

# Nebraska Social Studies Standards





# Kindergarten

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## Civics

### **SS K.1.1 Communicate the purpose of rules and the roles within learning and living environments.**

#### **SS K.1.1.A Explain a rule and its purpose.**

For example: safety, respect, responsibility

#### **SS K.1.1.B Identify roles in a family structure and explain their importance.**

For example: head of household, primary caregiver, parent/guardian, elders, siblings

### **SS K.1.2 Demonstrate positive and productive citizenship skills.**

#### **SS K.1.2.A Model citizenship skills.**

For example: respect, courtesy, honesty, voting

#### **SS K.1.2.B Identify and describe the importance of patriotic symbols, songs, actions, and cultural celebrations.**

For example: American Flag, Pledge of Allegiance, “Star Spangled Banner,” “America the Beautiful”

#### **SS K.1.2.C Describe the historical background and significance of national holidays.**

For example: George Washington’s Birthday, Abraham Lincoln’s Birthday, Dr. Martin Luther King, Jr.’s Birthday, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, Thanksgiving Day

## Economics

### **SS K.2.1 Differentiate between wants and needs in decision-making.**

SS K.2.1.A Classify wants and needs and be able to justify decisions.

### **SS K.2.2\* Recognize money is used to purchase goods and services to satisfy economic wants and needs.**

SS K.2.2.A\* Explain the purposes of money.

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\* Per Nebraska Revised Statute 76-3001 (financial literacy requirement)

**SS K.2.3 Not addressed at this level**

**SS K.2.4 Not addressed at this level**

**SS K.2.5 Not addressed at this level**

## **Geography**

**SS K.3.1 Identify where (spatial) and why people, places, and environments are organized in the world.**

**SS K.3.1.A Communicate personal directions to describe relative locations of people and objects.**

For example: next to, over there, close to

**SS K.3.1.B Identify locations in the school and around the classroom using spatial directions.**

For example: over/under, near/far, classroom space, rooms in a house

**SS K.3.1.C Demonstrate understanding of geographic tools as representations of local and distant places.**

For example: maps, globes, photographs

**SS K.3.1.D Identify the difference between land and water on a globe.**

**SS K.3.2 Identify places and regions.**

**SS K.3.2.A Identify physical characteristics of place.**

For example: landforms, bodies of water, weather patterns

**SS K.3.2.B Identify human characteristics of place.**

For example: cities, buildings, farms, highways

**SS K.3.3 Describe the relationship between humans and their physical environment.**

**SS K.3.3.A Identify types of weather and the impact of weather on everyday life.**

For example: rainy, snowy, cloudy, foggy

**SS K.3.3.B Identify the four seasons.**

**SS K.3.3.C Explain how people prepare for and respond to severe weather.**

For example: weather forecasting, tornado drills, winter clothing

**SS K.3.4 Explain that people can belong to groups and live in different settings.**

**SS K.3.4.A Identify students as members of various groups.**

For example: scouts, sports, classrooms, families, religious groups

**SS K.3.4.B Identify places in the community where people may live.**

For example: farms, houses, apartments

**SS K.3.5 Use geographic skills to make connections to students' lives.**

**SS K.3.5.A Apply geographic knowledge and techniques to navigate the school.**

**American History (US)**

**SS K.4.1 Recognize patterns of continuity and change over time in self and others.**

**SS K.4.1.A Identify concepts of time and chronology to include past, present, and future.**

For example: yesterday, today, tomorrow

**SS K.4.1.B Place a series of personal events in chronological order.**

For example: daily schedule, personal timelines, use of days, weeks, months

**SS K.4.2 Recognize different perspectives of events.**

**SS K.4.2.A Compare differing perspectives of the same event.**

For example: events that occurred on the playground

**SS K.4.3 Identify historical people, events, and symbols.**

**SS K.4.3.A Identify the events or people celebrated during state and national holidays.**

For example: New Year's Day, Martin Luther King Jr. Day, President's Day, Memorial Day, Juneteenth, National Independence Day, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, and Christmas Day.

**SS K.4.3.B Identify symbols of the United States.**

For example: American flag, bald eagle, Washington Monument, Statue of Liberty

**SS K.4.3.C Differentiate between stories from the present and the past.**

**SS K.4.4 Develop historical inquiry and research skills.**

**SS K.4.4.A Ask and answer questions about significant events in students' lives.**

For example: How did the people in my home come to live in this place? What important things have we experienced in our classroom?

**SS K.4.4.B Identify and cite appropriate sources when conducting historical research.**

For example: "My family member helped me find this information on the internet."

**SS K.4.4.C Gather and communicate historical information.**

For example: pictures, posters, oral narratives

**World History (WLD)**

Not addressed at this level.

# Grade 1

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## Civics

### **SS 1.1.1 Describe the relationship between roles and rules within learning and living environments.**

#### **SS 1.1.1.A Explain how rules reduce and help resolve conflicts between people with different perspectives.**

For example: classroom rules, playground rules, school rules, family rules

#### **SS 1.1.1.B Identify leaders within a school community and explain the importance of their roles.**

For example: teacher, administrator, nurse, playground supervisor, support staff

### **SS 1.1.2 Demonstrate positive and productive citizenship skills.**

#### **SS 1.1.2.A Model and describe citizenship skills.**

For example: responsibility, voting, obeying laws and rules

#### **SS 1.1.2.B Identify and describe the importance of patriotic symbols, songs, actions, holidays, and cultural celebrations.**

For example: American Flag, bald eagle, Pledge of Allegiance, national holidays, cultural songs

#### **SS 1.1.2.C Describe the historical background and significance of national holidays.**

For Example: George Washington’s Birthday, Abraham Lincoln’s Birthday, Dr. Martin Luther King, Jr.’s Birthday, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, and Thanksgiving Day, and the roles that different cultures played in our community/nation

#### **SS 1.1.2.D Compare and contrast historical and current government figures who exemplify civic engagement.**

For example: governors, civic leaders such as Susan B. Anthony, Martin Luther King, Jr., Rosa Parks, Chief Standing Bear

## Economics

### **SS 1.2.1 Explain how scarcity necessitates making choices.**

#### **SS 1.2.1.A Identify tradeoffs when choices are made.**

For example: opportunity cost

**SS 1.2.2\* Compare spending and saving opportunities.**

**SS 1.2.2.A\* Describe situations in which families might save for future purchases.**

**SS 1.2.3 Explain how people use resources to make goods and provide services.**

**SS 1.2.3.A Categorize human and natural resources used to create goods and services.**

For example: Electricity made using water, wind, sun, or coal provides power to homes and schools.

**SS 1.2.4 Not addressed at this level**

**SS 1.2.5 Not addressed at this level**

**Geography**

**SS 1.3.1 Explain why people, places, and environments are organized in the world.**

**SS 1.3.1.A Identify the four cardinal directions.**

**SS 1.3.1.B Explain how rooms in homes and schools are arranged and why they are placed where they are.**

**SS 1.3.1.C Create and use maps.**

For example: maps of the home and school

**SS 1.3.1.D Distinguish between continents and oceans.**

**SS 1.3.2 Identify places and regions.**

**SS 1.3.2.A Identify and differentiate between physical features on maps and globes.**

For example: mountains, plains, islands, oceans, rivers

**SS 1.3.2.B Identify and differentiate between human features.**

For example: farms, buildings, streets, counties, tribal lands

**SS 1.3.2.C Explain how and why a community might change over time.**

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\* Per Nebraska Revised Statute 76-3001 (financial literacy requirement)

**SS 1.3.3 Identify the relationship between humans and their physical environment.**

**SS 1.3.3.A Interpret the impact of environmental hazards and severe weather on everyday life.**

For example: tornado drills, snow days, floods, grass fires

**SS 1.3.3.B Identify Earth's natural resources.**

For example: minerals, air, land, water, soil

**SS 1.3.3.C Describe how people adapt to their physical environment.**

For example: housing, reservations, land use, soil conservation, dams

**SS 1.3.4 Describe the characteristics of culture.**

**SS 1.3.4.A Describe cultural customs and traditions.**

For example: food, language, holidays

**SS 1.3.5 Use geographic skills to make connections to students' lives.**

**SS 1.3.5.A Apply geographic knowledge and techniques to navigate the school.**

For example: make a map of the school or playground

**American History (US)**

**SS 1.4.1 Recognize patterns of continuity and change over time in families.**

**S 1.4.1.A List and describe life events over time.**

For example: weekly, monthly, yearly, seasonal or cultural celebrations

**SS 1.4.1.B Compare family life from earlier times and today.**

For example: How was life different for earlier generations?

**SS 1.4.2 Identify multiple perspectives of diverse family traditions.**

**SS 1.4.2.A Compare family traditions across cultures.**

For example: holidays, celebrations, milestones

**SS 1.4.3 Describe historical people, events, and symbols.**

**SS 1.4.3.A Identify the contributions of historical people.**

For example: Abraham Lincoln, Frederick Douglass, Martin Luther King, Jr., Standing Bear, Willa Cather, Susan LaFlesche

**SS 1.4.3.B Identify symbols of the United States.**

For example: national anthem, patriotic songs

**SS 1.4.3.C Describe how oral traditions, books, letters, and other artifacts help us to understand the past.**

**SS 1.4.4 Develop historical inquiry and research skills.**

**SS 1.4.4.A Construct and answer questions about family history.**

**SS 1.4.4.B Identify and cite appropriate texts, letters, and other artifacts for research.**

For example: title, author

**SS 1.4.4.C Gather and communicate historical information about families.**

For example: photographs, oral narratives

**World History (WLD)**

Not addressed at this level.

