



Nebraska Social Studies Standards

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Nebraska Social Studies Standards

Table of Contents

Standards Structure	3
Kindergarten Standards.....	4
Grade 1 Standards.....	8
Grade 2 Standards.....	12
Grade 3 Standards	17
Grade 4 Standards.....	22
Grade 5 Standards	28
Middle School Overview	34
Grade 6 Standards	35
Grade 7 Standards	41
Grade 8 Standards	47
High School Civics Standards	54
High School Economics Standards	56
High School Geography Standards.....	60
High School History Standards	63

Content Area Standards

The Nebraska Social Studies Standards describe the knowledge and skills that students should learn, but they do not prescribe particular curriculum, lessons, teaching techniques, or activities. These standards create a framework for teaching and learning, and they articulate a trajectory for knowledge acquisition across all grade levels. This ensures that student learning builds on prior knowledge and becomes more in-depth over time. Standards describe what students are expected to know and be able to do, while the local curriculum and instructional materials are used to help students master the standards. Decisions about curriculum and instructional materials are made locally by individual school districts and classroom teachers. The Nebraska Department of Education does not mandate the curriculum or instructional materials used within a local school.

Organization and Structure of Nebraska's Social Studies Standards

The overall structure of Nebraska's Social Studies Standards reflects the two-tier structure common across all Nebraska content area standards. The two levels include standards and indicators. At the broadest level, standards include broad, overarching content-based statements that describe the basic cognitive, affective, or psychomotor expectations of student learning. The standards, across all grade levels, reflect long-term goals for learning. Indicators further describe what students must know and be able to do to meet the standard and provide guidance related to classroom instruction. Additionally, the indicators provide guidance related to the assessment of student learning. In addition to standards and indicators, the Nebraska Social Studies standards provide examples. The "For example..." statements provide guidance relative to topics that may be included in the locally determined curriculum. These suggestions may be used to meet the learning expectations of the standards and indicators.

For grades K-8, the standards and indicators are written at grade level. The K-8 standards and indicators are organized within four **disciplines**: Civics, Economics, Geography, and History. Within those disciplines, standards and indicators are grouped by **big ideas**. Big ideas are concepts, themes, or issues that give meaning and connection to facts and skills (Wiggins and McTighe, 2005, p. 5). The high school standards and indicators are written within one grade band (HS = 9-12), and they are also organized by discipline and big ideas. Prior to each grade level and the high school grade band, a summary statement and theme are included. This provides a high-level overview of what students are expected to learn at that grade level.

In addition to a common structure for content area standards, a consistent numbering system is used for content area standards. The Nebraska Social Studies Standards numbering system is as follows:



Kindergarten

Grade Level Summary and Theme

Myself and Others: In kindergarten, students begin their investigation of the world using perspectives, concepts, and skills from social studies. The context for social studies learning at this grade level is the student's interaction with classroom and school. The classroom serves as a microcosm of society in which decisions are made with respect to rights, rules, and responsibilities. Students begin to learn the basic concepts of fairness and respect for the rights and opinions of others.

Civics

Forms & Functions of Government

SS K.1.1 Communicate the purpose of rules and the roles of authority figures.

SS K.1.1.a Describe a rule and analyze its purpose from the perspective of the authority figure.

For example: safety, to make learning possible, to protect freedoms, to ensure consistency for all

SS K.1.1.b Identify authority figures in a family structure and explain the importance of their roles.

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

Civic Participation

SS K.1.2 Demonstrate citizenship through application of learned skills.

SS K.1.2.a Model citizenship skills.

For example: respect, courtesy, honesty, voting

SS K.1.2.b Communicate patriotic symbols, songs, and actions.

For example: U.S. Flag, Pledge of Allegiance, "Star-Spangled Banner," and "America the Beautiful"

SS K.1.2.c Communicate historical background and significance of national holidays.

For example: Presidents' Day, George Washington's birthday, Abraham Lincoln's birthday, and Thanksgiving Day

Economics

Myself and Others

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

SS K.2.1.a Classify wants and needs and explain subsequent choices.

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

SS K.2.2.a Explain the purposes of money.

Geography

Location and Place

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

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

For example: next to, over there, close to

SS K.3.1.b Identify locations in the school and around the classroom.

For example: left/right, up/down, front/back, over/under, near/far-supplies, trash can, pencil sharpener, other students, library, gym, office, restroom, cafeteria

SS K.3.1.c Identify geographic tools as representations of local and distant places.

For example: maps, globes, photographs, GPS

SS K.3.1.d Identify land and water on a globe.

Regions

SS K.3.2 Explore places and regions.

SS K.3.2.a Identify physical characteristics of place.

For example: landforms, bodies of water, weather

SS K.3.2.b Identify human characteristics of place.

For example: cities, buildings, farms, roads, highways

Human-Environment Interaction

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

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

For example: rainy, snowy, sunny, cloudy, foggy - choice of clothing, rainouts

SS K.3.3.b Identify the four seasons.

SS K.3.3.c Inquire about how people prepare for and respond to severe weather.

For example: weather forecasting, tornado drills, winter clothing

Movement

SS K.3.4 Recognize that people belong to different groups and live in different settings.

SS K.3.4.a Identify students as members of various groups.
For example: scouts, sports, classroom, family

SS K.3.4.b Identify places in the community where people may live.
For example: farms, houses, apartments

Geospatial Skills and Geo-literacy

SS K.3.5 Use geographic skills to make connections to their lives.

SS K.3.5.a Apply geographic knowledge and techniques to navigate the classroom.
For example: Locate people or places in relation to each other, or make a fire evacuation plan for your home.

History

Change, Continuity, and Context

SS K.4.1 Recognize patterns of continuity and change over time in the context of themselves and others.

SS K.4.1.a Identify concepts of time and chronology.
For example: yesterday, today, tomorrow

SS K.4.1.b Identify the sequence of personal events and their impact.
For example: daily schedule, timelines

Multiple Perspectives

SS K.4.2 Recognize different perspectives of events.

SS K.4.2.a Compare perspectives of myself and others.
For example: events that occurred on the playground

Historical Analysis and Interpretation

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

SS K.4.3.a Identify the contributions of historical people from a variety of cultures.
For example: George Washington, Crazy Horse, Martin Luther King, Jr.

SS K.4.3.b Identify symbols of the United States.
For example: American flag, bald eagle, Washington Monument, Statue of Liberty

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

For example: fiction vs. non-fiction, history vs. historical fiction, past and present

Historical Inquiry & Research

SS K.4.4 Develop Historical Inquiry and Research skills.

SS K.4.4.a Develop questions about personal history.

For example: "How did my family come to live in this place?" "Where were other members of my family born?"

SS K.4.4.b Identify and cite appropriate sources for researching history.

For example: "My grandma gave me this picture."

SS K.4.4.c Gather and communicate historical information.

For example: pictures, posters, and oral narratives

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Grade 1

Grade Level Summary and Theme

Families - Living, Learning, and Working Together: In first grade, students develop their understanding of basic concepts and ideas from civics, economics, geography, and history. The context for social studies learning in first grade is the family and the ways they choose to live and work together. To develop students' understanding of the basic social studies concepts, students are asked to think about families nearby and those far away.

Civics

Forms and Functions of Government

SS 1.1.1 Analyze the relationship between roles and rules within learning and living environments

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

For example: classroom rules, playground rules, school rules

SS 1.1.1.b Identify authority figures in a school community and explain the importance of their roles.

For example: teachers, administrators, nurse, playground supervisor

Civic Participation

SS 1.1.2 Demonstrate citizenship by exploring historical figures, holidays, and patriotic symbols.

SS 1.1.2.a Model and communicate citizenship skills.

For example: responsibility, voting, obeying rules/laws

SS 1.1.2.b Analyze patriotic symbols, songs, actions, celebrations, and holidays.

For example: U.S. Flag, Bald Eagle, Pledge of Allegiance, national holidays

SS 1.1.2.c Communicate historical background and significance of national holidays.

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

SS 1.1.2.d Analyze and contrast historical and current government figures that exemplify civic engagement.

For example: governors, presidents, leaders of marginalized groups, tribal leaders

Economics

Families - Living, Learning, and Working Together

SS 1.2.1 Explain how scarcity necessitates making choices.

SS 1.2.1.a Identify what they gain and what they give up when they make choices.

For example: opportunity cost

SS 1.2.2 Not addressed at this grade level

SS 1.2.3 Explain that resources are used to produce goods and services.

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

For example: iron ore (a natural resource) is made into steel, which the factory worker (a human resource) uses to build a bike (a good)

SS 1.2.4 Students will compare spending and saving opportunities.

SS 1.2.4.a Give examples of situations where students and families have chosen to save for future purchases

Geography

Location and Place

SS 1.3.1 Explore where (spatial) and why people, places and environments are organized in the world.

SS 1.3.1.a Identify the four cardinal directions.

SS 1.3.1.b Identify and describe locations in schools and homes and explain reasons for the locations.

For example: Why is the cafeteria next to the kitchen? Why is the office by the front door? Why is the nurse's office located by the main office? Why is the water fountain near the restroom?

SS 1.3.1.c Create and use maps.

For example: maps of the home and school

SS 1.3.1.d Distinguish between continents and oceans.

Regions

SS 1.3.2 Explore places and regions.

SS 1.3.2.a Identify and differentiate between physical features on maps, globes, graphics, and in the physical world.

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

SS 1.3.2.b Identify and differentiate between human features.

For example: cities, farms, buildings, bridges, streets

SS 1.3.2.c Explain how places change over time.
For example: new building, a bigger road

Human-Environment Interaction

SS 1.3.3 Explore the relationship between humans and their physical environment.

