

Social Sciences

2021



Civics, Economics, Geography, & History

Prepared as a cooperative effort by:
Humphrey Public Schools
Stanton Community Schools

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Kindergarten

Goering, Allie..... Humphrey
Peter, Janelle..... Stanton
Sieh, Shellie..... Stanton

First Grade

Evans, Logan..... Stanton
Flood, Jennifer..... Stanton
Korth, Tara..... Humphrey

Second Grade

Morfeld, Lorraine..... Stanton
Settje, Kristi..... Humphrey
Spotanski, Becky..... Stanton

Third Grade

Brester, Tessa..... Stanton
Day, Bailey..... Humphrey
Hobza, Cathy..... Stanton
Schroeder, Sharon..... Stanton

Fourth Grade

Baumgart, Dawn..... Humphrey
Frisch, Jamie..... Stanton
Wegner, Greg..... Stanton

Fifth Grade

Davies, Jennifer..... Stanton
Klug, Melissa..... Humphrey
Schafer, Ashley..... Stanton

Sixth Grade

Domogalla, Bobbi Jo..... Stanton
Hasebroock, Michelle..... Stanton
Niemann, Aaron..... Humphrey

Secondary

Blum, Jacob..... Stanton
Brechbill, Patric..... Stanton
Hesse, Joe..... Humphrey

Administrators

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Curriculum Specialists

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Social Studies Mission Statement

Every student can be successful at learning and applying social science concepts to gain an appreciation for past generations and to become a productive citizen in a democratic society.

District Mission Statements, Visions, & Goals

Humphrey Public Schools

District Mission

We are building united, lifelong learners that develop opportunities and achieve goals successfully.

Vision

We PLEDGE to be our BULLDOG best every Day!

- Promote academic success
- Lead by example
- Encourage one another
- Do what you love
- Grow as individuals
- Embrace one another's differences.

Stanton Community Schools

District Mission

The Stanton Community Schools exist to create, foster and provide a positive learning environment in which all students can become responsible and productive citizens of the United States of America through academic, physical, social, vocational and emotional growth.

Goals

The students will:

1. Participate in a 21st century learning pedagogy by:
 - a. Meeting or exceeding learning standards in the core curricular areas of Language Arts, Mathematics, Science, and Social Science.
 - b. Acquiring lifelong learning skills such as self-direction, adaptability, and higher-order thinking/problem solving. Also included in these learning skills are researching information & reporting results, developing interpersonal & cross cultural relationships, and utilizing the student's curiosity & creativity.
 - c. Utilizing learning technologies to explore & investigate concepts; access, manage, analyze, & synthesize information; and communicate & produce quality products.
2. Be prepared to compete in a global society following graduation.
3. Develop respect and a positive attitude for themselves and others.
4. Assume civic responsibility as a member of a family, community, nation, and world.
5. Appreciate the arts.
6. Be provided with vocational and technological skills.
7. Have the knowledge and skills needed to maintain healthy and fit bodies throughout their lives.
8. Be provided an environment that stimulates emotional growth.
9. Develop effective work ethics.

Grades K-6: Social Studies Curriculum Guides

Kindergarten

Purpose Statement: Kindergarten students will be able to identify how they change over time and recite personal information about “Me.” The students will demonstrate good citizenship and how it affects me, my family, and others.

Focus: My Family and Me

Outcome SS.K.1: Students will demonstrate that history relates to events and people of other times and places.

- SS.K.1.1 Identify the chronology of personal events and their impact (birthday, timelines, daily schedule). (K.4.1.a, K.4.1.b)
- SS.K.1.2 Identify past events and people from various cultures and ethnic groups (George Washington, Current President). (K.1.2.c, K.4.3.a)
- SS.K.1.3 Differentiate between stories from the present and the past. (K.4.3.c)
- SS.K.1.4 Develop questions about their own personal history. (K.4.4.a)
- SS.K.1.5 Identify and cite resources for researching their personal history (“*My grandma gave me this picture.*”). (K.4.4.b)
- SS.K.1.6 Gather and present historical information about their lives (have a conversation with a family member, share pictures, share posters). (K.4.4.c)

Outcome SS.K.2: Students will identify the relative location of people, places, and things.

- SS.K.2.1 Recite your phone number, address, and birthday.
- SS.K.2.2 Recite the emergency number (911).
- SS.K.2.3 Identify community symbols (stop sign, traffic light).
- SS.K.2.4 Identify maps as representations of local and distant places. (K.3.1.c, K.3.4.b)
- SS.K.2.5 Explain why things are located where they are (“*Why is the playground outside?*”). (K.3.1.b)
- SS.K.2.6 Identify where locations in the school and around the classroom. (K.3.1.b, K.3.5.a)
- SS.K.2.7 Identify where objects and places are located in the community. (K.3.5.a)
- SS.K.2.8 Give examples of how geographic knowledge or techniques are applied (locate people or places in relationship to each other, make a fire evacuation plan). (K.3.5.a)

Outcome SS.K.3: Students will identify that climate, location, and physical surroundings affect “Me.”

- SS.K.3.1 Identify and describe the four seasons in Nebraska. (K.3.3.b)
- SS.K.3.2 Identify physical characteristics of a place (landforms, water bodies). (K.3.2.a)
- SS.K.3.3 Identify human characteristics of a place (cities, buildings, farms roads, highways). (K.3.2.b)
- SS.K.3.4 Identify the difference between land and water on a globe. (K.3.1.d)
- SS.K.3.5 Identify and describe types of weather and the impact of severe weather on everyday life. (K.3.3.a, K.3.3.c)

Outcome SS.K.4: Students will identify basic economic concepts and explain how families earn and spend money.

- SS.K.4.1 Match people with their jobs.
- SS.K.4.2 Identify basic wants (toys, trips, candy). (K.2.1.a)
- SS.K.4.3 Identify basic needs (food, shelter, clothing). (K.2.1.a)
- SS.K.4.4 Recognize the difference between the basic needs and wants. (K.2.1.a)
- SS.K.4.5 Recognize the exchange of money for goods. (K.2.2.a)
- SS.K.4.6 Explain the importance of work.

Outcome SS.K.5: Students will identify the importance of good citizenship and the purpose of rules.

- SS.K.5.1 Identify the American Flag and other patriotic symbols. (K.1.2.b, K.4.3.b)
- SS.K.5.2 Discuss that two people can tell a story about the same event and share different details. (K.4.2.a)
- SS.K.5.3 Identify how choices and actions affect themselves and others. (K.1.1.a)
- SS.K.5.4 Identify the roles of authority figures in family and school. (K.1.1.b)
- SS.K.5.5 Identify students as members of various groups. (K.3.4.a)
- SS.K.5.6 Demonstrate age appropriate responsibility for home, classroom, and community. (K.1.2.a)

First Grade

Purpose Statement: First grade students will learn how families and the world around them have changed over time. First grade students will also learn about the environment in which they live and how it is connected to others in the world.

Focus: My Family and the World Around Us

Outcome SS.1.1: Students will give examples of good citizenship and explain its importance.

- SS.1.1.1 Explain why it is important to follow rules in the family, school, and community. (1.1.1.a)
- SS.1.1.2 Explain how your choices affect you and others. (1.1.2.a)
- SS.1.1.3 Identify what makes a good citizen. (1.1.2.a)
- SS.1.1.4 Identify characteristics of a leader. (1.1.1.b)

Outcome SS.1.2: Students will be introduced to historical dates and symbols, and how they relate to events and people of today.

- SS.1.2.1 Identify patriotic symbols and songs (American flag, bald eagle, Pledge of Allegiance, Statue of Liberty). (1.1.2.b, 2.1.2.b, 1.4.3.b)
- SS.1.2.2 Identify the President of the United States as a leader and explain how he became president. (1.1.2.d)
- SS.1.2.3 Describe the importance of historical people (George Washington, Christopher Columbus, Abraham Lincoln, Martin Luther King, Jr., Standing Bear). (1.1.2.d, 1.4.3.a)
- SS.1.2.4 Identify sources and gather information about holidays (ways families celebrate holidays differently). (1.4.2.a)
- SS.1.2.5 Explain these holidays and their importance to Americans (Thanksgiving, Martin Luther King, Jr. Day, Columbus Day, President's Day, Veteran's Day, Independence Day, Arbor Day). (1.1.2.c)

Outcome SS.1.3: Students will identify basic economic concepts (buyers, sellers, goods and services).

- SS.1.3.1 Summarize buyers and sellers. (1.2.3.a)
- SS.1.3.2 Define goods and services. (1.2.1.a)
- SS.1.3.3 Explain that money is used to buy goods and services for families.
- SS.1.3.4 Categorize the goods and services your family uses. (1.2.3.a)
- SS.1.3.5 Develop a logical argument as to why people work.
- SS.1.3.6 Differentiate jobs that people do to earn money. (2.2.3.b)
- SS.1.3.7 Draw conclusions on why, and list ways to save money. (1.2.2.a)

Outcome SS.1.4: Students will compare the absolute locations of people, places, and things.

- SS.1.4.1 Use the terms left and right when giving directions.
- SS.1.4.2 Identify north, south, east and west. (1.3.1.a)
- SS.1.4.3 Identify a map, a map key, and a globe. (1.3.1.c, 1.3.2.a)
- SS.1.4.4 Identify and differentiate between human features. (cities, farms, buildings, bridges, streets) (1.3.2.b)
- SS.1.4.5 Explain the difference between a map and a globe.
- SS.1.4.6 Identify land and water on maps and globes. (1.3.1.d, 1.3.2.a)
- SS.1.4.7 Locate the USA on a map of North America.
- SS.1.4.8 Locate Nebraska on a USA map.
- SS.1.4.9 Use current geography to make a map (home or school). (1.3.1.c, 1.3.5.a)

Outcome SS.1.5: Describe the characteristics of culture.

- SS.1.5.1 Identify cultural traits. (languages, religions, foods, music, sports, clothing) (1.3.4.a)
- SS.1.5.2 Describe the characteristics of individual culture. (foods, languages, celebrations) (1.3.4.b)
- SS.1.5.3 Compare and contrast family traditions across cultures. (holidays, celebrations, milestones) (1.4.2.a)
- SS.1.5.4 List and describe life events over time. (weekly, monthly, yearly, seasonal celebrations from different cultural perspectives) (1.4.1.a)

Outcome SS.1.6: Students will identify and explore characteristics in their physical environment.

- SS.1.6.1 Identify and differentiate between physical features (mountains, plains, hills, oceans, islands). (1.3.2.a)
- SS.1.6.2 Identify earth's natural resources. (minerals, air, land, water, soil) (1.3.3.b)
- SS.1.6.3 Identify and differentiate between human features (cities, buildings, farms). (1.3.2.b)
- SS.1.6.4 Prove how places change over time. (1.3.2.c)
- SS.1.6.5 Classify usable resources and where they come from. (1.3.3.b)
- SS.1.6.6 Connect environmental issues that would relate to their physical environment (drought, poor soil development). (1.3.3.c)
- SS.1.6.7 Compare seasons in various locations. (tornado drills, snow days, floods) (1.3.3.a)
- SS.1.6.8 Make observations on how climate influences the activities of your family and other families. (1.3.3.a)
- SS.1.6.9 Interpret how location and physical surroundings influence your family and other families. (1.3.3.c)

Outcome SS.1.7: Students will compare and contrast families and schools of the past and present.

SS.1.7.1 Compare and contrast what families were like in the past and now. (1.4.1.b)

SS.1.7.2 Compare and contrast what schools were like in the past and now.

SS.1.7.3 Investigate their own family history (develop questions and gather information by talking with a family member). (1.4.4.a)

SS.1.7.4 Present historical information about his/her family (pictures, posters or oral presentation). (1.4.4.c)

SS.1.7.5 Identify the impact of significant family events (births, new pet, moving, marriage).