## Grade 2

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### Civics

#### **SS 2.1.1 Investigate and defend the responsibilities and rights of citizens in their communities.**

##### **SS 2.1.1.A Contribute to developing rules by considering multiple points of view.**

For example: class meetings, voting, consensus building activities

##### **SS 2.1.1.B Demonstrate conflict management strategies as individuals, groups, and communities.**

For example: respectful conversations, active participation, restating others' views

#### **SS 2.1.2 Participate in decision making using democratic traditions based on established rules.**

##### **SS 2.1.2.A Identify and describe civic responsibilities that are important to individuals and their communities.**

For example: voting, obeying laws, justice, decision-making processes in different cultures

##### **SS 2.1.2.B Identify and describe how patriotic symbols, songs, actions, celebrations, and holidays reflect democratic traditions.**

For example: symbolism of U.S. flag and bald eagle, purpose of the Pledge of Allegiance, origination of tribal songs, cultural songs and symbols that unify communities

##### **SS 2.1.2.C Explain historical background and significance of national holidays.**

For example: George Washington's Birthday, Abraham Lincoln's Birthday, Presidents Day, Dr. Martin Luther King, Jr. Day, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, Thanksgiving Day

##### **SS 2.1.2.D Demonstrate ways to be actively engaged to improve family, school, and community.**

For example: volunteerism, participation in clubs and organizations, classroom jobs, bullying prevention

##### **SS 2.1.2.E Model and communicate characteristics of good citizenship.**

For example: fairness, respect for self and others, personal responsibility

## **Economics**

### **SS 2.2.1 Evaluate choices about how to use scarce resources that involve prioritizing wants and needs.**

#### **SS 2.2.1.A Justify a decision by providing evidence of possible costs and benefits.**

For example: tradeoff, opportunity cost, delayed gratification, savings

### **SS 2.2.2\* Demonstrate knowledge of currency, its denominations, and use.**

#### **SS 2.2.2.A\* Describe transactions with currency as a medium of exchange.**

For example: cash purchases, credit and debit cards, Apply Pay

### **SS 2.2.3 Describe how producers deliver products/services, earn an income, and satisfy economic needs and wants.**

#### **SS 2.2.3.A. Explain the role of goods and services and supply and demand in a community.**

For example: they help meet wants and needs

#### **SS 2.2.3.B. Describe how people earn income/wages through work in their communities.**

For example: teacher, firefighter, librarian, banker, farmer, laborer

### **SS 2.2.4 Identify the goods and services governments provide.**

#### **SS 2.2.4.A Identify goods and services that local governments provide.**

For example: water, fire department, police, public education

#### **SS 2.2.4.B Explain how the local government uses taxes to pay for goods and services it provides.**

For example: roads, fire and law enforcement, libraries, schools

### **SS 2.2.5 Not addressed at this level**

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\* Per Nebraska Revised Statute 76-3001 (financial literacy requirement)

## **Geography**

### **SS 2.3.1 Examine where (spatial) and why people, places, and environments are organized in the world.**

#### **SS 2.3.1.A Compare maps and globes.**

For example: shape, portability, visibility, texture

#### **SS 2.3.1.B Identify and describe locations in neighborhoods.**

For example: home, fire station, grocery store

#### **SS 2.3.1.C Identify and apply map elements.**

For example: title, symbols, legend, cardinal directions

#### **SS 2.3.1.D Locate communities, Nebraska, and the United States on maps and globes.**

#### **SS 2.3.1.E Explain why things are located where they are in neighborhoods.**

For example: main streets, traffic lights, stores, schools

### **SS 2.3.2 Compare places and regions.**

#### **SS 2.3.2.A Identify and differentiate between physical and human features of neighborhoods and communities.**

For example: vegetation, ravines, housing, sewers, road signs

#### **SS 2.3.2.B Describe local places and regions.**

For example: prairie, forest, farmland, ranch land, local community

#### **SS 2.3.2.C Explain how places and regions change over time.**

### **SS 2.3.3 Describe relationships between humans and the physical environment.**

#### **SS 2.3.3.A Identify examples of Earth's physical processes.**

For example: wind and water erosion, deposition

#### **SS 2.3.3.B Describe how seasonal weather patterns, natural hazards, and natural resources affect human activities.**

For example: seasonal jobs, seasonal foods, natural disasters

#### **SS 2.3.3.C Match resources to their sources.**

For example: food from farms, minerals from the ground, fish from bodies of water

**SS 2.3.3.D Describe how people adapt to their physical environment.**

For example: soil conservation, build levees, grow plants, raise animals

**SS 2.3.4 Describe different groups of people and the different settings where they live.**

**SS 2.3.4.A Describe cultures of the local community and other communities.**

For example: languages, celebrations, religions, music, sports

**SS 2.3.4.B Identify cultural markers in the community.**

For example: religious and/or institutional structures, street names, businesses, buildings

**SS 2.3.5 Use geographic skills to make connections to students' lives.**

**SS 2.3.5.A Apply geographic knowledge and techniques to navigate homes and neighborhoods.**

For example: Use navigation tools to find shortest route, multiple destinations

**American History (US)**

**SS 2.4.1 Recognize patterns of continuity and change over time in neighborhoods.**

**SS 2.4.1.A Describe how a neighborhood has changed over time.**

For example: photographs, maps, other artifacts

**SS 2.4.1.B Compare how different neighborhoods have changed over time.**

For example: photographs, maps, other artifacts

**SS 2.4.2 Compare multiple perspectives of events within neighborhoods.**

**SS 2.4.2.A Compare perspectives from multiple sources regarding community events.**

For example: compare different holiday and celebration displays in your neighborhood

**SS 2.4.3 Identify events, issues, and people relevant to a neighborhood.**

**SS 2.4.3.A Describe historical people and events that affected a neighborhood.**

For example: community and tribal leaders, natural disasters, construction

**SS 2.4.3.B Identify symbols of one's local neighborhood.**

For example: landmarks, school mascots, public spaces

**SS 2.4.3.C Describe how oral traditions, books, letters, and other artifacts help to understand the past.**

For example: Talking to elders, letters, primary sources

**SS 2.4.4 Develop historical inquiry and research skills.**

**SS 2.4.4.A Construct and answer questions about neighborhood history.**

For example: Why do we have a neighborhood park, library, police station, or other community locations?

**SS 2.4.4.B Identify, obtain, and cite appropriate primary and secondary sources for research.**

For example: title, author

**SS 2.4.4.C Gather and present historical information about a neighborhood.**

**World History (WLD)**

Not addressed at this level.

## Grade 3

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### Civics

#### **SS 3.1.1 Explain the structure and function of local governments.**

##### **SS 3.1.1.A Compare the structure and function of local governments.**

For example: appointed/elected officials make rules, provide services

##### **SS 3.1.1.B Explain how and why a community creates laws.**

For example: active participation, community safety, solving local problems

##### **SS 3.1.1.C Identify the roles that leaders and other citizens serve in local communities.**

For example: mayor, school board member, neighborhood associations, PTA, tribal council

##### **SS 3.1.1.D Describe the importance of roles that leaders and citizens serve in the local government.**

For example: creation and enforcement of laws, transportation, economic development, management of public funds

#### **SS 3.1.2 Describe the impact of individual and group decisions at the community level.**

##### **SS 3.1.2.A Identify and model rights and responsibilities of citizens at the community level.**

For example: voting, public service, service projects

##### **SS 3.1.2.B Identify and describe how patriotic symbols, songs, actions, celebrations, and holidays are recognized in local communities.**

For example: flag etiquette, bald eagle, Pledge of Allegiance, national holidays

##### **SS 3.1.2.C Describe the historical background and significance of national holidays and how they are observed.**

For example: George Washington's Birthday, Abraham Lincoln's Birthday, Presidents Day, Dr. Martin Luther King, Jr. Day, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, Thanksgiving Day, Patriots' Day (Recognition of 9/11)

##### **SS 3.1.2.D Identify and engage in opportunities to serve the local community.**

For example: volunteerism, service learning, participation in community clubs and organizations

**SS 3.1.2.E Engage in discourse that demonstrates respect and consideration of multiple points of view.**

For example: class discussions, observe a public meeting

**SS 3.1.2.F Examine the decisions of local leaders and how they affect the community.**

For example: recycling/trash hauling plan, city snow removal, disaster relief

## **Economics**

**SS 3.2.1 Explain that people choose and decide what services they ask their local and state government to provide and pay for.**

**SS 3.2.1.A Identify goods and services funded through state or local taxes.**

For example: snow removal, waste management, law enforcement

**SS 3.2.2\* Evaluate choices and consequences for spending and saving.**

**SS 3.2.2.A\* Given a budget, make choices as to what to purchase, what to give up, and what to save.**

For example: grocery store, buy things online, mall, fast food places

**SS 3.2.3 Explain that markets are places where buyers and sellers exchange goods and services.**

**SS 3.2.3.A Indicate various markets where buyers and sellers meet.**

**SS 3.2.4 Describe how the local community trades with other communities.**

**SS 3.2.4.A Identify local goods and services that could be traded with people everywhere.**

For example: corn, soybeans, beef, irrigation systems, art, buffalo hides, agricultural services

**SS 3.2.5 Not addressed at this level**

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\* Per Nebraska Revised Statute 76-3001 (financial literacy requirement)

## **Geography**

### **SS 3.3.1 Examine where (spatial) and why people, places, and environments are organized in the world.**

#### **SS 3.3.1.A Identify and apply map elements.**

For example: title, symbols, legend, cardinal directions

#### **SS 3.3.1.B Use a map to identify location and distribution of physical and human features.**

For example: rivers/roads, cities/towns, bodies of water, landforms, tribal lands

#### **SS 3.3.1.C Determine why things are located where they are in the community.**

For example: locations such as homes, schools, businesses, or parks

#### **SS 3.3.1.D Locate specific places on maps and globes.**

For example: Missouri River, Platte River, Great Plains, Rocky Mountains, Nebraska, the local community

#### **SS 3.3.1.E Identify the continents, oceans, and hemispheres.**

### **SS 3.3.2 Compare the characteristics of places and regions.**

#### **SS 3.3.2.A Identify and differentiate between physical and human features of neighborhoods and communities.**

For example: roads, rivers, landforms, businesses, residential areas

#### **SS 3.3.2.B Compare local places and regions with other places and regions.**

For example: prairie and forest, local community with another community, life on and off a reservation, products from Nebraska and another state, crops grown in Nebraska and another state

#### **SS 3.3.2.C Explain how and why places and regions change over time.**

For example: population growth, community improvement, flood control measures

### **SS 3.3.3 Explain relationships between humans and the physical environment.**

#### **SS 3.3.3.A Describe how the environment influences human activities and how humans alter the environment to suit their needs.**

For example: climate, water cycle, soil fertility impact agricultural production, usage of land and energy land formation impacts transportation and communication, agriculture, transportation, industry, use of natural resources, regulations/practices to protect the environment

**SS 3.3.3.B Identify ecosystems.**

For example: forests, deserts, grasslands

**SS 3.3.3.C Explain the importance of Earth’s natural resources.**

For example: minerals, air, water, land

**SS 3.3.3.D Describe how humans develop communities in local settings.**

For example: land use patterns, roads, landfills, utilities

**SS 3.3.4 Compare and contrast the characteristics of local cultures.**

**SS 3.3.4.A Compare and contrast cultural traits within a community.**

For example: languages, religions, foods, music, prominent local sports

**SS 3.3.4.B Describe examples of how and why cultures change in a community.**

For example: technology, education, employment, migration

**SS 3.3.5 Use geographic skills to make connections to issues and events.**

**SS 3.3.5.A Identify and evaluate how changes in human and physical geography have shaped the community.**

For example: placement of schools/hospitals, building of roads, access to water sources, suitable soil for farming

**American History (US)**

**SS 3.4.1 Investigate patterns of continuity and change over time in communities.**

**SS 3.4.1.A Describe how a community has changed over time using maps and other artifacts.**

For example: photographs, maps, artifacts

**SS 3.4.1.B Compare how different communities have changed over time.**

For example: parks and playground equipment, pictures of your school over time, different economic communities, compare rural and urban communities, neighboring communities.

**SS 3.4.2 Explain multiple perspectives of events within a community.**

**SS 3.4.2.A Describe the role of diverse groups of people, events, and ideas in the development of a community.**

For example: For example, compare different holiday and celebration displays in your neighborhood. Examine local cultural figures, landmarks, and cultural events.