SS 1.3.3.a Interpret the impact of environmental hazards and severe weather on everyday life.
For example: tornado drills, snow days, floods

SS 1.3.3.b Identify Earth's natural resources.
For example: minerals, air, land, water, soil

SS 1.3.3.c Describe how people adapt to their physical environment.
For example: housing, land use, recreational activities, soil conservation, build dams

Movement

SS 1.3.4 Describe the characteristics of culture.

SS 1.3.4.a Identify cultural traits.
For example: language, religion, food, music, sports, clothing

SS 1.3.4.b Describe the characteristics of individual culture.
For example: food, language, celebrations

Geospatial Skills and Geo-literacy

SS 1.3.5 Use geographic skills to make connections to their lives.

SS 1.3.5.a Apply geographic knowledge and techniques to navigate the school.
For example: Make a map of the school, or make a map of your home.

History

Change, Continuity, and Context

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

SS 1.4.1.a List and describe life events over time.
For example: weekly, monthly, yearly, seasonal celebrations

SS 1.4.1.b Compare and contrast family life from earlier times and today.
For example: "When was I born?" "When did my family move to our current residence?"

Multiple Perspectives

SS 1.4.2 Identify multiple perspectives of diverse family traditions.

SS 1.4.2.a Compare and contrast family traditions across cultures.
For example: holidays, celebrations, milestones

Historical Analysis and Interpretation

SS 1.4.3 Describe historical people, events, and symbols.

SS 1.4.3.a Describe historical people, events, and symbols.
For example: Abraham Lincoln, Martin Luther King, Jr., Standing Bear, Willa Cather

SS 1.4.3.b Identify symbols of the United States.
For example: national anthem, other patriotic songs

SS 1.4.3.c Describe how objects including books, letters, and other artifacts help us to understand the past.

Historical Inquiry & Research

SS 1.4.5 Develop Historical Inquiry and Research skills.

SS 1.4.5.a Develop questions about family history.
For example: "Where was I born?" "What do my family members remember from when I was a small child?"

SS 1.4.5.b Identify and cite appropriate books, letters, and other artifacts for research.
For example: the title and author of the book from which they took information

SS 1.4.5.c Gather and communicate historical information about families.
For example: picture, posters, and oral narratives

Grade 2

Grade Level Summary and Theme

Neighborhood: In second grade, students apply their emerging understanding of civics, economics, geography, and history to their communities and others around the world. Students learn about how their community works as well as the variety of ways that communities organize themselves. To develop conceptual understanding, students examine the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago.

Civics

Forms and Functions of Government

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

SS 2.1.1.a Contribute to developing rules by considering multiple points of view.

For example: classroom meetings, voting, consensus building activities

SS 2.1.1.b Demonstrate conflict management strategies as individuals, groups, and communities.

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

Civic Participation

SS 2.1.2 Contribute to making decisions using democratic traditions based on established rules.

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

For example: voting, obeying laws, justice, equality

SS 2.1.2.b Analyze patriotic symbols, songs, actions, celebrations, and holidays.

For example: U.S. Flag, bald eagle, Pledge of Allegiance, national holidays

SS 2.1.2.c Communicate historical background and significance of national holidays.

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

SS 2.1.2.d Investigate ways to be actively engaged to improve family, school, and community.

SS 2.1.2.e Model and communicate characteristics of good citizenship.

For example: establishing beliefs and justice, truth, equality, personal responsibilities for the common good, tolerance for diversity of opinions

Economics

Neighborhoods: Making a Difference

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

SS 2.2.1.a. Justify a decision they make by providing evidence of what they gain and give up.

For example: tradeoff, opportunity cost

SS 2.2.2 Describe how producers deliver products/services, earn an income, and satisfy economic needs and wants.

SS 2.2.2.a. Explain the role of goods and services and supply and demand in a community.

SS 2.2.2.b. Describe how people earn income/wages through work.

SS 2.2.3 Identify the goods and services governments provide.

SS 2.2.3.a Identify goods and services that local governments provide.

For example: water, fire department, police, schools

SS 2.2.3.b Explain how the local government pays for goods and services it provides.

For example: taxes

SS 2.2.4 Demonstrate knowledge of currency, its denominations, and use.

SS 2.2.4.a Make transactions using currency emphasizing its use as a medium of exchange.

For example: via school store, buying pencils

Geography

Location and Place

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

SS 2.3.1.a Compare and contrast maps and globes.

SS 2.3.1.b Identify and describe locations in neighborhoods.

For example: home, the park, friend's house, fire station, grocery store

SS 2.3.1.c Identify and apply map elements.

For example: title, symbols, legend, and cardinal directions

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

SS 2.3.1.e Explain why things are located where they are in neighborhoods.

For example: Why are stores on a main street?

Regions

SS 2.3.2 Compare places and regions.

SS 2.3.2.a Identify and differentiate between physical and human features of neighborhoods and communities.

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

SS 2.3.2.b Describe local places and regions.

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

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

Human-Environment Interaction

SS 2.3.3 Describe relationships between humans and the physical environment.

SS 2.3.3.a Identify examples of Earth's physical processes.

For example: wind and water erosion/deposition

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

For example: seasonal jobs (landscaping, street/grounds maintenance, construction), seasonal foods, drought causing water shortages

SS 2.3.3.c Match resources to their sources.

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

SS 2.3.3.d Describe how people adapt to their physical environment.

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

Movement

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

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

For example: food, language, celebrations, religions, music, sports

SS 2.3.4.b Identify examples of cultural markers in their community.

For example: religious or institutional structures, names of streets, types of businesses, buildings

Geospatial Skills and Geo-literacy

SS 2.3.5 Use geographic skills to make connections to their lives.

SS 2.3.5.a Apply geographic knowledge and techniques to navigate their home and neighborhood.

For example: Use navigation tools to map out shortest route to school; Map the route of a school field trip to multiple destinations.

History

Change, Continuity, and Context

SS 2.4.1 Recognize and apply patterns of continuity and change over time in the context of neighborhoods.

SS 2.4.1.a Describe how a neighborhood has changed over the course of time using maps and other artifacts.

For example: pictures from school library/media center

SS 2.4.1.b Compare and contrast how different neighborhoods have changed over time.

For example: photographs of school building, materials from local historical society

Multiple Perspectives

SS 2.4.2 Analyze multiple perspectives of events within neighborhoods.

SS 2.4.2.a Compare and contrast perspectives from multiple sources regarding the same event.

For example: community centers, residential, businesses, libraries, restaurants, parks

Historical Analysis and Interpretation

SS 2.4.3 Analyze past and current events, issues, and people relevant to a neighborhood.

SS 2.4.3.a Describe historical people, events, ideas, and symbols (including various cultures and ethnic groups) that impacted a neighborhood.

For example: neighborhood landmarks: post office, fire station, mailbox, fire hydrant, library, police station, recycling center

Historical Inquiry & Research

SS 2.4.4 Develop Historical Inquiry and Research skills.

SS 2.4.4.a Develop questions about neighborhood history.

For example: What parks or community buildings are there? When were they built?

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

For example: identifying titles and authors of books where students located information

SS 2.4.4.c Gather and present historical information about a neighborhood.

For example: Ask questions of a guest speaker in the classroom.

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Grade 3

Grade Level Summary and Theme

Communities Near and Far: In third grade, students begin to explore more complex concepts and ideas from civics, economics, geography, and history as they study the varied backgrounds of people living in Nebraska and the rest of the United States. Emphasis is on cultures in the United States, including the study of Native Americans. Students examine these cultures from the past and in the present and the impact they have had in shaping our contemporary society. They begin to look at issues and events from more than one perspective.

Civics

Forms & Function of Government

SS 3.1.1 Analyze the structure and function of local governments.

SS 3.1.1.a Compare and contrast the structure and function of roles commonly found in local governments.

For example: mayor, city manager, city council, village board

SS 3.1.1.b Communicate how and why a community creates laws.

For example: civil discourse, active participation, apply knowledge to address meaningful issues within our society

SS 3.1.1.c Investigate and summarize the roles that leaders and other citizens serve in local communities.

SS 3.1.1.d Justify the importance of roles that leaders and citizens serve in local government.

Civic Participation

SS 3.1.2 Explore the impact of individual and group decisions at the community level.

SS 3.1.2.a Identify and model rights and responsibilities of citizens at the community level.

For example: voting, public service, service learning projects

SS 3.1.2.b Investigate the meaning of patriotic symbols, songs, actions, celebrations, and holidays.

For example: U.S. flag, bald eagle, Pledge of Allegiance, national holidays

SS 3.1.2.c Communicate historical background and significance of national holidays.

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

SS 3.1.2.d Identify and engage in opportunities to serve their local community.

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

SS 3.1.2.f Analyze the decisions of local leaders and how they affect public policy.

Economics

Community

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

SS 3.2.1.a Identify goods and services funded through local taxes.
For example: snow removal, waste management, law enforcement

SS 3.2.2 Evaluate choices and consequences for spending and saving.

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

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

SS 3.2.3.a Explain that resources are used to produce goods and services.

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

SS 3.2.4.a Identify local goods and services that could be traded with people everywhere.
For example: corn, soybeans, beef, irrigation systems, dry edible beans

Geography

Location and Place

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

SS 3.3.1.a Identify and apply map elements.
For example: title, scale, symbols, legend, and cardinal and intermediate directions

SS 3.3.1.b Use a map to identify location and distribution of physical and human features.
For example: rivers/roads, cities/towns, bodies of water, landforms

SS 3.3.1.c Analyze why things are located where they are in the community.
For example: Why are stores located on main streets? Why are schools near homes? What might be a better location for a school?

SS 3.3.1.d Locate specific places on maps and globes.

For example: Missouri River, Platte River, Rocky Mountains, Nebraska, the student's city

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

Regions

SS 3.3.2 Compare the characteristics of places and regions.

SS 3.3.2.a Identify and differentiate between physical and human features of neighborhoods and communities.

For example: vegetation, hills, waterways, housing, streets, business/residential areas

SS 3.3.2.b Compare and contrast local places and regions with other places and regions.

