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Unified School District #1
Social Studies Curriculum

Acknowledgements

This curriculum is brought to you by the 2013-2014 Unified
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Unified Districts #1
Mastery and
Grading Policy

Mastery Definition

The mastery of outcomes in the district shows that the student has accomplished. Mastery is the point in a student's learning at which there are clear, observable, and consistent demonstrations of the outcomes. A student mastering an outcome can recall and apply this knowledge over time with minimal review and in varied circumstances.

Grade of "A"

- Consistently performs high quality work (accurate, scholarly, timely)
- Consistently exceeds set criteria
- Consistently provided evidence of mastery for all components of subject outcomes
- Consistently shows excellent application of knowledge to other situations

When number of grades are used, a "A" is 93-100 (Clearwater, Verdigre) and 94-100 (Orchard)

Grade of "B"

- Usually performs work of high quality (accurately, scholarly, timely)
- Consistently meets set criteria
- Usually shows above-average application of knowledge to other situations

When number grades are used, a "B" is 86-92 (Clearwater, Verdigre) and 87-93 (Orchard)

Grade of "C"

- Usually performs work of satisfactory quality
- Usually meets set criteria
- Usually provides evidence of mastery for most components of subject outcomes
- Usually shows above-average application of knowledge to other situations

When number grades are used, a "C" is 77-85 (Clearwater, Verdigre) and 80-86 (Orchard)

Grade of "D"

- Can perform work of satisfactory quality with assistance
- Occasionally meets set criteria
- Has not shown mastery for all components, but is willing to try
- Occasionally shows application of knowledge to other situations

When number grades are used, a "D" is 70-76 (Clearwater, Verdigre), 70-79 (Orchard)

Grade of "F"

- Does not perform work of satisfactory quality
- Does not meet set criteria
- Has not shown mastery for all components
- Does not show application of knowledge to other situation

Not passing

Student will need to work until level of learning is acceptable.
When number grades are used, an "F" is 69 and below, failing.
(Clearwater, Verdigre and Orchard)

Social Studies Subject Mission

Students successfully completing courses from the Unified District #1 K-12 World Studies curriculum will analyze essential geographic, economic, historical, governmental, social and psychological facts and principles and apply them to past, contemporary, and future human conditions. Students in World Studies curricula will demonstrate an understanding of diverse cultures and apply the skills needed to participate in the changing global society.

Students will demonstrate, in a variety of ways, the following concepts as they relate to the local school and community, Nebraska and its surrounding states, the United States and its regions, and the world:

- the connections among people, places, and environments
- the effects of economics, science, history, and technology
- the roles of individuals, groups, and institutions throughout time
- the roles of government and civic ideals and practices
- the role of culture

Kindergarten Social Studies Curriculum At-A-Glance

(Self)

Purpose: Students will recognize that history, family, technology, geography, economics, and citizenship influence their lives.

Outcome 1: Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels. (SS 0.1.1; 0.1.2)

Outcome 2: Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels. (SS 0.2.1; 0.2.6)

Outcome 3: Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels. (SS 0.3.1; 0.3.2; 0.3.3; 0.3.4; 0.3.5; 0.3.6)

Outcome 4: History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels. (SS 0.4.1; 0.4.2; 0.4.3; 0.4.4; 0.4.5)

First Grade Social Studies At-A-Glance

(Family)

Purpose: Students will develop an understanding of civics, economic concepts, geography, and history.

Outcome 1: Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels. (SS 1.1.1; 1.1.2)

Outcome 2: Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels. (SS 1.2.1; 1.2.2; 1.2.6)

Outcome 3: Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions. (SS 1.3.1; 1.3.2; 1.3.3; 1.3.4; 1.3.5; 1.3.6)

Outcome 4: History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the

local, state, national, and international levels. (SS 1.4.1; 1.4.2, 1.4.3; 1.4.4; 1.4.5)

Second Grade Social Studies At-A-Glance (Neighborhoods)

Purpose: Students will recognize the importance of civic responsibility, economics, holidays, geography, history, community service.

Outcome 1: Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels. (2.1.1; 2.1.2)

Outcome 2: Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels. (2.2.1; 2.2.2; 2.2.3; 2.2.6; 2.2.10)

Outcome 3: Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions. (2.3.1; 2.3.2; 2.3.3; 2.3.4; 2.3.5; 2.3.6)

Outcome 4: History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels. (2.4.1; 2.4.2; 2.4.3; 2.4.4; 2.4.5)

Third Grade Social Studies At-A-Glance (Community)

Purpose: Students will develop an understanding of civics, economic concepts, geography, and history.

Outcome 1: Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels. (SS 3.1.1; 3.1.2)

Outcome 2: Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels. (SS 3.2.1; 3.2.2; 3.2.3; 3.2.6; 3.2.10; 3.2.12)

Outcome 3: Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions. (SS 3.3.1; 3.3.2; 3.3.3; 3.3.4; 3.3.5; 3.3.6)

Outcome 4: History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels. (SS 3.4.1; 3.4.2; 3.4.3; 3.4.4; 3.4.5)

Revised May 23, 2013

4th Grade Social Studies At-A-Glance (Nebraska)

Purpose: Students will develop and apply skills of civic responsibility, economic reasoning, geography skills, and analyze the history, development, and growth of Nebraska.