SS.1.7.6 Draw conclusions on how peoples' actions affect others.

SS.1.7.7 Investigate books and artifacts to show how they can help us understand more about the past. (1.4.3.c, 1.4.4.b)

Second Grade

Purpose Statement: Second grade students will be knowledgeable in civics, economics, geography, and history in their world.

Focus: Neighborhood

Outcome SS.2.1: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at the local and state levels.

SS.2.1.1 List and model personal characteristics, responsibilities and rights of a good citizen in the community (develop and contribute to rules, follow rules, follow laws, listen to other people's points of view). (2.1.1.a, 2.1.2.e)

SS.2.1.2 Identify and apply civic responsibilities of a citizen (follow laws, participate in community service projects, voting). (2.1.2.a)

SS.2.1.3 Describe ways to be actively engaged to improve family, school, and community (chores, classroom jobs, volunteer). (2.1.2.d)

SS.2.1.4 Identify and explain patriotic symbols, songs, actions, and holidays. (2.1.2.b)

SS.2.1.5 Communicate historical background and significance of national holidays. (2.1.2.c)

SS.2.1.6 Demonstrate conflict management strategies as individuals, groups, and communities. (2.1.1.e)

Outcome SS.2.2: Students will develop and apply economic reasoning skills to make informed decisions to satisfy their needs and wants.

SS.2.2.1 Explain how decisions are made based on possible gains and losses. (2.2.1.a)

SS.2.2.2 Explain the role of goods and services and supply and demand in a community. (2.2.3.a)

SS.2.2.3 Describe how people in their communities earn income/wages through work. (2.2.3.b)

SS.2.2.4 Make transactions using currency emphasizing its use as a medium of exchange (school store, buying pencils). (2.2.2.a)

SS.2.2.5 Identify goods and services that governments provide (water, fire department, police, schools) and where they get the money to pay for the services such as taxes. (2.2.4.a, 2.2.4.b)

- Outcome SS.2.3:** Students will develop and apply spatial perspectives and geographic skills.
- SS.2.3.1 Compare and contrast maps and globes. (2.3.1.a)
 - SS.2.3.2 Identify, describe, and explain locations in a neighborhood (homes, businesses, roads, parks, schools, fire stations). (2.3.1.b, 2.3.1.e)
 - SS.2.3.3 Identify and apply map elements (map key, symbols, intermediate directions). (2.3.1.c)
 - SS.2.3.4 Locate and label the name of our community, state, country, and continent on a map and/or globe. (2.3.1.d)
 - SS.2.3.5 Identify how landforms are changed by weather, climate, and water. (2.3.3.a)
 - SS.2.3.6 Describe how seasonal weather patterns, natural hazards, and natural resources affect human activities. (2.3.3.b)
 - SS.2.3.7 Match resources to their sources (food from farms, wood from trees, minerals from the ground, fish from bodies of water). (2.3.3.c)
 - SS.2.3.8 Describe how seasonal weather patterns, natural hazards, and natural resources affect human activities. (2.3.3.b)
 - SS.2.3.9 Describe how people adapt to their physical environment. (2.3.3.d)
 - SS.2.3.10 Use navigational tools to map out routes to multiple destinations. (2.3.5.a)
 - SS.2.3.11 List the physical and human features of neighborhoods and communities (human features can include language, religion, houses, parks, things that come from a humans' ideas and actions: physical features can include vegetation, climate, landforms, soil, or bodies of water). (2.3.2.a)
 - SS.2.3.12 Describe local places and regions like a prairie, forest, farmland, or ranch. (2.3.2.b)
 - SS.2.3.13 Explain how places and regions change over time. (2.3.2.c)
 - SS.2.3.14 Describe cultures of local community and other communities including foods, languages, celebrations, religions, music, and sports. (2.3.4.a)
 - SS.2.3.15 Identify examples of cultural markers in the community (examples: names of streets, types of businesses, buildings). (2.3.4.b)

- Outcome SS.2.4:** Students will develop and apply historical knowledge and skills to understand key concepts of past, current, and potential issues and events in neighborhoods.
- SS.2.4.1 Compare and contrast how neighborhoods and different neighborhoods have changed over time using maps, artifacts, timelines, photographs, etc. (2.4.1.a, 2.4.1.b)
 - SS.2.4.2 Compare and contrast events from multiple perspectives on display in your neighborhood. (2.4.2.a)
 - SS.2.4.3 Describe historical people, issues, events, ideas, and symbols of various cultures and ethnic groups that have impacted a neighborhood. (2.4.3.a)
 - SS.2.4.4 Formulate and answer questions about a neighborhood by identifying, obtaining, and citing from appropriate sources for research (primary, secondary). (2.4.4.a, 2.4.4.b)
 - SS.2.4.5 Gather and present historical information about a neighborhood. (2.4.4.c)

Third Grade

Purpose Statement: Third grade students will apply their knowledge of maps to locate continents, oceans, and various landforms. Students will demonstrate their knowledge of communities by applying economic terms within the community. Students will name the rights, responsibilities, and cultural traits of citizenship within their community. Students will analyze and research the history of their local community.

Focus: Our Communities

Outcome SS.3.1: Students will identify and use map elements. (3.3.1)

- SS.3.1.1 Identify map elements (title, scale, symbol, legend, cardinal directions). (2.3.1.a, 3.3.1.d)
- SS.3.1.2 Apply cardinal and intermediate directions. (3.3.1.a)
- SS.3.1.3 Label the seven continents of the world. (3.3.1.e)
- SS.3.1.4 Label the four oceans of the world. (3.3.1.d, 3.3.1.e)
- SS.3.1.5 Locate and name the Northern, Southern, Eastern, and Western Hemispheres. (3.3.1.e)
- SS.3.1.6 Compare and contrast a political map and a physical map. (3.3.1.a, 3.3.1.b, 3.3.2.b, 3.3.1.c)

Outcome SS.3.2: Students will define and identify natural features in their physical world and explain how humans affect the physical environment. (3.3.3, 3.3.5)

- SS.3.2.1 Define the Earth's landforms and bodies of water. (3.3.3.a)
- SS.3.2.2 Locate various landforms and bodies of water. (3.3.1.d)
- SS.3.2.3 Identify local ecosystems (forests, deserts, grasslands). (3.3.3.b)
- SS.3.2.4 Explain how human activities change Earth. (3.3.3.a, 3.3.2.c, 3.3.3.d)
- SS.3.2.5 Explain the importance of Earth's natural resources. (3.3.3.c)

Outcome SS.3.3: The students will apply economic terms in communities (goods, services, consumers, producers, earnings & spending money). (2.2.2, 2.2.3, 3.2.1, 3.2.2, 3.2.3, 3.2.6, 3.2.10, 3.2.12)

- SS.3.3.1 Define goods and services; consumers and producers. (3.2.1.a)
- SS.3.3.2 Compare and contrast goods, services, and taxes. (3.2.1.a)
- SS.3.3.3 Compare and contrast consumers and producers. (3.2.1.a, 3.2.3.a)
- SS.3.3.4 Define budget while identifying ways of earning and spending money. (3.2.2.a)
- SS.3.3.5 Identify examples of trading local goods and services with people everywhere. (bartering). (3.2.4.a)

- Outcome SS.3.4:** Students will describe the responsibilities of citizens and elected officials in our communities. (3.1.1, 3.1.2)
- SS.3.4.1 Identify the rights of citizenship. (3.1.2.a)
 - SS.3.4.2 Identify the responsibilities of citizenship. (3.1.2.a, 3.1.1.c)
 - SS.3.4.3 Name the responsibilities of local government. (3.1.1.b, 3.1.1.c, 3.1.2.f)
 - SS.3.4.4 Identify and justify local leaders and their role in the local government. (3.1.1.d, 3.1.1.a, 3.1.1.c)
 - SS.3.4.5 Identify ways students can have an impact in their local community. (3.1.2.d)
 - SS.3.4.6 Explain the meaning of patriotic symbols, songs, actions, celebrations, and holidays. (3.1.2.b, 3.1.2.c)
 - SS.3.4.7 Engage students in discourse while demonstrating respect and consideration of multiple viewpoints. (for example: class voting) (3.1.2.e)
- Outcome SS.3.5:** The students will compare and contrast the characteristics and cultural traits of their local community. (3.3.2, 3.3.4)
- SS.3.5.1 Identify and differentiate between physical and human features of neighborhoods and communities (housing, streets). (3.4.2.b, 3.3.2.c)
 - SS.3.5.2 Compare and contrast the local region with other regions. (3.3.2.b)
 - SS.3.5.3 Explain and give examples of how places and regions change over time. (3.4.1.b, 3.3.5.a)
 - SS.3.5.4 Compare and contrast the patterns of spread of culture within your community (religion, ideas, food, customs, languages) (3.3.4.a, 3.3.4.b)
- Outcome SS.3.6:** The students will analyze the history of their local communities and develop research skills. (3.4.2, 3.4.4, 3.4.5)
- SS.3.6.1 Describe the origin of their local community. (3.4.2.b)
 - SS.3.6.2 Identify major citizens (past and present) of their local community. (3.4.2.a)
 - SS.3.6.3 Identify the major ethnic groups that settled in their community. (3.4.2.a)
 - SS.3.6.4 Describe how decisions affected events in the community and why things are located where they are in the community. (3.4.3.b, 3.4.1.a)
 - SS.3.6.5 Develop questions about their community and surrounding history. (3.4.4.a)
 - SS.3.6.6 Gather historical information about their community (interview a community member, find community resources). (3.4.4.c, 3.4.3.a)
 - SS.3.6.7 Present historical information about their community (pictures, posters, oral/written narratives, electronic presentations). (3.4.4.b, 3.4.3.a)

Fourth Grade

Purpose Statement: Fourth grade students will identify and apply their knowledge of map elements. Students will integrate their knowledge of Nebraska by identifying events in history, economics, geography, and government.

Focus: Nebraska History and United States Regions

Outcome SS.4.1: Students will apply essential map elements to analyze regions of the United States in terms of environment and people.

- SS.4.1.1 Identify coordinate and intermediate directions using a compass rose.
- SS.4.1.2 Define and Apply map keys, scales, grids and coordinates (4.3.1.b).
- SS.4.1.3 Define latitude and longitude lines and locate the Equator and Prime Meridian (4.3.1.b).
- SS.4.1.4 Utilize previously learned map skills to locate physical and political landmarks (4.3.1.a).
Ex. Major cities, towns, bodies of water, state parks, highways, and time zones.
- SS.4.1.5 Identify the different regions of Nebraska and the United States, including landforms and physical and human features.
Ex. Rural, suburban, urban communities, Sandhills, Platte River Valley
- SS.4.1.6 Justify why specific things are located in different parts of the state (4.3.1.c).
Ex. Why large ranches are in the Sandhills? Why are large airports in big cities?
- SS.4.1.7 Compare the Characteristics of different regions and their impact on human decisions.

Outcome SS.4.2: Students will develop solutions to natural occurrences based on the physical and geographical features of different regions in Nebraska.

- SS.4.2.1 Describe the climate and geography of Nebraska (4.3.2.a).
- SS.4.2.2 Identify historical features unique to Nebraska.
- SS.4.2.3 Define the different ecosystems in Nebraska (forest, grassland, etc...) (4.3.2.a, 4.3.3.b).
- SS.4.2.4 Identify and Connect how humans have adapted to different environmental and natural occurrences (4.3.3.d, 4.3.3.a, 4.3.3.c).
- SS.4.2.5 Validate or Adapt solutions to a natural occurrence (tornado, flood, blizzard, etc...) (4.3.3.a, 4.3.3.c, 4.3.5.a, 4.3.5.b).

