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Nebraska Draft Social Studies Standards

Thank you for your interest in Nebraska's Social Studies Standards. This document contains an early draft of the proposed revised standards. The Department of Education is seeking public input early in the process which will be given to the writing committees as they continue their work.

The draft standards are currently organized by the areas of Civics, Economics, Geography, and History. As you look through the document, you will be able to see how the standards progress by grade level. The Social Studies Standards are defined for grades K, 1, 2, 3, 4, 5 with a grade span from 6-8 and a grade span from 9-12.

Within each set of drafts the standards are also organized by three levels of specificity:

- A broad K-12 overarching statement for each area (at the top of each draft)
- Grade Level Standards - which specify what students should know and be able to do at specific grade levels (bolded and in the shaded areas)
- Example indicators which further define what is meant by each grade level standard (bulleted)

Because of Nebraska's strong tradition of local control, you will not see specific classroom lessons or activities. Local school districts utilize the Nebraska Standards to develop their curriculum.

The Department will be taking input on this draft through a series of Citizen Input Sessions on April 25, 30, and May 1, 2012. If you are not able to attend a session, please send your input to nde.standardsinput@nebraska.gov by May 15 in order for it to be considered in the next draft.

There will also be other chances to provide input during an electronic survey as well as at a public hearing later in the process.

Civics K-5

K-12 Comprehensive Civics Standard: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and global levels.						
Concept	Grade Level Standards					
Forms and Functions of Governments	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Curricular Indicators	<p>Students will recognize the purpose of rules and the roles of authority figures.</p>	<p>Students will identify and explain the importance of leaders and team members within their neighborhood and school community.</p>	<p>Students will identify and explain the responsibilities and rights of citizens in society.</p>	<p>Students will identify and explain the structure, and function of their local governments.</p>	<p>Students will identify and explain the foundation, structure, and function of Nebraska's government.</p>	<p>Students will summarize the foundation, structure, and function of the United States government.</p>
	<ul style="list-style-type: none"> • Explain why rules are needed in family, school, and community (e.g., safety). • Identify the roles of authority figures in family and school. 	<ul style="list-style-type: none"> • Describe the responsibilities of leaders and team members. • Explain how rules reduce conflict and promote fairness. • Demonstrate the ability to be both a leader and team member. 	<ul style="list-style-type: none"> • Describe how individuals, groups, and communities manage conflict and promote justice. • Participate in rule setting and monitoring activities considering multiple points of view. • Describe election, voting and democracy. 	<ul style="list-style-type: none"> • Identify the origins, structure, and functions of local government. • Identify and explain a variety of roles leaders, citizens, and others play in local government. • Describe the impact of voting at the local level. 	<ul style="list-style-type: none"> • Describe the origin and function of Nebraska's unicameral government. • Identify and explain a variety of roles leaders, citizens, and others play in state government. • Explain the historical foundation and the events that led to the formation and structure of Nebraska's government (modeled from U.S. government, three branches of government). • Recognize the unicameral government as specific to Nebraska. • Describe the impact of voting at the state level. 	<ul style="list-style-type: none"> • Identify the principles of American democracy (e.g., Constitution and Bill of Rights). • Explain the historical foundation and the events that led to the formation of the United States constitutional government (e.g., early colonies, Declaration of Independence, and the Articles of Confederation) • Compare and contrast tribal forms of government, British monarchy, and early American colonial governments. • Describe and summarize how colonial and new states' governments affected groups within their population (e.g., citizens, slaves, foreigners, nobles, women, class systems, tribes). • Explain the origins, structure, and functions of the three branches of the United States. • Describe how the decisions of the national government affect local and state government. • Describe the impact of voting at the national level.

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Civic Participation	Students will demonstrate good citizenship through knowledge of expected behavior.	Students will understand characteristics of good citizenship as exemplified by historical figures, celebrating holidays, and recognizing patriotic symbols.	Students will participate in making decisions using democratic traditions based on established rules.	Students will understand the impact of individual and group decisions at a local level.	Students will investigate multiple perspectives on state issues and defend a position.	Students will apply democratic principles that are the foundation of the United States government systems to daily life.
Curricular Indicators	<ul style="list-style-type: none"> • Model citizenship skills (e.g., respect, courtesy, honesty). • Identify how rules may vary in different settings. 	<ul style="list-style-type: none"> • Identify national, community and local celebrations and holidays (e.g., Thanksgiving, Veteran’s Day, Martin Luther King Jr. Day). • Identify important historical figures. • Identify patriotic symbols and actions (e.g., U.S. Flag, Bald Eagle, Pledge of Allegiance). 	<ul style="list-style-type: none"> • Identify characteristics of good citizenship (e.g., establishing beliefs and justice, truth, equality, and responsibilities for the common good). • Describe ways in which you can take an active part to improve your family, school and community. • Identify civic responsibilities that are important to individuals and their communities. 	<ul style="list-style-type: none"> • Identify local leaders and the impact of their decisions. • Identify ways students can have an impact in their local community. • Identify and describe the importance of listening to the views of others and sharing personal views in a respectful manner. • Identify rights and responsibilities of local citizens (e.g., local public service projects). 	<ul style="list-style-type: none"> • Discuss how various individuals and groups (e.g., citizens, foreigners, women, class systems, minority groups, and tribes) influence the way an issue affecting the state is viewed and resolved. • Give examples of issues faced by the state and develop possible solutions. • Provide supportive arguments for both sides of a current public policy debate within the state. • Identify state symbols and holidays (e.g., Nebraska State Flag, Beautiful Nebraska, State Day, George Norris Day). • Identify rights and responsibilities of state citizens. (e.g., roadside cleanup). 	<ul style="list-style-type: none"> • Describe and provide sources and examples of individual rights • Explain the reasons for the settlement of the American colonies. • Define the process and criteria for becoming a United States citizen. • Give examples of group and individual actions that illustrate civic ideas in the founding of the United States (e.g., freedom, rules of law, equality, civility, cooperation, respect). • Analyze how cooperation and conflict among people contribute to political, economic and social events and situations in the United States. • Identify principles of U.S. democracy found in the U.S. Constitution and Bill of Rights. • Describe how national government affects local and state government. • Participate in patriotic activities (e.g., The Pledge of Allegiance, The Star Spangled Banner, America the Beautiful, commemorate state and national holidays). • Identify rights and responsibilities of national citizens. (e.g., blood drives).

