

Since the founding of this Nation, education and democracy have gone hand in hand. The Founders believed a nation that governs itself, like ours, must rely upon an informed and engaged electorate. Their purpose was not only to teach all Americans how to read and write but to instill the self evident truths that are the anchors of our political system.

PRESIDENT RONALD REAGAN

Nebraska State Board of Education
Social Studies Standards
Statement of Purpose
Approved December 7, 2012

The purpose of the Nebraska Social Studies Standards is to teach our children to become young patriots who have an intellectual understanding of the genius of our country's founding principles and who feel an emotional connection to our nation. Achieving this purpose requires teaching Nebraska students to become responsible citizens who are prepared to preserve, protect and defend freedom and democracy in our nation and in the world.

As responsible citizens of the U.S. and Nebraska, our students must:

- Master and be able to use knowledge of the history of the United States, Nebraska, western civilization, eastern civilizations and ancient civilizations (Historical Perspective);
- Master and be able to use spatial patterns on earth (Geographic Perspective);
- Master and be able to use knowledge of the foundations and form of American federalism, our representative democracy, and American politics (Civic Perspective);
- Master and be able to use knowledge about the efficient allocation, production, distribution, and consumption of scarce resources and the advantageous role of free market economics in such allocation (Economic Perspective).

Civics

K-12 Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.				
Forms and Functions of Government	Kindergarten (Self)	Grade 1 (Family)	Grade 2 (Neighborhood)	Grade 3 (Community)
	SS 0.1.1 Students will recognize the purpose of rules and the roles of authority figures.	SS 1.1.1 Students will identify and explain the importance of leaders and team members within their neighborhood and school community.	SS 2.1.1 Students will identify and explain the responsibilities and rights of citizens in their communities.	SS 3.1.1 Students will identify and explain the structure and function of their local governments.
	Begins in 4th Grade	Begins in 4th Grade	Begins in 4th Grade	Begins in 4th Grade
	Begins in 3rd Grade	Begins in 3rd Grade	Begins in 3rd Grade	SS 3.1.1.a Identify the structure and functions of local government
	SS 0.1.1.a Explain why rules are needed in family, school, and community (e.g., safety, to make learning possible, to protect freedoms)	SS 1.1.1.a Explain how rules reduce and help resolve conflicts	SS 2.1.1.a Participate in developing rules that consider multiple points of view	SS 3.1.1.b Describe the reasons for laws in our community
	SS 0.1.1.b Identify the roles of authority figures in family and school	SS 1.1.1.b Describe the responsibilities of leaders and team members,	SS 2.1.1.b Describe how individuals, groups, and communities manage conflict and promote justice	SS 3.1.1.c Identify and explain a variety of roles leaders, citizens, and others play in local government

Civics

K-12 Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.				
Forms and Functions of Government	Grade 4 (Nebraska)	Grade 5 (United States)	Grades 6-8 (United States/World)	High School (United States/World)
	SS 4.1.1 Students will identify and explain the foundation, structure, and function of Nebraska's government.	SS 5.1.1 Students will describe the foundation, structure, and function of the United States government.	SS 8.1.1 Students will summarize the foundation, structure, and function of the United States government.	SS 12.1.1 Students will analyze and evaluate the foundation, structures, and functions of the United States government as well as local, state, and international governments.
	SS 4.1.1. a Explain the historical foundation and the events that led to the formation and structure of Nebraska's government (e.g., modeled from U.S. government, three branches of government)	SS 5.1.1.a Explain the historical foundation that led to the formation of the United States constitutional government (e.g., early state constitutions, Declaration of Independence, and the Articles of Confederation)	SS 8.1.1.a Identify and describe different forms of government via the study of early and current civilizations (e.g., tribal, monarchy, democracy, republic, theocracy, and oligarchy)	SS 12.1.1.a Summarize the historical foundation that influenced the creation of the United States Constitution (e.g., philosophers, social contract theory, natural rights, Constitutional Convention, Federalist, and Anti-Federalist Papers)
	SS 4.1.1.b Describe the origin, structure, and function of Nebraska's unicameral government	SS 5.1.1.b Explain the origins, structure, and functions of the three branches of the United States government	SS 8.1.1.b Describe the structure and roles of government	SS 12.1.1.b Analyze and evaluate the structure of American constitutional government (e.g., federalism, democracy, representative government, branches of the government, separation of powers, checks and balances, amendment process, concurrent/enumerated/implied powers, electoral college)
	SS 4.1.1.c Understand how a bill becomes a law in the Nebraska unicameral	SS 5.1.1.c Describe how colonial and new states' governments laws affected groups within their population (e.g., citizens, slaves, immigrants, women, class systems, tribes)	SS 8.1.1.c Identify the development of written laws and other documents (e.g., Hammurabi's Code, Magna Carta, Declaration of Independence, United States Constitution, Preamble and Bill of Rights)	SS 12.1.1.c Analyze and evaluate the functions of United States government (e.g., national security, legislative law-making, executive implementation, judicial interpretation, constitutionalism, taxation, naturalization of citizens)
	SS 4.1.1.d Identify and explain a variety of roles leaders, citizens, and others play in the Nebraska government	SS 5.1.1.d Describe how the decisions of the national government affect local and state government	SS 8.1.1.d Explain how various government decisions impact people, places, and history	SS 12.1.1.d Analyze and evaluate the foundation, structures, and functions of local government (e.g., city council, school board, county government, regional boards)

Civics

	Grade K	Grade 1	Grade 2	Grade 3
Forms and Functions of Government	Begins in 5th Grade	Begins in 5th Grade	Begins in 5th Grade	Begins in 5th Grade
	Begins in 5th Grade	Begins in 5th Grade	Begins in 5th Grade	Begins in 5th Grade
	Begins in 8th Grade	Begins in 8th Grade	Begins in 8th Grade	Begins in 8th Grade
	Begins in 8th Grade	Begins in 8th Grade	Begins in 8th Grade	Begins in 8th Grade
Civic Participation	SS 0.1.2 Students will demonstrate good citizenship through knowledge of expected behavior.	SS 1.1.2 Students will understand characteristics of good citizenship by recognizing historical figures, holidays, and patriotic symbols.	SS 2.1.2 Students will participate in making decisions using democratic traditions based on established rules.	SS 3.1.2 Students will understand the impact of individual and group decisions at a local level.
	SS 0.1.2a Model citizenship skills (e.g., respect, courtesy, honesty, voting)	SS 1.1.2a Identify citizenship skills (e.g., responsibility, justice, equality, voting)	SS 2.1.2.a Identify civic responsibilities that are important to individuals and their communities (e.g. voting, obeying laws)	SS 3.1.2 a Identify rights and responsibilities of citizens (e.g., voting, public service projects,) at the local level
	SS 0.1.2 b Identify patriotic symbols songs and actions (e.g., U.S. Flag, Pledge of Allegiance)	SS 1.1.2. b Identify patriotic symbols, songs, actions, celebrations, and holidays (e.g., U.S. Flag, Bald Eagle, Pledge of Allegiance, Thanksgiving, Martin Luther King Jr. Day, 4th of July, President’s Day)	SS 2.1.2 b Identify patriotic symbols, songs, actions, celebrations, and holidays (e.g., U.S. Flag, Bald Eagle, Pledge of Allegiance, Thanksgiving, Veteran’s Day, Martin Luther King Jr. Day, 4th of July, Memorial Day, President’s Day)	SS 3.1.2 b Explain the meaning of patriotic symbols, songs, actions, celebrations, and holidays (e.g., U.S. Flag, Bald Eagle, Pledge of Allegiance, Thanksgiving, Veteran’s Day, Martin Luther King Jr. Day, 4th of July, Memorial Day, President’s Day, Flag Day)

Civics

	Grade 4	Grade 5	Grades 6-8	High School
Forms and Functions of Government	Begins in 5th Grade	SS 5.1.1.e Identify the principles of the American Republic (e.g., liberty, democracy, United States Constitution, Bill of Rights)	SS 8.1.1.e Describe important government principals (e.g., freedom, democracy, equality, rule of law, popular sovereignty, justice)	SS 12.1.1.e Analyze and evaluate the foundation, structures, and functions of state government (e.g., bicameral/unicameral, reapportionment/redistricting, branches of government)
	Begins in 5th Grade	SS 5.1.1.f Compare and contrast tribal forms of government, British monarchy, and early American colonial governments	SS 8.1.1.f Describe the history of political parties in the United States	SS 12.1.1.f Analyze and evaluate the foundation, structures, and functions of supranational organizations (e.g., United Nations, NATO, European Union, treaties, trade organizations)
	Begins in 8th Grade	Begins in 8th Grade	SS 8.1.1.g Compare civic life in the United States with other countries (e.g. England, China, Nigeria, India, Honduras)	SS 12.1.1.g Analyze and evaluate the roles that political parties have played in the United States
	Begins in 8th Grade	Begins in 8th Grade	SS 8.1.1.h Explain the ways in which governments meet the needs of citizens, manage conflict, and establish order and security	SS 12.1.1.h Analyze and evaluate United States foreign policy issues (e.g. methods, approaches, events)
Civic Participation	SS 4.1.2 Students will investigate how different perspectives impact government decisions at the state level.	SS 5.1.2 Students will apply democratic principles that are the foundation of the United States government systems to daily life.	SS 8.1.2 Students will describe the roles, responsibilities, and rights as local, state, national, and international citizens and participate in civic service.	SS 12.1.2 Students will address local, state, national or international issues and policies through meaningful civic participation.
	SS 4.1.2.a Identify rights and responsibilities of citizens (e.g., voting, public service projects) at the state level	SS 5.1.2. a Explain the constitutional rights and civic responsibilities of U.S. citizens (e.g., freedom of speech, voting, staying informed of issues, respecting the rights, opinions, and beliefs of others, joining a civic group)	SS 8.1.2.a Describe ways individuals participate in the political process (e.g., registering and voting, contacting government officials, campaign involvement)	SS 12.1.2.a Evaluate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy (e.g., lobbying, voting, contacting government officials, petitioning)
	SS 4.1.2.b Explain the meaning of state symbols, songs and holidays (e.g., Nebraska State Flag, "Beautiful Nebraska", Statehood Day, George Norris Day)	SS 5.1.2.b Describe the significance of patriotic symbols, songs and activities (e.g., Pledge of Allegiance, "The Star Spangled Banner", "America", commemorating state and national holidays)	SS 8.1.2. b Describe the significance of patriotic symbols, songs and activities (e.g., Pledge of Allegiance, "The Star Spangled Banner", celebration of Memorial Day, Independence Day, Veteran's Day, Martin Luther King, Jr. Day, American Indian Day, Constitution Day)	SS 12.1.2.b Analyze the significance and benefits of patriotic symbols, songs, holidays, and activities (e.g. Pledge of Allegiance, "The Star Spangled Banner", "America", Veteran's Day, Martin Luther King, Jr. Day, American Indian Day, Constitution Day)

Civics

	Grade K	Grade 1	Grade 2	Grade 3
Civic Participation	Begins in 1st Grade	SS 1.1.2.c Identify important historical and current government figures that exemplify civic engagement (e.g. Governors, Presidents)	SS 2.1.2c Describe ways to be actively engaged to improve family, school and community	SS 3.1.2. c Identify ways students can be engaged to have an impact in their local community
	Begins in 2nd Grade	Begins in 2nd Grade	SS 2.1.2.d Identify characteristics of good citizenship (e.g., establishing beliefs and justice, truth, equality, personal responsibilities for the common good, tolerance for diversity of opinions)	SS 3.1.2.d Identify and describe the importance of listening to the views of others and sharing personal views in a respectful manner
	Begins in 3rd Grade	Begins in 3rd Grade	Begins in the 3rd Grade	SS 3.1.2e Identify local leaders and the impact of their decisions that effect public policy

