

PreK-12 Social Studies Framework

Part I: PreK-12
June 3, 2013

Part II: Textbook/Instructional
Materials Selection
February 3, 2014

Addendum added June 2018



Millard Public Schools

Millard Board of Education

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Millard Public Schools Mission and Beliefs

Millard Public Schools Mission

The mission of the Millard Public Schools is to guarantee that each student develops the character traits and masters the knowledge and skills necessary for personal excellence and responsible citizenship by developing a world-class educational system with diverse programs and effective practices designed to engage and challenge all students.

Millard Public Schools Beliefs

We believe:

- Each individual has worth.
- Individuals are responsible for their actions.
- Our greatest resource is people.
- Diversity enriches life.
- All people can learn.
- High expectations promote higher achievement.
- Achievement builds self-esteem; self-esteem promotes achievement.
- All people are entitled to a safe, caring, and respectful environment.
- Responsible risk-taking is essential for growth.
- Excellence is worth the investment.
- Educated and involved citizens are necessary to sustain our democratic society.
- Public education benefits the entire community and is the shared responsibility of all.
- All schools are accountable to the community.
- Shaping and developing character is the shared responsibility of the individual, family, school and community.

PreK-12 Social Studies Philosophy

Social Studies education prepares students to become engaged citizens in local, national, and global societies. An integrated study of disciplines empowers students with the knowledge and skills necessary to think critically and make personal and civic decisions based on information from multiple perspectives.

The Essential Learner Outcomes of the Millard Public Schools are the following:

MILLARD ESSENTIAL LEARNER OUTCOMES

- LANGUAGE ARTS · MATHEMATICS · SCIENCE · SOCIAL STUDIES ·
- FINANCIAL WELL-BEING · HUMAN RELATIONS · TECHNOLOGY · FINE AND PERFORMING ARTS · PERSONAL DEVELOPMENT AND WELL-BEING ·
- CRITICAL THINKING AND PROBLEM-SOLVING SKILLS · CREATIVITY AND INNOVATION ·
- COLLABORATION AND TEAMWORK · CITIZENSHIP AND PERSONAL RESPONSIBILITY ·

ACADEMIC SKILLS AND APPLICATIONS

Students will demonstrate proficiency by meeting established standards through course requirements and for assessments identified by the District for specific purposes. This proficiency, along with the successful completion of 230 credits and a Personal Learning Plan (PLP) is used for diploma granting or denial.

LANGUAGE ARTS

- Students will learn and apply reading skills and strategies to comprehend text.
- Students will apply writing skills and strategies to communicate.
- Students will learn and apply speaking, listening, and presentation skills and strategies to communicate.
- Students will identify, locate, and evaluate information.

MATHEMATICS

- Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
- Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
- Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
- Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

SCIENCE

- Students will combine scientific processes and knowledge with scientific reasoning and critical thinking to ask questions about phenomena and propose explanations based on gathered evidence.
- Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Physical Sciences to make connections with the natural and engineered world.
- Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Life Sciences to make connections with the natural and engineered world.
- Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Earth and Space Sciences to make connections with the natural and engineered world.

SOCIAL STUDIES

- Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.
- Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.
- Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.
- Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.

FINANCIAL WELL-BEING

- Demonstrate skills to manage financial resources for short and long term priorities.
- Analyze and make sound financial choices by using appropriate resources.

HUMAN RELATIONS

- Interact positively with all people.
- Understand ethnic and cultural differences.
- Apply awareness of current local, national and global news and world cultures and languages to communicate effectively.

TECHNOLOGY

- Obtain, organize, and communicate information electronically.
- Use a variety of technological resources to solve problems.
- Understands the ethical uses of information and technology related to privacy, intellectual property and cyber security issues.

FINE AND PERFORMING ARTS

- Experience and evaluate a variety of music, art, or drama.
- Recognize the value of a wide range of knowledge and experiences from the arts, culture and humanities.