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Civics 6-12

K-12 Comprehensive Civics Standard: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and global levels.		
Concept	Grade Level Standards	
	6-8	9-12
Forms and Functions of Governments	Students will compare and contrast the foundation, structures, and functions of multiple governmental systems.	Students will analyze and evaluate the foundation, structures, and functions of American constitutional government as well as local, state and global governments.
Curricular Indicators	<ul style="list-style-type: none"> • Identify and describe different forms of government via the study of early and current civilizations (e.g., tribal, monarchy, democracy, theocracy, and oligarchy). • Identify the development of written laws (e.g., Hammurabi's Code, Magna Carta and US Constitution). • Describe the structure and roles of government. • Explain the ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and security. • Describe important political and ethical values (e.g., freedom, democracy, equality, and justice). • Explain how various government decisions impact people, places, and history. 	<ul style="list-style-type: none"> • Summarize the foundation that influenced the creation of the American Constitutional Government. • Analyze and evaluate the structure of American Constitutional government (e.g., Federalism, Democracy, Representative Government, Separation of Powers/Checks and Balances, Electoral College). • Analyze and evaluate the functions of American constitutional government (e.g., legislative law-making, executive implementation, judicial interpretation, constitutionalism, taxation). • Analyze and evaluate the foundation, structures, and functions of local government (e.g., city council, school board, county government, regional boards). • Analyze and evaluate the foundation, structures, and functions of state government (e.g., bicameral/unicameral, reapportionment/redistricting, branches of government). • Analyze and evaluate the foundation, structures, and functions of global governments (e.g., United Nations, NATO, European Union, treaties, Communism, Fascism, trade organizations).

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Civic Participation	Students will describe the roles, responsibilities and rights as local, state, national and global citizens and participate in civic service.	Students will engage in appropriate civic participation to address local, state, national, or global issues and policies.
Curricular Indicators	<ul style="list-style-type: none"> • Describe ways individuals participate in the political process (e.g., registering and voting, contacting government officials, campaign involvement). • Identify the roles and influences of individuals, groups, and the media on governments. • Describe the significance of patriotic symbols and activities (e.g., The Star Spangled Banner, Veteran’s Day, Martin Luther King, Jr. Day, American Indian Day). • Participate in a civic service project. 	<ul style="list-style-type: none"> • Engage in appropriate civic activities (e.g., discussing current issues, advocating for personal rights and the rights of others, influencing governmental actions, participating in civil discourse, registering for selective service, participating in community improvement activities). • 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). • 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). • Identify which level of government is appropriate for various policies and demonstrate an ability to appropriately engage with that level of government (e.g., federal, confederation, unitary). • Critique various media sources for accuracy and perspective. • Analyze the significance of patriotic symbols and activities (e.g., The Star Spangled Banner, Veteran’s Day, Martin Luther King, Jr. Day, American Indian Day).

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K-5 Economics

K-12 Comprehensive Economics Standard: Students will utilize economic reasoning skills to make informed judgments and become effective participants at the local, state, national and global economy.						
Concept	Grade Level Standards and Indicators					
Markets	Grade K Students will recognize that people make choices because they cannot have everything they want (scarcity).	Grade 1 Students will recognize economic wants and needs can be satisfied by consuming goods or services.	Grade 2 Students will recognize that resources are limited, so choices must be made and something must be given up.	Grade 3 Students will distinguish goods as objects you can hold and touch and services as actions.	Grade 4 Students will recognize prices are what consumers pay when they buy a good or service	Grade 5 Students will analyze markets that exist when buyers and sellers exchange goods or services
	<ul style="list-style-type: none"> Identify choices students have made and explain why they had to make a choice. 	<ul style="list-style-type: none"> Relate examples of goods and services students have consumed. 	<ul style="list-style-type: none"> Identify resources (inputs) that make up various good and services. 	<ul style="list-style-type: none"> Differentiate goods and services. 	<ul style="list-style-type: none"> Predict how consumers would react if the price of a good or service suddenly changed (e.g. natural disasters, drought, gas prices, etc...) 	<ul style="list-style-type: none"> Differentiate various markets where buyers and seller meet, e.g. shopping malls, want ads, garage sales, Internet, etc...
		Students will identify natural resources as gifts of nature present without human intervention.	Students will recognize that producers use resources to make goods and services to satisfy economic wants	Students will categorize natural, human, and capital resources and how they are combined to make goods and services.	Students will investigate how capital resources are used to make other goods and services.	Students will make observations about how human capital can be improved by education, training, and standard of living.
		<ul style="list-style-type: none"> Identify various natural resources, e.g. forests, soil, water, air, animals. 	<ul style="list-style-type: none"> List various goods and services that can be produced with the same list of resources. 	<ul style="list-style-type: none"> Classify natural, human and capital (tools and machinery) resources. 	<ul style="list-style-type: none"> Give examples of capital resources (tools, and machinery) used in making goods and services in NE. 	<ul style="list-style-type: none"> Give examples of how additional training improves productivity, e.g. practice, training, extra skills.
Institutions			Students will describe how people earn income. (wages)	Students will cite evidence of how money (coins and currency) makes trading easier than bartering.	Students will make observations about the purpose of various financial institutions. (banks, savings and loans)	Students will summarize characteristics of economic institutions
			<ul style="list-style-type: none"> Match capital goods (tools), and skills (human capital) with jobs in the community 	<ul style="list-style-type: none"> Identify historical examples of trading among early settlers, 	<ul style="list-style-type: none"> Discuss early NE financial institutions. (e.g. banks, trading posts, etc...) Identify financial institutions in community (e.g. banks, credit union, etc...) 	<ul style="list-style-type: none"> Identify the functions and characteristics of money (e.g. store value, medium of exchange, unit of accounting) Identify the importance of financial institutions to households and businesses

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Financial Literacy	Grade K Students will recognize that money is used to purchase goods and services to satisfy economic wants	Grade1 Students will compare spending and saving opportunities.	Grade 2 Students will demonstrate knowledge of currency, its denominations, and use.	Grade 3 Students will apply knowledge of currency to real-world problems.	Grade 4 Students will understand that banks are institutions where people save money and earn interest, and where other people borrow money and pay interest.	Grade 5 Students will summarize characteristics of financial institutions
	<ul style="list-style-type: none"> Classify and identify coins. 	<ul style="list-style-type: none"> Give examples of situations where students have delayed spending for future purchase 	<ul style="list-style-type: none"> Make transactions using currency. (e.g. school store, buying pencils, etc...) 	<ul style="list-style-type: none"> Given a budget, students will be able to make choices as to what to purchase and what to give up. 	<ul style="list-style-type: none"> Identify the costs and benefits of saving, interest, and borrowing. 	<ul style="list-style-type: none"> Explain/explore how various financial services are provided by local financial institutions,
Government	Not introduced at this grade level	Not introduced at this grade level	Students will understand what goods and services governments provide.	Students will understand what goods and services <u>local governments</u> provide.	Students will understand what goods and services <u>state governments</u> provide.	Students will understand what goods and services the <u>national government</u> provides.
			<ul style="list-style-type: none"> Identify goods and services that governments provide. e.g. water, fire, police schools 	<ul style="list-style-type: none"> Identify goods and services funded through local taxes, e.g. snow removal, waste management, law enforcement. 	<ul style="list-style-type: none"> Identify goods and services funded through state taxes. e.g. highways, universities, human services, unemployment, courts 	<ul style="list-style-type: none"> Identify goods and services funded through federal taxes. e.g. armed forces, courts, parks.
Globalization	Not introduced at this grade level	Not introduced at this grade level	Not introduced at this grade level	Students will describe how the local community trades with the rest of the world.	Students will recognize and explain specialization and why different regions produce different goods and services,	Students will explain how specialization, division of labor, and technology increases productivity and interdependence.
				<ul style="list-style-type: none"> Identify local goods and services that could be traded with people everywhere. Give examples of other country's currencies. 	<ul style="list-style-type: none"> Compare Nebraska with different regions and the goods and services they produce. Discuss how technology has affected the specialization of Nebraska's economy. 	<ul style="list-style-type: none"> Investigate early U.S. specialization and trade. Investigate and report on entrepreneurs and inventors.