Civics

	Grade 4	Grade 5	Grades 6-8	High School
Civic Participation	SS 4.1.2.c Identify ways students can be engaged to have an impact in their state.	SS 5.1.2.c Give examples of group and individual actions that illustrate civic ideas in the founding of the United States (e.g., freedom, rule of law, equality, civility, cooperation, respect)	SS 8.1.2c Demonstrate civic engagement (e.g., service learning projects, volunteerism)	SS 12.1.2. c Engage in civic activities (e.g., discussing current issues, advocating for personal rights and the rights of others, influencing governmental actions, participating in civil discourse, registering for selective service, participating in community improvement activities, service learning)
	SS 4.1.2.d Describe how various individuals and groups influence the way an issue affecting the state is viewed and resolved (e.g., lobbying, petitions, media, social media)	SS 5.1.2.d Analyze how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States	SS 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 12.1.2.d Analyze an issue and determine which level of government is most appropriate to utilize in addressing the issue
	SS 4.1.2.e Identify state leaders and the impact of their decisions that effect public policy	SS 5.1.2.e Identify the roles and influences of individuals, groups, and the media on governments (e.g., George Washington, John Adams, Thomas Jefferson, Benjamin Franklin)	SS 8.1.2.e Identify the roles and influences of individuals, groups, and the media on governments (e.g., Seneca Falls Convention, Underground Railroad, Horace Greeley, Harriet Beecher Stowe, Jane Addams, Muckraekers, Booker T. Washington)	SS 12.1.2.e Describe the roles and influences of individuals, groups, and the media as checks on governmental practices (e.g., interest groups, political action committees, lobbyists, public opinion polls)
				SS 12.1.2.f Critique various media sources for accuracy and perspective

Economics

K-12 Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.				
Markets	Kindergarten	Grade 1	Grade 2	Grade 3
	(Self)	(Family)	(Neighborhood)	(Community)
	SS 0.2.1 Students will recognize people make choices because they cannot have everything they want (scarcity).	SS 1.2.1 Students will recognize economic wants and needs can be satisfied by consuming goods or services.	SS 2.2.1 Students will recognize resources are limited, so other choices must be made and something must be given up (opportunity cost).	SS 3.2.1 Students will understand markets are places where buyers and sellers exchange goods and services.
	SS 0.2.1.a Identify choices students have made and explain why they had to make a choice	SS 1.2.1.a Differentiate between goods and services (e.g. examples of goods and services students have consumed)	SS 2.2.1.a Identify resources (inputs) that make up various good and services	SS 3.2.1.a Indicate various markets where buyers and sellers meet (e.g., shopping malls, auction, catalogs, garage sales, the Internet)
	Begins in Grade 2	Begins in Grade 2	SS 2.2.1. b Identify what items are eliminated when a choice is made (tradeoff)	Continued in Grade 4
	Begins in Grades 6-8	Begins in Grades 6-8	Begins in Grades 6-8	Begins in Grades 6-8
	Begins in High School	Begins in High School	Begins in High School	Begins in High School
	Begins in Grades 6-8	Begins in Grades 6-8	Begins in Grades 6-8	Begins in Grades 6-8
Begins in High School	Begins in High School	Begins in High School	Begins in High School	

Economics

K-12 Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.				
Markets	Grade 4	Grade 5	Grades 6-8	High School
	(Nebraska)	(United States)	(United States/World)	(United States/World)
	SS 4.2.1 Students will recognize prices are what consumers pay when they buy a good or service.	SS 5.2.1 Students will analyze various markets where buyers and sellers exchange goods or services.	SS 8.2.1 Students will explain the interdependence of producers and consumers in a market economy.	SS 12.2.1 Students will assess how market forces guide the owners of land, labor, and capital and determine the allocation of wealth in the economy.
	SS 4.2.1.a Predict how consumers would react if the price of a good or service changed (e.g., natural disasters, drought, gas prices)	SS 5.2.1.a Describe how competition among sellers results in lower costs and prices, higher product quality, and better customer service	SS 8.2.1.a Understand the relationship between consumers and producers in a market economy (e.g., circular flow)	SS 12.2.1.a Explain how the factors of production are bought and sold in the market
	SS 4.2.1.b Predict how producers would react if the profit from selling a good or service changed	Continued in Grades 6-8	SS 8.2.1.b Illustrate how individuals are both consumers and producers (buyers and sellers) in a market economy	SS 12.2.1.b Analyze the role of the product market and the resource market
	Begins in Grades 6-8	Begins in Grades 6-8	SS 8.2.1.c Describe the development and effects of technology in economic history (e.g., increased productivity, increased standard of living, increased employment)	SS 12.2.1.c Understand productivity as a measure of the quantity of goods and services produced with a given amount of resources (e.g., Gross Domestic Product)
	Begins in High School	Begins in High School	Begins in High School	SS 12.2.1.d Analyze how market forces determine what producers choose to produce and which combination of productive resources will be most productive
	Begins in Grades 6-8	Begins in Grades 6-8	SS 8.2.1.d Identify the role of entrepreneurs and profit in a market economy	SS 12.2.1.e Explain how wages/earnings are affected by the market (e.g., value of products, supply and demand of labor, worker skills and qualifications)
Begins in High School	Begins in High School	Begins in High School	SS 12.2.1.f Explain the role and importance of profit and return on investments to producers. (e.g. increase in supply and expansion of industries)	

Economics

	Kindergarten	Grade 1	Grade 2	Grade 3
Markets	SS 0.2.2 Begins in 1st Grade	SS 1.2.2 Students will identify natural resources.	SS 2.2.2 Students will recognize that producers use resources to make goods, deliver services, earn a profit, and satisfy economic wants.	SS 3.2.2 Students will categorize natural, human, and capital resources and how they are combined to make goods and deliver services.
	Begins in Grade 1	SS 1.2.2.a Identify various natural resources (e.g., forests, soil, minerals, water, air, animals, oil, and natural gas)	SS 2.2.2.a List various goods and services that can be produced with the same list of resources (e.g. soil, seed, and labor used to produce animal feed, plastics, cereal, or fuel)	SS 3.2.2.a Classify natural, human, and capital resources (e.g., tools, soil, water, farmers and machinery)
	Begins in Grade 3	Begins in Grade 3	Begins in Grade 3	SS 3.2.2.b Discuss why producers combine resources to make goods and services (profit)
	Begins in Grade 3	Begins in Grade 3	Begins in Grade 3	SS 3.2.2 c Identify opportunities for education and/or training to increase human resources (e.g., agriculture schools, trade schools, culinary schools, information technology training)
	Begins in High School	Begins in High School	Begins in High School	Begins in High School
	Begins in High School	Begins in High School	Begins in High School	Begins in High School
	Begins in High School	Begins in High School	Begins in High School	Begins in High School

Economics

	Grade 4	Grade 5	Grades 6-8	High School
Markets	SS 4.2.2 Students will investigate how capital resources are used to make other goods and produce services.	SS 5.2.2 Students will make observations about how human capital can be improved by education, training, and standard of living.	SS 8.2.2 Students will describe the relationship between supply and demand.	SS 12.2.2 Students will illustrate how markets determine prices and allocate goods and services.
	SS 4.2.2.a Give examples of capital resources used in making goods and services in Nebraska and the United States (e.g., tools, laboratories, equipment, and machinery)	SS 5.2.2.a Give examples of how additional education/training improves productivity and increases standard of living (e.g., apprentice, journeyman, master electrician)	SS 8.2.2.a Explain how the relationship between supply and demand determines price (market clearing price)	SS 12.2.2.a Understand demand, quantity demanded, and changes in demand
	Continues in Grades 6-8	Continues in Grade 6-8	SS 8.2.2.b Illustrate how consumers will demand more at lower prices and suppliers will produce more at higher prices (law of supply and demand) (e.g., Adam Smith, Invisible Hand)	SS 12.2.2.b Understand supply, quantity supplied, and changes in supply
	Continues in High School	Continues in High School	Continues in High School	SS 12.2.2.c Understand that equilibrium price and quantity are determined by supply and demand
	Begins in High School	Begins in High School	Begins in High School	SS 12.2.2.d Hypothesize how competition between sellers could result in lower prices, higher quality products, and better customer service
	Begins in High School	Begins in High School	Begins in High School	SS 12.2.2.e Hypothesize how producers and consumers affect market prices and quantities through the goods and services they produce and buy (e.g., shifts in supply and demand, price elasticity)

Economics

	Kindergarten	Grade 1	Grade 2	Grade 3
Institutions	SS 0.2.3 Begins in Grade 2	SS 1.2.3 Begins in Grade 2	SS 2.2.3 Students will describe how people earn income/wages through work.	SS 3.2.3 Students will cite evidence of how money (coins and currency) makes trading easier than bartering.
	Begins in Grade 2	Begins in Grade 2	SS 2.2.3.a Match capital resources and human resources with jobs in the community or home. (e.g., tractors and farmers)	SS 3.2.3.a Identify historical examples of trading among early settlers
	Begins in Grade 4	Begins in Grade 4	Begins in Grade 4	Begins in Grade 4
	Begins in Grade 5	Begins in Grade 5	Begins in Grade 5	Begins in Grade 5
	Begins in High School	Begins in High School	Begins in High School	Begins in High School
	Begins in High School	Begins in High School	Begins in High School	Begins in High School
	Begins in High School	Begins in High School	Begins in High School	Begins in High School

Economics

	Grade 4	Grade 5	Grades 6-8	High School
Institutions	SS 4.2.3 Students will make observations about the purpose of various financial institutions in Nebraska.	SS 5.2.3 Students will summarize characteristics of economic institutions in the United States.	SS 8.2.3 Students will identify economic institutions and describe how they interact with individuals and groups.	SS 12.2.3 Students will analyze how economic institutions impact individuals and groups.
	SS 4.2.3.a Discuss the purpose of early NE financial institutions (e.g., barter, trading posts, banks)	SS 5.2.3.a Identify the functions and characteristics of money (e.g., store value, medium of exchange, unit of accounting)	SS 8.2.3.a Describe the purpose and role of economic institutions (e.g., corporations, labor unions, financial institutions, stock markets, cooperatives, and business partnerships)	SS 12.2.3.a Analyze how various economic institutions have played a role in United States economic policy and practice (e.g., corporations, labor unions, financial institutions, stock markets, cooperatives, and business partnerships)
	SS 4.2.3.b Identify financial institutions in the community and their purpose (e.g., banks, credit unions, consumer/business loans, safety of deposit, investments/trust services)	SS 5.2.3.b Identify the importance of financial institutions to households and businesses (e.g., loans to agriculture, business, and individuals in order to provide capital)	SS 8.2.3 b Recognize how inflation and deflation impacts purchasing power (e.g., track GDP in various years, compare consumer purchasing power)	SS 12.2.3.b Describe how measures used by economic institutions are calculated (e.g., trends and business cycles using GDP, unemployment rates, inflation rates)
	Begins in Grade 5	SS 5.2.3.c Identify rules and laws that protect and support consumers (e.g., private property, contracts, agreements, and product safety)	Continues in High School	SS 12.2.3.c Explain how banks and a sound monetary system are critical to a functioning economy
	Begins in High School	Begins in High School	Begins in High School	SS 12.2.3.d Describe the functions and role of the Federal Reserve System and its influence through monetary policy (e.g., balancing inflation and unemployment)
	Begins in High School	Begins in High School	Begins in High School	SS 12.2.3.e Understand how financial markets determine the cost of borrowing and influence the level of economic activity

Economics

	Kindergarten	Grade 1	Grade 2	Grade 3
Institutions	SS 0.2.4 Begins in Middle School	SS 1.2.4 Begins in Middle School	SS 2.2.4 Begins in Middle School	SS 3.2.4 Begins in Middle School
	Begins in Grade 6-8	Begins in Grade 6-8	Begins in Grade 6-8	Begins in Grade 6-8
	Begins in High School	Begins in High School	Begins in High School	Begins in High School
Financial Literacy	SS 0.2.5 Begins in Middle School	SS 1.2.5 Begins in Middle School	SS 2.2.5 Begins in Middle School	SS 3.2.5 Begins in Middle School
	Begins in Grades 6-8	Begins in Grades 6-8	Begins in Grades 6-8	Begins in Grades 6-8
	Begins in Grades 6-8	Begins in Grades 6-8	Begins in Grades 6-8	Begins in Grades 6-8
	Begins in High School	Begins in High School	Begins in High School	Begins in High School

