

## **Raymond Central Public Schools Committee on American Civics Public Meeting**

Wednesday, April 15, 2020 at 5:15 PM Central

Raymond Central Jr-Sr High School - Mustang Room

1800 West Agnew Road

Raymond, NE 68428-9783

### Call to Order

Meeting was called to order by Brad Breitreutz at 5:19 PM

### Open Meeting Law

#### Public Forum

#### Discussion Items

#### Review LB 399 Text and Discuss

Mr. Placke shared current social studies standards and requirements Raymond Central already has developed will not be new due to LB 399. The current senior file already includes attending a public meeting and writing a summary of the event. Mr. Placke discussed what the requirements in LB399 are. Mr. Henderson will begin to give students the Citizenship Test to 8th grade students for the 2020-2021 school year. Scores will be made available for parents and guardians.

Overall, due to the Senior File requirement, Raymond Central has been exceeding LB 399's requirements.

#### 2019 Standards Compared to 2022 - Discussion on Changes and Implementation

Mike Henderson shared the big difference are the numbers. 26 total for 7th (14) and 8th (12) grade combined compared to 36. 8th grade has three economic standards and two civics standards. The social studies team will collaborate to align the curriculum and standards this summer. After the alignment of curriculum the social studies courses will receive new textbooks (electronic)

Courtney Polack shared the major difference being the new standards are much more student friendly. The biggest change in American History being the perspective of all groups. American History has 16 standards, which seems like a lot, they pair well together. Geography has also become more student friendly and condensed to few standards. Fewer standards allow more in-depth learning rather than having to pace through quickly.

Andrew Placke shared that the new standards seems to be more skill based. We are using the information (content) to teach skills. The Government standards are geared towards getting more students involved in local civics.

### Adjournment

The meeting was adjourned at 5:45 PM.

LEGISLATURE OF NEBRASKA  
ONE HUNDRED SIXTH LEGISLATURE  
FIRST SESSION

**LEGISLATIVE BILL 399**

FINAL READING  
(SECOND)

Introduced by Slama, 1; Albrecht, 17; Arch, 14; Bostelman, 23; Brandt, 32; Brewer, 43; Briese, 41; Clements, 2; Dorn, 30; Erdman, 47; Geist, 25; Gragert, 40; Groene, 42; Halloran, 33; Hansen, B., 16; Hilgers, 21; Lindstrom, 18; Linehan, 39; Lowe, 37; McDonnell, 5; Moser, 22; Murman, 38.

Read first time January 17, 2019

Committee: Education

- 1 A BILL FOR AN ACT relating to schools; to amend sections 79-724 and
- 2 79-727, Reissue Revised Statutes of Nebraska; to change the name of
- 3 and provisions relating to the committee on Americanism; to
- 4 eliminate a penalty; to provide duties for the State Board of
- 5 Education and the State Department of Education; to harmonize
- 6 provisions; and to repeal the original sections.
- 7 Be it enacted by the people of the State of Nebraska,

1 Section 1. Section 79-724, Reissue Revised Statutes of Nebraska, is  
2 amended to read:

3 79-724 It is the responsibility of society to ensure that youth are  
4 given the opportunity to become competent, responsible, patriotic, and  
5 civil citizens to ensure ~~An informed, loyal, just, and patriotic~~  
6 ~~citizenry is necessary to~~ a strong, stable, just, and prosperous America.  
7 Such a citizenry necessitates that every member thereof be knowledgeable  
8 of our fully acquainted with the nation's history, government, geography,  
9 and economic system. The youth in our state should be committed to the  
10 ideals and values of our country's democracy and the constitutional  
11 republic established by the people. Schools should help prepare our youth  
12 to make informed and reasoned decisions for the public good. Civic  
13 competence is necessary to sustain and improve our democratic way of life  
14 and must be taught in all public, private, denominational, and parochial  
15 schools. A central role of schools is to impart civic knowledge and  
16 skills that help our youth to see the relevance of a civic dimension for  
17 their lives. Students should be made and that he or she be in full accord  
18 ~~with our form of government and~~ fully aware of the liberties,  
19 opportunities, and advantages we possess ~~of which we are possessed~~ and  
20 the sacrifices and struggles of those through whose efforts these  
21 benefits were gained. Since young people are ~~youth is the time~~ most  
22 susceptible to the acceptance of principles and doctrines that will  
23 influence them ~~men and women~~ throughout their lives, it is one of the  
24 first duties of our educational system to conduct its activities, choose  
25 its textbooks, and arrange its curriculum in such a way that the youth of  
26 our state have the opportunity to become competent, responsible,  
27 patriotic, and civil American citizens ~~love of liberty, justice,~~  
28 ~~democracy, and America will be instilled in the hearts and minds of the~~  
29 ~~youth of the state.~~

30 (1) The Every school board of each school district shall, at the  
31 beginning of each calendar school year, appoint from its members a

1 committee of three, to be known as the committee on American civics,  
2 which Americanism. ~~The committee on Americanism shall:~~

3 (a) Hold no fewer than two public meetings annually, at least one  
4 when public testimony is accepted;

5 (b) Keep minutes of each meeting showing the time and place of the  
6 meeting, which members were present or absent, and the substance and  
7 details of all matters discussed;

8 (c) Examine and ensure that the social studies curriculum used in  
9 the district is aligned with the social studies standards adopted  
10 pursuant to section 79-760.01 and teaches foundational knowledge in  
11 civics, history, economics, financial literacy, and geography;

12 (d) Review and approve the social studies curriculum to ensure that  
13 it stresses ~~(a) Carefully examine, inspect, and approve all textbooks~~  
14 ~~used in the teaching of American history and civil government in the~~  
15 ~~school. Such textbooks shall adequately stress the services of the men~~  
16 ~~and women who played a crucial role in the achievement of achieved our~~  
17 ~~national independence, establishment of established our constitutional~~  
18 ~~government, and preservation of the preserved our union and includes the~~  
19 ~~incorporation of multicultural education as set forth in sections 79-719~~  
20 ~~to 79-723 in order shall be so written to include contributions by ethnic~~  
21 ~~groups as to instill develop a pride and respect for the nation's our~~  
22 ~~institutions and not be merely a mere recital of events and dates;~~

23 (e) Ensure that any curriculum recommended or approved by the  
24 committee on American civics is made readily accessible to the public and  
25 contains a reference to this section;

26 (f) Ensure that the district develops and utilizes formative,  
27 interim, and summative assessments to measure student mastery of the  
28 social studies standards adopted pursuant to section 79-760.01;

29 (g) Ensure that the social studies curriculum in the district  
30 incorporates one or more of the following for each student:

31 (i) Administration of a written test that is identical to the entire

1 civics portion of the naturalization test used by United States  
2 Citizenship and Immigration Services prior to the completion of eighth  
3 grade and again prior to the completion of twelfth grade with the  
4 individual score from each test for each student made available to a  
5 parent or guardian of such student; or

6 (ii) Attendance or participation between the commencement of eighth  
7 grade and completion of twelfth grade in a meeting of a public body as  
8 defined by section 84-1409 followed by the completion of a project or  
9 paper in which each student demonstrates or discusses the personal  
10 learning experience of such student related to such attendance or  
11 participation; or

12 (iii) Completion of a project or paper and a class presentation  
13 between the commencement of eighth grade and the completion of twelfth  
14 grade on a person or persons or an event commemorated by a holiday listed  
15 in subdivision (6) of this section or on a topic related to such person  
16 or persons or event; and

17 ~~(b) Assure themselves as to the character of all teachers employed~~  
18 ~~and their knowledge and acceptance of the American form of government;~~  
19 ~~and~~

20 (h) (e) Take all such other steps as will assure the carrying out of  
21 the provisions of this section and provide a report to the school board  
22 regarding the committee's findings and recommendations.

23 (2) All social studies American history courses approved for grade  
24 levels as provided by this section shall include and adequately stress  
25 contributions of all ethnic groups to (a) the development and growth  
26 of America into a great nation, (b) art, music, education, medicine,  
27 literature, science, politics, and government, and (c) the military in  
28 all of this nation's wars to the war services in all wars of this nation.

29 (3) All grades of all public, private, denominational, and parochial  
30 schools, below the sixth grade, shall devote at least one hour per week  
31 to exercises or teaching periods for the following purpose:

1           (a) The discussion recital of noteworthy events pertaining to  
2 American history or the exceptional acts of individuals and groups of  
3 Americans stories having to do with American history or the deeds and  
4 exploits of American heroes;

5           (b) The historical background, memorization, and singing of  
6 patriotic songs such as and the insistence that every pupil memorize the  
7 Star-Spangled Banner and America the Beautiful;~~and~~

8           (c) The development of respect reverence for the American flag as a  
9 symbol of freedom and the sacrifices of those who secured that freedom;  
10 and

11           (d) Instruction instruction as to proper conduct in the its  
12 presentation of the American flag.

13           (4) In at least two of the three grades from the fifth grade to the  
14 eighth grade in all public, private, denominational, and parochial  
15 schools, time at least three periods per week shall be set aside for to  
16 be devoted to the teaching of American history from the social studies  
17 curriculum approved textbooks, which shall be taught in such a manner  
18 that all students are given the opportunity to (a) become competent,  
19 responsible, patriotic, and civil citizens who possess a deep  
20 understanding of and respect for both the Constitution of the United  
21 States and the Constitution of Nebraska and (b) prepare to preserve,  
22 protect, and defend freedom and democracy in our nation and our world way  
23 as to make the course interesting and attractive and to develop a love of  
24 country.

25           (5) In at least two courses in grades of every high school, time at  
26 least three periods per week shall be devoted to the teaching of civics  
27 and American history as outlined in the social studies standards adopted  
28 pursuant to section 79-760.01, during which courses specific attention  
29 shall be given to the following matters:

30           (a) The Declaration of Independence, the United States Constitution,  
31 and the Constitution of Nebraska, and the structure and function of local

1 government in this state;

2 (b) The benefits and advantages of representative our form of  
3 government, and the rights and responsibilities of citizenship in our  
4 government, and the dangers and fallacies of forms of government that  
5 restrict individual freedoms or possess antidemocratic ideals such as,  
6 but not limited to, Nazism and communism; dangers and fallacies of  
7 Nazism, Communism, and similar ideologies; and

8 (c) The duties of citizenship, which include including active  
9 participation in the improvement of a citizen's community, state,  
10 country, and world and the value and practice of civil discourse between  
11 opposing interests; and -

12 (d) The application of knowledge in civics, history, economics,  
13 financial literacy, and geography to address societal issues.

14 (6) Appropriate patriotic exercises suitable to the occasion shall  
15 be held under the direction of the superintendent in every public,  
16 private, denominational, and parochial school on George Washington's  
17 birthday, Abraham Lincoln's birthday, Dr. Martin Luther King, Jr.'s  
18 birthday, Native American Heritage Day, Constitution Day, Memorial Day,  
19 Veterans Day, and Thanksgiving Day, or on the day or week Lincoln's  
20 birthday, Washington's birthday, Flag Day, Memorial Day, and Veterans  
21 Day, or on the day preceding or following such holiday, if the school is  
22 in session.

23 (7) Every school board, the State Board of Education, and the  
24 superintendent of each school district in the state shall be held  
25 directly responsible in the order named for carrying out this section.  
26 Neglect thereof by any employee may be considered a cause for dismissal -  
27 and neglect thereof by any employee or appointed official shall be  
28 considered a dereliction of duty and cause for dismissal.

29 Sec. 2. Section 79-727, Reissue Revised Statutes of Nebraska, is  
30 amended to read:

31 79-727 The State Board of Education shall adopt and promulgate

1 rules and regulations to carry out the provisions of sections 79-724  
2 through 79-726. The State Department of Education shall ensure that all  
3 requirements of such sections and such rules and regulations are carried  
4 out by each school district ~~Any person violating the provisions of~~  
5 ~~sections 79-724 to 79-726 is guilty of a Class III misdemeanor.~~

6       Sec. 3.   Original sections 79-724 and 79-727, Reissue Revised  
7 Statutes of Nebraska, are repealed.

2012 NE Social Studies Standards/Indicators	2019 NE Social Studies Standards/Indicators	Notes
<b>CIVICS</b>	<b>CIVICS</b>	<b>CIVICS</b>
<b>SS 0.1.1 Students will recognize the purpose of rules and the roles of authority figures.</b>	<b>SS K.1.1 Communicate the purpose of rules and the roles within learning and living environments.</b>	
SS 0.1.1.a Explain why rules are needed in family, school, and community (e.g., safety, to make learning possible, to protect freedoms)	SS K.1.1.a Describe a rule and analyze its purpose.	
SS 0.1.1.b Identify the roles of authority figures in family and school	SS K.1.1.b Identify roles in a family structure and explain their importance.	
<b>SS 0.1.2 Students will demonstrate good citizenship through knowledge of expected behavior.</b>	<b>SS K.1.2 Demonstrate positive and productive citizenship skills.</b>	
SS 0.1.2a Model citizenship skills (e.g., respect, courtesy, honesty, voting)	SS K.1.2.a Model citizenship skills.	
SS 0.1.2 b Identify patriotic symbols songs and actions (e.g., U.S. Flag, Pledge of Allegiance)	SS K.1.2.b Communicate patriotic symbols, songs, actions, and cultural celebrations.	
	SS K.1.2.c Communicate historical background and significance of national holidays.	

ECONOMICS	ECONOMICS	ECONOMICS
In 2012, there were 13 economics standards, but only SS 0.2.1 and SS 0.2.6 were addressed in kindergarten.		
<b>SS 0.2.1 Students will recognize people make choices because they cannot have everything they want (scarcity).</b>	<b>SS K.2.1 Differentiate between wants and needs in decision-making.</b>	
SS 0.2.1.a Identify choices students have made and explain why they had to make a choice	SS K.2.1.a Classify wants and needs and explain subsequent choices.	
<b>SS 0.2.6 Students will recognize money is used to purchase goods and services to satisfy economic wants.</b>	<b>SS K.2.2 Recognize money is used to purchase goods and services to satisfy economic wants and needs.</b>	
SS 0.2.6.a Classify and identify U.S. coins and currency	SS K.2.2.a Explain the purposes of money.	

GEOGRAPHY	GEOGRAPHY	GEOGRAPHY
<b>SS 0.3.1 Students will explore where (spatial) and why people, places and environments are organized in their world.</b>	<b>SS K.3.1 Explore where (spatial) and why people, places, and environments are organized in the world.</b>	
SS 0.3.1.a Demonstrate personal directions (e.g., left/right, up/down, front/back, over/under, near/far) to describe relative location	SS K.3.1.a Communicate personal directions to describe relative locations of people and objects.	
SS 0.3.1.b Identify locations in the classroom (e.g., dress up center, reading table, carpet area)	SS K.3.1.b Identify locations in the school and around the classroom.	
SS 0.3.1.c Identify tools such as maps and globes as representations of local and distant places	SS K.3.1.c Identify geographic tools as representations of local and distant places.	
SS 0.3.1.d Explain why things are located where they are (e.g., "Why is the playground outside?")		
SS 0.3.1.e Identify land and water on a globe	SS K.3.1.d Identify the difference between land and water on a globe.	
<b>SS 0.3.2 Students will explore places and regions.</b>	<b>SS K.3.2 Explore places and regions.</b>	
SS 0.3.2.a Identify physical characteristics of place ( e.g., landforms, water bodies and weather)	SS K.3.2.a Identify physical characteristics of place.	
SS 0.3.2.b Identify human characteristics of place (e.g., cities, buildings, farms, roads, highways)	SS K.3.2.b Identify human characteristics of place.	

<b>SS 0.3.3 Students will identify natural processes in their physical world</b>	<b>SS K.3.3 Explore the relationship between humans and their physical environment.</b>	<b>2019 - SS K.3.3 combines concepts from SS 0.3.3 and SS 0.3.5 from 2012</b>
SS 0.3.3.a Identify elements of weather (e.g., rain, snow, sun, clouds, fog)	SS K.3.3.a Identify types of weather and the impact of weather on everyday life.	
SS 0.3.3.b Identify the four seasons	SS K.3.3.b Identify the four seasons.	
	SS K.3.3.c Inquire about how people prepare for and respond to severe weather.	
<b>SS 0.3.4 Students will recognize that people belong to different groups and live in different settings.</b>	<b>SS K.3.4 Recognize that people belong to different groups and live in different settings.</b>	
SS 0.3.4.a Identify aspects of culture within the local community and other communities (e.g., food, language, religion, celebrations, and popular culture such as food, music and sports)	SS K.3.4.a Identify students as members of various groups.	
SS 0.3.4.b Identify places in the community (e.g., farms, parks, houses, stores)	SS K.3.4.b Identify places in the community where people may live.	
<b>SS 0.3.5 Students will explore the relationship between humans and their physical environment.</b>	<b>SS K.3.5 Use geographic skills to make connections to students' lives.</b>	
SS 0.3.5.a Recognize the impact of weather on everyday life (e.g., weather-appropriate clothing, indoor/outdoor recess)	SS K.3.5.a Apply geographic knowledge and techniques to navigate the classroom.	

SS 0.3.5.b Give examples of how to care for the environment (e.g., recycle cans, bottles, and paper; pick up your trash)		
<b>SS 0.3.6 Students will use geographic skills to make connections to their lives.</b>		<b>2012</b> - SS 0.3.6 has become SS K.3.5 for 2019
SS 0.3.6.a Give examples of how geographic knowledge or techniques are applied (e.g., locate people or places in relationship to each other, make a fire evacuation plan)		

HISTORY	HISTORY	HISTORY
<b>SS 0.4.1 Students will identify chronological relationships and patterns.</b>	<b>SS K.4.1 Recognize patterns of continuity and change over time in themselves and others.</b>	
SS 0.4.1.a Identify concepts of time and chronology (e.g., yesterday, today, tomorrow)	SS K.4.1.a Identify concepts of time and chronology.	
SS. 0.4.1.b Read dates on a calendar.		
SS 0.4.1.c List personal events over time; (e.g., daily schedule, timelines)		
SS 0.4.1.d Identify the chronology of personal events and their impact.	SS K.4.1.b Identify the sequence of personal events and their impact.	
<b>SS 0.4.2 Students will identify historical people, events, ideas, and symbols.</b>	<b>SS K.4.2 Recognize different perspectives of events.</b>	<b>2012 - SS 0.4.2 has become SS K.4.3 for 2019</b>
SS 0.4.2.a Identify the contributions of historical people and the impact of symbols, including various cultures and ethnic groups (e.g., George Washington, American flag, picture and name of current president)	SS K.4.2.a Compare perspectives of self and others.	
SS 0.4.2.b Differentiate between stories from the present and the past.		
<b>SS 0.4.3 Students will recognize different perspectives of events.</b>	<b>SS K.4.3 Identify historical people, events, and symbols.</b>	<b>2012 - SS 0.4.3 has become SS K.4.2 for 2019</b>
SS 0.4.3.a Understand that two people can tell a story about the same event and share different details (e.g., Events that occurred on the playground)	SS K.4.3.a Recognize historical people from a variety of cultures.	

	SS K.4.3.b Identify symbols of the United States.	
	SS K.4.3.c Differentiate between stories from the present and the past.	
<b>SS 0.4.4 Students will recognize past and current events, issues, and problems.</b>	<b>SS K.4.4 Develop historical inquiry and research skills.</b>	<b>2012 - SS 0.4.4 has been deleted for 2019</b> <b>2019 - SS K.4.4 replaces SS 0.4.5 from 2012</b>
SS 0.4.4.a Describe how people's actions affect others (e.g., Why must we take turns?)	SS K.4.4.a Construct questions about personal history.	
	SS K.4.4.b Identify and cite appropriate sources when conducting historical research.	
	SS K.4.4.c Gather and communicate historical information.	
<b>SS 0.4.5 Students will develop historical research skills.</b>		
SS.0.4.5.a Develop questions about their personal history		
SS 0.4.5.b Identify and cite appropriate sources for researching their personal history (e.g., "My grandma gave me this picture.")		
SS 0.4.5.c Gather historical information about their lives (e.g., have a conversation with a family member)		
SS 0.4.5.d Present historical information about their lives (e.g., pictures, posters, and oral narratives)		

2012 NE Social Studies Standards/Indicators	2019 NE Social Studies Standards/Indicators	Notes
<b>CIVICS</b>	<b>CIVICS</b>	<b>CIVICS</b>
<b>SS 1.1.1 Students will identify and explain the importance of leaders and team members within their neighborhood and school community.</b>	<b>SS 1.1.1 Analyze the relationship between roles and rules within learning and living environments.</b>	
SS 1.1.1.a Explain how rules reduce and help resolve conflicts.	SS 1.1.1.a Explain how rules reduce and help resolve conflicts between people with different perspectives.	
SS 1.1.1.b Describe the responsibilities of leaders and team members.	SS 1.1.1.b Identify leaders within a school community and explain the importance of their roles.	
<b>SS 1.1.2 Students will understand characteristics of good citizenship by recognizing historical figures, holidays, and patriotic symbols.</b>	<b>SS 1.1.2 Demonstrate positive and productive citizenship skills.</b>	
SS 1.1.2.a Identify citizenship skills (e.g., responsibility, justice, equality, voting)	SS 1.1.2.a Model and communicate citizenship skills.	
SS 1.1.2. b Identify patriotic symbols, songs, actions, celebrations, and holidays (e.g., U.S. Flag, Bald Eagle, Pledge of Allegiance, Thanksgiving, Martin Luther King Jr. Day, 4th of July, President’s Day)	SS 1.1.2.b Identify patriotic symbols, songs, actions, holidays, and cultural celebrations.	
	SS 1.1.2.c Communicate historical background and significance of national holidays.	

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

ECONOMICS	ECONOMICS	ECONOMICS
In 2012, there were 13 economics standards, but only SS 1.2.1, SS 1.2.2 and SS 1.2.6 were addressed in first grade.		
<b>SS 1.2.1 Students will recognize economic wants and needs can be satisfied by consuming goods or services.</b>	<b>SS 1.2.1 Explain how scarcity necessitates making choices.</b>	
SS 1.2.1.a Differentiate between goods and services (e.g. examples of goods and services students have consumed).	SS 1.2.1.a Identify gains and losses when choices are made.	
<b>SS 1.2.2 Students will identify natural resources.</b>	<b>SS 1.2.2 Compare spending and saving opportunities.</b>	
SS 1.2.2.a Identify various natural resources (e.g., forests, soil, minerals, water, air, animals, oil, and natural gas).	SS 1.2.2.a Give examples of situations where students and families could choose to save for future purchases.	
<b>SS 1.2.6 Students will compare spending and saving opportunities.</b>	<b>SS 1.2.3 Explain that resources are used to produce goods and services.</b>	
SS 1.2.6.a Give examples of situations where students and families have chosen to save for future purchases.	SS 1.2.3.a Categorize human and natural resources used to create goods and services.	

GEOGRAPHY	GEOGRAPHY	GEOGRAPHY
<b>SS 1.3.1 Students will explore where (spatial) and why people, places and environments are organized in their world.</b>	<b>SS 1.3.1 Explore where (spatial) and why people, places, and environments are organized in the world.</b>	
SS 1.3.1.a Locate places using the four cardinal directions	SS 1.3.1.a Identify the four cardinal directions.	
SS 1.3.1.b Identify and describe locations in the school or home (e.g., the cafeteria is next to the kitchen, the office is by the front door)	SS 1.3.1.b Identify and describe locations in schools and homes and explain reasons for the locations.	
SS 1.3.1.c Create and use simple maps (e.g., maps of the home and classroom)	SS 1.3.1.c Create and use maps.	
SS 1.3.1.d Analyze why things are located where they are (e.g., "Why is the nurse's office located by the main office?")		
SS 1.3.1.e Distinguish between continents and oceans	SS 1.3.1.d Distinguish between continents and oceans.	
<b>SS 1.3.2 Students will explore places and regions.</b>	<b>SS 1.3.2 Explore places and regions.</b>	
SS 1.3.2.a Identify and differentiate between physical features (e.g., mountains, plains, hills, oceans, islands)	SS 1.3.2.a Identify and differentiate between physical features on maps, globes, graphics, and in the physical world.	
SS 1.3.2.b Identify and differentiate between human features (e.g., cities, buildings, farms)	SS 1.3.2.b Identify and differentiate between human features.	

SS 1.3.2.c Explain how places change over time (e.g., new building or a bigger road)	SS 1.3.2.c Explain how places change over time.	
<b>SS 1.3.3 Students will identify natural processes in their physical world.</b>	<b>SS 1.3.3 Explore the relationship between humans and their physical environment.</b>	<b>2019 - SS 1.3.3 combines concepts from SS 1.3.3 and SS 1.3.5 from 2012</b>
SS 1.3.3.a Identify elements of weather and the effects on human activity (e.g., people wear coats and mittens in the winter)	SS 1.3.3.a Interpret the impact of environmental hazards and severe weather on everyday life.	
SS 1.3.3.b Identify the four seasons and the effects on human activity (e.g., playing outside in summer and inside in winter)	SS 1.3.3.b Identify Earth's natural resources.	
	SS 1.3.3.c Describe how people adapt to their physical environment.	
<b>SS 1.3.4 Students will recognize that people belong to different groups and live in different settings.</b>	<b>SS 1.3.4 Describe the characteristics of culture.</b>	
SS 1.3.4.a Describe cultures of the local community and other communities (e.g., food, language, celebrations)	SS 1.3.4.a Identify cultural traits.	
SS 1.3.4.b Describe places in the community (e.g., farms, parks, houses, stores)	SS 1.3.4.b Describe the characteristics of individual culture.	