Outcome SS.4.3: Students will use primary and secondary sources to research, communicate ideas and defend perspectives on historical events of Nebraska.

- SS.4.3.1 Identify the explorers and Native American groups of the Great Plains.
- SS.4.3.2 Describe the explorations and Westward expansion's effects on Native American Tribes, pioneers, and settlers (4.4.3.a, 4.4.3.b).
- SS.4.3.3 Identify groups that have impacted Nebraskan history.
- SS.4.3.4 Determine accomplishments and impact of famous Nebraskans.
- SS.4.3.5 Organize historical events and patterns in chronological order.
- SS.4.3.6 Describe the impact historical events had on the culture and population characteristics of the state on Nebraska (4.3.4.a, 4.3.4.b).
- SS.4.3.7 Defend multiple perspectives of historical events in Nebraska (4.4.2.a).

Outcome SS.4.4: Students will use economic reasoning skills to determine how technology has affected Nebraska's economy.

- SS.4.4.1 Identify Nebraska's natural resources, products, and industries.
- SS.4.4.2 Identify state symbols and holidays associated with Nebraska (state flag, state song, Nebraska State Day, George Norris Day, Arbor Day, etc...) (4.1.2.a, 4.1.2.b, 4.1.2.c).
- SS.4.4.3 Describe the role technology played in the history of Nebraska (railroad, telegraph, electricity, etc...)
- SS.4.4.4 Describe how resources are used to create goods and product services (4.2.4.a, 4.2.3.a).
- SS.4.4.5 Recognize and predict how consumers will react to price changes of goods and services (4.2.1.a).
- SS.4.4.6 Recognize and predict how producers will react to a profit change to their goods and services (4.2.1.b).
- SS.4.4.7 Identify different financial institutions and their purposes to the community.
- SS.4.4.8 Identify goods and services funded through state taxes (highways, courts, human services, universities, etc..)
- SS.4.4.9 Reflect on how technology has affected Nebraska's economy (4.2.4.b).

Outcome SS.4.5: Students will define the branches of Nebraska’s government and will determine the importance our leaders have on our government.

SS.4.5.1 Determine the events that led to the formation and structure of Nebraska’s government.

SS.4.5.2 Compare and Contrast a Unicameral and a Bicameral structure of government (4.1.1.b).

SS.4.5.3 Explain the purpose and uniqueness of Nebraska’s unicameral.

SS.4.5.4 Sequence the order of events of how a bill becomes a law in Nebraska (4.1.1.c).

SS.4.5.5 Investigate and summarize the roles of leaders in Nebraska (governor, Senators, representatives) (4.1.1.d).

SS.4.5.6 Explain the leadership roles and justify why they are essential in Nebraska’s state government (4.1.1.e).

Outcome SS.4.6: Students will analyze the impact of decisions made by Nebraska state leaders.

SS.4.6.1 Identify the rights and responsibilities citizens have at the state level.

SS.4.6.2 Determine opportunities in which citizens can serve the state (Volunteerism, state clubs and other organizations) (4.1.2.d).

SS.4.6.3 Examine the different ways in which individuals or groups can influence how state issues are viewed and resolved (lobbying, petitions, media, and social media) (4.1.2.e).

SS.4.6.4 Analyze the decisions of state leaders and how they can impact public policies and laws (4.1.2.e, 4.1.2.f).

SS.4.6.5 Defend or argue a decision made by Nebraska state leaders.

Fifth Grade

Purpose Statement: The Fifth Grade Students will study the U.S. geography and analyze the major people, events, and regions of the United States.

Focus: American History Through the Regions.

Outcome SS.5.1: Students will identify and apply map skills to improve geographical analysis. (5.3.1, 5.3.2, 5.3.3)

- SS.5.1.1 Apply cardinal directions and intermediate directions.
- SS.5.1.2 Identify and define map scale, grid, and coordinates.
- SS.5.1.3 Distinguish between country and continents.
- SS.5.1.4 Compare and contrast a political map and a physical map.
- SS.5.1.5 Read an elevation map.
- SS.5.1.6 Compare maps with different scales.
- SS.5.1.7 Identify special purpose maps i.e. population density, natural resources, and climate.
- SS.5.1.8 Locate and label all 50 states and capitals on a U.S. map.
- SS.5.1.9 Identify and apply symbols in legend.
- SS.5.1.10 Locate on a U.S. map the major physical features and bodies of water.
- SS.5.1.11 Read a time zone map.
- SS.5.1.12 Identify and locate the hemispheres.

Outcome SS.5.2: Students will compare and contrast the cultures of various Native American tribes. (5.4.3)

- SS.5.2.1 Explain how the first Americans may have arrived in the Western Hemisphere.
- SS.5.2.2 Identify important features of the Native American cultures.
- SS.5.2.3 Describe how the Native American cultures adapted to and modified their environment.
- SS.5.2.4 Evaluate the importance of art and traditions in Native American cultures.
- SS.5.2.5 Explain the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, by era.
- SS.5.2.6 Describe how the United States and its neighbors in the Western Hemisphere have changed over the course of time using maps, documents, and other artifacts.
- SS.5.2.7 Compare and contrast tribal forms of government.

Outcome SS.5.3: Students will explain the colonization of the New World. (5.4.1)

- SS.5.3.1 Explain the reasons for Columbus's voyages to America and its effect on Europe and America.
- SS.5.3.2 Compare and contrast economic activities of Colonial America.
- SS.5.3.3 Identify the important explorers and describe their discoveries of eastern North America.
- SS.5.3.4 Describe how multiple perspectives facilitate the understanding of the full story of United States history.

- Outcome SS.5.4:** Students will compare and contrast the history, economy, government, geography, and life in the New England, Middle and Southern colonies. (5.2.6)
- SS.5.4.1 Describe when, where, and why groups of people colonized and settled in different parts of New England.
 - SS.5.4.2 Describe when, where, and why groups of different people settled in the Middle colonies.
 - SS.5.4.3 Describe when, where, and why groups of different people settled in the Southern Colonies
 - SS.5.4.4 Compare and contrast the colonies founded in Maryland, the Carolinas, and Georgia.
 - SS.5.4.5 Analyze the relationships between the Southern Colonies and their neighbors.
 - SS.5.4.6 Describe and summarize how colonial and new states' governments affected groups within their population (slaves, immigrants, women, class systems, tribes.)
- Outcome SS.5.5:** Students will identify the major events and leaders leading up to and including the Revolutionary War. (5.1.1, 5.4.2)
- SS.5.5.1 Identify the principles of the American Revolution.
 - SS.5.5.2 Identify contributions of notable individuals during the Revolutionary period.
 - SS.5.5.3 Explain the purpose and the importance of the Declaration of Independence and the Continental Congress.
 - SS.5.5.4 Identify the cause and effect of the major battles of the Revolutionary War (Fort Ticonderoga, Lexington, Bunker Hill, Saratoga, Trenton, Yorktown.)
 - SS.5.5.5 Describe the relationships among historical events in the United States and the students' lives today.
- Outcome SS.5.6:** Students will analyze the creation and principles of the American Constitution. (5.1.1)
- SS.5.6.1 Identify the roles and influences of individuals, groups, and the media on governments (George Washington, John Adams, Thomas Jefferson, Benjamin Franklin.)
 - SS.5.6.2 Give examples of group and individual actions that illustrate civic ideas in the founding of the United States.
 - SS.5.6.3 Examine the effects of the Articles of Confederation
 - SS.5.6.4 Identify the purpose and outcome of the Constitutional Convention.
 - SS. 5.6.5 Identify and explain the structure and functions of the three branches of government.
 - SS.5.6.6 Describe how the decisions of the national government affect local and state government.
 - SS.5.6.7 Understand the development of the electoral college.

Outcome SS.5.7: Students will apply democratic principles that are the foundation of the United States government systems to daily life. (5.1.2)

- SS.5.7.1 Explain the constitutional rights and civic responsibilities of U.S. citizens.
- SS.5.7.2 Compare and contrast the different points of view between political parties.
- SS.5.7.3 Analyze how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States.
- SS.5.7.4 Describe the significance of patriotic symbols, songs and activities.
- SS.5.7.5 Communicate origins of national and state holidays including historical background and significance.

Outcome SS.5.8: Students will summarize characteristics of economic and financial institutions. (5.2.3, 5.2.4, 5.2.5, 5.2.6, 5.2.10, 5.2.12)

- SS.5.8.1 Describe how competition among sellers results in lower costs and prices, higher product quality, and better customer service.
- SS.5.8.2 Give examples of how additional education/training improves productivity and increases standard of living.
- SS.5.8.3 Identify the functions and characteristics of money (store value, medium of exchange, unit of accounting.)
- SS.5.8.4 Identify the importance of financial institutions to households and businesses (loans to agriculture, business, and individuals in order to provide capital.)
- SS.5.8.5 Identify rules and laws that protect and support consumers (private property, contracts, agreements, and product safety.)
- SS.5.8.6 Explain/explore how various financial services are provided by local financial institutions.
- SS.5.8.7 Identify goods and services funded through federal taxes (armed forces, courts, parks.)
- SS.5.8.8 Investigate early United States specialization and trade (fur, tobacco, cotton, lumber.)
- SS.5.8.9 Investigate and report on entrepreneurs and inventor

Outcome SS.5.9: Students will compare the characteristics of places and regions and draw conclusions about the natural processes in the physical world and how humans have adapted to different environments. (5.3.2, 5.3.3, 5.3.5)

- SS.5.9.1 Explain how physical processes shape the United States' features and patterns (weathering, erosion, plate tectonics, and internal forces and climate.)
- SS.5.9.2 Identify examples of ecosystems located in the United States (forests, deserts, grasslands.)
- SS.5.9.3 Describe the impact of extreme natural events in early United States history on the human and physical environment.
- SS.5.9.4 Describe how humans have utilized natural resources in the United States (construction of dams, Transcontinental RR, Erie Canal, National Road, land use changes from prairie and forests to agriculture and ranching.)
- SS.5.9.5 Analyze issues related to the natural setting in Early America.
- SS.5.9.6 Examine patterns of resource distribution and utilization in Early America.
- SS.5.9.7 Describe human adaptations to the physical environment.
- SS.5.9.8 Explain the influences of physical and human geographic features on historical events in the United States.
- SS.5.9.9 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.

Outcome SS.5.10: Students will compare, contrast and examine the characteristics, chronology, and relationships of culture and migration in the United States. (5.3.4, 5.3.5)

- SS.5.10.1 Describe the concepts of time and chronology (BC, BCE, AD, CE and eras.)
- SS.5.10.2 Compare and contrast patterns of culture and population within the United States.
- SS.5.10.3 Compare and contrast historical and present day migrations to and within the United States.
- SS.5.10.4 Examine the chronology of historical events in the United States and their impact on the past, present, and future.

Outcome SS.5.11: Students will develop historical research skills. (5.4.4)

- SS.5.11.1 Develop questions about United States history.
- SS.5.11.2 Identify, obtain, and cite appropriate sources for research about early U.S. History, incorporating primary and secondary sources.
- SS.5.11.3 Gather historical information about the United States.
- SS.5.11.4 Present historical information about the United States.
- SS.5.11.5 Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.

Sixth Grade

Purpose Statement: World history students will gain an appreciation for past generations' contributions and their implications to modern societies.

Focus: World Studies 1

Outcome SS.6.1: Students will analyze the major characteristics and contributions of Paleolithic and Neolithic civilizations.