Outcome 1: Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels. (SS 4.1.1; 4.1.2)

Outcome 2: Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels. (SS 4.2.1; 4.2.2; 4.2.3; 4.2.6; 4.2.10; 4.2.12)

Outcome 3: Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels. (SS 4.3.1; 4.3.2; 4.3.3; 4.3.4; 4.3.5; 4.3.6)

Outcome 4: History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels. (SS 4.4.1; 4.4.2; 4.4.3; 4.4.4; 4.4.5)

5th Grade Social Studies at a Glance (United States)

Outcome 1: Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state national and international levels. (SS 5.1.1; 5.1.2)

Outcome 2: Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national (and international levels. (SS 5.2.1; 5.2.2; 5.2.3; ,5.2.6; 5.2.10; 5.2.12)

Outcome 3: Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels. (SS 5.3.1; 5.3.2; 5.3.3; 5.3.4; 5.3.5; 5.3.6)

Outcome 4: History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national and international levels. (SS 5.4.1; 5.4.2; 5.4.2; 5.4.4; 5.4.5)

6th Grade Social Studies at a Glance

Outcome 1: Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels. (SS 8.3.3, 8.3.5, 8.3.6)

Outcome 2: U.S. History: U.S. History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels (SS8.4.1, 8.4.2, 8.4.5)

Pacing Guide – 6th Grade Social Studies

2012-2013

World History 1877 - Present

Outcome 1: Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.				
**Physical Systems SS 8.3.3 Students will investigate how natural processes interact to create and change the natural environment.				
SS 8.3.3.a. Compare and contrast various biomes/climates (e.g. rainforest, grasslands, forests)	Cha 23	May		
SS 8.3.3.b. Analyze the impact of natural events on biomes, climates, and wind and water systems (e.g. rivers/floods , precipitation/drought)	Cha 23	May		
SS 8.3.3.c. Use physical processes to explain patterns in the physical environment (e.g. volcanoes creating islands, faulting changing mountains, glaciation creating the Great Lakes)	Cha 23	May		
**Human/Environment Interaction SS 8.3.5 Students will analyze how humans have adapted to different physical environments.				
SS 8.3.5.a. Describe the impact of extreme natural events on the human and physical environment globally (e.g. earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides)	Cha 22,23	April/Ma y		
SS 8.3.5.b. Identify and evaluate how humans utilize the physical environment (e.g. irrigation, levees, terraces, fertile soils, mechanized agriculture, changes in land use)	Cha 22,23	April/Ma y		
SS 8.3.5.c. Analyze issues related to the physical environment globally (e.g. water supply, air quality in cities, solid waste disposal, availability of arable land)	Cha 22,23	April/Ma y		
SS 8.3.5.d. Examine world patterns of resource distribution and utilization (e.g. major source regions for coal, iron ore, oil, natural gas, and the major industrial regions in which they are utilized)	Cha 22,23	April/Ma y		
SS 8.3.5.e. identify and evaluate human	Cha 22,23	April/Ma		

Pacing Guide – 6th Grade Social Studies

2012-2013

World History 1877 - Present

adaptations to the environment from the local to the international levels.		y		
<i>**Application of Geography to Issues and Events SS 8.3.6 Students will analyze issues and/or events using geographic knowledge and skills to make informed decisions.</i>				
SS 8.3.6.a Analyze the physical or human geographic factors explaining the spatial pattern of world events. (e.g. water scarcity and conflict in the Middle East, contrasting demographic trends in developed and developing countries.	Cha 22	April		
SS 8.3.6.b. Describe and analyze the role of geographic factors in determining the spatial arrangement of humans and their activity (e.g. geographic concentration of manufacturing, banking, or high tech industries; urbanization; availability of arable land, water and suitable climate for farming; access to resources for development surveying, mapping, public land survey system, drawing of state and county boundaries.	Cha 22	April		
Outcome 2: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.				
<i>SS 8.4.1. Students will analyze how major past and current US events are chronologically connected, and evaluate their impact(s) upon one another.</i>	Cha 16-21	August - April	Taught and assessed with each Chapter	
SS 8.4.1.a. Describe concepts of time and chronology.				
SS 8.4.1.b. Classify key national events in chronological order (e.g. timelines with eras and selected key events)				
SS 8.4.1.c. Examine the chronology of historical events in the world and analyze their impact on the past, present, and future.				

Pacing Guide – 6th Grade Social Studies

2012-2013

World History 1877 - Present

SS 8.4.2. Students will analyze the impact of people, events, ideas, and symbols upon World History using multiple types of sources.	Cha 16-21	August - April	Taught and assessed with each Chapter	
SS 8.4.2.a. Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history of the World by era.				
SS 8.4.2.b. Analyze how the World has changed over the course of time, using maps, documents, and other artifacts.				
SS 8.4.2.c. Analyze the appropriate uses of primary and secondary sources.				
SS 8.4.5 Students will develop historical research skills.	Research Paper	Dec/Feb		
SS 8.4.5.a. Develop questions about World History.				
SS 8.4.5.b. Obtain, analyze and cite appropriate sources for research about Twentieth Century World History incorporating primary and secondary sources (e.g. Cite sources using a prescribed format)				
8.4.5.c. Gather historical information about the World (e.g. document archives, artifacts, newspapers, interviews)				
8.4.5.d. Present an analysis of historical information about the World (e.g. pictures, posters, oral/written narratives, and electronic presentations)				

7th Grade Social Studies at a Glance

Outcome 1: Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national, and international levels. (SS 8.1.1, 8.1.2)

Outcome 2: Economics: Students will utilize economic reasoning skills to make informed judgements and become effective participants in the economy at the local, state, national, and international levels. (SS 8.2.1, 8.2.3, 8.2.4, 8.2.5, 8.2.10, 8.2.11, 8.2.12, 8.2.13)

Outcome 3: World History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels. (SS 8.4.1 WLD, 8.4.2 WLD, 8.4.3 WLD, 8.4.4 WLD, 8.4.5 WLD)

8th Grade Social Studies at a Glance

Outcome 1: Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national, and international levels. (SS 8.1.1, 8.1.2)

Outcome 2: U.S. History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels. (SS 8.4.1 US, 8.4.2 US, 8.4.3 US, 8.4.4 US, 8.4.5 US)

9th Grade Social Studies at a Glance (World Geography)

Outcome 1: Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels. (SS 12.3.1, 12.3.2, 12.3.3, 12.3.4, 12.3.5, 12.3.6, 12.)