PERSONAL DEVELOPMENT AND WELL-BEING

- Understand human growth and development.
- Identify the values of good nutrition and physical activity.
- Evaluate the impact of addictive substances and behaviors.
- Build positive social relationships with supportive friends and family in the community.
- Use resources to develop a personal education and career plan to meet goals and objectives.
- Communicate experiences, knowledge and skills identified in a résumé or portfolio and present a professional image when interviewing.

COLLEGE AND CAREER READINESS SKILLS

The following standards and indicators are not measured by district-wide assessments for diploma-granting or denial. Within the school setting, students in the Millard Public Schools will:

CRITICAL THINKING AND PROBLEM-SOLVING SKILLS

- Demonstrate the ability to reason critically, systematically, and logically to evaluate situations from multiple perspectives.
- Conduct research, gather input and analyze information necessary for decision-making.
- Develop and prioritize possible solutions with supporting rationale using valid research, historical context and balanced judgment.
- Demonstrate a willingness to learn new knowledge and skills.
- Exhibit the ability to focus, prioritize, organize and handle ambiguity.
- Recognize factors, constraints, goals and relationships in a problem situation.
- Evaluate solutions and determine the potential value toward solving the problem.

CREATIVITY AND INNOVATION

- Search for new ways to improve the efficiency of existing processes.
- Appreciate new and creative ideas of others.
- Use information, knowledge and experience to generate original ideas and challenge assumptions.
- Know when to curb the creative process and begin implementation.
- Determine the feasibility of improvements for ideas and concepts.
- Accept and incorporate constructive criticism into proposals for innovation.

COLLABORATION AND TEAMWORK

- Contribute to team-oriented projects, problem-solving activities and assignments.
- Engage team members, build consensus and utilize individual talents and skills.
- Anticipate potential sources of conflict to facilitate solutions.
- Demonstrate the ability to disagree with a team member without causing personal offense.
- Take responsibility for individual and shared group tasks.

CITIZENSHIP AND PERSONAL RESPONSIBILITY

- Respect the rights of others.
- Treat others in a considerate and non-demeaning manner.
- Respect diversity.
- Demonstrate the ability to manage time.
- Demonstrate the ability to follow directions.
- Develop the attributes of integrity, self-discipline, and positive attitude.
- Take personal responsibility for actions.
- Establish and execute plans to completion and persevere when faced with setbacks.
- Model behaviors that demonstrate reliability, dependability and commitment.
- Arrive on time to school, work, appointments or meetings adequately prepared and appropriately dressed.
- Comply with policies and regulations.
- Participate in school and/or community organizations.
- Engage in local government through attendance, participation and service.
- Demonstrate a respect for laws and regulations and those who enforce them.
- Consider the ethical implications and long-term consequences of decisions and actions on personal reputation and credibility.

Revised: Strategic Planning, December 5, 1996

T-Chart Approved: Millard Board of Education, January 13, 1997

Related Policy: 6110

Rule Adopted: May 3, 1999

Revised: June 18, 2001; July 21, 2003; December 4, 2006,

March 2, 2009; March 1, 2010; April 18, 2011;