For example: 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 how and why places and regions change over time.

For example: population growth (more housing, schools), demolition/renovation of old/unsafe structures, flood control measures

Human-Environment Interaction

SS 3.3.3 Explain relationships between humans and the physical environment.

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

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

SS 3.3.3.b Identify ecosystems.

For example: forests, deserts, grasslands

SS 3.3.3.c Explain the importance of Earth's natural resources.

For example: minerals, air, water, land

SS 3.3.3.d Describe how humans develop communities in local settings.

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

Movement

SS 3.3.4 Compare and contrast the characteristics of culture locally.

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

For example: language, religion, food, music, sports

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

For example: technology, education, employment

Geospatial Skills and Geo-literacy

SS 3.3.5 Students will use geographic skills to make connections to issues and events.

SS 3.3.5.a Identify and evaluate how changes in human and physical geography have shaped their community.

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

History

Change, Continuity, and Context

SS. 3.4.1 Analyze and apply patterns of continuity and change over time in the context of communities (town or city).

SS 3.4.1.a Summarize and describe community events over time using maps and other artifacts.

For example: weekly, monthly, yearly, seasonal happenings

SS 3.4.1.b Compare and contrast how different communities have changed over time.

For example: different geographical regions, different types of cities, towns, villages

Multiple Perspectives

SS 3.4.2 Describe and explain multiple perspectives of events within a community.

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

For example: local cultural figures, landmarks, celebrations, cultural events

SS 3.4.2.b Compare and contrast conflicting perspectives about a past event in a community.

For example: widening a street, where to construct a park or building

Historical Analysis and Interpretation

SS 3.4.3 Analyze past and current events and people relevant to their community.

SS 3.4.3.a Determine factual information about community historical events through use of a variety of sources such as artifacts, pictures, and documents.

For example: local cultural figures, landmarks, celebrations, cultural events

SS 3.4.3.b Identify how decisions affected events in a community.

For example: How are decisions made? Who makes decisions?

Historical Inquiry & Research

SS 3.4.4 Develop Historical Inquiry and Research skills.

SS 3.4.4.a Develop questions about community history.

For example: When was our town founded? How did it come to be?

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

For example: identifying resources students used to locate information

SS 3.4.4.c Gather and communicate historical information about the community.

For example: interview a community member, find community resources

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Grade 4

Grade Level Summary and Theme

Nebraska Studies: In fourth grade, students use their understanding of social studies concepts and skills to explore Nebraska in the past and present. Students learn about the state's unique geography and key eras in early Nebraska history, particularly the treaty-making period. They use this historical perspective to help them make sense of the state's geography, economy, and government today. The cognitive demand of many grade level expectations begins to include analysis and asks students to look at issues and events from multiple perspectives.

Civics

Forms & Functions of Government

SS 4.1.1 Synthesize and justify the structure and function of Nebraska's government.

SS 4.1.1.a Investigate and summarize the historical foundation and events that led to the formation and structure of Nebraska's government.

For example: modeled from U.S. government, three branches of government

SS 4.1.1.b Analyze the contributions of multiple ethnic groups on the origin, structure, and function of Nebraska's state government.

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

SS 4.1.1.d Investigate and summarize the roles that leaders and other citizens serve in Nebraska to equitably represent all cultures throughout the state.

SS 4.1.1.e Justify the importance of roles that leaders and citizens serve in Nebraska government to ensure equitable representation of all cultures found in the state.

For example: members of the Nebraska Hall of Fame

Civic Participation

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

SS 4.1.2.a Identify and model rights and responsibilities of citizens at the state level.

For example: voting, public service, service learning projects

SS 4.1.2.b Investigate the meaning of state symbols, songs and holidays.

For example: Nebraska state flag, "Beautiful Nebraska," state and national holidays

SS 4.1.2.c Communicate historical background and significance of Nebraska state holidays.

For example: Arbor Day, George Norris Day and Nebraska Statehood Day

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

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

For example: lobbying, petitions, media, social media

SS 4.1.2.f Analyze the decisions of state leaders and how they impact public policy.

Economics

Nebraska

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

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

For example: Price of gasoline increases; price of haircuts increases – would buy less or start to change behavior toward buying less, i.e. plan a carpool and get haircut less often.

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

For example: You produce fidget spinners and they have become very popular and the price is rising, what would you do – produce more. In a natural disaster, because of scarcity prices tend to rise of things like water and lumber, if you produced water and/or lumber, the increased price would incentivize you to get more of things where they were needed.

SS 4.2.2 Investigate various financial institutions in Nebraska and the reasons for people's spending and saving choices.

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

For example: a field trip to a bank/credit union or a representative to discuss how banks ensure your money is safe and how they loan money to help businesses grow and help people buy housing among other things

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

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

For example: human resources (labor), tools, laboratories, equipment, and machinery

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

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

For example: beef, wheat, telemarketing, cotton, coal

SS 4.2.4.b Discuss how technology has affected the specialization of Nebraska's economy and surrounding states.

For example: irrigation, farm equipment, online trading, geospatial technology (GIS & GPS)

Geography

Location and Place

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

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

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

SS 4.3.1.b Apply map skills to analyze physical/political maps of the state.

For example: Utilize grid systems to find locations, identify the location and purpose of time zones, and identify and locate cities using relative and absolute locations.

SS 4.3.1.c Analyze why things are located where they are in Nebraska.

For example: Why are large cattle ranches found in the Sandhills? Why are major airports located near large cities? What determined the route of I-80?

SS 4.3.1.d Differentiate between classifications of bodies and waters, cities, and land masses.

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

Regions

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

SS 4.3.2.a Identify criteria used to define regions within the state of Nebraska.

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

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

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

Human-Environment Interaction

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

SS 4.3.3.a Identify physical processes that shape Nebraska's features and patterns.

For example: weathering, erosion, deposition, drought

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

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

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

For example: tornadoes, floods, dust storms, insect infestation result in changes to agricultural/construction/public safety practices

SS 4.3.3.d Describe how humans have adapted to Nebraska's physical environment and use available natural resources.

For example: progression of home construction materials, agriculture, irrigation, introduction of trees, soil conservation, soil, timber, surface water and ground water

Movement

SS 4.3.4 Compare and contrast the characteristics of culture statewide.

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

For example: language, religion, food, music, sports, celebrations

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

For example: density, distribution, growth rates due to available jobs, resources

Geospatial Skills and Geo-literacy

SS 4.3.5 Students will use geographic skills to make connections to issues and events.

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

For example: 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 4.3.5.b Explain the interrelationships of human or physical geographic characteristics of places in Nebraska.

For example: A community is located on a river floodplain with fertile soil and water for transportation, irrigation, and human consumption.

History

Change, Continuity, and Context

SS 4.4.1 Investigate patterns of continuity and change over time within the context of Nebraska.

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

For example: timelines, before and after statehood

Multiple Perspectives

SS 4.4.2 Analyze and explain multiple perspectives of events in Nebraska, including historically marginalized and underrepresented groups.

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

For example: The Homestead Act, Oregon Trail diaries, military journal of Ponca Removal

SS 4.4.2.b Identify and describe how various sources relate their perspectives of Nebraska history.

For example: textbook and primary documents, primary documents from differing groups of people

Historical Analysis and Interpretation

SS 4.4.3 Analyze past and current events throughout Nebraska history.

SS 4.4.3.a Analyze key sources in Nebraska History to determine credibility and context.

For example: accounts from settlers and American Indians, foundational documents in Nebraska

SS 4.4.3.b Identify key events in American history that shaped or were shaped by Nebraska and Nebraskans.

For example: Kansas-Nebraska Act, Homestead Act, Ponca Trail of Tears, North Platte Canteen, Orphan Train, Indian Boarding Schools

Historical Inquiry & Research

SS 4.4.4 Develop historical inquiry and research skills.

SS 4.4.4.a Develop questions about Nebraska history.

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

For example: document archives, newspapers, interviews

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

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Grade 5

Grade Level Summary and Theme

U.S. Studies: In fifth grade, students use their understanding of social studies concepts and cause and-effect relationships to study the development of the American colonies and United States up to the creation of the U.S. Constitution. By applying what they know from civics, economics and geography, students learn the ideals, principles, and systems that shaped this country's founding. They conclude the fifth grade by applying their understanding of the country's founding and the ideals in the nation's fundamental documents to issues of importance to them today. This learning forms the foundation and understanding of social studies concepts that will provide students with the ability to examine their role in the community, state, nation, and world.

Civics

Forms & Functions of Government

SS 5.1.1 Synthesize and justify the structure and function of the United States government.

SS 5.1.1.a Investigate and summarize contributions of multiple ethnic groups that resulted in the historical foundation and formation of the United States constitutional government.

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

SS 5.1.1.b Identify and explain the origins, structure and functions of the three branches of government.

SS 5.1.1.c Analyze how colonial and new states' governments' laws affected majority groups and marginalized groups within their population.

For example: citizens, slaves, immigrants, women, class systems, tribes

SS 5.1.1.d Evaluate how the decisions of the national government affect local and state government and citizens of diverse backgrounds.

SS 5.1.1.e Justify the principles of the American Republic.

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

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

Civic Participation

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

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

For example: 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 Analyze and communicate the significance of patriotic symbols, songs and activities.

For example: Pledge of Allegiance, "The Star-Spangled Banner," "America the Beautiful," George Washington's birthday, Abraham Lincoln's birthday, Martin Luther King Jr. day, state and national holidays

SS 5.1.2.c Communicate historical background and significance of national and state holidays.

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

SS 5.1.2.d Explore models of group and individual actions that illustrate civic ideas in the founding of the United States.

SS 5.1.2.e 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.f Analyze how the roles of individuals and groups influence government.

