



Draft of Nebraska Social Studies Standards

October 29, 2012

Horizontal Version

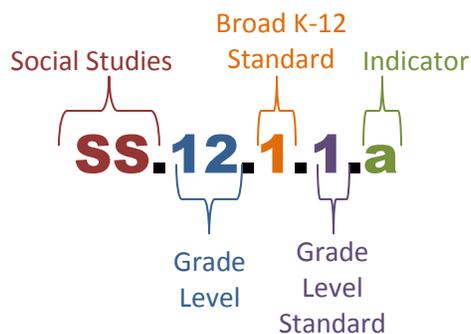
The following grade levels are listed side by side K,1,2,3,4,5, 6-8, 9-12

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:



K-12 Comprehensive Civics Standard: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at the local, state, national, and international levels.				
	Kindergarten (Self)	Grade 1 (Family)	Grade 2 (Neighborhood)	Grade 3 (Community)
	SS 0.1.1.e Begins in Grade 4	SS 1.1.1.e Begins in Grade 4	SS 2.1.1.e Begins in Grade 4	SS 3.1.1.e Begins in Grade 4
	SS 0.1.1.f Begins in Grade 5	SS 1.1.1.f Begins in Grade 5	SS 2.1.1.f Begins in Grade 5	SS 3.1.1.f Begins in Grade 5
	SS 0.1.1.g Begins in Middle School	SS 1.1.1.g Begins in Middle School	SS 2.1.1.g Begins in Middle School	SS 3.1.1.g Begins in Middle School
	SS 0.1.1.h Begins in Grade 5	SS 1.1.1.h Begins in Grade 5	SS 2.1.1.h Begins in Grade 5	SS 3.1.1.h Begins in Grade 5
	SS 0.1.1.i Begins in High School	SS 1.1.1.i Begins in High School	SS 2.1.1.i Begins in High School	SS 3.1.1.i Begins in High School

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	Grade 4 (Nebraska)	Grade 5 (United States)	Grades 6-8 (United States/World Studies)	High School (Civics/Government)
	SS 4.1.1.e Describe the impact of voting at the state level	SS 5.1.1.e Explain the origins, structure, and functions of the three branches of the United States government	SS 8.1.1.e Describe important political concepts (e.g., freedom, democracy, equality, rule of law, popular sovereignty, justice)	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 4.1.1.f Begins in Grade 5	SS 5.1.1.f Describe how the decisions of the national government affect local and state government	SS 8.1.1.f Explain how various government decisions impact people, places, and history	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 4.1.1.g Begins in Middle School	SS 5.1.1.g Begins in Middle School	SS 8.1.1.g Compare civic life in the United States with other countries (e.g. England, China, Nigeria, India, Honduras)	SS 12.1.1.g Analyze and evaluate United States foreign policy issues (e.g. methods, approaches, events)
	SS 4.1.1.h Begins in Grades 5	SS 5.1.1.h Describe the impact of voting at the national level	SS 8.1.1.h Describe the history of political parties in the United States	SS 12.1.1.h Analyze and evaluate the roles that political parties have played in the United States
	SS 4.1.1.i Begins in High School	SS 5.1.1.i Begins in High School	SS 8.1.1.i Begins in High School	SS 12.1.1.i Analyze and evaluate the issues related to tribal sovereignty in America

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Civic Participation	SS 0.1.2 Students will demonstrate good citizenship through knowledge of expected behavior.	SS 1.1.2 Students will understand characteristics of good citizenship as exemplified by historical figures, celebrating holidays, and recognizing patriotic symbols.	SS 2.1.2 Students will participate in making decisions using democratic traditions based on established rules.	SS 3.1.2 Students will understand the impact of individual and group decisions at a local level.
	SS 0.1.2.a Model citizenship skills (e.g., respect, courtesy, honesty)	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 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 3.1.2.a Identify local leaders and the impact of their decisions
	SS 0.1.2.b Identify how rules may vary in different settings	SS 1.1.2.b Identify important historical and current government figures (e.g. Governors, Presidents)	SS 2.1.2.b Describe ways to take an active part to improve family, school, and community	SS 3.1.2.b Identify ways students can have an impact in their local community
	SS 0.1.2.c Begins in Grade 1	SS 1.1.2.c Identify patriotic symbols and actions (e.g., U.S. Flag, Bald Eagle, Pledge of Allegiance)	SS 2.1.2.c Identify civic responsibilities that are important to individuals and their communities	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 0.1.2.d Begins in Grade 3	SS 1.1.2.d Begins in Grade 3	SS 2.1.2.d Begins in Grade 3	SS 3.1.2.d Identify rights and responsibilities of local citizens (e.g., local public service projects)
	SS 0.1.2.e Begins in Grade 5	SS 1.1.2.e Begins in Grade 5	SS 2.1.2.e Begins in Grade 5	SS 3.1.2.e Begins in Grade 5

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	Grade 4 (Nebraska)	Grade 5 (United States)	Grades 6-8 (United States/World Studies)	High School (Civics/Government)
Civic Participation	SS 4.1.2 Students will investigate multiple perspectives on state issues and defend a position.	SS 5.1.2 Students will apply democratic principles that are the foundation of the United States government systems to daily life.	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 12.1.2 Students will engage in appropriate civic participation to address local, state, national or international issues and policies.
	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 5.1.2.a Describe and provide sources and examples of individual rights	SS 8.1.2.a Describe ways individuals participate in the political process (e.g., registering and voting, contacting government officials, campaign involvement)	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 4.1.2.b Give examples of issues faced by the state and develop possible solutions	SS 5.1.2.b Explain the reasons for the settlement and the rise of democratic institutions in the American colonies	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, Horace Greeley, Harriet Beecher Stowe, Jane Addams, Muckrackers, W. E. B. Du Bois)	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 4.1.2.c Provide supportive arguments for both sides of a current public policy debate within the state	SS 5.1.2.c Define the process and criteria for becoming a United States citizen	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 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 4.1.2.d Identify state symbols and holidays (e.g., Nebraska State Flag, "Beautiful Nebraska", State Day, George Norris Day)	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 8.1.2.d Demonstrate civic engagement (e.g., service-learning projects)	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 4.1.2.e Begins in Grade 5	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 8.1.2.e continued in High School	SS 12.1.2.e Critique various media sources for accuracy and perspective

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	SS 0.1.2.f Begins in Grade 5	SS 1.1.2.f Begins in Grade 5	SS 2.1.2.f Begins in Grade 5	SS 3.1.2.f Begins in Grade 5
	SS 0.1.2.g Begins in Grade 5	SS 1.1.2.g Begins in Grade 5	SS 2.1.2.g Begins in Grade 5	SS 3.1.2.g Begins in Grade 5
	SS 0.1.2.h Begins in Grade 5	SS 1.1.2.h Begins in Grade 5	SS 2.1.2.h Begins in Grade 5	SS 3.1.2.h Begins in Grade 5
	SS 0.1.2.i Begins in Grade 5	SS 1.1.2.i Begins in Grade 5	SS 2.1.2.i Begins in Grade 5	SS 3.1.2.i Begins in Grade 5

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	SS 4.1.2.f Begins in Grade 5	SS 5.1.2.f Identify principles of United States democracy found in the United States Constitution and Bill of Rights	SS 8.1.2.f continued in High School	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)
	SS 4.1.2.g Begins in Grade 5	SS 5.1.2.g Describe how national government affects local and state government	Mastered	Mastered
	SS 4.1.2.h Begins in Grade 5	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)	Mastered	Mastered
	SS 4.1.2.i Begins in Grade 5	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)	Mastered	Mastered

K-12 Comprehensive Economics Standard: Students will acquire economic knowledge to develop and apply economic reasoning skills to make informed decisions and to become effective participants at the local, state, national, and international levels.				
	Kindergarten (Self)	Grade 1 (Family)	Grade 2 (Neighborhood)	Grade 3 (Community)
Markets	SS 0.2.1 Students will recognize that people make choices because they cannot have everything they want (scarcity).	SS 1.2.1 Students will recognize economic wants and needs can be satisfied by consuming goods or services.	SS 2.2.1 Students will recognize that resources are limited, so choices must be made and something must be given up.	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 0.2.1.a Identify choices students have made and explain why they had to make a choice	SS 1.2.1.a Differentiate between goods and services (e.g. examples of goods and services students have consumed)	SS 2.2.1.a Identify resources (inputs) that make up various good and services	SS 3.2.1.a Differentiate various markets where buyers and seller meet (e.g., shopping malls, classified ads, garage sales, the Internet)
	SS 0.2.1.b Begins in Grade 3	SS 1.2.1.b Begins in Grade 3	SS 2.2.1.b Begins in Grade 3	SS 3.2.1.b
	SS 0.2.1.c Begins in Middle School	SS 1.2.1.c Begins in Middle School	SS 2.2.1.c Begins in Middle School	SS 3.2.1.c Begins in Middle School
	SS 0.2.1.d Begins in Middle School	SS 1.2.1.d Begins in Middle School	SS 2.2.1.d Begins in Middle School	SS 3.2.1.d Begins in Middle School