10th Grade Social Studies at a Glance
(World History:World: 1000 CE to Present)

Outcome 1: History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels. (SS 12.4.1, 12.4.2, 12.4.3, 12.4.4, 12.4.5)

11th Grade Social Studies at a Glance
(American History: Progressive Era to Present)

Outcome 1: History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels. (SS 12.3.1, 12.3.2, 12.3.3, 12.3.4, 12.3.5)

12th Grade Social Studies at a Glance
(American Government)

Outcome 1: Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels. (12.1.1, 12.1.2)

9-12th Grade Social Studies at a Glance
(Business and Economy)

Outcome 1: Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels. (SS 12.2.1, 12.2.2, 12.2.3, 12.2.4, 12.2.5, 12.2.6, 12.2.7, 12.2.8, 12.2.9, 12.2.10, 12.2.11, 12.2.12, 12.2.13)

Nebraska Social Studies Standards
Kindergarten
(Self)

Outcome 1:

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

Revised May 23, 2013

Forms and Functions of Government

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

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

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

Civic Participation

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

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

SS 0.1.2.b Identify patriotic symbols songs and actions (e.g., U.S. Flag, Pledge of Allegiance)

Outcome 2:

K-12 Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.

Markets

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

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

Financial Literacy

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

SS 0.2.6.a Classify and identify U.S. coins and currency

Outcome 3:

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

The World in Spatial Terms

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

SS 0.3.1.a Demonstrate personal directions (e.g., left/right, up/down, front/back, over/under, near/far) to describe relative location

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

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

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

SS 0.3.1.e Identify land and water on a globe

Place and Regions

SS 0.3.2 Students will explore places and regions.

SS 0.3.2.a Identify physical characteristics of place (e.g., landforms, water bodies and weather)

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

Physical Systems

SS 0.3.3 Students will identify natural processes in their physical world

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

SS 0.3.3.b Identify the four seasons

Human Systems

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

SS 0.3.4.a Identify aspects of culture within the local community and other communities (e.g., food, language, religion, celebrations, and popular culture such as food, music and sports)

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

Human/Environment Interaction

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

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

SS 0.3.5.b Give examples of how to care for the environment (e.g., recycle cans, bottles, and paper; pick up your trash)

Application of Geography to Issues and Events

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

SS 0.3.6.a Give examples of how geographic knowledge or techniques are applied (e.g., locate people or places in relationship to each other, make a fire evacuation plan)

Outcome 4:

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

Chronological Thinking

SS 0.4.1 Students will identify chronological relationships and patterns.

SS 0.4.1.a Identify concepts of time and chronology (e.g., yesterday, today, tomorrow)

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

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

SS 0.4.1.b Read dates on a calendar

Historical Comprehension

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

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

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

Multiple Perspectives

SS 0.4.3 Students will recognize different perspectives of events.

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

Historical Analysis and Interpretation

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

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

Historical Research Skills

SS 0.4.5 Students will develop historical research skills.

SS 0.4.5.a Develop questions about their personal history

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

SS 0.4.5.c Gather historical information about their lives (e.g., have a conversation with a family

member)

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

Nebraska Social Studies Standards
First Grade
(Family)

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

Forms and Functions of Government

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

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

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

Civic Participation

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

SS 1.1.2.a Identify citizenship skills (e.g., responsibility, justice, equality, voting)

SS 1.1.2.b Identify patriotic symbols, songs, actions, celebrations, and holidays (e.g., U.S. Flag, Bald Eagle, Pledge of Allegiance, Thanksgiving, Martin Luther King Jr. Day, 4th of July, President's Day)

SS 1.1.2.c Identify important historical and current government figures that exemplify civic engagement (e.g. Governors, Presidents)

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

Markets

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

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

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

SS 1.2.2 Students will identify natural resources.

Outcome 3 - Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions.

The World in Spatial Terms

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

SS 1.3.1.a Locate places using the four cardinal directions

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

SS 1.3.1.c Create and use simple maps (e.g., maps of the home and classroom)

SS 1.3.1.d Analyze why things are located where they are (e.g., "Why is the nurse's office located by the main office?")

SS 1.3.1.e Distinguish between continents and oceans

Places and Regions

SS 1.3.2 Students will explore places and regions

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

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

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

Physical Systems

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

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

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

Human Systems

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

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

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

Human/Environment Interaction

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

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

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

SS 1.3.5.c Identify environmental issues related to the physical environment (e.g., drought, poor soil development, deserts, terrain)

Application of Geography to Issues and Events

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

SS 1.3.6.a Give examples of how geographic knowledge or techniques have been applied in the past, present and future (e.g., make a map of the school)

Outcome 4 - History - Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.

Chronological Thinking

SS 1.4.1 Students will describe chronological relationships and patterns.

SS 1.4.1.a Identify concepts of time and chronology (e.g., past, present, future; calendar weeks)

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

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

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

Historical Comprehension

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

SS 1.4.2.a Identify the contributions of historical people and the impact of symbols, including various cultures and ethnic groups (e.g., Abraham Lincoln, Martin Luther King, Jr., Standing Bear, American Bald Eagle, Statue of Liberty)

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

Multiple Perspectives

SS 1.4.3 Students will identify multiple perspectives of events.

Revised May 23, 2013

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

Historical Analysis and Interpretation

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

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

Historical Research Skills

SS 1.4.5 Students will develop historical research skills.

SS 1.4.5.a Develop questions about their family history

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

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

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

Nebraska Social Studies Standards
Second Grade
(Neighborhood)

Outcome 1:

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

Forms and Functions of Government

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

SS 2.1.1.a Participate in developing rules that consider multiple points of view

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

Civic Participation

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

SS 2.1.2.a Identify civic responsibilities that are important to individuals and their communities (e.g. voting, obeying laws)

SS 2.1.2.b Identify patriotic symbols, songs, actions, celebrations, and holidays (e.g., U.S. Flag, Bald Eagle, Pledge of Allegiance, Thanksgiving, Veteran's Day, Martin Luther King Jr. Day, 4th of July, Memorial Day, President's Day)

SS 2.1.2.c Describe ways to be actively engaged to improve family, school and community

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

Outcome 2:

K-12 Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.