<b>SS 1.3.5 Students will explore the relationship between humans and their physical environment.</b>	<b>SS 1.3.5 Use geographic skills to make connections to students' lives.</b>	
SS 1.3.5.a Interpret the impact of weather on everyday life (e.g., tornadoes, blizzards, floods)	SS 1.3.5.a Apply geographic knowledge and techniques to navigate the school.	<b>2012</b> - SS 1.3.5.a is included in SS 1.3.3.a for 2019
SS 1.3.5.b Match resources to their sources (e.g., food from farms, wood from trees, minerals from the ground, fish from the sea)		
SS 1.3.5.c Identify environmental issues related to the physical environment (e.g., drought, poor soil development, deserts, terrain)		
<b>SS 1.3.6 Students will use geographic skills to make connections to their lives.</b>		<b>2012</b> - SS 1.3.6 has become SS 1.3.5 for 2019
SS 1.3.6 a Give examples of how geographic knowledge or techniques have been applied in the past, present and future (e.g., make a map of the school)		

HISTORY	HISTORY	HISTORY
<b>SS 1.4.1 Students will describe chronological relationships and patterns.</b>	<b>SS 1.4.1 Recognize patterns of continuity and change over time in families.</b>	
SS 1.4.1.a Identify concepts of time and chronology (e.g., past, present, future; calendar weeks)		
SS. 1.4.1.b Read dates on a calendar. (e.g., fourth day of week, number of Fridays in a month, etc.)		
SS 1.4.1.c List and describe life events over time; (e.g., weekly, monthly, yearly, seasonal happenings utilizing a graphic organizer)	S 1.4.1.a List and describe life events over time.	
SS 1.4.1.d Identify the chronology of family events and their impact	SS 1.4.1.b Compare and contrast family life from earlier times and today.	
<b>SS 1.4.2 Students will identify historical people, events, ideas, and symbols.</b>	<b>SS 1.4.2 Identify multiple perspectives of diverse family traditions.</b>	<b>2012 - SS 1.4.2 has become SS 1.4.3 for 2019</b>
SS 1.4.2.a Identify the contributions of historical people and the impact of symbols, including various cultures and ethnic groups (e.g., Abraham Lincoln, Martin Luther King, Jr., Standing Bear, American Bald Eagle, Statue of Liberty)	SS 1.4.2.a Compare and contrast family traditions across cultures.	
SS 1.4.2.b Describe how objects including books, letters, and other artifacts help us to understand the past		

<b>SS 1.4.3 Students will identify multiple perspectives of events.</b>	<b>SS 1.4.3 Describe historical people, events, and symbols.</b>	<b>2012</b> - SS 1.4.3 has become SS 1.4.2 for 2019
SS 1.4.3.a Use more than one source to gather details about the same event (e.g., holiday celebrations)	SS 1.4.3.a Identify the contributions of historical people.	
	SS 1.4.3.b Identify symbols of the United States.	
	SS 1.4.3.c Describe how oral traditions, books, letters, and other artifacts help us to understand the past.	
<b>SS 1.4.4 Students will identify past and current events, issues, and problems.</b>	<b>SS 1.4.4 Develop historical inquiry and research skills.</b>	<b>2012</b> - SS 1.4.4 has been deleted for 2019 <b>2019</b> - SS 1.4.4 replaces SS 1.4.5 from 2012
SS 1.4.4.a Describe how people's actions affect others (e.g., Why did our family move here?)	SS 1.4.4.a Construct and answer questions about family history.	
	SS 1.4.4.b Identify and cite appropriate texts, letters, and other artifacts for research.	
	SS 1.4.4.c Gather and communicate historical information about families.	
<b>SS 1.4.5 Students will develop historical research skills.</b>		
SS 1.4.5.a Develop questions about their family history		
SS 1.4.5.b Identify and cite appropriate sources for research (e.g., identifying the title and author of the book from which they took information)		

SS 1.4.5.c Gather historical information about their family (e.g., have a conversation with a family member)		
SS 1.4.5.d Present historical information about their family (e.g., pictures, posters, oral/written narratives)		



2012 NE Social Studies Standards/Indicators	2019 NE Social Studies Standards/Indicators	Notes
<b>CIVICS</b>	<b>CIVICS</b>	<b>CIVICS</b>
<b>SS 2.1.1 Students will identify and explain the responsibilities and rights of citizens in their communities.</b>	<b>SS 2.1.1 Investigate and defend the responsibilities and rights of citizens in their communities.</b>	
SS 2.1.1.a Participate in developing rules that consider multiple points of view	SS 2.1.1.a Contribute to developing rules by considering multiple points of view.	
SS 2.1.1.b Describe how individuals, groups, and communities manage conflict and promote justice	SS 2.1.1.b Demonstrate conflict management strategies as individuals, groups, and communities.	
<b>SS 2.1.2 Students will participate in making decisions using democratic traditions based on established rules.</b>	<b>SS 2.1.2 Contribute to making decisions using democratic traditions based on established rules.</b>	
SS 2.1.2.a Identify civic responsibilities that are important to individuals and their communities (e.g. voting, obeying laws)	SS 2.1.2.a Identify and apply civic responsibilities that are important to individuals and their communities.	
SS 2.1.2.b Identify patriotic symbols, songs, actions, celebrations, and holidays (e.g., U.S. Flag, Bald Eagle, Pledge of Allegiance, Thanksgiving, Veteran’s Day, Martin Luther King Jr. Day, 4th of July, Memorial Day, President’s Day)	SS 2.1.2.b Explain how patriotic symbols, songs, actions, celebrations, and holidays reflect democratic traditions.	
	SS 2.1.2.c Communicate historical background and significance of national holidays.	

SS 2.1.2.c Describe ways to be actively engaged to improve family, school and community	SS 2.1.2.d Investigate ways to be actively engaged to improve family, school, and community.	
SS 2.1.2.d Identify characteristics of good citizenship (e.g., establishing beliefs and justice, truth, equality, personal responsibilities for the common good, tolerance for diversity of opinions)	SS 2.1.2.e Model and communicate characteristics of good citizenship.	

ECONOMICS	ECONOMICS	ECONOMICS
In 2012, there were 13 economics standards, but only SS 2.2.1, SS 2.2.2, SS 2.2.3, SS 2.2.6, and SS 2.2.10 were addressed in second grade.		
<b>SS 2.2.1 Students will recognize resources are limited, so other choices must be made and something must be given up (opportunity cost).</b>	<b>SS 2.2.1 Evaluate choices about how to use scarce resources that involve prioritizing wants and needs.</b>	
SS 2.2.1.a Identify resources (inputs) that make up various good and services		
SS 2.2.1. b Identify what items are eliminated when a choice is made (tradeoff)	SS 2.2.1.a. Justify a decision made by providing evidence of possible gains and losses.	
<b>SS 2.2.2 Students will recognize that producers use resources to make goods, deliver services, earn a profit, and satisfy economic wants.</b>	<b>SS 2.2.2 Demonstrate knowledge of currency, its denominations, and use.</b>	<b>2012</b> - Concepts from SS 2.2.2 are included in SS 2.2.3 for 2019
SS 2.2.2.a List various goods and services that can be produced with the same list of resources (e.g. soil, seed, and labor used to produce animal feed, plastics, cereal, or fuel)	SS 2.2.2.a Make transactions using currency emphasizing its use as a medium of exchange.	

<b>SS 2.2.3 Students will describe how people earn income/wages through work.</b>	<b>SS 2.2.3 Describe how producers deliver products/services, earn an income, and satisfy economic needs and wants.</b>	<b>2012</b> - SS 2.2.3 is included in SS 2.2.3.b for 2019
SS 2.2.3.a Match capital resources and human resources with jobs in the community or home. (e.g., tractors and farmers)	SS 2.2.3.a. Explain the role of goods and services and supply and demand in a community.	
	SS 2.2.3.b. Describe how people in their communities earn income/wages through work.	
<b>SS 2.2.6 Students will demonstrate knowledge of currency, its denominations, and use.</b>	<b>SS 2.2.4 Identify the goods and services governments provide.</b>	<b>2012</b> - SS 2.2.6 has become SS 2.2.2 for 2019
SS 2.2.6.a Make transactions using currency emphasizing its use as a medium of exchange (e.g., school store, buying pencils)	SS 2.2.4.a Identify goods and services that local governments provide.	
<b>SS 2.2.10 Students will understand what goods and services governments provide.</b>	SS 2.2.4.b Explain how the local government uses taxes to pay for goods and services it provides.	<b>2012</b> - Concepts from SS 2.2.10 are included in SS 2.2.4 for 2019
SS 2.2.10.a Identify goods and services that governments provide and where they get the money to pay for the services (taxes) (e.g., water, fire department, police, schools)		

GEOGRAPHY	GEOGRAPHY	GEOGRAPHY
<b>SS 2.3.1 Students will explore where (spatial) and why people, places and environments are organized locally.</b>	<b>SS 2.3.1 Explore where (spatial) and why people, places, and environments are organized in the world.</b>	
SS 2.3.1.a Identify the globe as a model of Earth	SS 2.3.1.a Compare and contrast maps and globes.	
SS 2.3.1.b Identify and describe locations in the neighborhood (e.g., home, the park, friend's house, fire station, grocery store)	SS 2.3.1.b Identify and describe locations in neighborhoods.	
SS 2.3.1.c Identify map elements (i.e., title, scale, symbols, legend, and cardinal directions)	SS 2.3.1.c Identify and apply map elements.	
SS 2.3.1.d Locate community, Nebraska, and the United States on maps and globes	SS 2.3.1.d Locate communities, Nebraska, and the United States on maps and globes.	
SS 2.3.1.e Analyze why things are located where they are (e.g., "Why are stores on a main street?")	SS 2.3.1.e Explain why things are located where they are in neighborhoods.	
SS 2.3.1.f Distinguish between continents/islands, oceans/seas, countries/continents, and cities/states		

<b>SS 2.3.2 Students will identify places and regions.</b>	<b>SS 2.3.2 Compare places and regions.</b>	
SS 2.3.2.a Identify and differentiate between physical and human features of neighborhood and community (e.g., vegetation, housing)	SS 2.3.2.a Identify and differentiate between physical and human features of neighborhoods and communities.	
SS 2.3.2.b Describe local places and regions with other places and regions (e.g., prairie, forest, farm land, ranch land, local community)	SS 2.3.2.b Describe local places and regions.	
SS 2.3.2.c Explain how places and regions change over time	SS 2.3.2.c Explain how places and regions change over time.	
<b>SS 2.3.3 Students will identify natural processes in their physical world.</b>	<b>SS 2.3.3 Describe relationships between humans and the physical environment.</b>	<b>2019 - SS 2.3.3 combines concepts from SS 2.3.3 and SS 2.3.5 from 2012</b>
SS 2.3.3.a Identify basic components of Earth's physical processes (e.g., landforms, water, climate and weather)	SS 2.3.3.a Identify examples of Earth's physical processes.	
SS 2.3.3.b Identify the relationship between the Earth and the Sun (e.g., day/night, length of day, seasons)	SS 2.3.3.b Describe how seasonal weather patterns, natural hazards, and natural resources affect human activities.	
	SS 2.3.3.c Match resources to their sources.	
	SS 2.3.3.d Describe how people adapt to their physical environment.	

<b>SS 2.3.4 Students will identify the characteristics of culture.</b>	<b>SS 2.3.4 Describe different groups of people and the different settings where they live.</b>	
SS 2.3.4.a Identify patterns of cultural traits (e.g., language, religion, food)	SS 2.3.4.a Describe cultures of the local community and other communities.	
SS 2.3.4.b Identify patterns of land use (e.g., agricultural, residential, industrial, commercial, educational, recreational)	SS 2.3.4.b Identify examples of cultural markers in the community.	
<b>SS 2.3.5 Students will identify the relationship between humans and the physical environment.</b>	<b>SS 2.3.5 Use geographic skills to make connections to students' lives.</b>	<b>2012</b> - Concepts from SS 2.3.5 are included in SS 2.3.3 for 2019
SS 2.3.5.a Describe how seasonal weather patterns, natural hazards, and natural resources affect human activities	SS 2.3.5.a Apply geographic knowledge and techniques to navigate students' homes and neighborhoods.	<b>2012</b> - SS 2.3.5.a has become SS 2.3.3.b for 2019
SS 2.3.5.b Identify Earth's natural resources (e.g., minerals, air, land, water, soil)		
SS 2.3.5.c Identify how humans and the physical environment interact (e.g., choice of building materials, variations in agricultural practices, land use modifications, fish, forestry, and wildlife management)		

<b>SS 2.3.6 Students will use geographic skills to make connections.</b>		<b>2012</b> - SS 2.3.6 has become SS 2.3.5 for 2019
SS 2.3.6.a Identify how you might apply geographic knowledge or techniques to solve a problem (e.g., use global positioning system (GPS) navigation for shortest route to school; map destinations for family vacation to determine the best order to visit)		

HISTORY	HISTORY	HISTORY
<b>SS 2.4.1 Students will describe and apply chronological relationships and patterns.</b>	<b>SS 2.4.1 Recognize patterns of continuity and change over time in neighborhoods.</b>	
SS 2.4.1.a Identify concepts of time and chronology (e.g., past, present, future, months, years)		
SS. 2.4.1.b Identify calendar time in years.		
SS 2.4.1.c List and describe neighborhood events over time (e.g., weekly, monthly, yearly, seasonal happenings utilizing a graphic organizer)	SS 2.4.1.a Describe how a neighborhood has changed over the course of time using maps and other artifacts.	
SS 2.4.1.d Describe how individuals, events, and ideas have changed neighborhoods, past and present ( e.g., Building a new school, park)	SS 2.4.1.b Compare and contrast how different neighborhoods have changed over time.	
<b>SS 2.4.2 Students will describe the development of people, events, ideas, and symbols over time.</b>	<b>SS 2.4.2 Compare multiple perspectives of events within neighborhoods.</b>	<b>2012</b> - Concepts from SS 2.4.2 are included in SS 2.4.3 for 2019
SS 2.4.2.a Describe historical people, events, ideas, and symbols, including various cultures and ethnic groups (e.g., Native Americans, colonists, local cultural figures, Uncle Sam, patriotism, the White House, Independence Day)	SS 2.4.2.a Compare and contrast perspectives from multiple sources regarding the same event.	

SS 2.4.2.b Describe how their neighborhood has changed over the course of time using maps and other artifacts		<b>2012</b> - SS 2.4.2.b is included in SS 2.4.1.a for 2019
<b>SS 2.4.3 Students will identify multiple perspectives of events.</b>	<b>SS 2.4.3 Determine past and current events, issues, and people relevant to a neighborhood.</b>	<b>2012</b> - SS 2.4.3 is included in SS 2.4.2 for 2019
SS 2.4.3.a Use more than one source to gather details about the same event (e.g., school/neighborhood events)	SS 2.4.3.a Describe historical people, events, ideas, and symbols (including various cultures and ethnic groups) that impacted a neighborhood.	
<b>SS 2.4.4 Students will identify past and current events, issues, and problems.</b>	<b>SS 2.4.4 Develop historical inquiry and research skills.</b>	<b>2012</b> - Concepts from SS 2.4.4 are included in SS 2.4.3 for 2019
SS 2.4.4.a Identify how decisions affected events in the neighborhood (e.g., Why was a park built in a particular spot?)	SS 2.4.4.a Construct and answer questions about neighborhood history.	
SS 2.4.4.b Describe the relationships among personal and historical events (i.e., current events)	SS 2.4.4.b Identify, obtain, and cite appropriate primary and secondary sources for research.	
	SS 2.4.4.c Gather and present historical information about a neighborhood.	
<b>SS 2.4.5 Students will develop historical research skills.</b>		<b>2012</b> - Concepts from SS 2.4.5 are included in SS 2.4.4 for 2019
SS 2.4.5.a Develop questions about their neighborhood history		

SS 2.4.5.b Identify, obtain, and cite appropriate sources for research (e.g., identifying titles and authors of books from which they took information)		
SS 2.4.5.c Gather historical information about their neighborhood (e.g., ask questions of a guest speaker in the classroom)		
SS 2.4.5.d Present historical information about their neighborhood (e.g., pictures, posters, and oral/written narratives)		

2012 NE Social Studies Standards/Indicators	2019 NE Social Studies Standards/Indicators	Notes
CIVICS	CIVICS	CIVICS
SS 3.1.1 Students will identify and explain the structure and function of their local governments.	SS 3.1.1 Analyze the structure and function of local governments.	
SS 3.1.1.a Identify the structure and functions of local government	SS 3.1.1.a Compare and contrast the structure and function of roles commonly found in local governments.	
SS 3.1.1.b Describe the reasons for laws in our community	SS 3.1.1.b Communicate how and why a community creates laws.	
SS 3.1.1.c Identify and explain a variety of roles leaders, citizens, and others play in local government	SS 3.1.1.c Investigate and summarize the roles that leaders and other citizens serve in local communities.	
	SS 3.1.1.d Justify the importance of roles that leaders and citizens serve in local government.	

<b>SS 3.1.2 Students will understand the impact of individual and group decisions at a local level.</b>	<b>SS 3.1.2 Describe the impact of individual and group decisions at the community level.</b>	
SS 3.1.2 a Identify rights and responsibilities of citizens (e.g., voting, public service projects,) at the local level	SS 3.1.2.a Identify and model rights and responsibilities of citizens at the community level.	
SS 3.1.2 b Explain the meaning of patriotic symbols, songs, actions, celebrations, and holidays (e.g., U.S. Flag, Bald Eagle, Pledge of Allegiance, Thanksgiving, Veteran’s Day, Martin Luther King Jr. Day, 4th of July, Memorial Day, President’s Day, Flag Day)	SS 3.1.2.b Explain how patriotic symbols, songs, actions, celebrations, and holidays are recognized in local communities.	
	SS 3.1.2.c Communicate the background of national holidays or historical events, their significance, and how they are recognized in the local community.	
SS 3.1.2.c Identify ways students can be engaged to have an impact in their local community	SS 3.1.2.d Identify and engage in opportunities to serve the local community.	
SS 3.1.2.d Identify and describe the importance of listening to the views of others and sharing personal views in a respectful manner	SS 3.1.2.e Engage in discourse that demonstrates respect and consideration of multiple points of view.	
SS 3.1.2.e Identify local leaders and the impact of their decisions that effect public policy	SS 3.1.2.f Describe the decisions of local leaders and how they affect public policy.	

ECONOMICS	ECONOMICS	ECONOMICS
In 2012, there were 13 economics standards, but only SS 3.2.1, SS 3.2.2, SS 3.2.3, SS 3.2.6, SS 3.2.10, and SS 3.2.12 were addressed in third grade.		
<b>SS 3.2.1 Students will understand markets are places where buyers and sellers exchange goods and services.</b>	<b>SS 3.2.1 Explain that people choose and decide what services they ask their local and state government to provide and pay for.</b>	<b>2012</b> - Concepts from SS 3.2.1 are included in SS 3.2.3 for 2019 <b>2019</b> - SS 3.2.1 includes concepts from SS 3.2.10 from 2012
SS 3.2.1.a Indicate various markets where buyers and sellers meet (e.g., shopping malls, auction, catalogs, garage sales, the Internet)	SS 3.2.1.a Identify goods and services funded through state or local taxes.	
<b>SS 3.2.2 Students will categorize natural, human, and capital resources and how they are combined to make goods and deliver services.</b>	<b>SS 3.2.2 Evaluate choices and consequences for spending and saving.</b>	
SS 3.2.2.a Classify natural, human, and capital resources (e.g., tools, soil, water, farmers and machinery)	SS 3.2.2.a Given a budget, make choices as to what to purchase, what to give up, and what to save.	<b>2019</b> - SS 3.2.2.a includes concepts from SS 3.2.6.a from 2012
SS 3.2.2.b Discuss why producers combine resources to make goods and services (profit)		
SS 3.2.2 c Identify opportunities for education and/or training to increase human resources (e.g., agriculture schools, trade schools, culinary schools, information technology training)		

<b>SS 3.2.3 Students will cite evidence of how money (coins and currency) makes trading easier than bartering.</b>	<b>SS 3.2.3 Explain that markets are places where buyers and sellers exchange goods and services.</b>	<b>2019</b> - SS 3.2.3 includes concepts from SS 3.2.1 from 2012
SS 3.2.3.a Identify historical examples of trading among early settlers	SS 3.2.3.a Indicate various markets where buyers and sellers meet.	
<b>SS 3.2.6 Students will use knowledge of currency to solve real-world problems.</b>	<b>SS 3.2.4 Describe how the local community trades with other communities.</b>	<b>2019</b> - SS 3.2.4 includes concepts from SS 3.2.12 from 2012
SS 3.2.6.a Given a budget, students will be able to make choices as to what to purchase and what to give up	SS 3.2.4.a Identify local goods and services that could be traded with people everywhere.	
<b>SS 3.2.10 Students will understand what goods and services local governments provide.</b>		
SS 3.2.10.a Identify goods and services funded through local taxes (e.g., snow removal, waste management, law enforcement)		
<b>SS 3.2.12 Students will describe how the local community trades with the rest of the world.</b>		
SS 3.2.12.a Identify local goods and services that could be traded with people everywhere (e.g., corn, soybeans, beef)		
SS 3.2.12.b Give examples of other countries' currencies		

GEOGRAPHY	GEOGRAPHY	GEOGRAPHY
<p><b>SS 3.3.1 Students will explore where (spatial) and why people, places and environments are organized in the state.</b></p>	<p><b>SS 3.3.1 Explore where (spatial) and why people, places, and environments are organized in the world.</b></p>	
<p>SS 3.3.1.a Utilize map elements (i.e., title, scale, symbols, legend, and cardinal and intermediate directions)</p>	<p>SS 3.3.1.a Identify and apply map elements.</p>	
<p>SS 3.3.1.b Apply map skills (e.g., identify location and distribution of physical and human features rivers/roads, identify relative and absolute locations, east/west, north/south, left/right, next to, identify cities and towns)</p>	<p>SS 3.3.1.b Use a map to identify location and distribution of physical and human features.</p>	
<p>SS 3.3.1.c Analyze why things are located where they are in the community (e.g., Why are stores located on main streets? Where is my house located compared to the school?)</p>	<p>SS 3.3.1.c Determine why things are located where they are in the community.</p>	
<p>SS 3.3.1.d Locate places on maps and globes (e.g., Missouri River, Platte, River, Rocky Mountains, Nebraska, the student's city)</p>	<p>SS 3.3.1.d Locate specific places on maps and globes.</p>	
<p>SS 3.3.1.e Identify the continents, oceans, and hemispheres</p>	<p>SS 3.3.1.e Identify the continents, oceans, and hemispheres.</p>	

<b>SS 3.3.2 Students will compare the characteristics of places and regions.</b>	<b>SS 3.3.2 Compare the characteristics of places and regions.</b>	
SS 3.3.2.a Identify and differentiate between physical and human features of neighborhoods and communities (e.g., vegetation, housing, streets, business/residential areas, hills, waterways)	SS 3.3.2.a Identify and differentiate between physical and human features of neighborhoods and communities.	
SS 3.3.2.b Compare and contrast local places and regions with other places and regions (e.g., prairie and forest, local community with another community, products from Nebraska and another state, crops grown in Nebraska and another state)	SS 3.3.2.b Compare and contrast local places and regions with other places and regions.	
SS 3.3.2.c Explain and give examples of how places and regions change over time	SS 3.3.2.c Explain how and why places and regions change over time.	
<b>SS 3.3.3 Students will identify natural processes in their physical world.</b>	<b>SS 3.3.3 Explain relationships between humans and the physical environment.</b>	<b>2019 - SS 3.3.3 combines concepts from SS 3.3.3 and SS 3.3.5 from 2012</b>
SS 3.3.3.a Identify the Earth's physical processes in the local community (e.g., landforms, water, climate and weather, erosion and deposition)	SS 3.3.3.a Describe how the environment influences human activities and how humans alter the environment to suit their needs.	
SS 3.3.3.b Identify local ecosystems (e.g., forests, deserts, grasslands)	SS 3.3.3.b Identify ecosystems.	
	SS 3.3.3.c Explain the importance of Earth's natural resources.	