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Grade 4 (Nebraska)	Grade 5 (United States/World Studies)	Grades 6-8 (World Studies)	High School (Economics and Personal Finance)
SS 4.2.1 Students will recognize prices are what consumers pay when they buy a good or service.	SS 5.2.1 Students will analyze markets that exist when buyers and sellers exchange goods or services.	SS 8.2.1 Students will explain the interdependence of producers and consumers in a market economy.	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 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 5.2.1.a Debate how competition among sellers results in lower costs and prices, higher product quality, and better customer service	SS 8.2.1.a Diagram the relationship between consumers and producers in a market economy. (e.g., circular flow)	SS 12.2.1.a Explain how the factors of production are bought and sold in the market
SS 4.2.1.b Predict how producers would react if the profit of a good or service changed	SS 5.2.1.b	SS 8.2.1.b Compare and contrast the role of the product market and the resource 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 4.2.1.c Begins in Middle School	SS 5.2.1.c Begins in Middle School	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 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 4.2.1.d Begins in Middle School	SS 5.2.1.d Begins in Middle School	SS 8.2.1.d Identify the role of entrepreneurs and profit in a market economy	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)

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	Kindergarten (Self)	Grade 1 (Family)	Grade 2 (Neighborhood)	Grade 3 (Community)
Markets	SS 0.2.2 Begins in Grade 1	SS 1.2.2 Students will identify natural resources.	SS 2.2.2 Students will recognize that producers use resources to make goods and deliver services to satisfy economic wants.	SS 3.2.2 Students will categorize natural, human, and capital resources and how they are combined to make goods and deliver services.
	SS 0.2.2.a Begins in Grade 1	SS 1.2.2.a Identify various natural resources (e.g., forests, soil, minerals, water, air, animals)	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)	SS 3.2.2.a Classify natural, human, and capital resources (e.g., tools and machinery)
	SS 0.2.2.b Begins in Grade 3	SS 1.2.2.b Begins in Grade 3	SS 2.2.2.b Begins in Grade 3	SS 3.2.2.b Discuss opportunities for future education or training (e.g. agriculture, construction, food preparation, information technology)
	SS 0.2.2.c Begins in Middle School	SS 1.2.2.c Begins in Middle School	SS 2.2.2.c Begins in Middle School	SS 3.2.2.c Begins in Middle School
	SS 0.2.2.d Begins in High School	SS 1.2.2.d Begins in High School	SS 2.2.2.d Begins in High School	SS 3.2.2.d Begins in High School
	SS 0.2.2.e Begins in High School	SS 1.2.2.e Begins in High School	SS 2.2.2.e Begins in High School	SS 3.2.2.e Begins in High School

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Grade 4 (Nebraska)	Grade 5 (United States/World Studies)	Grades 6-8 (World Studies)	High School (Economics and Personal Finance)
SS 4.2.2 Students will investigate how capital resources are used to make other goods and produce services.	SS 5.2.2 Students will make observations about how human capital can be improved by education, training, and standard of living.	SS 8.2.2 Students will describe the relationship between supply and demand.	SS 12.2.2 Students will illustrate how markets determine prices and allocate goods and services.
SS 4.2.2.a Give examples of capital resources used in making goods and services in Nebraska (e.g., tools and machinery)	SS 5.2.2.a Give examples of how additional training improves productivity (e.g., practice, training, extra skills)	SS 8.2.2.a Illustrate how individuals are both consumers and producers	SS 12.2.2.a Understand demand, quantity demanded, and changes in demand
SS 4.2.2.b Continues in Middle School	SS 5.2.2.b Continues in Middle School	SS 8.2.2.b Define the law of supply and the law of demand	SS 12.2.2.b Understand supply, quantity supplied, and changes in supply
SS 4.2.2.c Begins in Middle School	SS 5.2.2.c Begins in Middle School	SS 8.2.2.c Explain how prices affect the quantity of demand and the quantity of supply	SS 12.2.2.c Understand that equilibrium price and quantity are determined by supply and demand
SS 4.2.2.d Begins in High School	SS 5.2.2.d Begins in High School	SS 8.2.2.d Begins in High School	SS 12.2.2.d Hypothesize how competition between sellers results in lower prices, higher quality products, and better customer service
SS 4.2.2.e Begins in High School	SS 5.2.2.e Begins in High School	SS 8.2.2.e Begins in High School	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)

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	Kindergarten (Self)	Grade 1 (Family)	Grade 2 (Neighborhood)	Grade 3 (Community)
Institutions	SS 0.2.3 Begins in Grade 2	SS 1.2.3 Begins in Grade 2	SS 2.2.3 Students will describe how people earn income/wages through work.	SS 3.2.3 Students will cite evidence of how money (coins and currency) makes trading easier than bartering.
	SS 0.2.3.a Begins in Grade 2	SS 1.2.3.a Begins in Grade 2	SS 2.2.3.a Match capital goods and human capital with jobs in the community or home. (e.g., tractors and farmers)	SS 3.2.3.a Identify historical examples of trading among early settlers
	SS 0.2.3.b Begins in High School	SS 1.2.3.b Begins in High School	SS 2.2.3.b Begins in High School	SS 3.2.3.b Begins in High School
	SS 0.2.3.c Begins in High School	SS 1.2.3.c Begins in High School	SS 2.2.3.c Begins in High School	SS 3.2.3.c Begins in High School
	SS 0.2.3.d Begins in High School	SS 1.2.3.d Begins in High School	SS 2.2.3.d Begins in High School	SS 3.2.3.d Begins in High School
	SS 0.2.3.e Begins in High School	SS 1.2.3.e Begins in High School	SS 2.2.3.e Begins in High School	SS 3.2.3.e Begins in High School
	SS 0.2.4 Begins in Middle School	SS 1.2.4 Begins in Middle School	SS 2.2.4 Begins in Middle School	SS 3.2.4 Begins in Middle School

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Grade 4 (Nebraska)	Grade 5 (United States/World Studies)	Grades 6-8 (World Studies)	High School (Economics and Personal Finance)
SS 4.2.3 Students will make observations about the purpose of various financial institutions (e.g., banks, savings and loans).	SS 5.2.3 Students will summarize characteristics of economic institutions.	SS 8.2.3 Students will identify economic institutions and describe how they interact with individuals and groups.	SS 12.2.3 Students will analyze how economic institutions impact individuals and groups.
SS 4.2.3.a Discuss early NE financial institutions. (e.g., banks, trading posts)	SS 5.2.3.a Identify the functions and characteristics of money (e.g., store value, medium of exchange, unit of accounting)	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 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 4.2.3.b Identify financial institutions in the community (e.g., banks, credit unions)	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)	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 12.2.3.b Describe how measures used by economic institutions are calculated (e.g. GDP, unemployment rates, inflation rates)
SS 4.2.3.c Begins in High School	SS 5.2.3.c Begins in High School	SS 8.2.3.c Begins in High School	SS 12.2.3.c Explain how banks and a sound money system are critical to a functioning economy
SS 4.2.3.d Begins in High School	SS 5.2.3.d Begins in High School	SS 8.2.3.d Begins in High School	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 4.2.3.e Begins in High School	SS 5.2.3.e Begins in High School	SS 8.2.3.e Begins in High School	SS 12.2.3.e Understand how financial markets determine the cost of borrowing and influence the level of economic activity
SS 4.2.4 Begins in Middle School	SS 5.2.4 Begins in Middle School	SS 8.2.4 Students will identify how private ownership of property is a basic institution of a market economy.	SS 12.2.4 Students will assess how private ownership of property is a basic institution of a market economy.

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	Kindergarten (Self)	Grade 1 (Family)	Grade 2 (Neighborhood)	Grade 3 (Community)
	SS 0.2.4.a Begins in High School	SS 1.2.4.a Begins in High School	SS 2.2.4.a Begins in High School	SS 3.2.4.a Begins in High School
	SS 0.2.4.b Begins in Middle School	SS 1.2.4.b Begins in Middle School	SS 2.2.4.b Begins in Middle School	SS 3.2.4.b Begins in Middle School

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SS 4.2.4.a Begins in High School	SS 5.2.4.a Begins in High School	SS 8.2.4.a Begins in High School	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 4.2.4.b Begins in Middle School	SS 5.2.4.b Begins in Middle School	SS 8.2.4.b Describe the role of market economy in United States history (Standard oil boom, monopolies, anti-trust laws)	Mastered