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Economics

K-12 Comprehensive Economics Standard: Students will utilize economic reasoning skills to make informed judgments and become effective participants at the local, state, national and global economy.		
Concepts	6-8 Standards and Indicators	9-12 Standards and Indicators
Markets	Students will explain the interdependence of producers, consumers, and citizens in a market economy.	Students will assess how market forces guide the owners of land, labor, and capital and determine the allocation of wealth in the economy.
	<ul style="list-style-type: none"> Recognize the relationship between consumers and producers in a market economy. (e.g. circular flow) Compare and contrast the role of the product market and the resource market. 	<ul style="list-style-type: none"> Explain how the factors of production are bought and sold in the market. Illustrate that productivity is a measure of the quantity of goods and services produced with a given amount of resources. Analyze how market forces determine what producers choose to produce and what combination of productive resources will be most productive.
	Students will describe the relationship between supply and demand.	Students will illustrate how markets determine prices and allocate goods and services.
	<ul style="list-style-type: none"> Explain how individuals are both consumers and producers Define the law of supply and the law of demand. Explain how prices affect the quantity of demand and the quantity of supply. 	<ul style="list-style-type: none"> Understand demand, quantity demanded and changes in demand. Understand supply, quantity supplied and changes in supply. Understand that equilibrium price and quantity are determined by supply and demand. Describe how competition between sellers results in lower prices, higher quality products, and better customer service. Analyze 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)

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Institutions	Students will identify economic institutions and describe how they interact with individuals and groups.	Students will analyze how economic institutions impact individuals and groups.
	<ul style="list-style-type: none"> Describe the purpose and role of economic institutions (e.g. corporations, labor unions, financial institutions, stock markets, cooperatives, and business partnerships). 	<ul style="list-style-type: none"> Analyze how various economic institutions have played a role in U.S. economic policy and practice. (e.g. corporations, labor unions, financial institutions, stock markets, cooperatives, and business partnerships). Explain how banks and a sound money system are critical to a functioning economy. Describe the functions and role of the Federal Reserve System and the influence on monetary policy. Understand how financial markets determine the cost of borrowing and influence the level of economic activity.
	Students will identify how private ownership of property is a basic institution of a market economy.	Students will assess how private ownership of property is a basic institution of a market economy.
	<ul style="list-style-type: none"> Define and distinguish between private and public property. 	<ul style="list-style-type: none"> Assess how property rights are defined, enforced, and limited by government.
	Students will identify the basic economic systems of the global economy.	Students will recognize and predict the impact that various economic systems will have on a people.
	<ul style="list-style-type: none"> Compare and contrast characteristics of different economic systems. (e.g. traditional, command, market, mixed) 	<ul style="list-style-type: none"> Develop a logical argument debating the merits of various economic systems. Evaluate the historical use of various economic systems.
Financial Literacy	<i>(Addressed in Financial Institutions Standard)</i>	Students will apply reliable information and economic reasoning to career decisions.
		<ul style="list-style-type: none"> Find and evaluate career information from a variety of sources Make career decisions by systematically considering alternatives and consequences Assess personal education, skills and talents (human capital) Identify various ways people earn a living by using career programs (Nebraska Career Clusters) to explore opportunities.

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		<p>Students will apply effective money management concepts.</p> <ul style="list-style-type: none"> Organize personal finances and use a budget to manage cash flow Compare and contrast checking and savings accounts Assess the effects of taxes on personal income. <p>Students will critique strategies used to establish, build, maintain, monitor, and control credit.</p> <ul style="list-style-type: none"> Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit. Identify strategies of establishing and maintaining a good credit rating for effective credit management. (e.g. credit cards, auto loans, mortgages) <p>Students will evaluate savings, investment, and risk management strategies to achieve financial goals.</p> <ul style="list-style-type: none"> Explain the importance of saving to ensure financial security. Implement an investment strategy that is compatible with personal goals (e.g. stocks, bonds, mutual funds, retirement plans) Analyze appropriate and cost effective risk management strategies (e.g. health, disability, life, auto insurance)
Government	Students will identify the roles and responsibilities of government in economic systems.	Students will analyze the roles and responsibilities of government in economic systems.
	<ul style="list-style-type: none"> Identify various goods and services provided by the government. (e.g. disaster relief, public works, postal service, roads) Explain how governments provide economic security. 	<ul style="list-style-type: none"> Analyze major components of federal, state, and local budgets. (e.g. defense, entitlements, etc...) Investigate multiple roles of government in a market economy. Examine how governments utilize taxation to provide goods and services to society.

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	<p>Students will explain how tax revenues are collected and distributed.</p> <ul style="list-style-type: none"> • Identify taxes paid by individuals (e.g. income taxes, sales tax, property taxes). • Identify institutions supported by tax dollars (e.g. tax revenue plus user fees). 	<p>Students will examine the government's influence on economic systems through fiscal policy.</p> <ul style="list-style-type: none"> • Critique how governments can use tax and spend policies to influence behavior. • Examine the impact of fiscal policy on budget deficits/surpluses and national debt.
Globalization	<p>Students will illustrate how international trade benefits individuals, organizations, and nations.</p> <ul style="list-style-type: none"> • Differentiate between exports and imports • Explain how individuals gain through voluntary trade 	<p>Students will evaluate how international trade benefits individuals, organizations, and nations.</p> <ul style="list-style-type: none"> • Analyze the effects of various trade policies (e.g. identify short term/long term winners and losers) <p>Students will evaluate how international trade affects the domestic economy.</p> <ul style="list-style-type: none"> • Identify goods which are available at a lower price because of international trade • Explain how trade barriers impact the prices and quantity of goods in the domestic market.