- SS.6.1.1 Archeology and how we know about the past (6.4.4a)
- SS.6.1.2 How do humans adapt to their environment (6.3.3b)
 - Ex: making simple tools, using fire, developing language, providing food and shelter for their families and themselves
- SS.6.1.3 What impact did this period have on history? (6.4.1a)
- SS.6.1.4 Examine primary source documents to describe the advancement of early civilizations and develop questions about how people live (6.4.5b, 6.4.5c)
- SS.6.1.5 Compare the structure of early civilizations to life in the US today (6.4.4b)
- SS.6.1.6 Explain how the advancement of agriculture led to the creation of the first settlements (6.3.3.a) (6.3.3.b)

Outcome SS.6.2: Students will describe and analyze the major characteristics of the river valley civilizations including, but not limited to, Mesopotamia, Egypt, India and China.

- SS.6.2.1 Examine the relationship between geographic factors and the locations of human settlements (6.3.1a, 6.3.1b, 6.3.3a, 6.3.3b)
- SS.6.2.2 Compare and contrast the characteristics of various river civilizations (6.3.4a)
- SS.6.2.3 Analyze the impact of the contributions of river civilizations to present society (writing) (6.4.1a,)
- SS.6.2.4 Describe the impact of trade in the development of society and the roles and relationships between producers and consumers. (6.2.3a, 6.2.3b, 6.3.4b)
- SS.6.2.5 Analyze the different forms of government through the study of early civilizations (6.1.1a, 6.1.1b)
- SS.6.2.6 Describe the formation of major world religions (Hinduism, Buddhism, and Judaism)
- SS.6.2.7 Explain how the advancement of agriculture led to the creation of the first settlements (6.3.3.a, 6.3.3.b, 6.2.1a)

Outcome SS.6.3: Students will examine the origins of Western Civilizations in relations to the Greek culture.

- SS.6.3.1 Compare and contrast the roles and rights of individuals in Ancient Greece to those in the United State today (6.1.2.b)
 - Ex: Civic engagement, decision making, voting
- SS.6.3.2 Investigate the important government principles (6.1.1.d)
 - Ex: democracy, rule of law
- SS.6.3.3 Examine the impact of Greek philosophers on the advancement of society (6.4.1a)
 - Ex: Plato, Socrates, Aristotle
- SS.6.3.4 Compare and contrast life in Athens with life in Sparta (6.3.4a)
- SS.6.3.5 Construct and answer inquiry questions related to life in Ancient Greece (6.4.5a)

- Outcome SS.6.4:** Students will examine the origins of Western Civilizations in relations to the Roman culture.
- SS.6.4.1 Examine the independence and interdependence of Patricians and Plebeians in Ancient Rome and how they might have viewed the expansion of the empire differently. (6.2.3a, 6.4.3a, 6.4.3b)
 - SS.6.4.2 Analyze the formation of the republic form of government (6.1.1a)
 - SS.6.4.3 Examine the expansion of the Roman Empire and the spread of Roman culture (6.4.1b)
 - SS.6.4.4 Examine the causes that lead to the collapse of the Western Roman Empire.
 - SS.6.4.5 Compare and contrast the roles and rights of individuals in Ancient Rome to those in the United State today (6.1.2.b)
 - SS.6.4.6 Describe the formation and spread of Christianity and how it would have been viewed by multiple perspectives. Ex: Christians, Roman government officials, Jewish religious leaders (6.4.2a, 6.4.2b)
 - SS.6.4.7 Construct and answer inquiry questions related to life in Ancient Rome (6.4.5a)
 - SS.6.4.8 Examine the effect of Roman rule on marginalized groups. (6.4.3b)
- Outcome SS.6.5:** Students will analyze the patterns of social, cultural, economic, and political change during the Middle Ages.
- SS.6.5.1 Analyze the structure of feudal society and how it impacted economic well being. (6.2.1b)
 - SS.6.5.2 Examine and analyze the impact of the Roman Catholic Church on Europe. (6.4.1a)
 - SS.6.5.3 Describe the formation of major world religions (Islam)
 - SS.6.5.4 Analyze the political and economic impact of the Crusades on people, places, and history (6.1.1c)
 - SS.6.5.5 Examine how the emergence of the Black Death and the outbreak of the Hundreds Years War led to the end of the Middle Ages. (6.4.1a)
 - SS.6.5.6 Construct and answer inquiry questions related to life in the Middle Ages (6.4.5a)

Grades 7-12: Social Studies Curriculum Guides

Seventh Grade

Purpose Statement: Students will describe the relationships between people, places, and the environment in spatial, cultural, and historical terms.

Focus: World Studies II

Outcome SS.7.1: Students will analyze the impact of historical events in the world using symbols, maps, documents, and artifacts. (7.4.1.b, 7.4.4, 7.4.5, 3.5)

- SS.7.1.1 Evaluate geographical information sources for applications, credibility, and appropriateness in displaying spatial data. (HS.3.5.c)
- SS.7.1.2 Analyze how geospatial skills and geo-literacy are applied to improve stands of living and solve problems. (3.5.b)
- SS.7.1.3 Compare locational site and situation. (HS.3.1, HS.3.1.b)
- SS.7.1.4 Apply geographic knowledge and skills to interpret the past and present in order to better understand the future. (7.3.5.a)
- SS.7.1.5 Analyze evidence from multiple perspectives and sources to better understand major events in world history. (7.4.2, 7.4.2.a, 7.4.5.c)
- SS.7.1.6 Compare and contrast primary and secondary sources to develop historical inquiry questions. (7.4.2.b, 7.4.4.a, 7.4.5.a, 7.4.5.b)
- SS.7.1.7 Examine historical events from the perspective of marginalized and underrepresented groups. (7.4.3, 7.4.3.b)

Outcome SS.7.2: Students will compare patterns of continuity and change over time in regions around the world. (7.4.1, HS.3.2)

- SS.7.2.1 Differentiate physical and human regions and classify characteristics of those regions. (7.3.2.a)
- SS.7.2.2 Evaluate how physical geography influences a region's culture. (HS.3.2.b)
- SS.7.2.3 Analyze how cultural diffusion lessens differences and increases global interdependence. (7.3.4.b, HS.3.4.b)
- SS.7.2.4 Evaluate how regional cultural experiences influence perceptions. (7.4.3.a)
- SS.7.2.5 Analyze the major impacts of people, events and ideas from various cultures and ethnic groups. (7.4.1.a)
- SS.7.2.6 Evaluate how regions form and change over time. (7.3.2)

Outcome SS.7.3: Students will evaluate the relationship detailing human interaction with the environment. (HS.3.3)

- SS.7.3.1 Explain the impact of natural processes on human and physical environments. (7.3.3.a)
- SS.7.3.2 Research and describe how the natural environment is changed by natural and human forces and how humans adapt to their natural surroundings. (7.3.3, 7.3.3.b, HS.3.3.b, 3.3.a)
- SS.7.3.3 Analyze the consequences of pollution on the environment.
- SS.7.3.4 Analyze the physical and human characteristics of the world's regions. (7.3.2.c, 7.3.5.a)
- SS.7.3.5 Interpret the impact of land and water features on human decisions (7.3.2.b)

- Outcome SS.7.4:** Students will analyze population patterns and trends in the world. (7.3.4, 7.3.4.a, HS.3.4)
- SS.7.4.1 Explain various reasons for population settlement and growth. (HS.3.4.a)
 - SS.7.4.2 Predict and model regional population growth through geographic representations. (7.3.5.b)
 - SS.7.4.3 Analyze the economical, spatial and political ramifications of population density. (HS.3.1.a)
 - SS.7.4.4 Determine the factors for why population is distributed unevenly across the world. (HS.3.2.c)
 - SS.7.4.5 Distinguish the differences of push and pull factors and their relation with immigration.
 - SS.7.4.6 Interpret perspectives of marginalized and underrepresented regions around the world. (7.4.3.b)
- Outcome SS.7.5:** Students will examine the impact of varying economic systems on individuals in a society. (7.2.4)
- SS.7.5.1 Differentiate between capitalism, communism and mixed economy. (7.2.4, 7.2.5.a)
 - SS.7.5.2 Identify factors that result in governmental involvement within a market economy. (7.2.5.c)
 - SS.7.5.3 Predict disadvantages of a command economy. (7.2.5)
 - SS.7.5.4 Compare per capita GDP to life expectancy and other vital population statistics. (7.2.5)
 - SS.7.5.5 Distinguish the relationship of imports/exports to a country's overall gross national product. (7.2.5.b)
 - SS.7.5.6 Examine the relationships between diverse socio-economic groups and their economic systems. (7.2.4.a, 7.2.4.b)
 - SS.7.5.7 Analyze ways in which international trade affects the domestic economy. (7.2.6, 7.2.6.a)
- Outcome SS.7.6** Students will analyze the foundations, structures, and functions of governmental institutions and the roles responsibilities, and rights of citizens and groups in international societies (7.1.1, 7.1.2)
- SS.7.6.1 Describe different forms of government and structures of government around the world and how they address the needs of citizens. (7.1.1.a)
 - SS.7.6.2 Identify and report significant historic events and documents how they are relevant to contemporary issues. (7.1.1.b, 7.4.4.b)
 - SS.7.6.3 Examine documents and historic events that have and continue to influence governmental institutions and their functions. (7.1.1.b, 7.4.4.b)
 - SS.7.6.4 Analyze how government systems have changed over time. (7.1.1.c)
 - SS.7.6.5 Analyze how changes in governmental systems have influence civic life and ideals around the world. (7.1.1.c)
 - SS.7.6.6 Examine ways in which individuals and groups participate in the political process around the world. (7.1.2.a)
 - SS.7.6.7 Evaluate how cooperation and conflict contribute to the political and economic process. (7.1.2.b)
 - SS.7.6.8 Evaluate the roles that individuals and the media have in governments around the world. (7.1.2.c)
 - SS.7.6.9 Analyze how the relationship between sovereign nations impact conflict and cooperation between countries. (HS.3.4.c)

Outcome SS.7.7: Compare issues and events using geographic knowledge and skills to make informed decisions. (7.3.5)

SS.7.7.1 Explain the impact of natural processes on human and physical environments. (7.3.3.a)

SS.7.7.2 Analyze how the earth's surface is indispensable in daily decision-making. (7.3.3.b)

SS.7.7.3 Examine physical and human processes that shape places and regions. (HS.3.2.a)

SS.7.7.4 Identify ways in which humans adapt to their natural environment. (7.3.3)

Eighth Grade

Purpose Statement: Students will examine American history from Colonial America through the Age of Reconstruction.