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	Kindergarten (Self)	Grade 1 (Family)	Grade 2 (Neighborhood)	Grade 3 (Community)
	SS 0.2.5 Begins in Middle School	SS 1.2.5 Begins in Middle School	SS 2.2.5 Begins in Middle School	SS 3.2.5 Begins in Middle School
	SS 0.2.5.a Begins in Middle School	SS 1.2.5.a Begins in Middle School	SS 2.2.5.a Begins in Middle School	SS 3.2.5.a Begins in Middle School
	SS 0.2.5.b Begins in High School	SS 1.2.5.b Begins in High School	SS 2.2.5.b Begins in High School	SS 3.2.5.b Begins in High School
Financial Literacy	SS 0.2.6 Students will recognize that money is used to purchase goods and services to satisfy economic wants.	SS 1.2.6 Students will compare spending and saving opportunities.	SS 2.2.6 Students will demonstrate knowledge of currency, its denominations, and use.	SS 3.2.6 Students will apply knowledge of currency to real-world problems.
	SS 0.2.6.a Classify and identify coins and currency	SS 1.2.6.a Give examples of situations where students have delayed spending for future purchase	SS 2.2.6.a Make transactions using currency (e.g., school store, buying pencils)	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
	SS 0.2.5.b Begins in High School	SS 1.2.5.b Begins in High School	SS 2.2.5.b Begins in High School	SS 3.2.5.b Begins in High School
	SS 0.2.5.c Begins in High School	SS 1.2.5.c Begins in High School	SS 2.2.5.c Begins in High School	SS 3.2.5.c Begins in High School
	SS 0.2.5.d Begins in High School	SS 1.2.5.d Begins in High School	SS 2.2.5.d Begins in High School	SS 3.2.5.d Begins in High School
	SS 0.2.7 Begins in High School	SS 1.2.7 Begins in High School	SS 2.2.7 Begins in High School	SS 3.2.7 Begins in High School
	SS 0.2.7.a Begins in High School	SS 1.2.7.a Begins in High School	SS 2.2.7.a Begins in High School	SS 3.2.7.a Begins in High School

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Grade 4 (Nebraska)	Grade 5 (United States/World Studies)	Grades 6-8 (World Studies)	High School (Economics and Personal Finance)
SS 4.2.5 Begins in Middle School	SS 5.2.5 Begins in Middle School	SS 8.2.5 Students will identify the basic economic systems of the global economy.	SS 12.2.5 Students will recognize and predict the impact that various economic systems will have on people.
SS 4.2.5.a Begins in Middle School	SS 5.2.5.a Begins in Middle School	SS 8.2.5.a Compare and contrast characteristics of different economic systems. (e.g., traditional, command, market, mixed)	SS 12.2.5.a Develop a logical argument debating the merits of various economic systems (e.g., traditional, command, market, mixed)
SS 4.2.5.b Begins in High School	SS 5.2.5.b Begins in High School	SS 8.2.5.b Begins in High School	SS 12.2.5.b Evaluate the historical use of various economic systems
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 5.2.6 Students will summarize characteristics of financial institutions.	SS 8.2.6 (Addressed in High School Financial Institutions Standard)	SS 12.2.6 Students will apply reliable information and economic reasoning to career decisions.
SS 4.2.6.a Identify the costs and benefits of saving, interest, and borrowing	SS 5.2.6.a Explain/explore how various financial services are provided by local financial institutions	SS 8.2.6.a (Addressed in High School Financial Institutions Standard)	SS 12.2.6.a Find and evaluate career information from a variety of sources
SS 4.2.5.b Begins in High School	SS 5.2.5.b Begins in High School	SS 8.2.5.b (Addressed in High School Financial Institutions Standard)	SS 12.2.6.b Make career decisions by systematically considering alternatives and consequences
SS 4.2.5.c Begins in High School	SS 5.2.5.c Begins in High School	SS 8.2.5.c (Addressed in High School Financial Institutions Standard)	SS 12.2.6.c Assess personal education, skills, and talents
SS 4.2.5.d Begins in High School	SS 5.2.5.d Begins in High School	SS 8.2.5.d (Addressed in High School Financial Institutions Standard)	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 4.2.7 Begins in High School	SS 5.2.7 Begins in High School	SS 8.2.7 Begins in High School	SS 12.2.7 Students will apply effective money management concepts.
SS 4.2.7.a Begins in High School	SS 5.2.7.a Begins in High School	SS 8.2.7.a (Addressed in High School Financial Institutions Standard)	SS 12.2.7.a Organize personal finances and use a budget to manage cash flow

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	Kindergarten (Self)	Grade 1 (Family)	Grade 2 (Neighborhood)	Grade 3 (Community)
	SS 0.2.7.b Begins in High School	SS 1.2.7.b Begins in High School	SS 2.2.7.b Begins in High School	SS 3.2.7.b Begins in High School
	SS 0.2.7.c Begins in High School	SS 1.2.7.c Begins in High School	SS 2.2.7.c Begins in High School	SS 3.2.7.c Begins in High School

K-12 Comprehensive Economics Standard: Students will acquire economic knowledge to develop and apply economic reasoning skills to make informed decisions and to become effective participants at the local, state, national, and international levels.			
Grade 4 (Nebraska)	Grade 5 (United States/World Studies)	Grades 6-8 (World Studies)	High School (Economics and Personal Finance)
SS 4.2.7.b Begins in High School	SS 5.2.7.b Begins in High School	SS 8.2.7.b (Addressed in High School Financial Institutions Standard)	SS 12.2.7.b Compare and contrast checking and savings accounts
SS 4.2.7.c Begins in High School	SS 5.2.7.c Begins in High School	SS 8.2.7.c (Addressed in High School Financial Institutions Standard)	SS 12.2.7.c Assess the effects of taxes on personal income

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	Kindergarten (Self)	Grade 1 (Family)	Grade 2 (Neighborhood)	Grade 3 (Community)
Financial Literacy	SS 0.2.8 Begins in High School	SS 1.2.8 Begins in High School	SS 2.2.8 Begins in High School	SS 3.2.8 Begins in High School
	SS 0.2.8.a Begins in High School	SS 1.2.8.a Begins in High School	SS 2.2.8.a Begins in High School	SS 3.2.8.a Begins in High School
	SS 0.2.8.b Begins in High School	SS 1.2.8.b Begins in High School	SS 2.2.8.b Begins in High School	SS 3.2.8.b Begins in High School
	SS 0.2.8.c Begins in High School	SS 1.2.8.c Begins in High School	SS 2.2.8.c Begins in High School	SS 3.2.8.c Begins in High School
	SS 0.2.9 Begins in High School	SS 1.2.9 Begins in High School	SS 2.2.9 Begins in High School	SS 3.2.9 Begins in High School
	SS 0.2.9.a Begins in High School	SS 1.2.9.a Begins in High School	SS 2.2.9.a Begins in High School	SS 3.2.9.a Begins in High School
	SS 0.2.9.b Begins in High School	SS 1.2.9.b Begins in High School	SS 2.2.9.b Begins in High School	SS 3.2.9.b Begins in High School
	SS 0.2.9.c Begins in High School	SS 1.2.9.c Begins in High School	SS 2.2.9.c Begins in High School	SS 3.2.9.c Begins in High School

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Grade 4 (Nebraska)	Grade 5 (United States/World Studies)	Grades 6-8 (World Studies)	High School (Economics and Personal Finance)
SS 4.2.8 Begins in High School	SS 5.2.8 Begins in High School	SS 8.2.8 Begins in High School	SS 12.2.8 Students will critique strategies used to establish, build, maintain, monitor, and control credit.
SS 4.2.8.a Begins in High School	SS 5.2.8.a Begins in High School	SS 8.a.2.8.a Begins in High School	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 4.2.8.b Begins in High School	SS 5.2.8.b Begins in High School	SS 8.b.2.8.b Begins in High School	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 4.2.8.c Begins in High School	SS 5.2.8.c Begins in High School	SS 8.2.8.c Begins in High School	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 4.2.9 Begins in High School	SS 5.2.9 Begins in High School	SS 8.2.9 Begins in High School	SS 12.2.9 Students will evaluate savings, investment, and risk management strategies to achieve financial goals.
SS 4.2.9.a Begins in High School	SS 5.2.9.a Begins in High School	SS 8.2.9.a Begins in High School	SS 12.2.9.a Explain the importance of saving to ensure financial security
SS 4.2.9.b Begins in High School	SS 5.2.9.b Begins in High School	SS 8.b.2.9.b Begins in High School	SS 12.2.9.b Implement an investment strategy that is compatible with personal goals (e.g., stocks, bonds, mutual funds, retirement plans)
SS 4.2.9.c Begins in High School	SS 5.2.9.c Begins in High School	SS 8.2.9.c Begins in High School	SS 12.2.9.c Analyze appropriate and cost effective risk management strategies (e.g., health, disability, life, auto insurance)