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Geography

K-12 Comprehensive Geography Standard : Students will develop and apply spatial perspectives and geographic skills to make informed decisions regarding issues and current events at local, state, national, and global levels

Concept	Grade Level Standards					
<p data-bbox="142 532 317 621">The World in Spatial Terms</p> <p data-bbox="163 716 419 740">Curriculum Indicators</p>	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	<p data-bbox="486 475 801 621">Students will explore where (spatial) and why people, places and environments are organized in their world.</p> <ul data-bbox="486 662 801 1328" style="list-style-type: none"> • Demonstrate personal directions (e.g., left/right, up/down, front/back). • Identify location in the home or classroom (e.g., gym is next to bathroom and why). • Identify the globe as a model of Earth. • Identify maps as representations of local and distant places. • Name location of places in school and neighborhood. • Demonstrate relative location (e.g., near/far, above/below). • Analyze why things are located where they are (e.g., why is the playground outside?). • Identify land and water on a globe. 	<p data-bbox="838 475 1153 621">Students will explore where (spatial) and why people, places and environments are organized in their world.</p> <ul data-bbox="838 662 1153 1304" style="list-style-type: none"> • Demonstrate personal directions (e.g., left/right, up/down, front/back). • Identify location in the home or classroom. • Identify the globe as a model of Earth. • Identify maps as representations of local and distant places. • Name location of places in school and neighborhood. • Demonstrate relative location (e.g., near/far, above/below). • Distinguish between continents and oceans. • Analyze why things are located where they are (e.g., why is the Nurses office located by the Main office?). 	<p data-bbox="1188 475 1502 621">Students will explore where (spatial) and why people, places and environments are organized locally.</p> <ul data-bbox="1188 662 1502 1373" style="list-style-type: none"> • Identify the globe as a model of the Earth • Distinguish between continents and oceans. • Identify map elements (title, scale, symbols, legend, and cardinal directions). • Read local and state maps and atlases to: <ol data-bbox="1239 938 1502 1263" style="list-style-type: none"> 1. Identify location and distribution of physical and human features (e.g., rivers/roads). 2. Identify relative and absolute locations (e.g., east/west, north/south, left/right, next to). 3. Identify cities and towns. • Analyze why things are located where they are (e.g., why are stores on a main street?) 	<p data-bbox="1545 475 1860 621">Students will explore where (spatial) and why people, places and environments are organized locally.</p> <ul data-bbox="1545 662 1860 1344" style="list-style-type: none"> • Utilize map elements (title, scale, symbols, legend, and cardinal and intermediate directions). • Read maps and atlases to: <ol data-bbox="1596 824 1860 1149" style="list-style-type: none"> 1. Identify location and distribution of physical and human features (e.g., rivers/roads). 2. Identify relative and absolute locations (e.g., east/west, north/south, left/right, next to). 3. Identify cities and towns. • Analyze why things are located where they are (e.g., why are stores located on main streets?). • Label the continents and oceans. 	<p data-bbox="1895 475 2209 621">Students will explore where (spatial) and why people, places and environments are organized in the state.</p> <ul data-bbox="1895 662 2209 1182" style="list-style-type: none"> • Identify location of major human and physical features in Nebraska. • Read physical/political maps of the state to; <ol data-bbox="1946 792 2209 987" style="list-style-type: none"> 1. Utilize grid systems to find locations. 2. Identify the location and purpose of time zones. 3. Identify and locate cities of the state. • Analyze why things are located where they are (e.g., why are large cattle ranches found in the Sandhills, and why are major airports located near large cities?) 	<p data-bbox="2252 475 2567 621">Students will explore where (spatial) and why people, places and environments are organized in the United States.</p> <ul data-bbox="2252 662 2567 1149" style="list-style-type: none"> • Identify location of major human and physical features in the United States • Read physical/political maps of the United States: <ol data-bbox="2303 792 2567 987" style="list-style-type: none"> 1. Identify latitude, longitude, and the global grid. 2. Identify the location and purpose of time zones. 3. Identify and locate major cities of the United States • Analyze why things are located where they are (e.g., why were the 13 colonies located on the eastern side of the United States?)

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Places and Regions	Students will explore places and regions.	Students will explore places and regions.	Students will identify places and regions.	Students will compare the characteristics of places and regions.	Students will compare the characteristics of places and regions and their impact on human decisions.	Students will compare the characteristics of places and regions and draw conclusions on their impact on human decisions.
Curriculum Indicators	<ul style="list-style-type: none"> Identify and differentiate between physical features (e.g., mountains, plains, hills, oceans, islands). Identify human features (e.g., cities, buildings, farms, roads, highways). 	<ul style="list-style-type: none"> Identify and differentiate between physical features (e.g., mountains, plains, hills, oceans, islands). Identify and differentiate between human features (e.g., cities, buildings, farms). Explain how places change over time (e.g., new building or a bigger road). 	<ul style="list-style-type: none"> Identify and differentiate between physical and human features of neighborhood and community (e.g., vegetation, housing). 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). Explain how places and regions change over time. 	<ul style="list-style-type: none"> Identify and differentiate between physical and human features of neighborhoods and communities (e.g., vegetation, housing). 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). Explain and give examples of how places and regions change over time. 	<ul style="list-style-type: none"> Identify criteria used to define regions within the state of Nebraska (e.g., soil, climate, precipitation, population, vegetation, land and agricultural usage). 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). Identify and classify political regions (e.g., counties and cities within Nebraska). 	<ul style="list-style-type: none"> Define regions within the United States using multiple criteria. (e.g., factories, economic activities, Silicon Valley, Bread Basket) Classify regions and places within the United States using physical and human features (e.g., Rocky Mountains, The Southwest, Great Plains, Sun Belt, Rust Belt). Identify and classify political regions (e.g., cities, states, and Congressional districts).
Physical Systems	Students will identify natural processes in their physical world.	Students will identify natural processes in their physical world.	Students will identify natural processes in their physical world.	Students will identify natural processes in their physical world.	Students will identify natural processes in the physical world.	Students will draw conclusions about the natural processes in the physical world.
Curriculum Indicators	<ul style="list-style-type: none"> Identify elements of weather (e.g., rain, snow, sun, clouds, fog). Identify the four seasons. 	<ul style="list-style-type: none"> Identify elements of weather and the effects on human activity (e.g., people wear coats and mittens in the winter). Identify the four seasons and the effects on human activity (e.g., playing outside in summer and inside in winter). 	<ul style="list-style-type: none"> Identify basic components of Earth's physical processes (e.g., landforms, water, climate and weather). Identify Earth-Sun relationships (e.g., day/night, length of day, seasons). 	<ul style="list-style-type: none"> Identify the Earth's physical processes in the local community (e.g., landforms, water, climate and weather, erosion and deposition). Identify local ecosystems (e.g., forests, deserts, grasslands). 	<ul style="list-style-type: none"> Identify physical processes that shape Nebraska's features and patterns (e.g., weathering, erosion). Identify examples of ecosystems located in Nebraska (e.g., forests, wetlands, grasslands, and rivers located in Nebraska). 	<ul style="list-style-type: none"> Explain how physical processes shape the United States' features and patterns (e.g., weathering, erosion, plate tectonics and internal forces and climate). Identify examples of ecosystems located in the United States (e.g., forests, deserts, grasslands).