Focus: United States History from 1787 until 1877

- Outcome SS.8.1** The student will examine the events that pushed Great Britain and the American colonies apart and ultimately led to the American Revolution.
- SS.8.1.1 Differentiate the sources of dissatisfaction that led to the American Revolution. (8.1.2.e)
 - SS.8.1.2 Evaluate major military campaigns of the Revolutionary War and reasons why the colonies were able to defeat the British. (8.2.5.b)
 - SS.8.1.3 Analyze key individuals and events from the American Revolution. (8.2.5)
 - SS.8.1.4 Organize events of the American Revolution in chronological sequence and analyze the causes that led to an American victory.
 - SS.8.1.5 Examine how early Americans were influenced by their natural environment and how they have changed their surroundings over time. (8.3.3, 8.3.3.a, 8.3.3.b)
 - SS.8.1.6 Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand the Revolutionary War. (8.4.2.b, 8.4.4, 8.4.4.b)
 - SS.8.1.7 Examine Revolutionary War events from the perspective of marginalized and underrepresented groups. (8.4.3., 8.4.3.a, 8.4.3.b)
- Outcome SS.8.2:** The student will examine how the leaders of the new nation met the challenges of establishing a sound economy and a stable, democratic government. (8.2.4)
- SS.8.2.1 Examine the precedent established by George Washington during his presidency.
 - SS.8.2.2 Analyze major issues facing Congress and the early presidents. (8.1.1.e)
 - SS.8.2.3 Determine the factors leading to the division between Thomas Jefferson and Alexander Hamilton and the creation of political parties.
 - SS.8.2.4 Analyze the creation of the United States constitution and the foundation, structure, and functions of government that it established. (8.1.1)
 - SS.8.2.5 Examine different systems of government and examine the foundational laws and documents in American government. (8.1.1.a, 8.1.1.c)
 - SS.8.2.6 Analyze the development and importance of political parties in the United States. (8.1.1.f)
 - SS.8.2.7 Examine the role Alexander Hamilton had in the creation of a national bank and a stable national economic systems. (8.2.4.a)

- Outcome SS.8.3:** The student will analyze growth and changes in the United States.
- SS.8.3.1 Analyze why Napoleon sold the Louisiana Territory to the United States. (8.3.2.c)
 - SS.8.3.2 Summarize the experiences and outcomes of the Lewis and Clark expedition.
 - SS.8.3.3 Analyze the ways in which the American Industrial Revolution changed society, encouraged the expansion of slavery, and contributed to sectionalism in the first half of the 1800s. (8.3.1, 8.4.5)
 - SS.8.3.4 Examine the issues that led to rising sectional differences.
 - SS.8.3.5 Examine westward expansion and its political, economic, and social effects on the development of the nation.
 - SS.8.3.6 Analyze and locate territorial expansion and migration routes from 1787 to 1877. (8.3.2.a)
 - SS.8.3.7 Determine the impact of land and water features on human decisions. (8.3.2.b)
- Outcome SS.8.4:** The student will understand the major causes and events of the Civil War leading to Union victory and the effect of this conflict on the country. (8.4.1)
- SS.8.4.1 Examine economic and philosophical differences between the North and South before the outbreak of the Civil War. (8.1.2.d)
 - SS.8.4.2 Analyze the major events leading to secession and during the war and describe their significance.
 - SS.8.4.3 Evaluate the roles of key people and their major accomplishment during the Civil War.
 - SS.8.4.4 Compare and contrast life on the battlefield and on the home front during the Civil War. (8.4.5.a)
 - SS.8.4.5 Analyze the significance of the Emancipation Proclamation. (8.4.2.a)
 - SS.8.4.6 Analyze the economic, physical, and emotional costs of the Civil War.
 - SS.8.4.7 Examine and cite multiple perspectives and sources to evaluate the historical, social, and cultural context of Civil War events. (8.4.2, 8.4.5.b, 8.4.5.c)
 - SS.8.4.8 Examine Civil War events from the perspectives of marginalized and underrepresented groups. (8.4.3, 8.4.3.a, 8.4.3.b, 8.4.4)
- Outcome SS.8.5** The student will examine the political conflict over how to rebuild the South after the Civil War and evaluate the impact of Reconstruction on African Americans and other Southerners. (8.1.1.d, 8.4.1.a)
- SS.8.5.1 Analyze the basic provisions and postwar impact of the 13th, 14th, and 15th Amendments to the Constitution. (8.1.1.b)
 - SS.8.5.2 Examine the results of Reconstruction policies on the South.
 - SS.8.5.3 Evaluate the impact of land reform, sharecropping, and the contract system.
 - SS.8.5.4 Examine how the Compromise of 1877 resulted in the end of Reconstruction.

- Outcome SS.8.6** Evaluate the roles, responsibilities, and rights as local, state, national, and international citizens. (8.1.2)
- SS.8.6.1 Demonstrate ways individuals participate in the political process. (8.1.2.a)
 - SS.8.6.2 Examine the meaning of “E Pluribus Unun.”
 - SS.8.6.3 Dissect the content of the Gettysburg Address and verify the document’s importance.
 - SS.8.6.4 Appraise the significance of the Constitution. (8.4.1.b)
 - SS.8.6.5 Assess the meaning and significance of the Declaration of Independence.
 - SS.8.6.6 Analyze the significance of patriotic symbols, songs, and activities in terms of historical, social, and cultural context. (8.1.2.b)
 - SS.8.6.7 Demonstrate a knowledge of civic engagement by taking a citizenship test. (8.1.2.c)
- Outcome SS.8.7** Students will analyze personal and business financial management. (8.2.1)
- SS.8.7.1 Examine skills for future financial success. (8.2.2.a)
 - SS.8.7.2 Understand tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources. (8.2.2.b)
 - SS.8.7.3 Analyze how tax revenues are collected and distributed. (8.2.4.b)
 - SS.8.7.4 Examine the role that money had in early United States history. (8.2.4.c)
 - SS.8.7.5 Examine how currency is converted to make purchases in other countries. (8.2.5.a)

World History

Purpose Statement: World history students will gain an appreciation for past generations' contributions and their implications to modern societies.

Outcome SS.WH.1: World history from 1500 until present

- SS.WH.1.1 Examine the conditions within Italy that gave rise to the Renaissance.
- SS.WH.1.2 Examine how humanism, secularism, and individualism influenced life during the Renaissance and continue to influence the modern world. (4.4.d)
- SS.WH.1.3 Analyze how the invention of the printing press expanded knowledge and led people to challenge long held beliefs.
- SS.WH.1.4 Analyze historical forces and religious issues that sparked the Reformation. (4.2)
- SS.WH.1.5 Examine the ideas of Martin Luther leading to the Protestant Reformation. (4.1.a)
- SS.WH.1.6 Examine the spread of Protestant beliefs including the ideas of Henry VIII, Elizabeth I, John Calvin, and John Knox. (4.4.c)

Outcome SS.WH.2: Students will analyze the importance of European exploration into the Americas, Africa, and Asia.

- SS.WH.2.1 Appraise the importance of European explorers and their contributions.
- SS.HW.2.2 Examine motivations of explorers and conquistadors in exploring and conquering new lands.
- SS.WH.2.3 Analyze the triangular trade system including the slave trade.
- SS.WH.2.4 Examine the exchange of food, technology, and disease during the American Exchange.
- SS.WH.2.5 Distinguish how mercantilism resulted in competition between European countries. (4.5)
- SS.WH.2.7 Analyze multiple perspectives to gain a deeper understanding of European settlement of the New World. (4.2, 4.2.a)

Outcome SS.WH.3: Students will analyze the scientific, political, and economic changes occurring between the 16th and 19th centuries.

- SS.WH.3.1 Examine the importance of scientific ideas on political institutions, and social movements, and religious ideas. (4.5)
- SS.WH3.2 Analyze the major causes that sparked the outbreak of the French Revolution.
- SS.WH.3.3 Examine how the rise of Napoleon created an environment that fostered nationalism.
- SS.WH.3.4 Analyze the effects of the Industrial Revolution on Western civilization.
- SS.WH.3.5 Examine how working conditions during the Industrial Revolution led to the rise of socialism including the ideas of Karl Marx.

Outcome SS.WH.4: Students will analyze the forces of political, cultural, and economical factors resulting in World War I and World War II. (4.1.b)

- SS.WH.4.1 Examine how nationalism, imperialism, and the alliance system led to World War I.
- SS.WH.4.2 Analyze how the assassination of Archduke Franz Ferdinand sparked the outbreak of World War I.
- SS.WH.4.3 Appraise the effects of new technologies during World War I.
- SS.WH.4.4 Evaluate the importance of Woodrow Wilson's Fourteen Points.
- SS.WH.4.5 Analyze how the flaws of the Treaty of Versailles created an environment, which resulted in the coming of World War II. (4.1.c)
- SS.WH.4.6 Examine how countries around the world responded to the Great Depression.
- SS.WH.4.7 Examine how the conditions of the Great Depression create an atmosphere leading to the rise of fascist dictators. (4.5.b)
- SS.WH.4.8 Analyze the political and military strategies of the Axis and Allied Powers.
- SS.WH.4.9 Examine the Nazi Holocaust and the implications of the "Final Solution."
- SS.WH.4.10 Appraise how the atomic age led to the end of World War II.
- SS.WH.4.11 Examine how perspectives from diverse groups provide a deeper understanding of World War I and World War II. (4.3, 4.3.a, 4.3.b)
- SS.WH.4.12 Examine primary and secondary sources from World War I and World War II to synthesize historical information to create new understandings. (4.5.b, 4.5.c)

Outcome SS.WH.5 The students will examine how the atomic age and the emergence of superpowers resulted in a prolonged Cold War through visuals.

- SS.WH.5.1 Compare and contrast regional and political conflicts including the Korean and Vietnam War.
- SS.WH.5.2 Examine the fall of the Berlin Wall and the reunification of Germany.
- SS.WH.5.3 Analyze the collapse of the U.S.S.R. and the end of the Cold War.

Outcome SS.WH.6 Students will display historical research and their geographical analysis skills.

- SS.WH.6.1 Analyze and interpret primary and secondary sources to corroborate relevant historical information about selected topics in world history. (4.5.c)
- SS.WH.6.2 Analyze and interpret global population distribution throughout history.
- SS.WH.6.3 Validate primary and secondary sources as to their authenticity, authority, credibility, and possible bias. (4.2.b, 4.4. 4.4.a, 4.4.b)

America's Role in a Changing World

Purpose Statement: Students will analyze the history of the United States from the onset of the Cold War to better understand contemporary issues and determine what role the United States should play in an ever-changing world.

Focus: United States history from the 1940s to today (Elective Course)

Outcome SS.AR.1: Students will analyze international issues that will shape the role the United States plays in today's world.

- SS.AR.1.1 Analyze the issues that are likely to shape international relations in the twenty-first century.
- SS.AR.1.2 Examine the issues of nuclear proliferation, global climate change, immigration, international trade, and human rights.
- SS.AR.1.3 Analyze the ways in which the America's role in the world has evolved throughout its history.
- SS.AR.1.4 Examine how America's role in the world expanded after World War II.
- SS.AR.1.5 Analyze globalization and how it has impacted the role that America plays in the world
- SS.AR.1.6 Compare and contrast the arguments prioritizing human rights verse the arguments prioritizing state sovereignty.
- SS.AR.1.7 Examine the role of the American military in an ever-changing world.

Outcome SS.AR.2: Students will examine the role that nuclear weapons have in today's world and the best policies for them in the future.

- SS.AR.2.1 Examine the political climate in the United States during the genius of nuclear weapons.
- SS.AR.2.2 Summarize the basic arguments for and against nuclear weapons.
- SS.AR.2.3 Analyze the policies of the United States regarding nuclear proliferation.
- SS.AR.2.4 Determine the effectiveness of the Nuclear Non-Proliferation Treaty.
- SS.AR.2.5 Examine how the threat of terrorism has changed the thinking about nuclear weapons.
- SS.AR.2.6 Analyze which countries poses the greatest nuclear threat in the world today.

Outcome SS.AR.3: Students will analyze America's historic and current immigration policies.

- SS.AR.3.1 Examine the history of immigration policies in the United States.
- SS.AR.3.2 Analyze how historical memory shapes debates on immigration today.
- SS.AR.3.3 Analyze the issues that frame the debate on US immigration policy.
- SS.AR.3.4 Examine the core underlying values of that shape immigration policy.
- SS.AR.3.5 Examine the important legislation (e.g. DACA, Dream Act) and its implications of immigration policies.

Outcome SS.AR.4: Students will examine America's decision to go to war in Iraq in 2003 and the aftermath of that decision.

- SS.AR.4.1 Examine the major historical events leading up to the American invasion of Iraq in 2003.
- SS.AR.4.2 Describe the ethnic and religious makeup of the Middle East.
- SS.AR.4.3 Examine the impact that sanctions against Iraq had on Iraq's population.
- SS.AR.4.4 Evaluate the Bush Doctrine
- SS.AR.4.5 Evaluate America's reasons for going to war with Iraq in 2003.
- SS.AR.4.6 Analyze the social and economic impacts of America's decision to go to war in Iraq in 2003.