Markets

SS 2.2.1 Students will recognize resources are limited, so other choices must be made and something must be given up (opportunity cost).

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

SS 2.2.1.b Identify what items are eliminated when a choice is made (tradeoff)

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

SS 2.2.2.a List various goods and services that can be produced with the same list of resources (e.g. soil, seed, and labor used to produce animal feed, plastics, cereal, or fuel)

Institutions

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

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

Financial Literacy

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

SS 2.2.6.a Make transactions using currency emphasizing its use as a medium of exchange (e.g., school store, buying pencils)

Government

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

SS 2.2.10.a Identify goods and services that governments provide and where they get the money to pay for the services (taxes) (e.g., water, fire department, police, schools)

Outcome 3:

K-12 Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions.

The World in Spatial Terms

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

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

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

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

SS 2.3.1.d Locate community, Nebraska, and the United States on maps and globes

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

SS 2.3.1.f Distinguish between continents/islands, oceans/seas, countries/continents, and cities/states

Places and Regions

SS 2.3.2 Students will identify places and regions.

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

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

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

Physical Systems

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

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

SS 2.3.3.b Identify the relationship between the Earth and the Sun (e.g., day/night, length of day, seasons)

Human Systems

SS 2.3.4 Students will identify the characteristics of culture.

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

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

Human/Environment Interaction

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

SS 2.3.5.a Describe how seasonal weather patterns, natural hazards, and natural resources affect human

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

SS 2.3.5.c Identify how humans and the physical environment interact (e.g., choice of building materials, variations in agricultural practices, land use modifications, fish, forestry, and wildlife management)

Application of Geography to Issues and Events

SS 2.3.6 Students will use geographic skills to make connections.

SS 2.3.6.a Identify how you might apply geographic knowledge or techniques to solve a problem (e.g., use global positioning system (GPS) navigation for shortest route to school; map destinations for family vacation to determine the best order to visit)

Outcome 4:

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

Chronological Thinking

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

SS 2.4.1.a Identify concepts of time and chronology (e.g., past, present, future, months, years)

SS 2.4.1.b Identify calendar time in years

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

SS 2.4.1.d Describe how individuals, events, and ideas have changed neighborhoods, past and present (e.g.,Building a new school, park)

Historical Comprehension

SS 2.4.2 Students will describe the development of people, events, ideas, and symbols over time.

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

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

Multiple Perspectives

SS 2.4.3 Students will identify multiple perspectives of events.

SS 2.4.3.a Use more than one source to gather details about the same event (e.g., school/neighborhood events)

Historical Analysis and Interpretation

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

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

Historical Research Skills

SS 2.4.5 Students will develop historical research skills.

SS 2.4.5.a Develop questions about their neighborhood history

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

SS 2.4.5.c Gather historical information about their neighborhood (e.g., ask questions of a guest speaker in the classroom)

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

Nebraska Social Studies Standards
Third Grade
(Community)

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

Forms and Functions of Government

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

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

SS 3.1.1.b Describe the reasons for laws in our community

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

Civic Participation

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

SS 3.1.2.a Identify rights and responsibilities of citizens (e.g., voting, public service projects,) at the local level

SS 3.1.2.b Explain the meaning of patriotic symbols, songs, actions, celebrations, and holidays (e.g., U.S. Flag, Bald Eagle, Pledge of Allegiance, Thanksgiving, Veteran's Day, Martin Luther King Jr. Day, 4th of July, Memorial Day, President's Day, Flag Day)

SS 3.1.2.c Identify ways students can be engaged to have an impact in their local community

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

SS 3.1.2.e Identify local leaders and the impact of their decisions that effect public policy SS

Outcome 2 - Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.

Markets

SS 3.2.1 Students will understand markets are places where buyers and sellers exchange goods and services.

SS 3.2.1.a Indicate various markets where buyers and sellers meet (e.g., shopping malls, auction, catalogs, garage sales, the Internet)

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

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

SS 3.2.2.b Discuss why producers combine resources to make goods and services (profit)

SS 3.2.2.c Identify opportunities for education and/or training to increase human resources (e.g., agriculture schools, trade schools, culinary schools, information technology training)

Institutions

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

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

Financial Literacy

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

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

Government

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

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

Globalization

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

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

SS 3.2.12.b Give examples of other countries' currencies

Outcome 3 - Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions.

The World in Spatial Terms

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

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

SS 3.3.1.b Apply map skills (e.g., identify location and distribution of physical and human features rivers/roads, identify relative and absolute locations, east/west, north/south, left/right, next to, identify cities and towns)

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

SS 3.3.1.d Locate places on maps and globes (e.g., Missouri River, Platte, River, Rocky Mountains, Nebraska, the student's city)

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

Places and Regions

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

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

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

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

Physical Systems

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

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

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

Human Systems

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

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

SS 3.3.4.b Compare and contrast the spread and diffusion of cultural traits (e.g., spread of ideas, languages, religions, people, goods, customs, traditions)

Human/Environment Interaction

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

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

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

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

SS 3.3.5.d Describe how humans develop communities in local settings (e.g., roads, landfills, sewage systems, land use patterns)

Application of Geography to Issues and Events

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

SS 3.3.6.a Identify and evaluate human adaptations to the environment from the local to international levels (e.g., How could the building of a highway bring more business to a community)

SS 3.3.6.b Identify how geography impacts spatial problem solving (e.g., a new school must be near large numbers of students, on available land with suitable soils, have access to roads and utilities, and not overlap schools in other neighborhoods; plan where things would be built in a city)

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

Chronological Thinking

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

SS 3.4.1.a Describe concepts of time and chronology (e.g., annual, biannual, decades, centuries, millennia)

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

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

SS 3.4.1.d Describe how individuals, events, and ideas have changed communities past and present

Historical Comprehension

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

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

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

SS 3.4.2.c Describe primary and secondary sources

Multiple Perspectives

SS 3.4.3 Students will describe multiple perspectives of events.