For example: George Washington, John Adams, Thomas Jefferson, Benjamin Franklin

Economics

Early Americas through the Revolution

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

SS 5.2.2.a Provide examples of how additional education/training improves productivity and increases standard of living.

SS 5.2.3 Explain how specialization, division of labor, and technology increases productivity and interdependence.

SS 5.2.3.a Describe the historical role of innovation and entrepreneurship in a market economy.

For example: apprentice, journeyman, master electrician

SS 5.2.4 Summarize characteristics of economic institutions in the United States.

SS 5.2.4.a Describe the importance of financial institutions to households and businesses.

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

SS 5.2.4.b Explain the rules and laws that protect and support consumers.

For example: contracts, agreements, and product safety

SS 5.2.4.c Identify goods and services funded through federal taxes.

For example: armed forces, courts, parks

SS 5.2.5 Summarize how specialization and trade impact the global market and relationships with other countries.

SS 5.2.5.a Describe how specialization and trade among sellers results in lower costs and prices, higher product quality, and better customer service.

SS 5.2.5.b Explain how trade impacts relationships between countries.

For example: fur, tobacco, cotton, lumber, triangle trade

Geography

Location and Place

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

SS 5.3.1.a Use maps and atlases to locate major human and physical features in the United States.

For example: states, capitals and major cities, Rocky Mountains, Appalachian Mountains, Great Lakes

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

For example: identify latitude/longitude, and the global grid, and the location and purpose of time zones.

SS 5.3.1.c Analyze why things are located where they are in the United States.

For example: 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?

Regions

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

SS 5.3.2.a Identify criteria used to define regions within the United States.

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

SS 5.3.2.b Identify and classify regions and places within the United States using physical and human features.

For example: Rocky Mountains, The Southwest, Great Plains, Corn Belt, Cotton Belt, Silicon Valley, Bread Basket, cities, states, congressional districts

Human-Environment Interaction

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

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

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

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

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

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

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

Movement

SS 5.3.4 Compare, contrast and draw conclusions about the characteristics of culture and migration in the United

SS 5.3.4.a Compare and contrast patterns of culture within the United States over time and space.

For example: language, religion, food, music, sports, celebrations

SS 5.3.4.b Compare and contrast population characteristics of the United States.

For example: density, distribution, growth rates due to climate, resources, economic and cultural opportunities

SS 5.3.4.c Explain reasons for historical and present day migrations to and within the United States.

For example: economic opportunity, war, famine, natural disasters, persecution

Geospatial Skills and Geo-literacy

SS 5.3.5 Use geographic skills to interpret issues and events.

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

For example: 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 5.3.5.b Analyze aspects of human and physical geography that have shaped the settlement and development of Early America.
For example: latitude and longitude in the role of early navigation, groundwater and irrigation, westward expansion of European immigrants, seeds, fertile soils, agriculture, transportation systems, water power.

History

Change, Continuity, and Context

SS 5.4.1 Investigate patterns of continuity and change over time within the context of the early Americas through the Revolutionary War.

SS 5.4.1.a Examine the chronology of key events in the United States and communicate their impact on the past, present, and future.

For example: Founding of colonies, American Indian responses to colonization, coming of American Revolution, founding of United States, creation of the United States Constitution, Bill of Rights, northern states abolish slavery

Multiple Perspectives

SS 5.4.2 Describe and explain multiple perspectives of historical events in the early Americas, including marginalized and underrepresented groups.

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

For example: The Boston Massacre, Declaration of Independence, United States Constitution, historical biographies

SS 5.4.2.b Identify and describe how multiple perspectives facilitate the understanding of the full story of US history.

For example: Indian Removal Act, Atlantic Slave Trade

Historical Analysis and Interpretation

SS 5.4.3 Analyze past and current events and challenges in the early Americas through the Revolution.

SS 5.4.3.a Analyze the impact of people, events, ideas, and symbols on various cultures and ethnic groups in the early Americas through the Revolution.

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

Historical Inquiry & Research

SS 5.4.4 Analyze the impact of people, events, ideas, and symbols on various cultures and ethnic groups in the early Americas through the Revolution.

SS 5.4.4.a Develop questions about early America through the Revolution based on multiple sources.

SS 5.4.4.b Analyze and cite appropriate primary and secondary sources to research early America through the Revolution.

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

SS 5.4.4.c Gather, analyze, and evaluate historical evidence.

SS 5.4.4.d Present historical evidence in response to compelling questions about Early America through the Revolution.

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Middle School Standards Introduction: The purpose of Nebraska's 6-8 Social Studies Standards is to integrate important subject matter and skills, to provide students a robust understanding of grade-specific concepts. The standards should not be viewed in isolation, but as a unifying approach to social studies curriculum and instruction.

6th Grade

7th Grade

8th Grade

Civics		
SS 6.1.1 Investigate the foundations, structures, and functions of governmental institutions.	SS 7.1.1 Analyze the foundations, structures and functions of governmental institutions.	SS 8.1.1 Investigate and analyze the foundation, structure, and functions of the United States government.
SS 6.1.2 Investigate the roles, responsibilities, and rights as local, national, and international citizens.	SS 7.1.2 Analyze the roles, responsibilities, and rights of citizens and groups in an international society.	SS 8.1.2 Demonstrate the roles, responsibilities, and rights as local, state, national, and international citizens.
Economics		
SS 6.2.1 Investigate how economic decisions affect the well-being of individuals and society.	SS 7.2.1 not addressed at this level	SS 8.2.1 Apply economic concepts that support rational decision making.
SS 6.2.2 Investigate how society's short and long term goals have impacted their economic growth.	SS 7.2.2 not addressed at this level	SS 8.2.2 Justify and debate decisions made by North American societies and how they impacted short-term and long term economic goals.
SS 6.2.3 Explain the interdependence of producers and consumers in a market economy.	SS 7.2.3 Explain the interdependence of producers and consumers in a market economy.	SS 8.2.3 Summarize the development and effects of technology throughout history.
SS 6.2.4 Investigate how varying economics systems impact individuals in a civilization/society.	SS 7.2.4 Investigate how varying economics systems impact individuals in a civilization/society.	SS 8.2.4 Identify how changes in competition can affect price and production.
SS 6.2.5 Use appropriate data to evaluate the roles and responsibilities of government in economic systems.	SS 7.2.5 Use appropriate data to evaluate the roles and responsibilities of government in economic systems.	SS 8.2.5 Illustrate how international trade benefits individuals, organizations, and nations.
SS 6.2.6 not addressed at this level	SS 7.2.6 Analyze information to draw conclusions about the total production, income, and economic growth in various economies.	SS 8.2.6 Understand personal and business financial management.
SS 6.2.7 not addressed at this level	SS 7.2.7 Illustrate how international trade benefits individuals, organizations, and nations/societies, mercantilism.	SS 8.2.7 not addressed at this level
Geography		
SS 6.3.1 Identify where (spatial) and why people, places, and environments are organized on the Earth's Surface.	SS 7.3.1 not addressed at this level	SS 8.3.1 not addressed at this level
SS 6.3.2 not addressed at this level	SS 7.3.2 Evaluate how regions form and change over time.	SS 8.3.2 Examine how regions form and change over time.
SS 6.3.3 Identify how the natural environment is changed by natural and human forces, and how humans adapt to their surroundings.	SS 7.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings.	SS 8.3.3 Explain how the natural environment is changed by natural and human forces and how humans adapt to their surroundings.
SS 6.3.4 Interpret and summarize patterns of culture around the world.	SS 7.3.4 Examine and interpret patterns of culture around the world.	SS 8.3.4 not addressed at this level
SS 6.3.5 not addressed at this level	SS 7.3.5 Compare issues and/or events using geographic knowledge and skills to make informed decisions.	SS 8.3.5 not addressed at this level
History		
6.4.1 Analyze patterns of continuity and change over time in the context of world history.	SS 7.4.1 Analyze patterns of continuity and change over time in the context of world history.	SS 8.4.1 Analyze patterns of continuity and change over time in the context of United States history.
SS 6.4.2 Use multiple perspectives to identify the historical, social and cultural context of past and current events.	SS 7.4.2 Use multiple perspectives to examine the historical, social and cultural context of past and current events.	SS 8.4.2 Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events.
SS 6.4.3 Analyze evidence from multiple perspectives and sources to better understand the complexities of world history.	SS 7.4.3 Analyze evidence from multiple perspectives and sources to better understand the complexities of world history.	SS 8.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.
SS 6.4.4 Analyze and interpret sources for historical context.	SS 7.4.4 Analyze and interpret sources for perspective and historical context.	SS 8.4.4 Evaluate and interpret sources for perspective and historical context.
SS 6.4.5 Use the inquiry process to develop and research historical questions.	SS 7.4.5 Use the inquiry process to develop and research historical questions.	SS 8.4.5 Use the inquiry process to develop and research historical questions.

Grade 6

Grade Level Summary and Theme

World Studies I: In sixth grade, students are ready to deepen their understanding of the Earth and its peoples through the study of history, geography, politics, culture, and economic systems. Students begin their examination of the world by exploring the location, place, and spatial organization of the world's major regions. Students are then given an opportunity to study ancient civilizations deeply in these regions. In this way, students develop higher levels of critical thinking by considering why civilizations developed where and when they did and why they declined. Students will have multiple opportunities to employ maps and timelines, to compare the foundations of economic and political systems, and to engage in content-driven research and inquiry. Students will explore the connections between ancient and classical societies and contemporary civic ideas and issues. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link between the contemporary and ancient worlds.

Civics

Forms & Functions of Government

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

SS 6.1.1.a Investigate the different forms of government through the study of early civilizations.

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

SS 6.1.1.b Analyze the structures and roles of government.

S 6.1.1.c Identify the development of written laws and documents.

SS 6.1.1.d Communicate the various ways governmental decisions have impacted people, places, and history.

SS 6.1.1.e Investigate important government principles.