	SS 3.3.3.d Describe how humans develop communities in local settings.	
<b>SS 3.3.4 Students will compare and contrast the characteristics of culture locally.</b>	<b>SS 3.3.4 Compare and contrast the characteristics of local cultures.</b>	
SS 3.3.4.a Compare and contrast patterns of culture within your community (e.g., language, religion, food)	SS 3.3.4.a Compare and contrast cultural traits within a community.	
SS 3.3.4.b Compare and contrast the spread and diffusion of cultural traits (e.g., spread of ideas, languages, religions, people, goods, customs, traditions)	SS 3.3.4.b Describe examples of how and why cultures change in a community.	
<b>SS 3.3.5 Students will identify the relationship between humans and the physical environment.</b>	<b>SS 3.3.5 Use geographic skills to make connections to issues and events.</b>	<b>2012</b> - Concepts from SS 3.3.5 are included in SS 3.3.3 for 2019
SS 3.3.5.a Explain how physical environments influence human activities (e.g., availability of water, climate and fertility of soil)	SS 3.3.5.a Identify and evaluate how changes in human and physical geography have shaped the community.	
SS 3.3.5.b Explain how human activities change Earth (e.g., agriculture, transportation, industry)		
SS 3.3.5.c Explain the importance of Earth's natural resources (e.g., minerals, air, water, land)		

<p>SS 3.3.5.d Describe how humans develop communities in local settings (e.g., roads, landfills, sewage systems, land use patterns)</p>		
<p><b>SS 3.3.6 Students will use geographic skills to make connections to issues and events.</b></p>		<p><b>2012</b> -Concepts from SS 3.3.6 are included in SS 3.3.5 for 2019</p>
<p>SS 3.3.6.a Identify and evaluate human adaptations to the environment from the local to international levels (e.g., How could the building of a highway bring more business to a community?)</p>		
<p>SS 3.3.6.b Identify how geography impacts spatial problem solving (e.g., a new school must be near large numbers of students, on available land with suitable soils, have access to roads and utilities, and not overlap schools in other neighborhoods; plan where things would be built in a city)</p>		

HISTORY	HISTORY	HISTORY
<b>SS 3.4.1 Students will describe and analyze chronological relationships and patterns.</b>	<b>SS. 3.4.1 Detect and apply patterns of continuity and change over time in communities (town or city).</b>	
SS 3.4.1.a Describe concepts of time and chronology (e.g., annual, biannual, decades, centuries, millennia)		
SS. 3.4.1.b Identify calendar time in years, decades, centuries, and millennia.		
SS 3.4.1.c List and describe community events over time (e.g., weekly, monthly, yearly, seasonal happenings utilizing a graphic organizer)	SS 3.4.1.a Describe community events over time using maps and other artifacts.	
SS 3.4.1.d Describe how individuals, events, and ideas have changed communities past and present	SS 3.4.1.b Compare and contrast how different communities have changed over time.	
<b>SS 3.4.2 Students will describe the development of people, events, ideas, and symbols over time using multiple types of sources.</b>	<b>SS 3.4.2 Describe and explain multiple perspectives of events within a community.</b>	
SS 3.4.2.a Describe the role of historical people, events, ideas, and symbols, including various cultures and ethnic groups (e.g., local cultural figures, landmarks, celebrations, and cultural events)	SS 3.4.2.a Describe the role of diverse groups of people, events, and ideas in the development of a community.	
SS 3.4.2.b Describe how their community has changed over the course of time using maps and other artifacts	SS 3.4.2.b Compare and contrast conflicting perspectives about a past event in a community.	

SS 3.4.2.c Describe primary and secondary sources		<b>2012</b> - SS 3.4.2.c is included in SS 3.4.4.b for 2019
<b>SS 3.4.3 Students will describe multiple perspectives of events.</b>	<b>SS 3.4.3 Select past and current events and people relevant to the community.</b>	<b>2012</b> - SS 3.4.3 is included in SS 3.4.2 for 2019
SS 3.4.3.a Compare and contrast how various sources relate their perspective of history (e.g., community events)	SS 3.4.3.a Determine factual information about community historical events through use of a variety of sources such as artifacts, pictures, and documents.	
	SS 3.4.3.b Identify how decisions affected events in a community.	
<b>SS 3.4.4 Students will identify past and current events, issues, and problems.</b>	<b>SS 3.4.4 Develop historical inquiry and research skills.</b>	<b>2012</b> - Concepts from SS 3.4.4 are included in SS 3.4.3 for 2019
SS 3.4.4.a Examine sources on community history through determination of credibility, contextualization, and corroboration	SS 3.4.4.a Construct and answer questions about multiple community histories from viewpoints of that community.	
SS 3.4.4.b Describe alternative courses of action in community history (e.g., How are transportation routes determined?)	SS 3.4.4.b Identify, obtain, and cite appropriate primary and secondary sources for research about the local community.	
SS 3.4.4.c Describe how decisions affected events in the community (e.g., election of local officials; zoning laws)	SS 3.4.4.c Gather and communicate historical information about the community.	
SS 3.4.4.d Describe the cause and effect relationships among key events in history (e.g., founding of the community, settlement of the area)		

SS 3.4.4.e Describe the relationships among historical events in the students' community and the students' lives today (i.e., current events)		
<b>SS 3.4.5 Students will develop historical research skills.</b>		<b>2012</b> - Concepts from SS 3.4.5 are included in SS 3.4.4 for 2019
SS 3.4.5.a Develop questions about their community history		
SS 3.4.5.b Identify, obtain, and cite appropriate sources for research about the local community (e.g., identifying the resources from which they took information)		
SS 3.4.5.c Gather historical information about their community (e.g., interview a community member, find community resources)		
SS 3.4.5.d Present historical information about their community (e.g., pictures, posters, oral/written narratives, and electronic presentations)		

2012 NE Social Studies Standards/Indicators	2019 NE Social Studies Standards/Indicators	Notes
CIVICS	CIVICS	CIVICS
SS 4.1.1 Students will identify and explain the foundation, structure, and function of Nebraska's government.	SS 4.1.1 Synthesize and justify the structure and function of Nebraska's government.	
SS 4.1.1. a Explain the historical foundation and the events that led to the formation and structure of Nebraska's government (e.g., modeled from U.S. government, three branches of government)	SS 4.1.1.a Investigate and summarize the historical foundation and events that led to the formation and structure of Nebraska's Constitution and government.	
SS 4.1.1.b Describe the origin, structure, and function of Nebraska's unicameral government	SS 4.1.1.b Analyze the origin, structure, and function of Nebraska's state government.	
SS 4.1.1.c Understand how a bill becomes a law in the Nebraska unicameral	SS 4.1.1.c Communicate how a bill becomes a law in the Nebraska unicameral.	
SS 4.1.1.d Identify and explain a variety of roles leaders, citizens, and others play in the Nebraska government	SS 4.1.1.d Investigate and summarize the roles that leaders and other citizens serve in Nebraska to equitably represent all residents in the state.	
	SS 4.1.1.e Justify the importance of roles that leaders and citizens serve in Nebraska government.	

<b>SS 4.1.2 Students will investigate how different perspectives impact government decisions at the state level.</b>	<b>SS 4.1.2 Investigate how different perspectives impact government decisions at the state level.</b>	
SS 4.1.2.a Identify rights and responsibilities of citizens (e.g., voting, public service projects) at the state level	SS 4.1.2.a Identify and model rights and responsibilities of citizens at the state level.	
SS 4.1.2.b Explain the meaning of state symbols, songs and holidays (e.g., Nebraska State Flag, "Beautiful Nebraska", Statehood Day, George Norris Day)	SS 4.1.2.b Investigate the meaning of state symbols, songs, and holidays.	
	SS 4.1.2.c Communicate background of Nebraska state holidays or historical events, their significance, and how they are recognized.	
SS 4.1.2.c Identify ways students can be engaged to have an impact in their state.	SS 4.1.2.d Identify and engage in opportunities to serve the state.	
SS 4.1.2.d Describe how various individuals and groups influence the way an issue affecting the state is viewed and resolved (e.g., lobbying, petitions, media, social media)	SS 4.1.2.e Explain how individuals and groups influence the way a state issue is viewed and resolved.	
SS 4.1.2.e Identify state leaders and the impact of their decisions that effect public policy	SS 4.1.2.f Analyze the decisions of state leaders and how they impact public policy.	

ECONOMICS	ECONOMICS	ECONOMICS
In 2012, there were 13 economics standards, but only SS 4.2.1, SS 4.2.2, SS 4.2.3, SS 4.2.6, SS 4.2.10, and SS 4.2.12 were addressed in fourth grade.		
<b>SS 4.2.1 Students will recognize prices are what consumers pay when they buy a good or service.</b>	<b>SS 4.2.1 Describe how scarcity requires the consumer and producer to make choices and identify costs associated with them.</b>	
SS 4.2.1.a Predict how consumers would react if the price of a good or service changed (e.g., natural disasters, drought, gas prices)	SS 4.2.1.a Predict how consumers would react if the price of a good or service changed.	
SS 4.2.1.b Predict how producers would react if the profit from selling a good or service changed	SS 4.2.1.b Predict how producers would react if the profit from selling a good or service changed.	
<b>SS 4.2.2 Students will investigate how capital resources are used to make other goods and produce services.</b>	<b>SS 4.2.2 Investigate various financial institutions in Nebraska and the reasons for people’s spending and saving choices.</b>	<b>2012</b> - Concepts from SS 4.2.2 are included in SS 4.2.3 for 2019
SS 4.2.2.a Give examples of capital resources used in making goods and services in Nebraska and the United States (e.g., tools, laboratories, equipment, and machinery)	SS 4.2.2.a Identify financial institutions in the community and their purposes.	

<b>SS 4.2.3 Students will make observations about the purpose of various financial institutions in Nebraska.</b>	<b>SS 4.2.3 Investigate how resources are used to make other goods and produce services.</b>	
SS 4.2.3.a Discuss the purpose of early NE financial institutions (e.g., barter, trading posts, banks)	SS 4.2.3.a Give examples of human, natural, capital, and entrepreneurial resources used in making goods and services in Nebraska and the United States.	
SS 4.2.3.b Identify financial institutions in the community and their purpose (e.g., banks, credit unions, consumer/business loans, safety of deposit, investments/trust services)	<b>SS 4.2.4 Identify and explain specialization and trade and why different regions produce different goods and services.</b>	<b>2012</b> - SS 4.2.3.b has become SS 4.2.2.a for 2019
<b>SS 4.2.6 Students will understand that banks are institutions where people save money and earn interest, and where other people borrow money and pay interest.</b>	SS 4.2.4.a Compare Nebraska with different regions and the goods and services each region produces.	<b>2012</b> - Concepts from SS 4.2.6 are included in SS 4.2.2 for 2019
SS 4.2.6.a Identify the costs and benefits of saving, interest, and borrowing	SS 4.2.4.b Discuss how technology has affected the specialization of Nebraska's economy and surrounding states.	
<b>SS 4.2.10 Students will understand what goods and services state governments provide.</b>		<b>2012</b> - Concepts from SS 4.2.10 are included in grade 3 (SS 3.2.1) for 2019
SS 4.2.10.a Identify goods and services funded through state taxes (e.g., highways, universities, human services, unemployment, courts)		

<b>SS 4.2.12 Students will recognize and explain specialization and why different regions produce different goods and services.</b>		<b>2012</b> - Concepts from SS 4.2.12 are included in SS 4.2.4 for 2019
SS 4.2.12.a Compare Nebraska with different regions and the goods and services each region produces (e.g., beef, wheat, telemarketing, cotton, coal)		
SS 4.2.12.b Discuss how technology has affected the specialization of Nebraska's economy and surrounding states		

GEOGRAPHY	GEOGRAPHY	GEOGRAPHY
<p><b>SS 4.3.1 Students will explore where (spatial) and why people, places and environments are organized in the state.</b></p>	<p><b>SS 4.3.1 Explore where (spatial) and why people, places, and environments are organized in the state and around the world.</b></p>	
<p>SS 4.3.1.a Read local and state maps and atlases to locate physical and human features in Nebraska. (e.g., the state of Nebraska, major cities in Nebraska, Lincoln, major rivers including the North Platte, South Platte, Platte, Niobrara and Missouri)</p>	<p>SS 4.3.1.a Use local and state maps and atlases to locate physical and human features in Nebraska.</p>	
<p>SS 4.3.1.b Apply map skills to analyze physical/political maps of the state (e.g., utilize grid systems to find locations, identify the location and purpose of time zones, identify and locate cities of the state identify relative and absolute locations east/west, north/south, left/right, next to)</p>	<p>SS 4.3.1.b Apply map skills to analyze physical/political maps of the state.</p>	
<p>SS 4.3.1.c Analyze why things in Nebraska are located where they are in Nebraska (e.g., Why are large cattle ranches found in the Sandhills? Why are major airports located near large cities?)</p>	<p>SS 4.3.1.c Determine why things are located where they are in Nebraska.</p>	
<p>SS 4.3.1.d Differentiate between cities, states, countries, and continents</p>	<p>SS 4.3.1.d Differentiate between classifications of bodies of water, cities, and land masses.</p>	

<b>SS 4.3.2 Students will compare the characteristics of places and regions and their impact on human decisions.</b>	<b>SS 4.3.2 Compare the characteristics of places and regions and their impact on human decisions.</b>	
SS 4.3.2.a Identify criteria used to define regions within the state of Nebraska (e.g., soil, climate, precipitation, population, vegetation, land and agricultural usage)	SS 4.3.2.a Identify criteria used to define regions in the state of Nebraska and the United States.	
SS 4.3.2.b Classify regions and places within the state of Nebraska using physical and human features (e.g., Sandhills, Pine Ridge, Loess Hills, Platte River Valley, rural/urban/suburban)	SS 4.3.2.b Classify regions and places within the state of Nebraska using physical and human features.	
SS 4.3.2.c Identify and classify regions (e.g., counties and cities across Nebraska)		<b>2012</b> - SS 4.3.2.c is included in SS 4.3.2.b for 2019
<b>SS 4.3.3 Students will identify natural processes in the physical world.</b>	<b>SS 4.3.3 Explain how human and natural forces have modified different environments in Nebraska and how humans have adapted.</b>	<b>2019</b> - SS 4.3.3 combines concepts from SS 4.3.3 and SS 4.3.5 from 2012
SS 4.3.3.a Identify physical processes that shape Nebraska's features and patterns (e.g., weathering, erosion)	SS 4.3.3.a Identify physical processes that shape Nebraska's features and patterns.	
SS 4.3.3.b Identify examples of ecosystems located in Nebraska (e.g., forests, wetlands, grasslands, and rivers located in Nebraska)	SS 4.3.3.b Identify examples of ecosystems in Nebraska and describe related environmental issues.	

	SS 4.3.3.c Describe the impact of extreme natural events on the human and physical environment in Nebraska.	
	SS 4.3.3.d Describe how humans have adapted to Nebraska's physical environment and use available natural resources.	
<b>SS 4.3.4 Students will compare and contrast the characteristics of culture statewide.</b>	<b>SS 4.3.4 Compare and contrast the characteristics of culture statewide.</b>	
SS 4.3.4.a Compare and contrast patterns of culture within the state of Nebraska (e.g., language, religion, food)	SS 4.3.4.a Compare and contrast patterns of culture within the state of Nebraska.	
SS 4.3.4.b Compare and contrast population characteristics of the state of Nebraska (e.g., density, distribution, growth rates)	SS 4.3.4.b Compare and contrast population characteristics of the state of Nebraska.	

<b>SS 4.3.5 Students will identify how humans have adapted to and modified different environments in Nebraska.</b>	<b>SS 4.3.5 Use geographic skills to make connections to issues and events.</b>	<b>2012</b> - Concepts from SS 4.3.5 are included in SS 4.3.3 for 2019
SS 4.3.5.a Describe the impact of extreme natural events in Nebraska (e.g., tornadoes, floods, dust storm, insect infestation) on the human and physical environment	SS 4.3.5.a Identify and evaluate how changes in human and physical geography have shaped Nebraska.	
SS 4.3.5.b Describe how humans have adapted to and modified Nebraska's physical environment (e.g., progression of home construction materials from sod, timber, bricks and concrete; Homestead Act opened the prairie for agriculture; irrigation; Arbor Day: introduction of trees; rangeland management; soil conservation)	SS 4.3.5.b Explain the interrelationships of human or physical geographic characteristics of places in Nebraska.	
SS 4.3.5.c Classify resources as renewable or nonrenewable resources		
SS 4.3.5.d Describe environmental issues in Nebraska (e.g., soil conservation, water stewardship, contour farming, minimum tillage, air quality, solid waste)		
SS 4.3.5.e Describe human adaptations to the physical environment. (e.g., use of air conditioning, irrigation, agricultural activities)		

<b>SS 4.3.6 Students will use geographic skills to make connections to issues and events.</b>		<b>2012</b> - Concepts from SS 4.3.6 are included in SS 4.3.5 for 2019
SS 4.3.6.a Identify how changes in human and physical geography have shaped Nebraska. (e.g., map major tornado paths, blizzards, floods, or droughts; how the construction of the Transcontinental Railroad and Interstate Highway system have impacted the way Nebraskans live)		
SS 4.3.6.b Identify questions that help explain the interrelationships of human or physical geographic characteristics of places (e.g., A community is located on a river floodplain with fertile soil and water for transportation, irrigation, and human consumption)		

HISTORY	HISTORY	HISTORY
<b>SS 4.4.1 Students will examine chronological relationships and patterns, and describe the connections among them.</b>	<b>SS 4.4.1 Investigate patterns of continuity and change over time in Nebraska.</b>	
SS 4.4.1.a Apply concepts of time and chronology (e.g., annual, biannual, decades, centuries, millennia)		
SS. 4.4.1.b Differentiate amongst years, decades, centuries, and millennia.		
SS 4.4.1.c Select and record key state and/or regional events in chronological order (e.g., timelines)		
SS 4.4.1.d Examine the chronology of historical events in Nebraska and their impact on the past, present, and future	SS 4.4.1.a Analyze the chronology of key state and/or regional events and communicate their impact on the past, present, and future.	

<p><b>SS 4.4.2 Students will describe and explain the relationships among people, events, ideas, and symbols over time using multiple types of sources.</b></p>	<p><b>SS 4.4.2 Analyze and explain multiple perspectives of events in Nebraska, including historically marginalized and underrepresented groups.</b></p>	<p><b>2019 - SS 4.4.2 includes concepts from SS 4.4.3 from 2012</b></p>
<p>SS 4.4.2.a Describe and explain the relationships among historical people, events, ideas, and symbols, including various cultures and ethnic groups, in Nebraska by era (e.g., Native Americans on the Plains: Pawnee, Omaha, Lakota, Ponca; Explorers: Lewis and Clark, Hiram Scott, Stephen Long, John C. Fremont; Traders: Manuel Lisa, James Bordeaux; Missionaries: Moses Merrill, Father DeSmet; Westward Expansion: John Brown, Daniel Freeman, Arbor Day, J. Sterling Morton; Statehood: Standing Bear, William Jennings Bryan; 20th Century Nebraska: Mildred Brown, Willa Cather, Father Flanagan, George Norris; The Dust Bowl, state symbols)</p>	<p>SS 4.4.2.a Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.</p>	

SS 4.4.2.b Describe how Nebraska and the Great Plains Region have changed over the course of time using maps, documents, and other artifacts (e.g., impact of Civil War/Reconstruction, growth/development of cattle and agricultural industries, railroads, effects upon American Indian life, loss of buffalo)	SS 4.4.2.b Identify and describe how various sources relate their perspectives of Nebraska history.	
SS 4.4.2.c Differentiate between primary and secondary sources		
<b>SS 4.4.3 Students will describe and explain multiple perspectives of historical events.</b>	<b>SS 4.4.3 Analyze past and current events throughout Nebraska history.</b>	<b>2012</b> - Concepts from SS 4.4.3 are included in SS 4.4.2 for 2019
SS 4.4.3.a Distinguish how various sources relate their perspectives of Nebraska history (e.g., The death of Crazy Horse)	SS 4.4.3.a Analyze key sources in Nebraska history to determine credibility and context.	
SS 4.4.3.b Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., The Homestead Act, Oregon Trail diaries, military journal of Ponca Removal)	SS 4.4.3.b Identify key events in American history that shaped or were shaped by Nebraskans.	
<b>SS 4.4.4 Students will analyze past and current events, issues, and problems.</b>	<b>SS 4.4.4 Develop historical inquiry and research skills.</b>	<b>2012</b> - Concepts from SS 4.4.4 are included in SS 4.4.3 for 2019

SS 4.4.4.a Analyze sources on Nebraska History through determination of credibility, contextualization, and corroboration	SS 4.4.4.a Construct and answer questions about Nebraska history.	
SS 4.4.4.b Explain alternative courses of action in Nebraska history (e.g., Why are cities chosen as state capitals/county seats? How are county borders determined?)	SS 4.4.4.b Identify and cite primary and secondary sources to research the history of Nebraska.	
SS 4.4.4.c Describe how decisions affected events in Nebraska (e.g., Laws passed by the Unicameral)	SS 4.4.4.c Gather, analyze, and communicate historical information about Nebraska.	
SS 4.4.4.d Describe the cause and effect relationships among key events in history (e.g. Kansas-Nebraska Act, Statehood Day, Homestead Act, Ponca Trail of Tears)		
SS 4.4.4.e Describe the relationships among historical events in Nebraska and the students' lives today (i.e., current events)		
<b>SS 4.4.5 Students will develop historical research skills.</b>		<b>2012</b> - Concepts from SS 4.4.5 are included in SS 4.4.4 for 2019
SS 4.4.5.a Develop questions about Nebraska history		

SS 4.4.5.b Identify, obtain, and cite appropriate sources for research about Nebraska, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format)		
SS 4.4.5.c Gather historical information about Nebraska (e.g., document archives, newspapers, interviews)		
SS 4.4.5.d Present historical information about Nebraska (e.g., pictures, posters, oral/written narratives, and electronic presentations)		

2012 NE Social Studies Standards/Indicators	2019 NE Social Studies Standards/Indicators	Notes
CIVICS	CIVICS	CIVICS
SS 5.1.1 Students will describe the foundation, structure, and function of the United States government.	SS 5.1.1 Synthesize and justify the structure and function of the United States government.	
SS 5.1.1.a Explain the historical foundation that led to the formation of the United States constitutional government (e.g., early state constitutions, Declaration of Independence, and the Articles of Confederation)	SS 5.1.1.a Investigate and summarize contributions that resulted in the historical foundation and formation of the United States constitutional government.	
SS 5.1.1.b Explain the origins, structure, and functions of the three branches of the United States government	SS 5.1.1.b Identify and explain the structure and functions of the three branches of government.	
SS 5.1.1.c Describe how colonial and new states' governments laws affected groups within their population (e.g., citizens, slaves, immigrants, women, class systems, tribes)	SS 5.1.1.c Analyze how colonial and new states' governments' laws affected majority groups and marginalized groups within their population.	
SS 5.1.1.d Describe how the decisions of the national government affect local and state government	SS 5.1.1.d Evaluate how the decisions of the national government affect local and state government and citizens of diverse backgrounds.	

SS 5.1.1.e Identify the principles of the American Republic (e.g., liberty, democracy, United States Constitution, Bill of Rights)	SS 5.1.1.e Justify the principles of the American Republic.	
SS 5.1.1.f Compare and contrast tribal forms of government, British monarchy, and early American colonial governments	SS 5.1.1.f Analyze and contrast forms of government.	
<b>SS 5.1.2 Students will apply democratic principles that are the foundation of the United States government systems to daily life.</b>	<b>SS 5.1.2 Analyze democratic principles that are the foundation of the United States government systems in daily life.</b>	
SS 5.1.2. a Explain the constitutional rights and civic responsibilities of U.S. citizens (e.g., freedom of speech, voting, staying informed of issues, respecting the rights, opinions, and beliefs of others, joining a civic group)	SS 5.1.2.a Explore and communicate the constitutional rights and civic responsibilities of U.S. citizens.	
SS 5.1.2.b Describe the significance of patriotic symbols, songs and activities (e.g., Pledge of Allegiance, "The Star Spangled Banner", "America", commemorating state and national holidays)	SS 5.1.2.b Communicate origins of national and state holidays including historical background and significance.	<b>2019</b> - SS 5.1.2.b expands on the same indicator from 2012.
SS 5.1.2.c Give examples of group and individual actions that illustrate civic ideas in the founding of the United States (e.g., freedom, rule of law, equality, civility, cooperation, respect)	SS 5.1.2.c Interpret and communicate the significance of patriotic symbols, songs, and activities.	

<p>SS 5.1.2.d Analyze how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States</p>	<p>SS 5.1.2.d Explore models of group and individual actions that illustrate civic ideas in the founding of the United States.</p>	
<p>SS 5.1.2.e Identify the roles and influences of individuals, groups, and the media on governments (e.g., George Washington, John Adams, Thomas Jefferson, Benjamin Franklin)</p>	<p>SS 5.1.2.e Examine how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States.</p>	
	<p>SS 5.1.2.f Determine how the roles of individuals and groups influence government.</p>	

ECONOMICS	ECONOMICS	ECONOMICS
In 2012, there were 13 economics standards, but only SS 5.2.1, SS 5.2.2, SS 5.2.3, SS 5.2.6, SS 5.2.10, and SS 5.2.12 were addressed in fifth grade.		
<b>SS 5.2.1 Students will analyze various markets where buyers and sellers exchange goods or services.</b>	<b>SS 5.2.1 not addressed at this level</b>	
SS 5.2.1.a Describe how competition among sellers results in lower costs and prices, higher product quality, and better customer service		
<b>SS 5.2.2 Students will make observations about how human capital can be improved by education, training, and standard of living.</b>	<b>SS 5.2.2 not addressed at this level</b>	<b>2012</b> - Concepts from SS 5.2.2 are included in SS 5.2.3 for 2019
SS 5.2.2.a Give examples of how additional education/training improves productivity and increases standard of living (e.g., apprentice, journeyman, master electrician)		
<b>SS 5.2.3 Students will summarize characteristics of economic institutions in the United States.</b>	<b>SS 5.2.3 Explain how human capital can be improved by education and training and thereby increase standards of living.</b>	<b>2012</b> - Concepts from SS 5.2.3 are included in SS 5.2.5 for 2019
SS 5.2.3.a Identify the functions and characteristics of money (e.g., store value, medium of exchange, unit of accounting)	SS 5.2.3.a List examples of how additional education/training improves productivity and increases standards of living.	