August 19, 2013

Millard Public Schools
Omaha, Nebraska

PreK-12 Social Studies Curriculum Planning Committee Members 2012-2013

Under the facilitation of Monica Hutfles and Nancy Thornblad, MEP Facilitators

Jeff Alfrey	Andersen Middle School	Principal
Nancy Andersen	North High School	American History, Introduction to Behavioral Science, Sociology, World Geography
Diane Araujo	Ron Witt Support Services	Secondary MEP Curriculum Facilitator
Breann Avery	Willowdale Elementary School	First Grade Teacher
Lori Bartels	Don Stroh Administration Center	Elementary Special Education Coordinator
Matt Beiriger	South High School	AP Comparative Government, US Government, World Geography
Angela Bosak	North High School	AP Psychology, Psychology, World Affairs, World History
Ali Bragg	West High School	AP Comparative Government, AP Psychology, American History, US Government, Sociology, World Affairs
Kim Brummer	Norris Elementary School	Fourth Grade Teacher
Dana Chamberlain	Beadle Middle School	Sixth Grade Social Studies Teacher
Matt Dominy	Rockwell Elementary School	Principal
Sharon Epstein	Aldrich Elementary School	Instructional Facilitator
Ted Esser	Don Stroh Administration Center	Secondary Special Education Coordinator
Jodi Fawcett	Reagan Elementary School	Fourth Grade Teacher
Jessica Hacker	North High School	American History, AP US History, World Geography
Gina Hill	Black Elk Elementary School	Third Grade Teacher
Amanda Howe	Holling Heights Elementary School	First Grade Teacher
Kara Hutton	Don Stroh Administration Center	Coordinator of Special Programs
Lori Klug	West High School	Special Education, American History, US Government, World Geography
Ellen Kramer	Ezra Millard Elementary School	Second Grade Teacher
Brad Krebs	Russell Middle School	Seventh Grade Social Studies Teacher
Susan McAdam	Don Stroh Administration Center	Coordinator of Grants and Volunteers
Shelley McCabe	Ron Witt Support Service Center	Pre K, Title I MEP Facilitator
Susie Melliger	Aldrich Elementary School	Principal
Rick Mintken	North Middle School	Eighth Grade Social Studies Teacher
Rachel Ortiz	Cody Elementary School	Kindergarten Teacher
Jennifer Reid	Don Stroh Administration Center	Coordinator of ELL, Poverty, and Federal/State Programs
Stan Segal	Ron Witt Support Services	Technology Facilitator
Jody Sempek	Ron Witt Support Services	Elementary MEP Curriculum Facilitator
Kelly Thielen	Horizon High School	Teacher Librarian
Greg Tiemann	West High School	Principal
Scott Wike	South High School	World Geography, World History Teacher

In consultation with:

Barb Waller	Coordinator of Career and Technical Education
Andy DeFreece	Director of Elementary and Early Childhood Education
Dr. Nancy Johnston	Director of Secondary Education

PreK-12 Social Studies Curriculum Planning Committee Members 2013-2014

Under the facilitation of Monica Hutfles and Ellen Kramer, MEP Curriculum and Instruction Facilitators

Jeff Alfrey	Andersen Middle School	Principal
Nancy Andersen	North High School	American History, Introduction to Behavioral Science, Sociology, World Geography
Diane Araujo	Ron Witt Support Services	Secondary MEP Curriculum Facilitator
Breann Avery	Willowdale Elementary School	First Grade Teacher
Lori Bartels	Don Stroh Administration Center	Elementary Special Education Coordinator
Matt Beiriger	South High School	AP Comparative Government, US Government, World Geography
Angela Bosak	North High School	AP Psychology, Psychology, World Affairs, World History
Ali Bragg	West High School	AP Comparative Government, AP Psychology, American History, US Government , Sociology, World Affairs
Kim Brummer	Norris Elementary School	Fourth Grade Teacher
Dana Chamberlain	Beadle Middle School	Sixth Grade Social Studies Teacher
Sharon Epstein	Aldrich Elementary School	Instructional Facilitator
Ted Esser	Don Stroh Administration Center	Secondary Special Education Coordinator
Jodi Fawcett	Reagan Elementary School	Fourth Grade Teacher
Jessica Hacker	North High School	American History, AP US History, World Geography
Gina Hill	Black Elk Elementary School	Third Grade Teacher
Amanda Howe	Holling Heights Elementary School	First Grade Teacher
Kara Hutton	Don Stroh Administration Center	Coordinator of Special Programs
Lori Klug	West High School	Special Education, American History, US Government, World Geography
Ellen Kramer	Ezra Millard Elementary School	Second Grade Teacher
Brad Krebs	Russell Middle School	Seventh Grade Social Studies Teacher
Susan McAdam	Don Stroh Administration Center	Coordinator of Grants and Volunteers
Shelley McCabe	Ron Witt Support Service Center	Pre K, Title I MEP Facilitator
Susie Melliger	Aldrich Elementary School	Principal
Rick Mintken	North Middle School	Eighth Grade Social Studies Teacher
Carrie Novotny-Buss	Neihardt Elementary School	Principal
Rachel Ortiz	Cody Elementary School	Kindergarten Teacher
Jennifer Reid	Don Stroh Administration Center	Coordinator of ELL, Poverty, and Federal/State Programs
Stan Segal	Ron Witt Support Services	Technology Facilitator
Jody Sempek	Ron Witt Support Services	Elementary MEP Curriculum Facilitator
Kelly Thielen	Horizon High School	Teacher Librarian
Greg Tiemann	West High School	Principal
Scott Wike	South High School	World Geography, World History Teacher