For example: democracy, rule of law, justice, equality

SS 6.1.1.f Analyze how individuals and societies have changed over time and how those developments influence civic life and ideals in the United States.

Civic Participation

SS 6.1.2 Investigate the roles, responsibilities, and rights as local, national, and international citizens.

SS 6.1.2.a Describe ways individuals participate in the political process.

For example: voting, contacting officials

SS 6.1.2.b Identify the contributions made by ancient civilization to today's patriotic symbols.

For example: Greek and Roman architecture influence, Roman inscriptions on the Great Seal of the United States

SS 6.1.2.c Communicate the value of civic engagement

For example: participate in student government, mock elections, mock trials

SS 6.1.2.d Evaluate how cooperation and conflict among people have contributed to political, economic, and social events and situations.

Economics

Economic Decision Making

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

SS 6.2.1.a Identify that marginal benefit is the change in total benefit resulting from an action and marginal cost is the change in total cost resulting from an action.

For example: migration of the Swahili people throughout southern Africa, Constantine the Great's decision to convert the Roman Empire to Christianity, Ancient Mesopotamians that settled along the Tigris and Euphrates to sustain life in a desert; migration, push factors, pull factors, costs, and benefits; entrepreneur, entrepreneurship, profit; scarcity, choice, opportunity cost, production possibility frontier

SS 6.2.1.b Explain alternative approaches or solutions to economic issues in terms of benefits and costs for different groups and societies of the Ancient and Medieval World.

For example: Chinese dynasties, under constant invasion, built the Great Wall. To ensure that the Inca Empire maintained centralization the Royal Highway or Qhapaq Ñan was developed. Europeans and Asians were able to establish trade through the Silk Road to attain resources not native to their own continents. Migration, push factors, pull factors, costs, and benefits; entrepreneur, entrepreneurship, profit; scarcity, choice, opportunity cost, production possibility frontier

SS 6.2.2 Investigate how societies' short and long term goals have impacted their economic growth.

SS 6.2.2.a Identify the costs associated with belonging to a society/civilization.

For example: The caste system of Ancient India established order in the government but at the sake of the liberty of those in lower castes. Humans were sacrificed in Aztec society. Many ancient societies were forced to pay tribute to a superior power for protection.

SS 6.2.2.b Apply a decision making model to an issue connected to the Ancient or Medieval World.

For example: Analyze the tradeoffs of staying in or leaving a society confronted with a challenge. Use democratic process established in Greece to make a classroom decision. Apply economic reasoning to a medieval conflict.

Exchange and Markets

SS 6.2.3 Explain the interdependence of producers and consumers in a market economy.

SS 6.2.3.a Understand and illustrate the interchangeable relationship between consumers (buyers) and producers (sellers) in a market economy.

For example: Examine the independence and interdependence of social classes in ancient societies. List items sold and traded among various medieval societies. Capital goods, consumer goods, economic growth, investment, labor productivity, barter, markets, product, relative price, trade, circular flow

SS 6.2.3.b Explain how the relationship between supply and demand determines price (market clearing price).

For example: Research the various resources that were utilized as mediums of exchange like animals, cowry shells, gold, and porcelain. Examine how societies without currency differed from those with currency. Capital goods, consumer goods, economic growth, investment, labor productivity, barter, markets, product, relative price, trade, circular flow

National Economy

SS 6.2.4 Investigate how varying economic systems impact individuals in a civilization/society

SS 6.2.4.a Compare and contrast characteristics of different socio-economic groups in economic systems.

For example: role of women in various societies; Determine how wealth was established in ancient societies like land acquisition, dowry, birthright, pillage, family size, and papal authority/divinity, innovation, invention, productivity, production, revolution, standard of living, technological changes, caste system, command economy, discrimination, economic system, market system, traditional system

SS 6.2.4.b Identify the relationships between diverse socio-economic groups and their economic systems in the Ancient and Medieval world.

For example: Identify policy and norms that impact that innovation, invention, and productivity of various groups like 3 basic economic questions.

SS 6.2.5 Use appropriate data to evaluate the roles and responsibilities of government in economic systems.

SS 6.2.5.a Define the government's role in various economic systems.

For example: Chinese emperors, Roman Caesars, Mayan rulers, Egyptian pharaohs and other kings/queens along with their administrators held various responsibilities.

SS. 6.2.5.b Identify various economic indicators in Ancient and Medieval societies and cultures.

For example: population growth, expansive military, access to water and food, fortresses

SS 6.2.6 Not addressed at this grade level

Global Economy

SS 6.2.7 Not addressed at this grade level

Geography

Location & Place

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

SS 6.3.1.a Identify and illustrate the locations of the first cities, civilizations, and empires and the reasoning for their locations.

For example: river civilizations (Tigris/Euphrates, Yellow, Indus, Nile, Mesopotamia), early cities (Memphis, Ur, Babylon)

SS 6.3.1.b Investigate the human and physical characteristics of early patterns of civilizations and empires.

For example: agricultural societies (agricultural hearths for crops and livestock), deposits of copper and iron

Regions

SS 6.3.2 Not addressed at this grade level

Human Environment Interaction

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

SS 6.3.3.a Describe the impact of natural processes on the human and physical environments.

For example: precipitation, drought, earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides

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

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

Movement

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

SS 6.3.4.a Compare and contrast characteristics of groups of people/settlements.

For example: characteristics of river civilizations

SS 6.3.4.b Explain how cultural diffusion occurs.

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

SS 6.3.5 Not addressed at this grade level

History

Change, Continuity, and Context

SS 6.4.1 Analyze patterns of continuity and change over time in the context of world history.

SS 6.4.1.a Identify the cause and effect of historical events in the world.

For example: early civilizations and rise of pastoral people, rise and fall of classical empires, major world religions

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

For example: Hammurabi's Code, symbols of world religions

SS 6.4.1.c Analyze the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.

For example: Chauvin, Zapotec, Olmec, Mesopotamia, Egypt, Indus, Greco-Roman, early Chinese and Japanese dynasties, Hinduism, Taoism, Buddhism, Judaism, Christianity, Islam

Multiple Perspectives

SS 6.4.2 Use multiple perspectives to identify the historical, social and cultural context of past and current events.

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

For example: Three Gorges Dam, Macedonian Empire, Persian Empire

SS 6.4.2.b Explain the use of primary and secondary sources to better understand multiple perspectives of the same event.

For example: foundational texts of world religions

SS 6.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.

SS 6.4.3.a Identify how differing experiences can lead to the development of perspectives.

For example: religious, ethnic and racial groups

SS 6.4.3.b Interpret perspectives of marginalized and underrepresented regions around the world.

For example: civilizations from all regions of the world

Historical Analysis and Interpretation

SS 6.4.4 Analyze and interpret sources for historical context.

SS 6.4.4.a Compare and contrast primary and secondary works of history.

For example: Compare Lascaux cave paintings with a historian's interpretation of the Paleolithic Era.

SS 6.4.4.b Evaluate strengths and limitations of primary and secondary historical sources.

For example: Determine reliability of Lascaux cave paintings and historian's interpretation of the Paleolithic Era.

SS 6.4.4.c Explain multiple causes and effects of events and developments in the past.

For example: migrations, declarations of war, fall of empires

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

For example: agriculture, technology, written laws

Historical Inquiry and Research

SS 6.4.5 Use the inquiry process to develop and research historical questions.

SS 6.4.5 a Develop inquiry questions based on multiple historical sources.

For example: What defines an empire?

SS 6.4.5 b Analyze and cite appropriate sources for research about world history, including primary and secondary sources.

For example: Hammurabi's Code, Twelve Tables

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

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

Grade 7**Grade Level Summary and Theme**

World Studies II: In seventh grade, students become more proficient with the core concepts in social studies. This grade level focuses on a continuation of world history as students look at the geography, civics, and economics of major societies from post-classical societies up through the present. The purpose of studying these different regions and eras is to develop enduring understandings of the core concepts and ideas in civics, economics, geography, and history. The course guides students in exploring the connection between historical developments and contemporary global issues. Students will have multiple opportunities to use geographic concepts and processes, develop economic reasoning, examine specific historical ideas, beliefs, and themes, and analyze how individuals and societies have changed over time. Students will further develop fundamental concepts and processes of authority, power, and influence with particular emphasis on the democratic skills and attitudes necessary to become responsible citizens.

Civics**Forms & Function of Government**

SS 7.1.1 Analyze the foundations, structures and functions of governmental institutions.

SS 7.1.1.a Describe different forms and structures of government around the world and how they work.

For example: republic, monarchy, authoritarian/dictatorship, how nation-states interact

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

For example: unlimited forms of government, limited forms of government

SS 7.1.1.c Identify and report significant historic events and documents that have influenced governmental institutions and their function.

For example: Magna Carta, social contract theory, Mayflower Compact

SS 7.1.1.d Examine how government decisions have impacted the daily lives of individuals around the world and their communities, using multiple perspectives.

For example: French Revolution, Columbian Exchange

SS 7.1.1.e Analyze important government principles.

For example: rule of law, separation of powers, natural rights, limited government

SS 7.1.1.f Analyze how individuals and societies have changed over time and how those developments influence civic life and ideals around the world.

For example: increased role and influence of technology on society, impact of global conflicts on local communities

Civic Participation

SS 7.1.2 Analyze the roles, responsibilities, and rights of citizens and groups in an international society.

SS 7.1.2.a Identify and describe ways in which individuals and groups participate in the political process as citizens in an interdependent society.

For example: interconnected nature of world events/relationships, recognize multiple perspectives on issues, demonstrate ethical use of information

SS 7.1.2.b Evaluate different forms of civic participation and their influence.

For example: service learning projects, volunteerism

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

For example: aftermath of global conflicts and rise of international organizations (United Nations, NATO, League of Nations, World Health Organization)

SS 7.1.2.d Analyze the roles and influence of individuals, groups, and the media on governments in an interdependent society.