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

Historical Analysis and Interpretation

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

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

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

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

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

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

Historical Research Skills

SS 3.4.5 Students will develop historical research skills.

SS 3.4.5.a Develop questions about their community history

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

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

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

Nebraska Social Studies Standards
Grade 4
(Nebraska)

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

Forms and Functions of Government

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

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

SS 4.1.1.b Describe the origin, structure, and function of Nebraska's unicameral government

SS 4.1.1.c Understand how a bill becomes a law in the Nebraska unicameral

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

Civic Participation

SS 4.1.2 Students will investigate how different perspectives impact government decisions at the state level.

SS 4.1.2.a Identify rights and responsibilities of citizens (e.g., voting, public service projects) at the state level

SS 4.1.2.b Explain the meaning of state symbols, songs and holidays (e.g., Nebraska State Flag, "Beautiful Nebraska", Statehood Day, George Norris Day)

SS 4.1.2.c Identify ways students can be engaged to have an impact in their state

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

SS 4.1.2.e Identify state leaders and the impact of their decisions that effect public policy

Outcome 2 - Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.

Markets

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

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

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

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

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

Institutions

SS 4.2.3 Students will make observations about the purpose of various financial institutions in Nebraska.

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

SS 4.2.3.b Identify financial institutions in the community and their purpose (e.g., banks, credit unions, consumer/business loans, safety of deposit, investments/trust services)

Financial Literacy

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

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

Government

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

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

Globalization

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

SS 4.2.12.a Compare Nebraska with different regions and the goods and services each region produces (e.g., beef, wheat, telemarketing, cotton, coal)

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

Outcome 3 - Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.

The World in Spatial Terms

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

SS 4.3.1.a Read local and state maps and atlases to locate physical and human features in Nebraska. (e.g., the state of Nebraska, major cities in Nebraska, Lincoln, major rivers including the North Platte, South Platte, Platte, Niobrara and Missouri)

SS 4.3.1.b Apply map skills to analyze physical/political maps of the state (e.g., utilize grid systems to find locations, identify the location and purpose of time zones, identify and locate cities of the state identify relative

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

SS 4.3.1.d Differentiate between cities, states, countries, and continents and absolute locations east/west, north/south, left/right, next to)

Places and Regions

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

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

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

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

Physical Systems

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

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

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

Human Systems

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

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

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

Human/Environment Interaction

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

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

SS 4.3.5.b Describe how humans have adapted to and modified Nebraska's physical environment (e.g., progression of home construction materials from sod, timber, bricks and concrete; Homestead Act opened the prairie for agriculture; irrigation; Arbor Day: introduction of trees; rangeland management; soil conservation)

SS 4.3.5.c Classify resources as renewable or nonrenewable resources

SS 4.3.5.d Describe environmental issues in Nebraska (e.g., soil conservation, water stewardship, contour farming, minimum tillage, air quality, solid waste)

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

Application of Geography to Issues and Events

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

SS 4.3.6.a Identify how changes in human and physical geography have shaped Nebraska. (e.g., map major tornado paths, blizzards, floods, or droughts; how the construction of the Transcontinental Railroad and Interstate Highway system have impacted the way Nebraskans live)

SS 4.3.6.b Identify questions that help explain the interrelationships of human or physical geographic characteristics of places (e.g., A community is located on a river floodplain with fertile soil and water for transportation, irrigation, and human consumption)

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

Chronological Thinking

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

SS 4.4.1.a Apply concepts of time and chronology (e.g., annual, biannual, decades, centuries, millennia)

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

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

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

Historical Comprehension

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

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

Nebraska: Mildred Brown, Willa Cather, Father Flanagan, George Norris; The Dust Bowl, state symbols)

SS 4.4.2.b Describe how Nebraska and the Great Plains Region have changed over the course of time using maps, documents, and other artifacts (e.g., impact of Civil War/Reconstruction, growth/development of cattle and agricultural industries, railroads, effects upon American Indian life, loss of buffalo)

SS 4.4.2.c Differentiate between primary and secondary sources

Multiple Perspectives

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

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

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

Historical Analysis and Interpretation

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

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

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

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

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

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

Historical Research Skills

SS 4.4.5 Students will develop historical research skills.

SS 4.4.5.a Develop questions about Nebraska history

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

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

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

Nebraska Social Studies Standards
Grade 5
(United States)

Outcome 1- Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state national and international levels. (SS 5.1.1, 5.1.2) (Civics)

Forms and Functions of Government

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

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

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

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

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

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

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

Civic Participation

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

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

SS 5.1.2.b Describe the significance of patriotic symbols, songs and activities (e.g., Pledge of Allegiance, "The Star Spangled Banner", "America", commemorating state and national holidays)

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

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

SS 5.1.2.e Identify the roles and influences of individuals, groups, and the media on governments (e.g., George Washington, John Adams, Thomas Jefferson, Benjamin Franklin)

Outcome 2 - Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.

Markets

SS 5.2.1 Students will analyze various markets where buyers and sellers exchange goods or services.

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

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

SS 5.2.2.a Give examples of how additional education/training improves productivity and increases standard of living (e.g., apprentice, journeyman, master electrician)

Institutions

SS 5.2.3 Students will summarize characteristics of economic institutions in the United States.

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

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

SS 5.2.3.c Identify rules and laws that protect and support consumers (e.g., private property, contracts, agreements, and product safety)

Financial Literacy

SS 5.2.6 Students will summarize characteristics of financial institutions.

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

Government

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

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

Globalization

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

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

SS 5.2.12.b Investigate and report on entrepreneurs and inventors

Outcome 3 - Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.