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Human Systems	Students will recognize that people belong to different groups and live in different settings.	Students will recognize that people belong to different groups and live in different settings.	Students will identify the characteristics of culture.	Students will compare and contrast the characteristics of culture locally.	Students will compare and contrast the characteristics of culture statewide.	Students will compare, contrast and draw conclusions about the characteristics of culture and migration in the United States.
Curriculum Indicators	<ul style="list-style-type: none"> Identify places where people work. Identify places in the community (e.g., farms, parks, houses, stores). Identify cultures of the local community and other communities (e.g., food, language, celebrations). Identify types of transportation. 	<ul style="list-style-type: none"> Identify places where people work. Identify places in the community (e.g., farms, parks, houses, stores). Identify cultures of the local community and other communities (e.g., food, language, celebrations). Identify types of transportation and communication. 	<ul style="list-style-type: none"> Identify patterns of cultural traits (e.g., language, religion, food). Identify patterns of land use (e.g., agricultural, residential, industrial, commercial, educational, recreational). 	<ul style="list-style-type: none"> Compare and contrast patterns of culture within your community (e.g., language, religion, food). Compare and contrast and differentiate changes of culture (e.g., spread of ideas, people, goods). 	<ul style="list-style-type: none"> Compare and contrast patterns of culture within the state of Nebraska (e.g., language, religion, food). Compare and contrast population characteristics of the state of Nebraska (e.g., density, distribution, growth rates). 	<ul style="list-style-type: none"> Compare and contrast patterns of culture within the United States (e.g., language, religion, food). Compare and contrast population characteristics of the United States (e.g., density, distribution, growth rates). Compare and contrast historical and present day migrations to and within the United States.
Human Environment Interaction	Students will explore the relationship between humans and their physical environment.	Students will explore the relationship between humans and their physical environment.	Students will identify the relationship between humans and the physical environment.	Students will identify the relationship between humans and the physical environment.	Students will learn how humans have adapted to and modified different environments.	Students will learn how humans have adapted to and modified different environments including the impacts and adaptations of Native Americans on the environment.
Curriculum Indicators	<ul style="list-style-type: none"> Recognize the impact of weather on everyday life (e.g., weather-appropriate clothing, indoor/outdoor recess). 	<ul style="list-style-type: none"> Match resources to their sources (e.g., food from farms, wood from trees, minerals from the ground, fish from the sea). Interpret the impact of weather on everyday life (e.g., tornadoes, blizzards, floods). Identify environmental issues (e.g., litter, recycling, conservation). 	<ul style="list-style-type: none"> Identify environmental issues (e.g., litter, recycling, conservation). Explain how physical environments influence human activities (e.g., availability of water, climate and fertility of soil). Identify Earth's natural resources (minerals, air, water, land). 	<ul style="list-style-type: none"> Explain how physical environments influence human activities (e.g., availability of water, climate and fertility of soil). Explain how human activities change Earth (e.g., agriculture, transportation, industry). Identify environmental issues (e.g., solid waste, water quality). Identify the importance of Earth's natural resources (e.g., minerals, air, water, land). Classify resources as renewable or nonrenewable resources. 	<ul style="list-style-type: none"> Describe impacts and adaptations of Native Americans to the environment. Describe human modifications of the physical environment. (e.g., construction of dams, irrigation, draining wetlands). Describe human adaptations to the physical environment. (e.g., use of air conditioning, irrigation, agricultural activities). Describe the impact of extreme natural events (e.g., tornadoes, floods, dust storm, insect infestation) on the human and physical environment. Discuss environmental issues (e.g., water stewardship, air quality, solid waste). 	<ul style="list-style-type: none"> Describe human modifications of the physical environment. (e.g., construction of dams, strip mining, draining wetlands). Describe human adaptations to the physical environment. (e.g., use of air conditioning, irrigation, agricultural activities). Describe the impact of extreme natural events (e.g., earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides) on the human and physical environment. Discuss environmental issues (e.g., water supply, air quality, solid waste).

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Application of Geography to Issues and Events	Students will use geographic skills to make connections to their life.	Students will use geographic skills to make connections to their life.	Students will use geographic skills to make connections.	Students will use geographic skills to make connections to issues and events.	Students will use geographic skills to make connections to issues and events.	Students will use geographic skills to interpret issues and events.
Curriculum Indicators	<ul style="list-style-type: none"> Describe places in past times (e.g., recall places seen in the past). Give examples of environmental problems and solutions in the present. (e.g., recycle, pick up your trash, use appropriate amounts of paper, don't be wasteful). 	<ul style="list-style-type: none"> Describe the change in places over time (e.g., recall places seen in the past, changes in your neighborhood/school). Give examples of environmental problems and solutions in the past, present and future. (e.g., recycle, pick up your trash, use appropriate amounts of paper, and don't be wasteful). 	<ul style="list-style-type: none"> Identify changes over time to physical and human features of places (e.g., changes in their community's buildings, jobs, businesses, infrastructure, products, and demographics). Identify spatial dimensions of geographic problems. (e.g., trash collection and disposal in school, loss of habitat to development). 	<ul style="list-style-type: none"> Identify the impact of changes in physical and human features of places. (e.g., how has the building of a road affected the economic development of a community). Identify spatial dimensions of geographic problems. (e.g., trash collection and disposal in school, loss of habitat to development). 	<ul style="list-style-type: none"> Identify influences of physical and human factors on historical events. (e.g., Map major tornado paths and impacts, blizzards, floods, and the building of the Transcontinental Railroad across Nebraska). Identify influences of physical and human factors on current and future events. (e.g., compare economic, political, social, and environmental changes in different cities). 	<ul style="list-style-type: none"> Connect the influences of physical and human features to historical events in the United States (e.g., over cultivation of land in the Dust Bowl, using natural resources for building houses, effect of population on job availability). Identify the interaction of physical and human systems' influence on current and future events in the U.S. and the world. (e.g., compare economic, political, social, and environmental changes in different cities).

