions.

SS 4.3.2.a Identify criteria used to define regions within the state of Nebraska (e.g., soil, climate, precipitation, population, vegetation, land and agricultural usage)

SS 4.3.2.b Classify regions and places within the state of Nebraska using physical and human features (e.g., Sandhills, Pine Ridge, Loess Hills, Platte River Valley, rural/urban/suburban)

SS 4.3.2.c Identify and classify regions (e.g., counties and cities across Nebraska)

Physical Systems

SS 4.3.3 Students will identify natural processes in the physical world.

SS 4.3.3.a Identify physical processes that shape Nebraska's features and patterns (e.g., weathering, erosion)

SS 4.3.3.b Identify examples of ecosystems located in Nebraska (e.g., forests, wetlands, grasslands, and rivers located in Nebraska)

Human Systems

SS 4.3.4 Students will compare and contrast the characteristics of culture statewide.

SS 4.3.4.a Compare and contrast patterns of culture within the state of Nebraska (e.g., language, religion, food)

SS 4.3.4.b Compare and contrast population characteristics of the state of Nebraska (e.g., density, distribution, growth rates)

Human/Environment Interaction

SS 4.3.5 Students will identify how humans have adapted to and modified different environments in Nebraska.

SS 4.3.5.a Describe the impact of extreme natural events in Nebraska (e.g., tornadoes, floods, dust storm, insect infestation) on the human and physical environment

SS 4.3.5.b Describe human modifications of the physical environment (e.g., construction of dams, irrigation, draining wetlands, methods of rangeland management, soil conservation)

SS 4.3.5.c Classify resources as renewable or nonrenewable resources

SS 4.3.5.d Describe environmental issues in Nebraska (e.g., water stewardship, air quality, solid waste)

SS 4.3.5.e Describe human adaptations to the physical environment (e.g., use of air conditioning, irrigation, agricultural activities)

Application of Geography to Issues and Events

SS 4.3.6 Students will use geographic skills to make connections to issues and events.

SS 4.3.6.a Identify influences of physical and human factors on historical events (e.g., Map major tornado paths and impacts, blizzards, floods, and the building of the Transcontinental Railroad across Nebraska)

SS 4.3.6.b Identify influences of physical and human factors on current and future events (e.g., compare economic, political, social, and environmental changes in different cities)

K-12 Comprehensive HISTORY Standard 4: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.

Chronological Thinking

(Nebraska: Native American Peoples to Present)

SS 4.4.1 Students will examine chronological relationships and patterns, and describe the connections among them.

SS 4.4.1.a Apply temporal sequences (e.g., annual, biannual, decades, centuries, millennia)

SS 4.4.1.b Differentiate amongst years, decades, centuries, and millennia

SS 4.4.1.c Select and record key state and/or regional events in chronological order (e.g., timelines)

SS 4.4.1.d Examine the chronology of historical events in Nebraska and their impact on the past, present, and future

Historical Comprehension

SS 4.4.2 Students will describe and explain the relationships among people, events, ideas, and symbols over time using multiple types of sources.

SS 4.4.2.a Describe and explain the relationships among historical people, events, ideas, and symbols from various cultures and ethnic groups in Nebraska by era (e.g., Native Americans on the Plains: Pawnee, Omaha, Lakota, Ponca; Explorers: Lewis and Clark, Hiram Scott, Stephen Long, John C. Fremont; Traders: Manuel Lisa, James Bordeaux; Missionaries: Moses Merrill, Father DeSmet; Westward Expansion: John Brown, Daniel Freeman; Statehood: Standing Bear, William Jennings Bryan; 20th Century Nebraska: Mildred Brown, Willa Cather, Father Flanagan, George Norris; Arbor Day: J. Sterling Morton; state symbols)

SS 4.4.2.b Describe how Nebraska and the Great Plains Region have changed over the course of time using maps, documents, and other artifacts

SS 4.4.2.c Differentiate between primary and secondary sources

Multiple Perspectives

SS 4.4.3 Students will describe and explain multiple perspectives of historical events.

SS 4.4.3.a Distinguish how various sources relate their perspectives of Nebraska history (e.g., The death of Crazy Horse)

SS 4.4.3.b Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., The Homestead Act, Oregon Trail diaries, military journal of Ponca Removal)

Historical Analysis and Interpretation

SS 4.4.4 Students will analyze past and current events, issues, and problems.

SS 4.4.4.a Analyze sources on Nebraska History through determination of credibility, contextualization, and corroboration

SS 4.4.4.b Explain alternative courses of action in Nebraska history (e.g., Why are cities chosen as state capitals/county seats; how are county borders determined?)

SS 4.4.4.c Describe how decisions affected events in Nebraska (e.g., Laws passed by the Unicameral)

SS 4.4.4.d Describe the cause and effect relationships among key events in history (e.g., Kansas-Nebraska Act, Statehood Day, Homestead Act, Ponca Trail of Tears)

SS 4.4.4.e Describe the relationships among historical events in Nebraska and the students' lives today (i.e., current events)

Historical Research and Skills

SS 4.4.5 Students will develop historical research skills.

SS 4.4.5.a Develop questions about Nebraska history

SS 4.4.5.b Identify, obtain, and cite appropriate sources for research about Nebraska, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format.)

SS 4.4.5.c Gather historical information about Nebraska (e.g., document archives, newspapers, interviews)

SS 4.4.5.d Present historical information about Nebraska (e.g., pictures, posters, oral/written narratives, and electronic presentations)

Nebraska Social Studies Standards

Grade 5

K-12 Comprehensive CIVICS Standard 1: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national, and international levels.

United States: At this grade level, social studies students in Nebraska typically focus on the United States.

Forms and Functions of Government

SS 5.1.1 Students will summarize the foundation, structure, and function of the United States government.

SS 5.1.1.a Identify the principles of the American Republic (e.g., liberty, democracy, United States Constitution, Bill of Rights)

SS 5.1.1.b Explain the historical foundation that led to the formation of the United States constitutional government (e.g., early state constitutions, Declaration of Independence, and the Articles of Confederation)

SS 5.1.1.c Compare and contrast tribal forms of government, British monarchy, and early American colonial governments

SS 5.1.1.d Describe and summarize how colonial and new states' governments affected groups within their population (e.g., citizens, slaves, immigrants, women, class systems, tribes)

SS 5.1.1.e Explain the origins, structure, and functions of the three branches of the United States government

SS 5.1.1.f Describe how the decisions of the national government affect local and state government

SS 5.1.1.g Describe the impact of voting at the national level

Civic Participation

SS 5.1.2 Students will apply democratic principles that are the foundation of the United States government systems to daily life.