The World in Spatial Terms

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

SS 5.3.1.a Name and locate major human and physical features in the United States (e.g., states, capitals, and major cities in the United States, Rocky Mountains, Appalachian Mountains, Great Lakes)

SS 5.3.1.b Apply map skills to analyze physical/political maps of the United States (e.g., identify latitude longitude, and the global grid and identify the location and purpose of time zones)

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

Places and Regions

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

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

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

SS 5.3.2.b Classify regions and places within the United States using physical and human features (e.g., Rocky

Mountains, The Southwest, Great Plains, Corn Belt, Cotton Belt)

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

Physical Systems

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

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

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

Human Systems

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

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

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

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

Human/Environment Interaction

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

SS 5.3.5.a Describe the impact of extreme natural events in Early United States History on the Multiple Perspectives

SS 5.4.3 Students will describe and explain multiple perspectives of historical events.human and physical environment (e.g., blizzards, floods, drought)

SS 5.3.5.b Describe how humans have utilized natural resources in the United States (e.g., construction of dams, Transcontinental RR, Erie Canal, National Road, land use changes from prairie and forests to agriculture and ranching)

Application of Geography to Issues and Events

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

SS 5.3.6.a Explain the influences of physical and human geographic features on historical events in the United States (e.g., railroads building along river valley floodplains, building the Erie Canal to connect the East Coast with the Great Lakes, migrating through the Cumberland Gap into the Kentucky bluegrass region) SS 5.3.6.b Analyze aspects of human and physical geography that have shaped the settlement and development of Early America, latitude and longitude in the role of early navigation (e.g., groundwater and irrigation, westward expansion of European immigrants, seeds, fertile soils, agriculture, transportation systems, water

Outcome 4:

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

(United States: First Americans to the Constitution)

Chronological Thinking

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

SS 5.4.1.a Describe concepts of time and chronology (e.g., BC, BCE, AD, CE and eras)

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

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

Historical Comprehension

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

SS 5.4.2.a Demonstrate an understanding of the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, by era (e.g., Early America/Exploration: American Indian empires in Mesoamerica, the Southwest, and the Mississippi Valley, Coronado, DeSoto, LaSalle; Colonization and Rise of Democratic Institutions: Spanish Missions, French and Indian War: Chief Pontiac; Establishing a Nation: Revolutionary War; Founders and Founding Documents: unique nature of the creation and organization of the American Government, the United States as an exceptional nation based upon personal freedom, the inherent nature of citizens' rights, and democratic ideals, Benjamin Franklin, Thomas Jefferson, and other historical figures, patriotism, national symbols)

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

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

Multiple Perspectives

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

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

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

Historical Analysis and Interpretation

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

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

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

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

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

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

Historical Research Skills

SS 5.4.5 Students will develop historical research skills.

SS 5.4.5.a Develop questions about United States history

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

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

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

Nebraska Social Studies Standards
Grade 6
(World History 1877-Present)

Outcome 1: Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.

Physical Systems

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

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

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

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

Human/Environment Interaction

SS 8.3.5 Students will analyze how humans have adapted to different physical environments.

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

SS 8.3.5.b Identify and evaluate how humans utilize the physical environment (e.g., irrigation, levees, terraces, fertile soils, mechanized agriculture, changes in land use)

SS 8.3.5.c Analyze issues related to the physical environment globally (e.g., water supply, air quality in cities, solid waste disposal, availability of arable land)

SS 8.3.5.d Examine world patterns of resource distribution and utilization (e.g., major source regions for coal, iron ore, oil, natural gas, and the major industrial regions in which they are utilized)

SS 8.3.5.e Identify and evaluate human adaptations to the environment from the local to the international levels

Application of Geography to Issues and Events

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

SS 8.3.6.a Analyze the physical or human geographic factors explaining the spatial pattern of world events. (e.g., water scarcity and conflict in the Middle East, contrasting demographic trends in developed and developing countries)

SS 8.3.6.b Describe and analyze the role of geographic factors in determining the spatial arrangement of humans and their activity (e.g., geographic concentration of manufacturing, banking, or high tech industries; urbanization; availability of arable land, water and suitable climate for farming; access to resources for development, surveying, mapping, public land survey system, drawing of state and county boundaries)

Outcome 2: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels

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

SS 8.4.1.a (US) Describe concepts of time and chronology (e.g., Three Worlds Meet, Colonial America, Establishing a Nation, Expansion and Reform, Civil War & Reconstruction, Industrialization)

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

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

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

SS 8.4.2.a (US) Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history in the United States by era (e.g., Establishing a Nation: Revolutionary War: Founders and Founding Documents: unique nature of the creation and organization of the American Government, the United States as an exceptional nation based upon personal freedom, the inherent nature of citizens' rights, and democratic ideals, George Washington, Benjamin Franklin, Thomas Jefferson, and other historical figures, patriotism, national symbols; Expansion and Reform: land acquisition, Manifest Destiny, Standing Bear, Indian Removal Acts; Civil War/Reconstruction: Dred Scott, secession, acts and legislations, Civil War leaders; Industrialism: rise of corporations, growth of organized labor, assembly line, immigration; Transportation and Technology: Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, Orville and Wilbur Wright)

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

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

SS 8.4.5 Students will develop historical research skills.

SS 8.4.5.a (US) Develop questions about United States history

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

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

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

Nebraska Social Studies Standards
Grade 7
(Civics and Ancient Civilizations)

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

Forms and Functions of Government

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

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

SS 8.1.1.b Describe the structure and roles of government

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

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

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

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

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

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

Civic Participation

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

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

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

SS 8.1.2.c Demonstrate civic engagement (e.g., service learning projects, volunteerism)

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

SS 8.1.2.e Identify the roles and influences of individuals, groups, and the media on governments (e.g., Seneca Falls Convention, Underground Railroad, Horace Greeley, Harriet Beecher Stowe, Jane Addams, Muckrackers, Booker T. Washington)

Outcome 2 :Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels

Markets

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

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

SS 8.2.1.b Illustrate how individuals are both consumers and producers (buyers and sellers) in a market

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

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

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

SS 8.2.2.a Explain how the relationship between supply and demand determines price (market clearing price)

SS 8.2.2.b Illustrate how consumers will demand more at lower prices and suppliers will produce more at higher prices (law of supply and demand) (e.g., Adam Smith, Invisible Hand)