For example: media literacy

Economics

Economic Decision Making

SS 7.2.1 Not addressed at this grade level

SS 7.2.2 Not addressed at this grade level

Exchange and Markets

SS 7.2.3 Explain the interdependence of producers and consumers in a market economy.

SS 7.2.3.a Understand and illustrate the interchangeable relationship between consumers (buyers) and producers (sellers) in a market economy.

For example: Kibbutzim in Israel are collective farming institutions. Examine how goods and services are produced.

SS 7.2.3.b Explain how the relationship between supply and demand determines price (market clearing price)

For example: Shark fins are an expensive Japanese delicacy similar to escargot (snails) in France.

National Economy

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

SS 7.2.4.a Compare and contrast characteristics of different socio-economic groups in economic systems such as traditional, market, command, feudal, or caste systems.

For example: Examine the daily life of the indigenous people of Guatemala as opposed to those in urban areas.

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

For example: Compare tax structures in various countries and how the people are impacted.

SS 7.2.5 Use appropriate data to evaluate the roles and responsibilities of government in economic systems.

SS 7.2.5.a Define the government's role in various economic systems.

For example: Discover the impact of democracies on capitalist systems and how command economies are influenced by dictators.

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

For example: Explore consumption, government spending, business investment, balance of trade, exports, imports, scarcity, trade, income taxes, sales tax, property taxes and other indicators through societies and cultures.

SS 7.2.6 Analyze information to draw conclusions about the total production, income, and economic growth in various economies.

SS 7.2.6 a Predict and summarize economic production, income, and economic growth based on data.

For example: Appraise the effectiveness of how societies answer the three basic economic questions: what to produce, how to produce it, and who gets it.

SS 7.2.6 b Categorize goods and services provided in modern societies, nations, and cultures into the four factors of production.

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

Global Economy

SS 7.2.7 Illustrate how international trade benefits individuals, organizations, and nations/societies, mercantilism.

SS 7.2.7.a Explain how individuals gain through specialization and voluntary trade.

For example: Business owners are able to explore the world to find labor sources that help maximize profit.

SS 7.2.7.b Identify how international trade affects the domestic economy.

For example: Many of the economies of the Americas owe their establishment and success to the development and processing of sugar cane.

Geography

Location & Place

SS 7.3.1 Not addressed at this grade level

Regions

SS 7.3.2 Evaluate how regions form and change over time.

SS 7.3.2.a Classify physical and human characteristics of places and regions.

For example: climate, landforms, language

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

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

SS 7.3.2.c Identify how humans develop major world regions and the impact on human societies.

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

Human Environment Interaction

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

SS 7.3.3.a Explain the impact of natural processes on human and physical environments.

For example: precipitation, drought, earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides

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

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

Movement

SS 7.3.4 Examine and interpret patterns of culture around the world.

SS 7.3.4.a Compare and contrast characteristics of groups of people/settlements.

For example: elements of culture including language, religion, food, arts, clothing, education, etc.

SS 7.3.4.b Develop a logical process to describe how cultural diffusion occurs and how the diffusion of ideas impacts cultures.

For example: migration, conquering

Geospatial Skills and Geo-literacy

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

SS 7.3.5.a Classify the physical or human geographic factors that explain the spatial pattern of world events.

For example: competition for resources and the struggle between developing countries; Use and interpret different types of maps/charts/diagrams/timelines/mapping technologies and projections including primary sources. Use current events when possible.

SS 7.3.5.b Describe and analyze the role of geographic factors in determining the spatial arrangement of humans and their activity.

For example: geographic concentration of manufacturing, banking, or industries; urbanization; availability of arable land, water and suitable climate for farming; access to resources for development, surveying, mapping, public land survey system. Mental map-Sketch a map to demonstrate perception of settlements near geographic features.

History

Continuity, Change, and Context

SS 7.4.1 Analyze patterns of continuity and change over time in the context of world history.

SS 7.4.1.a Analyze the cause and effect of historical events in the world.

For example: post-Classical empires, expanding zones of exchange and encounter

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

For example: trade routes

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

For example: Songhai, Mali, Gupta Empire, Han Dynasty, Hinduism, Taoism, Buddhism, Judaism, Christianity, Islam; Silk Road, Trans-Saharan Trade; Incas, Mayans, Aztecs

Multiple Perspectives

SS 7.4.2 Use multiple perspectives to examine the historical, social and cultural context of past and current events.

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

For example: caste system, partition of India, Ibn Battuta, Zheng He, Marco Polo, Mansa Musa, Mongol Empire, Berlin Conference, Arab-Israeli Conflict, Latin American revolutions, Columbian Exchange

SS 7.4.2.b Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.

For example: foundational texts of world religions

SS 7.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.

SS 7.4.3.a Identify how differing experiences can lead to the development of perspectives.

For example: religious, ethnic and racial groups

SS 7.4.3.b Interpret perspectives of marginalized and underrepresented regions around the world.

For example: civilizations from all regions of the world

Historical Analysis and Interpretation

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

SS 7.4.4.a Compare and contrast primary and secondary works of history.

For example: Compare eyewitness accounts of the Black Death with contemporary medical understandings.

SS 7.4.4.b Evaluate strengths and limitations of a variety of primary and secondary historical sources.

For example: Determine reliability of eyewitness accounts of the Black Death.

SS 7.4.4.c Explain multiple causes and effects of events and developments in the past.

For example: migrations, declarations of war, treaties, alliances, epidemics

SS 7.4.4.d Analyze the relationships among historical events in the world and relevant contemporary issues.

For example: migrations, declarations of war, treaties, alliances, epidemics

Historical Inquiry and Research Skills

SS 7.4.5 Use the inquiry process to develop and research historical questions.

SS 7.4.5.a Identify areas of inquiry by using questions generated about multiple historical sources.

For example: Develop inquiries that students can answer by using evidence from primary and secondary sources; How was the idea of Manifest Destiny used to justify territorial expansion?

SS 7.4.5.b Analyze and cite appropriate sources for research about world history, including primary and secondary sources.

For example: Interpret primary and secondary sources to address the inquiry, Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources

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

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

Grade 8

Grade Level Summary and Theme

United States History: In eighth grade, students develop a new, more abstract level of understanding of social studies concepts. The context for developing this understanding is U.S. history and government. Students explore the ideas, issues, and events from the founding of the United States to the framing of the Constitution up through Reconstruction and industrialization. After reviewing the founding of the United States, particularly the Constitution, students explore the development of politics, society, culture, and economy in the United States to deepen conceptual understandings in civics, geography, and economics. In particular, studying the causes and consequences of the Civil War helps them to comprehend more profoundly the rights and responsibilities of citizens in a diverse democracy.

Civics

Forms & Functions of Government

SS 8.1.1 Investigate and analyze the foundation, structure, and functions of the United States government.

SS 8.1.1.a Identify and describe the different systems of government.
For example: Federal, Confederate, Unitary

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

SS 8.1.1.c Examine the development of foundational laws and other documents in the United States government.
For example: Declaration of Independence, United States Constitution, Preamble, and Bill of Rights

SS 8.1.1.d Evaluate how various United States government decisions impact people, place, and history.
For example: taxation, distribution of resources, acquisition of territories, Trail of Tears, Indian Removal Act

SS 8.1.1.e Describe how important government principles are shown in American government.
For example: freedom, democracy, equality, rule of law, popular sovereignty, justice

SS 8.1.1.f Analyze the development and significance of political parties in the United States.
For example: Federalists and Antifederalists

Civic Participation

SS 8.1.2 Demonstrate the roles, responsibilities, and rights as local, state, national, and international citizens.

SS 8.1.2.a Demonstrate ways individuals participate in the political process.

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

SS 8.1.2.b Analyze the significance of patriotic symbols, songs and activities.

For example: Pledge of Allegiance, "The Star-Spangled Banner," celebration of Memorial Day, Independence Day, Veterans Day, Martin Luther King, Jr. Day, American Indian Day, Constitution Day

SS 8.1.2.c Demonstrate civic engagement.

For example: engaging in service learning projects, volunteerism, student government participation, participation in simulations of democratic processes (mock trials, elections, etc.)

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 Analyze the roles and influences of individuals, groups, and the media on American government.

For example: Seneca Falls Convention, Underground Railroad, Horace Greeley, Harriet Beecher Stowe, Jane Addams, Muckrakers, Booker T. Washington

Economics

Economic Decision Making

SS 8.2.1 Apply economic concepts that support rational decision making.

SS 8.2.1.a Identify and apply marginal cost and benefits in real world situations from the past.

For example: Apply a pros and cons t-chart to why the framers of the constitution would have chosen the Virginia Plan or the New Jersey Plan.

SS 8.2.1.b Explain how incentives influence choices that may result in policies.

For example: Identify the reasoning that went into the Napoleon's decision to sell the Louisiana Territory.

National Economy

SS 8.2.2 Justify and debate decisions made by North American societies and how they impacted short-term and long-term economic goals.

SS 8.2.2.a Understand the development of banks and financial institutions and their role in economic growth.

For example: Trace the beginnings of national banks from the late 18th century through the development of the Federal Reserve.

SS 8.2.2.b Use marginal benefits and costs to formulate an argument for or against an economic issue related to early U.S. history.

For example: Decipher the true impact of western expansion on economic growth versus the Trail of Tears and environmental preservation.

SS 8.2.2.c Explain how tax revenues are collected and distributed.

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

SS 8.2.2.d Research the origins and development of the free enterprise system in the United States.

For example: Examine the work of Thomas Paine and the influence of the enlightenment and colonial rule on the U.S. economy.

SS 8.2.2.e Examine how governments utilize taxation to provide goods and services to society.

For example: Examine what services and regulations were established during the Progressive Era as urban areas' populations boomed.