SS 5.2.3.b Identify the importance of financial institutions to households and businesses (e.g., loans to agriculture, business, and individuals in order to provide capital)	<b>SS 5.2.4 Explain how specialization, division of labor, and technology increase productivity and interdependence.</b>	<b>2019</b> - SS 5.2.4 includes concepts from SS 5.2.12 from 2012
SS 5.2.3.c Identify rules and laws that protect and support consumers (e.g., private property, contracts, agreements, and product safety)	SS 5.2.4.a Describe the historical role of innovation and entrepreneurship in a market economy.	
<b>SS 5.2.6 Students will summarize characteristics of financial institutions.</b>	<b>SS 5.2.5 Summarize characteristics of economic institutions in the United States.</b>	
SS 5.2.6.a Explain/explore how various financial services are provided by local financial institutions	SS 5.2.5.a Describe the importance of financial institutions to households and businesses.	
<b>SS 5.2.10 Students will understand what goods and services the national government provides.</b>	SS 5.2.5.b Explain the rules and laws that protect and support consumers.	<b>2012</b> - Concepts from SS 5.2.10 are included in SS 5.2.5 for 2019
SS 5.2.10.a Identify goods and services funded through federal taxes (e.g., armed forces, courts, parks)	SS 5.2.5.c Identify goods and services funded through federal taxes.	

<b>SS 5.2.12 Students will explain how specialization, division of labor, and technology increases productivity and interdependence.</b>	<b>SS 5.2.6 Summarize how specialization and trade impact the global market and relationships with other countries.</b>	
SS 5.2.12.a Investigate Early United States specialization and trade (e.g., fur, tobacco, cotton, lumber)	SS 5.2.6.a Describe how international trade promotes specialization and division of labor and increases the productivity of labor, output, and consumption.	
SS 5.2.12.b Investigate and report on entrepreneurs and inventors	SS 5.2.6.b Explain how trade impacts relationships between countries.	

<b>GEOGRAPHY</b>	<b>GEOGRAPHY</b>	<b>GEOGRAPHY</b>
<p><b>SS 5.3.1 Students will explore where (spatial) and why people, places and environments are organized in the United States.</b></p>	<p><b>SS 5.3.1 Explore where (spatial) and why people, places, and environments are organized in the United States.</b></p>	
<p>SS 5.3.1.a Name and locate major human and physical features in the United States (e.g., states, capitals, and major cities in the United States, Rocky Mountains, Appalachian Mountains, Great Lakes)</p>	<p>SS 5.3.1.a Use maps and atlases to locate major human and physical features in the United States.</p>	
<p>SS 5.3.1.b Apply map skills to analyze physical/political maps of the United States (e.g., identify latitude longitude, and the global grid and identify the location and purpose of time zones)</p>	<p>SS 5.3.1.b Apply map skills to analyze physical/political maps of the United States.</p>	
<p>SS 5.3.1.c Analyze why things are located where they are in the United States (e.g., Why were the 13 colonies located on the eastern side of the United States? Why was corn raised in Pennsylvania and Ohio and cotton in Virginia and Georgia?)</p>	<p>SS 5.3.1.c Determine why things are located where they are in the United States.</p>	

<b>SS 5.3.2 Students will compare the characteristics of places and regions and draw conclusions on their impact on human decisions.</b>	<b>SS 5.3.2 Compare the characteristics of places and regions and draw conclusions on their impact on human decisions.</b>	
SS 5.3.2.a Define regions within the United States using multiple criteria. (e.g., Silicon Valley, Bread Basket)	SS 5.3.2.a Identify criteria used to define regions within the United States.	
SS 5.3.2.b Classify regions and places within the United States using physical and human features (e.g., Rocky Mountains, The Southwest, Great Plains, Corn Belt, Cotton Belt)	SS 5.3.2.b Identify and classify regions and places within the United States using physical and human features.	
SS 5.3.2.c Identify and classify regions (e.g., cities, states, and congressional districts)		<b>2012</b> - SS 5.3.2.c is included in SS 5.3.2.b for 2019
<b>SS 5.3.3 Students will draw conclusions about the natural processes in the physical world.</b>	<b>SS 5.3.3 Explain how human and natural forces have modified different environments in the United States and how humans have adapted.</b>	<b>2019</b> - SS 5.3.3 combines concepts from SS 5.3.3 and SS 5.3.5 from 2012
SS 5.3.3.a Explain how physical processes shape the United States' features and patterns (e.g., weathering, erosion, plate tectonics and internal forces and climate)	SS 5.3.3.a Identify examples of ecosystems and analyze issues related to the natural setting in the United States.	
SS 5.3.3.b Identify examples of ecosystems located in the United States (e.g., forests, deserts, grasslands)	SS 5.3.3.b Describe the impact of extreme natural events in the United States on the human and physical environment.	

	SS 5.3.3.c Examine patterns of resource distribution and utilization in the United States.	
<b>SS 5.3.4 Students will compare, contrast and draw conclusions about the characteristics of culture and migration in the United States.</b>	<b>SS 5.3.4 Compare, contrast, and draw conclusions about the characteristics of culture and migration in the United States.</b>	
SS 5.3.4.a Compare and contrast patterns of culture within the United States (e.g., language, religion, food)	SS 5.3.4.a Compare and contrast patterns of culture within the United States over time and space.	
SS 5.3.4.b Compare and contrast population characteristics of the United States (e.g., density, distribution, growth rates)	SS 5.3.4.b Compare and contrast population characteristics of the United States.	
SS 5.3.4.c Compare and contrast historical and present day migrations to and within the United States	SS 5.3.4.c Explain reasons for historical and present day migrations to and within the United States.	
<b>SS 5.3.5 Students will describe how humans have adapted to and modified different environments in Early American history.</b>	<b>SS 5.3.5 Use geographic skills to interpret issues and events.</b>	<b>2012</b> - Concepts from SS 5.3.5 are included in SS 5.3.3 for 2019
SS 5.3.5.a Describe the impact of extreme natural events in Early United States History on the human and physical environment (e.g., blizzards, floods, drought)	SS 5.3.5.a Explain the influences of physical and human geographic features on events in the United States.	

<p>SS 5.3.5.b Describe how humans have utilized natural resources in the United States (e.g., construction of dams, Transcontinental RR, Erie Canal, National Road, land use changes from prairie and forests to agriculture and ranching)</p>	<p>SS 5.3.5.b Analyze aspects of human and physical geography that have shaped the settlement and development of Early America.</p>	
<p>SS 5.3.5.c Analyze issues related to the natural setting in Early America (e.g., access to water, construction materials, and raw materials for daily living and economic development; impact of climate and terrain on living conditions and movement of people goods and services)</p>		
<p>SS 5.3.5.d Examine patterns of resource distribution and utilization in Early America (e.g., fisheries, forests, agricultural development, early manufacturing regions)</p>		
<p>SS 5.3.5.e Describe human adaptations to the physical environment. (e.g., use of air conditioning, irrigation, agricultural activities, soil testing, erosion control)</p>		

<b>SS 5.3.6 Students will use geographic skills to interpret issues and events.</b>		<b>2012</b> - Concepts from SS 5.3.6 are included in SS 5.3.5 for 2019
SS 5.3.6.a Explain the influences of physical and human geographic features on historical events in the United States (e.g., railroads building along river valley floodplains, building the Erie Canal to connect the East Coast with the Great Lakes, migrating through the Cumberland Gap into the Kentucky bluegrass region)		
SS 5.3.6.b Analyze aspects of human and physical geography that have shaped the settlement and development of Early America, latitude and longitude in the role of early navigation (e.g., groundwater and irrigation, westward expansion of European immigrants, seeds, fertile soils, agriculture, transportation systems, water power)		

HISTORY	HISTORY	HISTORY
<b>SS 5.4.1 Students will examine chronological relationships and patterns, and describe the connections among them.</b>	<b>SS 5.4.1 Investigate patterns of continuity and change over time from the Pre-Columbian era through the Constitution.</b>	
SS 5.4.1.a Describe concepts of time and chronology (e.g., BC, BCE, AD, CE and eras)		
SS 5.4.1.b Select and record key national events in chronological order (e.g., timelines)		
SS 5.4.1.c Examine the chronology of historical events in the United States and their impact on the past, present, and future	SS 5.4.1.a Examine the chronology of key events in the United States and communicate their impact on various groups in the past, present, and future.	

<p><b>SS 5.4.2 Students will demonstrate an understanding of the impact of people, events, ideas, and symbols upon US history using multiple types of sources.</b></p>	<p><b>SS 5.4.2 Describe and explain multiple perspectives of historical events in the Pre-Columbian era through the Constitution including marginalized and underrepresented groups.</b></p>	<p><b>2019 - SS 5.4.2 includes concepts from SS 5.4.3 in 2012</b></p>
<p>SS 5.4.2.a Demonstrate an understanding of the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, by era (e.g., Early America/Exploration: American Indian empires in Mesoamerica, the Southwest, and the Mississippi Valley, Coronado, DeSoto, LaSalle; Colonization and Rise of Democratic Institutions: Spanish Missions, French and Indian War: Chief Pontiac; Establishing a Nation: Revolutionary War; Founders and Founding Documents: unique nature of the creation and organization of the American Government, the United States as an exceptional nation based upon personal freedom, the inherent nature of citizens' rights, and democratic ideals, Benjamin Franklin, Thomas Jefferson, and other historical figures, patriotism, national symbols)</p>	<p>SS 5.4.2.a Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.</p>	

SS 5.4.2.b Describe how the United States and its neighbors in the Western Hemisphere have changed over the course of time using maps, documents, and other artifacts	SS 5.4.2.b Identify and describe how multiple perspectives facilitate the understanding of US history.	
SS 5.4.2.c Describe the appropriate uses of primary and secondary sources		
<b>SS 5.4.3 Students will describe and explain multiple perspectives of historical events.</b>	<b>SS 5.4.3 Analyze past and current events and challenges from the Pre-Columbian era through the Constitution.</b>	<b>2012</b> - Concepts from SS 5.4.3 are included in SS 5.4.2 for 2019 <b>2019</b> - SS 5.4.3 includes concepts from SS 5.4.2 from 2012
SS 5.4.3.a Describe how multiple perspectives facilitate the understanding of the full story of US history (e.g., The events surrounding the Boston Massacre, Indian Removal)	SS 5.4.3.a Compare the impact of people, events, ideas, and symbols on various cultures and ethnic groups in the Pre-Columbian era through the Constitution.	
SS 5.4.3.b Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., Court records of the Boston Massacre, The Declaration of Independence, The Constitution, historical biographies, oral histories)		

<b>SS 5.4.4 Students will analyze past and current events, issues, and problems.</b>	<b>SS 5.4.4 Apply the inquiry process to construct and answer historical questions.</b>	
SS 5.4.4.a Analyze sources on Early American History through determination of credibility, contextualization, and corroboration	SS 5.4.4.a Construct and answer questions about the Pre-Columbian era through the Constitution based on multiple sources.	
SS 5.4.4.b Examine alternative courses of action in United States history (e.g., What were the causes of the American Revolution?)	SS 5.4.4.b Evaluate and cite appropriate primary and secondary sources to research the Pre-Columbian era through the Constitution.	
SS 5.4.4.c Identify how decisions affected events in the United States (e.g., secession of the American Colonies from Britain)	SS 5.4.4.c Gather, analyze, and communicate historical information from the Pre-Columbian era through the Constitution from multiple sources.	
SS 5.4.4.d Describe the cause and effect relationships among key events in history (e.g., Revolutionary War, founding of the United States)		
SS 5.4.4.e Describe the relationships among historical events in the United States and the students' lives today (i.e., current events)		

<b>SS 5.4.5 Students will develop historical research skills.</b>		<b>2012</b> - Concepts from SS 5.4.5 are included in SS 5.4.4 for 2019
SS 5.4.5.a Develop questions about United States history		
SS 5.4.5.b Identify, obtain, and cite appropriate sources for research about Early U.S. History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format)		
SS 5.4.5.c Gather historical information about the United States (e.g., document archives, newspapers, interviews)		
SS 5.4.5.d Present historical information about the United States (e.g., pictures, posters, oral/written narratives, and electronic presentations)		



2012 - Standards for Grades 6-8 were banded. They could be addressed at any of the three grade levels but were to be completed by the end of grade 8. For that reason, the 6-8 standards were numbered with 8.

2012 NE Social Studies Standards/Indicators	2019 NE Social Studies Standards/Indicators	Notes
CIVICS	CIVICS	CIVICS
SS 8.1.1 Students will summarize the foundation, structure, and function of the United States government.	SS 6.1.1 Investigate the foundations, structures, and functions of governmental institutions.	
SS 8.1.1.a Identify and describe different forms of government via the study of early and current civilizations (e.g., tribal, monarchy, democracy, republic, theocracy, and oligarchy)	SS 6.1.1.a Analyze the different forms of government through the study of early civilizations.	
SS 8.1.1.b Describe the structure and roles of government		
SS 8.1.1.c Identify the development of written laws and other documents (e.g., Hammurabi’s Code, Magna Carta, Declaration of Independence, United States Constitution, Preamble and Bill of Rights)	SS 6.1.1.b Identify the development of written laws and artifacts.	
SS 8.1.1.d Explain how various government decisions impact people, places, and history	SS 6.1.1.c Communicate the various ways governmental decisions have impacted people, places, and history.	
SS 8.1.1.e Describe important government principals (e.g., freedom, democracy, equality, rule of law, popular sovereignty, justice)	SS 6.1.1.d Investigate important government principles.	
SS 8.1.1.f Describe the history of political parties in the United States		Not applicable to World History I

2012 - Standards for Grades 6-8 were banded. They could be addressed at any of the three grade levels but were to be completed by the end of grade 8. For that reason, the 6-8 standards were numbered with 8.

SS 8.1.1.g Compare civic life in the United States with other countries (e.g. England, China, Nigeria, India, Honduras)		Not applicable to World History I
SS 8.1.1.h Explain the ways in which governments meet the needs of citizens, manage conflict, and establish order and security		Not applicable to World History I
<b>SS 8.1.2 Students will describe the roles, responsibilities, and rights as local, state, national, and international citizens and participate in civic service.</b>	<b>SS 6.1.2 Investigate the roles, responsibilities, and rights of citizens.</b>	
SS 8.1.2.a Describe ways individuals participate in the political process (e.g., registering and voting, contacting government officials, campaign involvement)	SS 6.1.2.a Describe ways individuals participate in the political process.	
SS 8.1.2.b Describe the significance of patriotic symbols, songs and activities (e.g., Pledge of Allegiance, "The Star Spangled Banner", celebration of Memorial Day, Independence Day, Veteran's Day, Martin Luther King, Jr. Day, American Indian Day, Constitution Day)	SS 6.1.2.b Compare and contrast the roles and rights of individuals in Ancient Civilizations to those in the United States today.	
SS 8.1.2.c Demonstrate civic engagement (e.g., service learning projects, volunteerism)		

2012 - Standards for Grades 6-8 were banded. They could be addressed at any of the three grade levels but were to be completed by the end of grade 8. For that reason, the 6-8 standards were numbered with 8.

SS 8.1.2.d Evaluate how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States		
SS 8.1.2.e Identify the roles and influences of individuals, groups, and the media on governments (e.g., Seneca Falls Convention, Underground Railroad, Horace Greeley, Harriet Beecher Stowe, Jane Addams, Muckrackers, Booker T. Washington)		

2012 - Standards for Grades 6-8 were banded. They could be addressed at any of the three grade levels but were to be completed by the end of grade 8. For that reason, the 6-8 standards were numbered with 8.

ECONOMICS	ECONOMICS	ECONOMICS
In 2012, there were 13 economics standards, but SS 8.2.6, SS 8.2.7, SS 8.2.8, and SS 8.2.9 were not addressed in grades 6-8.		
<b>SS 8.2.1 Students will explain the interdependence of producers and consumers in a market economy.</b>	<b>SS 6.2.1 Investigate how economic decisions affect the well-being of individuals and society.</b>	<b>2012</b> - Concepts from SS 8.2.1 are included in SS 6.2.3 for 2019
SS 8.2.1.a Understand the relationship between consumers and producers in a market economy (e.g., circular flow)	SS 6.2.1.a Compare the benefits and costs of economic decisions made by Ancient Civilizations.	
SS 8.2.1.b Illustrate how individuals are both consumers and producers (buyers and sellers) in a market economy	SS 6.2.1.b Examine how social and governmental decisions impact economic well-being.	
SS 8.2.1.c Describe the development and effects of technology in economic history (e.g., increased productivity, increased standard of living, increased employment)		
SS 8.2.1.d Identify the role of entrepreneurs and profit in a market economy		
<b>SS 8.2.2 Students will describe the relationship between supply and demand.</b>	<b>SS 6.2.2 not addressed at this level</b>	
SS 8.2.2.a Explain how the relationship between supply and demand determines price (market clearing price)		

2012 - Standards for Grades 6-8 were banded. They could be addressed at any of the three grade levels but were to be completed by the end of grade 8. For that reason, the 6-8 standards were numbered with 8.

SS 8.2.2.b Illustrate how consumers will demand more at lower prices and suppliers will produce more at higher prices (law of supply and demand) (e.g., Adam Smith, Invisible Hand)		
<b>SS 8.2.3 Students will identify economic institutions and describe how they interact with individuals and groups.</b>	<b>SS 6.2.3 Explain the interdependence of producers and consumers.</b>	<b>2019 - SS 6.2.3 includes concepts from SS 8.2.1 from 2012</b>
SS 8.2.3.a Describe the purpose and role of economic institutions (e.g., corporations, labor unions, financial institutions, stock markets, cooperatives, and business partnerships)	SS 6.2.3.a Identify producers and consumers for Ancient civilizations.	
SS 8.2.3 b Recognize how inflation and deflation impacts purchasing power (e.g., track GDP in various years, compare consumer purchasing power)	SS 6.2.3.b Explain how the interaction between producers and consumers satisfied economic wants and needs.	
<b>SS 8.2.4 Students will identify how private ownership of property is a basic institution of a market economy.</b>	<b>SS 6.2.4 not addressed at this level</b>	
SS 8.2.4.a Define and distinguish private property (e.g., factories and homes) and public property (e.g., parks, public schools, and government buildings)		
<b>SS 8.2.5 Students will identify the basic economic systems in the global economy.</b>	<b>SS 6.2.5 not addressed at this level</b>	

2012 - Standards for Grades 6-8 were banded. They could be addressed at any of the three grade levels but were to be completed by the end of grade 8. For that reason, the 6-8 standards were numbered with 8.

SS 8.2.5.a Compare and contrast characteristics of different economic systems. (e.g., traditional, command, market, mixed)		
SS. 8.2.5 b Discuss various philosophies regarding governments' role in an economy (e.g., capitalism, socialism)		
<b>SS 8.2.10 Students will identify the roles and responsibilities of government in economic systems.</b>		
SS 8.2.10.a Identify various goods and services provided by the government (e.g., disaster relief, public works, postal service, roads)		
SS 8.2.10.b Explain how governments provide economic assistance (e.g., social security, Medicare, Medicaid, farm subsidies, disaster relief)		
<b>SS 8.2.11 Students will explain how tax revenues are collected and distributed.</b>		
SS 8.2.11.a Identify taxes paid by individuals (e.g., income taxes, sales tax, property taxes)		
SS 8.2.11.b Identify institutions supported by tax dollars (e.g., schools, roads, police protection)		

2012 - Standards for Grades 6-8 were banded. They could be addressed at any of the three grade levels but were to be completed by the end of grade 8. For that reason, the 6-8 standards were numbered with 8.

<b>SS 8.2.12 Students will illustrate how international trade benefits individuals, organizations, and nations.</b>		
SS 8.2.12.a Differentiate between exports and imports		
SS 8.12.12.b Explain how individuals gain through specialization and voluntary trade		
<b>SS 8.2.13 Students will identify how international trade affects the domestic economy.</b>		
SS 8.2.13.a Explain that currency must be converted to make purchases in other countries		
SS 8.2.13.b Explain how prices of goods change as exchange rates go up and down		

2012 - Standards for Grades 6-8 were banded. They could be addressed at any of the three grade levels but were to be completed by the end of grade 8. For that reason, the 6-8 standards were numbered with 8.

GEOGRAPHY	GEOGRAPHY	GEOGRAPHY
<b>SS 8.3.1 Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.</b>	<b>SS 6.3.1 Identify where (spatial) and why people, places, and environments are organized on the Earth's surface.</b>	
SS 8.3.1.a Use and interpret different types of maps/charts/diagrams/timelines (primary sources where available)	SS 6.3.1.a Identify and illustrate the locations of the first cities, civilizations, and empires and the reasoning for their locations.	
SS 8.3.1.b Use and interpret the results of mapping technologies, parts of a map and map projections (e.g., cartography/ Geographic Information Systems)	SS 6.3.1.b Investigate the human and physical characteristics of early patterns of civilizations and empires.	
SS 8.3.1.c Compare world views using mental maps (e.g., students sketch a map to demonstrate their personal perception of the world and compare it to previous personal maps)		
<b>SS 8.3.2 Students will examine how regions form and change over time.</b>	<b>SS 6.3.2 not addressed at this level</b>	
SS 8.3.2.a Analyze physical and human characteristics of places and regions (e.g., climate, language)		
SS 8.3.2.b Analyze impact of land and water features on human decisions (e.g., location of settlements and transportation systems with respect to the location of river valleys, mountains, deserts, plains, oceans)		

2012 - Standards for Grades 6-8 were banded. They could be addressed at any of the three grade levels but were to be completed by the end of grade 8. For that reason, the 6-8 standards were numbered with 8.

SS 8.3.2.c Analyze changes in places and regions over time (e.g., irrigation, growth of cities, Manifest Destiny)		
SS 8.3.2.d Analyze how humans group and label environments and how those groupings/labels impact human societies (e.g., Dixie, Midwest, Ring of Fire)		
SS 8.3.2.e Identify the location of major world regions (e.g., Arctic, Caribbean, Central America, Balkans, Horn of Africa, East Asia, South Asia), countries, and cities		
<b>SS 8.3.3 Students will investigate how natural processes interact to create and change the natural environment</b>	<b>SS 6.3.3 Identify how the natural environment is changed by natural and human forces, and how humans adapt to their surroundings.</b>	<b>2012</b> - Concepts from SS 8.3.3 are included in SS 6.3.3 for 2019 <b>2019</b> - SS 6.3.3 includes concepts from SS 8.3.3 and 8.3.5 from 2012
SS 8.3.3.a Compare and contrast various biomes/climates (e.g., rainforest, grasslands, forests)	SS 6.3.3.a Describe the impact of natural processes on the human and physical environments.	
SS 8.3.3.b Analyze the impact of natural events on biomes, climates and wind and water systems (e.g., rivers/floods/precipitation/drought)	SS 6.3.3.b Summarize how early humans utilized and adapted to their physical environment.	

2012 - Standards for Grades 6-8 were banded. They could be addressed at any of the three grade levels but were to be completed by the end of grade 8. For that reason, the 6-8 standards were numbered with 8.

<p>SS 8.3.3.c Use physical processes to explain patterns in the physical environment (e.g., volcanoes creating islands, faulting changing mountains, glaciation creating the Great Lakes)</p>		
<p><b>SS 8.3.4 Students will analyze and interpret patterns of culture around the world.</b></p>	<p><b>SS 6.3.4 Interpret and summarize patterns of culture around the world.</b></p>	<p><b>2019 - SS 6.3.4 includes concepts from SS 8.3.4 from 2012</b></p>
<p>SS 8.3.4.a Compare and contrast characteristics of groups of people/settlements (e.g., population density, distribution and growth, migration patterns, diffusion of people, places, and ideas, westward expansion of immigrants, Homestead Act)</p>	<p>SS 6.3.4.a Compare and contrast characteristics of groups of people/settlements.</p>	
<p>SS 8.3.4.b Analyze purpose of population centers, (e.g., function of cities as providers of goods and services, economic activities and interdependence, trade and transportation)</p>	<p>SS 6.3.4.b Explain how cultural diffusion occurs.</p>	

2012 - Standards for Grades 6-8 were banded. They could be addressed at any of the three grade levels but were to be completed by the end of grade 8. For that reason, the 6-8 standards were numbered with 8.