**SS 3.4.2.B Compare conflicting perspectives about a past event in a community.**

**SS 3.4.3 Describe events, issues, and people relevant to the community.**

**SS 3.4.3.A Analyze sources about community historical events.**

For example: photographs, maps, artifacts

**SS 3.4.3.B Identify how decisions affected events in a community.**

For example: decisions on location, growth

**SS 3.4.4 Develop historical inquiry and research skills.**

**SS 3.4.4.A Construct and answer questions about multiple viewpoints within the community.**

For example: How does the founding of a town differ for different groups? Why?

**SS 3.4.4.B Identify, obtain, and cite appropriate primary and secondary sources for research about the local community.**

For example: Local newspapers, town charters, and local treaties

**SS 3.4.4.C Gather and communicate historical information about the community.**

For example: Interview a community member, find community resources

**World History (WLD)**

Not addressed at this level.

## Grade 4

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### Civics

#### **SS 4.1.1 Outline the structure and function of Nebraska’s government.**

##### **SS 4.1.1.A Investigate and summarize the historical foundation and events that led to the formation and structure of Nebraska’s Constitution.**

For example: Modeled after U.S. constitution, three branches of government

##### **SS 4.1.1.B Describe the origin, structure, and function of Nebraska’s state government.**

For example: Unicameral vs. Bicameral structure, journey from territory status to statehood, state vs. national vs. local responsibilities, three branches

##### **SS 4.1.1.C Explain how a bill becomes a law in the Nebraska Unicameral.**

For example: introduction of a bill, committee hearings, legislative debate, governor approval/veto, ratification

##### **SS 4.1.1.D Investigate and summarize the roles that leaders and other citizens serve in Nebraska to equitably represent all residents in the state.**

For example: legislative districts, cultural advocacy groups

##### **SS 4.1.1.E Examine the importance of roles that leaders and citizens serve in Nebraska’s government.**

For example: governor, state senators, judiciary, tribal leaders, advocacy group participants

#### **SS 4.1.2 Investigate how different perspectives impact government decisions at the state level.**

##### **SS 4.1.2.A Identify and model rights and responsibilities of citizens at the state level.**

For example: voting, public service, service learning projects

##### **SS 4.1.2.B Investigate the meaning of state symbols, songs, and holidays.**

For example: Nebraska state flag, ‘Beautiful Nebraska,’ state and national holidays

##### **SS 4.1.2.C Describe the background of Nebraska state holidays or historical events, their significance, and how they are recognized**

For example: Arbor Day, George Norris Day, Nebraska Statehood Day, Native American Heritage Day

**SS 4.1.2.D Identify and engage in opportunities to serve the state.**

For example: volunteerism, service learning, state clubs and organizations

**SS 4.1.2.E Explain how individuals and groups influence the way a state issue is viewed and resolved.**

For example: lobbying, petitions, media, social media

**SS 4.1.2.F Analyze the decisions of state leaders and how they impact Nebraska.**

For example: seatbelt law, state testing, speed limits, state parks

**Economics**

**SS 4.2.1 Describe how scarcity requires the consumer and producer to make choices and identify costs associated with them.**

**SS 4.2.1.A Predict how consumers would react if the price of a good or service changed.**

**SS 4.2.1.B Predict how producers would react if the profit from selling a good or service changed.**

**SS 4.2.2\* Research various financial institutions in Nebraska and the services they provide.**

**SS 4.2.2.A Identify financial institutions in the community and their purposes.**

For example: banks, federal reserves, credit unions

**SS 4.2.3 Investigate how resources are used to make other goods and produce services.**

**SS 4.2.3.A Give examples of human, natural, capital, and entrepreneurial resources used in making goods and services in Nebraska and the United States.**

For example: human resources (labor), tools used in agriculture, laboratories, equipment, and machinery, game/video designers

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\* Per Nebraska Revised Statute 76-3001 (financial literacy requirement)

**SS 4.2.4 Identify and explain specialization and trade and why different regions produce different goods and services.**

**SS 4.2.4.A Compare Nebraska with different regions and the goods and services each region produces.**

For example: beef, wheat, telemarketing, cotton, coal, beekeeping, tribal traditional art (beading)

**SS 4.2.4.B Discuss how technology has affected the specialization of Nebraska’s economy and surrounding states.**

For example: irrigation, agriculture and farm equipment, online trading, geospatial technology

**SS 4.2.5 Not addressed at this level**

## **Geography**

**SS 4.3.1 Examine where (spatial) and why people, places, and environments are organized in the state and around the world.**

**SS 4.3.1.A Use local and state maps and atlases to locate physical and human features in Nebraska.**

For example: major cities, bodies of water, landforms, interstate/highways, railroads, state parks, tribal lands

**SS 4.3.1.B Apply map skills and utilize grid systems to analyze physical and political maps of the state.**

**SS 4.3.1.C Determine why things are located where they are in Nebraska.**

For example: cattle ranches, farms, airports, railroads, state capital

**SS 4.3.1.D Differentiate between classifications of bodies of water, cities, and land masses**

For example: lakes/ivers, capital city/county seats, major urban centers, plains/river valleys/Sandhills

**SS 4.3.2 Compare the characteristics of places and regions and their impact on human decisions.**

**SS 4.3.2.A Identify criteria used to define regions in the state of Nebraska and the United States.**

For example: soil, climate, precipitation, population, natural vegetation, land and agricultural usage

**SS 4.3.2.B Classify regions and places within the state of Nebraska using physical and human features.**

For example: Sandhills, Pine Ridge, Loess Hills, Platte River Valley, rural/urban/suburban, counties/cities, tribal lands

**SS 4.3.3 Explain how human and natural forces have modified different environments in Nebraska and how humans have adapted.**

**SS 4.3.3.A Identify physical processes that shape Nebraska’s features and patterns.**

For example: weathering, erosion, deposition, drought

**SS 4.3.3.B Identify examples of ecosystems in Nebraska and describe related environmental issues.**

For example: forests, wetlands, grasslands, rivers, runoff, flooding, erosion, wildfires

**SS 4.3.3.C Describe the impact of extreme natural events on the human and physical environment in Nebraska.**

For example: changes to agriculture, construction, public safety practices

**SS 4.3.3.D Describe how humans have adapted to Nebraska’s physical environment and use available natural resources.**

For example: progression of home construction or agricultural practices, irrigation, introduction of trees

**SS 4.3.4 Compare and contrast the characteristics of culture statewide.**

**SS 4.3.4.A Compare and contrast patterns of culture within the state of Nebraska.**

For example: languages, religions, foods, music, celebrations

**SS 4.3.4.B Compare and contrast population characteristics of the state of Nebraska.**

For example: density, distribution, growth/decline rates, resources

**SS 4.3.5 Use geographic skills to make connections to issues and events.**

**SS 4.3.5.A Identify and evaluate how changes in human and physical geography have shaped Nebraska.**

For example: Tornado Alley, blizzards, floods, droughts, Transcontinental Railroad, Interstate Highway System, tribal lands

**SS 4.3.5.B Explain the interrelationships of human or physical geographic characteristics of places in Nebraska.**

For example: how the physical geography impacts human choice (where to farm/ranch, where to place cities)

**American History (US)**

**SS 4.4.1 Investigate patterns of continuity and change over time in Nebraska.**

**SS 4.4.1.A Analyze the chronology of key state and/or regional events and communicate their impact on the past, present, and future.**

For example: timelines, before and after statehood

**SS 4.4.2 Explain multiple perspectives of events in Nebraska.**

**SS 4.4.2.A Compare primary and secondary sources to better understand multiple perspectives of the same event.**

For example: The Homestead Act, Oregon Trail diaries, Ponca Removal military journal, Standing Bear testimony

**SS 4.4.2.B Describe how various sources relate their perspectives of Nebraska history.**

For example: texts, primary documents from differing groups of people

**SS 4.4.3 Analyze past and current events throughout Nebraska history.**

**SS 4.4.3.A Analyze key sources in Nebraska history to determine credibility and context.**

For example: accounts from settlers and tribes, foundational documents, news articles

**SS 4.4.3.B Identify key events in American history that shaped or were shaped by Nebraskans.**

For example: Kansas-Nebraska Act, Homestead Act, Ponca Trail of Tears, Santee Exile and Winnebago Removal, North Platte Canteen, Orphan Train, Native American Boarding Schools, World War I, Will Brown, World War II, Tuskegee Airmen, Great Depression, Cold War, Civil Rights Movement, September 11, 2001

**SS 4.4.4 Apply the inquiry process to construct and answer historical questions.**

**SS 4.4.4.A Construct and answer questions about Nebraska history.**

For example: Why did people migrate and/or relocate to Nebraska?

**SS 4.4.4.B Identify and cite primary and secondary sources to research the history of Nebraska.**

For example: document archives, newspapers, interviews

**SS 4.4.4.C Gather, analyze, and communicate historical information about Nebraska.**

For example: oral histories, newspaper archives, primary documents

**World History (WLD)**

Not addressed at this level.

## Grade 5

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### Civics

#### **SS 5.1.1 Investigate the structure and function of the United States government.**

##### **SS 5.1.1.A Investigate and summarize contributions that resulted in the historical foundation and formation of the United States constitutional government.**

For example: Magna Carta, English Bill of Rights, Declaration of Independence, Articles of Confederation, tribal constitutions, early state constitutions.

##### **SS 5.1.1.B Identify and explain the structure and functions of the three branches of government.**

For example: legislative, executive, judicial

##### **SS 5.1.1.C Analyze how colonial and new states' governments' laws affected all groups within a population, whether the majority group or others.**

For example: citizens, enslaved persons, Native American tribes, immigrants, women, class systems

##### **SS 5.1.1.D Investigate and summarize how the decisions of the national government affect local and state government and citizens of all backgrounds.**

For example: three-fifths clause, treaties, voting requirements, slavery

##### **SS 5.1.1.E Examine the principles of the American Constitutional Republic.**

For example: liberty, justice, equality, representative democracy, Bill of Rights, United States Constitution

##### **SS 5.1.1.F Compare and contrast forms of government.**

For example: tribal, British Monarchy, early American colonial governments

**SS 5.1.2 Analyze democratic principles that are the foundation of the United States government systems in daily life.**

**SS 5.1.2.A Explore and communicate the constitutional rights and civic responsibilities of U.S. citizens.**

**SS 5.1.2.B Describe origins of national and state holidays including historical background and significance.**

For example: George Washington’s Birthday, Abraham Lincoln’s Birthday, Presidents Day, Dr. Martin Luther King, Jr. Day, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, Thanksgiving Day, Citizenship Day

**SS 5.1.2.C Explain the significance of patriotic symbols, songs, and activities.**

For example: American flag, Fourth of July, Constitution Day, George Washington’s birthday, military songs from the Revolutionary War, tribal songs, the Liberty Bell

**SS 5.1.2.D Explore group and individual civic action that illustrate civic ideals in the founding of the United States**

For example: George Washington, Boston Tea Party, Continental Congress, Federalist Papers, Sons of Liberty, Mayflower Compact, Common Sense.