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	Kindergarten (Self)	Grade 1 (Family)	Grade 2 (Neighborhood)	Grade 3 (Community)
Government	SS 0.2.10 Begins in Grade 2	SS 1.2.10 Begins in Grade 2	SS 2.2.10 Students will understand what goods and services governments provide.	SS 3.2.10 Students will understand what goods and services local governments provide.
	SS 0.2.10.a Begins in Grade 2	SS 1.2.10.a Begins in Grade 2	SS 2.2.10.a Identify goods and services that governments provide (e.g., water, fire department, police, schools)	SS 3.2.10.a Identify goods and services funded through local taxes (e.g., snow removal, waste management, law enforcement)
	SS 0.2.10.b Begins in High School	SS 1.2.10.b Begins in High School	SS 2.2.10.b Begins in High School	SS 3.2.10.b Begins in High School
	SS 0.2.10.c Begins in High School	SS 1.2.10.c Begins in High School	SS 2.2.10.c Begins in High School	SS 3.2.10.c Begins in High School
	SS 0.2.11 Begins in Middle School	SS 1.2.11 Begins in Middle School	SS 2.2.11 Begins in Middle School	SS 3.2.11 Begins in Middle School
	SS 0.2.11.a Begins in Middle School	SS 1.2.11.a Begins in Middle School	SS 2.2.11.a Begins in Middle School	SS 3.2.11.a Begins in Middle School
	SS 0.2.11.b Begins in Middle School	SS 1.2.11.b Begins in Middle School	SS 2.2.11.b Begins in Middle School	SS 3.2.11.b Begins in Middle School
	SS 0.2.11.c Begins in High School	SS 1.2.11.c Begins in High School	SS 2.2.11.c Begins in High School	SS 3.2.11.c Begins in High School

K-12 Comprehensive Economics Standard: Students will acquire economic knowledge to develop and apply economic reasoning skills to make informed decisions and to become effective participants at the local, state, national, and international levels.			
Grade 4 (Nebraska)	Grade 5 (United States/World Studies)	Grades 6-8 (World Studies)	High School (Economics and Personal Finance)
SS 4.2.10 Students will understand what goods and services state governments provide.	SS 5.2.10 Students will understand what goods and services the national government provides.	SS 8.2.10 Students will identify the roles and responsibilities of government in economic systems.	SS 12.2.10 Students will analyze the roles and responsibilities of government in various economic systems.
SS 4.2.10.a Identify goods and services funded through state taxes (e.g., highways, universities, human services, unemployment, courts)	SS 5.2.10.a Identify goods and services funded through federal taxes (e.g., armed forces, courts, parks)	SS 8.2.10.a Identify various goods and services provided by the government (e.g., disaster relief, public works, postal service, roads)	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 4.2.10.b Begins in High School	SS 5.2.10.b Begins in High School	SS 8.2.10.b Explain how governments provide economic assistance (e.g., social security, Medicare, Medicaid, farm subsidies, disaster relief)	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 4.2.10.c Begins in High School	SS 5.2.10.c Begins in High School	SS 8.2.10.c Begins in High School	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 4.2.11 Begins in Middle School	SS 5.2.11 Begins in Middle School	SS 8.2.11 Students will explain how tax revenues are collected and distributed.	SS 12.2.11 Students will examine the government's influence on economic systems through fiscal policy.
SS 4.2.11.a Begins in Middle School	SS 5.2.11.a Begins in Middle School	SS 8.2.11.a Identify taxes paid by individuals (e.g., income taxes, sales tax, property taxes)	SS 12.2.11.a Examine how governments can use tax and spend policies to influence behavior
SS 4.2.11.b Begins in Middle School	SS 5.2.11.b Begins in Middle School	SS 8.2.11.b Identify institutions supported by tax dollars (e.g., tax revenue plus user fees)	SS 12.2.11.b Examine the impact of fiscal policy on budget deficits\surpluses and national debt
SS 4.2.11.c Begins in High School	SS 5.2.11.c Begins in High School	SS 8.2.11.c Begins in High School	SS 12.2.11.c Examine the impact of the unemployment rate on the economy

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	Kindergarten (Self)	Grade 1 (Family)	Grade 2 (Neighborhood)	Grade 3 (Community)
Globalization	SS 0.2.12 Begins in Grade 3	SS 1.2.12 Begins in Grade 3	SS 2.2.12 Begins in Grade 3	SS 3.2.12 Students will describe how the local community trades with the rest of the world.
	SS 0.2.12.a Begins in Grade 3	SS 1.2.12.a Begins in Grade 3	SS 2.2.12.a Begins in Grade 3	SS 3.2.12.a Identify local goods and services that could be traded with people everywhere (e.g., corn, soybeans, beef)
	SS 0.2.12.b Begins in Grade 3	SS 1.2.12.b Begins in Grade 3	SS 2.2.12.b Begins in Grade 3	SS 3.2.12.b Give examples of currency from other countries
	SS 0.2.13 Begins in Middle School	SS 1.2.13 Begins in Middle School	SS 2.2.13 Begins in Middle School	SS 3.2.13 Begins in Middle School
	SS 0.2.13.a Begins in Middle School	SS 1.2.13.a Begins in Middle School	SS 2.2.13.a Begins in Middle School	SS 3.2.13.a Begins in Middle School
	SS 0.2.13.b Begins in Middle School	SS 1.2.13.b Begins in Middle School	SS 2.2.13.b Begins in Middle School	SS 3.2.13.b Begins in Middle School

K-12 Comprehensive Economics Standard: Students will acquire economic knowledge to develop and apply economic reasoning skills to make informed decisions and to become effective participants at the local, state, national, and international levels.			
Grade 4 (Nebraska)	Grade 5 (United States/World Studies)	Grades 6-8 (World Studies)	High School (Economics and Personal Finance)
SS 4.2.12 Students will recognize and explain specialization and why different regions produce different goods and services.	SS 5.2.12 Students will explain how specialization, division of labor, and technology increases productivity and interdependence.	SS 8.2.12 Students will illustrate how international trade benefits individuals, organizations, and nations.	SS 12.2.12 Students will evaluate how international trade benefits individuals, organizations, and nations.
SS 4.2.12.a Compare Nebraska with different regions and the goods and services they produce (beef, wheat, telemarketing, cotton, coal)	SS 5.2.12.a Investigate Early United States specialization and trade (e.g., fur, tobacco, cotton, lumber)	SS 8.2.12.a Differentiate between exports and imports	SS 12.2.12.a Analyze the effects of various trade policies (e.g., identify short term/long term impacts)
SS 4.2.12.a Discuss how technology has affected the specialization of Nebraska's economy	SS 5.2.12.b Investigate and report on entrepreneurs and inventors	SS 8.1.2.b Explain how individuals gain through voluntary trade	Mastered
SS 4.2.13 Begins in Middle School	SS 5.2.13 Begins in Middle School	SS 8.2.13 Students will identify how international trade affects the domestic economy.	SS 12.2.13 Students will evaluate how international trade affects the domestic economy.
SS 4.2.13.a Begins in Middle School	SS 5.2.13.a Begins in Middle School	SS 8.2.13a Explain the role of currency exchange in international trade (e.g. purchasing power of consumers)	SS 12.2.13.a Identify goods which are available at a lower price because of international trade
SS 4.2.13.b Begins in Middle School	SS 5.2.13.b Begins in Middle School	SS 8.2.13b Compare the standard of living in the United States with other countries (e.g. Germany, China, South Africa, India, Brazil)	SS 12.2.13b Explain how trade barriers impact the prices and quantity of goods in the domestic market

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Kindergarten (Self)	Grade 1 (Family)	Grade 2 (Neighborhood)	Grade 3 (Community)
SS 0.3.1.e Demonstrate relative location (e.g., near/far, above/below)	SS 1.3.1.e Describe relative location (e.g., inside/outside)	SS 2.3.1.e Analyze why things are located where they are (e.g., "Why are stores on a main street?")	Mastered
SS 0.3.1.f Explain why things are located where they are (e.g., "Why is the playground outside?")	SS 1.3.1.f Distinguish between continents and oceans	SS 2.3.1.f Distinguish between continents/islands and oceans/seas	SS 3.3.1.f Identify the continents, oceans, and hemispheres
SS 0.3.1.g Identify land and water on a globe	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?")	Mastered	Mastered

K-12 Comprehensive Geography Standard: Students will develop and apply spatial perspectives, geographic knowledge, and geographic skills to make informed decisions regarding issues and current events at the local, state, national, and international levels.				
	Grade 4 (Nebraska)	Grade 5 (United States)	Grades 6-8 (World Studies)	High School (World Geography)
	Mastered	Mastered	Mastered	Mastered
	Mastered	Mastered	Mastered	Mastered
	Mastered	Mastered	Mastered	Mastered