SS 5.1.2.a Describe and provide sources and examples of individual rights

SS 5.1.2.b Explain the reasons for the settlement and the rise of democratic institutions in the American colonies

SS 5.1.2.c Define the process and criteria for becoming a United States citizen

SS 5.1.2.d Give examples of group and individual actions that illustrate civic ideas in the founding of the United States (e.g., freedom, rule of law, equality, civility, cooperation, respect)

SS 5.1.2.e Analyze how cooperation and conflict among people contribute to political, economic, and social events and situations in the United States

SS 5.1.2.f Identify principles of United States democracy found in the United States Constitution and Bill of Rights

SS 5.1.2.g Describe how national government affects local and state government

SS 5.1.2.h Participate in patriotic activities (e.g., The Pledge of Allegiance, "The Star Spangled Banner", "America", commemorate state and national holidays)

SS 5.1.2.i Explain the rights and responsibilities of U.S. citizens (e.g., freedom of speech, voting, staying informed of issues, respecting the rights, opinions, and beliefs of others, joining a civic group)

K-12 Comprehensive ECONOMICS Standard 2: Students will utilize economic reasoning skills to make informed judgments and become effective participants at the local, state, national and international levels.

Markets

SS 5.2.1 Students will analyze markets that exist when buyers and sellers exchange goods or services.

SS 5.2.1.a Debate how competition among sellers results in lower costs and prices, higher product quality, and better customer service

SS 5.2.2 Students will make observations about how human capital can be improved by education, training, and standard of living.

SS 5.2.2.a Give examples of how additional training improves productivity (e.g., practice, training, extra skills)

Institutions

SS 5.2.3 Students will summarize characteristics of economic institutions.

SS 5.2.3.a Identify the functions and characteristics of money (e.g., store value, medium of exchange, unit of accounting)

SS 5.2.3.b Identify the importance of financial institutions to households and businesses (e.g., loans to agriculture, business, and individuals in order to provide capital)

Financial Literacy

SS 5.2.6 Students will summarize characteristics of financial institutions.

SS 5.2.6.a Explain/explore how various financial services are provided by local financial institutions

Government

SS 5.2.10 Students will understand what goods and services the national government provides.

SS 5.2.10.a Identify goods and services funded through federal taxes (e.g., armed forces, courts, parks)

Globalization

SS 5.2.12 Students will explain how specialization, division of labor, and technology increases productivity and interdependence.

SS 5.2.12.a Investigate Early United States specialization and trade (e.g., fur, tobacco, cotton, lumber)

SS 5.2.12.b Investigate and report on entrepreneurs and inventors

K-12 Comprehensive GEOGRAPHY Standard 3: Students will develop and apply spatial perspectives and geographic skills to make informed decisions regarding issues and current events at local, state, national, and international levels.

The World in Spatial Terms

SS 5.3.1 Students will explore where (spatial) and why people, places and environments are organized in the United States.

SS 5.3.1.a Identify location of major human and physical features in the United States

SS 5.3.1.b Apply map skills to analyze read physical/political maps of the United States:

-identify latitude longitude, and the global grid

-identify the location and purpose of time zones

-locate states and major cities in the United States

SS 5.3.1.c Analyze why things are located where they are (e.g., Why were the 13 colonies located on the eastern side of the United States? Why was corn raised in Pennsylvania and Ohio and cotton in Virginia and Georgia?)

Places and Regions

SS 5.3.2 Students will compare the characteristics of places and regions and draw conclusions on their impact on human decisions.

SS 5.3.2.a Define regions within the United States using multiple criteria (e.g., factories, economic activities, Silicon Valley, Bread Basket)

SS 5.3.2.b Classify regions and places within the United States using physical and human features (e.g., Rocky Mountains, The Southwest, Great Plains, Corn Belt, Cotton Belt)

SS 5.3.2.c Identify and classify regions (e.g., cities, states, and Congressional districts)

Physical Systems

SS 5.3.3 Students will draw conclusions about the natural processes in the physical world.

SS 5.3.3.a Explain how physical processes shape the United States' features and patterns (e.g., weathering, erosion, plate tectonics and internal forces and climate)

SS 5.3.3.b Identify examples of ecosystems located in the United States (e.g., forests, deserts, grasslands)

Human Systems

SS 5.3.4 Students will compare, contrast and draw conclusions about the characteristics of culture and migration in the United States.

SS 5.3.4.a Compare and contrast patterns of culture within the United States (e.g., language, religion, food)

SS 5.3.4.b Compare and contrast population characteristics of the United States (e.g., density, distribution, growth rates)

SS 5.3.4.c Compare and contrast historical and present day migrations to and within the United States

Human/Environment Interaction

SS 5.3.5 Students will describe how humans have adapted to and modified different environments in Early American history.

SS 5.3.5.a Describe the impact of extreme natural events in Early United States History on the human and physical environment (e.g., blizzards, floods, drought)

SS 5.3.5.b Describe human modifications of the physical environment (e.g., construction of dams, strip mining, draining wetlands)

SS 5.3.5.c Analyze environmental issues in Early America (e.g., water supply, air quality, solid waste)

SS 5.3.5.d Examine patterns of resource distribution and utilization in Early America (e.g., fisheries, forests, agricultural development)

SS 5.3.5.e Describe human adaptations to the physical environment (e.g., use of air conditioning, irrigation, agricultural activities, soil testing, erosion control)

Application of Geography to Issues and Events

SS 5.3.6 Students will use geographic skills to interpret issues and events.

SS 5.3.6.a Connect the influences of physical and human features to historical events in the United States (e.g., over cultivation of land in the Dust Bowl, using natural resources for building houses, effect of population on job availability)

SS 5.3.6.b Identify the interaction of physical and human systems' influence on current and future events in the U.S. (e.g., compare economic, political, social, and environmental changes in different cities)

K-12 Comprehensive HISTORY Standard 4: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.

Chronological Thinking

(United States: First Americans to the Constitution)

SS 5.4.1 Students will examine chronological relationships and patterns, and describe the connections among them.