**SS 5.1.2.E Examine how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States.**

For example: communication through civil discourse historically and presently, constitutional compromises, Continental Congress

**SS 5.1.2.F Describe how the roles of individuals and groups influence government.**

For example: George Washington, John Adams, Abigail Adams, Thomas Jefferson, Benjamin Franklin, sovereign Native Americans, Patriots, Loyalists, European governments

## **Economics**

**SS 5.2.1 not addressed at this level**

**SS 5.2.2 not addressed at this level**

**SS 5.2.3\* Explain how human capital can be improved by education and training and thereby increase standards of living.**

**SS 5.2.3.A\* List examples of how additional education/training improves productivity and increases standards of living.**

For example: on the job training and/or education can lead to higher wages.

**SS 5.2.4 Explain how specialization, division of labor, and technology increase productivity and interdependence.**

**SS 5.2.4.A Describe the historical role of innovation and entrepreneurship in a market economy.**

For example: apprentices, journeyman, early inventors and entrepreneurs

**SS 5.2.5 Summarize characteristics of economic institutions in the United States.**

**SS 5.2.5.A Describe the importance of financial institutions to households and businesses.**

For example: loans to agriculture, business, and individuals in order to provide capital; importance of rule of law to enforce contracts and provide for private property

**SS 5.2.5.B Explain the rules and laws that protect and support consumers.**

For example: contracts, agreements, and product safety

**SS 5.2.5.C Identify goods and services funded through federal taxes.**

For example: military and armed forces, parks

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\* Per Nebraska Revised Statute 76-3001 (financial literacy requirement)

**SS 5.2.6 Summarize how specialization and trade impact the global market and relationships with other countries.**

**SS 5.2.6.A Describe how international trade promotes specialization and division of labor and increases the productivity of labor, output, and consumption.**

For example: New England specialized in ship building and fishing, South Carolina grew rice, the Middle Colonies had grain, and the Upper South grew tobacco and got finished goods like books from Great Britain.

**SS 5.2.6.B Explain how trade impacts relationships between countries.**

For example: fur, tobacco, cotton, lumber, triangle trade, tribal trading with settlers

**Geography**

**SS 5.3.1 Examine where (spatial) and why people, places, and environments are organized in the United States.**

**SS 5.3.1.A Use maps to locate and analyze major human and physical features in the United States.**

For example: major population centers, mountain ranges, rivers, various geographic regions (south, north, frontier), trade routes

**SS 5.3.1.B Determine why things are located where they are in the United States**

For example: settlement patterns, agricultural regions

**SS 5.3.2 Compare the characteristics of places and regions and draw conclusions on their impact on human decisions.**

**SS 5.3.2.A Identify criteria used to define and classify regions within the United States.**

For example: location, climate, industry, landforms, bodies of water

**SS 5.3.3 Explain how human and natural forces have modified different environments in the United States and how humans have adapted.**

**SS 5.3.3.A Identify examples of ecosystems and analyze issues related to the natural setting in the United States.**

For example: forests and deforestation, deserts, grasslands, wildfires, urban sprawl, flooding, erosion, strip mining

**SS 5.3.3.B Describe the impact of extreme natural events in the United States on the human and physical environment.**

For example: lightning, blizzards, floods, drought, hurricanes, tornadoes result in changes to agricultural/construction/public safety practices

**SS 5.3.3.C Examine patterns of resource distribution and utilization in the United States.**

For example: fisheries, forests, agricultural development, manufacturing regions

**SS 5.3.4 Compare and analyze characteristics of culture and migration in the United States.**

**SS 5.3.4.A Compare patterns of culture in the United States.**

For example: languages, religions, foods, music, sports, and celebrations found throughout the United States

**SS 5.3.4.B Compare population characteristics of the United States.**

For example: density, distribution, growth rates, economic opportunity

**SS 5.3.5 Use geographic skills to interpret issues and events.**

**SS 5.3.5.A Explain the influences of physical and human geographic features on events in the United States.**

For Example: east coast settlement development, migration patterns, improved transportation and communication networks

**SS 5.3.5.B Analyze aspects of human and physical geography that have shaped the settlement and development of early America.**

For example: westward expansion, development of agricultural practices, growth of transportation systems

**American History (US)**

**SS 5.4.1 Investigate patterns of continuity and change over time from the pre-Columbian era through the adoption of the Constitution.**

**SS 5.4.1.A Analyze the chronology of key events in the United States and communicate their impact on various groups in the past, present, and future.**

For example: continuity and change among Native American culture groups (Mississippian cultures, Cahokia) in America before Columbus, founding of colonies, Native American responses to colonization, coming of American Revolution, founding of United States, creation of the United States Constitution, Bill of Rights, the gradual abolition of slavery in the northern states

**SS 5.4.2 Explain multiple perspectives of historical events in the pre-Columbian era through the adoption of the Constitution.**

**SS 5.4.2.A Compare primary and secondary sources to better understand multiple perspectives of the same event.**

For example: Trade and interactions between Europeans, Africans, and Native Americans, The Boston Massacre, Declaration of Independence, United States Constitution, historical biographies

**SS 5.4.2.B Describe how multiple perspectives facilitate the understanding of U.S. history.**

For example: Battle for the Old Northwest, Atlantic Slave Trade

**SS 5.4.3 Analyze past and current events and challenges from the pre-Columbian era through the Constitution.**

**SS 5.4.3.A Compare the impact of people, events, ideas, and symbols on various cultural and ethnic groups.**

For example: Native American cultures, exploration, conflict, colonization, the emergence of democratic institutions, the Revolution, founders and founding documents, the unique nature of the creation of the United States leading to a nation based upon personal freedom, inalienable rights, and democratic ideals, and other patriotic national symbols

**SS 5.4.4 Apply the inquiry process to construct and answer historical questions from the pre-Columbian era through the adoption of the Constitution.**

**SS 5.4.4.A Construct and answer questions based on multiple sources.**

For example: Why did people migrate to the Americas?

**SS 5.4.4.B Evaluate and cite appropriate primary and secondary sources.**

For example: use of appropriate citation format; determine the credibility, contextualization, and corroboration of sources

**SS 5.4.4.C Gather, analyze, and communicate historical information from multiple sources.**

For example: document archives, artifacts, newspapers, interviews, pictures, posters, oral/written narratives, electronic presentation

**World History (WLD)**

Not addressed at this level.

## Grade 6

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### Civics

#### **SS 6.1.1 Investigate the foundations, structures, and functions of governmental institutions.**

##### **SS 6.1.1.A Identify the different forms of government through the study of early civilizations.**

For example: tribal, monarchy, democracy, republic, theocracy, tyranny, oligarchy

##### **SS 6.1.1.B Examine the development of written laws and artifacts.**

For example: Code of Hammurabi, Greek Democracy, Confucius, Ten Commandments

##### **SS 6.1.1.C Analyze the various ways governmental decisions have impacted people, places, and history.**

For example: invasions, conquests, laws, public works, religious tolerance, censorship, hierarchy

##### **SS 6.1.1.D Identify important government principles.**

For example: democracy, rule of law, justice, equality, toleration, distribution of power

#### **SS 6.1.2 Investigate the roles, responsibilities, and rights of citizens.**

##### **SS 6.1.2.A Explain how individuals who lived in Ancient Civilizations participated in the political process.**

For example: tribal/family institutions, city-state, voting, contacting officials, civic engagement, decision making, leadership

##### **SS 6.1.2.B Compare and contrast the roles and rights of individuals in Ancient Civilizations to those in the United States today.**

For example: military service, voting, civic engagement, decision making, leadership

### Economics

#### **SS 6.2.1 Investigate how economic decisions affect the well-being of individuals and society.**

##### **SS 6.2.1.A Compare the benefits and costs of economic decisions made by Ancient Civilizations.**

For example: marginal benefits of the migration of the Swahili people throughout southern Africa, Constantine the Great's decision to convert the Roman Empire to Christianity, Ancient Mesopotamians that settled along the Tigris and Euphrates to sustain life in a desert

**SS 6.2.1.B Examine how social and governmental decisions impact economic well-being.**

For example: Under constant invasion, Chinese dynasties built the Great Wall. Europeans and Asians were able to establish trade through the Silk Road to attain resources not native to their own continents. The caste system of Ancient India established order in the government but at the sake of the liberty of those in lower castes. Use democratic process established in Greece to make a classroom decision.

**SS 6.2.2 not addressed at this level**

**SS 6.2.3 Explain the interdependence of producers and consumers.**

**SS 6.2.3.A Identify producers and consumers for Ancient Civilizations.**

For example: Examine the independence and interdependence of social classes in ancient societies. List items sold and traded among various ancient societies.

**SS 6.2.3.B Explain how the interaction between producers and consumers satisfied economic wants and needs.**

For example: Research the various resources that were utilized as mediums of exchange like animals, cowry shells, gold, and porcelain. Examine how societies without currency differed from those with currency.

**SS 6.2.4 not addressed at this level**

**SS 6.2.5 not addressed at this level**

**Geography**

**SS 6.3.1 Identify where (spatial) and why people, places, and environments are organized on the Earth's surface.**

**SS 6.3.1.A Identify patterns in the locations of the first cities, civilizations, and empires and the reasoning for their locations.**

For example: River Civilizations: (Tigris/Euphrates, Yellow, Indus, Nile, Mesopotamia), early cities (Memphis, Ur, Babylon) as connected to the development of agricultural hearths and proximity to raw materials (especially iron ore and copper).

**SS 6.3.2 Explain how regions form and change over time**

**SS 6.3.2.A Identify early hearths of development and evaluate how their significance changes over time.**

For example: Fertile Crescent, Egypt Delta, Greece, Indus River Valley, Polynesia and Pacific Islands

**SS 6.3.3 Identify how the natural environment is changed by natural and human forces, and how humans adapt to their surroundings.**

**SS 6.3.3.A Describe the impact of natural processes on the human and physical environments during the ancient era.**

For example: Adaptation to floods and drought, climate and terrain-specific adaptations (ex. calendars, irrigation, levees, terraces, flooded rice paddies, sewage systems, clothing)

**SS 6.3.3.B Summarize how early humans utilized and adapted to their physical environment.**

For example: Irrigation, levees, terraces, fertile soils, mechanized agriculture, changes in land use, clothing, sewage systems, scarcity of resources

**SS 6.3.4 Interpret and summarize patterns of culture around the world.**

**SS 6.3.4.A Compare the characteristics and spread of groups of people and their culture during the ancient era.**

For example: Early diffusion of language (writing), agricultural practices, metalworking techniques, political systems (empires), trade, art and architecture, and religion

**SS 6.3.4.B Explain how cultural diffusion occurs.**

For example: trade routes, migration, conquest/empire building

**SS 6.3.5 Compare the characteristics and spread of groups of people and their culture during the ancient era.**

**6.3.5.A Compare issues and/or events using geographic knowledge and skills to make informed decisions.**

For example: Use of maps, charts, diagrams, and mapping technology to track and analyze historical changes over space and time (spread of religious groups, spatial connections through trade or political arrangement)

Trade routes, migration, religious diffusion, political boundaries

**American History (US)**

Not addressed at this level.