Economics

	Grade 4	Grade 5	Grades 6-8	High School
Institutions	SS 4.2.4 Begins in Middle School	SS 5.2.4 Begins in Middle School	SS 8.2.4 Students will identify how private ownership of property is a basic institution of a market economy.	SS 12.2.4 Students will assess how private ownership of property is a basic institution of a market economy.
	Begins in Grade 6-8	Begins in Grade 6-8	SS 8.2.4.a Define and distinguish private property (e.g., factories and homes) and public property (e.g., parks, public schools, and government buildings)	SS 12.2.4.a Assess how property rights are defined, enforced, and limited by government (e.g., zoning laws, eminent domain, Homestead Act, copyright laws, patents, and intellectual property)
	Begins in High School	Begins in High School	Begins in High School	SS 12.2.4.b Describe the role of market economy in United States history (e.g., periods of prosperity, recessions, and overall growth)
Financial Literacy	SS 4.2.5 Begins in Middle School	SS 5.2.5 Begins in Middle School	SS 8.2.5 Students will identify the basic economic systems in the global economy.	SS 12.2.5 Students will recognize and predict the impact that various economic systems will have on people.
	Begins in Grades 6-8	Begins in Grades 6-8	SS 8.2.5.a Compare and contrast characteristics of different economic systems. (e.g., traditional, command, market, mixed)	SS 12.2.5.a Develop a logical argument debating the merits of various economic systems (e.g., traditional, command, market, mixed)
	Begins in Grades 6-8	Begins in Grades 6-8	SS 8.2.5.b Discuss various philosophies regarding governments' role in an economy (e.g., capitalism, socialism)	SS 12.2.5.b Evaluate the historical use of various economic systems
	Begins in High School	Begins in High School	Begins in High School	SS 12.2.5.c Compare the standard of living with other countries (Germany, Brazil, Russia, India, China)

Economics

	Kindergarten	Grade 1	Grade 2	Grade 3
Financial Literacy	SS 0.2.6 Students will recognize money is used to purchase goods and services to satisfy economic wants.	SS 1.2.6 Students will compare spending and saving opportunities.	SS 2.2.6 Students will demonstrate knowledge of currency, its denominations, and use.	SS 3.2.6 Students will use knowledge of currency to solve real-world problems.
	SS 0.2.6.a Classify and identify U.S. coins and currency	SS 1.2.6.a Give examples of situations where students and families have chosen to save for future purchases	SS 2.2.6.a Make transactions using currency emphasizing its use as a medium of exchange (e.g., school store, buying pencils)	SS 3.2.6.a Given a budget, students will be able to make choices as to what to purchase and what to give up
	Begins in High School	Begins in High School	Begins in High School	Begins in High School
	Begins in High School	Begins in High School	Begins in High School	Begins in High School
	Begins in High School	Begins in High School	Begins in High School	Begins in High School
	SS 0.2.7 Begins in High School	SS 1.2.7 Begins in High School	SS 2.2.7 Begins in High School	SS 3.2.7 Begins in High School
	Begins in High School	Begins in High School	Begins in High School	Begins in High School
	Begins in High School	Begins in High School	Begins in High School	Begins in High School
	Begins in High School	Begins in High School	Begins in High School	Begins in High School
	SS 0.2.8 Begins in High School	SS 1.2.8 Begins in High School	SS 2.2.8 Begins in High School	SS 3.2.8 Begins in High School
	Begins in High School	Begins in High School	Begins in High School	Begins in High School
	Begins in High School	Begins in High School	Begins in High School	Begins in High School

Economics

	Grade 4	Grade 5	Grades 6-8	High School
Financial Literacy	SS 4.2.6 Students will understand that banks are institutions where people save money and earn interest, and where other people borrow money and pay interest.	SS 5.2.6 Students will summarize characteristics of financial institutions.	SS 8.2.6 (Addressed in High School Financial Institutions Standard)	SS 12.2.6 Students will understand economic concepts that support rational decision making
	SS 4.2.6.a Identify the costs and benefits of saving, interest, and borrowing	SS 5.2.6.a Explain/explore how various financial services are provided by local financial institutions	Continues in High School	SS 12.2.6.a Explore employment trends and reasons for growth and decline in employment
	Begins in High School	Begins in High School	Begins in High School	SS 12.2.6.b Make career decisions by systematically considering alternatives and consequences through the use of cost benefit analysis
	Begins in High School	Begins in High School	Begins in High School	SS 12.2.6.c Assess the incentives for investing in personal education, skills, and talents
	Begins in High School	Begins in High School	Begins in High School	SS 12.2.6.d Identify various ways people earn a living by using career programs to explore opportunities (e.g., Nebraska Career Education)
	SS 4.2.7 Begins in High School	SS 5.2.7 Begins in High School	SS 8.2.7 Begins in High School	SS 12.2.7 Students will apply effective money management concepts.
	Begins in High School	Begins in High School	Begins in High School	SS 12.2.7.a Organize personal finances and use a budget to manage cash flow
	Begins in High School	Begins in High School	Begins in High School	SS 12.2.7.b Compare and contrast checking and savings accounts
	Begins in High School	Begins in High School	Begins in High School	SS 12.2.7.c Assess the effects of taxes on personal income
	SS 4.2.8 Begins in High School	SS 5.2.8 Begins in High School	SS 8.2.8 Begins in High School	SS 12.2.8 Students will critique strategies used to establish, build, maintain, monitor, and control credit.
	Begins in High School	Begins in High School	Begins in High School	SS 12.2.8.a Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit
	Begins in High School	Begins in High School	Begins in High School	SS 12.2.8.b Identify strategies of establishing and maintaining a good credit rating for effective credit management (e.g., credit cards, auto loans, mortgages)

Economics

	Kindergarten	Grade 1	Grade 2	Grade 3
Financial Literacy	Begins in High School	Begins in High School	Begins in High School	Begins in High School
	Begins in High School	Begins in High School	Begins in High School	Begins in High School
	SS 0.2.9 Begins in High School	SS 1.2.9 Begins in High School	SS 2.2.9 Begins in High School	SS 3.2.9 Begins in High School
	Begins in High School	Begins in High School	Begins in High School	Begins in High School
	Begins in High School	Begins in High School	Begins in High School	Begins in High School
	Begins in High School	Begins in High School	Begins in High School	Begins in High School
Government	SS 0.2.10 Begins in Grade 2	SS 1.2.10 Begins in Grade 2	SS 2.2.10 Students will understand what goods and services governments provide.	SS 3.2.10 Students will understand what goods and services local governments provide.
	Begins in Grade 2	Begins in Grade 2	SS 2.2.10.a Identify goods and services that governments provide and where they get the money to pay for the services (taxes) (e.g., water, fire department, police, schools)	SS 3.2.10.a Identify goods and services funded through local taxes (e.g., snow removal, waste management, law enforcement)
	Begins in High School	Begins in High School	Begins in High School	Begins in High School
	Begins in High School	Begins in High School	Begins in High School	Begins in High School

Economics

	Grade 4	Grade 5	Grades 6-8	High School
Financial Literacy	Begins in High School	Begins in High School	Begins in High School	SS 12.2.8.c Compare and contrast the cost and benefits of various lending institutions (e.g., banks, credit unions, paycheck advance businesses, pawn shops)
	Begins in High School	Begins in High School	Begins in High School	SS 12.2.8.d Students will identify situations when borrowing money and paying interest may be a wise or unwise decision
	SS 4.2.9 Begins in High School	SS 5.2.9 Begins in High School	SS 8.2.9 Introduced in High School	SS 12.2.9 Students will evaluate savings, investment, and risk management strategies to achieve financial goals.
	Begins in High School	Begins in High School	Begins in High School	SS 12.2.9.a Explain the importance of saving to ensure financial security
	Begins in High School	Begins in High School	Begins in High School	SS 12.2.9.b Implement an investment strategy that is compatible with personal goals (e.g., stocks, bonds, mutual funds, retirement plans)
	Begins in High School	Begins in High School	Begins in High School	SS 12.2.9.c Analyze appropriate and cost effective risk management strategies (e.g., health, disability, life, auto insurance)
Government	SS 4.2.10 Students will understand what goods and services state governments provide.	SS 5.2.10 Students will understand what goods and services the national government provides.	SS 8.2.10 Students will identify the roles and responsibilities of government in economic systems.	SS 12.2.10 Students will analyze the roles and responsibilities of government in various economic systems.
	SS 4.2.10.a Identify goods and services funded through state taxes (e.g., highways, universities, human services, unemployment, courts)	SS 5.2.10.a Identify goods and services funded through federal taxes (e.g., armed forces, courts, parks)	SS 8.2.10.a Identify various goods and services provided by the government (e.g., disaster relief, public works, postal service, roads)	SS 12.2.10.a Examine how governments utilize taxation to provide goods and services to society (e.g., disaster relief, flood control, police protection)
	Begins in High School	Begins in High School	Begins in High School	SS 12.2.10.b Investigate multiple roles of government in a market economy (e.g., forms of taxation, enforcing private property and zoning laws, collecting sales tax)
	Begins in High School	Begins in High School	Begins in High School	SS 12.2.10.c Explore various forms of taxation (earning, consumption, or wealth) and discuss outcomes of various tax philosophies as drivers of economic activity

Economics

	Kindergarten	Grade 1	Grade 2	Grade 3
Government	Begins in Grades 6-8	Begins in Grades 6-8	Begins in Grades 6-8	Begins in Grades 6-8
	Begins in High School	Begins in High School	Begins in High School	Begins in High School
	SS 0.2.11 Begins in Middle School	SS 1.2.11 Begins in Middle School	SS 2.2.11 Begins in Middle School	SS 3.2.11 Begins in Middle School
	Begins in Grades 6-8	Begins in Grades 6-8	Begins in Grades 6-8	Begins in Grades 6-8
	Begins in Grades 6-8	Begins in Grades 6-8	Begins in Grades 6-8	Begins in Grades 6-8
	Begins in High School	Begins in High School	Begins in High School	Begins in High School
	SS 0.2.12 Begins in Grade 3	SS 1.2.12 Begins in Grade 3	SS 2.2.12 Begins in Grade 3	SS 3.2.12 Students will describe how the local community trades with the rest of the world.
Begins in Grade 3	Begins in Grade 3	Begins in Grade 3	SS 3.2.12.a Identify local goods and services that could be traded with people everywhere (e.g., corn, soybeans, beef)	
Begins in Grade 3	Begins in Grade 3	Begins in Grade 3	SS 3.2.12.b Give examples of other countries' currencies	
Begins in High School	Begins in High School	Begins in High School	Begins in High School	
Globalization				