In consultation with:

Barb Waller	Coordinator of Career and Technical Education
Andy DeFreece	Director of Elementary and Early Childhood Education
Dr. Nancy Johnston	Director of Secondary Education

PreK-12 Social Studies Community Focus Group

Under the facilitation of Monica Hutfles and Nancy Thornblad, MEP Facilitators

Matt Hillestad	First National Bank Branch, MPS Parent
Lori Lycan	MPS Parent
Stacey Richter	Werner Enterprises, MPS Parent
Dr. Saundra Shillingstad	UNO College of Education Professor, MPS Parent
Heather Jewell	Registered Nurse, MPS Parent

Americanism Committee

Mike Kennedy	Board of Education, Secretary
Paul Meyer	Board of Education, Member
Patrick Ricketts	Board of Education, Vice President (2013); President (2014)
Andy DeFreece	Director of Elementary and Early Childhood Education
Dr. Mark Feldhausen	Associate Superintendent for Educational Services
Monica Hutfles	MEP Curriculum & Instruction Facilitator 6-12 Social Studies
Dr. Nancy Johnston	Director of Secondary Education
Ellen Kramer (2014)	MEP Curriculum & Instruction Facilitator PreK-5 Social Studies
Nancy Thornblad (2013)	MEP Curriculum & Instruction Facilitator PreK-5 Social Studies
Barb Waller	Coordinator of Career and Technical Education

Instructional Materials Selection Committees

Elementary School

Under the facilitation of: Nancy Thornblad, MEP Curriculum and Instruction Facilitator (2013)
Ellen Kramer, MEP Curriculum and Instruction Facilitator (2014)

Breann Avery	Willowdale Elementary
Kim Brummer	Norris Elementary
Matt Dominy (2013)	Rockwell Elementary
Tonya Dykstra	Sandoz Elementary
Jennifer Gilin	Willowdale Elementary
Kelly Ekue	Montclair Elementary
Jodi Fawcett	Reagan Elementary
Tom Henry	Bryan Elementary
Gretchen Heusel	Reagan Elementary
Gina Hill	Black Elk Elementary
Amanda Howe	Holling Heights Elementary
Kara Hutton	District
Ellen Kramer	Ezra Elementary
Sherrie Lombardo	Ackerman Elementary
Patty McGregor	Wheeler Elementary
Susie Melliger	Aldrich Elementary
Rachel Ortiz	Cody Elementary
Ashley Severa	Reeder Elementary
Chris Srb	Aldrich Elementary
Amy Stenger	Rohwer Elementary
Amy Wallbridge	Neihardt Elementary
Shanna Wilwerding	Rockwell Elementary

Middle School

Under the facilitation of: Monica Hutfles MEP Curriculum and Instruction Facilitator