K-12 Comprehensive Geography Standard: Students will develop and apply spatial perspectives, geographic knowledge, and geographic skills to make informed decisions regarding issues and current events at the local, state, national, and international levels.				
	Grade 4 (Nebraska)	Grade 5 (United States)	Grades 6-8 (World Studies)	High School (World Geography)
Places and Regions	SS 4.3.2 Students will compare the characteristics of places and regions and their impact on human decisions.	SS 5.3.2 Students will compare the characteristics of places and regions and draw conclusions on their impact on human decisions.	SS 8.3.2 Students will examine how regions form and change over time.	SS 12.3.2 Students will examine how regions form and change over time.
	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 5.3.2.a Define regions within the United States using multiple criteria. (e.g., factories, economic activities, Silicon Valley, Bread Basket)	SS 8.3.2.a Analyze physical and human characteristics of places and regions (e.g., climate, language)	SS 12.3.2.a Analyze physical and human processes that shape places and regions (e.g., erosion, international trade)
	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 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 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 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 4.3.2.c Identify and classify regions (e.g., counties and cities across Nebraska)	SS 5.3.2.c Identify and classify regions (e.g., cities, states, and Congressional districts)	SS 8.3.2.c Analyze changes in places and regions over time (e.g., irrigation, growth of cities, Manifest Destiny)	SS 12.3.2.c Analyze the changes in places and regions over time (e.g., migration, urbanization)
	SS 4.3.2.d Begins in Grades 6-8	SS 5.3.2.d Begins in Grades 6-8	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 12.3.2.d Analyze the interdependence of places and regions. (e.g., international trade, NAFTA, EU)
	SS 4.3.2.e Begins in Grades 6-8	SS 5.3.2.e Begins in Grades 6-8	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	SS 12.3.2.e Analyze critical issues and problems of places and regions. (e.g., current events)
	SS 4.3.2.f Begins in High School	SS 5.3.2.f Begins in High School	SS 8.3.2.f Begins in High School	SS 12.3.2.f Apply regional analysis of geographic issues and questions. (e.g., current events)

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	Kindergarten (Self)	Grade 1 (Family)	Grade 2 (Neighborhood)	Grade 3 (Community)
Physical Systems	SS 0.3.3 Students will identify natural processes in their physical world	SS 1.3.3 Students will identify natural processes in their physical world.	SS 2.3.3 Students will identify natural processes in their physical world.	SS 3.3.3 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 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 2.3.3.a Identify basic components of Earth's physical processes (e.g., landforms, water, climate and weather)	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 0.3.3.b Identify the four seasons	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)	SS 2.3.3.b Identify Earth-Sun relationships (e.g., day/night, length of day, seasons)	SS 3.3.3.b Identify local ecosystems (e.g., forests, deserts, grasslands)
	SS 0.3.3.c Begins in Middle School	SS 1.3.3.c Begins in Middle School	SS 2.3.3.c Begins in Middle School	SS 3.3.3.c Begins in Middle School
	SS 0.3.3.d Begins in High School	SS 1.3.3.d Begins in High School	SS 2.3.3.d Begins in High School	SS 3.3.3.d Begins in High School
	SS 0.3.3.e Begins in High School	SS 1.3.3.e Begins in High School	SS 2.3.3.e Begins in High School	SS 3.3.3.e Begins in High School

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	Grade 4 (Nebraska)	Grade 5 (United States)	Grades 6-8 (World Studies)	High School (World Geography)
Physical Systems	SS 4.3.3 Students will identify natural processes in the physical world.	SS 5.3.3 Students will draw conclusions about the natural processes in the physical world.	SS 8.3.3 Students will investigate how natural processes interact to create and change the natural environment	SS 12.3.3 Students will interpret how natural processes interact to create the natural environment
	SS 4.3.3.a Identify physical processes that shape Nebraska's features and patterns (e.g., weathering, erosion)	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 8.3.3.a Compare and contrast various biomes/climates. (e.g., rainforest, grasslands, forests)	SS 12.3.3.a Identify and explain components of Earth's physical system (i.e., atmosphere, lithosphere, biosphere, and hydrosphere)
	SS 4.3.3.b Identify examples of ecosystems located in Nebraska (e.g., forests, wetlands, grasslands, and rivers located in Nebraska)	SS 5.3.3.b Identify examples of ecosystems located in the United States (e.g., forests, deserts, grasslands)	SS 8.3.3.a Analyze the impact of natural events on biomes, climates and wind and water systems (e.g., rivers/floods/precipitation/ drought)	SS 12.3.3.b Explain plate tectonics/continental drift and predict changes over time to the earth's land and oceans
	SS 4.3.3.c Begins in Middle School	SS 5.3.3.c Begins in Middle School	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)	SS 12.3.3.c Identify and explain world patterns of extreme events
	SS 4.3.3.d Begins in High School	SS 5.3.3.d Begins in High School	SS 8.3.3.d Begins in High School	SS 12.3.3.d Identify and explain global ocean and atmospheric systems
	SS 4.3.3.e Begins in High School	SS 5.3.3.e Begins in High School	SS 8.3.3.e Begins in High School	SS 12.3.3.e Compare and contrast world climate regions

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	Kindergarten (Self)	Grade 1 (Family)	Grade 2 (Neighborhood)	Grade 3 (Community)
Human Systems	SS 0.3.4 Students will recognize that people belong to different groups and live in different settings.	SS 1.3.4 Students will recognize that people belong to different groups and live in different settings.	SS 2.3.4 Students will identify the characteristics of culture.	SS 3.3.4 Students will compare and contrast the characteristics of culture locally.
	SS 0.3.4.a Identify cultures of the local community and other communities (e.g., food, language, celebrations)	SS 1.3.4.a Describe cultures of the local community and other communities (e.g., food, language, celebrations)	SS 2.3.4.a Identify patterns of cultural traits (e.g., language, religion, food)	SS 3.3.4.a Compare and contrast patterns of culture within your community (e.g., language, religion, food)
	SS 0.3.4.b Identify places in the community (e.g., farms, parks, houses, stores)	SS 1.3.4.b Describe places in the community (e.g., farms, parks, houses, stores)	SS 2.3.4.b Identify patterns of land use (e.g., agricultural, residential, industrial, commercial, educational, recreational)	SS 3.3.4.b Compare and contrast changes of culture (e.g., spread of ideas, people, goods, customs, traditions)
	SS 0.3.4.c Begins in Grade 5	SS 1.3.4.c B Begins in Grade 5	SS 2.3.4.c Begins in Grade 5	SS 3.3.4.c Begins in Grade 5
	SS 0.3.4.d Begins in High School	SS 1.3.4.d Begins in High School	SS 2.3.4.d Begins in High School	SS 3.3.4.d Begins in High School
	SS 0.3.4.e Begins in High School	SS 1.3.4.e Begins in High School	SS 2.3.4.e Begins in High School	SS 3.3.4.e Begins in High School

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	Grade 4 (Nebraska)	Grade 5 (United States)	Grades 6-8 (World Studies)	High School (World Geography)
Human Systems	SS 4.3.4 Students will compare and contrast the characteristics of culture statewide.	SS 5.3.4 Students will compare, contrast and draw conclusions about the characteristics of culture and migration in the United States.	SS 8.3.4 Students will analyze and interpret patterns of culture around the world.	SS 12.3.4 Students will analyze and interpret patterns of culture around the world.
	SS 4.3.4.a Compare and contrast patterns of culture within the state of Nebraska (e.g., language, religion, food)	SS 5.3.4.a Compare and contrast patterns of culture within the United States (e.g., language, religion, food)	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 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 4.3.4.b Compare and contrast population characteristics of the state of Nebraska (e.g., density, distribution, growth rates)	SS 5.3.4.b Compare and contrast population characteristics of the United States (e.g., density, distribution, growth rates)	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 12.3.4.b Analyze impact of human migration throughout history
	SS 4.3.4.c Begins in Grade 5	SS 5.3.4.c Compare and contrast historical and present day migrations to and within the United States	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)	SS 12.3.4.c Compare and contrast changes in human settlement patterns over time
	SS 4.3.4.d Begins in High School	SS 5.3.4.d Begins in High School	SS 8.3.4.d Begins in High School	SS 12.3.4.d Compare and contrast internal structures of cities in developed and developing countries
	SS 4.3.4.e Begins in High School	SS 5.3.4.e Begins in High School	SS 8.3.4.e Begins in High School	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)

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	Kindergarten (Self)	Grade 1 (Family)	Grade 2 (Neighborhood)	Grade 3 (Community)
	SS 0.3.4.f Begins in High School	SS 1.3.4.f Begins in High School	SS 2.3.4.f Begins in High School	SS 3.3.4.f Begins in High School
Human Systems	SS 0.3.4.g Begins in High School	SS 1.3.4.g Begins in High School	SS 2.3.4.g Begins in High School	SS 3.3.4.g Begins in High School
	SS 0.3.4.h Begins in High School	SS 1.3.4.h Begins in High School	SS 2.3.4.h Begins in High School	SS 3.3.4.h Begins in High School
	SS 0.3.4.i Begins in High School	SS 1.3.4.i Begins in High School	SS 2.3.4.i Begins in High School	SS 3.3.4.i Begins in High School

K-12 Comprehensive Geography Standard: Students will develop and apply spatial perspectives, geographic knowledge, and geographic skills to make informed decisions regarding issues and current events at the local, state, national, and international levels.				
	Grade 4 (Nebraska)	Grade 5 (United States)	Grades 6-8 (World Studies)	High School (World Geography)
	SS 4.3.4.f Begins in High School	SS 5.3.4.f Begins in High School	SS 8.3.4.f Begins in High School	SS 12.3.4.f Investigate economic development by world regions, country, and regions within countries (i.e., at a variety of scales)
Human Systems	SS 4.3.4.g Begins in High School	SS 5.3.4.g Begins in High School	SS 8.3.4.g Begins in High School	SS 12.3.4.g Evaluate global economic interdependence (e.g., regional specialization, trade, transnationalism, multinationals)
	SS 4.3.4.h Begins in High School	SS 5.3.4.h Begins in High School	SS 8.3.4.h Begins in High School	SS 12.3.4.h Identify and analyze patterns of global power and influence (e.g., NATO, United Nations, European Union)
	SS 4.3.4.i Begins in High School	SS 5.3.4.i Begins in High School	SS 8.3.4.i Begins in High School	SS 12.3.4.i Identify and explain the factors that contribute to cooperation and conflict within and between countries.