Economics

	Grade 4	Grade 5	Grades 6-8	High School
Government	Begins in Grades 6-8	Begins in Grades 6-8	SS 8.2.10.b Explain how governments provide economic assistance (e.g., social security, Medicare, Medicaid, farm subsidies, disaster relief)	SS 12.2.10.d Research the role of government in the development of economic systems (e.g., historic and current examples of command, market, traditional, mixed systems)
	Begins in High School	Begins in High School	Begins in High School	SS 12.2.10.e Analyze government policies and regulations in areas of market failure (e.g., monopolies, externalities, non-enforcement of property rights)
	SS 4.2.11 Begins in Middle School	SS 5.2.11 Begins in Middle School	SS 8.2.11 Students will explain how tax revenues are collected and distributed.	SS 12.2.11 Students will examine the government's influence on economic systems through fiscal policy.
	Begins in Grades 6-8	Begins in Grades 6-8	SS 8.2.11.a Identify taxes paid by individuals (e.g., income taxes, sales tax, property taxes)	SS 12.2.11.a Examine how governments can use taxing and spending policies to influence behavior (e.g., alcohol tax, home mortgage interest deduction)
	Begins in Grades 6-8	Begins in Grades 6-8	SS 8.2.11.b Identify institutions supported by tax dollars (e.g., schools, roads, police protection)	SS 12.2.11.b Examine the impact of fiscal policy on budget deficits/surpluses and national debt
	Begins in High School	Begins in High School	Begins in High School	SS 12.2.11.c Examine the impact of the unemployment rate on the economy (frictional, structural, cyclical)
Globalization	SS 4.2.12 Students will recognize and explain specialization and why different regions produce different goods and services.	SS 5.2.12 Students will explain how specialization, division of labor, and technology increases productivity and interdependence.	SS 8.2.12 Students will illustrate how international trade benefits individuals, organizations, and nations.	SS 12.2.12 Students will evaluate how international trade benefits individuals, organizations, and nations
	SS 4.2.12.a Compare Nebraska with different regions and the goods and services each region produces (e.g., beef, wheat, telemarketing, cotton, coal)	SS 5.2.12.a Investigate Early United States specialization and trade (e.g., fur, tobacco, cotton, lumber)	SS 8.2.12.a Differentiate between exports and imports	SS 12.2.12.a Analyze the effects of various trade policies (e.g., identify short term/long term impacts)
	SS 4.2.12.b Discuss how technology has affected the specialization of Nebraska's economy and surrounding states	SS 5.2.12.b Investigate and report on entrepreneurs and inventors	SS 8.12.12.b Explain how individuals gain through specialization and voluntary trade	SS 12.2.12.b Identify goods which are available at a lower price because of international trade
	Begins in High School	Begins in High School	Begins in High School	SS 12.2.12.c Explain how trade barriers impact the prices and quantity of goods in the domestic market

Economics

	Kindergarten	Grade 1	Grade 2	Grade 3
Globalization	SS 0.2.13 Begins in Middle School	SS 1.2.13 Begins in Middle School	SS 2.2.13 Begins in Middle School	SS 3.2.13 Begins in Middle School
	Begins in Grades 6-8	Begins in Grades 6-8	Begins in Grades 6-8	Begins in Grades 6-8
	Begins in Grades 6-8	Begins in Grades 6-8	Begins in Grades 6-8	Begins in Grades 6-8

Economics

	Grade 4	Grade 5	Grades 6-8	High School
Globalization	SS 4.2.13 Begins in Middle School	SS 5.2.13 Begins in Middle School	SS 8.2.13 Students will identify how international trade affects the domestic economy.	SS 12.2.13 Students will evaluate how international trade affects the domestic economy.
	Begins in Grades 6-8	Begins in Grades 6-8	SS 8.2.13.a Explain that currency must be converted to make purchases in other countries	SS 12.2.13.a Identify goods which are available at a lower price because of international trade
	Begins in Grades 6-8	Begins in Grades 6-8	SS 8.2.13.b Explain how prices of goods change as exchange rates go up and down	SS 12.2.13.b Explain how trade barriers impact the prices and quantity of goods in the domestic market

Geography

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

Kindergarten (Self)	Grade 1 (Family)	Grade 2 (Neighborhood)	Grade 3 (Community)
SS 0.3.1 Students will explore where (spatial) and why people, places and environments are organized in their world.	SS 1.3.1 Students will explore where (spatial) and why people, places and environments are organized in their world.	SS 2.3.1 Students will explore where (spatial) and why people, places and environments are organized locally.	SS 3.3.1 Students will explore where (spatial) and why people, places and environments are organized in the state.
SS 0.3.1.a Demonstrate personal directions (e.g., left/right, up/down, front/back, over/under, near/far) to describe relative location	SS 1.3.1.a Locate places using the four cardinal directions	SS 2.3.1.a Identify the globe as a model of Earth	SS 3.3.1.a Utilize map elements (i.e., title, scale, symbols, legend, and cardinal and intermediate directions)
SS 0.3.1.b Identify locations in the classroom (e.g., dress up center, reading table, carpet area)	SS 1.3.1.b Identify and describe locations in the school or home (e.g., the cafeteria is next to the kitchen, the office is by the front door)	SS 2.3.1.b Identify and describe locations in the neighborhood (e.g., home, the park, friend's house, fire station, grocery store)	SS 3.3.1.b Apply map skills (e.g., identify location and distribution of physical and human features rivers/roads, identify relative and absolute locations, east/west, north/south, left/right, next to, identify cities and towns)
SS 0.3.1.c Identify tools such as maps and globes as representations of local and distant places	SS 1.3.1.c Create and use simple maps (e.g., maps of the home and classroom)	SS 2.3.1.c Identify map elements (i.e., title, scale, symbols, legend, and cardinal directions)	SS 3.3.1.c Analyze why things are located where they are in the community (e.g., <i>Why are stores located on main streets? Where is my house located compared to the school?</i>)
Begins in Grade 2	Begins in Grade 2	SS 2.3.1.d Locate community, Nebraska, and the United States on maps and globes	SS 3.3.1.d Locate places on maps and globes (e.g., Missouri River, Platte, River, Rocky Mountains, Nebraska, the student's city)
SS 0.3.1.d Explain why things are located where they are (e.g., " <i>Why is the playground outside?</i> ")	SS 1.3.1.d Analyze why things are located where they are (e.g., " <i>Why is the nurse's office located by the main office?</i> ")	SS 2.3.1.e Analyze why things are located where they are (e.g., " <i>Why are stores on a main street?</i> ")	Mastered
SS 0.3.1.e Identify land and water on a globe	SS 1.3.1.e Distinguish between continents and oceans	SS 2.3.1.f Distinguish between continents/islands, oceans/seas, countries/continents, and cities/states	SS 3.3.1.e Identify the continents, oceans, and hemispheres

The World in Spatial Terms

Geography

	Kindergarten	Grade 1	Grade 2	Grade 3
Places and Regions	SS 0.3.2 Students will explore places and regions.	SS 1.3.2 Students will explore places and regions.	SS 2.3.2 Students will identify places and regions.	SS 3.3.2 Students will compare the characteristics of places and regions.
	SS 0.3.2.a Identify physical characteristics of place (e.g., landforms, water bodies and weather)	SS 1.3.2.a Identify and differentiate between physical features (e.g., mountains, plains, hills, oceans, islands)	SS 2.3.2.a Identify and differentiate between physical and human features of neighborhood and community (e.g., vegetation, housing)	SS 3.3.2.a Identify and differentiate between physical and human features of neighborhoods and communities (e.g., vegetation, housing, streets, business/ residential areas, hills, waterways)
	SS 0.3.2.b Identify human characteristics of place (e.g., cities, buildings, farms, roads, highways)	SS 1.3.2.b Identify and differentiate between human features (e.g., cities, buildings, farms)	SS 2.3.2.b Describe local places and regions with other places and regions (e.g., prairie, forest, farm land, ranch land, local community)	SS 3.3.2.b Compare and contrast local places and regions with other places and regions (e.g., prairie and forest, local community with another community, products from Nebraska and another state, crops grown in Nebraska and another state)
	Begins in Grade 1	SS 1.3.2.c Explain how places change over time (e.g., new building or a bigger road)	SS 2.3.2.c Explain how places and regions change over time	SS 3.3.2.c Explain and give examples of how places and regions change over time
	Begins in Grades 6-8	Begins in Grades 6-8	Begins in Grades 6-8	Begins in Grades 6-8
	Begins in Grades 6-8	Begins in Grades 6-8	Begins in Grades 6-8	Begins in Grades 6-8
	Begins in High School	Begins in High School	Begins in High School	Begins in High School

Geography

	Kindergarten	Grade 1	Grade 2	Grade 3
Physical Systems	SS 0.3.3 Students will identify natural processes in their physical world	SS 1.3.3 Students will identify natural processes in their physical world.	SS 2.3.3 Students will identify natural processes in their physical world.	SS 3.3.3 Students will identify natural processes in their physical world.
	SS 0.3.3.a Identify elements of weather (e.g., rain, snow, sun, clouds, fog)	SS 1.3.3.a Identify elements of weather and the effects on human activity (e.g., people wear coats and mittens in the winter)	SS 2.3.3.a Identify basic components of Earth's physical processes (e.g., landforms, water, climate and weather)	SS 3.3.3.a Identify the Earth's physical processes in the local community (e.g., landforms, water, climate and weather, erosion and deposition)
	SS 0.3.3.b Identify the four seasons	SS 1.3.3.b Identify the four seasons and the effects on human activity (e.g., playing outside in summer and inside in winter)	SS 2.3.3.b Identify the relationship between the Earth and the Sun (e.g., day/night, length of day, seasons)	SS 3.3.3.b Identify local ecosystems (e.g., forests, deserts, grasslands)
	Begins in Grades 6-8	Beings in Grades 6-8	Begins in Grades 6-8	Begins in Grades 6-8
	Begins in High School	Begins in High School	Begins in High School	Begins in High School
	Begins in High School	Begins in High School	Begins in High School	Begins in High School
Human Systems	SS 0.3.4 Students will recognize that people belong to different groups and live in different settings.	SS 1.3.4 Students will recognize that people belong to different groups and live in different settings.	SS 2.3.4 Students will identify the characteristics of culture.	SS 3.3.4 Students will compare and contrast the characteristics of culture locally.
	SS 0.3.4.a Identify aspects of culture within the local community and other communities (e.g., food, language, religion, celebrations, and popular culture such as food, music and sports)	SS 1.3.4.a Describe cultures of the local community and other communities (e.g., food, language, celebrations)	SS 2.3.4.a Identify patterns of cultural traits (e.g., language, religion, food)	SS 3.3.4.a Compare and contrast patterns of culture within your community (e.g., language, religion, food)

Geography

	Kindergarten	Grade 1	Grade 2	Grade 3
Human Systems	SS 0.3.4.b Identify places in the community (e.g., farms, parks, houses, stores)	SS 1.3.4.b Describe places in the community (e.g., farms, parks, houses, stores)	SS 2.3.4.b Identify patterns of land use (e.g., agricultural, residential, industrial, commercial, educational, recreational)	SS 3.3.4.b Compare and contrast the spread and diffusion of cultural traits (e.g., spread of ideas, languages, religions, people, goods, customs, traditions)
	Begins in High School	Begins in Grade 5	Begins in Grade 5	Begins in Grade 5
	Begins in High School	Begins in High School	Begins in High School	Begins in High School
	Begins in High School	Begins in High School	Begins in High School	Begins in High School
	Begins in High School	Begins in High School	Begins in High School	Begins in High School

Geography

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

Geography

	Kindergarten	Grade 1	Grade 2	Grade 3
Human/Environment Interaction	SS 0.3.5.c Give examples of how to care for the environment (e.g., recycle cans, bottles, and paper; pick up your trash)	SS 1.3.5.c Identify environmental issues related to the physical environment (e.g., drought, poor soil development, deserts, terrain)	SS 2.3.5.c Identify how humans and the physical environment interact (e.g., choice of building materials, variations in agricultural practices, land use modifications, fish, forestry, and wildlife management)	SS 3.3.5.d Describe how humans develop communities in local settings (e.g., roads, landfills, sewage systems, land use patterns)
	Begins in Grade 5	Begins in Grade 5	Begins in Grade 5	Begins in Grade 5
	Begins in Grade 4	Begins in Grade 4	Begins in Grade 4	Begins in Grade 4