Liz Andreasen	Andersen Middle School
Dana Chamberlain	Beadle Middle School
Karen Coates	North Middle School
Shellie Coffey	Russell Middle School
Darrin Comstock	Andersen Middle School
Tyler Cotten	Kiewit Middle School
Scott Eastridge	Andersen Middle School
Elaine Flaxbeard	Central Middle School
Deb Fox	Russell Middle School
Andrea Gomez	Central Middle School
Nicole Henderson	North Middle School
Paul Hoagbin	Central Middle School
Kevin Kloewer	Beadle Middle School
Bradly Krebs	Russell Middle School
Rick Mintken	North Middle School
Cindy Murcek	Andersen Middle School
Eric Peterson	North Middle School
Jay Pilkington	Kiewit Middle School
Mark Sukraw	Beadle Middle School
Scott Wenz	Kiewit Middle School

High School

Under the facilitation of: Monica Hutfles, MEP Curriculum and Instruction Facilitator

Nancy Anderson	North High School
Dave Bacon	North High School
Matt Beiriger	South High School
Dana Blakely	West High School
Angela Bosak	Horizon High School
Ali Bragg	West High School
Bryant Bull	West High School
Kerrie Busted	Horizon High School
David Diehl	North High School
Doug Drummond	North High School
Brad Edmundson	North High School
Zander Fields	West High School
Joe Greco	South High School
Jessica Hacker	North High School
Matt Heys	West High School
Brett Kelly	South High School
Nick Kintzle	South High School
Lori Klug	West High School
Lindsey Kramer	West High School
Marla Kratochvil	North High School
Jeff Lollar	West High School
Scott Loveless	North High School
TJ Martin	South High School
Andy Means	South High School
Kristy McGuire	South High School
Megan McEnaney	West High School
Matt Meyer	North High School
Annie Mintken	South High School
Ryan Moseley	West High School
Kyrie Nehls	South High School
Keith Neth	North High School
Bradley Nord	North High School
Tara O'Shea	North High School
Lance Ott	North High School
Mark Pilkington	North High School
Tim Royers	West High School
Jamie Svatora	South High School
David Stalling	South High School
Tracy Stauffer	West High School
Scott Townsley	West High School
Alyssa Watson	West High School
Scott Wike	South High School
Chad Young	West High School
Meryl Zadina	South High School

Social Studies Service Learning Committee

Under the facilitation of: Monica Hutfles, MEP Curriculum and Instruction Facilitator
 Barb Waller, Coordinator of Career and Technical Education

Jeff Alfrey
Matt Beiriger
Angela Bosak
Ali Bragg
Dana Chamberlain
Jessica Hacker
Bradly Krebs
Rick Mintken
Greg Tiemann
Susan McAdam

Andersen Middle School Principal
Millard South High School
Millard Horizon High School
Millard West High School
Beadle Middle School
Millard North High School
Russell Middle School
North Middle School
Millard West High School Principal
Coordinator of Grants and Volunteers

Timeline for MEP Cycle Procedures Social Studies

October- November 2012	Curriculum Planning Committee met.
December 2012	Curriculum Planning Committee members met in research groups <ul style="list-style-type: none"> • Best Instructional Practices • Integration with other Content Areas • College and Career Readiness • Scope & Sequence • Global Perspectives • Service Learning
January 2013	Curriculum Planning Committee research groups met.
February 2013	Community Focus Group met.
February- May 2013	Curriculum Planning Committee members met in small, grade band groups.
March- May 2013	Instructional Materials Selection Committees met.
March- April 2013	Curriculum Planning Committee members met in small, grade band groups
April 2013	Instructional Materials Selection Committees met.
April 2013	Social Studies Service Learning Committee met.
May 2013	Curriculum Planning Committee members met in small, grade band groups.
May 2013	Instructional Materials Selection Committees met.
May 2013	Curriculum Planning Committee met.
May 2013	Americanism Committee met.
June 2013	Framework Part I: PreK-12 presented to Board of Education for approval.
June 2013	Elementary and Middle School Field Study Proposal presented to Board of Education for approval.
August 2013 - January 2014	Field Study & Instructional Selection Committee members met.
October- November 2013	Social Studies Service Learning Committee met.
January 2014	Curriculum Planning Committee met.
January 2014	Materials Community Review Meetings held.
January- February 2014	Textbook/Instructional Materials Selection Committee proposal to Education Services and recommendation to the Board of Education for approval.
February- April 2014	Phase II: Course Guides created based on approved PreK-12 Framework.
June- August 2014	Phase III: Implement new curriculum, allocate new resources, provide staff development related to new curriculum, and develop related assessments.