<p>SS 8.3.4.c Analyze and explain components and diffusion of cultures (e.g., religion-spread of various belief systems, popular culture, spread of fast food chains, language-spread of English, technology-adoption of agricultural advancements, railroads, people as carriers and physical and cultural barriers, expansion and relocation, hierarchical-expansion diffusion of fashion from Paris and London to Nebraska communities)</p>		
<p><b>SS 8.3.5 Students will analyze how humans have adapted to different physical environments.</b></p>	<p><b>SS 6.3.5 not addressed at this level</b></p>	<p><b>2012</b> - Concepts from SS 8.3.5 are included in SS 6.3.3 for 2019</p>
<p>SS 8.3.5.a Describe the impact of extreme natural events on the human and physical environment globally (e.g., earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides)</p>		
<p>SS 8.3.5.b Identify and evaluate how humans utilize the physical environment (e.g., irrigation, levees, terraces, fertile soils, mechanized agriculture, changes in land use)</p>		

2012 - Standards for Grades 6-8 were banded. They could be addressed at any of the three grade levels but were to be completed by the end of grade 8. For that reason, the 6-8 standards were numbered with 8.

<p>SS 8.3.5.c Analyze issues related to the physical environment globally (e.g., water supply, air quality in cities, solid waste disposal, availability of arable land)</p>		
<p>SS 8.3.5.d Examine world patterns of resource distribution and utilization (e.g., major source regions for coal, iron ore, oil, natural gas, and the major industrial regions in which they are utilized)</p>		
<p>SS 8.3.5.e Identify and evaluate human adaptations to the environment from the local to the international levels (e.g., clothing, sewage systems, transportation systems, natural disasters, scarcity of resources )</p>		
<p><b>SS 8.3.6 Students will analyze issues and/or events using geographic knowledge and skills to make informed decisions.</b></p>		
<p>SS 8.3.6.a Analyze the physical or human geographic factors explaining the spatial pattern of world events. (e.g., water scarcity and conflict in the Middle East, contrasting demographic trends in developed and developing countries)</p>		

2012 - Standards for Grades 6-8 were banded. They could be addressed at any of the three grade levels but were to be completed by the end of grade 8. For that reason, the 6-8 standards were numbered with 8.

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

2012 - Standards for Grades 6-8 were banded. They could be addressed at any of the three grade levels but were to be completed by the end of grade 8. For that reason, the 6-8 standards were numbered with 8.

HISTORY	HISTORY	HISTORY
U.S. History standards from 2012 are not shown here. U.S. history has been assigned to grade 8.		
<b>SS 8.4.1 (WLD) Students will analyze how major past and current world events are chronologically connected, and evaluate their impact(s) upon one another.</b>	<b>SS 6.4.1 Analyze patterns of continuity and change over time in world history.</b>	
SS 8.4.1.a (WLD) Describe concepts of time and chronology (e.g., Early Civilizations & Rise of Pastoral People 4000-1000 BCE, Rise of Giant Empires & Major Religions 1000-300CE, Expanding Zones of Exchange and Encounter 300-1000 CE)	SS 6.4.1.a Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.	
SS 8.4.1.b (WLD) Classify key global events in chronological order (e.g., timelines with eras and selected key events)	SS 6.4.1.b Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts.	
SS 8.4.1.c (WLD) Examine the chronology of historical events throughout the world to analyze their impact on the past, present, and future		

2012 - Standards for Grades 6-8 were banded. They could be addressed at any of the three grade levels but were to be completed by the end of grade 8. For that reason, the 6-8 standards were numbered with 8.

<p><b>SS 8.4.2 (WLD) Students will analyze the impact of people, events, ideas, and symbols upon world history using multiple types of sources.</b></p>	<p><b>SS 6.4.2 Use multiple perspectives to identify the historical, social, and cultural context of past and current events.</b></p>	<p><b>2019 - SS 6.4.2 includes concepts from SS 8.4.3 in 2012</b></p>
<p>SS 8.4.2.a (WLD) Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history throughout the world by era (e.g., Early Societies and Civilizations: culture prior to urbanization, Chavin, Toltecs, River Valley Civilizations and the development of agriculture, Songhai, Mali, Mesoamerica, Gupta Empire; Ancient and Classical Empires and Major Religions: Chinese and Japanese Dynasties, Greco-Roman Empires, Incas, Mayas, Aztecs, Hinduism, Taoism, Buddhism, Judaism, Christianity, Islam; Expanding Zones of Exchange and Encounter: Silk Road (World Studies might also include: Ancient Civilizations of the Americas, Europe, Asia, and Africa)</p>	<p>SS 6.4.2.a Identify evidence from multiple perspectives and sources to better understand the complexities of world history.</p>	
<p>SS 8.4.2.b (WLD) Analyze how global civilizations have changed over the course of time, using maps, documents, and other artifacts</p>	<p>SS 6.4.2.b Explain the use of primary and secondary sources to better understand multiple perspectives of the same event.</p>	

2012 - Standards for Grades 6-8 were banded. They could be addressed at any of the three grade levels but were to be completed by the end of grade 8. For that reason, the 6-8 standards were numbered with 8.

SS 8.4.2.c (WLD) Analyze the appropriate uses of primary and secondary sources		
<b>SS 8.4.3 (WLD) Students will analyze and interpret historical and current events from multiple perspectives.</b>	<b>SS 6.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.</b>	<b>2012</b> - Concepts from SS 8.4.3 are included in SS 6.4.2 for 2019
SS 8.4.3.a (WLD) Analyze and interpret how multiple perspectives facilitate the understanding of the full story of world history (e.g., Chinese Foot Binding, Three Gorges Dam, Caste System, Alexander the Great, Latin American Revolutions, Division of Pakistan, Blood Diamonds)	SS 6.4.3.a Identify how differing experiences can lead to the development of perspectives.	
SS 8.4.3.b (WLD) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., Confucius Analects, Code of Hammurabi, slavery, Mandate of Heaven, Conference of Berlin, images and videos - Terracotta Soldiers, Untouchables, foot binding)	SS 6.4.3.b Interpret perspectives of marginalized and underrepresented regions around the world.	
<b>SS 8.4.4 (WLD) Students will identify causes of past and current events, issues, and problems.</b>	<b>SS 6.4.4 Interpret and evaluate sources for historical context.</b>	<b>2019</b> - SS 6.4.4 includes concepts from SS 8.4.4 and SS 8.4.5 from 2012
SS 8.4.4.a (WLD) Analyze sources on Early World History through determination of credibility, contextualization, and corroboration	SS 6.4.4.a Compare and contrast primary and secondary sources of history.	

2012 - Standards for Grades 6-8 were banded. They could be addressed at any of the three grade levels but were to be completed by the end of grade 8. For that reason, the 6-8 standards were numbered with 8.

SS 8.4.4.b (WLD) Evaluate alternative courses of action in world history (e.g., How were ideas and products diffused to other regions?)	SS 6.4.4.b Analyze the relationships among historical events in the world and relevant contemporary issues.	
SS 8.4.4.c (WLD) Analyze how decisions affected events across the globe (e.g., migrations, declarations of war, treaties, alliances)		
SS 8.4.4.d (WLD) Identify and analyze multiple causes and effects upon key events in world history (e.g. Fall of Roman Empire, Fall of Mayan Civilization, Unification of China, Boxer Rebellion)		
SS 8.4.4.e (WLD) Analyze the relationships among historical events across the globe and the students' lives today (i.e., current events)		
<b>SS 8.4.5 Students will develop historical research skills.</b>	<b>SS 6.4.5 Apply the inquiry process to construct and answer historical questions.</b>	<b>2012</b> - Concepts from SS 8.4.5 are included in SS 6.4.4 and SS 6.4.5 for 2019
SS 8.4.5.a (WLD) Develop questions about world history	SS 6.4.5.a Construct and answer inquiry questions using multiple historical sources.	
SS 8.4.5.b (WLD) Obtain, analyze and cite appropriate sources for research about Early World History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format)	SS 6.4.5.b Identify and cite appropriate sources for research about world history, including primary and secondary sources.	

2012 - Standards for Grades 6-8 were banded. They could be addressed at any of the three grade levels but were to be completed by the end of grade 8. For that reason, the 6-8 standards were numbered with 8.

SS 8.4.5.c (WLD) Gather historical information about other nations (e.g., document archives, artifacts, newspapers, interviews)	SS 6.4.5.c Gather, analyze, and communicate historical information about the world from multiple sources.	
SS 8.4.5.d (WLD) Present an analysis of historical information about the world (e.g., pictures, posters, oral/written narratives, and electronic presentation)		





2012 - Standards for Grades 6-8 were banded. They could be addressed at any of the three grade levels but were to be completed by the end of grade 8. For that reason, the 6-8 standards were numbered with 8.

2012 NE Social Studies Standards/Indicators	2019 NE Social Studies Standards/Indicators	Notes
CIVICS	CIVICS	CIVICS
SS 8.1.1 Students will summarize the foundation, structure, and function of the United States government.	SS 7.1.1 Analyze the foundations, structures, and functions of governmental institutions.	
SS 8.1.1.a Identify and describe different forms of government via the study of early and current civilizations (e.g., tribal, monarchy, democracy, republic, theocracy, and oligarchy)	SS 7.1.1.a Describe different forms and structures of government around the world and how they address the needs of the citizens.	
SS 8.1.1.b Describe the structure and roles of government	SS 7.1.1.b Identify and report significant historic events and documents that have influenced governmental institutions and their function.	
SS 8.1.1.c Identify the development of written laws and other documents (e.g., Hammurabi’s Code, Magna Carta, Declaration of Independence, United States Constitution, Preamble and Bill of Rights)	SS 7.1.1.c Analyze how governmental systems have changed over time and how those developments influence civic life and ideals around the world.	
SS 8.1.1.d Explain how various government decisions impact people, places, and history		
SS 8.1.1.e Describe important government principals (e.g., freedom, democracy, equality, rule of law, popular sovereignty, justice)		

2012 - Standards for Grades 6-8 were banded. They could be addressed at any of the three grade levels but were to be completed by the end of grade 8. For that reason, the 6-8 standards were numbered with 8.

SS 8.1.1.f Describe the history of political parties in the United States		Not applicable to World History I
SS 8.1.1.g Compare civic life in the United States with other countries (e.g. England, China, Nigeria, India, Honduras)		Not applicable to World History I
SS 8.1.1.h Explain the ways in which governments meet the needs of citizens, manage conflict, and establish order and security		Not applicable to World History I
<b>SS 8.1.2 Students will describe the roles, responsibilities, and rights as local, state, national, and international citizens and participate in civic service.</b>	<b>SS 7.1.2 Analyze the roles, responsibilities, and rights of citizens and groups in international societies.</b>	
SS 8.1.2.a Describe ways individuals participate in the political process (e.g., registering and voting, contacting government officials, campaign involvement)	SS 7.1.2.a Examine ways in which individuals and groups participate in the political process in different regions of the globe.	
SS 8.1.2.b Describe the significance of patriotic symbols, songs and activities (e.g., Pledge of Allegiance, "The Star Spangled Banner", celebration of Memorial Day, Independence Day, Veteran's Day, Martin Luther King, Jr. Day, American Indian Day, Constitution Day)	SS 7.1.2.b Evaluate how cooperation and conflict among people around the world have contributed to political, economic, and social events and situations.	

2012 - Standards for Grades 6-8 were banded. They could be addressed at any of the three grade levels but were to be completed by the end of grade 8. For that reason, the 6-8 standards were numbered with 8.

SS 8.1.2.c Demonstrate civic engagement (e.g., service learning projects, volunteerism)	SS 7.1.2.c Explain the roles and influence of individuals, groups, and the media on governments in an interdependent society.	<b>2019</b> - SS 7.1.2.c includes concepts from SS 8.1.2.e from 2012
SS 8.1.2.d Evaluate how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States		
SS 8.1.2.e Identify the roles and influences of individuals, groups, and the media on governments (e.g., Seneca Falls Convention, Underground Railroad, Horace Greeley, Harriet Beecher Stowe, Jane Addams, Muckrackers, Booker T. Washington)		<b>2012</b> - Concepts from SS 8.1.2.e are included in SS 7.1.2.c for 2019

2012 - Standards for Grades 6-8 were banded. They could be addressed at any of the three grade levels but were to be completed by the end of grade 8. For that reason, the 6-8 standards were numbered with 8.

ECONOMICS	ECONOMICS	ECONOMICS
In 2012, there were 13 economics standards, but SS 8.2.6, SS 8.2.7, SS 8.2.8, and SS 8.2.9 were not addressed in grades 6-8.		
<b>SS 8.2.1 Students will explain the interdependence of producers and consumers in a market economy.</b>	<b>SS 7.2.1 not addressed at this level</b>	
SS 8.2.1.a Understand the relationship between consumers and producers in a market economy (e.g., circular flow)		
SS 8.2.1.b Illustrate how individuals are both consumers and producers (buyers and sellers) in a market economy		
SS 8.2.1.c Describe the development and effects of technology in economic history (e.g., increased productivity, increased standard of living, increased employment)		
SS 8.2.1.d Identify the role of entrepreneurs and profit in a market economy		
<b>SS 8.2.2 Students will describe the relationship between supply and demand.</b>	<b>SS 7.2.2 not addressed at this level</b>	
SS 8.2.2.a Explain how the relationship between supply and demand determines price (market clearing price)		

2012 - Standards for Grades 6-8 were banded. They could be addressed at any of the three grade levels but were to be completed by the end of grade 8. For that reason, the 6-8 standards were numbered with 8.

SS 8.2.2.b Illustrate how consumers will demand more at lower prices and suppliers will produce more at higher prices (law of supply and demand) (e.g., Adam Smith, Invisible Hand)		
<b>SS 8.2.3 Students will identify economic institutions and describe how they interact with individuals and groups.</b>	<b>SS 7.2.3 not addressed at this level</b>	
SS 8.2.3.a Describe the purpose and role of economic institutions (e.g., corporations, labor unions, financial institutions, stock markets, cooperatives, and business partnerships)		
SS 8.2.3 b Recognize how inflation and deflation impacts purchasing power (e.g., track GDP in various years, compare consumer purchasing power)		
<b>SS 8.2.4 Students will identify how private ownership of property is a basic institution of a market economy.</b>	<b>SS 7.2.4 Investigate how varying economic systems impact individuals in a civilization/society.</b>	<b>2019 - SS 7.2.4 includes concepts from SS 8.2.5 from 2012</b>
SS 8.2.4.a Define and distinguish private property (e.g., factories and homes) and public property (e.g., parks, public schools, and government buildings)	SS 7.2.4.a Compare and contrast characteristics of different socio-economic groups in economic systems.	
	SS 7.2.4.b Identify the relationships between diverse socio-economic groups and their economic systems in the modern world.	

2012 - Standards for Grades 6-8 were banded. They could be addressed at any of the three grade levels but were to be completed by the end of grade 8. For that reason, the 6-8 standards were numbered with 8.

<b>SS 8.2.5 Students will identify the basic economic systems in the global economy.</b>	<b>SS 7.2.5 Analyze information using appropriate data to draw conclusions about the total production, income, and economic growth in various economies.</b>	
SS 8.2.5.a Compare and contrast characteristics of different economic systems. (e.g., traditional, command, market, mixed)	SS 7.2.5.a Define the government's role in various economic systems.	
SS. 8.2.5 b Discuss various philosophies regarding governments' role in an economy (e.g., capitalism, socialism)	SS. 7.2.5.b Identify various economic indicators that governments use to measure modern world societies, nations, and cultures.	
<b>SS 8.2.10 Students will identify the roles and responsibilities of government in economic systems.</b>	SS 7.2.5 c Categorize goods and services provided in modern societies, nations, and cultures into the four factors of production.	
SS 8.2.10.a Identify various goods and services provided by the government (e.g., disaster relief, public works, postal service, roads)	<b>SS 7.2.6 Illustrate how international trade impacts individuals, organizations, and nations/societies.</b>	<b>2019 - SS 7.2.6 includes concepts from SS 8.2.12 and SS 8.2.13 from 2012</b>
SS 8.2.10.b Explain how governments provide economic assistance (e.g., social security, Medicare, Medicaid, farm subsidies, disaster relief)	SS 7.2.6.a Explain how individuals gain through specialization and voluntary trade and how international trade affects the domestic economy.	

2012 - Standards for Grades 6-8 were banded. They could be addressed at any of the three grade levels but were to be completed by the end of grade 8. For that reason, the 6-8 standards were numbered with 8.

<b>SS 8.2.11 Students will explain how tax revenues are collected and distributed.</b>		
SS 8.2.11.a Identify taxes paid by individuals (e.g., income taxes, sales tax, property taxes)		
SS 8.2.11.b Identify institutions supported by tax dollars (e.g., schools, roads, police protection)		
<b>SS 8.2.12 Students will illustrate how international trade benefits individuals, organizations, and nations.</b>		<b>2012</b> - Concepts from SS 8.2.12 are included in SS 7.2.6 for 2019
SS 8.2.12.a Differentiate between exports and imports		
SS 8.2.12.b Explain how individuals gain through specialization and voluntary trade		
<b>SS 8.2.13 Students will identify how international trade affects the domestic economy.</b>		<b>2012</b> - Concepts from SS 8.2.13 are included in SS 7.2.6 for 2019
SS 8.2.13.a Explain that currency must be converted to make purchases in other countries		
SS 8.2.13.b Explain how prices of goods change as exchange rates go up and down		

2012 - Standards for Grades 6-8 were banded. They could be addressed at any of the three grade levels but were to be completed by the end of grade 8. For that reason, the 6-8 standards were numbered with 8.

GEOGRAPHY	GEOGRAPHY	GEOGRAPHY
<b>SS 8.3.1 Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.</b>	<b>SS 7.3.1 not addressed at this level</b>	
SS 8.3.1.a Use and interpret different types of maps/charts/diagrams/timelines (primary sources where available)		
SS 8.3.1.b Use and interpret the results of mapping technologies, parts of a map and map projections (e.g., cartography/ Geographic Information Systems)		
SS 8.3.1.c Compare world views using mental maps (e.g., students sketch a map to demonstrate their personal perception of the world and compare it to previous personal maps)		
<b>SS 8.3.2 Students will examine how regions form and change over time.</b>	<b>SS 7.3.2 Evaluate how regions form and change over time.</b>	
SS 8.3.2.a Analyze physical and human characteristics of places and regions (e.g., climate, language)	SS 7.3.2.a Classify physical and human characteristics of places and regions.	
SS 8.3.2.b Analyze impact of land and water features on human decisions (e.g., location of settlements and transportation systems with respect to the location of river valleys, mountains, deserts, plains, oceans)	SS 7.3.2.b Interpret the impact of land and water features on human decisions.	

2012 - Standards for Grades 6-8 were banded. They could be addressed at any of the three grade levels but were to be completed by the end of grade 8. For that reason, the 6-8 standards were numbered with 8.

SS 8.3.2.c Analyze changes in places and regions over time (e.g., irrigation, growth of cities, Manifest Destiny)	SS 7.3.2.c Identify how humans construct major world regions and the impact on human societies.	
SS 8.3.2.d Analyze how humans group and label environments and how those groupings/labels impact human societies (e.g., Dixie, Midwest, Ring of Fire)		
SS 8.3.2.e Identify the location of major world regions (e.g., Arctic, Caribbean, Central America, Balkans, Horn of Africa, East Asia, South Asia), countries, and cities		
<b>SS 8.3.3 Students will investigate how natural processes interact to create and change the natural environment</b>	<b>SS 7.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings.</b>	<b>2012</b> - Concepts from SS 8.3.3 are included in SS 7.3.3 for 2019 <b>2019</b> - SS 7.3.3 includes concepts from SS 8.3.3 and 8.3.5 from 2012
SS 8.3.3.a Compare and contrast various biomes/climates (e.g., rainforest, grasslands, forests)	SS 7.3.3.a Explain the impact of natural processes on human and physical environments.	
SS 8.3.3.b Analyze the impact of natural events on biomes, climates and wind and water systems (e.g., rivers/floods/precipitation/drought)	SS 7.3.3.b Research and describe how humans have utilized and adapted to their physical environment.	

2012 - Standards for Grades 6-8 were banded. They could be addressed at any of the three grade levels but were to be completed by the end of grade 8. For that reason, the 6-8 standards were numbered with 8.

<p>SS 8.3.3.c Use physical processes to explain patterns in the physical environment (e.g., volcanoes creating islands, faulting changing mountains, glaciation creating the Great Lakes)</p>		
<p><b>SS 8.3.4 Students will analyze and interpret patterns of culture around the world.</b></p>	<p><b>SS 7.3.4 Examine and interpret patterns of culture around the world.</b></p>	<p><b>2019 - SS 7.3.4 includes concepts from SS 8.3.4 from 2012</b></p>
<p>SS 8.3.4.a Compare and contrast characteristics of groups of people/settlements (e.g., population density, distribution and growth, migration patterns, diffusion of people, places, and ideas, westward expansion of immigrants, Homestead Act)</p>	<p>SS 7.3.4.a Compare and contrast characteristics of groups of people/settlements.</p>	
<p>SS 8.3.4.b Analyze purpose of population centers, (e.g., function of cities as providers of goods and services, economic activities and interdependence, trade and transportation)</p>	<p>SS 7.3.4.b Develop a logical process to describe how cultural diffusion occurs and how the diffusion of ideas impacts cultures.</p>	

2012 - Standards for Grades 6-8 were banded. They could be addressed at any of the three grade levels but were to be completed by the end of grade 8. For that reason, the 6-8 standards were numbered with 8.

<p>SS 8.3.4.c Analyze and explain components and diffusion of cultures (e.g., religion-spread of various belief systems, popular culture, spread of fast food chains, language-spread of English, technology-adoption of agricultural advancements, railroads, people as carriers and physical and cultural barriers, expansion and relocation, hierarchical-expansion diffusion of fashion from Paris and London to Nebraska communities)</p>		
<p><b>SS 8.3.5 Students will analyze how humans have adapted to different physical environments.</b></p>	<p><b>SS 7.3.5 Compare issues and/or events using geographic knowledge and skills to make informed decisions.</b></p>	<p><b>2012</b> - Concepts from SS 8.3.5 are included in SS 7.3.3 for 2019  <b>2019</b> - SS 7.3.5 includes concepts from SS 8.3.6 from 2012</p>
<p>SS 8.3.5.a Describe the impact of extreme natural events on the human and physical environment globally (e.g., earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides)</p>	<p>SS 7.3.5.a Classify the physical or human factors that explain the geographic patterns of world events.</p>	
<p>SS 8.3.5.b Identify and evaluate how humans utilize the physical environment (e.g., irrigation, levees, terraces, fertile soils, mechanized agriculture, changes in land use)</p>	<p>SS 7.3.5.b Develop geographic representations and analyze the role of geographic physical and human factors in determining the arrangement of economic activity and patterns of human settlement.</p>	

2012 - Standards for Grades 6-8 were banded. They could be addressed at any of the three grade levels but were to be completed by the end of grade 8. For that reason, the 6-8 standards were numbered with 8.

SS 8.3.5.c Analyze issues related to the physical environment globally (e.g., water supply, air quality in cities, solid waste disposal, availability of arable land)		
SS 8.3.5.d Examine world patterns of resource distribution and utilization (e.g., major source regions for coal, iron ore, oil, natural gas, and the major industrial regions in which they are utilized)		
SS 8.3.5.e Identify and evaluate human adaptations to the environment from the local to the international levels (e.g., clothing, sewage systems, transportation systems, natural disasters, scarcity of resources )		
<b>SS 8.3.6 Students will analyze issues and/or events using geographic knowledge and skills to make informed decisions.</b>		<b>2012</b> - Concepts from SS 8.3.6 are included in SS 7.3.5 for 2019
SS 8.3.6.a Analyze the physical or human geographic factors explaining the spatial pattern of world events. (e.g., water scarcity and conflict in the Middle East, contrasting demographic trends in developed and developing countries)		

2012 - Standards for Grades 6-8 were banded. They could be addressed at any of the three grade levels but were to be completed by the end of grade 8. For that reason, the 6-8 standards were numbered with 8.

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

2012 - Standards for Grades 6-8 were banded. They could be addressed at any of the three grade levels but were to be completed by the end of grade 8. For that reason, the 6-8 standards were numbered with 8.

HISTORY	HISTORY	HISTORY
U.S. History standards from 2012 are not shown here. U.S. history has been assigned to grade 8.		
<b>SS 8.4.1 (WLD) Students will analyze how major past and current world events are chronologically connected, and evaluate their impact(s) upon one another.</b>	<b>SS 7.4.1 Compare patterns of continuity and change over time in world history.</b>	
SS 8.4.1.a (WLD) Describe concepts of time and chronology (e.g., Early Civilizations & Rise of Pastoral People 4000-1000 BCE, Rise of Giant Empires & Major Religions 1000-300CE, Expanding Zones of Exchange and Encounter 300-1000 CE)	SS 7.4.1.a Analyze the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.	
SS 8.4.1.b (WLD) Classify key global events in chronological order (e.g., timelines with eras and selected key events)	SS 7.4.1.b Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts.	
SS 8.4.1.c (WLD) Examine the chronology of historical events throughout the world to analyze their impact on the past, present, and future		

2012 - Standards for Grades 6-8 were banded. They could be addressed at any of the three grade levels but were to be completed by the end of grade 8. For that reason, the 6-8 standards were numbered with 8.