SS 5.4.1.a Describe temporal sequences (e.g., BC, BCE, AD, CE and eras)

SS 5.4.1.c Select and record key national events in chronological order (e.g., timelines)

SS 5.4.1.d Examine the chronology of historical events in the United States and their impact on the past, present, and future

Historical Comprehension

SS 5.4.2 Students will demonstrate an understanding of the impact of people, events, ideas, and symbols upon US history using multiple types of sources.

SS 5.4.2.a Demonstrate an understanding of the impact of people, events, ideas, and symbols from various cultures and ethnic groups (e.g., Early America/Exploration: American Indian empires in Mesoamerica, the Southwest, and the Mississippi Valley, Coronado, DeSoto, LaSalle; Colonization and Rise of Democratic Institutions, Spanish Missions, French and Indian War: Chief Pontiac; Establishing a Nation, Revolutionary War, Founders and Founding Documents: unique nature of the creation and organization of the American Government, Benjamin Franklin, Thomas Jefferson, and other historical figures, national symbols)

SS 5.4.2.b Describe how the United States and its neighbors in the western hemisphere have changed over the course of time using maps, documents, and other artifacts

SS 5.4.2.c Describe the appropriate uses of primary and secondary sources

Multiple Perspectives

SS 5.4.3 Students will describe and explain multiple perspectives of historical events.

SS 5.4.3.a Describe how multiple perspectives facilitate the understanding of the full story of US history (e.g., The events surrounding the Boston Massacre, Indian Removal)

SS 5.4.3.b Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., Court records of the Boston Massacre, The Declaration of Independence, The Constitution, historical biographies, oral histories)

Historical Analysis and Interpretation

SS 5.4.4 Students will analyze past and current events, issues, and problems.

SS 5.4.4.a Analyze sources on Early American History through determination of credibility, contextualization, and corroboration

SS 5.4.4.b Examine alternative courses of action in United States history (e.g., What were the causes of the American Revolution?)

SS 5.4.4.c Identify how decisions affected events in the United States (e.g., secession of the American Colonies from Britain)

SS 5.4.4.d Describe the cause and effect relationships among key events in history (e.g., Revolutionary War, founding of the United States)

SS 5.4.4.e Describe the relationships among historical events in the United States and the students' lives today (i.e., current events)

Historical Research and Skills

SS 5.4.5 Students will develop historical research skills.

SS 5.4.5.a Develop questions about United States history

SS 5.4.5.b Identify, obtain, and cite appropriate sources for research about Early U.S. History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format.)

SS 5.4.5.c Gather historical information about the United States (e.g., document archives, newspapers, interviews)

SS 5.4.5.d Present historical information about the United States (e.g., pictures, posters, oral/written narratives, and electronic presentations)

Nebraska Social Studies Standards

Grades 6-8

K-12 Comprehensive CIVICS Standard 1: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national, and international levels.

World Studies: Within this grade span, social studies students in Nebraska typically focus on world studies.

Forms and Functions of Government

SS 8.1.1 Students will summarize the foundation, structure, and function of the United States government.

SS 8.1.1.a Identify and describe different forms of government via the study of early and current civilizations (e.g., tribal, monarchy, democracy, republic, theocracy, and oligarchy)

SS 8.1.1.b Identify the development of written laws and other documents (e.g., Hammurabi's Code, Magna Carta, Declaration of Independence, United States Constitution, Preamble and Bill of Rights)

SS 8.1.1.c Describe the structure and roles of government

SS 8.1.1.d Explain the ways in which governments meet the wants of citizens, manage conflict, and establish order and security

SS 8.1.1.e Describe important political concepts (e.g., freedom, democracy, equality, rule of law, popular sovereignty, justice)

SS 8.1.1.f Explain how various government decisions impact people, places, and history

SS 8.1.1.g Compare civic life in the United States with other countries (e.g., England, China, Nigeria, India, Honduras)

SS 8.1.1.h Describe the history of political parties in the United States

Civic Participation

SS 8.1.2 Students will describe the roles, responsibilities, and rights as local, state, national, and global citizens and participate in civic service.

SS 8.1.2.a Describe ways individuals participate in the political process (e.g., registering and voting, contacting government officials, campaign involvement)

SS 8.1.2.b Identify the roles and influences of individuals, groups, and the media on governments (e.g., Seneca Falls Convention, Underground Railroad, Harriet Beecher Stowe, Jane Addams, Muckrackers, W. E. B. Du Bois)

SS 8.1.2.c Describe the significance of patriotic symbols and activities (e.g., "The Star Spangled Banner", celebration of Memorial Day, Independence Day, Veteran's Day, Martin Luther King, Jr. Day, American Indian Day)

SS 8.1.2.d Demonstrate civic engagement (e.g., service-learning projects)

K-12 Comprehensive ECONOMICS Standard 2: Students will utilize economic reasoning skills to make informed judgments and become effective participants at the local, state, national and international levels.

Markets

SS 8.2.1 Students will explain the interdependence of producers and consumers in a market economy.

SS 8.2.1.a Diagram the relationship between consumers and producers in a market economy (e.g., circular flow)

SS 8.2.1.b Compare and contrast the role of the product market and the resource market

SS 8.2.1.c Describe the development and effects of technology in economic history (e.g., increased productivity, increased standard of living, increased employment)

SS 8.2.1.d Identify the role of entrepreneurs and profit in a market economy

SS 8.2.2 Students will describe the relationship between supply and demand.

SS 8.2.2.a Illustrate how individuals are both consumers and producers

SS 8.2.2.b Define the law of supply and the law of demand

SS 8.2.2.c Explain how prices affect the quantity of demand and the quantity of supply

Institutions

SS 8.2.3 Students will identify economic institutions and describe how they interact with individuals and groups.

SS 8.2.3.a Describe the purpose and role of economic institutions (e.g., corporations, labor unions, financial institutions, stock markets, cooperatives, and business partnerships)

SS 8.2.3.b Recognize that inflation is the overall price increase that reduces purchasing power (e.g., track GDP in various years, compare consumer purchasing power)

SS 8.2.4 Students will identify how private ownership of property is a basic institution of a market economy.

SS 8.2.4.a Define and distinguish between private and public property

SS 8.2.4.b Describe the role of market economy in United States history (Standard oil boom, monopolies, anti-trust laws)

SS 8.2.5 Students will identify the basic economic systems of the global economy.