Introduction to PreK-12 Social Studies Matrix

Introduction

The intent of this matrix is to display the Nebraska State Social Studies Standards, approved by the Nebraska State Board of Education on December 7, 2012, as well as the additional Millard Standards and Indicators created through the Social Studies Curriculum Planning Committee, in an organized fashion showing the scope and sequence of the standards and indicators. Additional information is provided, where appropriate, to show progression in concepts and skills.

Legend



Cell without shading: No State or Millard grade band standard or indicator exists



Shaded cell: State or Millard grade band standard or indicator is not taught in this grade

In the Elementary School Civics, Economics, Geography, and History Standards, grade numbers indicate the specific grade in which each indicator is taught. In Middle School and High School Civics, Economics, Geography, and History Standards, grade numbers are noted in highest grade of each grade band (8, 12). The grade number indicates the grade in which each indicator is taught. If no grade is noted, the indicator is taught in only the highest grade of the grade band.

Nomenclature

The PreK-12 Social Studies Standards and Indicators are sequenced in the following matrix. The nomenclature for the standards and indicators is as follows:

- SS Social Studies
- LA Language Arts

- S State Standard
- M Millard Standard

- P4-12 Grade Level

- 1-4 Comprehensive Standard
 - 1 - Civics
 - 2 - Economics
 - 3 - Geography
 - 4 - History

Comprehensive Standard	Grade Band Concept
Civics	1 - Forms and Functions of Government 2 - Civic Participation
Economics	1, 2 - Markets 3, 4, 5 - Institutions 6, 7, 8, 9 - Financial Literacy 10, 11 - Government 12 - Globalization
Geography	1 - The World in Spatial Terms 2 - Places and Regions 3 - Physical Systems 4 - Human Systems 5 - Human/Environment Interaction 6 - Application of Geography to Issues and Events
History	1- Chronological Thinking 2 - Historical Comprehension 3 - Multiple Perspectives 4 - Historical Analysis and Interpretation 5 - Historical Research Skills

Examples

SS S 08.1.3.a	SS = Social Studies, S = State Standard, 08. = Grade 8, 1. = Comprehensive Standard 1, 3. = Grade Band Concept 3, a = Indicator a
SS M 03.1.1.b	SS = Social Studies, M = Millard Standard, 03. = Grade 3, 1. = Comprehensive Standard 1, 1. = Grade Band Concept 1, b = Indicator b

Indicators are grouped by concept within each grade or grade band standard.

K-12 Comprehensive Standard: Civics
Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.

Concepts	Grade Level Standards							
	Preschool	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
		(Self)	(Family)	(Neighborhood)	(Community)	(Nebraska)	(United States: First Americans to the Constitution)	(World: Beginnings to 1000 CE)
Forms and Functions of Government	SS M P4.1.1 Students will recognize the purpose of rules and the roles of authority figures.	SS 00.1.1 Students will recognize the purpose of rules and the roles of authority figures.	SS 01.1.1 Students will identify and explain the importance of leaders and team members within their neighborhood and school community.	SS 02.1.1 Students will identify and explain the responsibilities and rights of citizens in their communities.	SS 03.1.1 Students will identify and explain the structure and function of their local governments.	SS 04.1.1 Students will identify and explain the foundation, structure, and function of Nebraska's government.	SS 05.1.1 Students will describe the foundation, structure, and function of the United States government.	SS M 06.1.1 Students will summarize the foundation, structure, and function of the United States government.
						SS S 04.1.1.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 S 05.1.1.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 M 06.1.1.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 S 03.1.1.a Identify the structure and functions of local government	SS S 04.1.1.b Describe the origin, structure, and function of Nebraska's unicameral government	SS S 05.1.1.b Explain the origins, structure, and functions of the three branches of the United States government	SS M 06.1.1.b Describe the structure and roles of government