<p><b>SS 8.4.2 (WLD) Students will analyze the impact of people, events, ideas, and symbols upon world history using multiple types of sources.</b></p>	<p><b>SS 7.4.2 Use multiple perspectives to examine the historical, social, and cultural context of past and current events.</b></p>	<p><b>2019 - SS 7.4.2 includes concepts from SS 8.4.3 from 2012</b></p>
<p>SS 8.4.2.a (WLD) Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history throughout the world by era (e.g., Early Societies and Civilizations: culture prior to urbanization, Chavin, Toltecs, River Valley Civilizations and the development of agriculture, Songhai, Mali, Mesoamerica, Gupta Empire; Ancient and Classical Empires and Major Religions: Chinese and Japanese Dynasties, Greco-Roman Empires, Incas, Mayas, Aztecs, Hinduism, Taoism, Buddhism, Judaism, Christianity, Islam; Expanding Zones of Exchange and Encounter: Silk Road (World Studies might also include: Ancient Civilizations of the Americas, Europe, Asia, and Africa)</p>	<p>SS 7.4.2.a Analyze evidence from multiple perspectives and sources to better understand the complexities of world history.</p>	
<p>SS 8.4.2.b (WLD) Analyze how global civilizations have changed over the course of time, using maps, documents, and other artifacts</p>	<p>SS 7.4.2.b Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.</p>	

2012 - Standards for Grades 6-8 were banded. They could be addressed at any of the three grade levels but were to be completed by the end of grade 8. For that reason, the 6-8 standards were numbered with 8.

SS 8.4.2.c (WLD) Analyze the appropriate uses of primary and secondary sources		
<b>SS 8.4.3 (WLD) Students will analyze and interpret historical and current events from multiple perspectives.</b>	<b>SS 7.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.</b>	<b>2012</b> - Concepts from SS 8.4.3 are included in SS 7.4.2 for 2019
SS 8.4.3.a (WLD) Analyze and interpret how multiple perspectives facilitate the understanding of the full story of world history (e.g., Chinese Foot Binding, Three Gorges Dam, Caste System, Alexander the Great, Latin American Revolutions, Division of Pakistan, Blood Diamonds)	SS 7.4.3.a Identify how differing experiences can lead to the development of perspectives.	
SS 8.4.3.b (WLD) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., Confucius Analects, Code of Hammurabi, slavery, Mandate of Heaven, Conference of Berlin, images and videos - Terracotta Soldiers, Untouchables, foot binding)	SS 7.4.3.b Interpret perspectives of marginalized and underrepresented regions around the world.	
<b>SS 8.4.4 (WLD) Students will identify causes of past and current events, issues, and problems.</b>	<b>SS 7.4.4 Analyze and interpret sources for perspective and historical context.</b>	<b>2019</b> - SS 7.4.4 includes concepts from SS 8.4.4 and SS 8.4.5 from 2012
SS 8.4.4.a (WLD) Analyze sources on Early World History through determination of credibility, contextualization, and corroboration	SS 7.4.4.a Compare and contrast primary and secondary sources of history.	

2012 - Standards for Grades 6-8 were banded. They could be addressed at any of the three grade levels but were to be completed by the end of grade 8. For that reason, the 6-8 standards were numbered with 8.

SS 8.4.4.b (WLD) Evaluate alternative courses of action in world history (e.g., How were ideas and products diffused to other regions?)	SS 7.4.4.b Identify the cause and effect relationships among historical events in the world and relevant contemporary issues.	
SS 8.4.4.c (WLD) Analyze how decisions affected events across the globe (e.g., migrations, declarations of war, treaties, alliances)		
SS 8.4.4.d (WLD) Identify and analyze multiple causes and effects upon key events in world history (e.g. Fall of Roman Empire, Fall of Mayan Civilization, Unification of China, Boxer Rebellion)		
SS 8.4.4.e (WLD) Analyze the relationships among historical events across the globe and the students' lives today (i.e., current events)		
<b>SS 8.4.5 Students will develop historical research skills.</b>	<b>SS 7.4.5 Apply the inquiry process to construct and answer historical questions.</b>	<b>2012</b> - Concepts from SS 8.4.5 are included in SS 7.4.4 and SS 7.4.5 for 2019
SS 8.4.5.a (WLD) Develop questions about world history	SS 7.4.5.a Construct and answer inquiry questions using multiple historical sources.	
SS 8.4.5.b (WLD) Obtain, analyze and cite appropriate sources for research about Early World History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format)	SS 7.4.5.b Evaluate and cite appropriate sources for research about world history, including primary and secondary sources.	

2012 - Standards for Grades 6-8 were banded. They could be addressed at any of the three grade levels but were to be completed by the end of grade 8. For that reason, the 6-8 standards were numbered with 8.

SS 8.4.5.c (WLD) Gather historical information about other nations (e.g., document archives, artifacts, newspapers, interviews)	SS 7.4.5.c Gather, analyze, and communicate historical information about the world from multiple sources.	
SS 8.4.5.d (WLD) Present an analysis of historical information about the world (e.g., pictures, posters, oral/written narratives, and electronic presentation)		





2012 - Standards for Grades 6-8 were banded. They could be addressed at any of the three grade levels but were to be completed by the end of grade 8. For that reason, the 6-8 standards were numbered with 8.

2012 NE Social Studies Standards/Indicators	2019 NE Social Studies Standards/Indicators	Notes
CIVICS	CIVICS	CIVICS
SS 8.1.1 Students will summarize the foundation, structure, and function of the United States government.	SS 8.1.1 Investigate and analyze the foundation, structure, and functions of the United States government.	
SS 8.1.1.a Identify and describe different forms of government via the study of early and current civilizations (e.g., tribal, monarchy, democracy, republic, theocracy, and oligarchy)	SS 8.1.1.a Identify and describe the different systems of government.	
SS 8.1.1.b Describe the structure and roles of government	SS 8.1.1.b Analyze the structure and roles of the United States government in meeting the needs of the citizens governed, managing conflict, and establishing order and security.	
SS 8.1.1.c Identify the development of written laws and other documents (e.g., Hammurabi’s Code, Magna Carta, Declaration of Independence, United States Constitution, Preamble and Bill of Rights)	SS 8.1.1.c Examine the development of foundational laws and other documents in the United States government.	
SS 8.1.1.d Explain how various government decisions impact people, places, and history	SS 8.1.1.d Evaluate how various United States government decisions impact people, place, and history.	

2012 - Standards for Grades 6-8 were banded. They could be addressed at any of the three grade levels but were to be completed by the end of grade 8. For that reason, the 6-8 standards were numbered with 8.

SS 8.1.1.e Describe important government principals (e.g., freedom, democracy, equality, rule of law, popular sovereignty, justice)	SS 8.1.1.e Describe how important government principles are shown in American government.	
SS 8.1.1.f Describe the history of political parties in the United States	SS 8.1.1.f Analyze the development and significance of political parties in the United States.	
SS 8.1.1.g Compare civic life in the United States with other countries (e.g. England, China, Nigeria, India, Honduras)		
SS 8.1.1.h Explain the ways in which governments meet the needs of citizens, manage conflict, and establish order and security		
<b>SS 8.1.2 Students will describe the roles, responsibilities, and rights as local, state, national, and international citizens and participate in civic service.</b>	<b>SS 8.1.2 Evaluate the roles, responsibilities, and rights as local, state, national, and international citizens.</b>	
SS 8.1.2.a Describe ways individuals participate in the political process (e.g., registering and voting, contacting government officials, campaign involvement)	SS 8.1.2.a Demonstrate ways individuals participate in the political process.	

2012 - Standards for Grades 6-8 were banded. They could be addressed at any of the three grade levels but were to be completed by the end of grade 8. For that reason, the 6-8 standards were numbered with 8.

<p>SS 8.1.2.b Describe the significance of patriotic symbols, songs and activities (e.g., Pledge of Allegiance, "The Star Spangled Banner", celebration of Memorial Day, Independence Day, Veteran's Day, Martin Luther King, Jr. Day, American Indian Day, Constitution Day)</p>	<p>SS 8.1.2.b Analyze the significance of patriotic symbols, songs and activities in terms of historical, social, and cultural contexts.</p>	
<p>SS 8.1.2.c Demonstrate civic engagement (e.g., service learning projects, volunteerism)</p>	<p>SS 8.1.2.c Demonstrate civic engagement.</p>	
<p>SS 8.1.2.d Evaluate how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States</p>	<p>SS 8.1.2.d Describe how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States.</p>	
<p>SS 8.1.2.e Identify the roles and influences of individuals, groups, and the media on governments (e.g., Seneca Falls Convention, Underground Railroad, Horace Greeley, Harriet Beecher Stowe, Jane Addams, Muckrackers, Booker T. Washington)</p>	<p>SS 8.1.2.e Compare and contrast the roles and influences of individuals, groups, and the media on American government.</p>	

2012 - Standards for Grades 6-8 were banded. They could be addressed at any of the three grade levels but were to be completed by the end of grade 8. For that reason, the 6-8 standards were numbered with 8.

ECONOMICS	ECONOMICS	ECONOMICS
In 2012, there were 13 economics standards, but SS 8.2.6, SS 8.2.7, SS 8.2.8, and SS 8.2.9 were not addressed in grades 6-8.		
<b>SS 8.2.1 Students will explain the interdependence of producers and consumers in a market economy.</b>	<b>SS 8.2.1 not addressed at this level</b>	
SS 8.2.1.a Understand the relationship between consumers and producers in a market economy (e.g., circular flow)		
SS 8.2.1.b Illustrate how individuals are both consumers and producers (buyers and sellers) in a market economy		
SS 8.2.1.c Describe the development and effects of technology in economic history (e.g., increased productivity, increased standard of living, increased employment)		
SS 8.2.1.d Identify the role of entrepreneurs and profit in a market economy		
<b>SS 8.2.2 Students will describe the relationship between supply and demand.</b>	<b>SS 8.2.2 Understand personal and business financial management.</b>	
SS 8.2.2.a Explain how the relationship between supply and demand determines price (market clearing price)	SS 8.2.2.a Identify skills for future financial success.	

2012 - Standards for Grades 6-8 were banded. They could be addressed at any of the three grade levels but were to be completed by the end of grade 8. For that reason, the 6-8 standards were numbered with 8.

SS 8.2.2.b Illustrate how consumers will demand more at lower prices and suppliers will produce more at higher prices (law of supply and demand) (e.g., Adam Smith, Invisible Hand)	SS 8.2.2.b Understand tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources.	
<b>SS 8.2.3 Students will identify economic institutions and describe how they interact with individuals and groups.</b>	<b>SS 8.2.3 not addressed at this level</b>	
SS 8.2.3.a Describe the purpose and role of economic institutions (e.g., corporations, labor unions, financial institutions, stock markets, cooperatives, and business partnerships)		
SS 8.2.3 b Recognize how inflation and deflation impacts purchasing power (e.g., track GDP in various years, compare consumer purchasing power)		
<b>SS 8.2.4 Students will identify how private ownership of property is a basic institution of a market economy.</b>	<b>SS 8.2.4 Justify and debate economic decisions made by North American societies.</b>	<b>2019 - SS 8.2.4 includes concepts from SS 8.2.11 from 2012</b>
SS 8.2.4.a Define and distinguish private property (e.g., factories and homes) and public property (e.g., parks, public schools, and government buildings)	SS 8.2.4.a Research the origins and development of the economic system, banks, and financial institutions in the United States.	
	SS 8.2.4.b Explain how tax revenues are collected and distributed.	

2012 - Standards for Grades 6-8 were banded. They could be addressed at any of the three grade levels but were to be completed by the end of grade 8. For that reason, the 6-8 standards were numbered with 8.

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

2012 - Standards for Grades 6-8 were banded. They could be addressed at any of the three grade levels but were to be completed by the end of grade 8. For that reason, the 6-8 standards were numbered with 8.

<b>SS 8.2.5 Students will identify the basic economic systems in the global economy.</b>	<b>SS 8.2.5 Illustrate how international trade impacts individuals, organizations, and nations.</b>	<b>2019</b> - SS 8.2.5 includes concepts from SS 8.2.12 and SS 8.2.13 from 2012
SS 8.2.5.a Compare and contrast characteristics of different economic systems. (e.g., traditional, command, market, mixed)	SS 8.2.5.a Explain that currency must be converted to make purchases in other countries.	
SS. 8.2.5 b Discuss various philosophies regarding governments' role in an economy (e.g., capitalism, socialism)	SS 8.2.5.b Recognize how trade barriers impact the prices and quantity of goods.	
<b>SS 8.2.10 Students will identify the roles and responsibilities of government in economic systems.</b>		
SS 8.2.10.a Identify various goods and services provided by the government (e.g., disaster relief, public works, postal service, roads)		
SS 8.2.10.b Explain how governments provide economic assistance (e.g., social security, Medicare, Medicaid, farm subsidies, disaster relief)		
<b>SS 8.2.11 Students will explain how tax revenues are collected and distributed.</b>		<b>2012</b> - Concepts from SS 8.2.11 are included in SS 8.2.4 for 2019
SS 8.2.11.a Identify taxes paid by individuals (e.g., income taxes, sales tax, property taxes)		

2012 - Standards for Grades 6-8 were banded. They could be addressed at any of the three grade levels but were to be completed by the end of grade 8. For that reason, the 6-8 standards were numbered with 8.

SS 8.2.11.b Identify institutions supported by tax dollars (e.g., schools, roads, police protection)		
<b>SS 8.2.12 Students will illustrate how international trade benefits individuals, organizations, and nations.</b>		<b>2012</b> - Concepts from SS 8.2.12 are included in SS 8.2.5 for 2019
SS 8.2.12.a Differentiate between exports and imports		
SS 8.12.12.b Explain how individuals gain through specialization and voluntary trade		
<b>SS 8.2.13 Students will identify how international trade affects the domestic economy.</b>		<b>2012</b> - Concepts from SS 8.2.13 are included in SS 8.2.5 for 2019
SS 8.2.13.a Explain that currency must be converted to make purchases in other countries		
SS 8.2.13.b Explain how prices of goods change as exchange rates go up and down		

2012 - Standards for Grades 6-8 were banded. They could be addressed at any of the three grade levels but were to be completed by the end of grade 8. For that reason, the 6-8 standards were numbered with 8.

GEOGRAPHY	GEOGRAPHY	GEOGRAPHY
<b>SS 8.3.1 Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.</b>	<b>SS 8.3.1 not addressed at this level</b>	
SS 8.3.1.a Use and interpret different types of maps/charts/diagrams/timelines (primary sources where available)		
SS 8.3.1.b Use and interpret the results of mapping technologies, parts of a map and map projections (e.g., cartography/ Geographic Information Systems)		
SS 8.3.1.c Compare world views using mental maps (e.g., students sketch a map to demonstrate their personal perception of the world and compare it to previous personal maps)		
<b>SS 8.3.2 Students will examine how regions form and change over time.</b>	<b>SS 8.3.2 Examine how regions form and change over time.</b>	
SS 8.3.2.a Analyze physical and human characteristics of places and regions (e.g., climate, language)	SS 8.3.2.a Evaluate physical and human characteristics of places and regions.	
SS 8.3.2.b Analyze impact of land and water features on human decisions (e.g., location of settlements and transportation systems with respect to the location of river valleys, mountains, deserts, plains, oceans)	SS 8.3.2.b Determine the impact of land and water features on human decisions.	

2012 - Standards for Grades 6-8 were banded. They could be addressed at any of the three grade levels but were to be completed by the end of grade 8. For that reason, the 6-8 standards were numbered with 8.

SS 8.3.2.c Analyze changes in places and regions over time (e.g., irrigation, growth of cities, Manifest Destiny)	SS 8.3.2.c Identify and justify how humans develop major world regions and the impact on human societies.	
SS 8.3.2.d Analyze how humans group and label environments and how those groupings/labels impact human societies (e.g., Dixie, Midwest, Ring of Fire)		
SS 8.3.2.e Identify the location of major world regions (e.g., Arctic, Caribbean, Central America, Balkans, Horn of Africa, East Asia, South Asia), countries, and cities		
<b>SS 8.3.3 Students will investigate how natural processes interact to create and change the natural environment</b>	<b>SS 8.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings.</b>	<b>2012</b> - Concepts from SS 8.3.3 are included in SS 8.3.3 for 2019 <b>2019</b> - SS 8.3.3 includes concepts from SS 8.3.3 and 8.3.5 from 2012
SS 8.3.3.a Compare and contrast various biomes/climates (e.g., rainforest, grasslands, forests)	SS 8.3.3.a Interpret the impact of natural processes on human and physical environments.	
SS 8.3.3.b Analyze the impact of natural events on biomes, climates and wind and water systems (e.g., rivers/floods/precipitation/drought)	SS 8.3.3.b Analyze how humans have utilized and adapted to their physical environment.	

2012 - Standards for Grades 6-8 were banded. They could be addressed at any of the three grade levels but were to be completed by the end of grade 8. For that reason, the 6-8 standards were numbered with 8.

<p>SS 8.3.3.c Use physical processes to explain patterns in the physical environment (e.g., volcanoes creating islands, faulting changing mountains, glaciation creating the Great Lakes)</p>		
<p><b>SS 8.3.4 Students will analyze and interpret patterns of culture around the world.</b></p>	<p><b>SS 8.3.4 not addressed at this level</b></p>	
<p>SS 8.3.4.a Compare and contrast characteristics of groups of people/settlements (e.g., population density, distribution and growth, migration patterns, diffusion of people, places, and ideas, westward expansion of immigrants, Homestead Act)</p>		
<p>SS 8.3.4.b Analyze purpose of population centers, (e.g., function of cities as providers of goods and services, economic activities and interdependence, trade and transportation)</p>		

2012 - Standards for Grades 6-8 were banded. They could be addressed at any of the three grade levels but were to be completed by the end of grade 8. For that reason, the 6-8 standards were numbered with 8.

<p>SS 8.3.4.c Analyze and explain components and diffusion of cultures (e.g., religion-spread of various belief systems, popular culture, spread of fast food chains, language-spread of English, technology-adoption of agricultural advancements, railroads, people as carriers and physical and cultural barriers, expansion and relocation, hierarchical-expansion diffusion of fashion from Paris and London to Nebraska communities)</p>		
<p><b>SS 8.3.5 Students will analyze how humans have adapted to different physical environments.</b></p>	<p><b>SS 8.3.5 not addressed at this level</b></p>	
<p>SS 8.3.5.a Describe the impact of extreme natural events on the human and physical environment globally (e.g., earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides)</p>		
<p>SS 8.3.5.b Identify and evaluate how humans utilize the physical environment (e.g., irrigation, levees, terraces, fertile soils, mechanized agriculture, changes in land use)</p>		

2012 - Standards for Grades 6-8 were banded. They could be addressed at any of the three grade levels but were to be completed by the end of grade 8. For that reason, the 6-8 standards were numbered with 8.

SS 8.3.5.c Analyze issues related to the physical environment globally (e.g., water supply, air quality in cities, solid waste disposal, availability of arable land)		
SS 8.3.5.d Examine world patterns of resource distribution and utilization (e.g., major source regions for coal, iron ore, oil, natural gas, and the major industrial regions in which they are utilized)		
SS 8.3.5.e Identify and evaluate human adaptations to the environment from the local to the international levels (e.g., clothing, sewage systems, transportation systems, natural disasters, scarcity of resources )		

2012 - Standards for Grades 6-8 were banded. They could be addressed at any of the three grade levels but were to be completed by the end of grade 8. For that reason, the 6-8 standards were numbered with 8.

<b>SS 8.3.6 Students will analyze issues and/or events using geographic knowledge and skills to make informed decisions.</b>		<b>Concepts from SS 8.3.6 from 2012 would have been included in SS 8.3.5 had this standard been addressed in 2019</b>
SS 8.3.6.a Analyze the physical or human geographic factors explaining the spatial pattern of world events. (e.g., water scarcity and conflict in the Middle East, contrasting demographic trends in developed and developing countries)		
SS 8.3.6.b Describe and analyze the role of geographic factors in determining the spatial arrangement of humans and their activity (e.g., geographic concentration of manufacturing, banking, or high tech industries; urbanization; availability of arable land, water and suitable climate for farming; access to resources for development, surveying, mapping, public land survey system, drawing of state and county boundaries)		

2012 - Standards for Grades 6-8 were banded. They could be addressed at any of the three grade levels but were to be completed by the end of grade 8. For that reason, the 6-8 standards were numbered with 8.

HISTORY	HISTORY	HISTORY
World history standards from 2012 are not shown here. World history has been assigned to grades 6-7.		
<b>SS 8.4.1 (US) Students will analyze how major past and current US events are chronologically connected, and evaluate their impact(s) upon one another.</b>	<b>SS 8.4.1 Analyze patterns of continuity and change over time in the United States history.</b>	<b>2019</b> - SS 8.4.1 includes concepts from SS 8.4.2 from 2012
SS 8.4.1.a (US) Describe concepts of time and chronology (e.g., Three Worlds Meet, Colonial America, Establishing a Nation, Expansion and Reform, Civil War & Reconstruction, Industrialization)	SS 8.4.1.a Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.	
SS 8.4.1.b (US) Classify key national events in chronological order (e.g., timelines with eras and selected key events)	SS 8.4.1.b Evaluate the impact of historical events in the United States using symbols, maps, documents, and artifacts.	
SS 8.4.1.c (US) Examine the chronology of historical events in the United States analyze their impact on the past, present, and future		

2012 - Standards for Grades 6-8 were banded. They could be addressed at any of the three grade levels but were to be completed by the end of grade 8. For that reason, the 6-8 standards were numbered with 8.

<b>SS 8.4.2 (US) Students will analyze the impact of people, events, ideas, and symbols upon US history using multiple types of sources.</b>	<b>SS 8.4.2 Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events.</b>	<b>2012</b> - Concepts from SS 8.4.2 are included in SS 8.4.1 for 2019 <b>2019</b> - SS 8.4.2 includes concepts from SS 8.4.3 from 2012
--	--	--

2012 - Standards for Grades 6-8 were banded. They could be addressed at any of the three grade levels but were to be completed by the end of grade 8. For that reason, the 6-8 standards were numbered with 8.

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

2012 - Standards for Grades 6-8 were banded. They could be addressed at any of the three grade levels but were to be completed by the end of grade 8. For that reason, the 6-8 standards were numbered with 8.

SS 8.4.2.b (US) Analyze how the United States has changed over the course of time, using maps, documents, and other artifacts	SS 8.4.2.b Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.	
SS 8.4.2.c (US) Analyze the appropriate uses of primary and secondary sources		
<b>SS 8.4.3 (US) Students will analyze and interpret historical and current events from multiple perspectives.</b>	<b>SS 8.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.</b>	<b>2012</b> - Concepts from SS 8.4.3 are included in SS 8.4.2 for 2019
SS 8.4.3.a (US) Analyze and interpret how multiple perspectives facilitate the understanding of the full story of US history (e.g., Dawes Act, Chinese Exclusion Act, Treaty of Guadalupe Hidalgo, The Emancipation Proclamation, Organized Labor, Women's Suffrage)	SS 8.4.3.a Identify how differing experiences can lead to the development of perspectives.	
SS 8.4.3.b (US) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., The Bill of Rights, slavery, Gettysburg Address, The New Colossus Poem, images, political cartoons, photographs, newspapers)	SS 8.4.3.b Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.	<b>2012</b> - Concepts from SS 8.4.3.b are included in SS 8.4.4.a for 2019

2012 - Standards for Grades 6-8 were banded. They could be addressed at any of the three grade levels but were to be completed by the end of grade 8. For that reason, the 6-8 standards were numbered with 8.

<b>SS 8.4.4 (US) Students will identify causes of past and current events, issues, and problems.</b>	<b>SS 8.4.4 Evaluate and interpret sources for perspective and historical context.</b>	<b>2019 - SS 8.4.4 includes concepts from SS 8.4.4 and SS 8.4.5 from 2012</b>
SS 8.4.4.a (US) Analyze sources on Nineteenth-Century American History through determination of credibility, contextualization, and corroboration	SS 8.4.4.a Compare and contrast primary and secondary sources of history.	
SS 8.4.4.b (US) Evaluate alternative courses of action in United States history (e.g., Why and how was land acquired?)	SS 8.4.4.b Evaluate the relationships among historical events in the United States and relevant contemporary issues.	
SS 8.4.4.c (US) Analyze how decisions affected events in the United States (e.g., Supreme Court decisions, immigration, declaration of war)		
SS 8.4.4.d (US) Identify and analyze multiple causes and effects upon key events in US history (e.g., Antebellum, Kansas-Nebraska Act, Civil War/Reconstruction, Wounded Knee Massacre)		
SS 8.4.4.e (US) Analyze the relationships among historical events in the United States and the students' lives today (i.e., current events)		

2012 - Standards for Grades 6-8 were banded. They could be addressed at any of the three grade levels but were to be completed by the end of grade 8. For that reason, the 6-8 standards were numbered with 8.