Exchange and Markets

SS 8.2.3 Summarize the development and effects of technology throughout history.

SS 8.2.3.a Identify the role of entrepreneurs and technology in a market economy.

For example: steamboats, cotton gin, Thomas Edison, George Washington Carver, Native American use of the buffalo

SS 8.2.3.b Evaluate the impact of technology on productivity, standard of living, and employment.

For example: Identify how technology increased productivity, increased standard of living, increased employment, and how the Industrial Age created a new labor system.

SS 8.2.4 Identify how changes in competition can affect price and production.

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

For example: Identify what forms of currency were used as a medium for exchange among various Native American tribes.

SS 8.2.4 b Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, and credit.

For example: Driving need for more industrial capital in the United States was a factor in how northern cities developed their economies while the enslavement of Africans for agricultural production drove the southern states.

Global Economy

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

SS 8.2.5.a Explain how individuals gain through specialization and voluntary trade.

For example: Analyze the wealth that was attained by the royal crown and the aristocracy during the colonial period.

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

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

SS 8.2.5.c Explain how trade barriers impact the prices and quantity of goods.

For example: Examine the impact of the Sugar and Molasses Act of 1733, The Stamp Act of 1765 and the Tea Act of 1773.

Financial Literacy

SS 8.2.6 Understand personal and business financial management.

SS 8.2.6.a Identify skills for future financial success.

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

SS 8.2.6.b Understand tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources.

For example: Analyze the impact of credit on an individual's ability to acquire goods and services.

SS 8.2.7 Not addressed at this grade level

Geography

Location & Place

SS 8.3.1 Not addressed at this grade level

Regions

SS 8.3.2 Examine how regions form and change over time.

SS 8.3.2.a Evaluate physical and human characteristics of places and regions.

For example: climate, landforms, language

SS 8.3.2.b Determine the impact of land and water features on human decisions.

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

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

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

Human Environment Interaction

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

SS 8.3.3.a Interpret the impact of natural processes on human and physical environments.

For example: precipitation, drought, earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides

SS 8.3.3.b Analyze how humans have utilized and adapted to their physical environment.

For example: rivers, floods, precipitation, drought

Movement

SS 8.3.4 Not addressed at this grade level

Geospatial Skills and Geo-literacy

SS 8.3.5 Not addressed at this grade level

History

Continuity, Change, and Context

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

SS 8.4.1.a Analyze the cause and effect of historical events in the United States.

For example: Three Worlds Meet, Colonial America, establishing a nation, expansion and reform, Civil War & Reconstruction, Industrialization

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

For example: founders and founding Documents, national symbols

SS 8.4.1.c Analyze the impact of people, events, ideas, including various cultures and ethnic groups, on the United States.

For example: citizens' rights, democratic ideals, George Washington, Benjamin Franklin, Thomas Jefferson, patriotism, land acquisition, Manifest Destiny, Standing Bear, Indian Removal Acts, Dred Scott, secession, Civil War leaders, rise of corporations, growth of organized labor, assembly line, immigration, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver

Multiple Perspectives

SS 8.4.2 Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events.

SS 8.4.2.a Analyze and interpret evidence from multiple perspectives and sources to better understand the complexities of US history.

For example: Dawes Act, Chinese Exclusion Act, Treaty of Guadalupe Hidalgo, Reconstruction Acts and Amendments, The Emancipation Proclamation, organized labor, Women's Suffrage Movement

SS 8.4.2.b Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.

For example: The Bill of Rights, slavery, Gettysburg Address, The New Colossus Poem

SS 8.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.

SS 8.4.3.a Analyze how differing experiences can lead to the development of perspectives.

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

SS 8.4.3.b Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.

For example: Compare how different Native American groups responded to territorial incursions by the United States.

Historical Analysis and Interpretation

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

SS 8.4.4.a Compare and contrast primary and secondary works of history.

For example: Compare what textbook says about Wounded Knee Massacre to Black Elk's account of same event.

SS 8.4.4.b Evaluate strengths and limitations of primary and secondary historical sources.

For example: Draw conclusions about potential uses for sources, reliability of sources.

SS 8.4.4.c Explain multiple causes and effects of events and developments in the past.

For example: Supreme Court decisions, immigration, Antebellum, Kansas-Nebraska Act, Civil War, Reconstruction, Wounded Knee Massacre

SS 8.4.4.d Analyze the relationships among historical events in the United States and relevant contemporary issues.

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

Historical Inquiry and Research Skills

SS 8.4.5 Use the inquiry process to develop and research historical questions.

SS 8.4.5.a Identify areas of inquiry by using questions generated about multiple historical sources.

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

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

For example: classroom textbook, Gettysburg Address, major online historical archives like Library of Congress and National Archives, History Nebraska

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

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

DRAFT

High School Civics

Summary

In a constitutional democracy, productive civic engagement requires knowledge about the functions of state and local government, courts and legal systems, the U.S. Constitution, other nations' systems and practices, and international institutions. Civics is not limited to the study of politics and society; it also encompasses participation in classrooms and schools, neighborhood, groups, and organizations using civic virtues and principles to guide that participation (which includes the discussion of issues and making choices and judgments with information and evidence, civility and respect, and concern for fair procedures). Civics enables students not only to study how others participate but also to practice participating and taking informed action themselves.

Forms and Functions of Government

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

SS HS.1.1.a Analyze the historical foundation that influenced the creation of the United States Constitution.

For example: philosophers, social contract theory, natural rights, Constitutional Convention, Federalist, and Anti-Federalist Papers

SS HS.1.1.b Analyze the structure of American constitutional government.

For example: federalism, democracy, representative government, branches of the government, separation of powers, checks and balances, amendment process, concurrent/enumerated/implied powers, electoral college

SS HS.1.1.c Analyze the functions of United States government.

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

SS HS.1.1.d Analyze the foundation, structures, and functions of local government.

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

SS HS.1.1.e Analyze the foundation, structures, and functions of state government.

For example: bicameral/unicameral, reapportionment/redistricting, branches of government

SS HS.1.1.f Investigate and analyze the foundation, structures, and functions of supranational organizations.

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

SS HS.1.1.g Investigate and analyze the roles that political parties have played in the United States.

For example: Republican Party - Civil War, Populist Party - Progressive movement, Democratic Party - New Deal

SS HS.1.1.h Investigate and analyze United States foreign policy issues.

For example: methods, approaches, events

Civic Engagement

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

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

For example: lobbying, voting, contacting government officials, petitioning

SS HS.1.2.b Communicate the significance and impacts of patriotic symbols, songs, holidays, and activities.

For example: Pledge of Allegiance, "The Star-Spangled Banner", "America", Dr. Martin Luther King, Jr. Day & "I Have a Dream" speech, George Washington's birthday, Abraham Lincoln's birthday, Presidents Day, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, and Thanksgiving Day

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

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

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

For example: Investigate an issue and communicate which level of government is most appropriate to utilize in addressing the issue, students communicate through an editorial, public service announcement, pamphlet, public presentation

SS HS.1.2.e Demonstrate how individuals, groups, and the media check governmental practices.

For example: Watergate, Civil Rights movement, Suffrage movement

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

For example: news media literacy, online civic reasoning

High School Economics

Summary

Effective economic decision making requires that students have a keen understanding of the ways in which individuals, businesses, governments, and societies make decisions to allocate human capital, physical capital, and natural resources among alternative uses. This economic reasoning process involves the consideration of costs and benefits with the ultimate goal of making decisions that will enable individuals and societies to be as well off as possible. The study of economics provides students with the concepts and tools necessary for an economic way of thinking and helps students understand the interaction of buyers and sellers in markets, workings of the national economy, and interactions within the global marketplace. Economics is grounded in knowledge about how people choose to use resources. Economic understanding helps individuals, businesses, governments, and societies choose what resources to devote to work, to school, and to leisure; how many dollars to spend, and how many to save; and how to make informed decisions in a wide variety of contexts. Economic reasoning and skillful use of economic tools draw upon a strong base of knowledge about human capital, land, investments, money, income and production, taxes, and government expenditures. To be effective participants in our representative democracy, students need a minimum basic understanding of economics.

Economic Decision Making

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

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

For example: PACED decision making model

SS HS.2.1.b Assess the incentives for investing in personal education, skills, and talents.

For example: Research returns to education, look at cost of education, and compare to earnings.

Financial Literacy

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

SS HS.2.2.a Develop a budget using a financial record keeping tool.

For example: Mint.com, spreadsheet, Quicken

SS HS.2.2.b Compare and contrast different types of banking accounts and tools.

For example: checking, savings, money market, CDs

SS HS.2.2.c Assess the effects of taxes on personal income.

For example: FICO, SSI, property taxes, etc.

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

SS HS.2.3.a Compare and contrast the costs and benefits of different types and sources of credit and debt.

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

SS HS.2.3.b Investigate strategies to effectively manage debt and maintain a good credit rating.

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

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

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

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

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

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

SS HS.2.4.c Examine appropriate and cost effective risk management strategies.

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

Exchange Markets

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

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

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

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

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

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

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

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

For example: use current events and public policy - rent control and minimum wage, etc.

National Economy

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

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

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

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

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

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

For example: balancing inflation and unemployment, and how banks and a sound monetary system are critical to a functioning economy

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

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

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

SS HS.2.8 Compare and contrast the roles and responsibilities of government in various economic systems.

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

For example: disaster relief, flood control, police protection

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

For example: Use economic theory to analyze current events and public policy.

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

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

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

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

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

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

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

Global Economy

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

SS HS.2.10.a Explore comparative advantage among different countries.