Geography

	Kindergarten	Grade 1	Grade 2	Grade 3
Application of Geography to Issues and Events	SS 0.3.6 Students will use geographic skills to make connections to their lives.	SS 1.3.6 Students will use geographic skills to make connections to their lives.	SS 2.3.6 Students will use geographic skills to make connections.	SS 3.3.6 Students will use geographic skills to make connections to issues and events.
	Begins in Grade 3	Begins in Grade 3	Begins in Grade 3	SS 3.3.6.a Identify and evaluate human adaptations to the environment from the local to international levels (e.g., <i>How could the building of a highway bring more business to a community</i>)
	SS 0.3.6.a Give examples of how geographic knowledge or techniques are applied (e.g., locate people or places in relationship to each other, make a fire evacuation plan)	SS 1.3.6 a Give examples of how geographic knowledge or techniques have been applied in the past, present and future (e.g., make a map of the school)	SS 2.3.6.a Identify how you might apply geographic knowledge or techniques to solve a problem (e.g., use global positioning system (GPS) navigation for shortest route to school; map destinations for family vacation to determine the best order to visit)	SS 3.3.6.b Identify how geography impacts spatial problem solving (e.g., a new school must be near large numbers of students, on available land with suitable soils, have access to roads and utilities, and not overlap schools in other neighborhoods; plan where things would be built in a city)

Geography

K-12 Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.				
The World in Spatial Terms	Grade 4 (Nebraska)	Grade 5 (United States)	Grades 6-8 (United States/World)	High School (United States/World)
	SS 4.3.1 Students will explore where (spatial) and why people, places and environments are organized in the state.	SS 5.3.1 Students will explore where (spatial) and why people, places and environments are organized in the United States.	SS 8.3.1 Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.	SS 12.3.1 Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.
	SS 4.3.1.a Read local and state maps and atlases to locate physical and human features in Nebraska. (e.g., the state of Nebraska, major cities in Nebraska, Lincoln, major rivers including the North Platte, South Platte, Platte, Niobrara and Missouri)	SS 5.3.1.a Name and locate major human and physical features in the United States (e.g., states, capitals, and major cities in the United States, Rocky Mountains, Appalachian Mountains, Great Lakes)	SS 8.3.1.a Use and interpret different types of maps/charts/diagrams/timelines (primary sources where available)	SS 12.3.1.a Analyze geographical information sources (e.g., map, globe, atlas, remote sensing, GPS, and GIS)
	SS 4.3.1.b Apply map skills to analyze physical/political maps of the state (e.g., utilize grid systems to find locations, identify the location and purpose of time zones, identify and locate cities of the state identify relative and absolute locations east/west, north/south, left/right, next to)	SS 5.3.1.b Apply map skills to analyze physical/political maps of the United States (e.g., identify latitude longitude, and the global grid and identify the location and purpose of time zones)	SS 8.3.1.b Use and interpret the results of mapping technologies, parts of a map and map projections (e.g., cartography/ Geographic Information Systems)	SS 12.3.1.b Apply map scale as a geographical tool and evaluate the strengths and weaknesses of projections (e.g., large scale/small scale, Peters, Mercator, plane, conical, cylindrical)
	SS 4.3.1.c Analyze why things in Nebraska are located where they are in Nebraska (e.g., <i>Why are large cattle ranches found in the Sandhills? Why are major airports located near large cities?</i>)	SS 5.3.1.c Analyze why things are located where they are in the United States (e.g., <i>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?</i>)	SS 8.3.1.c Compare world views using mental maps (e.g., students sketch a map to demonstrate their personal perception of the world and compare it to previous personal maps)	SS 12.3.1.c Analyze mental maps and spatial relationships. (e.g., city development, urban planning based on railroads, location of natural resources)
	Continued in High School	Continued in High School	Continued in High School	SS 12.3.1.d Apply spatial thinking to investigate issues and justify decisions. (e.g., consolidation of schools, closing of post offices)
	Mastered	Mastered	Mastered	Mastered
	SS 4.3.1.d Differentiate between cities, states, countries, and continents	Mastered	Mastered	Mastered

Geography

	Grade 4	Grade 5	Grades 6-8	High School
Places and Regions	SS 4.3.2 Students will compare the characteristics of places and regions and their impact on human decisions.	SS 5.3.2 Students will compare the characteristics of places and regions and draw conclusions on their impact on human decisions.	SS 8.3.2 Students will examine how regions form and change over time.	SS 12.3.2 Students will examine how regions form and change over time.
	SS 4.3.2.a Identify criteria used to define regions within the state of Nebraska (e.g., soil, climate, precipitation, population, vegetation, land and agricultural usage)	SS 5.3.2.a Define regions within the United States using multiple criteria. (e.g., Silicon Valley, Bread Basket)	SS 8.3.2.a Analyze physical and human characteristics of places and regions (e.g., climate, language)	SS 12.3.2.a Analyze physical and human processes that shape places and regions (e.g., erosion, international trade, weathering, climate, migration, international trade)
	SS 4.3.2.b Classify regions and places within the state of Nebraska using physical and human features (e.g., Sandhills, Pine Ridge, Loess Hills, Platte River Valley, rural/urban/suburban)	SS 5.3.2.b Classify regions and places within the United States using physical and human features (e.g., Rocky Mountains, The Southwest, Great Plains, Corn Belt, Cotton Belt)	SS 8.3.2.b Analyze impact of land and water features on human decisions (e.g., location of settlements and transportation systems with respect to the location of river valleys, mountains, deserts, plains, oceans)	SS 12.3.2.b Examine the importance of places and regions to individual and social identity (e.g., nationalism, national monuments, local legends, parks, sub-cultures, nationalism, territoriality, iconography)
	SS 4.3.2.c Identify and classify regions (e.g., counties and cities across Nebraska)	SS 5.3.2.c Identify and classify regions (e.g., cities, states, and congressional districts)	SS 8.3.2.c Analyze changes in places and regions over time (e.g., irrigation, growth of cities, Manifest Destiny)	SS 12.3.2.c Analyze the changes in places and regions over time (e.g., migration, urbanization, fertility and mortality, industrialization)
	Begins in Grades 6-8	Begins in Grades 6-8	SS 8.3.2.d Analyze how humans group and label environments and how those groupings/labels impact human societies (e.g., Dixie, Midwest, Ring of Fire)	SS 12.3.2.d Analyze the interdependence of places and regions. (e.g., international trade, NAFTA, EU)
	Begins in Grades 6-8	Begins in Grades 6-8	SS 8.3.2.e Identify the location of major world regions (e.g., Arctic, Caribbean, Central America, Balkans, Horn of Africa, East Asia, South Asia), countries, and cities	SS 12.3.2.e Analyze critical issues and problems of places and regions. (e.g., current events)
	Begins in High School	Begins in High School	Begins in High School	SS 12.3.2.f Apply regional analysis of geographic issues and questions. (e.g., discussing current events and issues of the day in a geographical context)

Geography

	Grade 4	Grade 5	Grades 6-8	High School
Physical Systems	SS 4.3.3 Students will identify natural processes in the physical world.	SS 5.3.3 Students will draw conclusions about the natural processes in the physical world.	SS 8.3.3 Students will investigate how natural processes interact to create and change the natural environment	SS 12.3.3 Students will interpret how natural processes interact to create the natural environment
	SS 4.3.3.a Identify physical processes that shape Nebraska's features and patterns (e.g., weathering, erosion)	SS 5.3.3.a Explain how physical processes shape the United States' features and patterns (e.g., weathering, erosion, plate tectonics and internal forces and climate)	SS 8.3.3.a Compare and contrast various biomes/climates (e.g., rainforest, grasslands, forests)	SS 12.3.3.a Identify and explain components of Earth's physical system (i.e., atmosphere, lithosphere, biosphere, and hydrosphere)
	SS 4.3.3.b Identify examples of ecosystems located in Nebraska (e.g., forests, wetlands, grasslands, and rivers located in Nebraska)	SS 5.3.3.b Identify examples of ecosystems located in the United States (e.g., forests, deserts, grasslands)	SS 8.3.3.b Analyze the impact of natural events on biomes, climates and wind and water systems (e.g., rivers/floods/precipitation/drought)	SS 12.3.3.b Explain plate tectonics/continental drift and predict changes over time to the earth's land and oceans
	Begins in Grades 6-8	Begins in Grades 6-8	SS 8.3.3.c Use physical processes to explain patterns in the physical environment (e.g., volcanoes creating islands, faulting changing mountains, glaciation creating the Great Lakes)	SS 12.3.3.c Identify and explain world patterns of extreme events
	Begins in High School	Begins in High School	Begins in High School	SS 12.3.3.d Identify and explain global ocean and atmospheric systems
	Begins in High School	Begins in High School	Begins in High School	SS 12.3.3.e Compare and contrast world climate regions
Human Systems	SS 4.3.4 Students will compare and contrast the characteristics of culture statewide.	SS 5.3.4 Students will compare, contrast and draw conclusions about the characteristics of culture and migration in the United States.	SS 8.3.4 Students will analyze and interpret patterns of culture around the world.	SS 12.3.4 Students will analyze and interpret patterns of culture around the world.
	SS 4.3.4.a Compare and contrast patterns of culture within the state of Nebraska (e.g., language, religion, food)	SS 5.3.4.a Compare and contrast patterns of culture within the United States (e.g., language, religion, food)	SS 8.3.4.a Compare and contrast characteristics of groups of people/settlements (e.g., population density, distribution and growth, migration patterns, diffusion of people, places, and ideas, westward expansion of immigrants, Homestead Act)	SS 12.3.4.a Distinguish population characteristics by world regions, country, and regions within countries (e.g., demographic transition, fertility, mortality, migration rates, population pyramids)

Geography

	Grade 4	Grade 5	Grades 6-8	High School
Human Systems	SS 4.3.4.b Compare and contrast population characteristics of the state of Nebraska (e.g., density, distribution, growth rates)	SS 5.3.4.b Compare and contrast population characteristics of the United States (e.g., density, distribution, growth rates)	SS 8.3.4.b Analyze purpose of population centers, (e.g., function of cities as providers of goods and services, economic activities and interdependence, trade and transportation)	SS 12.3.4.b Analyze the push and pull factors (economic, political, and cultural) driving human migration and the impacts on the source regions and destinations (e.g., the impact of migration to North America, South America, Australia and New Zealand)
	Begins in Grade 5	SS 5.3.4.c Compare and contrast historical and present day migrations to and within the United States	SS 8.3.4.c Analyze and explain components and diffusion of cultures (e.g., religion-spread of various belief systems, popular culture, spread of fast food chains, language-spread of English, technology-adoption of agricultural advancements, railroads, people as carriers and physical and cultural barriers, expansion and relocation, hierarchical-expansion diffusion of fashion from Paris and London to Nebraska communities,)	SS 12.3.4.c Compare and contrast changes in human settlement patterns over time
	Begins in High School	Begins in High School	Begins in High School	SS 12.3.4.d Compare and contrast internal structures of cities in developed and developing countries
	Begins in High School	Begins in High School	Begins in High School	SS 12.3.4.e Evaluate the spread of cultural traits to distinguish between convergence and divergence of cultures (e.g., convergence: spread of democratic ideas, patronage of chain coffee houses, introduction of fast food restaurants worldwide; divergence: restrictions on the change of local language)
	Begins in High School	Begins in High School	Begins in High School	SS 12.3.4.f Determine the level of development and standard of living in nations using economic, social, and demographic indicators (e.g., gross domestic product per capita, life expectancy, literacy, infant mortality)
	Begins in High School	Begins in High School	Begins in High School	