SS 8.2.5.a Compare and contrast characteristics of different economic systems (e.g., traditional, command, market, mixed)

Government

SS 8.2.10 Students will identify the roles and responsibilities of government in economic systems.

SS 8.2.10.a Identify various goods and services provided by the government (e.g., disaster relief, public works, postal service, roads)

SS 8.2.10.b Explain how governments provide economic assistance (e.g., social security, Medicare, Medicaid, farm subsidies, disaster relief)

SS 8.2.11 Students will explain how tax revenues are collected and distributed.

SS 8.2.11.a Identify taxes paid by individuals (e.g., income taxes, sales tax, property taxes)

SS 8.2.11.b Identify institutions supported by tax dollars (e.g., tax revenue plus user fees)

Globalization

SS 8.2.12 Students will illustrate how international trade benefits individuals, organizations, and nations.

SS 8.2.12.a Differentiate between exports and imports

SS 8.1.2.b Explain how individuals gain through voluntary trade

SS 8.2.13 Students will identify how international trade affects the domestic economy.

SS 8.2.13a Explain the role of currency exchange in international trade (e.g., purchasing power of consumers)

SS 8.2.13b Compare the standard of living in the United States with other countries (e.g., Germany, China, South Africa, India, Brazil)

K-12 Comprehensive GEOGRAPHY Standard 3: Students will develop and apply spatial perspectives and geographic skills to make informed decisions regarding issues and current events at local, state, national, and international levels.

The World in Spatial Terms

SS 8.3.1 Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.

SS 8.3.1.a Use and interpret different types of maps/charts/diagrams/timelines (primary sources where available)

SS 8.3.1.b Use and interpret mapping technologies, parts of a map and map projections (e.g., cartography/ Geographic Information Systems)

SS 8.3.1.c Compare world views using mental maps (e.g., Students sketch a map to demonstrate their personal perception of the world and compare it to previous personal maps and to mental maps from students from other countries)

Places and Regions

SS 8.3.2 Students will examine how regions form and change over time.

SS 8.3.2.a Analyze physical and human characteristics of places and regions (e.g., climate, language)

SS 8.3.2.b Analyze impact of land and water features on human decisions (e.g., location of settlements and transportation systems with respect to the location of river valleys, mountains, deserts, plains, oceans)

SS 8.3.2.c Analyze changes in places and regions over time (e.g., irrigation, growth of cities, Manifest Destiny)

SS 8.3.2.d Analyze how humans group and label environments and how those groupings/labels impact human societies (e.g., Dixie, Midwest, Ring of Fire)

SS 8.3.2.e Identify the location of major world regions (e.g., Canada, Caribbean, Central America, Balkans, Horn of Africa, East Asia, South Asia), countries, and cities

Physical Systems

SS 8.3.3 Students will investigate how natural processes interact to create and change the natural environment.

SS 8.3.3.a Compare and contrast various biomes/climates (e.g., rainforest, grasslands, forests)

SS 8.3.3.b Analyze the impact of natural events on biomes, climates and wind and water systems (e.g., rivers/floods/precipitation/drought)

SS 8.3.3.c Use physical processes to explain patterns in the physical environment (e.g., volcanoes creating islands, faulting changing mountains, glaciation creating the Great Lakes)

Human Systems

SS 8.3.4 Students will analyze and interpret patterns of culture around the world.

SS 8.3.4.a Compare and contrast characteristics of groups of people/settlements (e.g., population density, distribution and growth, migration patterns, diffusion of people, places, and ideas)

SS 8.3.4.b Analyze purpose of population centers (e.g., function of cities as providers of goods and services, economic activities and interdependence, and trade and transportation)

SS 8.3.4.c Analyze and explain components and diffusion of cultures (e.g., religion-spread of various belief systems, popular culture, spread of fast food chains, language-spread of English, technology-adoption of agricultural advancements)

Human/Environment Interaction

SS 8.3.5 Students will analyze issues and/or events using geographic knowledge and skills to make informed decisions.

SS 8.3.5.a Describe the impact of extreme natural events on the human and physical environment globally (e.g., earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides)

SS 8.3.5.b Identify and evaluate environmental consequences of humans changing the physical environment (e.g., pollution, irrigation, levees, terraces)

SS 8.3.5.c Analyze environmental issues globally (e.g., water supply, air quality, solid waste)

SS 8.3.5.d Examine world patterns of resource distribution and utilization (e.g., the roles of the Corps of Engineers and Natural Resource Districts)

SS 8.3.5.e Identify and evaluate human adaptations to the local, national, and global environment (e.g., clothing, sewage systems, transportation systems, natural disasters, scarcity of resources)

Application of Geography to Issues and Events

SS 8.3.6 Students will analyze issues and/or events using geographic knowledge and skills to make informed decisions.

SS 8.3.6.a Analyze the effects of physical and human geographic factors on major historical and current events (e.g., inflation, loss of farms, unemployment, population trends)

SS 8.3.6.b Interpret the role of multiple points of view in historical and contemporary geographic policies and issues (e.g., migration of refugees, cyclical regional famines, movement of labor and capital)

K-12 Comprehensive HISTORY Standard 4: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.

Chronological Thinking

SS 8.4.1 Students will analyze how major past and current US events are chronologically connected, and evaluate their impact(s) upon one another.

SS 8.4.1.a Describe temporal sequences (e.g., Three Worlds Meet, Colonial America, Establishing a Nation, Expansion and Reform, Civil War & Reconstruction, Industrialization)

SS 8.4.1.b Classify key national events in chronological order (e.g., timelines with eras and selected key events)

SS 8.4.1.c Examine the chronology of historical events in the United States analyze their impact on the past, present, and future

Historical Comprehension

SS 8.4.2 Students will analyze the impact of people, events, ideas, and symbols upon US history using multiple types of sources.