## **World History (WLD)**

### **SS 6.4.1 Analyze patterns of continuity and change over time in world history.**

#### **SS 6.4.1.A Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.**

For example: Hunter-gatherer societies, early agricultural societies, Bantu peoples, Chavin, Zapotec, Olmec, Mesopotamia, Egypt, Indus, Ancient Rome, Ancient Greece, early Chinese and Japanese dynasties, Macedonian Empire, Persian Empire, world religions

#### **SS 6.4.1.B Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts.**

For example: Hammurabi's Code, development of world religions, Peutinger Map of Roman Roads, hieroglyphics, trade routes, ancient art, architecture, and technology, Cyrus Cylinder

### **SS 6.4.2 Describe the historical, social, and cultural context of past and current events using multiple perspectives.**

#### **SS 6.4.2.A Identify evidence from multiple perspectives and sources to better understand the complexities of world history.**

For example: The rise and impact of empires, the development of early religions, the effects of trade, the development of early agricultural societies

#### **SS 6.4.2.B Use primary and secondary sources to better understand multiple perspectives of the same event.**

For example: Foundational texts of world religions, written and oral histories, money systems

### **SS 6.4.3 Examine historical events from the varying perspectives of relevant groups.**

#### **SS 6.4.3.A Identify how experiences can lead to the development of differing perspectives.**

For example: Religious groups, social class, ethnic and racial groups, gender roles, political groups

#### **SS 6.4.3.B Interpret varying perspectives of relevant groups from regions around the world.**

For example: Central America, South America, Africa, Asia, Middle East

### **SS 6.4.4 Interpret and evaluate sources for historical context.**

#### **SS 6.4.4.A Compare primary and secondary sources of history.**

For example: Compare Lascaux cave paintings with a historian's interpretation of the Paleolithic Era, compare Pliny the Younger's letters with a historian's account of Mount Vesuvius, compare images of the Nazca lines with secondary sources about their purpose, compare Herodotus's writings to accounts of modern-day historians

**SS 6.4.4.B Analyze the relationships among historical events in the world and relevant contemporary issues.**

For example: agriculture, technology, written laws, trade, conflict and war

**SS 6.4.5 Apply the inquiry process to construct and answer historical questions.**

**SS 6.4.5.A Construct meaningful questions about topics in world history.**

For example: Was Qin Shi Huang an effective leader? Would you rather be an Athenian or a Spartan? Was technology central to the development of Mesopotamia? Was Hammurabi's Code of Laws fair?

**SS 6.4.5.B Identify and cite appropriate sources for research about world history, including primary and secondary sources.**

For example: Hammurabi's Code, Twelve Tables, Pericles Funeral Oration

**SS 6.4.5.C Gather, analyze, and communicate historical information about the world from multiple sources.**

For example: Document archives, artifacts, newspapers, interviews, pictures, posters, oral/written narratives, and media sources

## Grade 7

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### Civics

#### **SS 7.1.1 Investigate the foundations, structures, and functions of governmental institutions.**

**SS 7.1.1.A Describe different forms and structures of government around the world and how they address the needs of the citizens.**

For example: republic, monarchy, authoritarian/dictatorship, feudalism, unlimited forms of government, limited forms of government

**SS 7.1.1.B Identify and interpret significant historic events and documents that have influenced governmental institutions and their functions.**

For example: Justinian’s Code, Magna Carta, trade agreements, Papal Decrees, Royal Decrees, Edicts

**SS 7.1.1.C Analyze how governmental systems have changed over time and how those developments influence civic life and ideals around the world.**

For example: feudal systems in Europe, centralized empires in Asia and the Middle East, impact of warfare and religion on government authority and communities

#### **SS 7.1.2 Distinguish the roles, responsibilities, and rights of citizens and groups in international societies.**

**SS 7.1.2.A Identify ways in which individuals and groups participate in the political process in different regions of the globe.**

For example: Feudalism, religious influence, role of nobility, local decision making and control, influence of culture

**SS 7.1.2.B Investigate how cooperation and conflict among people around the world have contributed to political, economic, and social events and situations.**

For example: agreements between kingdoms, conflicts that shaped governance, social hierarchies, impact of religion

**SS 7.1.2.C Examine the roles and influence of individuals, groups, and the media on governments in an interdependent society.**

For example: the influence of religious leaders and nobles, advisory councils, and the spread of ideas through manuscripts, proclamations, and oral communications.

## **Economics**

**SS 7.2.1 not addressed at this level**

**SS 7.2.2 not addressed at this level**

**SS 7.2.3 not addressed at this level**

**SS 7.2.4 Investigate how varying economic systems impact individuals in a civilization/society.**

**SS 7.2.4.A Compare and contrast characteristics of different socio-economic groups in economic systems.**

For example: traditional, market, command/communism, socialism, feudal, or caste systems

**SS 7.2.4.B Identify the relationships between diverse socio-economic groups and their economic systems in the modern world.**

For example: Compare tax structures in various empires/dynasties and how the people are impacted.

**SS 7.2.5 Analyze information using appropriate data to draw conclusions about the total production, income, and economic growth in various economies.**

**SS 7.2.5 B Identify various economic indicators that governments use to measure modern world societies, nations, and cultures.**

For example: consumption, government spending, business investment, balance of trade, exports, imports, life expectancy, literacy rates, income

**SS 7.2.5 C Categorize goods and services provided in pre-modern societies, nations, and cultures into the four factors of production.**

For example: Identify the four factors of production (land, labor, capital, and entrepreneurship) and how they manifest in various ways from culture to culture and over time.

**SS 7.2.6 Illustrate how international trade impacts individuals, organizations, and nations/societies.**

**SS 7.2.6.A Explain how individuals gain through specialization and voluntary trade and how international trade affects the domestic economy.**

For example: Business owners are able to explore the world to find labor sources that help maximize profit. Many of the economies of the Americas owe their establishment and success to the development and processing of sugar cane. Corporations chartered for colonial settlement: Dutch East India Company, Virginia Company

early globalization in trade and labor sources, colonization of the Americas and other parts of the world, European Corporations and Trading Companies

**Geography**

**SS 7.3.1 Identify where (spatial) and why people, places, and environments are organized on the Earth's surface.**

**SS 7.3.1.A- Identify patterns in the locations of significant civilizations and empires during the Middle Ages, and the reasoning for their locations.**

For example: early cultures of the Americas (Mesoamerica, Mississippian, and Andean), European Kingdoms, (ex. Franks, Vikings, English), Asiatic Empires (Ex. Mughals, Mongols, Chinese Dynasties), African Empires (Great Zimbabwe, Songhai, Mali).

**SS 7.3.2 Explain how regions form and change over time**

**SS 7.3.2.A Identify hearths of development and evaluate how their significance changes over time during the Middle Ages.**

For example: Rome, Mecca, Timbuktu, Yangtze Valley, Yucatan Peninsula, Cahokia

**SS 7.3.2.B Interpret the impact of land and water features on human decisions.**

For example: location of settlements and transportation

**SS 7.3.2.C Identify how humans construct major world regions and the impact on human societies.**

For example: geographic factors that influence international relationships and economic development-trade, communication, transportation, infrastructure

**SS 7.3.3 Identify how the natural environment is changed by natural and human forces, and how humans adapt to their surroundings.**

**SS 7.3.3.A Describe the impact of natural processes on the human and physical environments.**

For example: Plagues, forests, defensive structures (fortified cities and castles), city structures (ex. cities built on hills or riverbanks)

**SS 7.3.3.B Research and describe how humans have utilized and adapted to their physical environment.**

For example: Rivers, floods, precipitation, drought, use of natural resources

**SS 7.3.4 Interpret and summarize patterns of culture around the world.**

**SS 7.3.4.A Compare the characteristics and spread of groups of people and their culture.**

For example: Christianity, Judaism, Islam, Buddhism, new technology (ex. warfare techniques), art and architecture (ex. gothic), Feudalism

**SS 7.3.4.B Compare the characteristics and spread of groups of people and their culture.**

For example: migration, conquering, trade

**SS 7.3.5 Compare issues and or events using geographic knowledge and skills to make informed decisions.**

**SS 7.3.5.A Classify the physical or human factors that explain the geographic patterns of world events.**

For example: use maps/charts/diagrams/timelines/mapping technology to track and analyze historical changes over space and time (spread of religious groups, spatial connections through trade or political arrangement).

**SS 7.3.5.B Explain how regions form and change over time.**

For example: geographic concentration of specialized economies, urbanization, availability of arable land, water, and resources.

**American History (US)**

Not addressed at this level.

## **World History (WLD)**

### **SS 7.4.1 Compare patterns of continuity and change over time in world history.**

#### **SS 7.4.1.A Analyze the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.**

For example: Ghana, Mali, Songhai, Great Zimbabwe, Gupta Empire, world religions, Mayans and Aztecs, Incans, feudal Europe, Byzantine Empire, Holy Roman Empire, Vikings, Tang Dynasty, Song Dynasty, Ming Dynasty, Kamakura Shogunate, Umayyad Dynasty, Abbasid Dynasty, Mongol Empire, Ottoman Empire

#### **SS 7.4.1.B Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts.**

For example: trade routes, timelines of the Crusades, spread of religion, political boundaries, disease

### **SS 7.4.2 Describe the historical, social, and cultural context of past and current events using multiple perspectives.**

#### **SS 7.4.2.A Analyze evidence from multiple perspectives and sources to better understand the complexities of world history.**

For example: global interaction, exploration, conflict, social hierarchies, networks of exchange

#### **SS 7.4.2.B Use primary and secondary sources to better understand multiple perspectives of the same event.**

For example: legal documents, speeches, diaries, art and architecture, oral histories, census data, maps, literature

### **SS 7.4.3 Examine historical events from the varying perspectives of relevant groups.**

#### **SS 7.4.3.A Identify how experiences can lead to the development of differing perspectives.**

For example: Religious groups, social class, ethnic and racial groups, gender roles, political groups

#### **SS 7.4.3.B Interpret varying perspectives of relevant groups from regions around the world.**

For example: Central America, South America, Africa, Asia, Middle East

### **SS 7.4.4 Analyze and interpret sources for perspective and historical context.**

#### **SS 7.4.4.A Compare primary and secondary sources of history.**

For example: Compare eyewitness accounts of the Black Death with contemporary medical understandings, corroborate the Catalan Atlas with historian interpretations of the Mali Empire, compare feudal systems of Europe and Japan, compare ruins in Mesoamerica and East Africa

**SS 7.4.4.B Identify the cause-and-effect relationships among historical events in the world and relevant contemporary issues.**

For example: migrations, conflict and war, treaties, alliances, epidemics

**SS 7.4.5 Apply the inquiry process to construct and answer historical questions.**

**SS 7.4.5.A Construct meaningful questions about topics in world history.**

For Example: What was the primary cause for the decline of the Maya civilization? Would you want to live in a feudal society? Did Emperor Shi Huangdi Improve China? What was the significance of Chinggis Khan and Kublai Khan?