Geography

	Grade 4	Grade 5	Grades 6-8	High School
Human Systems	Begins in High School	Begins in High School	Begins in High School	SS 12.3.4.g Evaluate the benefits and challenges of globalization (e.g., regional specialization, trade, multinational businesses, pandemics, loss of local cultures)
	Begins in High School	Begins in High School	Begins in High School	SS 12.3.4.h Identify and analyze patterns of power and influence of sovereign nations and organized nation groups (e.g., NATO, United Nations, European Union)
	Begins in High School	Begins in High School	Begins in High School	SS 12.3.4.i Identify and explain the factors that contribute to cooperation and conflict within and between countries.
Human/Environment Interaction	SS 4.3.5 Students will identify how humans have adapted to and modified different environments in Nebraska.	SS 5.3.5 Students will describe how humans have adapted to and modified different environments in Early American history.	SS 8.3.5 Students will analyze how humans have adapted to different physical environments.	SS 12.3.5 Students will evaluate interrelationships between people and the environment.
	SS 4.3.5.a Describe the impact of extreme natural events in Nebraska (e.g., tornadoes, floods, dust storm, insect infestation) on the human and physical environment	SS 5.3.5.a Describe the impact of extreme natural events in Early United States History on the human and physical environment (e.g., blizzards, floods, drought)	SS 8.3.5.a Describe the impact of extreme natural events on the human and physical environment globally (e.g., earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides)	SS 12.3.5.a Analyze the consequences of extreme weather and other natural disasters such as El Nino, floods, tsunamis, droughts, and volcanoes
	SS 4.3.5.b Describe how humans have adapted to and modified Nebraska's physical environment (e.g., progression of home construction materials from sod, timber, bricks and concrete; Homestead Act opened the prairie for agriculture; irrigation; Arbor Day; introduction of trees; rangeland management; soil conservation)	SS 5.3.5.b Describe how humans have utilized natural resources in the United States (e.g., construction of dams, Transcontinental RR, Erie Canal, National Road, land use changes from prairie and forests to agriculture and ranching)	SS 8.3.5.b Identify and evaluate how humans utilize the physical environment (e.g., irrigation, levees, terraces, fertile soils, mechanized agriculture, changes in land use)	SS 12.3.5.b Evaluate ways that humans depend on, adapt to, and modify the physical environment (e.g., agriculture, water supply, raw materials for economic development, land use practices, the use of technology to overcome climate, terrain, distances, and resource availability)
	SS 4.3.5.c Classify resources as renewable or nonrenewable resources	Mastered	Mastered	Mastered

Geography

	Grade 4	Grade 5	Grades 6-8	High School
Human/Environment Interaction	SS 4.3.5.d Describe environmental issues in Nebraska (e.g., soil conservation, water stewardship, contour farming, minimum tillage, air quality, solid waste)	SS 5.3.5.c Analyze issues related to the natural setting in Early America (e.g., access to water, construction materials, and raw materials for daily living and economic development; impact of climate and terrain on living conditions and movement of people goods and services)	SS 8.3.5.c Analyze issues related to the physical environment globally (e.g., water supply, air quality in cities, solid waste disposal, availability of arable land)	SS 12.3.5.c Evaluate successful solutions and problems related to the physical environment from a geographical perspective (e.g., the role of irrigation, contour farming and hybrid seeds in expansion of agriculture in the Midwest; the role of air conditioning in the industrialization of the South; recent global climate change theories, and evidence that supports and refutes such theories)
	Begins in Grade 5	SS 5.3.5.d Examine patterns of resource distribution and utilization in Early America (e.g., fisheries, forests, agricultural development, early manufacturing regions)	SS 8.3.5.d Examine world patterns of resource distribution and utilization (e.g., major source regions for coal, iron ore, oil, natural gas, and the major industrial regions in which they are utilized)	SS 12.3.5.d Investigate the role of technology in the supply of, and substitution for, natural resources (e.g., PVC replacing copper pipes, synthetics for natural rubber, horizontal drilling, fracking, and the use of tar sands in oil recovery)
	SS 4.3.5.e Describe human adaptations to the physical environment. (e.g., use of air conditioning, irrigation, agricultural activities)	SS 5.3.5.e Describe human adaptations to the physical environment. (e.g., use of air conditioning, irrigation, agricultural activities, soil testing, erosion control)	SS 8.3.5.e Identify and evaluate human adaptations to the environment from the local to the international levels (e.g., clothing, sewage systems, transportation systems, natural disasters, scarcity of resources)	SS 12.3.5.e Analyze the impacts of technological innovations in shaping human interaction on the physical environment (e.g., agriculture, air conditioning, desalinization)

Geography

	Grade 4	Grade 5	Grades 6-8	High School
Application of Geography to Issues and Events	SS 4.3.6 Students will use geographic skills to make connections to issues and events.	SS 5.3.6 Students will use geographic skills to interpret issues and events.	SS 8.3.6 Students will analyze issues and/or events using geographic knowledge and skills to make informed decisions.	SS 12.3.6 Students will analyze issues and/or events using the geographic knowledge and skills to make informed decisions.
	SS 4.3.6.a Identify how changes in human and physical geography have shaped Nebraska. (e.g., map major tornado paths, blizzards, floods, or droughts; how the construction of the Transcontinental Railroad and Interstate Highway system have impacted the way Nebraskans live)	SS 5.3.6.a Explain the influences of physical and human geographic features on historical events in the United States (e.g., railroads building along river valley floodplains, building the Erie Canal to connect the East Coast with the Great Lakes, migrating through the Cumberland Gap into the Kentucky bluegrass region)	SS 8.3.6.a Analyze the physical or human geographic factors explaining the spatial pattern of world events. (e.g., water scarcity and conflict in the Middle East, contrasting demographic trends in developed and developing countries)	SS 12.3.6.a Apply geographic knowledge and skills (e.g., ask geographic questions, acquire, analyze, and present geographic information)
	SS 4.3.6.b Identify questions that help explain the interrelationships of human or physical geographic characteristics of places (e.g., A community is located on a river floodplain with fertile soil and water for transportation, irrigation, and human consumption)	SS 5.3.6.b Analyze aspects of human and physical geography that have shaped the settlement and development of Early America, latitude and longitude in the role of early navigation (e.g., groundwater and irrigation, westward expansion of European immigrants, seeds, fertile soils, agriculture, transportation systems, water power)	SS 8.3.6.b Describe and analyze the role of geographic factors in determining the spatial arrangement of humans and their activity (e.g., geographic concentration of manufacturing, banking, or high tech industries; urbanization; availability of arable land, water and suitable climate for farming; access to resources for development, surveying, mapping, public land survey system, drawing of state and county boundaries)	SS 12.3.6.b Identify and evaluate how geographic knowledge and geographic techniques are applied to improve our lives or solve problems (e.g., use global information systems (GIS), global positioning systems (GPS), satellite images, and maps to find the best location for a new store, identify potential customers, or determine the optimum usage of irrigation and fertilizers, mapping cases of cholera to determine that city water supply was contaminated)

History

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

Chronological Thinking	Kindergarten (Self)	Grade 1 (Family)	Grade 2 (Neighborhood)	Grade 3 (Community)
	SS 0.4.1 Students will identify chronological relationships and patterns.	SS 1.4.1 Students will describe chronological relationships and patterns.	SS 2.4.1 Students will describe and apply chronological relationships and patterns.	SS 3.4.1 Students will describe and analyze chronological relationships and patterns.
	SS 0.4.1.a Identify concepts of time and chronology (e.g., yesterday, today, tomorrow)	SS 1.4.1.a Identify concepts of time and chronology (e.g., past, present, future; calendar weeks)	SS 2.4.1.a Identify concepts of time and chronology (e.g., past, present, future, months, years)	SS 3.4.1.a Describe concepts of time and chronology (e.g., annual, biannual, decades, centuries, millennia)
	SS. 0.4.1.b Read dates on a calendar.	SS. 1.4.1.b Read dates on a calendar. (e.g., fourth day of week, number of Fridays in a month, etc.)	SS. 2.4.1.b Identify calendar time in years.	SS. 3.4.1.b Identify calendar time in years, decades, centuries, and millennia.
	SS 0.4.1.c List personal events over time; (e.g., daily schedule, timelines)	SS 1.4.1.c List and describe life events over time; (e.g., weekly, monthly, yearly, seasonal happenings utilizing a graphic organizer)	SS 2.4.1.c List and describe neighborhood events over time (e.g., weekly, monthly, yearly, seasonal happenings utilizing a graphic organizer)	SS 3.4.1.c List and describe community events over time (e.g., weekly, monthly, yearly, seasonal happenings utilizing a graphic organizer)
	SS 0.4.1.d Identify the chronology of personal events and their impact.	SS 1.4.1.d Identify the chronology of family events and their impact	SS 2.4.1.d Describe how individuals, events, and ideas have changed neighborhoods, past and present (e.g., Building a new school, park)	SS 3.4.1.d Describe how individuals, events, and ideas have changed communities past and present

History

K-12 History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.				
Chronological Thinking	Grade 4 (Nebraska)	Grade 5 (United States: First Americans to the Constitution)	Grades 6-8 (United States: Colonial America to the Progressive Era)	Grades 6-8 (World: Beginnings to 1000 CE)
	SS 4.4.1 Students will examine chronological relationships and patterns, and describe the connections among them.	SS 5.4.1 Students will examine chronological relationships and patterns, and describe the connections among them.	SS 8.4.1 (US) Students will analyze how major past and current US events are chronologically connected, and evaluate their impact(s) upon one another.	SS 8.4.1 (WLD) Students will analyze how major past and current world events are chronologically connected, and evaluate their impact(s) upon one another.
	SS 4.4.1.a Apply concepts of time and chronology (e.g., annual, biannual, decades, centuries, millennia)	SS 5.4.1.a Describe concepts of time and chronology (e.g., BC, BCE, AD, CE and eras)	SS 8.4.1.a (US) Describe concepts of time and chronology (e.g., Three Worlds Meet, Colonial America, Establishing a Nation, Expansion and Reform, Civil War & Reconstruction, Industrialization)	SS 8.4.1.a (WLD) Describe concepts of time and chronology (e.g., Early Civilizations & Rise of Pastoral People 4000-1000 BCE, Rise of Giant Empires & Major Religions 1000-300CE, Expanding Zones of Exchange and Encounter 300-1000 CE)
	SS. 4.4.1.b Differentiate amongst years, decades, centuries, and millennia.	Mastered	Mastered	Mastered
	SS 4.4.1.c Select and record key state and/or regional events in chronological order (e.g., timelines)	SS 5.4.1.b Select and record key national events in chronological order (e.g., timelines)	SS 8.4.1.b (US) Classify key national events in chronological order (e.g., timelines with eras and selected key events)	SS 8.4.1.b (WLD) Classify key global events in chronological order (e.g., timelines with eras and selected key events)
	SS 4.4.1.d Examine the chronology of historical events in Nebraska and their impact on the past, present, and future	SS 5.4.1.c Examine the chronology of historical events in the United States and their impact on the past, present, and future	SS 8.4.1.c (US) Examine the chronology of historical events in the United States analyze their impact on the past, present, and future	SS 8.4.1.c (WLD) Examine the chronology of historical events throughout the world to analyze their impact on the past, present, and future

History

Chronological Thinking	K-12 History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.	
	High School (United States: Progressive Era to Present)	High School (World: 1000 CE to Present)
	SS 12.4.1 (US) Students will analyze how major past and current US events are chronologically connected, and evaluate their impact(s) upon one another.	SS 12.4.1 Students will analyze how major past and current world events are chronologically connected, and evaluate their impact(s) upon one another.
	SS 12.4.1.a (US) Describe concepts of time and chronology (e.g., Progressive Era, Expansion, World War I, The Depression, The New Deal, World War II, Cold War, Civil Rights Era, Space Exploration, Economic Boom and Recessions, Contemporary United States)	SS 12.4.1.a (WLD) Describe concepts of time and chronology (e.g., Middle Ages, Global Interaction, Age of Revolutions, Global Conflict and Achievement, Contemporary World)
	Mastered	Mastered
	SS 12.4.1.b (US) Select, record, and interpret key national and global events in chronological order (e.g., timelines with eras and selected key event)	SS 12.4.1.b (WLD) Select, record, and interpret key global events in chronological order (e.g., timelines with eras and selected key event)
SS 12.4.1.c (US) Examine the chronology of historical events in the United States and throughout the world to evaluate their impact on the past, present, and future	SS 12.4.1.c (WLD) Examine the chronology of historical events throughout the world to evaluate their impact on the past, present, and future	