Outcome SS.AR.5: Students will examine the issue of global climate change and American policies in regards to global climate change.

- SS.AR.5.1 Examine the basic science supporting global climate change.
- SS.AR.5.2 Describe the consequences that are occurring and will occur in the world because of climate change.
- SS.AR.5.3 Compare and contrast mitigation and adaption.
- SS.AR.5.4 Analyze international agreements that have been established to help mitigate the negative impact of global climate change.
- SS.AR.5.5 Evaluate the effectiveness of carbon taxes and governmental regulations.

Foundation of America

Purpose Statement: Students will examine the history of the United States from the French and Indian War to the ratification of the constitution.

Focus: United States history from 1754 to 1789 (Elective Course)

Outcome SS.FA.1: Students will analyze how the French and Indian War altered the relationship between the British and the colonists and set the stage for the American Revolution.

- SS.FA.1.1 Analyze the four stages of the American Revolution.
- SS.FA.1.2 Examine how the French and Indian War resulted in the first direct Taxes that the British levied on the colonists.
- SS.FA.1.3 Analyze the ways in which the America's role in the world has evolved throughout its history.
- SS.FA.1.4 Examine factors that made American ready of independence after 1763.
- SS.FA.1.5 Analyze new policies put into place in the colonies by the British following the French and Indian War.
- SS.FA.1.6 Examine the different types of taxes that the British imposed on the colonists following the French and Indian War
- SS.FA.1.7 Examine how the Boston Massacre was used as propaganda to unite the American colonists.
- SS.FA.1.8 Analyze how the Boston Tea Party resulted in the Intolerable Acts.

Outcome SS.FA.2: Students will examine the events that cumulated with Declaration of Independence.

- SS.FA.2.1 Analyze how does art influence our views about the past by examining the poem *Paul Revere's Ride*.
- SS.FA.2.2 Examine the roles played by spies during the Revolutionary War.
- SS.FA.2.3 Analyze how the need to preserve armies resulted in limited warfare.
- SS.FA.2.4 Evaluate the significance of the Battle of Bunker Hill.
- SS.FA.2.5 Examine the role that Thomas Paine's *Common Sense* played in the decision to declare independence.
- SS.FA.2.6 Analyze the five parts of the Declaration of Independence.
- SS.FA.2.7 Examine the significance of the Battle of Trenton.

Outcome SS.FA.3: Students will examine the major battles and turning points that resulted in an American victory in the Revolutionary War.

- SS.FA.3.1 Compare and contrast the war readiness of the United Kingdom and the American colonies at the onset of the Revolutionary War.
- SS.FA.3.2 Examine the significance of the Battle of Saratoga and how it became a major turning point in the Revolutionary War.
- SS.FA.3.3 Analyze the role that Frederic von Steuben played in training the American military at Valley Forge.
- SS.FA.3.4 Examine why the British decided to shift the focus of the American Revolution to the South.
- SS.FA.3.5 Analyze the significance of the Battle of Yorktown.
- SS.FA.3.6 Examine the terms outlined in the Treaty of Paris.

Outcome SS.FA.4: Students will analyze the creation of the Constitution of the United States.

- SS.FA.4.1 Examine the different constitutional governments that have existed throughout American history.
- SS.FA.4.2 Analyze the weaknesses that existed in the government operated according to the Articles of Confederation.
- SS.FA.4.3 Examine the significance of Shays's Rebellion.
- SS.FA.4.4 Analyze the major compromises that were necessary to ratify the constitution.
- SS.FA.4.5 Examine the debate surrounding slavery that took place during the Constitutional Convention.
- SS.FA.4.6 Compare and contrast the ideas of the Federalists to the ideas of the Anti-Federalist.
- SS.FA.4.7 Analyze the significance of the *Federalist Papers*.
- SS.FA.4.8 Examine the rights provided to Americans in the Bill of Rights.

Civil War

Purpose Statement: Students will examine the history of the American Civil War.

Focus: United States history from 1861 to 1865 (Elective Course)

Outcome SS.CW.1: Students will analyze the major events that set the stage for the outbreak of the Civil War.

- SS.CW.1.1 Examine the relationship between Nebraska and the events leading up to the outbreak of the Civil War
- SS.CW.1.2 Analyze how the sectional fight over slavery resulted in the Civil War.
- SS.CW.1.3 Examine the debate over slavery that took place during the Constitutional Convention.
- SS.CW.1.4 Analyze the role played by the domestic slave trade in the outbreak of the Civil War.
- SS.CW.1.5 Examine how major slave revolts in the Western Hemisphere influence the debate over slavery.
- SS.CW.1.6 Evaluate the significance of Nat Turner's Rebellion

Outcome SS.CW.2: Students will examine the history of slavery and slave compromise in United States.

- SS.CW.2.1 Examine the three major rules for slavery that were established throughout the American colonies.
- SS.CW.2.2 Compare and contrast slavery in the Northern states to slavery in the Southern states.
- SS.CW.2.3 Analyze the significance of major compromises over slavery.
- SS.CW.2.4 Examine how the Mexican-American War brought the debate over slavery back into the national discussion.
- SS.CW.2.5 Analyze popular sovereignty and the debate over the Kansas-Nebraska Act.
- SS.CW.2.6 Examine why violence over the expansion of slavery occurred in Kansas following the Kansas-Nebraska Act.

Outcome SS.CW.3: Students will examine the events leading up to the Civil War from the Dred Scott decision to the election of 1860.

- SS.CW.3.1 Examine the impact that the Dred Scott decision had on the growing rift between the North and South.
- SS.CW.3.2 Analyze the significance of the Lincoln-Douglas debates.
- SS.CW.3.3 Evaluate the significance of John Brown's raid on the federal arsenal at Harpers Ferry.
- SS.CW.3.4 Compare and contrast Northern and Southern reaction to John Brown's raid.
- SS.CW.3.5 Analyze the impact that the election of 1860 had on the ultimate outbreak of the Civil War.
- SS.CW.3.6 Examine attempts made to preserve the Union following Abraham Lincoln's election in 1860.

Outcome SS.CW.4: Students will examine the events from the bombardment of Fort Sumter to the decision to issue the Emancipation Proclamation.

SS.CW.4.1 Examine the significance of the bombardment of Fort Sumter.

SS.CW.4.2 Analyze how the fighting at the First Battle of Bull Run set the stage of future fighting in the Civil War.

SS.CW.4.3 Compare and contrast the war readiness of the North and South at the onset of the Civil War.

SS.CW.4.4 Examine the goal and effectiveness of the Anaconda Plan.

SS.CW.4.5 Analyze the significance of the Battle of Antietam.

SS.CW.4.6 Examine President Lincoln's decision to issue the Emancipation Proclamation.

Outcome SS.CW.5: Students will examine the events from the Battle of Gettysburg to the assassination of President Lincoln.

SS.CW.5.1 Examine the significance of the Battle of Gettysburg.

SS.CW.5.2 Analyze major Civil War battle to take control of the Mississippi River including the Battle of Shiloh and the Battle of Vicksburg.

SS.CW.5.3 Examine President Lincoln's decision to suspension liberties and the Draft Riot of 1863.

SS.CW.5.4 Analyze the significance of Sherman's March to the Sea.

SS.CW.5.5 Examine the significance of the Election of 1864.

SS.CW.5.6 Analyze the debate over the ratification of the Thirteenth Amendment.

SS.CW.5.7 Examine the significance of the Confederate surrender at Appomattox Courthouse, Virginia.

SS.CW.5.8 Analyze the significance of the assassination of President Lincoln and its aftermath.

World War II and the Holocaust

Purpose Statement: Students will examine the history of World War II and the Holocaust.

Focus: 1930s to 1945 (Elective Course)

Outcome SS.WW.1: Students will analyze the major events that took place in the Pacific Theater during World War II.

- SS.WW.1.1 Analyze how the war in the Pacific transformed the Asian continent.
- SS.WW.1.2 Examine how America responded to the outbreak of aggression in Europe and the Pacific.
- SS.WW.1.3 Analyze the major turning points in the Pacific Theater.
- SS.WW.1.4 Compare and contrast American and Japanese propaganda produced during World War II.
- SS.WW.1.5 Examine the Pacific-war strategy with special emphasis placed on the battles of Iwo Jima and Okinawa.
- SS.WW.1.6 Evaluate America's decision to use atomic bombs against the Japanese at the end of World War II.

Outcome SS.WW.2: Students will analyze the major events that took place in the European Theater during World War II.

- SS.WW.2.1 Evaluate how the legacy of World War I and the Treaty of Versailles created the social conditions leading to World War II.
- SS.WW.2.2 Summarize the importance of the Beer Hall Putsch and the book *Mein Kampf*.
- SS.WW.2.3 Examine how the Nazi rose to power in Germany.
- SS.WW.2.4 Describe the significance of the Nuremberg Laws.
- SS.WW.2.5 Summarize the role that appeasement played in the outbreak of World War II.
- SS.WW.2.6 Examine the fall of France and the Battle of Britain.
- SS.WW.2.7 Compare and contrast the fighting the Eastern Front to fighting in the other theaters of war.
- SS.WW.2.8 Summarize the European strategy for winning the war in Europe.
- SS.WW.2.9 Examine the importance of D-Day and the Battle of the Bulge.
- SS.WW.2.10 Analyze the major events of the Holocaust.

Outcome SS.WW.3: Students will analyze the significance of the major events that took place on the Homefront during World War II.

- SS.WW.3.1 Evaluate the role played by American industries in the ultimate Allied victory.
- SS.WW.3.2 Analyze the incarceration of Japanese Americans during World War II
- SS.WW.3.3 Examine how the United States was able to successfully unite communities across the country behind the war effort.
- SS.WW.3.4 Analyze the important role that rationing played in the Allied victory.
- SS.WW.3.5 Summarize how African Americans fought for a double victory against Fascism abroad and segregation at home.
- SS.WW.3.6 Examine the positions that women held on the Homefront during World War II.

Outcome SS.WW.4: Students will analyze the significance of the liberation of Europe and Asia and the legacy of an Allied victory in World War II.

- SS.WW.4.1 Evaluate the cost that Allied forces had to pay for ultimate victory.
- SS.WW.4.2 Analyze the significance of the occupation of Germany and Japan following World War II.
- SS.WW.4.3 Examine the transformation of the Asian continent following the liberation of China and the Pacific.
- SS.WW.4.4 Analyze the significance of the Nuremberg and Tokyo trials.
- SS.WW.4.5 Examine how tensions in post-World War II American society established the roots of the Civil Rights Movement.
- SS.WW.4.6 Evaluate the tremendous responsibilities and new global power that the United States took control over at the onset of the Cold War.

Personal Finance

Purpose Statement: Students will understand career preparation and job acquisitions skills required for employment in an increasingly interconnected world.

Outcome SS.PF.1: Students will demonstrate an understanding of personal tax laws including sales, property, and income tax by completing tax forms. (2.2.c, 2.9.a)

- SS.PF.1.1 Understand the purpose of taxes, different types of taxes, and the history of taxes in the United States. (2.8.a)
- SS.PF.1.2 Describe the components of the tax system, including the IRS, the power to tax, and paying your fair share.
- SS.PF.1.3 Define and show a workable knowledge of exemptions, dependents, and taxable and nontaxable income when preparing tax returns.
- SS.PF.1.4 Prepare Forms 1040EZ and 1040A.