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	Kindergarten (Self)	Grade 1 (Family)	Grade 2 (Neighborhood)	Grade 3 (Community)
Human/Environment Interaction	SS 0.3.5 Students will explore the relationship between humans and their physical environment.	SS 1.3.5 Students will explore the relationship between humans and their physical environment.	SS 2.3.5 Students will identify the relationship between humans and the physical environment.	SS 3.3.5 Students will identify the relationship between humans and the physical environment.
	SS 0.3.5.a Recognize the impact of weather on everyday life (e.g., weather-appropriate clothing, indoor/outdoor recess).	SS 1.3.5.a Interpret the impact of weather on everyday life (e.g., tornadoes, blizzards, floods)	SS 2.3.5.a Recognize how physical environment influence human activities (e.g., availability of water, climate, fertility of soil)	SS 3.3.5.a Explain how physical environments influence human activities (e.g., availability of water, climate and fertility of soil)
	SS 0.3.5.b Begins in Grade 3	SS 1.3.5.b Begins in Grade 3	SS 2.3.5.b Begins in Grade 3	SS 3.3.5.b Explain how human activities change Earth (e.g., agriculture, transportation, industry)
	SS 0.3.5.c Begins in Grade 1	SS 1.3.5.c Match resources to their sources (e.g., food from farms, wood from trees, minerals from the ground, fish from the sea)	SS 2.3.5.c Identify Earth's natural resources (e.g., minerals, air, land, water, soil)	SS 3.3.5.c Explain the importance of Earth's natural resources (e.g., minerals, air, water, land)
	SS 0.3.5.d Begins in Grade 1	SS 1.3.5.d Identify environmental issues (e.g., litter, recycling, conservation)	SS 2.3.5.d Describe environmental issues (e.g., litter, recycling, conservation)	SS 3.3.5.d Describe environmental issues in the community (e.g., solid waste, water quality)
	SS 0.3.5.e Begins in Grade 5	SS 1.3.5.e Begins in Grade 5	SS 2.3.5.e Begins in Grade 5	SS 3.3.5.e Begins in Grade 5
	SS 0.3.5.f Begins in High School	SS 1.3.5.f Begins in High School	SS 2.3.5.f Begins in High School	SS 3.3.5.f Begins in High School

K-12 Comprehensive Geography Standard: Students will develop and apply spatial perspectives, geographic knowledge, and geographic skills to make informed decisions regarding issues and current events at the local, state, national, and international levels.				
	Grade 4 (Nebraska)	Grade 5 (United States)	Grades 6-8 (World Studies)	High School (World Geography)
Human/Environment Interaction	SS 4.3.5 Students will identify how humans have adapted to and modified different environments in Nebraska.	SS 5.3.5 Students will describe how humans have adapted to and modified different environments in Early American history.	SS 8.3.5 Students will analyze issues and/or events using geographic knowledge and skills to make informed decisions.	SS 12.3.5 Students will evaluate interrelationships between people and the environment.
	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 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 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 12.3.5.a Analyze impacts of major natural hazards/disasters on humans
	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 5.3.5.b Describe human modifications of the physical environment. (e.g., construction of dams, strip mining, draining wetlands)	SS 8.3.5.b Identify and evaluate environmental consequences of humans changing the physical environment (e.g., pollution, irrigation, levees, terraces)	SS 12.3.5.b Evaluate global effects of human modification of the physical environment
	SS 4.3.5.c Classify resources as renewable or nonrenewable resources	Mastered	Mastered	Mastered
	SS 4.3.5.d Describe environmental issues in Nebraska (e.g., water stewardship, air quality, solid waste)	SS 5.3.5.d Analyze environmental issues in Early America (e.g., water supply, air quality, solid waste)	SS 8.3.5.d Analyze environmental issues globally (e.g., water supply, air quality, solid waste)	SS 12.3.5.d 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 4.3.5.e Begins in Grade 5	SS 5.3.5.e Examine patterns of resource distribution and utilization in Early America (e.g., fisheries, forests, agricultural development)	SS 8.3.5.e Examine world patterns of resource distribution and utilization (e.g., the roles of the Corps of Engineers and Natural Resource Districts)	SS 12.3.5.e Investigate use and sustainability of resources
	SS 4.3.5.f Begins in High School	SS 5.3.5.f Begins in High School	SS 8.3.5.f Begins in High School	SS 12.3.5.f Analyze impacts of technological hazards/disasters on the physical environment

K-12 Comprehensive Geography Standard: Students will develop and apply spatial perspectives, geographic knowledge, and geographic skills to make informed decisions regarding issues and current events at the local, state, national, and international levels.				
	Kindergarten (Self)	Grade 1 (Family)	Grade 2 (Neighborhood)	Grade 3 (Community)
	SS 0.3.5.f Begins in Grade 4	SS 1.3.5.f Begins in Grade 4	SS 2.3.5.f Begins in Grade 4	SS 3.3.5.f Begins in Grade 4
Application of Geography to Issues and Events	SS 0.3.6 Students will use geographic skills to make connections to their life.	SS 1.3.6 Students will use geographic skills to make connections to their life.	SS 2.3.6 Students will use geographic skills to make connections.	SS 3.3.6 Students will use geographic skills to make connections to issues and events.
	SS 0.3.6.a Describe places in past times (e.g., recall places seen in the past)	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 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 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 0.3.6.b Give examples of environmental problems and solutions in the present. (e.g., recycle, pick up your trash)	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)	SS 2.3.6.b Identify spatial aspects of geographic problems (e.g., trash collection and disposal in school, loss of habitat to development)	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 Geography Standard: Students will develop and apply spatial perspectives, geographic knowledge, and geographic skills to make informed decisions regarding issues and current events at the local, state, national, and international levels.				
	Grade 4 (Nebraska)	Grade 5 (United States)	Grades 6-8 (World Studies)	High School (World Geography)
	SS 4.3.5.g Describe human adaptations to the physical environment. (e.g., use of air conditioning, irrigation, agricultural activities)	SS 5.3.5.g Describe human adaptations to the physical environment. (e.g., use of air conditioning, irrigation, agricultural activities, soil testing, erosion control)	SS 8.3.5.g 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 4.3.6 Students will use geographic skills to make connections to issues and events.	SS 5.3.6 Students will use geographic skills to interpret issues and events.	SS 8.3.6 Students will analyze issues and/or events using geographic knowledge and skills to make informed decisions.	SS 12.3.6 Students will analyze issues and/or events using the geographic knowledge and skills to make informed decisions.
	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 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 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 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)
	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)	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)	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)	

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	<p align="center">Kindergarten (Self)</p>	<p align="center">Grade 1 (Family)</p>	<p align="center">Grade 2 (Neighborhood)</p>	<p align="center">Grade 3 (Community)</p>
Chronological Thinking	<p>SS 0.4.1 Students will identify chronological relationships and patterns.</p>	<p>SS 1.4.1 Students will describe chronological relationships and patterns.</p>	<p>SS 2.4.1 Students will describe and apply chronological relationships and patterns.</p>	<p>SS 3.4.1 Students will describe and analyze chronological relationships and patterns.</p>
	<p>SS 0.4.1.a Identify temporal sequences (e.g., yesterday, today, tomorrow)</p>	<p>SS 1.4.1.a Identify temporal sequences (e.g., past, present, future; calendar weeks)</p>	<p>SS 2.4.1.a Identify temporal sequences (e.g., past, present, future, months)</p>	<p>SS 3.4.1.a Describe temporal sequences; (e.g., annual, biannual, decades, centuries, millennia)</p>
	<p>SS. 0.4.1.b Read dates on a calendar</p>	<p>SS. 1.4.1.b Read dates on a calendar. (e.g., fourth day of week, number of Fridays in a month, etc.)</p>	<p>SS. 2.4.1.b Identify calendar time in years</p>	<p>SS. 3.4.1.b Identify calendar time in years, decades, centuries, and millennia</p>
	<p>SS 0.4.1.c List personal events over time; (e.g., daily schedule, timelines, etc.)</p>	<p>SS 1.4.1.c List and describe life events over time; (e.g., weekly, monthly, yearly, seasonal happenings utilizing a graphic organizer)</p>	<p>SS 2.4.1.c List and describe neighborhood events over time (e.g., weekly, monthly, yearly, seasonal happenings utilizing a graphic organizer)</p>	<p>SS 3.4.1.c List and describe community events over time (e.g., weekly, monthly, yearly, seasonal happenings utilizing a graphic organizer)</p>
	<p>SS 0.4.1.d Identify the chronology of personal events and their impact</p>	<p>SS 1.4.1.d Identify the chronology of family events and their impact</p>	<p>SS 2.4.1.d Identify the chronology of neighborhood events and their impact</p>	<p>SS 3.4.1.d Examine the chronology of community historical events and their impact on the past, present, and future</p>