SS 8.4.2.a Analyze the impact of people, events, ideas, and symbols from various cultures and ethnic groups on history in the United States (e.g., Revolutionary War, Founders and Founding Documents: unique nature of the creation and organization of the American Government, Benjamin Franklin, Thomas Jefferson, and other historical figures, national symbols, Expansion and Reform - Land Acquisition, Manifest Destiny, Indian Removal Acts, Civil War and Reconstruction - Dred Scott, Secession, Acts and Legislations, Civil War Leaders, Industrialism - Rise of Corporations, Assembly Line, Immigration, Transportation and Technology)

SS 8.4.2.b Analyze how the United States has changed over the course of time, using maps, documents, and other artifacts

SS 8.4.2.c Analyze the appropriate uses of primary and secondary sources

Multiple Perspectives

SS 8.4.3 Students will analyze and interpret historical and current events from multiple perspectives.

SS 8.4.3.a Analyze and interpret how multiple perspectives facilitate the understanding of the full story of US history (e.g., Dawes Act, Chinese Exclusion Act, Treaty of Guadalupe Hidalgo, The Emancipation Proclamation, Organized Labor, Women's Suffrage)

SS 8.4.3.b Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., The Bill of Rights, Gettysburg Address, The New Colossus Poem, Images, Political Cartoons, Photographs, Newspapers)

Historical Analysis and Interpretation

SS 8.4.4 Students will identify causes of past and current events, issues, and problems.

SS 8.4.4.a Analyze sources on Early World History through determination of credibility, contextualization, and corroboration

SS 8.4.4.b Evaluate alternative courses of action in United States history (e.g., Why and how was land acquired?)

SS 8.4.4.c Analyze how decisions affected events in the United States (e.g., Supreme Court decisions, immigration, declaration of war)

SS 8.4.4.d Identify and analyze multiple causes and effects upon key events in US history (e.g., Antebellum, Kansas-Nebraska Act, Civil War/Reconstruction, Wounded Knee Massacre)

SS 8.4.4.e Analyze the relationships among historical events in the United States and the students' lives today (i.e., current events)

Historical Research and Skills

SS 8.4.5 Students will develop historical research skills.

SS 8.4.5.a Develop questions about United States history

SS 8.4.5.b Obtain, analyze and cite appropriate sources for research about Nineteenth-Century U.S. History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format.)

SS 8.4.5.c Gather historical information about the United States (e.g., document archives, artifacts, newspapers, interviews)

SS 8.4.5.d Present an analysis of historical information about the United States (e.g., pictures, posters, oral/written narratives, and electronic presentations)

Chronological Thinking

(World: Beginnings to 1000 CE)

SS 8.4.1 Students will analyze how major past and current world events are chronologically connected, and evaluate their impact(s) upon one another.

SS 8.4.1.a Describe temporal sequences (e.g., Early Civilizations & Rise of Pastoral People 4000-1000 BCE, Rise of Giant Empires & Major Religions 1000-300CE, Expanding Zones of Exchange and Encounter 300-1000 CE)

SS 8.4.1.c Classify key global events in chronological order (e.g., timelines with eras and selected key events)

SS 8.4.1.d Examine the chronology of historical events throughout the world to analyze their impact on the past, present, and future

Historical Comprehension

SS 8.4.2 Students will analyze the impact of people, events, ideas, and symbols upon world history using multiple types of sources.

SS 8.4.2.a Analyze the impact of people, events, ideas, and symbols from various cultures and ethnic groups on history throughout the world (e.g., Early Societies and Civilizations: Culture prior to Urbanization, Chavin, Toltecs; River Valley Civilizations and the development of agriculture, Songhai, Mali, Mesoamerica, Gupta Empire; Ancient and Classical Empires and Major Religions: Chinese and Japanese Dynasties, Greco-Roman Empires, Incas, Mayas, Aztecs, Hinduism, Taoism, Buddhism, Judaism, Christianity, Islam; Expanding Zones of Exchange and Encounter: Silk Road. (World Studies might also include: Ancient Civilizations of the Americas, Europe, Asia, and Africa.)

SS 8.4.2.b Analyze how global civilizations have changed over the course of time, using maps, documents, and other artifacts

SS 8.4.2.c Analyze the appropriate uses of primary and secondary sources

Multiple Perspectives

SS 8.4.3 Students will analyze and interpret historical and current events from multiple perspectives.

SS 8.4.3.a Analyze and interpret how multiple perspectives facilitate the understanding of the full story of world history (e.g., Chinese Foot Binding, Three Gorges Dam, Caste System, Alexander the Great, Latin American Revolutions, Division of Pakistan, Blood Diamonds)

SS 8.4.3.b Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., Confucius Analects, Code of Hammurabi, Slavery, Mandate of Heaven, Conference of Berlin, Images and Videos - Terracotta Soldiers, Untouchables, Foot Binding)

Historical Analysis and Interpretation

SS 8.4.4 Students will identify causes of past and current events, issues, and problems.

SS 8.4.4.a Analyze sources on Early World History through determination of credibility, contextualization, and corroboration

SS 8.4.4.b Evaluate alternative courses of action in world history (e.g., How were ideas and products diffused to other regions?)

SS 8.4.4.c Analyze how decisions affected events across the globe (e.g., migrations, declarations of war, treaties, alliances)

SS 8.4.4.d Identify and analyze multiple causes and effects upon key events in world history (e.g., Fall of Roman Empire, Fall of Mayan Civilization, Unification of China, Boxer Rebellion)

SS 8.4.4.e Analyze the relationships among historical events across the globe and the students' lives today (i.e., current events)

Historical Research and Skills

SS 8.4.5 Students will develop historical research skills.

SS 8.4.5.a Develop questions about world history

SS 8.4.5.b Obtain, analyze and cite appropriate sources for research about Early World History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format.)

SS 8.4.5.c Gather historical information about other nations (e.g., document archives, artifacts, newspapers, interviews)

SS 8.4.5.d Present an analysis of historical information about the world (e.g., pictures, posters, oral/written narratives, and electronic presentation)

Nebraska Social Studies Standards

High School

K-12 Comprehensive CIVICS Standard 1: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national, and international levels.

United States/World Studies: Within this grade span, social studies students in Nebraska typically focus on the United States and world studies.

Forms and Functions of Government

SS 12.1.1 Students will analyze and evaluate the foundation, structures, and functions of the United States government as well as local, state, and international governments.