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Geography

K-12 Comprehensive Geography Standard : Students will develop and apply spatial perspectives, geographic knowledge and geographic skills to make informed decisions regarding issues and current events at local, state, national, and global levels		
Concept	Grade Level Standards	
	Grades 6-8	Grades 9-12
The World in Spatial Terms	Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.	Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.
Curriculum Indicators	<ul style="list-style-type: none"> • Use and interpret different types of maps/charts/diagrams/timelines (primary sources where available). • Use and interpret mapping technologies, parts of a map and map projections (e.g. cartography/Geographic Information Systems). • Analyze their own world view using mental maps (e.g. have students sketch a map to see how they view their world) • Identify the location of major human and physical features across the globe both past and present. (e.g. labeling locations, latitude and longitude) 	<ul style="list-style-type: none"> • Analyze geographical Information sources (e.g., map, globe, atlas, remote sensing, GPS, and GIS). • 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). • Analyze mental maps and spatial relationships. (e.g. city development, urban planning based on railroads, location of natural resources) • Apply spatial thinking to investigate issues and justify decisions. (e.g. consolidation of schools, closing of post offices)
Places and Regions	Students will examine places and regions and draw conclusions on their impact on human decisions.	Students will analyze places and regions and evaluate their impact on human decisions.
Curriculum Indicators	<ul style="list-style-type: none"> • Analyze physical and human characteristics of places and regions. (e.g., climate, language) • Analyze impact of land and water features on human decisions. (e.g. river valleys, mountains, deserts, plains, oceans) • Analyze changes in places and regions over time. (e.g. irrigation, growth of cities, Manifest Destiny) • Analyze how humans group and label environments and the impact on human societies. (e.g. Union, Confederate, Midwest, Fertile Crescent) 	<ul style="list-style-type: none"> • Analyze physical and human processes that shape places and regions (e.g. erosion, international trade). • Examine the importance of places and regions to individual and social identity (e.g., nationalism, national monuments, parks, sub-cultures). • Analyze the changes in places and regions over time (e.g., migration, urbanization). • Analyze the interdependence of places and regions. (e.g. international trade, NAFTA, EU) • Analyze and interpret the political and historical characteristics of regions. (e.g. wars, Crusades, Imperialism) • Assess critical issues and problems of places and regions. (e.g. current events) • Apply regional analysis of geographic issues and questions. (e.g. current events)

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Physical Systems	Students will investigate how natural processes interact to create and change the natural environment.	Students will interpret how natural processes interact to create the natural environment.
Curriculum Indicators	<ul style="list-style-type: none"> • Compare and contrast various biomes/climates. (e.g., rainforest, grasslands, forests) • Analyze the impact of natural events on biomes, climates and wind and water systems (e.g. rivers/floods/precipitation/drought). • Use physical processes to explain patterns in the physical environment (e.g. volcanoes creating islands, faulting changing mountains, glaciation creating the Great Lakes) 	<ul style="list-style-type: none"> • Identify and explain components of Earth’s physical system (i.e. atmosphere, lithosphere, biosphere, and hydrosphere). • Explain plate tectonics/continental drift and predict changes over time to the earth’s land and oceans. • Identify and explain world patterns of extreme events. • Identify and explain global ocean and atmospheric systems. • Compare and contrast world climate regions. • Identify and explain world patterns of biodiversity.
Human Systems	Students will analyze and interpret human systems and cultures around the world.	Student will investigate and examine the effects of human systems around the world.
Curriculum Indicators	<ul style="list-style-type: none"> • Compare and contrast characteristics of groups of people/settlements (e.g. Population density, distribution and growth, migration patterns, cultural diffusion). • Analyze purpose of population centers, (e.g. function of cities as providers of goods and services, economic activities and interdependence, and trade and transportation) • Analyze and explain components and diffusion of cultures (e.g., religion-expansion of Islam, language-spread of English, technology-adoption of agricultural advancements) 	<ul style="list-style-type: none"> • Distinguish population characteristics by world regions, country, and regions within countries (i.e., at a variety of scales) (e.g., demographic transition). • Analyze impact of human migration. • Compare and contrast changes in human settlement patterns over time. • Compare and contrast internal structures of cities in developed and developing countries. • Distinguish between convergence and divergence of cultures. • Investigate economic development by world regions, country, and regions within countries (i.e., at a variety of scales). • Assess global economic interdependence (e.g., regional specialization, trade, transnationalism, multinationals). • Identify and analyze patterns of global power and influence (e.g., NATO, United Nations, European Union). • Distinguish between cooperation and conflict in the division and control of Earth’s surface.

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Human Environment Interaction	Students will investigate and analyze interrelationships between people and the environment.	Students will evaluate interrelationships between people and the environment.
Curriculum Indicators	<ul style="list-style-type: none"> • Identify and evaluate environmental consequences of humans changing the physical environment (e.g. pollution, irrigation, levees) • Identify and evaluate human adaptations to the local and global environment (e.g. clothing, sewage systems, transportation systems, natural disasters, scarcity of resources) 	<ul style="list-style-type: none"> • Evaluate global effects of human modification of the physical environment • Evaluate global effects on the human environment by changes in the physical environment. • Analyze impacts of major natural hazards/disasters on humans. • Analyze impacts of technological hazards/disasters on the physical environment. • Examine world patterns of resource distribution and utilization. • Investigate use and sustainability of resources. • Explore environmental issues (e.g., climate change, loss of biodiversity, deforestation, ozone layer, air pollution, water pollution, disposal of waste, flood plain management).
Application of Geography to Issues and Events	Students will analyze issues and/or events using geographic knowledge and skills to make informed decisions.	Students will analyze issues and/or events using the geographic knowledge and skills to make informed decisions.
Curriculum Indicators	<ul style="list-style-type: none"> • Analyze the effects of physical and human geographic factors on major historical and current events. (e.g. inflation, loss of farms, unemployment, population trends) • Interpret the role of multiple points of view in historical and contemporary geographic policies and issues. (e.g. economic biases, immigration policies) 	<ul style="list-style-type: none"> • Apply geographic knowledge and skills through the following process: <ul style="list-style-type: none"> ○ Ask geographic questions. ○ Acquire, analyze, and present geographic information. ○ Develop and evaluate geographic generalizations. (e.g. avoiding stereotypes, using multiple perspectives, recognizing media bias)

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History K-12 - DRAFT

K-12 Comprehensive History Standard: 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 global levels.