**SS 7.4.5.B Evaluate and cite appropriate sources for research about world history, including primary and secondary sources.**

For example: Marco Polo's travel journals, maps of the expansion of empires, Cortes' letter to Charles V, Black Death statistics, The Tale of Genji, griots oral histories

**SS 7.4.5.C Gather, analyze, and communicate historical information about the world from multiple sources.**

For example: Document archives, artifacts, newspapers, interviews, pictures, posters, oral/written narratives, and media sources

## Grade 8

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### Civics

#### **SS 8.1.1 Investigate and summarize the unique foundation, structure, and functions of the United States government.**

##### **SS 8.1.1.A Identify and describe different systems of government.**

For example: Monarchy, Federal, Confederate, Unitary, Tribal, corporate

##### **SS 8.1.1.B Analyze the structure and roles of the United States government in meeting the needs of the citizens governed, managing conflict, and establishing order and security.**

For example: Chinese Exclusion Act, Fugitive Slave Laws, 13<sup>th</sup>- 15th Amendments, antitrust laws, Homestead Act, Indian Removal Act

##### **SS 8.1.1.C Examine the development of foundational laws and other documents in the United States government.**

For example: Declaration of Independence, United States Constitution, Preamble, Bill of Rights

##### **SS 8.1.1.D Evaluate how various United States government decisions impact people, place, and history.**

For example: taxation, distribution of resources, acquisition of territories, Trail of Tears, Indian Removal Act, Dred Scott decision, treaties, Louisiana Purchase, census, Civil War, War of 1812, Mexican American War

##### **SS 8.1.1.E Describe and distinguish important principles in American government.**

For example: freedom, individual rights, representative democracy, equality, rule of law, popular sovereignty, justice, tribal sovereignty

##### **SS 8.1.1.F Analyze the development and significance of political parties in the United States.**

For example: Federalists and Antifederalists

#### **SS 8.1.2 Compare the roles, responsibilities, and rights of local, state, national, and international citizens.**

##### **SS 8.1.2.A Demonstrate ways individuals participate in the political process.**

For example: registering and voting, elections, contacting government officials, campaign involvement, demonstrating ethical use of information

**SS 8.1.2.B Analyze the significance of patriotic symbols, songs, and activities in terms of historical, social, and cultural contexts.**

For example: Pledge of Allegiance, ‘The Star-Spangled Banner,’ ‘America the Beautiful,’ recognition of Memorial Day, Independence Day, Veterans Day, Martin Luther King, Jr. Day, Constitution Day, Patriot’s Day 9/11, Native American Heritage Day, tribal songs

**SS 8.1.2.C Demonstrate civic engagement.**

For example: engaging in service-learning projects, volunteerism, participation in student government, simulations of democratic processes (Mock Trial, school elections) and civil discourse, USCIS citizenship test,

**SS 8.1.2.D Describe how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States.**

For example: Louisiana Purchase, slave rebellions, Civil War, Jim Crow laws, women’s movement, NAACP movement, civil disobedience

**Economics**

**SS 8.2.1 not addressed at this level**

**SS 8.2.2\* Understand personal financial management.**

**SS 8.2.2.A\* Identify skills for future financial success.**

For example: Identify key terms associated with budgeting, credit, savings, credit score, investing, fraud, and risk management.

**SS 8.2.2.B\* Understand tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources.**

For example: Analyze the impact of credit on an individual’s ability to acquire goods and services and make charitable contributions.

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\* Per Nebraska Revised Statute 76-3001 (financial literacy requirement)

**SS 8.2.3 not addressed at this level**

**SS 8.2.4 Justify and debate economic decisions made by North American societies.**

**SS 8.2.4.A Research the origins and development of the economic system, banks, and financial institutions in the United States.**

For example: Examine the work of Alexander Hamilton and his influence on the banking system in the U.S. economy.

**SS 8.2.4.B Explain how tax revenues are collected and distributed.**

For example: Review the Constitution to understand the roles of each branch in establishing a national budget and how the separation of powers is structured.

**SS 8.2.4.C Describe the progression of money and its role in early United States history.**

For example: Identify what forms of currency/bartering were used as a medium for exchange among various Native American tribes. Examine what services and regulations were established during the Progressive Era as urban areas' populations boomed. Examine the National Banking Act of 1863.

**SS 8.2.5 Illustrate how international trade impacts individuals, organizations, and nations.**

**SS 8.2.5.A Explain that currency must be converted to make purchases in other countries.**

For example: Trace the conversion of products and currency between the French and the indigenous tribes of the Midwest.

**SS 8.2.5.B Assess how trade barriers impact the prices and quantity of goods.**

For example: Examine the impact of the Sugar and Molasses Act of 1733 and the Stamp Act of 1765.

**Geography**

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

**8.3.1.A Identify patterns in the locations of the first cities and colonies and the reasoning for their locations.**

For example: Virginia, Massachusetts Bay Colony, Ohio River Valley, Charlestown, Boston, Albany

**SS 8.3.2 Examine how regions form and change over time.**

**SS 8.3.2.A Describe the characteristics and significance of regions and evaluate their importance over time.**

For example: New England, 'The South,' the Frontier, Appalachia, industrial regions, the Mid-Atlantic, 'free' states vs. pro-slavery states, tribal lands

**SS 8.3.2.B Describe the impact of natural processes on the human and physical environments.**

For example: location of settlements and transportation networks with respect to physical features

**SS 8.3.2.C Identify and justify how humans develop major world regions and the impact on human societies.**

For Example: geographic factors that influence international relationships and economic development-trade, communication, transportation, infrastructure

**SS 8.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings.**

**SS 8.3.3.A Analyze how humans have utilized and adapted to their physical environment, and the impacts of those actions.**

For example: coastal and river transportation networks, logging, wetland drainage, mining, agricultural lands

**SS 8.3.3.B Compare the characteristics and spread of groups of people and their culture. Explain how cultural diffusion occurs and how the spread of ideas impacts cultures.**

For example: rivers, wetlands, forests, treeless plains, precipitation, drought

**SS 8.3.4 Compare patterns of human populations and culture over space and time during the United States' early history.**

**8.3.4.A Compare trends and effects of human migration, urbanization, cultural diffusion, and demographic composition at a local and national level.**

For example: Atlantic Triangle Trade, indentured servitude, religious freedom, industrialization, westward expansion, urban development, railroads, establishment of reservations, Homestead Act

**SS 8.3.5 Compare issues and/or events using geographic knowledge and skills to make informed decisions.**

**SS 8.3.5.A Classify the physical or human factors that explain the geographic patterns of United States and world events.**

For example: Use maps, charts, diagrams, and mapping technology to track and analyze historical changes over time and space (spread of

religious groups, spatial connections through trade or political arrangement).

## **American History (US)**

### **SS 8.4.1 Analyze patterns of continuity and change over time in the United States history.**

#### **SS 8.4.1.A Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.**

For example: Founding of United States, American Revolution, Early Republic, Jacksonian Democracy, Manifest Destiny, Indian Removal Act, slavery, expansion, reform, crisis of the 1850s, secession, Abraham Lincoln, Civil War, Reconstruction, Standing Bear, industrialization, immigration, urbanization, patriotism, citizens' rights

#### **SS 8.4.1.B Evaluate the impact of historical events in the United States using symbols, maps, documents, and artifacts.**

For example: Founders and founding documents, national symbols: National Anthem, Statue of Liberty. John Gast's 'American Progress' painting, Gettysburg Address, Reconstruction Acts and Amendments, maps of Native American reservations

### **SS 8.4.2 Analyze the historical, social, and cultural context of past and current events using multiple perspectives.**

#### **SS 8.4.2.A Compare evidence from multiple perspectives and sources to better understand the complexities of United States history.**

For example: Dawes Act, Santee Mankato Executions (Dakota Uprising), Chinese Exclusion Act, Treaty of Guadalupe Hidalgo, Homestead Act, Reconstruction Acts and Amendments, The Emancipation Proclamation, organized labor, Women's Suffrage Movement

#### **SS 8.4.2.B Analyze primary and secondary sources to better understand multiple perspectives of the same event.**

For example: The Constitution and the Anti-Federalist Papers, The Bill of Rights, Lincoln-Douglas debates, Gettysburg Address, Indian Removal Act and Cherokee Protest Letters, debates over slavery, Dred Scott controversy, 'The New Colossus' poem.

### **SS 8.4.3 Examine historical events from the varying perspectives of relevant groups.**

#### **SS 8.4.3.A Identify how experiences can lead to the development of differing perspectives.**

For example: Compare primary accounts by American Indian peoples and American settlers regarding the expansion of the United States.

**SS 8.4.3.B Interpret how and why various groups and/or individuals might understand historical events similarly or differently.**

For example: Compare how differing Native American groups and Spanish-speaking peoples responded to the Indian Removal Act and the Mexican American War.

**SS 8.4.4 Evaluate and interpret sources for perspective and historical context.**

**SS 8.4.4.A Compare primary and secondary sources of history.**

For example: Compare what secondary texts and other primary sources say about Wounded Knee Massacre to Black Elk's account of the same event, compare primary sources from the United States, Republic of Texas, and Mexico about the Mexican War, compare primary accounts of the transcontinental railroad from the perspectives of workers and corporations.

**SS 8.4.4.B Evaluate the relationships among historical events in the United States and relevant contemporary issues.**

For example: political party platforms, continuing debates about role of government

**SS 8.4.5 Apply the inquiry process to construct and answer historical questions.**

**SS 8.4.5.A Construct meaningful questions about topics in American History.**

For example: Why is the Gettysburg Address considered an important statement of American national ideals?

**SS 8.4.5.B Locate, analyze, and cite appropriate sources for research about United States history, including primary and secondary sources.**

For example: classroom texts, Gettysburg Address, tribal treaties, major online historical archives like Library of Congress, National Archives, and local and state archives

**SS 8.4.5.C Gather, analyze, and communicate historical information about United States history from multiple sources.**

For example: primary sources, secondary sources, popular media, scholarly perspectives

**World History (WLD)**

Not addressed at this level.