History

	Kindergarten	Grade 1	Grade 2	Grade 3
Historical Comprehension	SS 0.4.2 Students will identify historical people, events, ideas, and symbols.	SS 1.4.2 Students will identify historical people, events, ideas, and symbols.	SS 2.4.2 Students will describe the development of people, events, ideas, and symbols over time.	SS 3.4.2 Students will describe the development of people, events, ideas, and symbols over time using multiple types of sources.
	SS 0.4.2.a Identify the contributions of historical people and the impact of symbols, including various cultures and ethnic groups (e.g., George Washington, American flag, picture and name of current president)	SS 1.4.2.a Identify the contributions of historical people and the impact of symbols, including various cultures and ethnic groups (e.g., Abraham Lincoln, Martin Luther King, Jr., Standing Bear, American Bald Eagle, Statue of Liberty)	SS 2.4.2.a Describe historical people, events, ideas, and symbols, including various cultures and ethnic groups (e.g., Native Americans, colonists, local cultural figures, Uncle Sam, patriotism, the White House, Independence Day)	SS 3.4.2.a Describe the role of historical people, events, ideas, and symbols, including various cultures and ethnic groups (e.g., local cultural figures, landmarks, celebrations, and cultural events)

History

	Grade 4	Grade 5	Grades 6-8	Grades 6-8
Historical Comprehension	SS 4.4.2 Students will describe and explain the relationships among people, events, ideas, and symbols over time using multiple types of sources.	SS 5.4.2 Students will demonstrate an understanding of the impact of people, events, ideas, and symbols upon US history using multiple types of sources.	SS 8.4.2 (US) Students will analyze the impact of people, events, ideas, and symbols upon US history using multiple types of sources.	SS 8.4.2 (WLD) Students will analyze the impact of people, events, ideas, and symbols upon world history using multiple types of sources.
	SS 4.4.2.a Describe and explain the relationships among historical people, events, ideas, and symbols, including various cultures and ethnic groups, in Nebraska by era (e.g., Native Americans on the Plains: Pawnee, Omaha, Lakota, Ponca; Explorers: Lewis and Clark, Hiram Scott, Stephen Long, John C. Fremont; Traders: Manuel Lisa, James Bordeaux; Missionaries: Moses Merrill, Father DeSmet; Westward Expansion: John Brown, Daniel Freeman, Arbor Day, J. Sterling Morton; Statehood: Standing Bear, William Jennings Bryan; 20th Century Nebraska: Mildred Brown, Willa Cather, Father Flanagan, George Norris; The Dust Bowl, state symbols)	SS 5.4.2.a Demonstrate an understanding of the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, by era (e.g., Early America/Exploration: American Indian empires in Mesoamerica, the Southwest, and the Mississippi Valley, Coronado, DeSoto, LaSalle; Colonization and Rise of Democratic Institutions: Spanish Missions, French and Indian War: Chief Pontiac; Establishing a Nation: Revolutionary War; Founders and Founding Documents: unique nature of the creation and organization of the American Government, the United States as an exceptional nation based upon personal freedom, the inherent nature of citizens' rights, and democratic ideals, Benjamin Franklin, Thomas Jefferson, and other historical figures, patriotism, national symbols)	SS 8.4.2.a (US) Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history in the United States by era (e.g., Establishing a Nation: Revolutionary War: Founders and Founding Documents: unique nature of the creation and organization of the American Government, the United States as an exceptional nation based upon personal freedom, the inherent nature of citizens' rights, and democratic ideals, George Washington, Benjamin Franklin, Thomas Jefferson, and other historical figures, patriotism, national symbols; Expansion and Reform: land acquisition, Manifest Destiny, Standing Bear, Indian Removal Acts; Civil War/Reconstruction: Dred Scott, secession, acts and legislations, Civil War leaders; Industrialism: rise of corporations, growth of organized labor, assembly line, immigration; Transportation and Technology: Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, Orville and Wilbur Wright)	SS 8.4.2.a (WLD) Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history throughout the world by era (e.g., Early Societies and Civilizations: culture prior to urbanization, Chavin, Toltecs, River Valley Civilizations and the development of agriculture, Songhai, Mali, Mesoamerica, Gupta Empire; Ancient and Classical Empires and Major Religions: Chinese and Japanese Dynasties, Greco-Roman Empires, Incas, Mayas, Aztecs, Hinduism, Taoism, Buddhism, Judaism, Christianity, Islam; Expanding Zones of Exchange and Encounter: Silk Road (World Studies might also include: Ancient Civilizations of the Americas, Europe, Asia, and Africa)

History

Historical Comprehension	High School	High School
	<p>SS 12.4.2 (US) Students will analyze and evaluate the impact of people, events, ideas, and symbols upon US history using multiple types of sources.</p>	<p>SS 12.4.2 (WLD) Students will analyze and evaluate the impact of people, events, ideas, and symbols upon world history using multiple types of sources.</p>
<p>SS 12.4.2.a (US) Analyze and evaluate the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history in the United States (e.g., unique nature of the creation and organization of the American Government, the United States as an exceptional nation based upon personal freedom, the inherent nature of citizens' rights, and democratic ideals; Progressive Era: Teddy Roosevelt, <i>The Jungle</i>, Elizabeth Cady Stanton, suffrage; World War I: Woodrow Wilson, League of Nations, Harlem Renaissance, Jazz, Prohibition, The Depression: Franklin Delano Roosevelt; World War II: Dwight Eisenhower, internment camps, Holocaust; Cold War: Marshall Plan, John F. Kennedy, Eleanor Roosevelt, Korea, Vietnam, Ronald Reagan; Civil Rights Era: Martin Luther King, Jr., Malcolm X, NAACP, AIM, Cesar Chavez, Supreme Court decisions such as Brown v. Board of Education, key legislation; Contemporary United States: patriotism, Watergate, Sandra Day O'Connor, Clarence Thomas, fall of the Berlin Wall, Colin Powell, 9/11, Steve Jobs, Bill Gates)</p>	<p>SS 12.4.2.a (WLD) Analyze and evaluate the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history throughout the world (e.g., Middle Ages: Charlemagne, Reformation, Mongol Empire, Renaissance; Global Interaction: Columbian Exchange; Trans-Atlantic Slave Trade, Montezuma; Age of Revolutions: French Revolution, Industrial Revolution, Simon Bolivar; Global Conflict and Achievement: Imperialism, World War I; World War II, Holocaust, failure of Nazism/Fascism, Einstein, Cold War; Contemporary World: Decolonization, fall of Communism, Democracy Movements, Mohandas Gandhi, Nelson Mandela, globalization)</p>	

History

	Kindergarten	Grade 1	Grade 2	Grade 3
Historical Comprehension	SS 0.4.2.b Differentiate between stories from the present and the past.	SS 1.4.2.b Describe how objects including books, letters, and other artifacts help us to understand the past	SS 2.4.2.b Describe how their neighborhood has changed over the course of time using maps and other artifacts	SS 3.4.2.b Describe how their community has changed over the course of time using maps and other artifacts
	Begins in Grade 3	Begins in Grade 3	Begins in Grade 3	SS 3.4.2.c Describe primary and secondary sources
Multiple Perspectives	SS 0.4.3 Students will recognize different perspectives of events.	SS 1.4.3 Students will identify multiple perspectives of events.	SS 2.4.3 Students will identify multiple perspectives of events.	SS 3.4.3 Students will describe multiple perspectives of events.
	SS 0.4.3.a Understand that two people can tell a story about the same event and share different details (e.g., Events that occurred on the playground)	SS 1.4.3.a Use more than one source to gather details about the same event (e.g., holiday celebrations)	SS 2.4.3.a Use more than one source to gather details about the same event (e.g., school/neighborhood events)	SS 3.4.3.a Compare and contrast how various sources relate their perspective of history (e.g., community events)
	Begins in Grade 4	Begins in Grade 4	Begins in Grade 4	Begins in Grade 4

History

	Grade 4	Grade 5	Grades 6-8	Grades 6-8
Historical Comprehension	SS 4.4.2.b Describe how Nebraska and the Great Plains Region have changed over the course of time using maps, documents, and other artifacts (e.g., impact of Civil War/Reconstruction, growth/development of cattle and agricultural industries, railroads, effects upon American Indian life, loss of buffalo)	SS 5.4.2.b Describe how the United States and its neighbors in the Western Hemisphere have changed over the course of time using maps, documents, and other artifacts	SS 8.4.2.b (US) Analyze how the United States has changed over the course of time, using maps, documents, and other artifacts	SS 8.4.2.b (WLD) Analyze how global civilizations have changed over the course of time, using maps, documents, and other artifacts
	SS 4.4.2.c Differentiate between primary and secondary sources	SS 5.4.2.c Describe the appropriate uses of primary and secondary sources	SS 8.4.2.c (US) Analyze the appropriate uses of primary and secondary sources	SS 8.4.2.c (WLD) Analyze the appropriate uses of primary and secondary sources
Multiple Perspectives	SS 4.4.3 Students will describe and explain multiple perspectives of historical events.	SS 5.4.3 Students will describe and explain multiple perspectives of historical events.	SS 8.4.3 (US) Students will analyze and interpret historical and current events from multiple perspectives.	SS 8.4.3 (WLD) Students will analyze and interpret historical and current events from multiple perspectives.
	SS 4.4.3.a Distinguish how various sources relate their perspectives of Nebraska history (e.g., The death of Crazy Horse)	SS 5.4.3.a Describe how multiple perspectives facilitate the understanding of the full story of US history (e.g., The events surrounding the Boston Massacre, Indian Removal)	SS 8.4.3.a (US) Analyze and interpret how multiple perspectives facilitate the understanding of the full story of US history (e.g., Dawes Act, Chinese Exclusion Act, Treaty of Guadalupe Hidalgo, The Emancipation Proclamation, Organized Labor, Women's Suffrage)	SS 8.4.3.a (WLD) Analyze and interpret how multiple perspectives facilitate the understanding of the full story of world history (e.g., Chinese Foot Binding, Three Gorges Dam, Caste System, Alexander the Great, Latin American Revolutions, Division of Pakistan, Blood Diamonds)
	SS 4.4.3.b Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., The Homestead Act, Oregon Trail diaries, military journal of Ponca Removal)	SS 5.4.3.b Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., Court records of the Boston Massacre, The Declaration of Independence, The Constitution, historical biographies, oral histories)	SS 8.4.3.b (US) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., The Bill of Rights, slavery, Gettysburg Address, The New Colossus Poem, images, political cartoons, photographs, newspapers)	SS 8.4.3.b (WLD) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., Confucius Analects, Code of Hammurabi, slavery, Mandate of Heaven, Conference of Berlin, images and videos - Terracotta Soldiers, Untouchables, foot binding)

History

	High School	High School
Historical Comprehension	SS 12.4.2.b (US) Analyze and evaluate how the United States has changed over the course of time, using maps, documents, and other artifacts	SS 12.4.2.b (WLD) Analyze and evaluate how global civilizations have changed over the course of time, using maps, documents, and other artifacts
	SS 12.4.2.c (US) Analyze and evaluate the appropriate uses of primary and secondary sources	SS 12.4.2.c (WLD) Analyze and evaluate the appropriate uses of primary and secondary sources
Multiple Perspectives	SS 12.4.3 (US) Students will analyze and evaluate historical and current events from multiple perspectives.	SS 12.4.3 (WLD) Students will analyze and evaluate historical and current events from multiple perspectives.
	SS 12.4.3.a (US) Analyze and evaluate how multiple perspectives facilitate the understanding of the full story of US history (e.g., Immigration, early 20th Century African American leaders, World Wars, international trade agreements, women's rights)	SS 12.4.3.a (WLD) Analyze and evaluate how multiple perspectives facilitate the understanding of the full story of world history (e.g., the Crusades, nationalism, imperialism, apartheid, Arab/Israeli conflicts)
	SS 12.4.3.b (US) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., Equal Rights Amendment, Martin Luther King, Jr.'s "I Have a Dream" speech, Franklin Delano Roosevelt's Declaration of War speech, the Pentagon Papers)	SS 12.4.3.b (WLD) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., Magna Carta, Narrative of the Life of Olaudah Equiano, Lin Zexu's letter to Queen Victoria preceding the Opium War, Nuremberg Laws)