Concepts	Grade Level Standards							
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-9	High School
Chronological Thinking	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 4.4.1 Students will examine chronological relationships and patterns, and describe the connections among them.	SS 5.4.1 Students will examine chronological relationships and patterns, and describe the connections among them.	SS 8.4.1 Students will analyze how major past and current events are chronologically connected, and evaluate their impact(s) upon one another.	SS 12.4.1 Students will analyze how major past and current events are chronologically connected, and evaluate their impact(s) upon one another.
	SS 0.4.1.a Identify temporal sequences (e.g., yesterday, today, tomorrow).	SS 1.4.1.a Identify temporal sequences (e.g., past, present, future; calendar weeks).	SS 2.4.1.a Identify temporal sequences (e.g., past, present, future, months).	SS 3.4.1.a Describe temporal sequences; (e.g., annual, biannual).	SS 4.4.1.a Describe temporal sequences; (e.g., decades, centuries, millennia).	SS 5.4.1.a Describe temporal sequences; (e.g., BC, BCE, AD, CE and eras).	SS 8.4.1.a Describe temporal sequences; (e.g., BC, BCE, AD, CE and eras).	SS 12.4.1.a Describe temporal sequences; (e.g., BC, BCE, AD, CE and eras).
	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, and decades.	SS. 4.4.1.b Identify calendar time in years, decades, and centuries.	Mastered	Mastered	Mastered
	SS 0.4.1.c List personal events over time; (e.g., daily schedule, timelines, etc.).	SS 1.4.1.c List and describe life events over time; (e.g., weekly, monthly, yearly, seasonal happenings utilizing a graphic organizer).	SS 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 4.4.1.c Select and record key state and/or regional events in chronological order (e.g., timelines).	SS 5.4.1.c Select and record key national events in chronological order (e.g., timelines).	SS 8.4.1.c Select and record key national and/or global events in chronological order (e.g., timelines).	SS 12.4.1.c Select, record, and interpret key national and global events in chronological order (e.g., timelines).
	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 Identify the chronology of neighborhood events and their impact.	SS 3.4.1.d Examine the chronology of community historical events and their impact on the past, present, and future.	SS 4.4.1.d Examine the chronology of historical events in Nebraska and their impact on the past, present, and future.	SS 5.4.1.d Examine the chronology of historical events in the United States and their impact on the past, present, and future.	SS 8.4.1.d Examine the chronology of historical events in the United States and abroad to analyze their impact on the past, present, and future.	SS 12.4.1.d Examine the chronology of historical events in the United States and abroad to evaluate their impact on the past, present, and future.

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Historical Comprehension

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	High School
	SS 0.4.2 Students will identify historical people, events, and symbols.	SS 1.4.2 Students will identify historical people, events, and symbols.	SS 2.4.2 Students will describe the development of people, events, and symbols over time using multiple types of sources.	SS 3.4.2 Students will describe the development of people, events, and symbols over time using multiple types of sources.	SS 4.4.2 Students will describe and explain the relationships among people, events, and symbols over time using multiple types of sources.	SS 5.4.2 Students will demonstrate an understanding of the impact of people, events, and symbols upon history using multiple types of sources.	SS 8.4.2 Students will analyze the impact of people, events, and symbols upon history using multiple types of sources.	SS 12.4.2 Students will analyze and evaluate the impact of people, events, and symbols upon history using multiple types of sources.
	SS 0.4.2.a Identify historical events, people, and symbols (e.g., holidays, celebrations, American flag, Bald Eagle, Statue of Liberty).	SS 1.4.2.a Identify historical people, events, and symbols (e.g., holidays, celebrations, American flag, Bald Eagle, Statue of Liberty).	SS 2.4.2.a Describe historical people, events, and symbols. (e.g. Uncle Sam, the White House, Independence Day).	SS 3.4.2.a Describe historical people, events, and symbols. (e.g. local landmarks, celebrations, and cultural events).	SS 4.4.2.a Describe and explain the relationships among historical people, events, and symbols in Nebraska (e.g., Westward expansion, statehood, Arbor Day, state symbols).	SS 5.4.2.a Demonstrate an understanding of the impact of people, events, and symbols upon United States history (e.g., founders, historical documents, early conflicts, national symbols).	SS 8.4.2.a Analyze the impact of people, events, and symbols upon history in the United States and abroad (e.g., major conflicts, slavery, monuments)	SS 12.4.2.a Analyze and evaluate the impact of people, events, and symbols upon history in the United States and abroad (e.g., leaders, immigration, legislation, political symbols).
	SS 0.4.2.b Begins in Grade 2	SS 0.4.2.b Begins in Grade 2	SS 2.4.2.b Compare and contrast past and present situations, people, and events in neighborhoods.	SS 3.4.2.b Compare and contrast past and present situations, people, and events in communities.	SS 4.4.2.b Compare and contrast past and present situations, people, and events in regions and Nebraska.	SS 5.4.2.b Compare and contrast past and present situations, people, and events in America.	SS 8.4.2.b Analyze past and present situations, people, and events in the United States and abroad.	SS 12.4.2.b Analyze and evaluate past and present situations, people, and events in the United States and abroad.
	SS 0.4.2.c Differentiate between stories from the present and the past.	SS 1.4.2.c Describe how objects including books, letters, and other artifacts help us to understand the past.	SS 2.4.2.c Describe how maps and other artifacts show how their school has changed over the course of time.	SS 3.4.2.c Describe how maps and other artifacts show how their community has changed over the course of time.	SS 4.4.2.c Describe how maps and other artifacts show how Nebraska and the Great Plains Region have changed over the course of time.	SS 5.4.2.c Describe how maps and other artifacts show how the United States and its neighbors in the western hemisphere have changed over the course of time.	SS 8.4.2.c Analyze how maps and other artifacts show how the United States and other civilizations have changed over the course of time.	SS 12.4.2.c Analyze and evaluate how maps and other artifacts show how the United States and other civilizations have changed over the course of time.
	SS 0.4.2.d Begins in Grade 3	SS 1.4.2.d Begins in Grade 3	SS 2.4.2.d Begins in Grade 3	SS 3.4.2.d Describe primary and secondary sources.	SS 4.4.2.d Differentiate between primary and secondary sources.	SS 5.4.2.d Describe the appropriate uses of primary and secondary sources.	SS 8.4.2.d Analyze the appropriate uses of primary and secondary sources.	SS 12.4.2.d Analyze and evaluate the appropriate uses of primary and secondary sources.

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Multiple Perspectives	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	High School
	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 4.4.3 Students will describe and explain multiple perspectives of historical events.	SS 5.4.3 Students will describe and explain multiple perspectives of historical events.	SS 8.4.3 Students will analyze and interpret historical and current events from multiple perspectives.	SS 12.4.3 Students will analyze and evaluate historical and current events from multiple perspectives.
	SS 0.4.3.a Understand that two people can tell a story about the same event and share different details.	SS 1.4.3.a Use more than one source to gather details about the same event.	SS 2.4.3.a Use more than one source to gather details about the same event.	SS 3.4.3.a Compare and contrast how various sources relate their perspective of history.	SS 4.4.3.a Distinguish how various sources relate their perspectives of history.	SS 5.4.3.a Describe how multiple perspectives facilitate understanding of the full story of history.	SS 8.4.3.a Analyze and interpret how multiple perspectives facilitate understanding of the full story of history.	SS 12.4.3.a Analyze and evaluate how multiple perspectives facilitate understanding of the full story of history.
	SS 0.4.3.b Begins in Grade 4	SS 1.4.3.b Begins in Grade 4	SS 2.4.3.b Begins in Grade 4	SS 3.4.3.b Begins in Grade 4	SS 4.4.3.b Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event	SS 5.4.3.b Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.	SS 8.4.3.b Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.	SS 12.4.3.b Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.