Institutions

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

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

SS 8.2.3.b Recognize how inflation and deflation impacts purchasing power (e.g., track GDP in various years, compare consumer purchasing power)

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

SS 8.2.4.a Define and distinguish private property (e.g., factories and homes) and public property (e.g., parks, public schools, and government buildings)

Financial Literacy

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

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

SS 8.2.5.b Discuss various philosophies regarding government's' role in an economy (e.g.,

capitalism, socialism)

Government

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

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

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

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

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

SS 8.2.11.b Identify institutions supported by tax dollars (e.g., schools, roads, police protection)

Globalization

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

SS 8.2.12.a Differentiate between exports and imports

SS 8.2.12.b Explain how individuals gain through specialization and voluntary trade

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

SS 8.2.13.a Explain that currency must be converted to make purchases in other countries

SS 8.2.13.b Explain how prices of goods change as exchange rates go up and down

Outcome 3: Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.

The World in Spatial Terms

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

SS 8.3.1.a Use and interpret different types of maps/charts/diagrams/timelines (primary sources where available) SS 8.3.1.b Use and interpret the results of mapping technologies, parts of a map and map projections (e.g., cartography/ Geographic Information Systems)

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

Places and Regions

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

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

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

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

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

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

Physical Systems

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

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

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

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

Human Systems

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

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

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

SS 8.3.4.c Analyze and explain components and diffusion of cultures (e.g., religion-spread of various belief systems, popular culture, spread of fast food chains, language-spread of English, technology-adoption of agricultural advancements, railroads, people as carriers and physical and cultural barriers, expansion and relocation, hierarchical-expansion diffusion of fashion from Paris and London to Nebraska communities)

Human/Environment Interaction

SS 8.3.5 Students will analyze how humans have adapted to different physical environments

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

SS 8.3.5.b Identify and evaluate how humans utilize the physical environment (e.g., irrigation, levees, terraces, fertile soils, mechanized agriculture, changes in land use)

SS 8.3.5.c Analyze issues related to the physical environment globally (e.g., water supply, air quality in cities, solid waste disposal, availability of arable land)

SS 8.3.5.d Examine world patterns of resource distribution and utilization (e.g., major source regions for coal, iron ore, oil, natural gas, and the major industrial regions in which they are utilized)

SS 8.3.5.e Identify and evaluate human adaptations to the environment from the local to the international levels

Application of Geography to Issues and Events

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

SS 8.3.6.a Analyze the physical or human geographic factors explaining the spatial pattern of world events. (e.g., water scarcity and conflict in the Middle East, contrasting demographic trends in developed and developing countries)

SS 8.3.6.b Describe and analyze the role of geographic factors in determining the spatial arrangement of humans and their activity (e.g., geographic concentration of manufacturing, banking, or high tech industries; urbanization; availability of arable land, water and suitable climate for farming; access to resources for development, surveying, mapping, public land survey system, drawing of state and county boundaries)

Nebraska Social Studies Standards
Grade 8
(United States: Colonial America to the Progressive Era)

Outcome 1: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels

Chronological Thinking

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

SS 8.4.1.a (US) Describe concepts of time and chronology (e.g., Three Worlds Meet, Colonial America,

Establishing a Nation, Expansion and Reform, Civil War & Reconstruction, Industrialization)

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

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

Historical Comprehension

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

SS 8.4.2.a (US) Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history in the United States by era (e.g., Establishing a Nation: Revolutionary War: Founders and Founding Documents: unique nature of the creation and organization of the American Government, the United States as an exceptional nation based upon personal freedom, the inherent nature of citizens' rights, and democratic ideals, George Washington, Benjamin Franklin, Thomas Jefferson, and other historical figures, patriotism, national symbols; Expansion and Reform: land acquisition, Manifest Destiny, Standing Bear, Indian Removal Acts; Civil War/Reconstruction: Dred Scott, secession, acts and legislations, Civil War leaders; Industrialism: rise of corporations, growth of organized labor, assembly line, immigration; Transportation and Technology: Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, Orville and Wilbur Wright) SS 8.4.2.b (US) Analyze how the United States has changed over the course of time, using maps, documents, and other artifacts

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

Multiple Perspectives

SS 8.4.3 (US) Students will analyze and interpret historical and current events from multiple

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

SS 8.4.3.b (US) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., The Bill of Rights, slavery, Gettysburg Address, The New Colossus Poem, images, political cartoons, photographs, newspapers)

Historical Analysis and Interpretation

SS 8.4.4 (US) Students will identify causes of past and current events, issues, and problems

SS 8.4.4.a (US) Analyze sources on Nineteenth-Century American History through determination of credibility, contextualization, and corroboration

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

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

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

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

Historical Research Skills

SS 8.4.5 Students will develop historical research skills.

SS 8.4.5.a (US) Develop questions about United States history

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

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

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

Nebraska Social Studies Standards
Grade 9
(World Geography)

Outcome 1: Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.

The World in Spatial Terms

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

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

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

SS 12.3.1.b Apply map scale as a geographical tool and evaluate the strengths and weaknesses of projections

(e.g., large scale/small scale, Peters, Mercator, plane, conical, cylindrical)

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

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

Places and Regions

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

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

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

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

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

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

SS 12.3.2.f Apply regional analysis of geographic issues and questions. (e.g., discussing current events and issues of the day in a geographical context)

Physical Systems

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

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

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

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

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

SS 12.3.3.e Compare and contrast world climate regions

Human Systems

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

SS 12.3.4.a Distinguish population characteristics by world regions, country, and regions within countries (e.g., demographic transition, fertility, mortality, migration rates, population pyramids)

SS 12.3.4.b Analyze the push and pull factors (economic, political, and cultural) driving human migration and the impacts on the source regions and destinations (e.g., the impact of migration to North America, South America, Australia and New Zealand)

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

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

SS 12.3.4.e Evaluate the spread of cultural traits to distinguish between convergence and divergence of cultures (e.g., convergence: spread of democratic ideas, patronage of chain coffee houses, introduction of fast food restaurants worldwide; divergence: restrictions on the change of local language)