History

	Kindergarten	Grade 1	Grade 2	Grade 3
Historical Analysis and Interpretation	SS 0.4.4 Students will recognize past and current events, issues, and problems.	SS 1.4.4 Students will identify past and current events, issues, and problems.	SS 2.4.4 Students will identify past and current events, issues, and problems.	SS 3.4.4 Students will identify past and current events, issues, and problems.
	Begins at Grade 3	Begins at Grade 3	Begins at Grade 3	SS 3.4.4.a Examine sources on community history through determination of credibility, contextualization, and corroboration
	Begins at Grade 3	Begins at Grade 3	Begins at Grade 3	SS 3.4.4.b Describe alternative courses of action in community history (e.g., <i>How are transportation routes determined?</i>)
	SS 0.4.4.a Describe how people's actions affect others (e.g., <i>Why must we take turns?</i>)	SS 1.4.4.a Describe how people's actions affect others (e.g., <i>Why did our family move here?</i>)	SS 2.4.4.a Identify how decisions affected events in the neighborhood (e.g., <i>Why was a park built in a particular spot?</i>)	SS 3.4.4.c Describe how decisions affected events in the community (e.g., election of local officials; zoning laws)
	Begins in Grade 4	Begins in Grade 4	Begins in Grade 4	SS 3.4.4.d Describe the cause and effect relationships among key events in history (e.g., founding of the community, settlement of the area)
	Begins in Grade 2	Begins in Grade 2	SS 2.4.4.b Describe the relationships among personal and historical events (i.e., current events)	SS 3.4.4.e Describe the relationships among historical events in the students' community and the students' lives today (i.e., current events)

History

	Grade 4	Grade 5	Grades 6-8	Grades 6-8
Historical Analysis and Interpretation	SS 4.4.4 Students will analyze past and current events, issues, and problems.	SS 5.4.4 Students will analyze past and current events, issues, and problems.	SS 8.4.4 (US) Students will identify causes of past and current events, issues, and problems.	SS 8.4.4 (WLD) Students will identify causes of past and current events, issues, and problems.
	SS 4.4.4.a Analyze sources on Nebraska History through determination of credibility, contextualization, and corroboration	SS 5.4.4.a Analyze sources on Early American History through determination of credibility, contextualization, and corroboration	SS 8.4.4.a (US) Analyze sources on Nineteenth-Century American History through determination of credibility, contextualization, and corroboration	SS 8.4.4.a (WLD) Analyze sources on Early World History through determination of credibility, contextualization, and corroboration
	SS 4.4.4.b Explain alternative courses of action in Nebraska history (e.g., <i>Why are cities chosen as state capitals/county seats? How are county borders determined?</i>)	SS 5.4.4.b Examine alternative courses of action in United States history (e.g., <i>What were the causes of the American Revolution?</i>)	SS 8.4.4.b (US) Evaluate alternative courses of action in United States history (e.g., <i>Why and how was land acquired?</i>)	SS 8.4.4.b (WLD) Evaluate alternative courses of action in world history (e.g., <i>How were ideas and products diffused to other regions?</i>)
	SS 4.4.4.c Describe how decisions affected events in Nebraska (e.g., Laws passed by the Unicameral)	SS 5.4.4.c Identify how decisions affected events in the United States (e.g., secession of the American Colonies from Britain)	SS 8.4.4.c (US) Analyze how decisions affected events in the United States (e.g., Supreme Court decisions, immigration, declaration of war)	SS 8.4.4.c (WLD) Analyze how decisions affected events across the globe (e.g., migrations, declarations of war, treaties, alliances)
	SS 4.4.4.d Describe the cause and effect relationships among key events in history (e.g. Kansas-Nebraska Act, Statehood Day, Homestead Act, Ponca Trail of Tears)	SS 5.4.4.d Describe the cause and effect relationships among key events in history (e.g., Revolutionary War, founding of the United States)	SS 8.4.4.d (US) Identify and analyze multiple causes and effects upon key events in US history (e.g., Antebellum, Kansas-Nebraska Act, Civil War/Reconstruction, Wounded Knee Massacre)	SS 8.4.4.d (WLD) Identify and analyze multiple causes and effects upon key events in world history (e.g. Fall of Roman Empire, Fall of Mayan Civilization, Unification of China, Boxer Rebellion)
	SS 4.4.4.e Describe the relationships among historical events in Nebraska and the students' lives today (i.e., current events)	SS 5.4.4.e Describe the relationships among historical events in the United States and the students' lives today (i.e., current events)	SS 8.4.4.e (US) Analyze the relationships among historical events in the United States and the students' lives today (i.e., current events)	SS 8.4.4.e (WLD) Analyze the relationships among historical events across the globe and the students' lives today (i.e., current events)

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Historical Analysis and Interpretation	High School	High School
	SS 12.4.4 (US) Students will identify and evaluate the effects of past, current, and potential future events, issues, and problems.	SS 12.4.4 (WLD) Students will identify and evaluate the effects of past, current, and potential future events, issues, and problems.
	SS 12.4.4.a (US) Compare and evaluate contradictory historical narratives of Twentieth-Century U.S. History through determination of credibility, contextualization, and corroboration	SS 12.4.4.a (WLD) Compare and evaluate contradictory historical narratives of Modern World History through determination of credibility, contextualization, and corroboration
	SS 12.4.4.b (US) Evaluate and formulate a position on alternative courses of action in United States and around the globe (e.g., <i>What are the possible outcomes of peace treaties?</i>)	SS 12.4.4.b (WLD) Evaluate and formulate a position on alternative courses of action in United States and around the globe (e.g., <i>How does conflict impact political borders?</i>)
	SS 12.4.4.c (US) Evaluate how decisions affected events in the United States (e.g., Supreme Court Decisions, revolutions, alliances, treaties)	SS 12.4.4.c (WLD) Evaluate how decisions affected events across the world (e.g., revolutions, alliances, treaties)
	SS 12.4.4.d (US) Analyze and evaluate multiple causes and effects of key events in US history (e.g., World Wars I and II, Korean Conflict, Cuban Missile Crisis, assassination of political leaders, Vietnam Conflict, Middle East Peace Efforts, 9/11 and other acts of terrorism)	SS 12.4.4.d (WLD) Analyze and evaluate multiple causes and effects of key events in world history (e.g., Black Death, Ming exploration, Industrial Revolution, totalitarianism, acts of terrorism)
	SS 12.4.4.e (US) Evaluate the relationships among historical events in the United States and the students' lives today (i.e., current events)	SS 12.4.4.e (WLD) Evaluate the relationships among historical events across the globe and the students' lives today (i.e., current events)

History

	Kindergarten	Grade 1	Grade 2	Grade 3
Historical Research Skills	SS 0.4.5 Students will develop historical research skills.	SS 1.4.5 Students will develop historical research skills.	SS 2.4.5 Students will develop historical research skills.	SS 3.4.5 Students will develop historical research skills.
	SS.0.4.5.a Develop questions about their personal history	SS 1.4.5.a Develop questions about their family history	SS 2.4.5.a Develop questions about their neighborhood history	SS 3.4.5.a Develop questions about their community history
	SS 0.4.5.b Identify and cite appropriate sources for researching their personal history (e.g., <i>"My grandma gave me this picture."</i>)	SS 1.4.5.b Identify and cite appropriate sources for research (e.g., identifying the title and author of the book from which they took information)	SS 2.4.5.b Identify, obtain, and cite appropriate sources for research (e.g., identifying titles and authors of books from which they took information)	SS 3.4.5.b Identify, obtain, and cite appropriate sources for research about the local community (e.g., identifying the resources from which they took information)
	SS 0.4.5.c Gather historical information about their lives (e.g., have a conversation with a family member)	SS 1.4.5.c Gather historical information about their family (e.g., have a conversation with a family member)	SS 2.4.5.c Gather historical information about their neighborhood (e.g., ask questions of a guest speaker in the classroom)	SS 3.4.5.c Gather historical information about their community (e.g., interview a community member, find community resources)
	SS 0.4.5.d Present historical information about their lives (e.g., pictures, posters, and oral narratives)	SS 1.4.5.d Present historical information about their family (e.g., pictures, posters, oral/written narratives)	SS 2.4.5.d Present historical information about their neighborhood (e.g., pictures, posters, and oral/written narratives)	SS 3.4.5.d Present historical information about their community (e.g., pictures, posters, oral/written narratives, and electronic presentations)

History

	Grade 4	Grade 5	Grades 6-8	Grades 6-8
Historical Research Skills	SS 4.4.5 Students will develop historical research skills.	SS 5.4.5 Students will develop historical research skills.	SS 8.4.5 Students will develop historical research skills.	SS 8.4.5 Students will develop historical research skills.
	SS 4.4.5.a Develop questions about Nebraska history	SS 5.4.5.a Develop questions about United States history	SS 8.4.5.a (US) Develop questions about United States history	SS 8.4.5.a (WLD) Develop questions about world history
	SS 4.4.5.b Identify, obtain, and cite appropriate sources for research about Nebraska, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format)	SS 5.4.5.b Identify, obtain, and cite appropriate sources for research about Early U.S. History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format)	SS 8.4.5.b Obtain, analyze and cite appropriate sources for research about Nineteenth-Century U.S. History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format)	SS 8.4.5.b (WLD) Obtain, analyze and cite appropriate sources for research about Early World History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format)
	SS 4.4.5.c Gather historical information about Nebraska (e.g., document archives, newspapers, interviews)	SS 5.4.5.c Gather historical information about the United States (e.g., document archives, newspapers, interviews)	SS 8.4.5.c (US) Gather historical information about the United States (e.g., document archives, artifacts, newspapers, interviews)	SS 8.4.5.c (WLD) Gather historical information about other nations (e.g., document archives, artifacts, newspapers, interviews)
	SS 4.4.5.d Present historical information about Nebraska (e.g., pictures, posters, oral/written narratives, and electronic presentations)	SS 5.4.5.d Present historical information about the United States (e.g., pictures, posters, oral/written narratives, and electronic presentations)	SS 8.4.5.d (US) Present an analysis of historical information about the United States (e.g., pictures, posters, oral/written narratives, and electronic presentations)	SS 8.4.5.d (WLD) Present an analysis of historical information about the world (e.g., pictures, posters, oral/written narratives, and electronic presentation)

History

Historical Research Skills	High School	High School
	SS 12.4.5 (US) Students will develop historical research skills.	SS 12.4.5 (WLD) Students will develop historical research skills.
	SS 12.4.5.a (US) Develop questions about United States history	SS 12.4.5.a (WLD) Develop questions about World history.
	SS 12.4.5.b (US) Obtain, analyze, evaluate, and cite appropriate sources for research about Twentieth-Century U.S. History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format.)	SS 12.4.5.b (WLD) Obtain, analyze, evaluate, and cite appropriate sources for research about Modern World History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format.)
	SS 12.4.5.c (US) Gather historical information about the United States (e.g., document archives, artifacts, newspapers, interviews)	SS 12.4.5.c (WLD) Gather historical information about the world (e.g., document archives, artifacts, newspapers, interviews)
	SS 12.4.5.d (US) Present an evaluation of historical information about the United States (e.g., pictures, posters, oral/written narratives, and electronic presentations)	SS 12.4.5.d (WLD) Present an evaluation of historical information about the world (e.g., pictures, posters, oral/written narratives, and electronic presentations)