SS 12.1.1.a Summarize the historical foundation that influenced the creation of the United States Constitution (e.g., philosophers, social contract theory, natural rights, Constitutional Convention, Federalist, and Anti-Federalist Papers)

SS 12.1.1.b Analyze and evaluate the structure of American Constitutional government (e.g., federalism, democracy, representative government, branches of the government, separation of powers, checks and balances, amendment process, concurrent/enumerated/implied powers, electoral college)

SS 12.1.1.c Analyze and evaluate the functions of United States government (e.g., national security, legislative law-making, executive implementation, judicial interpretation, constitutionalism, taxation, naturalization of citizens)

SS 12.1.1.d Analyze and evaluate the foundation, structures, and functions of local government (e.g., city council, school board, county government, regional boards)

SS 12.1.1.e Analyze and evaluate the foundation, structures, and functions of state government (e.g., bicameral/unicameral, reapportionment/redistricting, branches of government)

SS 12.1.1.f Analyze and evaluate the foundation, structures, and functions of supranational organizations (e.g., United Nations, NATO, European Union, treaties, trade organizations)

SS 12.1.1.g Analyze and evaluate United States foreign policy issues (e.g., methods, approaches, events)

SS 12.1.1.h Analyze and evaluate the roles that political parties have played in the United States

SS 12.1.1.i Analyze and evaluate the issues related to tribal sovereignty in America

Civic Participation

SS 12.1.2 Students will engage in appropriate civic participation to address local, state, national or international issues and policies.

SS 12.1.2.a Engage in appropriate civic activities (e.g., discussing current issues, advocating for personal rights and the rights of others, influencing governmental actions, participating in civil discourse, registering for selective service, participating in community improvement activities)

SS 12.1.2.b Evaluate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy (e.g., lobbying, voting, contacting government officials, petitioning)

SS 12.1.2.c Describe the roles and influences of individuals, groups, and the media as checks on governmental practices (e.g., interest groups, political action committees, lobbyists, public opinion polls)

SS 12.1.2.d Demonstrate the engagement of the appropriate level of government required to address an issue (e.g., letter writing, phone calling, social media, petitioning)

SS 12.1.2.e Critique various media sources for accuracy and perspective

SS 12.1.2.f Analyze the significance of patriotic songs, symbols, holidays, and activities (e.g., "The Star Spangled Banner", "America", Veteran's Day, Martin Luther King, Jr. Day, American Indian Day)

K-12 Comprehensive ECONOMICS Standard 2: Students will utilize economic reasoning skills to make informed judgments and become effective participants at the local, state, national and international levels.

Markets

SS 12.2.1 Students will assess how market forces guide the owners of land, labor, and capital and determine the allocation of wealth in the economy.

SS 12.2.1.a Explain how the factors of production are bought and sold in the market

SS 12.2.1.b Illustrate that productivity is a measure of the quantity of goods and services produced with a given amount of resources

SS 12.2.1.c Analyze how market forces determine what producers choose to produce and which combination of productive resources will be most productive

SS 12.2.1.d Explain how wages/earnings are affected by the market (e.g., value of products, supply and demand of labor, worker skills and qualifications)

SS 12.2.2 Students will illustrate how markets determine prices and allocate goods and services.

SS 12.2.2.a Understand demand, quantity demanded, and changes in demand

SS 12.2.2.b Understand supply, quantity supplied, and changes in supply

SS 12.2.2.c Understand that equilibrium price and quantity are determined by supply and demand

SS 12.2.2.d Hypothesize how competition between sellers results in lower prices, higher quality products, and better customer service

SS 12.2.2.e Hypothesize how producers and consumers affect market prices and quantities through the goods and services they produce and buy (e.g., shifts in supply and demand, price elasticity)

Institutions

SS 12.2.3 Students will analyze how economic institutions impact individuals and groups.

SS 12.2.3.a Analyze how various economic institutions have played a role in United States economic policy and practice (e.g., corporations, labor unions, financial institutions, stock markets, cooperatives, and business partnerships)

SS 12.2.3.b Describe how measures used by economic institutions are calculated (e.g., GDP, unemployment rates, inflation rates)

SS 12.2.3.c Explain how banks and a sound money system are critical to a functioning economy

SS 12.2.3.d Describe the functions and role of the Federal Reserve System and its influence through monetary policy (e.g., balancing inflation and unemployment)

SS 12.2.3.e Understand how financial markets determine the cost of borrowing and influence the level of economic activity

SS 12.2.4 Students will assess how private ownership of property is a basic institution of a market economy.

SS 12.2.4.a Assess how property rights are defined, enforced, and limited by government (e.g., zoning laws, eminent domain, Homestead Act)

SS 12.2.5 Students will recognize and predict the impact that various economic systems will have on people.

SS 12.2.5.a Develop a logical argument debating the merits of various economic systems (e.g., traditional, command, market, mixed)

SS 12.2.5.b Evaluate the historical use of various economic systems

Financial Literacy

SS 12.2.6 Students will apply reliable information and economic reasoning to career decisions.

SS 12.2.6.a Find and evaluate career information from a variety of sources

SS 12.2.6.b Make career decisions by systematically considering alternatives and consequences

SS 12.2.6.c Assess personal education, skills, and talents

SS 12.2.6.d Identify various ways people earn a living by using career programs to explore opportunities (e.g., Nebraska Career Education)

SS 12.2.7 Students will apply effective money management concepts.

SS 12.2.7.a Organize personal finances and use a budget to manage cash flow

SS 12.2.7.b Compare and contrast checking and savings accounts

SS 12.2.7.c Assess the effects of taxes on personal income

SS 12.2.8 Students will critique strategies used to establish, build, maintain, monitor, and control credit.

SS 12.2.8.a Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit

SS 12.2.8.b Identify strategies of establishing and maintaining a good credit rating for effective credit management (e.g., credit cards, auto loans, mortgages)

SS 12.2.8.c Compare and contrast the cost and benefits of various lending institutions (e.g., banks, credit unions, paycheck advance businesses, pawn shops)

SS 12.2.9 Students will evaluate savings, investment, and risk management strategies to achieve financial goals.

SS 12.2.9.a Explain the importance of saving to ensure financial security

SS 12.2.9.b Implement an investment strategy that is compatible with personal goals (e.g., stocks, bonds, mutual funds, retirement plans)

SS 12.2.9.c Analyze appropriate and cost effective risk management strategies (e.g., health, disability, life, auto insurance)

Government

SS 12.2.10 Students will analyze the roles and responsibilities of government in various economic systems.