	K-12 Comprehensive History Standard: Students will develop and apply historical knowledge and skills to research, analyze, and understand the key concepts of past, current, and potential issues and events at the local, state, national, and international levels.			
	Grade 4 (Nebraska: Native American Peoples to present)	Grade 5 (United States: First Americans to the Constitution)	Grades 6-8 (United States: Colonial America to the Progressive Era)	Grades 6-8 (World: Beginnings to 1000 CE)
Chronological Thinking	SS 4.4.1 Students will examine chronological relationships and patterns, and describe the connections among them.	SS 5.4.1 Students will examine chronological relationships and patterns, and describe the connections among them.	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 Students will analyze how major past and current world events are chronologically connected, and evaluate their impact(s) upon one another.
	SS 4.4.1.a Apply temporal sequences; (e.g., annual, biannual, decades, centuries, millennia)	SS 5.4.1.a Describe temporal sequences; (e.g., BC, BCE, AD, CE and eras)	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.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. 4.4.1.b Differentiate amongst years, decades, centuries, and millennia	Mastered	Mastered	Mastered
	SS 4.4.1.c Select and record key state and/or regional events in chronological order (e.g., timelines)	SS 5.4.1.c Select and record key national events in chronological order (e.g., timelines)	SS 8.4.1.c Classify key national events in chronological order (e.g., timelines with eras and selected key events)	SS 8.4.1.c Classify key global events in chronological order (e.g., timelines with eras and selected key events)
	SS 4.4.1.d Examine the chronology of historical events in Nebraska and their impact on the past, present, and future	SS 5.4.1.d Examine the chronology of historical events in the United States and their impact on the past, present, and future	SS 8.4.1.d Examine the chronology of historical events in the United States analyze their impact on the past, present, and future	SS 8.4.1.d Examine the chronology of historical events throughout the world to analyze their impact on the past, present, and future

	K-12 Comprehensive History Standard: Students will develop and apply historical knowledge and skills to research, analyze, and understand the key concepts of past, current, and potential issues and events at the local, state, national, and international levels.	
	High School (United States: Progressive Era to Present)	High School (World: 1000 CE to Present)
Chronological Thinking	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 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., 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.a Describe temporal sequences; (e.g., Middle Ages, Global Interaction, Age of Revolutions, Global Conflict and Achievement, Contemporary World)
	Mastered	Mastered
	SS 12.4.1.c 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 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 in the United States and throughout the world to evaluate their impact on the past, present, and future	SS 12.4.1.d Examine the chronology of historical events throughout the world to evaluate their impact on the past, present, and future

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	<p align="center">Kindergarten (Self)</p>	<p align="center">Grade 1 (Family)</p>	<p align="center">Grade 2 (Neighborhood)</p>	<p align="center">Grade 3 (Community)</p>
Historical Comprehension	<p>SS 0.4.2 Students will identify historical people, events, ideas, and symbols.</p>	<p>SS 1.4.2 Students will identify historical people, events, ideas, and symbols.</p>	<p>SS 2.4.2 Students will describe the development of people, events, ideas, and symbols over time.</p>	<p>SS 3.4.2 Students will describe the development of people, events, ideas, and symbols over time using multiple types of sources.</p>
	<p>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)</p>	<p>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)</p>	<p>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)</p>	<p>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)</p>

K-12 Comprehensive History Standard: Students will develop and apply historical knowledge and skills to research, analyze, and understand the key concepts of past, current, and potential issues and events at the local, state, national, and international levels.				
	Grade 4 (Nebraska: Native American Peoples to present)	Grade 5 (United States: First Americans to the Constitution)	Grades 6-8 (United States: Colonial America to the Progressive Era)	Grades 6-8 (World: Beginnings to 1000 CE)
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 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 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 Students will analyze the impact of people, events, ideas, and symbols upon world history 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 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 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.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.)

	K-12 Comprehensive History Standard: Students will develop and apply historical knowledge and skills to research, analyze, and understand the key concepts of past, current, and potential issues and events at the local, state, national, and international levels.	
	High School (United States: Progressive Era to Present)	High School (World: 1000 CE to Present)
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 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 (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.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)

K-12 Comprehensive History Standard: Students will develop and apply historical knowledge and skills to research, analyze, and understand the key concepts of past, current, and potential issues and events at the local, state, national, and international levels.				
	Kindergarten (Self)	Grade 1 (Family)	Grade 2 (Neighborhood)	Grade 3 (Community)
	SS 0.4.2.b Differentiate between stories from the present and the past	SS 1.4.2.b Describe how objects including books, letters, and other artifacts help us to understand the past	SS 2.4.2.b Describe how their school has changed over the course of time using maps and other artifacts	SS 3.4.2.b Describe how their community has changed over the course of time using maps and other artifacts
	SS 0.4.2.c Begins in Grade 3	SS 1.4.2.c Begins in Grade 3	SS 2.4.2.c Begins in Grade 3	SS 3.4.2.c Describe primary and secondary sources

K-12 Comprehensive History Standard: Students will develop and apply historical knowledge and skills to research, analyze, and understand the key concepts of past, current, and potential issues and events at the local, state, national, and international levels.				
	Grade 4 (Nebraska: Native American Peoples to present)	Grade 5 (United States: First Americans to the Constitution)	Grades 6-8 (United States: Colonial America to the Progressive Era)	Grades 6-8 (World: Beginnings to 1000 CE)
	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 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 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.b Analyze how global civilizations have changed over the course of time, using maps, documents, and other artifacts
	SS 4.4.2.c Differentiate between primary and secondary sources	SS 5.4.2.c Describe the appropriate uses of primary and secondary sources	SS 8.4.2.c Analyze the appropriate uses of primary and secondary sources	SS 8.4.2.c Analyze the appropriate uses of primary and secondary sources

	K-12 Comprehensive History Standard: Students will develop and apply historical knowledge and skills to research, analyze, and understand the key concepts of past, current, and potential issues and events at the local, state, national, and international levels.	
	High School (United States: Progressive Era to Present)	High School (World: 1000 CE to Present)
	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.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	SS 12.4.2.c Analyze and evaluate the appropriate uses of primary and secondary sources

<p align="center">K-12 Comprehensive History Standard: Students will develop and apply historical knowledge and skills to research, analyze, and understand the key concepts of past, current, and potential issues and events at the local, state, national, and international levels.</p>				
	<p align="center">Kindergarten (Self)</p>	<p align="center">Grade 1 (Family)</p>	<p align="center">Grade 2 (Neighborhood)</p>	<p align="center">Grade 3 (Community)</p>
	SS 0.4.3 Students will recognize different perspectives of events.	SS 1.4.3 Students will identify multiple perspectives of events.	SS 2.4.3 Students will identify multiple perspectives of events.	SS 3.4.3 Students will describe multiple perspectives of events.
Multiple Perspectives	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)	SS 1.4.3.a Use more than one source to gather details about the same event (e.g., holiday celebrations)	SS 2.4.3.a Use more than one source to gather details about the same event (e.g., school/neighborhood events)	SS 3.4.3.a Compare and contrast how various sources relate their perspective of history (e.g., community events)
	SS 0.4.3.b Begins in Grade 4	SS 1.4.3.b Begins in Grade 4	SS 2.4.3.b Begins in Grade 4	SS 3.4.3.b Begins in Grade 4

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	Grade 4 (Nebraska: Native American Peoples to present)	Grade 5 (United States: First Americans to the Constitution)	Grades 6-8 (United States: Colonial America to the Progressive Era)	Grades 6-8 (World: Beginnings to 1000 CE)
	SS 4.4.3 Students will describe and explain multiple perspectives of historical events.	SS 5.4.3 Students will describe and explain multiple perspectives of historical events.	SS 8.4.3 Students will analyze and interpret historical and current events from multiple perspectives.	SS 8.4.3 Students will analyze and interpret historical and current events from multiple perspectives.
Multiple Perspectives	SS 4.4.3.a Distinguish how various sources relate their perspectives of Nebraska history (e.g., The death of Crazy Horse)	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 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.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 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)	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)	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)	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)

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	High School (United States: Progressive Era to Present)	High School (World: 1000 CE to Present)
	SS 12.4.3 Students will analyze and evaluate historical and current events from multiple perspectives.	SS 12.4.3 Students will analyze and evaluate historical and current events from multiple perspectives.
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.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., Equal Rights Amendment, Martin Luther King, Jr.'s "I Have a Dream" speech, Franklin Delano Roosevelt's Declaration of War speech, the Pentagon Papers)	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)