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Historical Analysis and Interpretation

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	High School
SS 0.4.4 Students will recognize past and current events, issues, and problems within their environment.	SS 1.4.4 Students will identify past and current events, issues, and problems within their environment.	SS 2.4.4 Students will identify past and current events, issues, and problems within their environment.	SS 3.4.4 Students will identify past and current events, issues, and problems.	SS 4.4.4 Students will analyze past and current events, issues, and problems.	SS 5.4.4 Students will analyze past and current events, issues, and problems.	SS 8.4.4 Students will identify causes of past and current events, issues, and problems.	SS 12.4.4 Students will identify the effects of past, current, and potential future events, issues, and problems.
SS 0.4.4.a Begins at Grade 3	SS 1.4.4.a Begins at Grade 3	SS 2.4.4.a Begins at Grade 3	SS 3.4.4.a Examine resources through sourcing, contextualization, and corroboration.	SS 4.4.4.a Analyze resources through sourcing, contextualization, and corroboration.	SS 5.4.4.a Analyze resources through sourcing, contextualization, and corroboration.	SS 8.4.4.a Analyze resources through sourcing, contextualization, and corroboration.	SS 12.4.4.a Compare and evaluate competing historical narratives through sourcing, contextualization, and corroboration .
SS 0.4.4.b Begins at Grade 3	SS 1.4.4.b Begins at Grade 3	SS 2.4.4.b Begins at Grade 3	SS 3.4.4.b Examine alternative courses of action in community history (e.g., How are transportation routes determined?).	SS 4.4.4.b Examine alternative courses of action in Nebraska history (e.g., Why are cities chosen as state capitals/county seats; how are county borders determined?).	SS 5.4.4.b Examine alternative courses of action in United States history (e.g., Why do people revolt?).	SS 8.4.4.b Evaluate alternative courses of action in United States and world history (e.g., Why and how was land acquired?)	SS 12.4.4.b Evaluate and formulate a position on alternative courses of action in United States and around the globe (e.g., How does conflict impact political borders?).
SS 0.4.4.c Begins in Grade 4	SS 1.4.4.c Begins in Grade 4	SS 2.4.4.c Begins in Grade 4	SS 3.4.4.c Describe the cause and effect relationships among events in history.	SS 4.4.4.c Describe the cause and effect relationships among events in history.	SS 5.4.4.c Describe the cause and effect relationships among events in history.	SS 8.4.4.c Identify and analyze multiple causes and effects upon (an) event(s) in history.	SS 12.4.4.c Analyze and evaluate multiple causes and effects of events in history.
SS 0.4.4.d Begins in Grade 2	SS 1.4.4.d Begins in Grade 2	SS 2.4.4.d Describe the relationships among personal events and historical events.	SS 3.4.4.d Describe the relationships among historical events in the students' community and the students' lives today.	SS 4.4.4.d Describe the relationships among historical events in Nebraska and the students' lives today.	SS 5.4.4.d Describe the relationships among historical events in the United States and the students' lives today.	SS 8.4.4.d Describe the relationships among historical events and the students' lives today.	SS 12.4.4.d Describe the relationships among historical events and the students' lives today.
SS 0.4.4.e Describe how people's actions affect others (e.g., Why must we take turns?).	SS 1.4.4.e Describe how people's actions affect others (e.g., Why did our family move here?).	SS 2.4.4.e Identify how past and current events and issues are a result of a series of human decisions (e.g., Why was a park built in a particular spot?).	SS 3.4.4.e Describe how past and current events and issues are a result of a series of human decisions (e.g., Election of local officials; zoning laws;).	SS 4.4.4.e Describe the ways past and current events and issues are a result of a series of human decisions (e.g., Laws passed by the Unicameral).	SS 5.4.4.e Interpret the ways past and current events and issues are a result of a series of human decisions (e.g., Secession of southern states).	SS 8.4.4.e Analyze the ways past and current events and issues are a result of a series of human decisions (e.g., Supreme Court decisions; declaration of war;).	SS 12.4.4.e Evaluate the ways past and current events and issues are a result of a series of human decisions (e.g., debate regarding membership in the League of Nations).

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Historical Research Skills

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	High School
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 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 12.4.5 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 4.4.5.a Develop questions about Nebraska history.	SS 5.4.5.a Develop questions about United States history.	SS 8.4.5.a Develop questions about United States and global history.	SS 12.4.5.a Develop questions about United States and global history.
SS 0.4.5.b Identify and cite appropriate sources for researching their personal history (e.g., "My grandma gave me this picture").	SS 1.4.5.b Identify and cite appropriate sources for research (e.g., identifying the title and author of the book from which they took information).	SS 2.4.5.b Identify, obtain, and cite appropriate sources for research (e.g., identifying titles and authors of books from which they took information).	SS 3.4.5.b Identify, obtain, and cite appropriate sources for research (e.g., identifying the resources from which they took information).	SS 4.4.5.b Identify, obtain, and cite appropriate sources for research 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 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 incorporating primary and secondary sources (e.g., Cite sources using a prescribed format.).	SS 12.4.5.b Obtain, analyze, evaluate, and cite appropriate sources for research incorporating primary and secondary sources (e.g., Cite sources using a prescribed format.).
SS 0.4.5.c Gather historical information about their lives.	SS 1.4.5.c Gather historical information about their family.	SS 2.4.5.c Gather historical information about their neighborhood.	SS 3.4.5.c Gather historical information about their community.	SS 4.4.5.c Gather historical information about Nebraska.	SS 5.4.5.c Gather historical information about the United States.	SS 8.4.5.c Gather historical information about the United States and other nations.	SS 12.4.5.c Gather historical information about the United States and the world.
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 presentation).	SS 4.4.5.d Present historical information about Nebraska (e.g., pictures, posters, oral/written narratives, and electronic presentation).	SS 5.4.5.d Present historical information about the United States (e.g., pictures, posters, oral/written narratives, and electronic presentation).	SS 8.4.5.d Present historical information about the United States and the world (e.g., pictures, posters, oral/written narratives, and electronic presentation).	SS 12.4.5.d Present historical information about the United States and the world (e.g., pictures, posters, oral/written narratives, and electronic presentation).

These draft social studies standards are not final and have not been approved by the State Board of Education for adoption by school districts. These draft standards are offered by the Nebraska Department of Education's Curriculum and Instruction Team for discussion purposes only and are subject to further revision in response to public input.