SS 12.2.10.a Examine how governments utilize taxation to provide goods and services to society (e.g., disaster relief, flood control, police protection)

SS 12.2.10.b Investigate multiple roles of government in a market economy (e.g., enforcing private property and zoning laws, collecting sales tax)

SS 12.2.10.c Research the role of government in the development of economic systems (e.g., historic and current examples of command market, traditional, mixed systems)

SS 12.2.11 Students will examine the government's influence on economic systems through fiscal policy.

SS 12.2.11.a Examine how governments can use tax and spend policies to influence behavior

SS 12.2.11.b Examine the impact of fiscal policy on budget deficits\surpluses and national debt

SS 12.2.11.c Examine the impact of the unemployment rate on the economy

Globalization

SS 12.2.12 Students will evaluate how international trade benefits individuals, organizations, and nations.

SS 12.2.12.a Analyze the effects of various trade policies (e.g., identify short term/long term impacts)

SS 12.2.13 Students will evaluate how international trade affects the domestic economy.

SS 12.2.13.a Identify goods which are available at a lower price because of international trade

SS 12.2.13b Explain how trade barriers impact the prices and quantity of goods in the domestic market

K-12 Comprehensive GEOGRAPHY Standard 3: Students will develop and apply spatial perspectives and geographic skills to make informed decisions regarding issues and current events at local, state, national, and international levels.

The World in Spatial Terms

SS 12.3.1 Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.

SS 12.3.1.a Analyze geographical Information sources (e.g., map, globe, atlas, remote sensing, GPS, and GIS)

SS 12.3.1.b Apply map scale as a geographical tool and evaluate the strengths and weaknesses of projections (e.g., large scale/small scale, Peters, Mercator, plane, conical, cylindrical)

SS 12.3.1.c Analyze mental maps and spatial relationships (e.g., city development, urban planning based on railroads, location of natural resources)

SS 12.3.1.d Apply spatial thinking to investigate issues and justify decisions (e.g., consolidation of schools, closing of post offices)

Places and Regions

SS 12.3.2 Students will examine how regions form and change over time.

SS 12.3.2.a Analyze physical and human processes that shape places and regions (e.g., erosion, international trade)

SS 12.3.2.b Examine the importance of places and regions to individual and social identity (e.g., nationalism, national monuments, local legends, parks, sub-cultures)

SS 12.3.2.c Analyze the changes in places and regions over time (e.g., migration, urbanization)

SS 12.3.2.d Analyze the interdependence of places and regions (e.g., international trade, NAFTA, EU)

SS 12.3.2.e Analyze critical issues and problems of places and regions (e.g., current events)

SS 12.3.2.f Apply regional analysis of geographic issues and questions (e.g., current events)

Physical Systems

SS 12.3.3 Students will interpret how natural processes interact to create the natural environment

SS 12.3.3.a Identify and explain components of Earth's physical system (i.e., atmosphere, lithosphere, biosphere, and hydrosphere)

SS 12.3.3.b Explain plate tectonics/continental drift and predict changes over time to the earth's land and oceans

SS 12.3.3.c Identify and explain world patterns of extreme events

SS 12.3.3.d Identify and explain global ocean and atmospheric systems

SS 12.3.3.e Compare and contrast world climate regions

Human Systems

SS 12.3.4 Students will analyze and interpret patterns of culture around the world.

SS 12.3.4.a Distinguish population characteristics by world regions, country, and regions within countries (i.e., at a variety of scales) (e.g., demographic transition)

SS 12.3.4.b Analyze impact of human migration throughout history

SS 12.3.4.c Compare and contrast changes in human settlement patterns over time

SS 12.3.4.d Compare and contrast internal structures of cities in developed and developing countries

SS 12.3.4.e Distinguish between convergence and divergence of cultures (e.g., convergence: patronage of chain coffee houses, introduction of fast food restaurants worldwide; divergence: restrictions on the change of native language)

SS 12.3.4.f Investigate economic development by world regions, country, and regions within countries (i.e., at a variety of scales)

SS 12.3.4.g Evaluate global economic interdependence (e.g., regional specialization, trade, transnationalism, multinationals)

SS 12.3.4.h Identify and analyze patterns of global power and influence (e.g., NATO, United Nations, European Union)

SS 12.3.4.i Identify and explain the factors that contribute to cooperation and conflict within and between countries.

Human/Environment Interaction

SS 12.3.5 Students will evaluate interrelationships between people and the environment.

SS 12.3.5.a Analyze impacts of major natural hazards/disasters on humans

SS 12.3.5.b Evaluate global effects of human modification of the physical environment

SS 12.3.5.c Evaluate environmental geographical issues related to the natural environment (e.g., climate change, loss of biodiversity, deforestation, ozone layer, air pollution, water pollution, disposal of waste, flood plain management)

SS 12.3.5.d Investigate use and sustainability of resources

SS 12.3.5.e Analyze impacts of technological hazards/disasters on the physical environment

Application of Geography to Issues and Events

SS 12.3.6 Students will analyze issues and/or events using the geographic knowledge and skills to make informed decisions.

SS 12.3.6.a Apply geographic knowledge and skills through the following processes

-Ask geographic questions

-Acquire, analyze, and present geographic information

-Develop and evaluate geographic generalizations (e.g., avoiding stereotypes, using multiple perspectives, recognizing media bias)

K-12 Comprehensive HISTORY Standard 4: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.

Chronological Thinking

(United States: Progressive Era to Present)

SS 12.4.1 Students will analyze how major past and current US events are chronologically connected, and evaluate their impact(s) upon one another.

SS 12.4.1.a Describe temporal sequences (e.g., Progressive Era, Expansion, World War I, The Depression, The New Deal, World War II, Cold War, Civil Rights Era, Space Exploration, Economic Boom and Recessions, Contemporary United States)

SS 12.4.1.b Select, record, and interpret key national and global events in chronological order (e.g., timelines with eras and selected key event)

SS 12.4.1.c Examine the chronology of historical events in the United States and throughout the world to evaluate their impact on the past, present, and future

Historical Comprehension

SS 12.4.2 Students will analyze and evaluate the impact of people, events, ideas, and symbols upon US history using multiple types of sources.