SS 12.3.4.f Determine the level of development and standard of living in nations using economic, social, and demographic indicators (e.g., gross domestic product per capita, life expectancy, literacy, infant mortality)

SS 12.3.4.g Evaluate the benefits and challenges of globalization (e.g., regional specialization, trade, multinational businesses, pandemics, loss of local cultures)

SS 12.3.4.h Identify and analyze patterns of power and influence of sovereign nations and organized nation groups (e.g., NATO, United Nations, European Union)

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

Human/Environment Interaction

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

SS 12.3.5.a Analyze the consequences of extreme weather and other natural disasters such as El Nino, floods, tsunamis, droughts, and volcanoes

SS 12.3.5.b Evaluate ways that humans depend on, adapt to, and modify the physical environment (e.g., agriculture, water supply, raw materials for economic development, land use practices, the use of technology to overcome climate, terrain, distances, and resource availability)

SS 12.3.5.c Evaluate successful solutions and problems related to the physical environment from a geographical perspective (e.g., the role of irrigation, contour farming and hybrid seeds in expansion of agriculture in the Midwest; the role of air conditioning in the industrialization of the South; recent global climate change theories, and evidence that supports and refutes such theories)

SS 12.3.5.d Investigate the role of technology in the supply of, and substitution for, natural resources (e.g., PVC replacing copper pipes, synthetics for natural rubber, horizontal drilling, fracking, and the use of tar sands in oil recovery)

SS 12.3.5.e Analyze the impacts of technological innovations in shaping human interaction on the physical environment (e.g., agriculture, air conditioning, desalinization)

Application of Geography to Issues and Events

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

SS 12.3.6.a Apply geographic knowledge and skills (e.g., ask geographic questions, acquire, analyze, and present geographic information)

SS 12.3.6.b Identify and evaluate how geographic knowledge and geographic techniques are applied to improve our lives or solve problems (e.g., use global information systems (GIS), global positioning systems (GPS), satellite images, and maps to find the best location for a new store, identify potential customers, or determine the optimum usage of irrigation and fertilizers, mapping cases of cholera to determine that city water supply was

Nebraska Social Studies Standards
Grade 10
(World History: 1000 CE to Present)

Outcome: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.

Chronological Thinking

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

SS 12.4.1.a (WLD) Describe concepts of time and chronology (e.g., Middle Ages, Global Interaction, Age of Revolutions, Global Conflict and Achievement, Contemporary World)

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

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

Historical Comprehension

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

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

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

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

Multiple Perspectives

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

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

Arab/Israeli conflicts)

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

Historical Analysis and Interpretation

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

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

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

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

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

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

Historical Research Skills

SS 12.4.5 (WLD) Students will develop historical research skills

SS 12.4.5.a (WLD) Develop questions about World history

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

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

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

Nebraska Social Studies Standards
Grade 11
(United States History: Progressive Era to Present)

Outcome: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.

Chronological Thinking

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

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

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

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

Historical Comprehension

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

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

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

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

Multiple Perspectives

SS 12.4.3 (US) Students will analyze and evaluate historical and current events from multiple

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

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

Historical Analysis and Interpretation

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

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

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

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

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

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

Historical Research Skills

SS 12.4.5 (US) Students will develop historical research skills.

SS 12.4.5.a (US) Develop questions about United States history

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

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

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

Nebraska Social Studies Standards
Grade 12
(American Government)

Outcome: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.

Forms and Functions of Government

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

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

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

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

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

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

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

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

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

Civic Participation

SS 12.1.2 Students will address local, state, national or international issues and policies through meaningful civic participation

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

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

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

SS 12.1.2.d Analyze an issue and determine which level of government is most appropriate to utilize in addressing the issue

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

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

Nebraska Social Studies Standards
Grade 9-12
(Business and Economics)

Outcome: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.

Markets

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

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

SS 12.2.1.b Analyze the role of the product market and the resource market

SS 12.2.1.c Understand productivity as a measure of the quantity of goods and services produced with a given amount of resources (e.g., Gross Domestic Product)

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

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

SS 12.2.1.f Explain the role and importance of profit and return on investments to producers. (e.g. increase in supply and expansion of industries)

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

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

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

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

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

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

Institutions

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

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

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

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

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

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

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

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

SS 12.2.4.b Describe the role of market economy in United States history (e.g., periods of prosperity, recessions, and overall growth)

Financial Literacy

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

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

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

SS 12.2.5.c Compare the standard of living with other countries (Germany, Brazil, Russia, India, China)

SS 12.2.6 Students will understand economic concepts that support rational decision making.

SS 12.2.6.a Explore employment trends and reasons for growth and decline in employment

SS 12.2.6.b Make career decisions by systematically considering alternatives and consequences through the use of cost benefit analysis

SS 12.2.6.c Assess the incentives for investing in personal education, skills, and talents

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

SS 12.2.7 Students will apply effective money management concepts.

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

SS 12.2.7.b Compare and contrast checking and savings accounts

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

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

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

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

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

SS 12.2.8.d Students will identify situations when borrowing money and paying interest may be a wise or unwise decision

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

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

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

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

Government

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

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

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

SS 12.2.10.c Explore various forms of taxation (earning, consumption, or wealth) and discuss outcomes of various tax philosophies as drivers of economic activity

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

SS 12.2.10.e Analyze government policies and regulations in areas of market failure (e.g., monopolies, externalities, non-enforcement of property rights)

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

SS 12.2.11.a Examine how governments can use taxing and spending policies to influence behavior (e.g., alcohol tax, home mortgage interest deduction)

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

SS 12.2.11.c Examine the impact of the unemployment rate on the economy (frictional, structural, cyclical)

Globalization

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

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

SS 12.2.12.b Identify goods which are available at a lower price because of international trade

SS 12.2.12.c Explain how trade barriers impact the prices and quantity of goods in the domestic market

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

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

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