<b>SS 8.4.5 Students will develop historical research skills.</b>	<b>SS 8.4.5 Apply the inquiry process to construct and answer historical questions.</b>	<b>2012</b> - Concepts from SS 8.4.5 are included in SS 8.4.4 and SS 8.4.5 for 2019
SS 8.4.5.a (US) Develop questions about United States history	SS 8.4.5.a Identify areas of inquiry by using student-generated questions about multiple historical sources.	
SS 8.4.5.b Obtain, analyze and cite appropriate sources for research about Nineteenth-Century U.S. History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format)	SS 8.4.5.b Locate, analyze, and cite appropriate sources for research about United States history, including primary and secondary sources.	
SS 8.4.5.c (US) Gather historical information about the United States (e.g., document archives, artifacts, newspapers, interviews)	SS 8.4.5.c Gather, analyze, and communicate historical information about United States history from multiple sources.	
SS 8.4.5.d (US) Present an analysis of historical information about the United States (e.g., pictures, posters, oral/written narratives, and electronic presentations)		



2012 - Standards for Grades 6-8 were banded. They could be addressed at any of the three grade levels but were to be completed by the end of grade 8. For that reason, the 6-8 standards were numbered with 8.


Standards for grades 9-12 may be addressed at any of the four grade levels but are to be completed by the end of grade 12. In 2012, they were labeled as 12. For clarification, they are now labeled as HS.

2012 NE Social Studies Standards/Indicators	2019 NE Social Studies Standards/Indicators	Notes
<b>CIVICS</b>	<b>CIVICS</b>	<b>CIVICS</b>
<b>SS 12.1.1 Students will analyze and evaluate the foundation, structures, and functions of the United States government as well as local, state, and international governments.</b>	<b>SS HS.1.1 Analyze the foundation, structures, and functions of the United States government as well as local, state, and international governments.</b>	
SS 12.1.1.a Summarize the historical foundation that influenced the creation of the United States Constitution (e.g., philosophers, social contract theory, natural rights, Constitutional Convention, Federalist, and Anti-Federalist Papers)	SS HS.1.1.a Examine the historical foundation that influenced the creation of the United States Constitution.	
SS 12.1.1.b Analyze and evaluate the structure of American constitutional government (e.g., federalism, democracy, representative government, branches of the government, separation of powers, checks and balances, amendment process, concurrent/enumerated/implied powers, electoral college)	SS HS.1.1.b Evaluate the structure of American constitutional government.	

Standards for grades 9-12 may be addressed at any of the four grade levels but are to be completed by the end of grade 12. In 2012, they were labeled as 12. For clarification, they are now labeled as HS.

SS 12.1.1.c Analyze and evaluate the functions of United States government (e.g., national security, legislative law-making, executive implementation, judicial interpretation, constitutionalism, taxation, naturalization of citizens)	SS HS.1.1.c Analyze the functions of United States government and its outcomes.	
SS 12.1.1.d Analyze and evaluate the foundation, structures, and functions of local government (e.g., city council, school board, county government, regional boards)	SS HS.1.1.d Analyze the foundation, structures, and functions of local government and its outcomes.	
SS 12.1.1.e Analyze and evaluate the foundation, structures, and functions of state government (e.g., bicameral/unicameral, reapportionment/redistricting, branches of government)	SS HS.1.1.e Analyze the foundation, structures, and functions of state government and its outcomes.	
SS 12.1.1.f Analyze and evaluate the foundation, structures, and functions of supranational organizations (e.g., United Nations, NATO, European Union, treaties, trade organizations)	SS HS.1.1.f Analyze the foundation, structures, and functions of supranational organizations.	
SS 12.1.1.g Analyze and evaluate the roles that political parties have played in the United States	SS HS.1.1.g Analyze the roles that political parties have played in the United States.	
SS 12.1.1.h Analyze and evaluate United States foreign policy issues (e.g. methods, approaches, events)	SS HS.1.1.h Analyze United States foreign policy issues.	

Standards for grades 9-12 may be addressed at any of the four grade levels but are to be completed by the end of grade 12. In 2012, they were labeled as 12. For clarification, they are now labeled as HS.

<p><b>SS 12.1.2 Students will address local, state, national or international issues and policies through meaningful civic participation.</b></p>	<p><b>SS HS.1.2 Demonstrate meaningful civic participation by analyzing local, state, national, or international issues and policies.</b></p>	
<p>SS 12.1.2.a Evaluate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy (e.g., lobbying, voting, contacting government officials, petitioning)</p>	<p>SS HS.1.2.a Investigate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy.</p>	
<p>SS 12.1.2.b Analyze the significance and benefits of patriotic symbols, songs, holidays, and activities (e.g. Pledge of Allegiance, "The Star Spangled Banner", "America", Veteran's Day, Martin Luther King, Jr. Day, American Indian Day, Constitution Day)</p>	<p>SS HS.1.2.b Analyze and communicate the significance and impacts of patriotic symbols, songs, holidays, and activities in terms of historical, social, and cultural contexts.</p>	
<p>SS 12.1.2. c Engage in civic activities (e.g., discussing current issues, advocating for personal rights and the rights of others, influencing governmental actions, participating in civil discourse, registering for selective service, participating in community improvement activities, service learning)</p>	<p>SS HS.1.2.c Engage and reflect on participation in civic activities.</p>	
<p>SS 12.1.2.d Analyze an issue and determine which level of government is most appropriate to utilize in addressing the issue</p>	<p>SS HS.1.2.d Investigate an issue and communicate which level of government is most appropriate to utilize in addressing the issue.</p>	

Standards for grades 9-12 may be addressed at any of the four grade levels but are to be completed by the end of grade 12. In 2012, they were labeled as 12. For clarification, they are now labeled as HS.

<p>SS 12.1.2.e Describe the roles and influences of individuals, groups, and the media as checks on governmental practices (e.g., interest groups, political action committees, lobbyists, public opinion polls)</p>	<p>SS HS.1.2.e Demonstrate how individuals, groups, and the media check governmental practices.</p>	
<p>SS 12.1.2.f Critique various media sources for accuracy and perspective</p>	<p>SS HS.1.2.f Analyze various media sources for accuracy and perspective.</p>	







Standards for grades 9-12 may be addressed at any of the four grade levels but are to be completed by the end of grade 12. In 2012, they were labeled as 12. For clarification, they are now labeled as HS.

2012 NE Social Studies Standards/Indicators	2019 NE Social Studies Standards/Indicators	Notes
<b>ECONOMICS</b>	<b>ECONOMICS</b>	<b>ECONOMICS</b>
SS 12.2.1 Students will assess how market forces guide the owners of land, labor, and capital and determine the allocation of wealth in the economy.	SS HS.2.1 Apply economic concepts that support rational decision making.	2019 - SS HS.2.1 includes concepts from SS 12.2.6 from 2012
SS 12.2.1.a Explain how the factors of production are bought and sold in the market	SS HS.2.1.a Make decisions by systematically considering alternatives and consequences through the use of cost benefit analysis.	2019 - SS HS.2.1.a includes concepts from SS 12.2.6.a from 2012
SS 12.2.1.b Analyze the role of the product market and the resource market	SS HS.2.1.b Assess the incentives for investing in personal education, skills, and talents.	2019 - SS HS.2.1.b includes concepts from SS 12.2.6.c from 2012
SS 12.2.1.c Understand productivity as a measure of the quantity of goods and services produced with a given amount of resources (e.g., Gross Domestic Product)		2012 - Concepts from SS 12.2.1.c are included in SS HS.2.6.b
SS 12.2.1.d Analyze how market forces determine what producers choose to produce and which combination of productive resources will be most productive		

Standards for grades 9-12 may be addressed at any of the four grade levels but are to be completed by the end of grade 12. In 2012, they were labeled as 12. For clarification, they are now labeled as HS.

SS 12.2.1.e Explain how wages/earnings are affected by the market (e.g., value of products, supply and demand of labor, worker skills and qualifications)		
SS 12.2.1.f Explain the role and importance of profit and return on investments to producers. (e.g. increase in supply and expansion of industries)		
<b>SS 12.2.2 Students will illustrate how markets determine prices and allocate goods and services.</b>	<b>SS HS.2.2 Develop a plan to support short- and long-term goals.</b>	<b>2012</b> - Concepts from SS 12.2.2 are included in SS HS.2.5 for 2019 <b>2019</b> - SS HS.2.2 is a revision of SS 12.2.7 from 2012
SS 12.2.2.a Understand demand, quantity demanded, and changes in demand	SS HS.2.2.a Develop a budget using a financial record keeping tool.	<b>2012</b> - Concepts from SS 12.2.2.a are included in SS HS.2.5.b <b>2019</b> - SS HS.2.2.a includes concepts from SS 12.2.7.a from 2012
SS 12.2.2.b Understand supply, quantity supplied, and changes in supply	SS HS.2.2.b Compare and contrast different types of banking accounts and features.	<b>2012</b> - Concepts from SS 12.2.2.b are included in SS HS.2.5.b <b>2019</b> - SS HS.2.2.b includes concepts from SS 12.2.7.b from 2012
SS 12.2.2.c Understand that equilibrium price and quantity are determined by supply and demand	SS HS.2.2.c Assess the effects of taxes on personal income.	<b>2012</b> - Concepts from SS 12.2.2.c are included in SS HS.2.5.b <b>2019</b> - SS HS.2.2.c includes concepts from SS 12.2.7.c from 2012
SS 12.2.2.d Hypothesize how competition between sellers could result in lower prices, higher quality products, and better customer service	SS HS 2.2.d Compare and contrast possible career choices.	<b>2012</b> - Concepts from SS 12.2.2.d are included in SS HS.2.5.a <b>2019</b> - SS HS.2.2.d is a revision of SS 12.2.6.b and SS 12.2.6.d from 2012

Standards for grades 9-12 may be addressed at any of the four grade levels but are to be completed by the end of grade 12. In 2012, they were labeled as 12. For clarification, they are now labeled as HS.

SS 12.2.2.e Hypothesize how producers and consumers affect market prices and quantities through the goods and services they produce and buy (e.g., shifts in supply and demand, price elasticity)		<b>2012</b> - Concepts from SS 12.2.2.e are included in SS HS.2.5.b and SS HS.2.5.d for 2019
---	--	--

Standards for grades 9-12 may be addressed at any of the four grade levels but are to be completed by the end of grade 12. In 2012, they were labeled as 12. For clarification, they are now labeled as HS.

<b>SS 12.2.3 Students will analyze how economic institutions impact individuals and groups.</b>	<b>SS HS.2.3 Critique strategies used to establish, build, maintain, monitor, and control credit.</b>	<b>2012</b> - SS 12.2.3 is included in SS HS.2.6 for 2019 <b>2019</b> - SS HS.2.3 is a revision of SS 12.2.8 from 2012
SS 12.2.3.a Analyze how various economic institutions have played a role in United States economic policy and practice (e.g., corporations, labor unions, financial institutions, stock markets, cooperatives, and business partnerships)	SS HS.2.3.a Compare and contrast the costs and benefits of different types and sources of credit and debt.	<b>2012</b> - Concepts from SS 12.2.3.a are included in SS HS.2.6.a <b>2019</b> - SS HS.2.3.a includes concepts from SS 12.2.8.c from 2012
SS 12.2.3.b Describe how measures used by economic institutions are calculated (e.g., trends and business cycles using GDP, unemployment rates, inflation rates)	SS HS.2.3.b Investigate strategies to effectively manage debt and factors that influence credit ratings.	<b>2012</b> - Concepts from SS 12.2.3.b are included in SS HS.2.6.b <b>2019</b> - SS HS.2.3.b includes concepts from SS 12.2.8.b from 2012
SS 12.2.3.c Explain how banks and a sound monetary system are critical to a functioning economy		
SS 12.2.3.d Describe the functions and role of the Federal Reserve System and its influence through monetary policy (e.g., balancing inflation and unemployment)		<b>2012</b> - Concepts from SS 12.2.3.d are included in SS HS.2.6.c for 2019
SS 12.2.3.e Understand how financial markets determine the cost of borrowing and influence the level of economic activity		

Standards for grades 9-12 may be addressed at any of the four grade levels but are to be completed by the end of grade 12. In 2012, they were labeled as 12. For clarification, they are now labeled as HS.

<b>SS 12.2.4 Students will assess how private ownership of property is a basic institution of a market economy.</b>	<b>SS HS.2.4 Evaluate savings, investment, and risk management strategies to achieve financial goals.</b>	<b>2012</b> - SS 12.2.4 is included in SS HS.2.7 for 2019 <b>2019</b> - SS HS.2.4 is a revised version of SS 12.2.9 from 2012
SS 12.2.4.a Assess how property rights are defined, enforced, and limited by government (e.g., zoning laws, eminent domain, Homestead Act, copyright laws, patents, and intellectual property)	SS HS.2.4.a Explain the importance of saving and investing early to ensure financial security.	<b>2012</b> - Concepts from SS 12.2.4.a are included in SS HS.2.7.a for 2019 <b>2019</b> - SS HS.2.4.a includes concepts from SS 12.2.9.a from 2012
SS 12.2.4.b Describe the role of market economy in United States history (e.g., periods of prosperity, recessions, and overall growth)	SS HS.2.4.b Develop an investment strategy to achieve short- and long-term goals utilizing a variety of investment vehicles.	<b>2019</b> - SS HS.2.4.b includes concepts from SS 12.2.9.b from 2012
	SS HS.2.4.c Examine appropriate and cost effective risk management strategies.	<b>2019</b> - SS HS.2.4.c includes concepts from SS 12.2.9.c from 2012
<b>SS 12.2.5 Students will recognize and predict the impact that various economic systems will have on people.</b>	<b>HS.2.5 Explain the role of markets in determining prices and allocating scarce goods and services.</b>	<b>2019</b> - SS HS.2.5 includes concepts from of SS 12.2.2 from 2012
SS 12.2.5.a Develop a logical argument debating the merits of various economic systems (e.g., traditional, command, market, mixed)	SS HS.2.5.a Summarize the role of competition, markets, and prices.	<b>2019</b> - SS HS.2.5.a includes concepts from SS 12.2.2.d from 2012
SS 12.2.5.b Evaluate the historical use of various economic systems	SS HS.2.5.b Illustrate how markets determine changing equilibrium prices through supply and demand analysis.	<b>2019</b> - SS HS.2.5.b includes concepts from SS 12.2.2.a, b, c, and from 2012

Standards for grades 9-12 may be addressed at any of the four grade levels but are to be completed by the end of grade 12. In 2012, they were labeled as 12. For clarification, they are now labeled as HS.

SS 12.2.5.c Compare the standard of living with other countries (Germany, Brazil, Russia, India, China)	SS HS.2.5.c Hypothesize how competition between sellers could result in lower prices, higher quality products, and better customer service.	
	SS HS.2.5.d Investigate possible causes and consequences of shortages and surpluses.	<b>2019</b> - SS HS.2.5.d includes concepts from SS 12.2.2.e from 2012
<b>SS 12.2.6 Students will understand economic concepts that support rational decision making</b>	<b>SS HS.2.6 Explain how economic institutions impact different individuals and various groups.</b>	<b>2012</b> - Concepts from SS 12.2.6 are included in SS HS.2.1 for 2019 <b>2019</b> - SS HS.2.6 includes concepts from SS 12.2.3 from 2012
SS 12.2.6.a Explore employment trends and reasons for growth and decline in employment	SS HS.2.6.a Explain how various economic institutions have played a role in United States economic policy and practice.	<b>2019</b> - SS HS.2.6.a includes concepts from SS 12.2.3.a from 2012
SS 12.2.6.b Make career decisions by systematically considering alternatives and consequences through the use of cost benefit analysis	SS HS.2.6.b Calculate and describe the impact of economic indicators.	<b>2012</b> - Concepts from SS 12.2.6.b are included in SS HS.2.1.a <b>2019</b> - SS HS.2.6.b includes concepts from SS 12.2.1.c, SS 12.2.3.b, SS 12.2.6.a and SS 12.2.11.c from 2012
SS 12.2.6.c Assess the incentives for investing in personal education, skills, and talents	SS HS.2.6.c Describe the functions and role of the Federal Reserve System and its influence through monetary policy.	<b>2012</b> - Concepts from SS 12.2.6.c are included in SS HS.2.1.b <b>2019</b> - SS HS.2.6.c includes concepts from SS 12.2.3.d
SS 12.2.6.d Identify various ways people earn a living by using career programs to explore opportunities (e.g., Nebraska Career Education)		<b>2012</b> - Concepts from SS 12.2.6.d are included in SS HS.2.2.d for 2019

Standards for grades 9-12 may be addressed at any of the four grade levels but are to be completed by the end of grade 12. In 2012, they were labeled as 12. For clarification, they are now labeled as HS.

<b>SS 12.2.7 Students will apply effective money management concepts.</b>	<b>SS HS.2.7 Assess the roles of institutions such as clearly defined property rights and the rule of law in a market economy.</b>	<b>2012</b> - Concepts from SS 12.2.7 are included in HS.2.2 <b>2019</b> - SS HS.2.7 includes concepts from SS 12.2.4 from 2012
SS 12.2.7.a Organize personal finances and use a budget to manage cash flow	SS HS.2.7.a Assess how property rights are defined, enforced, and limited by government.	<b>2012</b> - Concepts from SS 12.2.7.a are included in HS.2.2.a <b>2019</b> - SS HS.2.7.a includes concepts from SS 12.2.4.a
SS 12.2.7.b Compare and contrast checking and savings accounts		<b>2012</b> - Concepts from SS 12.2.7.b are included in HS.2.2.b
SS 12.2.7.c Assess the effects of taxes on personal income		<b>2012</b> - Concepts from SS 12.2.7.c are included in HS.2.2.c
<b>SS 12.2.8 Students will critique strategies used to establish, build, maintain, monitor, and control credit.</b>	<b>SS HS.2.8 Compare and contrast the roles and responsibilities of government and differing outcomes from various economic systems: command/communism, mixed, socialism, market, and traditional economic systems.</b>	<b>2012</b> - Concepts from SS 12.2.8 are included in SS HS.2.3 <b>2019</b> - SS HS.2.8 includes concepts from SS 12.2.10 from 2012
SS 12.2.8.a Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit	SS HS.2.8.a Examine how governments utilize taxation to provide goods and services to society.	<b>2019</b> - SS HS.2.8.a includes concepts from SS 12.2.10.b from 2012
SS 12.2.8.b Identify strategies of establishing and maintaining a good credit rating for effective credit management (e.g., credit cards, auto loans, mortgages)	SS HS.2.8.b Evaluate the effectiveness of government policies altering market outcomes.	<b>2012</b> - Concepts from SS 12.2.8.b are included in SS HS.2.3.b for 2019 <b>2019</b> - SS HS.2.8.b includes concepts from SS 12.2.10.e from 2012

Standards for grades 9-12 may be addressed at any of the four grade levels but are to be completed by the end of grade 12. In 2012, they were labeled as 12. For clarification, they are now labeled as HS.

SS 12.2.8.c Compare and contrast the cost and benefits of various lending institutions (e.g., banks, credit unions, paycheck advance businesses, pawn shops)	SS HS.2.8.c Critique government policies and regulations in areas of market failure.	<b>2012</b> - Concepts from SS 12.2.8.c are included in SS HS.2.3.a for 2019
SS 12.2.8.d Students will identify situations when borrowing money and paying interest may be a wise or unwise decision		
<b>SS 12.2.9 Students will evaluate savings, investment, and risk management strategies to achieve financial goals.</b>	<b>SS HS.2.9 Examine the government's influence on economic systems through fiscal policy.</b>	<b>2012</b> - SS 12.2.9 is included in SS HS.2.4 for 2019 <b>2019</b> - Concepts from SS 12.2.10 and SS 12.2.11 in 2012 are included in SS HS.2.9 in 2019
SS 12.2.9.a Explain the importance of saving to ensure financial security	SS HS.2.9.a Explore various forms of taxation including income, sales, and capital gains and examine how governments can use taxing and spending policies to influence behavior.	<b>2012</b> - Concepts from SS 12.2.9.a are included in SS HS.2.4.a for 2019 <b>2019</b> - SS HS.2.9.a includes concepts from SS 12.2.11.a from 2012
SS 12.2.9.b Implement an investment strategy that is compatible with personal goals (e.g., stocks, bonds, mutual funds, retirement plans)	SS HS.2.9.b Examine the impact of fiscal policy on budget deficits/surpluses and national debt.	<b>2012</b> - Concepts from SS 12.2.9.b are included in SS HS.2.4.b for 2019 <b>2019</b> - SS HS.2.9.b includes concepts from SS 12.2.11.b from 2012
SS 12.2.9.c Analyze appropriate and cost effective risk management strategies (e.g., health, disability, life, auto insurance)		<b>2012</b> - Concepts from SS 12.2.9.c are included in SS HS.2.4.c for 2019

Standards for grades 9-12 may be addressed at any of the four grade levels but are to be completed by the end of grade 12. In 2012, they were labeled as 12. For clarification, they are now labeled as HS.

<p><b>SS 12.2.10 Students will analyze the roles and responsibilities of government in various economic systems.</b></p>	<p><b>SS HS.2.10 Investigate how international trade affects individuals, organizations, the domestic economy, and other nations.</b></p>	<p><b>2012</b> - Concepts from SS 12.2.10 are included in SS HS.2.8 and SS HS.2.9 in 2019  <b>2019</b> - SS HS.2.10 includes concepts from SS 12.2.12 and SS 12.2.13 from 2012</p>
<p>SS 12.2.10.a Examine how governments utilize taxation to provide goods and services to society (e.g., disaster relief, flood control, police protection)</p>	<p>SS HS.2.10.a Explore comparative advantage among different countries.</p>	<p><b>2019</b> - SS HS.2.10.a includes concepts from SS 12.2.12.b from 2012</p>
<p>SS 12.2.10.b Investigate multiple roles of government in a market economy (e.g., forms of taxation, enforcing private property and zoning laws, collecting sales tax)</p>	<p>SS HS.2.10.b Analyze the impact on prices and quantities of various trade policies, both domestically and internationally.</p>	<p><b>2012</b> - Concepts from SS 12.2.10.b are included in SS HS.2.8.a for 2019  <b>2019</b> - SS HS.2.10.b includes concepts from SS 12.2.13</p>
<p>SS 12.2.10.c Explore various forms of taxation (earning, consumption, or wealth) and discuss outcomes of various tax philosophies as drivers of economic activity</p>		
<p>SS 12.2.10.d Research the role of government in the development of economic systems (e.g., historic and current examples of command, market, traditional, mixed systems)</p>		
<p>SS 12.2.10.e Analyze government policies and regulations in areas of market failure (e.g., monopolies, externalities, non-enforcement of property rights)</p>		<p><b>2012</b> - Concepts from SS 12.2.10.e are included in SS HS.2.8.b for 2019</p>

Standards for grades 9-12 may be addressed at any of the four grade levels but are to be completed by the end of grade 12. In 2012, they were labeled as 12. For clarification, they are now labeled as HS.

<b>SS 12.2.11 Students will examine the government's influence on economic systems through fiscal policy.</b>		<b>2012</b> - Concepts from SS 12.2.11 are included in SS HS.2.9 for 2019
SS 12.2.11.a Examine how governments can use taxing and spending policies to influence behavior (e.g., alcohol tax, home mortgage interest deduction)		<b>2012</b> - Concepts from SS 12.2.11.a are included in SS HS.2.9.a for 2019
SS 12.2.11.b Examine the impact of fiscal policy on budget deficits\surpluses and national debt		<b>2012</b> - Concepts from SS 12.2.11.b are included in SS HS.2.9.b for 2019
SS 12.2.11.c Examine the impact of the unemployment rate on the economy (frictional, structural, cyclical)		<b>2012</b> - Concepts from SS 12.2.11.c are included in SS HS.2.6.b for 2019
<b>SS 12.2.12 Students will evaluate how international trade benefits individuals, organizations, and nations</b>		<b>2012</b> - Concepts from SS 12.2.12 are included in SS HS.2.10 for 2019
SS 12.2.12.a Analyze the effects of various trade policies (e.g., identify short term/long term impacts)		
SS 12.2.12.b Identify goods which are available at a lower price because of international trade		<b>2012</b> - Concepts from SS 12.2.12.b are included in SS HS.2.10.a for 2019
SS 12.2.12.c Explain how trade barriers impact the prices and quantity of goods in the domestic market		

Standards for grades 9-12 may be addressed at any of the four grade levels but are to be completed by the end of grade 12. In 2012, they were labeled as 12. For clarification, they are now labeled as HS.

<b>SS 12.2.13 Students will evaluate how international trade affects the domestic economy.</b>		<b>2012</b> - Concepts from SS 12.2.13 are included in SS HS.2.10.b for 2019
SS 12.2.13.a Identify goods which are available at a lower price because of international trade		
SS 12.2.13.b Explain how trade barriers impact the prices and quantity of goods in the domestic market		





Standards for grades 9-12 may be addressed at any of the four grade levels but are to be completed by the end of grade 12. In 2012, they were labeled as 12. For clarification, they are now labeled as HS.