SS 12.4.2.a (US) Analyze and evaluate the impact of people, events, ideas, and symbols from various cultures and ethnic groups on history in the United States (e.g., Progressive Era: Teddy Roosevelt, The Jungle, Elizabeth Cady Stanton, suffrage; World War I: Woodrow Wilson, League of Nations, Harlem Renaissance, Jazz, Prohibition, The Depression: Franklin Delano Roosevelt; World War II: Dwight Eisenhower, Holocaust, internment camps, Cold War: Marshall Plan, John F. Kennedy, Eleanor Roosevelt, Korea, Vietnam, Ronald Reagan, Civil Rights Era: unique nature of the creation and organization of the American Government, Martin Luther King, Jr., Malcolm X, NAACP, AIM, Cesar Chavez, Supreme Court decisions such as Brown v Board of Education, key legislation; Contemporary United States: Watergate, fall of the Berlin Wall, Colin Powell, 9/11, Steve Jobs, Bill Gates)

SS 12.4.2.b Analyze and evaluate how the United States has changed over the course of time, using maps, documents, and other artifacts

SS 12.4.2.c Analyze and evaluate the appropriate uses of primary and secondary sources

Multiple Perspectives

SS 12.4.3 Students will analyze and evaluate historical and current events from multiple perspectives.

SS 12.4.3.a Analyze and evaluate how multiple perspectives facilitate the understanding of the full story of US history (e.g., Immigration, early 20th Century African American leaders, World Wars, international trade agreements, women's rights)

SS 12.4.3.b Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., Equal Rights Amendment, Martin Luther King, Jr.'s "I Have a Dream" speech, Franklin Delano Roosevelt's Declaration of War speech, the Pentagon Papers)

Historical Analysis and Interpretation

SS 12.4.4 Students will identify and evaluate the effects of past, current, and potential future events, issues, and problems.

SS 12.4.4.a Compare and evaluate contradictory historical narratives of Twentieth-Century U.S. History through determination of credibility, contextualization, and corroboration

SS 12.4.4.b Evaluate and formulate a position on alternative courses of action in United States and around the globe (e.g., What are the possible outcomes of peace treaties?)

SS 12.4.4.c Evaluate how decisions affected events in the United States (e.g., Supreme Court Decisions, revolutions, alliances, treaties)

SS 12.4.4.d Analyze and evaluate multiple causes and effects of key events in US history (e.g., World Wars I and II, Korea, Cuban Missile Crisis, assassination of political leaders, Vietnam, Middle East Peace Efforts, 9/11 and other acts of terrorism)

SS 12.4.4.e Evaluate the relationships among historical events in the United States and the students' lives today (i.e., current events)

Historical Research and Skills

SS 12.4.5 Students will develop historical research skills.

SS 12.4.5.a Develop questions about United States history

SS 12.4.5.b Obtain, analyze, evaluate, and cite appropriate sources for research about Twentieth-Century U.S. History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format.)

SS 12.4.5.c Gather historical information about the United States (e.g., document archives, artifacts, newspapers, interviews)

SS 12.4.5.d Present an evaluation of historical information about the United States (e.g., pictures, posters, oral/written narratives, and electronic presentations)

Chronological Thinking

(World: 1000 CE Present)

SS 12.4.1 Students will analyze how major past and current world events are chronologically connected, and evaluate their impact(s) upon one another.

SS 12.4.1.a Describe temporal sequences (e.g., Middle Ages, Global Interaction, Age of Revolutions, Global Conflict and Achievement, Contemporary World)

SS 12.4.1.b Select, record, and interpret key global events in chronological order (e.g., timelines with eras and selected key event)

SS 12.4.1.d Examine the chronology of historical events throughout the world to evaluate their impact on the past, present, and future

Historical Comprehension

SS 12.4.2 Students will analyze and evaluate the impact of people, events, ideas, and symbols upon world history using multiple types of sources.

SS 12.4.2.a (WLD) Analyze and evaluate the impact of people, events, ideas, and symbols from various cultures and ethnic groups on history throughout the world (e.g., Middle Ages: Charlemagne, Reformation, Mongol Empire; Renaissance; Global Interaction: Columbian Exchange; Trans-Atlantic Slave Trade, Montezuma; Age of Revolutions: French Revolution, Industrial Revolution, Simon Bolivar; Global Conflict and Achievement: Imperialism, World War I, World War II, failure of Nazism/Fascism, Einstein, Cold War; Contemporary World: Decolonization, fall of Communism, Democracy Movements, Mohandas Gandhi, Nelson Mandela, Globalization)

SS 12.4.2.b Analyze and evaluate how global civilizations have changed over the course of time, using maps, documents, and other artifacts

SS 12.4.2.c Analyze and evaluate the appropriate uses of primary and secondary sources

Multiple Perspectives

SS 12.4.3 Students will analyze and evaluate historical and current events from multiple perspectives.

SS 12.4.3.a Analyze and evaluate how multiple perspectives facilitate the understanding of the full story of world history (e.g., the Crusades, nationalism, imperialism, apartheid, Arab/Israeli conflicts)

SS 12.4.3.b Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., Magna Charta, Narrative of the Life of Olaudah Equiano, Lin Zexu's letter to Queen Victoria preceding the Opium War, Nuremberg Laws)

Historical Analysis and Interpretation

SS 12.4.4 Students will identify and evaluate the effects of past, current, and potential future events, issues, and problems.

SS 12.4.4.a Compare and evaluate contradictory historical narratives of Modern World History through determination of credibility, contextualization, and corroboration

SS 12.4.4.b Evaluate and formulate a position on alternative courses of action in United States and around the globe (e.g., How does conflict impact political borders?)

SS 12.4.4.c Evaluate how decisions affected events across the world (e.g., revolutions, alliances, treaties)

SS 12.4.4.d Analyze and evaluate multiple causes and effects of key events in world history (e.g., Black Death, Ming exploration, Industrial Revolution, totalitarianism, acts of terrorism)

SS 12.4.4.e Evaluate the relationships among historical events across the globe and the students' lives today (i.e., current events)

Historical Research Skills

SS 12.4.5 Students will develop historical research skills.

SS 12.4.5.a Develop questions about World history

SS 12.4.5.b Obtain, analyze, evaluate, and cite appropriate sources for research about Modern World History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format.)

SS 12.4.5.c Gather historical information about the world (e.g., document archives, artifacts, newspapers, interviews)

SS 12.4.5.d Present an evaluation of historical information about the world (e.g., pictures, posters, oral/written narratives, and electronic presentations)