Outcome SS.PF.2: Students will demonstrate proper utilization of banking services, including checking accounts, saving accounts, and certification of deposits. (2.2.b)

- SS.PF.2.1 Define the main services offered by banks and other financial institutions.
- SS.PF.2.2 Demonstrate proper usage of a checking account including the processes of opening the account, writing checks, endorsing checks, and reconciling the bank statement.
- SS.PF.2.3 Explore technological roles in the banking industry, including ATM's, on-line banking, and electronic fund transfers.
- SS.PF.2.4 Define the activities and role of the Federal Reserve System. (2.6, 2.6.c)
- SS.PF.2.4 Explain how various economic institutions have played a role in United States economic policy and practice. (2.6.a)

Outcome SS.PF.3: Students will acquire economic understanding everyday business procedures within our national and global economy. (2.9)

- SS.PF.3.1 Explain what credit is and the basis on which it is granted.
- SS.PF.3.2 Differentiate between the different types of credit and debt (2.3.a)
- SS.PF.3.3 Develop; advantages and disadvantages of using credit. (2.3)
- SS.PF.3.4 Define the types of credit accounts
- SS.PF.3.5 describe the credit application process.
- SS.PF.3.6 Calculate and describe the impact of economic indicators. (2.6.b)
- SS.PF.3.7 Asses how property rights are defined, enforced, and limited by government (2.7, 2.7.a)
- SS.PF.3.8 Compare and contrast the roles and responsibilities of government and differing outcomes from various economic systems. (2.8)
- SS.PF.3.9 Examine the impact of fiscal policy on budget deficits/surpluses and national debt. (2.9.b)
- SS.PF.3.10 Investigate how international trade affects individuals, organizations, the domestic economy, and the global economy. (2.10, 2.10.a, 2.10.b)

- Outcome SS.PF.4** Students will demonstrate an understanding for the important aspects of money management. (2.1)
- SS.PF.4.1 Define four ways to manage your money successfully. (2.1.a)
 - SS.PF.4.2 Design personal financial statements that determine financial status of an individual and family.
 - SS.PF.4.3 Develop a plan to manage your money wisely. (2.2)
 - SS.PF.4.4 Describe the purpose of a budget.
 - SS.PF.4.5 Perform the steps in the budgeting process. (2.2.a)
 - SS.PF.4.6 Define advantages of financial planning.
 - SS.PF.4.7 Develop personal financial goals. (2.4)
 - SS.PF.4.8 Create a personal financial plan. (2.3.b)
 - SS.PF.4.9 Implement your personal financial plan.
 - SS.PF.4.10 Evaluate and revise your personal financial plan.
 - SS.PF.4.11 Assess the incentives for investing in personal education, skills, and talent. (2.1.b)
 - SS.PF.4.12 Compare and contrast possible career choices. (2.2.d)
- Outcome SS.PF.5** Students will explain the benefits of and differentiate between various savings and investment opportunities.
- SS.PF.5.1 Explain why savings plans are important to consumers.
 - SS.PF.5.2 Compute interest accrued on your savings account.
 - SS.PF.5.3 Demonstrate the process of opening and closing a savings account.
 - SS.PF.5.4 Differentiate between the various savings plans and investment strategies offered by financial institutions. (2.4.b)
 - SS.PF.5.5 Demonstrate the process of selecting your financial institution.
 - SS.PF.5.6 Demonstrate the difference between stocks and bonds.
 - SS.PF.5.7 Differentiate between the various types of bonds.
 - SS.PF.5.8 Differentiate between the various types of stocks.
 - SS.PF.5.9 Demonstrate an understanding of other types of investment including real estate, commodities, and collectibles.
 - SS.PF.5.10 Explain the importance of saving and investing early to ensure financial security. (2.4.a)
 - SS.PF.5.11 Examine appropriate and cost-effective risk management strategies. (2.4.c)
- Outcome SS.PF.6** Students will explain the role of markets in determining process and allocating scarce goods and services. (2.5)
- SS.PF.6.1 Summarize the role of competition, markets, and prices. (2.5.a)
 - SS.PF.6.2 Determine how changing equilibrium prices change based on the levels of supply and demand. (2.5.b)
 - SS.PF.6.3 Analyze how competitions between sellers results in lower prices, higher quality products, and better customer service. (2.5.c)
 - SS.PF.6.4 Examine possible causes and consequences of shortages and surpluses. (2.5.d)
 - SS.PF.6.5 Evaluate the effectiveness of government policies and altering market outcomes. (2.8.b)
 - SS.PF.6.6 Analyze government policies and regulations in areas of market failure. (2.8.c)

Economics

Purpose Statement: Students will study scarcity a condition caused by the combination of seemingly unlimited wants and limited resources and its relation to their everyday lives.

Focus: Economics (Elective Course)

Outcome SS.EC.1: Students will analyze the major characteristics of the market economy.

- SS.EC.1.1 Examine the terms labor, capital, resource, natural resources, scarcity and opportunity costs.
- SS.EC.1.2 Analyze the role of private ownership, private enterprise, profits, and entrepreneurship in the market economy.
- SS.EC.1.3 Categorize the features of unlimited wants and limited resources.
- SS.EC.1.4 Examine the concepts of supply and demand.
- SS.EC.1.5 Analyze the formation of basic economic questions, including what to produce, how to produce it, and for whom to produce it.
- SS.EC.1.6 Appraise the development and implementation of personal economic decision-making skills in a democratic society.

Outcome SS.EC.2: Students will examine the government's role in answering basic economic questions.

- SS.EC.2.1 Analyze the economic significance of taxation and the criteria for effective taxation.
- SS.EC.2.2 Examine the effects of monopolies on market economies and the government's responsibility for antitrust legislation.
- SS.EC.2.3 Analyze the interrelationship of producers, consumers, and the government in a market economy.
- SS.EC.2.4 Evaluate the impact of fiscal and monetary policy.

Outcome SS.EC.3: Students will use a variety of skills to interpret, analyze, and graph basic economic concepts.

- SS.EC.3.1 Examine the components of supply and interpret supply curves on a graph.
- SS.EC.3.2 Examine the components of demand and interpret demand curves on a graph.
- SS.EC.3.3 Analyze the relationship between supply and demand and interpret the concept of equilibrium on a graph.
- SS.EC.3.4 Examine reasons for a shift in supply and demand and interpret these shifts on a graph.
- SS.EC.3.5 Analyze the concept of opportunity cost and interpret an item's opportunity cost on a graph.

Outcome: SS.EC.4 Students will examine different types of global economic systems and their interactions with each other.

SS.EC.4.1 Differentiate a market and command economy.

SS.EC.4.2 Examine the features of Communism and its advantages and disadvantages of Communism

SS.EC.4.3 Analyze the complexities of a centrally planned economy.

SS.EC.4.4 Examine the reasons for the rise and fall of communism in the former Soviet Union.

SS.EC.4.5 Analyze international economic interactions such as free trade, tariffs, and quotas.

Sociology

Purpose Statement: Students will examine the social interactions that exist between groups of people according to a scientific perspective.

Focus: Sociology (Elective Course)

Outcome SS.SO.1: Students will analyze origins of sociology and its relationship with social sciences.

- SS.SO.1.1 Examine how social change in Western Europe during the Industrial Revolution created the discipline of sociology.
- SS.SO.1.2 Compare how sociology is similar and different than other areas of social sciences.
- SS.SO.1.3 Analyze changing social dynamics that created the study of sociology.
- SS.SO.1.4 Examine how key world events, i.e. revolutions, conflicts, and urbanization, influenced sociological thought.

Outcome: SS.SO.2 Students will examine the major contributions of early sociologists.

- SS.SO.2.1 Evaluate the role of Auguste Comte to the creation of a separate field of the social sciences.
- SS.SO.2.2 Examine Social Darwinism and the works of Herbert Spencer.
- SS.SO.2.3 Analyze Karl Marx's theory of class conflict in relation to sociology.
- SS.SO.2.4 Examine Max Weber's impact on the theory of rationalization.

Outcome: SS.SO.3 Students will analyze the significant sociological perspectives.

- SS.SO.3.1 Examine how the functional theory helps explain the integration of society.
- SS.SO.3.2 Analyze how the conflict theory helps explain the existences of inequalities in society.
- SS.SO.3.3 Examine the ways in which the functional theory reinforces societal norms and expectations.
- SS.SO.3.4 Analyze reasons for deviant behaviors and the development of subcultures.

Outcome: SS.SO.4 Students will examine the components of culture.

- SS.SO.4.1 Analyze why language is the most important aspect of culture.
- SS.SO.4.2 Differentiate societal symbols, their meaning, and their everyday importance.
- SS.SO.4.3 Appraise the types of values held by social groups.
- SS.SO.4.4 Examine societal norms of various cultures.

Outcome: SS.SO.5 Students will examine the major social institutions and their relation to society.

- SS.SO.5.1 Analyze the significance of the various forms of families.
- SS.SO.5.2 Examine the role of religion as a socializing agent.
- SS.SO.5.3 Distinguish between the roles and characteristics of adults and adolescence.
- SS.SO.5.4 Examine how sports contribute to social norms, values, and expectations.
- SS.SO.5.5 Analyze the contribution of the science to sociology.
- SS.SO.5.6 Appraise the role and impact that schools have in social integration.

Modern Problems

Purpose Statement: Students will examine the current political, social, and economical issues that effect their lives and surroundings.

Focus: Modern Problems (Elective Course)

Outcome SS.MP.1: Students will analyze current local issues and their impact on the community.

- SS.MP.1.1 Examine current political issues within the surrounding area.
- SS.MP.1.2 Analyze current social problems and issues within the community.
- SS.MP.1.3 Analyze economic problems and issues within the community.
- SS.MP.1.4 Examine the significance events within the surrounding area that directly or indirectly impact individuals within the community.

Outcome: SS.MP.2 Students will analyze current state issues and their impact on the state and community.

- SS.MP.2.1 Examine current political issues within the state of Nebraska.
- SS.MP.2.2 Analyze current social problems and issues within Nebraska.
- SS.MP.2.3 Analyze economic problems and issues within the Nebraska.
- SS.MP.2.4 Examine the significance events within Nebraska that directly or indirectly impact individuals within the community and across the state.

Outcome: SS.MP.3 Students will examine current national issues and their impact on the nation, state, and community.

- SS.MP.3.1 Examine current political issues within the United States.
- SS.MP.3.2 Analyze current social problems and issues within the United States.
- SS.MP.3.3 Analyze economic problems and issues within the United States.
- SS.MP.3.4 Examine the significance events within the United States area that directly or indirectly impact individuals within the community, state, and nation.

Outcome: SS.MP.4 Students will analyze current international issues and their impact on the world, nation, state, and community.

- SS.10.MP.1 Examine current political issues around the world.
- SS.10.MP.2 Analyze current social problems and issues around the world.
- SS.10.MP.3 Analyze economic problems and issues around the world.
- SS.10.MP.4 Examine the significance events around the world that directly or indirectly impact individuals within the community, state, nation, and world.

Multicultural Studies

Purpose Statement: Students will examine the types of cultures that make up and have integrated within the United States.

Focus: Multicultural Studies (Elective Course)

Outcome SS.MS.1: Examine the diversity and contributions of Native Americans.

- SS.MS.1.1 Analyze the historical contribution and treatment of Native Americans.
- SS.MS.1.2 Examine cultural contributions and traditions of Native Americans.
- SS.MS.1.3 Examine famous historical and contemporary Native Americans and their societal contribution.
- SS.MS.1.4 Analyze historical issues and current trends that impact Native American culture.

Outcome SS.MS.2: Examine the diversity and contributions of African Americans.

- SS.MS.2.1 Analyze the historical contribution and treatment of African Americans.
- SS.MS.2.2 Examine cultural contributions and traditions of African Americans.
- SS.MS.2.3 Examine famous historical and contemporary African Americans and their societal contribution.
- SS.MS.2.4 Analyze historical issues and current trends that impact African American culture.