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

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

For example: tariffs, quotas, protectionist policies, and the resulting changes in price and quantity

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High School Geography

Summary

To succeed in an increasingly interconnected world, Nebraska's next generation of citizens will need to be fluent in spatial knowledge. Geography at the high school level prepares students to understand the world and their place in it. Beyond merely knowing "Where?" the geographically minded person will be better equipped to answer the question of "Why there?" An integrative study of our planet's human and physical features will involve 21st century technologies and inquiry-based research methods. This approach will expand students' geographic knowledge and enable them to think critically about problems. Through analysis of spatial patterns and relationships over time and place, students will be better able to make sense of both the past and present, and be well equipped to address society's future needs.

Location and Place

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

SS HS.3.1.a Analyze spatial organization of human settlements in relation to natural features.

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

SS HS.3.1.b Compare the human and physical characteristics of a place and analyze spatial relationships with other locations.

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

Regions

SS HS.3.2 Examine how regions form and change over time.

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

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

SS HS.3.2.b Examine the importance of places and regions to individual and social identity, and how identities change over space and time.

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

SS HS.3.2.c Evaluate the interdependence of places and regions.

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

Human-Environment Interactions

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

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

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

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

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

Movement

SS HS.3.4 Examine patterns of human populations and culture over space and time on a local, national, and global scale.

SS HS.3.4.a Compare trends in human migration, urbanization, and demographic composition at a local, national, and global scale over time and short-term and long-term causes and effects.

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

SS HS.3.4.b Analyze the spread of cultural traits and the potential benefits and challenges of cultural diffusion, economic development, and globalization.

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

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

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

Geospatial Skills and Geo-literacy

SS HS.3.5 Analyze issues and/or events using geographic knowledge and geospatial skills to make informed decisions.

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

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

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

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

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

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

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High School History

Summary

History involves acquiring knowledge about significant events, developments, individuals, groups, documents, places, and ideas to support investigations about the past. Acquiring relevant knowledge requires assembling information from a wide variety of sources in an integrative process. Developing historical knowledge in connection with historical investigations not only helps students better remember the content because it has meaning, but also allows students to become better critical thinkers. High school history courses emphasize historical thinking. Historical thinking requires understanding and evaluating change and continuity over time, and making appropriate use of historical evidence in answering questions and developing arguments about the past. It involves going beyond simply asking, “What happened when?” to evaluating why and how events occurred and developments unfolded. It involves locating and assessing historical sources of many different types to understand the contexts of given historical eras and the perspectives of different individuals and groups within geographic units that range from the local to the global. Historical thinking is a process of chronological reasoning, which means wrestling with issues of causality, connections, significance, and context with the goal of developing credible explanations of historical events and developments based on reasoned interpretation of evidence.

United States History (Progressive Era – Present)

Change, Continuity and Context

HS.4.1 Analyze and evaluate patterns of continuity and change over time in the context of American history.

SS HS.4.1.a Describe the cause and effect of historical events in the United States.

For example: What conditions were Progressives responding to? Why did the United States enter World War I? What caused the Great Depression?

SS HS.4.1.b Select, record, and interpret key national events in chronological order.

For example: Progressive Era, World War I, Great Depression and New Deal, World War II, Holocaust, Cold War, Civil Rights Era, contemporary United States

SS HS.4.1.c Analyze the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.

For example: contributions of diverse groups to ideas of American freedom, how different movements have reshaped ideas about equality and citizenship

Multiple Perspectives

SS HS.4.2 Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history.

SS HS.4.2.a Analyze and evaluate how considering multiple perspectives facilitates an understanding of history.

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

SS HS.4.2.b Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.

For example: Theodore Roosevelt's New Nationalism and Woodrow Wilson's New Freedom, Indian Reorganization Act and responses from tribal leaders, Booker T. Washington's ideas compared to W.E.B. DuBois's

SS HS.4.2.c Analyze how frames of references, perspectives, and biases influence individual perspectives.

SS HS.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.

SS HS.4.3.a Analyze how differing experiences can lead to the development of perspectives.

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

SS HS.4.3.b Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.

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

Historical Analysis and Interpretation

SS HS.4.4 Analyze and interpret sources for perspective, limitations, accuracy, and historical context.

SS HS.4.4.a Compare, contrast, and critique the central arguments in primary and secondary works of history from multiple media.

For example: written documents, radio broadcasts, news broadcasts, film, newspapers, photographs, oral histories, virtual museum exhibits

SS HS.4.4.b Evaluate strengths and limitations of a variety of primary and secondary historical sources.

For example: Theodore Roosevelt's "New Nationalism" versus Woodrow Wilson's "New Freedom," Franklin Roosevelt's "Four Freedoms" Speech, Martin Luther King, Jr.'s "I Have a Dream" Speech, Equal Rights Amendment

SS HS 4.4.4.c Analyze the relationship between multiple causes and effects of events and developments in the past.

For example: patterns of immigration and migration, presidential leadership strategies, tactics among different civil rights organizations

SS HS.4.4.d Analyze the relationships among historical events in the United States and relevant contemporary issues.

For example: voting behavior, political party platforms, economic trends, place relevant current events in historical context

Historical Inquiry and Research

SS HS.4.5 Apply the inquiry process to develop and research historical questions.

SS HS.4.5.a Construct meaningful questions about topics in U.S. history.

For example: "Why did the United States enter World War I?"

SS HS.4.5.b Locate, evaluate, and cite appropriate sources for research about selected topics in U.S. History, including primary and secondary sources.

For example: Examine speeches from President Woodrow Wilson leading up to World War I, examine internal communications within Wilson administration, examine press coverage of events leading up to American entry.

SS HS.4.5.c Select, organize, and corroborate relevant historical information about selected topics in U.S. History.

For example: Compare the sources and determine an initial answer to the inquiry.

SS HS.4.5.d Synthesize historical information to create new understandings.

For example: Compare the answer students have created to secondary sources and potentially revise students' answers.

SS HS.4.5.e Communicate inquiry results within a historical context.

For example: Provide an evidence-based answer to the inquiry, "Why did the United States enter World War I?"

World History (500 CE – Present)

Change, Continuity, and Context

HS.4.1 Analyze and evaluate patterns of continuity and change over time in the context of World history.

SS HS.4.1.a Describe the cause and effect of historical events in the world.

For example: How did the rise of totalitarianism lead to war?

SS HS.4.1.b Select, record, and interpret key global events in chronological order.

For example: Emergence of new states and cultures (Muslim Caliphates, Tang China, Feudal Europe, West African states, Swahili, Maya); increased inter-regional trade (Trans-Saharan routes, Indian Ocean trade networks, Silk Road expansion, Pax Mongolica, Renaissance); colonization and expansion (Gunpowder Empires – Ottoman, Mughal, and Safavid Empires, European colonies in the Americas); global interactions (Trans-Atlantic Slave Trade, Columbian Exchange); Industrialization (First Industrial Revolution, Steam Engine); Age of Revolutions (Enlightenment, American Revolution, French Revolution, Haitian Revolution, Revolutions of 1848); Imperialism (Opium Wars, Scramble for Africa, Spanish-American War, Boxer Rebellion, Russo-Japanese War); global conflict (World War I, Russian Revolution, Great Depression, World War II); Holocaust, globalization (mass media, Green Revolution, United Nations); decolonization (Partition of India, African independence movements, Arab-Israeli Conflict); Cold War (NATO and the Warsaw Pact, deterrence, Mutual Assured Destruction, Communist Revolution in China, conflicts in Korea, Vietnam, and Afghanistan); contemporary times (Rwandan Genocide, September 11th Terror Attacks)

SS HS.4.1.c Analyze the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.

For example: trade networks, empires, revolutions, treaties, warfare, diplomacy, migration and immigration

Multiple Perspectives

SS HS.4.2 Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history.

SS HS.4.2.a Analyze and evaluate how considering multiple perspectives facilitates an understanding of history.

For example: Scramble for Africa, Arab-Israeli Conflict, French Revolution, Haitian Revolution

SS HS.4.2.b Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.

For example: Compare accounts from colonizers and colonized, impact of trade on different population groups.

SS HS.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.

SS HS.4.3.a Analyze how differing experiences can lead to the development of perspectives.

For example: diverse groups of historical actors and examples from national, religious, and ethnic groups who may have traditionally been underrepresented in school curricula

SS HS.4.3.b Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.

For example: diverse groups of historical actors and examples from national, religious, and ethnic groups who may have traditionally been underrepresented in school curricula

Historical Analysis and Interpretation

SS HS.4.4 Analyze and interpret sources for perspective, limitations, accuracy, and historical context.

SS HS.4.4.a Compare, contrast, and critique the central arguments in primary and secondary works of history from multiple media.

For example: written documents, radio broadcasts, news broadcasts, film, newspapers, photographs, oral histories, virtual museum exhibits, works of art

SS HS.4.4.b Evaluate strengths and limitations of a variety of primary and secondary historical sources.

For example: written and visual documents

SS HS.4.4.c Analyze the relationship between multiple causes and effects of events and developments in the past.

For example: patterns of migration and immigration, wars, diplomacy, government structures, religious movements

SS HS.4.4.d Analyze the relationships among historical events in the world and relevant contemporary issues.

For example: current events

Historical Inquiry and Research

SS HS.4.5 Apply the inquiry process to develop and research historical questions.

SS HS.4.5.a Construct meaningful questions that initiate an inquiry.

For example: "Can peace lead to war?"

SS HS.4.5.b Locate, evaluate, and cite appropriate sources for research about selected topics in World history, including primary and secondary sources.

For example: Examine the Treaty of Versailles and the League of Nations founding documents, examine maps from before and after treaty, examine contemporary responses to the treaty from a variety of countries.

SS HS.4.5.c Select, organize, and corroborate relevant historical information about selected topics in World History.

For example: Compare the sources and determine an initial answer to the inquiry.

SS HS.4.5.d Synthesize historical information to create new understandings.

For example: Compare the answer students have created to secondary sources and potentially revise students' answers.

SS HS.4.5.e Communicate inquiry results within a historical context.

For example: Provide an evidence-based answer to the inquiry, "Can peace lead to war?"

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