2012 NE Social Studies Standards/Indicators	2019 NE Social Studies Standards/Indicators	Notes
<b>GEOGRAPHY</b>	<b>GEOGRAPHY</b>	<b>GEOGRAPHY</b>
SS 12.3.1 Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.	SS HS.3.1 Evaluate where (spatial) and why people, places, and environments are organized on the Earth's surface.	
SS 12.3.1.a Analyze geographical information sources (e.g., map, globe, atlas, remote sensing, GPS, and GIS)	SS HS.3.1.a Determine spatial organization of human settlements in relation to natural features.	<b>2012</b> - SS 12.3.1.a is included in HS 3.5.c for 2019
SS 12.3.1.b Apply map scale as a geographical tool and evaluate the strengths and weaknesses of projections (e.g., large scale/small scale, Peters, Mercator, plane, conical, cylindrical)	SS HS.3.1.b Analyze and explain changes in spatial patterns as a result of the interactions among human and physical processes.	<b>2019</b> - SS HS.3.1.b includes concepts from SS 12.3.2.a from 2012
SS 12.3.1.c Analyze mental maps and spatial relationships. (e.g., city development, urban planning based on railroads, location of natural resources)		
SS 12.3.1.d Apply spatial thinking to investigate issues and justify decisions. (e.g., consolidation of schools, closing of post offices)		

Standards for grades 9-12 may be addressed at any of the four grade levels but are to be completed by the end of grade 12. In 2012, they were labeled as 12. For clarification, they are now labeled as HS.

<b>SS 12.3.2 Students will examine how regions form and change over time.</b>	<b>SS HS.3.2 Evaluate how regions form and change over time.</b>	
SS 12.3.2.a Analyze physical and human processes that shape places and regions (e.g., erosion, international trade, weathering, climate, migration, international trade )	SS HS.3.2.a Analyze physical and human processes that shape places and regions.	
SS 12.3.2.b Examine the importance of places and regions to individual and social identity (e.g., nationalism, national monuments, local legends, parks, sub-cultures, nationalism, territoriality, iconography)	SS HS.3.2.b Examine the importance of places and regions to individual and social identity, and how identities change over space and time.	<b>2019</b> - SS HS.3.2.b includes concepts from SS 12.3.2.c from 2012
SS 12.3.2.c Analyze the changes in places and regions over time (e.g., migration, urbanization, fertility and mortality, industrialization)		<b>2012</b> - Concepts from SS 12.3.2.c are included in SS HS.3.2.b for 2019
SS 12.3.2.d Analyze the interdependence of places and regions. (e.g., international trade, NAFTA, EU)	SS HS.3.2.c Evaluate the interdependence of places and regions.	
SS 12.3.2.e Analyze critical issues and problems of places and regions. (e.g., current events)		
SS 12.3.2.f Apply regional analysis of geographic issues and questions. (e.g., discussing current events and issues of the day in a geographical context)		

Standards for grades 9-12 may be addressed at any of the four grade levels but are to be completed by the end of grade 12. In 2012, they were labeled as 12. For clarification, they are now labeled as HS.

<b>SS 12.3.3 Students will interpret how natural processes interact to create the natural environment</b>	<b>SS HS.3.3 Analyze how the natural environment and cultural landscape are transformed by natural and human forces and interpret how humans adapt to their surroundings.</b>	
SS 12.3.3.a Identify and explain components of Earth's physical system (i.e., atmosphere, lithosphere, biosphere, and hydrosphere)	SS HS.3.3.a Explain components of Earth's physical systems and evaluate the impact of natural processes on human environments.	
SS 12.3.3.b Explain plate tectonics/continental drift and predict changes over time to the earth's land and oceans	SS HS.3.3.b Evaluate how humans have utilized and adapted to their physical environment.	<b>2019 - SS HS.3.3.b includes concepts from SS 12.3.5.b from 2012</b>
SS 12.3.3.c Identify and explain world patterns of extreme events		
SS 12.3.3.d Identify and explain global ocean and atmospheric systems		
SS 12.3.3.e Compare and contrast world climate regions		
<b>SS 12.3.4 Students will analyze and interpret patterns of culture around the world.</b>	<b>SS HS.3.4 Compare and contrast patterns of human populations and culture over space and time on a local, national, and global scale.</b>	
SS 12.3.4.a Distinguish population characteristics by world regions, country, and regions within countries (e.g., demographic transition, fertility, mortality, migration rates, population pyramids)	SS HS.3.4.a Compare trends in human migration, urbanization, and demographic composition at a local, national, and global scale over time and short-term and long-term causes and effects.	

Standards for grades 9-12 may be addressed at any of the four grade levels but are to be completed by the end of grade 12. In 2012, they were labeled as 12. For clarification, they are now labeled as HS.

<p>SS 12.3.4.b Analyze the push and pull factors (economic, political, and cultural) driving human migration and the impacts on the source regions and destinations (e.g., the impact of migration to North America, South America, Australia and New Zealand)</p>	<p>SS HS.3.4.b Examine the spread of cultural traits and the potential benefits and challenges of cultural diffusion, economic development, and globalization.</p>	<p><b>2019</b> - SS HS.3.4.b includes concepts from SS 12.3.4.e and SS 12.3.4.g for 2019</p>
<p>SS 12.3.4.c Compare and contrast changes in human settlement patterns over time</p>	<p>SS HS.3.4.c Analyze the relationships of sovereign nations and the role of multinational organizations on conflict and cooperation both between and within countries.</p>	<p><b>2019</b> - SS HS.3.4.c includes concepts from SS 12.3.4.h and SS 12.3.4.i from 2012</p>
<p>SS 12.3.4.d Compare and contrast internal structures of cities in developed and developing countries</p>		
<p>SS 12.3.4.e Evaluate the spread of cultural traits to distinguish between convergence and divergence of cultures (e.g., convergence: spread of democratic ideas, patronage of chain coffee houses, introduction of fast food restaurants worldwide; divergence: restrictions on the change of local language)</p>		<p><b>2012</b> - Concepts from SS 12.3.4.e are included in SS HS.3.4.b for 2019</p>

Standards for grades 9-12 may be addressed at any of the four grade levels but are to be completed by the end of grade 12. In 2012, they were labeled as 12. For clarification, they are now labeled as HS.

SS 12.3.4.f Determine the level of development and standard of living in nations using economic, social, and demographic indicators (e.g., gross domestic product per capita, life expectancy, literacy, infant mortality)		
SS 12.3.4.g Evaluate the benefits and challenges of globalization (e.g., regional specialization, trade, multinational businesses, pandemics, loss of local cultures)		<b>2012</b> - Concepts from SS 12.3.4.g are included in SS HS.3.4.b
SS 12.3.4.h Identify and analyze patterns of power and influence of sovereign nations and organized nation groups (e.g., NATO, United Nations, European Union)		<b>2012</b> - Concepts from SS 12.3.4.h are included in SS HS.3.4.c
SS 12.3.4.i Identify and explain the factors that contribute to cooperation and conflict within and between countries.		<b>2012</b> - Concepts from SS 12.3.4.i are included in SS HS.3.4.c
<b>SS 12.3.5 Students will evaluate interrelationships between people and the environment.</b>	<b>SS HS.3.5 Evaluate issues and/or events using geographic knowledge and geospatial skills to make informed decisions.</b>	<b>2019</b> - SS HS.3.5 is a revision of SS 12.3.6 from 2012
SS 12.3.5.a Analyze the consequences of extreme weather and other natural disasters such as El Nino, floods, tsunamis, droughts, and volcanoes	SS HS.3.5.a Apply geographic knowledge and skills to interpret the past and present in order to plan for the future.	<b>2019</b> - SS HS.3.5.a includes concepts from SS 12.3.6.a from 2012

Standards for grades 9-12 may be addressed at any of the four grade levels but are to be completed by the end of grade 12. In 2012, they were labeled as 12. For clarification, they are now labeled as HS.

<p>SS 12.3.5.b Evaluate ways that humans depend on, adapt to, and modify the physical environment (e.g., agriculture, water supply, raw materials for economic development, land use practices, the use of technology to overcome climate, terrain, distances, and resource availability)</p>	<p>SS HS.3.5.b Analyze how geospatial skills and geo-literacy are applied to improve standards of living and solve problems.</p>	<p><b>2012</b> - Concepts from SS 12.3.5.b are included in SS HS.3.3.b for 2019  <b>2019</b> - SS HS.3.5.b includes concepts from SS 12.3.6.b from 2012</p>
<p>SS 12.3.5.c Evaluate successful solutions and problems related to the physical environment from a geographical perspective (e.g., the role of irrigation, contour farming and hybrid seeds in expansion of agriculture in the Midwest; the role of air conditioning in the industrialization of the South; recent global climate change theories, and evidence that supports and refutes such theories)</p>	<p>SS HS.3.5.c Evaluate geographical information sources for applications, credibility, and appropriateness in displaying spatial data.</p>	<p><b>2019</b> - SS HS.3.5.c includes concepts from SS 12.3.1.a</p>
<p>SS 12.3.5.d Investigate the role of technology in the supply of, and substitution for, natural resources (e.g., PVC replacing copper pipes, synthetics for natural rubber, horizontal drilling, fracking, and the use of tar sands in oil recovery)</p>	<p style="background-color: #cccccc;"></p>	<p style="background-color: #cccccc;"></p>

Standards for grades 9-12 may be addressed at any of the four grade levels but are to be completed by the end of grade 12. In 2012, they were labeled as 12. For clarification, they are now labeled as HS.

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

Standards for grades 9-12 may be addressed at any of the four grade levels but are to be completed by the end of grade 12. In 2012, they were labeled as 12. For clarification, they are now labeled as HS.

<p><b>SS 12.3.6 Students will analyze issues and/or events using the geographic knowledge and skills to make informed decisions.</b></p>		<p><b>2012</b> - Concepts from SS 12.3.6 are included in SS HS.3.5 from 2019</p>
<p>SS 12.3.6.a Apply geographic knowledge and skills (e.g., ask geographic questions, acquire, analyze, and present geographic information)</p>		<p><b>2012</b> - Concepts from SS 12.3.6.a are included in SS HS.3.5.a</p>
<p>SS 12.3.6.b Identify and evaluate how geographic knowledge and geographic techniques are applied to improve our lives or solve problems (e.g., use global information systems (GIS), global positioning systems (GPS), satellite images, and maps to find the best location for a new store, identify potential customers, or determine the optimum usage of irrigation and fertilizers, mapping cases of cholera to determine that city water supply was contaminated)</p>		<p><b>2012</b> - Concepts from SS 12.3.6.b are included in SS HS.3.5.b</p>







Standards for grades 9-12 may be addressed at any of the four grade levels but are to be completed by the end of grade 12. In 2012, they were labeled as 12. For clarification, they are now labeled as HS.

2012 NE Social Studies Standards/Indicators	2019 NE Social Studies Standards/Indicators	Notes
<b>U.S. HISTORY</b>	<b>U.S. HISTORY</b>	<b>U.S. HISTORY</b>
SS 12.4.1 (US) Students will analyze how major past and current US events are chronologically connected, and evaluate their impact(s) upon one another.	HS.4.1 (US) Analyze and evaluate patterns of continuity and change over time in American history.	
SS 12.4.1.a (US) Describe concepts of time and chronology (e.g., Progressive Era, Expansion, World War I, The Depression, The New Deal, World War II, Cold War, Civil Rights Era, Space Exploration, Economic Boom and Recessions, Contemporary United States)	SS HS.4.1.a (US) Evaluate the cause and effect of historical events on various groups in the United States.	
SS 12.4.1.b (US) Select, record, and interpret key national and global events in chronological order (e.g., timelines with eras and selected key event)	SS HS.4.1.b (US) Select, record, and interpret key national events in chronological order.	
SS 12.4.1.c (US) Examine the chronology of historical events in the United States and throughout the world to evaluate their impact on the past, present, and future	SS HS.4.1.c (US) Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.	<b>2019</b> - SS HS.4.1.c includes concepts from SS 12.4.2.a from 2012

Standards for grades 9-12 may be addressed at any of the four grade levels but are to be completed by the end of grade 12. In 2012, they were labeled as 12. For clarification, they are now labeled as HS.

<b>SS 12.4.2 (US) Students will analyze and evaluate the impact of people, events, ideas, and symbols upon US history using multiple types of sources.</b>	<b>SS HS.4.2 (US) Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history.</b>	
--	---	--

Standards for grades 9-12 may be addressed at any of the four grade levels but are to be completed by the end of grade 12. In 2012, they were labeled as 12. For clarification, they are now labeled as HS.

<p>SS 12.4.2.a (US) Analyze and evaluate the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history in the United States (e.g., unique nature of the creation and organization of the American Government, the United States as an exceptional nation based upon personal freedom, the inherent nature of citizens' rights, and democratic ideals; Progressive Era: Teddy Roosevelt, The Jungle, Elizabeth Cady Stanton, suffrage; World War I: Woodrow Wilson, League of Nations, Harlem Renaissance, Jazz, Prohibition, The Depression: Franklin Delano Roosevelt; World War II: Dwight Eisenhower, internment camps, Holocaust; Cold War: Marshall Plan, John F. Kennedy, Eleanor Roosevelt, Korea, Vietnam, Ronald Reagan; Civil Rights Era: Martin Luther King, Jr., Malcolm X, NAACP, AIM, Cesar Chavez, Supreme Court decisions such as Brown v. Board of Education, key legislation; Contemporary United States: patriotism, Watergate, Sandra Day O'Connor, Clarence Thomas,</p>	<p>SS HS.4.2.a (US) Identify and evaluate how considering multiple perspectives facilitates an understanding of history.</p>	<p><b>2012</b> - SS 12.4.2.a is included in HS.4.1.c for 2019</p>	<p>SS</p>
---	--	---	-----------

Standards for grades 9-12 may be addressed at any of the four grade levels but are to be completed by the end of grade 12. In 2012, they were labeled as 12. For clarification, they are now labeled as HS.

<p>SS 12.4.2.b (US) Analyze and evaluate how the United States has changed over the course of time, using maps, documents, and other artifacts</p>	<p>SS HS.4.2.b (US) Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.</p>	<p><b>2019</b> - SS HS.4.2.b includes concepts from SS 12.4.2.c from 2012</p>
<p>SS 12.4.2.c (US) Analyze and evaluate the appropriate uses of primary and secondary sources</p>		<p><b>2012</b> - Concepts from SS 12.4.2.c are included in SS HS.4.2.b for 2019</p>
<p><b>SS 12.4.3 (US) Students will analyze and evaluate historical and current events from multiple perspectives.</b></p>	<p><b>SS HS.4.3 (US) Examine historical events from the perspectives of marginalized and underrepresented groups.</b></p>	
<p>SS 12.4.3.a (US) Analyze and evaluate how multiple perspectives facilitate the understanding of the full story of US history (e.g., Immigration, early 20th Century African American leaders, World Wars, international trade agreements, women’s rights)</p>	<p>SS HS.4.3.a (US) Identify how differing experiences can lead to the development of perspectives.</p>	
<p>SS 12.4.3.b (US) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., Equal Rights Amendment, Martin Luther King, Jr.'s "I Have a Dream" speech, Franklin Delano Roosevelt's Declaration of War speech, the Pentagon Papers)</p>	<p>SS HS.4.3.b (US) Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.</p>	

Standards for grades 9-12 may be addressed at any of the four grade levels but are to be completed by the end of grade 12. In 2012, they were labeled as 12. For clarification, they are now labeled as HS.

<b>SS 12.4.4 (US) Students will identify and evaluate the effects of past, current, and potential future events, issues, and problems.</b>	<b>SS HS.4.4 (US) Evaluate sources for perspective, limitations, accuracy, and historical context.</b>	
SS 12.4.4.a (US) Compare and evaluate contradictory historical narratives of Twentieth-Century U.S. History through determination of credibility, contextualization, and corroboration	SS HS.4.4.a (US) Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media.	
SS 12.4.4.b (US) Evaluate and formulate a position on alternative courses of action in United States and around the globe (e.g., What are the possible outcomes of peace treaties?)	SS HS.4.4.b (US) Evaluate strengths and limitations of a variety of primary and secondary historical sources.	
SS 12.4.4.c (US) Evaluate how decisions affected events in the United States (e.g., Supreme Court Decisions, revolutions, alliances, treaties)	SS HS 4.4.c (US) Determine the relationship between multiple causes and effects of events and developments in the past.	<b>2019</b> - SS HS.4.4.c includes concepts from SS 12.4.4.d from 2012
SS 12.4.4.d (US) Analyze and evaluate multiple causes and effects of key events in US history (e.g., World Wars I and II, Korean Conflict, Cuban Missile Crisis, assassination of political leaders, Vietnam Conflict, Middle East Peace Efforts, 9/11 and other acts of terrorism)	SS HS.4.4.d (US) Synthesize the relationships among historical events in the United States and relevant contemporary issues.	<b>2012</b> - Concepts from SS 12.4.4.d are included in SS HS.4.4.c for 2019 <b>2019</b> - SS HS.4.4.d includes concepts from SS 12.4.4.e from 2012

Standards for grades 9-12 may be addressed at any of the four grade levels but are to be completed by the end of grade 12. In 2012, they were labeled as 12. For clarification, they are now labeled as HS.

SS 12.4.4.e (US) Evaluate the relationships among historical events in the United States and the students' lives today (i.e., current events)		<b>2012</b> - Concepts from SS 12.4.4.e are included in SS HS.4.4.d
<b>SS 12.4.5 (US) Students will develop historical research skills.</b>	<b>SS HS.4.5 (US) Apply the inquiry process to construct and answer historical questions.</b>	
SS 12.4.5.a (US) Develop questions about United States history	SS HS.4.5.a (US) Construct meaningful questions about topics in U.S. history.	
SS 12.4.5.b (US) Obtain, analyze, evaluate, and cite appropriate sources for research about Twentieth-Century U.S. History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format.)	SS HS.4.5.b (US) Locate, evaluate, and cite appropriate sources for research about selected topics in U.S. History, including primary and secondary sources.	
SS 12.4.5.c (US) Gather historical information about the United States (e.g., document archives, artifacts, newspapers, interviews)	SS HS.4.5.c (US) Select, organize, and corroborate relevant historical information about selected topics in U.S. History.	
SS 12.4.5.d (US) Present an evaluation of historical information about the United States (e.g., pictures, posters, oral/written narratives, and electronic presentations)	SS HS.4.5.d (US) Synthesize historical information to create new understandings.	
	SS HS.4.5.e (US) Communicate inquiry results within a historical context.	

Standards for grades 9-12 may be addressed at any of the four grade levels but are to be completed by the end of grade 12. In 2012, they were labeled as 12. For clarification, they are now labeled as HS.

WORLD HISTORY	WORLD HISTORY	WORLD HISTORY
<b>SS 12.4.1 Students will analyze how major past and current world events are chronologically connected, and evaluate their impact(s) upon one another.</b>	<b>HS.4.1 (WLD) Analyze and evaluate patterns of continuity and change over time in world history.</b>	
SS 12.4.1.a (WLD) Describe concepts of time and chronology (e.g., Middle Ages, Global Interaction, Age of Revolutions, Global Conflict and Achievement, Contemporary World)	SS HS.4.1.a (WLD) Evaluate the cause and effect of historical events in the world.	
SS 12.4.1.b (WLD) Select, record, and interpret key global events in chronological order (e.g., timelines with eras and selected key event)	SS HS.4.1.b (WLD) Select, record, and interpret key global events in chronological order.	
SS 12.4.1.c (WLD) Examine the chronology of historical events throughout the world to evaluate their impact on the past, present, and future	SS HS.4.1.c (WLD) Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.	<b>2019</b> - SS HS.4.1.c includes concepts from SS 12.4.2.a from 2012

Standards for grades 9-12 may be addressed at any of the four grade levels but are to be completed by the end of grade 12. In 2012, they were labeled as 12. For clarification, they are now labeled as HS.

<p><b>SS 12.4.2 (WLD) Students will analyze and evaluate the impact of people, events, ideas, and symbols upon world history using multiple types of sources.</b></p>	<p><b>SS HS.4.2 (WLD) Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history.</b></p>	
<p>SS 12.4.2.a (WLD) Analyze and evaluate the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history throughout the world (e.g., Middle Ages: Charlemagne, Reformation, Mongol Empire, Renaissance; Global Interaction: Columbian Exchange; Trans-Atlantic Slave Trade, Montezuma; Age of Revolutions: French Revolution, Industrial Revolution, Simon Bolivar; Global Conflict and Achievement: Imperialism, World War I; World War II, Holocaust, failure of Nazism/Fascism, Einstein, Cold War; Contemporary World: Decolonization, fall of Communism, Democracy Movements, Mohandas Gandhi, Nelson Mandela, globalization)</p>	<p>SS HS.4.2.a (WLD) Identify and evaluate how considering multiple perspectives facilitates an understanding of history.</p>	<p><b>2012</b> - SS 12.4.2.a is included in SS HS.4.1.c for 2019</p>
<p>SS 12.4.2.b (WLD) Analyze and evaluate how global civilizations have changed over the course of time, using maps, documents, and other artifacts</p>	<p>SS HS.4.2.b (WLD) Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.</p>	<p><b>2019</b> - SS HS.4.2.b includes concepts from SS 12.4.2.c from 2012</p>

Standards for grades 9-12 may be addressed at any of the four grade levels but are to be completed by the end of grade 12. In 2012, they were labeled as 12. For clarification, they are now labeled as HS.

SS 12.4.2.c (WLD) Analyze and evaluate the appropriate uses of primary and secondary sources		<b>2012</b> - Concepts from SS 12.4.2.c are included in SS HS.4.2.b for 2019
<b>SS 12.4.3 (WLD) Students will analyze and evaluate historical and current events from multiple perspectives.</b>	<b>SS HS.4.3 (WLD) Examine historical events from the perspectives of diverse groups.</b>	
SS 12.4.3.a (WLD) Analyze and evaluate how multiple perspectives facilitate the understanding of the full story of world history (e.g., the Crusades, nationalism, imperialism, apartheid, Arab/Israeli conflicts)	SS HS.4.3.a (WLD) Identify how differing experiences can lead to the development of perspectives.	
SS 12.4.3.b (WLD) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., Magna Carta, Narrative of the Life of Olaudah Equiano, Lin Zexu's letter to Queen Victoria preceding the Opium War, Nuremberg Laws)	SS HS.4.3.b (WLD) Interpret how and why diverse groups and/or individuals might understand historical events similarly or differently.	
<b>SS 12.4.4 (WLD) Students will identify and evaluate the effects of past, current, and potential future events, issues, and problems.</b>	<b>SS HS.4.4 (WLD) Evaluate sources for perspective, limitations, accuracy, and historical context.</b>	
SS 12.4.4.a (WLD) Compare and evaluate contradictory historical narratives of Modern World History through determination of credibility, contextualization, and corroboration	SS HS.4.4.a (WLD) Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media.	

Standards for grades 9-12 may be addressed at any of the four grade levels but are to be completed by the end of grade 12. In 2012, they were labeled as 12. For clarification, they are now labeled as HS.

SS 12.4.4.b (WLD) Evaluate and formulate a position on alternative courses of action in United States and around the globe (e.g., How does conflict impact political borders?)	SS HS.4.4.b (WLD) Evaluate strengths and limitations of a variety of primary and secondary historical sources.	
SS 12.4.4.c (WLD) Evaluate how decisions affected events across the world (e.g., revolutions, alliances, treaties)	SS HS.4.4.c (WLD) Determine the relationship between multiple causes and effects of events and developments in the past.	<b>2019</b> - SS HS.4.4.c includes concepts from SS 12.4.4.d from 2012
SS 12.4.4.d (WLD) Analyze and evaluate multiple causes and effects of key events in world history (e.g., Black Death, Ming exploration, Industrial Revolution, totalitarianism, acts of terrorism)	SS HS.4.4.d (WLD) Synthesize the relationships among historical events in the world and relevant contemporary issues.	<b>2012</b> - Concepts from SS 12.4.4.d are included in SS HS.4.4.c for 2019 <b>2019</b> - SS HS.4.4.d includes concepts from SS 12.4.4.e from 2012
SS 12.4.4.e (WLD) Evaluate the relationships among historical events across the globe and the students' lives today (i.e., current events)		<b>2012</b> - Concepts from SS 12.4.4.e are included in SS HS.4.4.d
<b>SS 12.4.5 (WLD) Students will develop historical research skills.</b>	<b>SS HS.4.5 (WLD) Apply the inquiry process to construct and answer historical questions.</b>	
SS 12.4.5.a (WLD) Develop questions about World history.	SS HS.4.5.a (WLD) Construct meaningful questions that initiate an inquiry.	
SS 12.4.5.b (WLD) Obtain, analyze, evaluate, and cite appropriate sources for research about Modern World History,	SS HS.4.5.b (WLD) Locate, evaluate, and cite appropriate sources for research about selected topics in world history,	

Standards for grades 9-12 may be addressed at any of the four grade levels but are to be completed by the end of grade 12. In 2012, they were labeled as 12. For clarification, they are now labeled as HS.

SS 12.4.5.c (WLD) Gather historical information about the world (e.g., document archives, artifacts, newspapers, interviews)	SS HS.4.5.c (WLD) Select, organize, and corroborate relevant historical information about selected topics in world history.	
SS 12.4.5.d (WLD) Present an evaluation of historical information about the world (e.g., pictures, posters, oral/written narratives, and electronic presentations)	SS HS.4.5.d (WLD) Synthesize historical information to create new understandings.	
	SS HS.4.5.e (WLD) Communicate inquiry results within a historical context.	