## High School

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### Civics

**SS HS.1.1 Analyze the unique foundation, structures, and functions of the United States government as well as local, state, and international governments.**

**SS HS.1.1. A Examine the historical documents and principles that influenced the creation of the United States Constitution.**

For example: philosophers, social contract theory, natural rights, Constitutional Convention, Federalist, and Anti-Federalist Papers, Iroquois Confederation, the imbalance of representation

**SS HS.1.1. B Evaluate the structure of American constitutional government and how power is distributed, shared, and limited.**

For example: federalism, democracy, representative government, branches of the government, separation of powers, checks and balances, amendment process, concurrent/enumerated/implied powers, electoral college, Bill of Rights, Reconstruction amendments, Prohibition, women's vote

**SS HS.1.1.C Synthesize the functions of United States government and their outcomes.**

For example: national security, legislative law-making, executive implementation, judicial interpretation, constitutionalism, taxation, naturalization of citizens, environmental implications

**SS HS.1.1. D Analyze the foundation, structures, and functions of local government and its outcomes.**

For example: city council, school board, county government, regional boards, grassroots, community organizations

**SS HS.1.1. E Analyze the foundation, structures, and functions of state government and its outcomes.**

For example: bicameral/unicameral, branches of government, judiciary process, penal system, reapportionment/redistricting

**SS HS.1.1. F Analyze the foundation, structures, and functions of supranational organizations.**

For example: United Nations, NATO, European Union, treaties, trade organizations, Native American Treaties

**SS HS.1.1. G Evaluate the roles that political parties play in shaping public policy in the United States.**

For example: Republican Party Civil War, Populist Party Progressive movement, Democratic Party New Deal, Southern Strategy-Dixiecrats, hyperpartisanship

**SS HS.1.1.H Examine United States foreign policy issues.**

For example: methods, approaches, events, and their outcomes on various groups of people

**SS HS.1.2 Demonstrate meaningful civic participation by analyzing local, state, national, or international issues and policies.**

**SS HS.1.2. A Investigate how individuals and groups can use the structure and functions of various levels of government to shape policy.**

For example: Lobbying, voting, contacting government officials, petitioning, civil disobedience, tribal voting, tribal government officials, voting patterns, running for office

**SS HS.1.2.B Analyze and communicate the significance and impacts of patriotic symbols, songs, holidays, and activities in terms of historical, social, and cultural contexts.**

For example: Pledge of Allegiance, ‘The Star-Spangled Banner,’ ‘America the Beautiful,’ Dr. Martin Luther King Jr. Day and ‘I Have a Dream’ speech, George Washington’s Birthday, Abraham Lincoln’s Birthday, Presidents Day, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, and Thanksgiving Day, 4th of July, Hispanic Heritage month, tribal flag songs

**SS HS.1.2.C Engage and reflect on participation in civic activities.**

For example: discussing current issues, advocating for personal rights and the rights of others, influencing governmental actions, participating in civil discourse, registering for selective service, registering to vote, voting when reaching the age of majority, participating in community improvement activities, service learning

**SS HS.1.2.D Investigate an issue and communicate which level of government is most appropriate to utilize in addressing the issue.**

For example: students communicate through an editorial, public service announcement, pamphlet, public presentation, tribal council, community entities

**SS HS.1.2. E Synthesize how individuals, groups, and the media check governmental practices.**

For example: muckrakers, Watergate, Civil Rights movement, Suffrage movement

**SS HS.1.2. F Analyze various media sources for accuracy and perspective.**

For example: news media literacy, online civic reasoning

## **Economics**

### **SS HS.2.1 Apply economic concepts that support rational decision making.**

#### **SS HS.2.1.A Make decisions by systematically considering alternatives and consequences through the use of cost benefit analysis.**

For example: PACED decision-making model (Problem, Alternatives, Criteria, Evaluate, Decision); Some potential topics could include options for energy sources, center pivot irrigation, oil pipeline through Nebraska, use of pesticides and fertilizers. Decisions made by businesses and social issues including corporate social responsibility programs, green energy, living wage, paid parental leave, equal pay, social entrepreneurship (businesses that aim to solve social problems).

#### **SS HS.2.1.B Assess the incentives for investing in human capital.**

For example: Research returns to education, look at cost of education, and compare to earnings; costs of returning to small towns vs. cities

### **SS HS.2.2\* Develop a plan to support short- and long-term goals.**

#### **SS HS.2.2.A\* Develop a budget using a financial record keeping tool.**

For example: Mint.com, spreadsheet, Quicken, journal on paper

#### **SS HS.2.2.B\* Compare and contrast different types of banking accounts and features.**

For example: checking, savings, money market, CDs

#### **SS HS.2.2.C\* Assess the effects of taxes on personal income.**

For example: state income tax, federal income tax, social security, property tax, sales tax

#### **SS HS 2.2.D\* Compare and contrast possible career choices.**

### **SS HS.2.3\* Critique strategies used to establish, build, maintain, monitor, and control credit.**

#### **SS HS.2.3.A\* Compare and contrast the costs and benefits of different types and sources of credit and debt.**

For example: credit card interest rates, personal loans rates, mortgage rates, student loan rates

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\* Per Nebraska Revised Statute 76-3001 (financial literacy requirement)

**SS HS.2.3.B\* Investigate strategies to effectively manage debt and factors that influence credit ratings.**

For example: Credit cards, auto loans, mortgages, extended warranties

**SS HS.2.4\* Evaluate savings, investment, and risk management strategies to achieve financial goals.**

**SS HS.2.4.A\* Explain the importance of saving and investing early to ensure financial security.**

For example: compound interest, use rule of 72, time value of money

**SS HS.2.4.B\* Develop an investment strategy to achieve short- and long-term goals utilizing a variety of investment vehicles.**

For example: stocks, bonds, mutual funds, retirement plans, investment in education including analysis of student loans, average income of job, and repayment of loan, investment in homeownership vs. renting

**SS HS.2.4.C\* Examine appropriate and cost-effective risk management strategies.**

For example: health, disability, life, auto insurance, personal identity protection, extended warranties, fraud protection

**HS.2.5 Explain the role of markets in determining prices and allocating scarce goods and services.**

**SS HS.2.5.A Summarize the role of competition, markets, and prices.**

For example: Use product and factor market/circular flow; compare market structures (perfect competition to monopoly)

**SS HS.2.5.B Illustrate how markets determine changing equilibrium prices through supply and demand analysis.**

For example: changes in demand and supply, changes in quantity demanded and quantity supplied

**SS HS.2.5.C Explain how competition between sellers could result in lower prices, higher quality products, and better customer service.**

For example: Look at businesses in the monopolistic market structure competing for consumer dollars, trying to earn your business.

**SS HS.2.5.D Investigate possible causes and consequences of shortages and surpluses.**

For example: use current events and public policy rent control and minimum wage

**SS HS.2.6 Explain how economic institutions impact different individuals and various groups.**

**SS HS.2.6.A Explain how various economic institutions have played a role in United States economic policy and practice.**

For example: corporations, labor unions, financial institutions, stock markets, cooperatives, small business and entrepreneurs, business partnerships

**SS HS.2.6.B Calculate and describe the impact of economic indicators.**

For example: trends and business cycles using GDP, unemployment rates including frictional, structural, cyclical, inflation/deflation rates

**SS HS.2.6.C Describe the functions and role of the Federal Reserve System and its influence through monetary policy.**

For example: balancing inflation and unemployment, establish interest rates

**SS HS.2.7 Assess the roles of institutions such as clearly defined property rights and the rule of law in a market economy.**

**SS HS.2.7.A Assess how property rights are defined, enforced, and limited by government.**

For example: contracts and the rule of law, zoning laws, eminent domain, Homestead Act, copyright laws, patents, and intellectual property

**SS HS.2.8 Compare and contrast the roles and responsibilities of government and differing outcomes from various economic systems: command, mixed, socialism, market, and traditional economic systems.**

**SS HS.2.8.A Examine how governments utilize taxation to provide goods and services to society.**

For example: disaster relief, flood control, military and armed forces, ownership of resources

**SS HS.2.8.B Evaluate the effectiveness of government policies altering market outcomes.**

For example: Compare farm subsidies and corporate incentives.

**SS HS.2.8.C Critique government policies and regulations in areas of market failure.**

For example: monopolies, externalities, non-enforcement of property rights

**SS HS.2.9 Examine the government's influence on economic systems through fiscal policy.**

**SS HS.2.9.A Explore various forms of taxation including income, sales, and capital gains and examine how governments can use taxing and spending policies to influence behavior.**

For example: alcohol tax, home mortgage interest deduction, sales tax

**SS HS.2.9.B Examine the impact of fiscal policy on budget deficits/surpluses and national debt.**

For example: Spending resources to service the debt impacts opportunities for using the funds for other needs.

**SS HS.2.10 Evaluate how international trade affects individuals, organizations, the domestic economy, and other nations.**

**SS HS.2.10.A Explore comparative advantage among different countries.**

For example: research on what different countries produce when they specialize in those products

**SS HS.2.10.B Analyze the impact on prices and quantities of various trade policies, both domestically and internationally.**

For example: tariffs, quotas, protectionist policies, and the resulting changes in price and quantity; research NAFTA and/or Brexit.

**Geography**

**SS HS.3.1 Evaluate where (spatial) and why people, places, and environments are organized on the Earth’s surface.**

**SS HS. 3.1.A Determine spatial organization of human settlements in relation to natural features.**

For example: population density and distribution, world climate regions, city categorization, natural resource deposits, agricultural hearths, croplands, structure of communities, highway, flight patterns, pipelines, communications networks and rail lines

**SS HS.3.1.B Describe the characteristics and significance of regions and evaluate their importance over time.**

For example: major world physical features (mountains, seas, rivers), patterns of human settlement on local, regional, national, and global scale, governmental systems, economic systems, site and situation, Weber’s Least Cost Theory, Von Thunen Model of Land Use

**SS HS.3.2 Evaluate how regions form and change over time.**

**SS HS.3.2.A Analyze physical and human processes that shape places and regions.**

For example: historical influences, current events, natural disasters, climate change, conflicts, natural processes (erosion, plate tectonics), relationships and connections

**SS HS.3.2.B Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings.**

For example: popular cultural traits, folk cultural traits, national monuments and folklore, nationalism, ethnicity, migration, wars, famine, urbanization, demographic transition model, industrial development, toponymy (place names), regional identity (Corn Belt, Heartland, Homeland)

**SS HS.3.2.C Evaluate the interdependence of places and regions.**

For example: models of industrial and economic development, new international division of labor, supranational organizations (The United Nations, Association of Southeast Asian Nations [ASEAN], or The European Union), globalization, popular culture, international trade agreements, patterns of human migration, alliances, central place theory

**SS HS.3.3 Analyze how the natural environment and cultural landscape are transformed by natural and human forces and interpret how humans adapt to their surroundings.**

**SS HS.3.3.A Explain components of the Earth's physical systems and evaluate the impact of natural processes on human environments.**

For example: atmosphere, lithosphere, biosphere, and hydrosphere, plate tectonics/continental drift, global ocean systems, atmospheric systems, natural disasters, Earth's orbit, seasonal changes in ice coverage, greenhouse effect

**SS HS.3.3.B Evaluate how humans have utilized and adapted to their physical environment.**

For example: renewable and non-renewable resources, the cultural landscape, natural disasters (hurricanes, wildfires), environmental technological adaptations (air conditioning, skyways, insulation), synthetic materials, human modifications to physical environment, conservation and environmentalism, Genetically Modified Organisms (GMO), agricultural revolutions, transportation networks, industrial revolutions, Von Thunen Model of Land Use, deforestation, desertification

**SS HS.3.4 Compare issues and/or events using geographic knowledge and skills to make informed decisions.**

**SS HS.3.4.A Classify the physical or human factors that explain the geographic patterns of world events.**

For example: urban models, Demographic Transition Model, rural organization (long lot, metes and bounds, township and range), rural to urban migration, Human Development Index, Borchert's Epochs, trends locally, nationally, and globally over time, migration push and pull factors, effects of migration on both the source regions and destinations, More Developed Countries (MDCs) and Less Developed Countries (LDCs), demography

**SS HS.3.4.B Examine the spread of cultural traits and the potential benefits and challenges of cultural diffusion, economic development, and globalization.**

For example: cultural convergence and divergence, universalizing and ethnic religions, competition between multinational corporations and local businesses, folk cultures and popular cultures, spread of ideas (such as economic ideals, ideas on government, gender norms), diffusion of medical knowledge and impact on demographics, agricultural and industrial revolutions, models of economic development, the cultural landscape, Third Agricultural Revolution (Green Revolution), internet connectivity and cell phone networks,

lingua franca, hypernationalism

**SS HS.3.4.C Analyze the relationships of sovereign nations and the role of multinational organizations on conflict and cooperation both between and within countries.**

For example: impacts of membership in multinational organizations and agreements, treaties, resource and technology exchanges, Heartland and Rimland Theory, demarcation of borders, territorial morphology

**SS HS.3.5 Compare patterns of human populations and culture over space and time on a local, national, and global scale.**

**SS HS.3.5.A Apply geographic knowledge and skills to interpret the past and present in order to plan for the future.**

For example: developing a geographic question, acquiring and organizing data/information, performing analysis, presenting findings, developing action plans

**SS HS.3.5.B Analyze how geospatial skills and geo-literacy are applied to improve standards of living and solve problems.**

For example: Examine how geospatial technologies (such as GIS [Geographic Information Systems] and remote sensing) and geographic knowledge (such as geopolitics) can be applied to better understand the world, address issues, and make spatial decisions (such as determining market potential, optimum usage of irrigation and fertilizers, or mapping public health outbreaks to determine source).