Outcome: SS.MS.3 Examine the diversity and contributions of Hispanic Americans.

- SS.MS.3.1 Analyze the historical contributions and treatment of Hispanic Americans.
- SS.MS.3.2 Examine cultural contributions and traditions of Hispanic Americans.
- SS.MS.3.3 Examine famous historical and contemporary Hispanic Americans and their societal contribution.
- SS.MS.3.4 Analyze historical issues and current trends that impact Hispanic American culture.

Outcome: SS.MS.4 Examine the diversity and contributions of Asian Americans.

- SS.MS.4.1 Analyze the historical contributions and treatment of Asian Americans.
- SS.MS.4.2 Examine cultural contributions and traditions of Asian Americans.
- SS.MS.4.3 Examine famous historical and contemporary Asian Americans and their societal contribution.
- SS.MS.4.4 Analyze historical issues and current trends that impact Asian American culture.

Outcome: SS.MS.5 Examine the diversity and contributions of the three monotheistic religions.

- SS.MS.5.1 Analyze the origins of Christianity, Judaism, and Islam.
- SS.MS.5.2 Differentiate the belief systems of Christianity, Judaism, and Islam.
- SS.MS.5.3 Determine the factors that has led to the persecution of each religious group.
- SS.MS.5.4 Distinguish demographic features of each religion.

Eleventh Grade

Purpose Statement: Students will examine American history following Reconstruction to the present day.

Focus: United States History from 1877 to Present

Outcome SS.11.1: Students will analyze the effects of various scientific discoveries and manufacturing innovations on the nature of work, and their political and social consequences. (4.1)

SS.11.1.1 Analyze the pros and cons of various inventions and industrial production methods.

SS.11.1.2 Examine new technologies in transportation and communication.

SS.11.1.3 Explain changes in child labor, working conditions, and the rise of organized labor.

SS.11.1.4 Analyze women's suffrage and the temperance movements and results on American society. (4.1.a)

SS.11.1.5 Analyze the impact of immigration on the labor supply and patterns of immigration and settlement. (4.4.c)

Outcome SS.11.2 The students will examine the causes of World War I, the reasons the United States entered the war in 1917, and the effects of the war in the United States. (4.5, 4.5.a)

SS.11.2.1 Evaluate the long-term causes and the immediate circumstances that led the United States to fight in World War I. (4.1.b)

SS.11.2.2 Analyze the United States' policy of isolationism during the first two years of World War I.

SS.11.2.3 Examine how World War I affected domestic life in the United States.

SS.11.2.4 Analyze how American involvement in World War I finally resulted in an Allied victory.

SS.11.2.5 Evaluate the results of World War I how and it impacted American society.

Outcome SS.11.3 The students will examine the issues as Prohibition, the changing role of women and minorities, and the political climate of the United States during the 1920s.

SS.11.3.1 Analyze the changing social values and attitudes of young women in the 1920s.

SS.11.3.2 Examine why the youth-dominated decade came to be called the Roaring Twenties.

SS.11.3.3 Analyze the causes and effects of Prohibition.

SS.11.3.4 Examine the prolific African-American artistic activity that became known as the Harlem Renaissance. (4.2.a)

SS.11.3.5 Compare and contrast the central arguments in primary and secondary sources during the Roaring Twenties. (4.4, 4.4.a, 4.5.b)

- Outcome SS.11.4** The student will analyze the origins and effects of the Great Depression period.
- SS.11.4.1 Examine the causes of business and farm failures, unemployment, and poverty.
 - SS.11.4.2 Appraise the weaknesses in key sectors of the economy in the late 1920s.
 - SS.11.4.3 Evaluate the United States government's economic policies in the late 1920s.
 - SS.11.4.4 Analyze the causes and effects resulting in the crash of the stock market.
 - SS.11.4.5 Appraise the impact of the Depression on the American people.
 - SS.11.4.6 Examine the impact of the New Deal economic policies.
 - SS.11.4.7 Evaluate the impact of the expanded role of government in the economy since the 1930s.
- Outcome SS.11.5** The students will examine the military campaigns, political decisions, and efforts on the home front that won World War II.
- SS.11.5.1 Analyze the events that brought the United States into armed conflict with Axis Powers. (4.2)
 - SS.11.5.2 Examine the wartime mobilization of industry, labor, scientists, and the media.
 - SS.11.5.3 Examine the Allies' plan for winning the war.
 - SS.11.5.4 Evaluate both the development of the atomic bomb and debates about its use.
 - SS.11.5.5 Analyze the economic and social changes that reshaped American life during World War II.
 - SS.11.5.6 Examine the challenges faced by the Allies in building a just and lasting peace.
 - SS.11.5.7 Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand the events of World War II. (4.2.b, 4.5.c)
 - SS.11.5.8 Examine historical events from the perspectives of marginalized and underrepresented groups to get a better understand the events of World War II. (4.3, 4.3.a, 4.3.b)
 - SS.11.5.9 Synthesize historical information to create new understandings World War II. (4.5.d)
 - SS.11.5.10 Communicate inquiry results within a historical context. (4.5.e)
- Outcome SS.11.6** The students will examine the international and domestic tensions resulting from the Cold War through visuals. (4.4.d)
- SS.11.6.1 Analyze the breakdown in relations between the United States and the Soviet Union after World War II.
 - SS.11.6.2 Evaluate how the Truman Doctrine and the Marshall Plan deepened Cold War tensions.
 - SS.11.6.3 Examine how tensions between the United States and Soviet Union resulted in wars in Korea and Vietnam.
 - SS.11.6.4 Analyze the efforts of Senator Joseph McCarthy to investigate alleged Communist influence in the United States.

- Outcome SS.11.7** The students will examine the struggle for civil rights since 1950.
- SS.11.7.1 Examine how legalized segregation deprived African Americans of their rights as citizens.
 - SS.11.7.2 Analyze the importance of Dr. Martin Luther King, Jr.'s civil rights activities, beginning with the Montgomery Bus Boycott.
 - SS.11.7.3 Examine tactics tried by civil rights organizations to secure passage of the Voting Rights Act. (4.1.c)
 - SS.11.7.4 Compare and contrast segregation in the North to segregation in the South.
 - SS.11.7.5 Evaluate the different tactics used in the attempt to guarantee civil rights for all Americans. (4.4.b)

Twelfth Grade Government

Purpose Statement: Students will understand their duties and responsibilities as an informed and productive citizen.

Focus: United States Government and Civics

Outcome SS.12.1: Students will compare the theories and types of governments.

SS.12.1.1 Differentiate between evolutionary, force, divine right, and social contract theories.

SS.12.1.2 Evaluate the political philosophies of John Locke and Thomas Hobbes and their implications to modern government.

SS.12.1.3 Differentiate between direct and representative democracy.

SS.12.1.4 Analyze various forms of autocratic and authoritarian governments.

SS.12.1.5 Diagnose the multiple conditions required for government to exist.

SS.12.1.6 Distinguish between unitary and federal systems of government.

Outcome SS.12.2: Students will analyze the creation and purpose of the United States Constitution and appraise the flexibility of the document.

SS.12.2.1 Conclude why the major weaknesses of the Articles of Confederation led to the creation of a new constitution.

SS.12.2.2 Distinguish the differences between the New Jersey and Virginia Plans and why the Connecticut Compromise became the chosen form of government. (1.1.a)

SS.12.2.3 Compare the organization and authority of each branch of government and the interaction between the branches. (1.1.b)

SS.12.2.4 Examine the amendment process and how the process allows the Constitution to adapt to changing times while preserving a democratic government.

SS.12.2.5 Analyze the fundamental rights given to Americans outlined in the Bill of Rights and other important amendments.

Outcome SS.12.3: Students will analyze and appraise landmark Supreme Court rulings in United States history.

SS.12.3.1 Conclude how *Marbury v. Madison* and *McCulloch v. Maryland* affect the Constitution.

SS.12.3.2 Analyze cases such as *Plessy v. Ferguson* and *Brown v. The Board of Education* to show the changes in court and societal attitudes over the course of recent American history.

SS.12.3.3 Analyze current patterns and evaluate the impact of Supreme Court decisions on domestic policy issues.

- Outcome SS.12.4:** Students will compare the election process at the national, state, and local levels.
- SS.12.4.1 Examine the nomination and promotion process of candidates for elected offices.
 - SS.12.4.2 Compare the similarities and differences between major political parties in the United States.
 - SS.12.4.3 Evaluate the organization of political parties and their role in the nomination process. (1.1.g)
 - SS.12.4.4 Determine the factors that influence media coverage, campaign advertising, public opinion polls, and the use of propaganda techniques.
 - SS.12.4.5 Compare and contrast the role of the Electoral College in comparison to popular vote.
- Outcome SS.12.5:** Students will describe and analyze the rights, freedoms, responsibilities, and benefits of citizenship in the United States. (1.2)
- SS.12.5.1 Compare and contrast rights and responsibilities of United States citizens. (1.2.c)
 - SS.12.5.2 Analyze individual freedoms and their relation to citizenship.
 - SS.12.5.3 Distinguish the equalities of all citizens under the law and the due process of the law.
 - SS.12.5.4 Analyze the importance of compromise and its necessity in a democratic society.
 - SS.12.5.5 Examine how individuals and groups can effectively use the structure and functions of various levels of government to shape public policy. (1.2.a)
 - SS.12.5.6 Analyze and communicate the significance and impacts of patriotic symbols, songs, holidays, and activities in terms of historical, social, and cultural context (1.2.b)
 - SS.12.5.6 Demonstrate a knowledge of civic engagement by taking a citizenship test. (8.1.2.c)
- Outcome SS.12.6** Students will examine the structure and function of the United States national government in comparison to state government.
- SS.12.6.1 Examine the process of how a bill becomes a law at both the national and state levels. (1.1.c)
 - SS.12.6.2 Evaluate the organization and authority of each branch of government and the interaction between the three branches of government.
 - SS.12.6.3 Analyze specific policies related to foreign affairs, civil rights, and economics and the budget. (1.1.h)
 - SS.12.6.4 Appraise the role of the federal government in relation to the state government.
 - SS.12.6.5 Evaluate an issue and communicate which level of government is most appropriate to utilize in addressing the issue. (1.2d)

Outcome SS.12.7 Students will analyze the structure and function of international, federal, state, and local governments. (1.1)

SS.12.7.1 Examine the organization and authority of each branch of government at the state and local level. (1.1.d)

SS.12.7.2 Analyze the procedure for adding amendments to Nebraska's Constitution.

SS.12.7.3 Differentiate Nebraska's unicameral form of government in comparison to a bicameral form of state and federal government. (1.1.e)

SS.12.7.4 Analyze local forms of government in Nebraska and the implications of local public issues.

SS.12.7.5 Analyzed the foundations, structures, and functions of international organizations. (1.1.f)

Outcome SS.12.8 Students will demonstrate verbal and written skills that focus on enduring issues, divergent viewpoints, and excerpts from famous speeches and documents in the United States.

SS.12.8.1 Analyze the role of government to the individual in economic planning and social programs.

SS.12.8.2 Examine the tension between majority rule and majority right.

SS.12.8.3 Analyze and discuss civil disobedience vs. the rule of law.

SS.12.8.4 Debate freedom of the press vs. the right to a fair trial.

SS.12.8.5 Debate problems of intolerance toward racial, ethnic, and religious groups in American society.

SS.12.8.6 Examine the evolution of rights, freedoms, and protections through political and social movements.

SS.12.8.7 Demonstrate how individuals, groups, and the media check government practices. (1.2.e)

SS.12.8.8 Analyze various media sources for accuracy and perspective. (1.2.f)