<p align="center">K-12 Comprehensive History Standard: Students will develop and apply historical knowledge and skills to research, analyze, and understand the key concepts of past, current, and potential issues and events at the local, state, national, and international levels.</p>				
	<p align="center">Kindergarten (Self)</p>	<p align="center">Grade 1 (Family)</p>	<p align="center">Grade 2 (Neighborhood)</p>	<p align="center">Grade 3 (Community)</p>
	<p>SS 0.4.4 Students will recognize past and current events, issues, and problems.</p>	<p>SS 1.4.4 Students will identify past and current events, issues, and problems.</p>	<p>SS 2.4.4 Students will identify past and current events, issues, and problems.</p>	<p>SS 3.4.4 Students will identify past and current events, issues, and problems.</p>
<p>Historical Analysis and Interpretation</p>	<p>SS 0.4.4.a Begins in Grade 3</p>	<p>SS 1.4.4.a Begins in Grade 3</p>	<p>SS 2.4.4.a Begins in Grade 3</p>	<p>SS 3.4.4.a Examine sources on community history through determination of credibility, contextualization, and corroboration</p>
	<p>SS 0.4.4.b Begins in Grade 3</p>	<p>SS 1.4.4.b Begins in Grade 3</p>	<p>SS 2.4.4.b Begins in Grade 3</p>	<p>SS 3.4.4.b Describe alternative courses of action in community history (e.g., How are transportation routes determined?)</p>
	<p>SS 0.4.4.c Describe how people's actions affect others (e.g., Why must we take turns?)</p>	<p>SS 1.4.4.c Describe how people's actions affect others (e.g., Why did our family move here?)</p>	<p>SS 2.4.4.c Identify how decisions affected events in the neighborhood (e.g., Why was a park built in a particular spot?)</p>	<p>SS 3.4.4.c Describe how decisions affected events in the community (e.g., election of local officials; zoning laws)</p>
	<p>SS 0.4.4.d Begins in Grade 4</p>	<p>SS 1.4.4.d Begins in Grade 4</p>	<p>SS 2.4.4.d Begins in Grade 4</p>	<p>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)</p>
	<p>SS 0.4.4.e Begins in Grade 2</p>	<p>SS 1.4.4.e Begins in Grade 2</p>	<p>SS 2.4.4.e Describe the relationships among personal and historical events (i.e., current events)</p>	<p>SS 3.4.4.e Describe the relationships among historical events in the students' community and the students' lives today (i.e., current events)</p>

K-12 Comprehensive History Standard: Students will develop and apply historical knowledge and skills to research, analyze, and understand the key concepts of past, current, and potential issues and events at the local, state, national, and international levels.				
	Grade 4 (Nebraska: Native American Peoples to present)	Grade 5 (United States: First Americans to the Constitution)	Grades 6-8 (United States: Colonial America to the Progressive Era)	Grades 6-8 (World: Beginnings to 1000 CE)
	SS 4.4.4 Students will analyze past and current events, issues, and problems.	SS 5.4.4 Students will analyze past and current events, issues, and problems.	SS 8.4.4 Students will identify causes of past and current events, issues, and problems.	SS 8.4.4 Students will identify causes of past and current events, issues, and problems.
Historical Analysis and Interpretation	SS 4.4.4.a Analyze sources on Nebraska History through determination of credibility, contextualization, and corroboration	SS 5.4.4.a Analyze sources on Early American History through determination of credibility, contextualization, and corroboration	SS 8.4.4.a Analyze sources on Nineteenth-Century American History through determination of credibility, contextualization, and corroboration	SS 8.4.4.a Analyze sources on Early World 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 5.4.4.b Examine alternative courses of action in United States history (e.g., What were the causes of the American Revolution?)	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.b Evaluate alternative courses of action in world history (e.g., How were ideas and products diffused to other regions?)
	SS 4.4.4.c Describe how decisions affected events in Nebraska (e.g., Laws passed by the Unicameral)	SS 5.4.4.c Identify how decisions affected events in the United States (e.g., secession of the American Colonies from Britain)	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.c Analyze how decisions affected events across the globe (e.g., migrations, declarations of war, treaties, alliances)
	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 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 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.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 4.4.4.e Describe the relationships among historical events in Nebraska and the students' lives today (i.e., current events)	SS 5.4.4.e Describe the relationships among historical events in the United States and the students' lives today (i.e., current events)	SS 8.4.4.e Analyze the relationships among historical events in the United States and the students' lives today (i.e., current events)	SS 8.4.4.e Analyze the relationships among historical events across the globe and the students' lives today (i.e., current events)

	K-12 Comprehensive History Standard: Students will develop and apply historical knowledge and skills to research, analyze, and understand the key concepts of past, current, and potential issues and events at the local, state, national, and international levels.	
	High School (United States: Progressive Era to Present)	High School (World: 1000 CE to Present)
	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 Students will identify and evaluate the effects of past, current, and potential future events, issues, and problems.
Historical Analysis and Interpretation	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.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., What are the possible outcomes of peace treaties?)	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 in the United States (e.g., Supreme Court Decisions, revolutions, alliances, treaties)	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 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.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 in the United States and the students' lives today (i.e., current events)	SS 12.4.4.e Evaluate the relationships among historical events across the globe and the students' lives today (i.e., current events)

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	<p align="center">Kindergarten (Self)</p>	<p align="center">Grade 1 (Family)</p>	<p align="center">Grade 2 (Neighborhood)</p>	<p align="center">Grade 3 (Community)</p>
Historical Research Skills	<p>SS 0.4.5 Students will develop historical research skills.</p>	<p>SS 1.4.5 Students will develop historical research skills.</p>	<p>SS 2.4.5 Students will develop historical research skills.</p>	<p>SS 3.4.5 Students will develop historical research skills.</p>
	SS.0.4.5.a Develop questions about their personal history	SS 1.4.5.a Develop questions about their family history	SS 2.4.5.a Develop questions about their neighborhood history	SS 3.4.5.a Develop questions about their community 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 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 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 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 0.4.5.c Gather historical information about their lives (e.g., interview a family member)	SS 1.4.5.c Gather historical information about their family (e.g., interview a family member)	SS 2.4.5.c Gather historical information about their neighborhood (e.g., interview someone in the neighborhood)	SS 3.4.5.c Gather historical information about their community (e.g., interview a community member, find community resources)
	SS 0.4.5.d Present historical information about their lives (e.g., pictures, posters, and oral narratives)	SS 1.4.5.d Present historical information about their family (e.g., pictures, posters, oral/written narratives)	SS 2.4.5.d Present historical information about their neighborhood (e.g., pictures, posters, and oral/written narratives)	SS 3.4.5.d Present historical information about their community (e.g., pictures, posters, oral/written narratives, and electronic presentations)

	K-12 Comprehensive History Standard: Students will develop and apply historical knowledge and skills to research, analyze, and understand the key concepts of past, current, and potential issues and events at the local, state, national, and international levels.			
	Grade 4 (Nebraska: Native American Peoples to present)	Grade 5 (United States: First Americans to the Constitution)	Grades 6-8 (United States: Colonial America to the Progressive Era)	Grades 6-8 (World: Beginnings to 1000 CE)
	SS 4.4.5 Students will develop historical research skills.	SS 5.4.5 Students will develop historical research skills.	SS 8.4.5 Students will develop historical research skills.	SS 8.4.5 Students will develop historical research skills.
Historical Research Skills	SS 4.4.5.a Develop questions about Nebraska history	SS 5.4.5.a Develop questions about United States history	SS 8.4.5.a Develop questions about United States history	SS 8.4.5.a Develop questions about world 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 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 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.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 4.4.5.c Gather historical information about Nebraska (e.g., document archives, newspapers, interviews)	SS 5.4.5.c Gather historical information about the United States (e.g., document archives, newspapers, interviews)	SS 8.4.5.c Gather historical information about the United States (e.g., document archives, artifacts, newspapers, interviews)	SS 8.4.5.c Gather historical information about other nations (e.g., document archives, artifacts, newspapers, interviews)
	SS 4.4.5.d Present historical information about Nebraska (e.g., pictures, posters, oral/written narratives, and electronic presentations)	SS 5.4.5.d Present historical information about the United States (e.g., pictures, posters, oral/written narratives, and electronic presentations)	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)	SS 8.4.5.d Present an analysis of historical information about the world (e.g., pictures, posters, oral/written narratives, and electronic presentation)

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	High School (United States: Progressive Era to Present)	High School (World: 1000 CE to Present)
	SS 12.4.5 Students will develop historical research skills.	SS 12.4.5 Students will develop historical research skills.
Historical Research Skills	SS 12.4.5.a Develop questions about United States history	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 Twentieth-Century U.S. History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format.)	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 United States (e.g., document archives, artifacts, newspapers, interviews)	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 United States (e.g., pictures, posters, oral/written narratives, and electronic presentations)	SS 12.4.5.d Present an evaluation of historical information about the world (e.g., pictures, posters, oral/written narratives, and electronic presentations)