**SS HS.3.5.C Evaluate geographical information sources for applications, credibility, and appropriateness in displaying spatial data.**

For example: use maps (paper, digital, and mental), atlases, Global Positioning System (GPS), Geographic Information Systems (GIS), remote sensing, Artificial Intelligence, and forms of quantitative/qualitative data, analyze a map to determine appropriate use of scale, evaluate strengths and weaknesses of different map projections

**American History (US)**

**HS.4.1 (US) Analyze and evaluate patterns of continuity and change over time in United States history.**

**SS HS.4.1.A (US) Evaluate the cause and effect of historical events on various groups in the United States.**

For example: To which conditions were Progressives responding? Why did the United States enter World War I? What caused the Great Depression? What caused the interpretation of ‘separate but equal’ to change over time?

**SS HS.4.1.B (US) Interpret key eras in United States history in chronological order.**

For example: Progressive Era, Women’s Suffrage, World War I, Great Migration, Great Depression and New Deal, Naziism, World War II,

Holocaust, Cold War, Civil Rights Era, contemporary United States

**SS HS.4.1.C (US) Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.**

For example: 19th Amendment, Brown v. Board of Education of Topeka, Dolores Huerta, desegregation of the military following WWII, March on Washington, Movement for the Restoration of Tribal Status, farm crisis of the 1980s, continuing struggle for equality

**SS HS.4.2 (US) Analyze the complexity of the interaction of multiple perspectives to investigate significant events in the development of history.**

**SS HS.4.2.A (US) Evaluate evidence from multiple perspectives and sources to better understand the complexities of American history.**

For example: Nineteenth Amendment, 1924 National Origins Act, Indian Reorganization Act of 1934, Bracero program, Civil Rights Movement

**SS HS.4.2.B (US) Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.**

For example: Theodore Roosevelt’s New Nationalism and Woodrow Wilson’s New Freedom, Indian Reorganization Act and responses from tribal leaders, differing strategies in the struggle to gain black equality

**SS HS.4.3 (US) Examine historical events from the varying perspectives of relevant groups.**

**SS HS.4.3.A (US) Describe how experiences can lead to the development of differing perspectives.**

For example: religious, racial or ethnic groups, immigrants, women, LGBTQ persons, and Native American nations

**SS HS.4.3.B (US) Interpret how and why various groups and/or individuals might understand historical events similarly or differently.**

For example: Immigration and Naturalization Act of 1965, Stonewall Riots, American Indian Movement, Equal Rights Amendment, Civil Rights Act of 1964, West Virginia v. Barnette, United Farm Workers

**SS HS.4.4 (US) Evaluate sources for perspective, limitations, accuracy, and historical context.**

**SS HS.4.4.A (US) Compare the central arguments in primary and secondary sources of history from multiple media.**

For example: written documents, radio broadcasts, news broadcasts, film, newspapers, photographs, oral histories, virtual museum exhibits

**SS HS.4.4.B (US) Critique the strengths and limitations of a variety of primary and secondary historical sources.**

For example: Jane Addams on settlement houses, Franklin Roosevelt’s ‘Four Freedoms’ Speech, Martin Luther King, Jr.’s ‘Letter from Birmingham Jail,’ Equal Rights Amendment

**S.S. HS. 4.4.C (US) Determine the relationship between multiple causes and effects of events and developments in the past.**

For example: patterns of immigration and migration, presidential leadership strategies, tactics among different civil rights organizations

**SS HS.4.4.D (US) Explain the relationships among historical events in the world and relevant contemporary issues.**

For example: voting behavior, political party platforms, economic trends, place relevant current events in historical context, the relationship between Native Americans living on and off the reservation

**SS HS.4.5 (US) Apply the inquiry process to construct and answer historical questions.**

**SS HS.4.5.A (US) Construct meaningful questions about topics in U.S. history.**

For example: How did the American political system respond to the Great Depression? Was the Civil Rights Movements driven by leaders or the grass roots?

**SS HS.4.5.B (US) Locate, evaluate, and cite appropriate sources for research about selected topics in U.S. History, including primary and secondary sources.**

For example: Locate and analyze FDR’s ‘fireside chats,’ letters from Americans during the Great Depression, and economic data from the 1930s. Locate and analyze speeches from Martin Luther King, Jr., Stokely Carmichael, Fannie Lou Hamer, and Ella Baker

**SS HS.4.5.C (US) Consider differing sources and determine an initial answer to the inquiry.**

For example: Compare accounts from supporters and critics of the New Deal. Compare these differing accounts about the nature of the struggle for Civil Rights and its tactics, strategies, and meaning.

**SS HS.4.5.D (US) Synthesize historical information to create new understandings.**

For example: Corroborate and synthesize primary and secondary sources to understand the political positions different Americans developed. Corroborate these differing accounts and synthesize with secondary sources to understand differing perspectives on the Civil Rights Movement.

**SS HS.4.5.E (US) Communicate inquiry results within a historical context.**

For example: Corroborate and synthesize primary and secondary sources to understand the political positions different Americans developed. Corroborate these differing accounts and synthesize with secondary sources to understand differing perspectives on the Civil

Rights Movement.

## **World History (WLD)**

### **HS.4.1 (WLD) Analyze and evaluate patterns of continuity and change over time in world history.**

#### **SS HS.4.1.A (WLD) Evaluate the cause and effect of historical events in the world.**

For example: How did the rise of totalitarianism lead to war? What were the causes and consequences of technological and economic changes brought by industrialization? What were the causes and effects of revolutions across Latin America?

#### **SS HS.4.1.B (WLD) Select, record, and interpret key global events in chronological order.**

For example: Emergence of new states and cultures, increased interregional trade, colonization and expansion, global interactions, Industrialization, Age of Revolutions, Imperialism, global conflict, Holocaust, globalization, decolonization, Cold War, contemporary events, migration and immigration

#### **SS HS.4.1.C (WLD) Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.**

For example: Emergence of new states and cultures, increased interregional trade, colonization and expansion, global interactions, Industrialization, Age of Revolutions, Imperialism, global conflict, Holocaust, globalization, decolonization, Cold War, contemporary events, migration and immigration

### **SS HS.4.2 (WLD) Analyze the complexity of the interaction of multiple perspectives to investigate significant events in the development of history.**

#### **SS HS.4.2.A (WLD) Evaluate evidence from multiple perspectives and sources to better understand the complexities of world history.**

For example: Scramble for Africa and indigenous response, Arab-Israeli Conflict, French Revolution, Haitian Revolution, China's Cultural Revolution, Mexican Independence

#### **SS HS.4.2.B (WLD) Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.**

For example: Legal documents, speeches, diaries, art and architecture, oral histories, census data, maps, literature

### **SS HS.4.3 (WLD) Examine historical events from the perspectives of diverse groups.**

#### **SS HS.4.3.A (WLD) Describe how experiences can lead to the development of differing perspectives.**

For example: Religious groups, social class, ethnic and racial groups, gender roles, political groups

**SS HS.4.3.B (WLD) Interpret how and why diverse groups and/or individuals might understand historical events similarly or differently.**

For example: Compare individual perspectives from different social classes during the Industrial Revolution, consider impacts of imperialism on different groups of people, compare Pakistani, Indian, and Sikh perspectives on partition

**SS HS.4.4 (WLD) Evaluate sources for perspective, limitations, accuracy, and historical context.**

**SS HS.4.4.A (WLD) Compare the central arguments in primary and secondary sources of history from multiple media.**

For example: Compare a speech by Mohandas Gandhi to a textbook account of his life, compare letters between Emperor Qianlong and King George III to a historian's account of the relationship between China and England

**SS HS.4.4.B (WLD) Critique the strengths and limitations of a variety of primary and secondary historical sources.**

For example: Diary entries from the Holocaust, Simon Bolivar's Letter from Jamaica, Desmond Tutu's Nobel Peace Prize Speech,

**SS HS.4.4.C (WLD) Determine the relationship between multiple causes and effects of events and developments in the past.**

For example: Patterns of migration and immigration, wars, diplomacy, government structures, religious movements

**SS HS.4.4.D (WLD) Explain the relationships among historical events in the world and relevant contemporary issues.**

For example: Migration, agriculture, technology, trade, conflict and war, nationalism, imperialism, treaties, alliances, epidemics, genocide

**SS HS.4.5 (WLD) Apply the inquiry process to construct and answer historical questions.**

**SS HS.4.5.A (WLD) Construct meaningful questions about topics in world history.**

For example: What caused the Sepoy Rebellion? What were attitudes toward the armistice ending World War I?

**SS HS.4.5.B (WLD) Locate, evaluate, and cite appropriate sources for research about selected topics in world history, including primary and secondary sources.**

For example: Locate and analyze textbook excerpts and firsthand accounts from individuals such as Sir Colin Campbell, Sita Ram, and Sayyid Ahmed Khan; Examine excerpts from the diary of General John Pershing and the armistice with Germany.

**SS HS.4.5.C (WLD) Select, organize, and corroborate relevant historical information about selected topics in world history.**

For example: Consider differing claims about causes of the Sepoy Rebellion using arguments and evidence from sources such as an English textbook excerpt and firsthand accounts from Sir Colin Campbell, Sita Ram, and Sayyid Ahmed Kahn; Consider differing attitudes

about the armistice from sources such as the diary of General John Pershing and excerpts from the armistice.

**SS HS.4.5.D (WLD) Synthesize historical information to create new understandings.**

For example: Compare information from primary and secondary sources to create new understandings about causes of the Sepoy Rebellion; Examine newspaper articles from around the world to compare to firsthand accounts to understand why differing attitudes toward armistice developed.

**SS HS.4.5.E (WLD) Communicate inquiry results within a historical context.**

For example: Write an essay, create a podcast, or deliver a presentation using evidence from primary and secondary sources to answer the question, ‘What caused the Sepoy Rebellion?’; Write an essay, create a podcast, or deliver a presentation using evidence from primary and secondary sources to answer the question, ‘What were attitudes toward the armistice ending World War I?’