Forms and Functions of Government	SS M P4.1.1.a Explain why rules are needed in family, school, and community (e.g. safety, getting along with others)	SS S 00.1.1.a Explain why rules are needed in family, school, and community (e.g., safety, to make learning possible, to protect freedoms)	SS S 01.1.1.a Explain how rules reduce and help resolve conflicts	SS S 02.1.1.a Participate in developing rules that consider multiple points of view	SS S 03.1.1.b Describe the reasons for laws in our community	SS S 04.1.1.c Understand how a bill becomes a law in the Nebraska unicameral	SS S 05.1.1.c Describe how colonial and new states' governments laws affected groups within their population (e.g., citizens, slaves, immigrants, women, class systems, tribes)	SS M 06.1.1.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 M P4.1.1.b Identify the roles of authority figures in family, school, and community.	SS S 00.1.1.b Identify the roles of authority figures in family and school SS M 00.1.1.b Identify the roles of authority figures in family, school and community	SS S 01.1.1.b Describe the responsibilities of leaders and team members	SS S 02.1.1.b Describe how individuals, groups, and communities manage conflict and promote justice	SS S 03.1.1.c Identify and explain a variety of roles leaders, citizens, and others play in local government	SS S 04.1.1.d Identify and explain a variety of roles leaders, citizens, and others play in the Nebraska government	SS S 05.1.1.d Describe how the decisions of the national government affect local and state government	SS M 06.1.1.d Explain how the choices of early leaders impacted various government decisions, impact people, places, and history
							SS S 05.1.1.e Identify the principles of the American Republic (e.g., liberty, democracy, United States Constitution, Bill of Rights)	SS M 06.1.1.e Describe important government beliefs.
							SS S 05.1.1.f Compare and contrast tribal forms of government, British monarchy, and early American colonial governments	SS M 06.1.1.f Compare and contrast different forms of early governments.

Forms and Functions of Government								SS M 06.1.1.g Compare civic life in the United States with ancient governments.
								SS M 06.1.1.h Explain the ways in which governments meet the needs of citizens and keeps people safe.
Civic Participation	SS M P4.1.2 Students will demonstrate good citizenship through knowledge of expected behavior.	SS S 00.1.2 Students will demonstrate good citizenship through knowledge of expected behavior.	SS S 01.1.2 Students will understand characteristics of good citizenship by recognizing historical figures, holidays, and patriotic symbols.	SS S 02.1.2 Students will participate in making decisions using democratic traditions based on established rules.	SS S 03.1.2 Students will understand the impact of individual and group decisions at a local level.	SS S 04.1.2 Students will investigate how different perspectives impact government decisions at the state level.	SS S 05.1.2 Students will apply democratic principles that are the foundation of the United States government systems to daily life.	SS M 06.1.2 Students will describe the roles, responsibilities, and rights as local, state, national, and international citizens, and participate in civic service.
	SS M P4.1.2.a Students will demonstrate understanding that there are rules in our homes, schools, and community and will model appropriate citizenship skills (e.g. respect, cooperation, courtesy, honesty)	SS S 00.1.2.a Model citizenship skills (e.g., respect, courtesy, honesty, voting)	SS S 01.1.2.a Identify citizenship skills (e.g., responsibility, justice, equality, voting)	SS S 02.1.2.a Identify civic responsibilities that are important to individuals and their communities (e.g. voting, obeying laws)	SS S 03.1.2.a Identify rights and responsibilities of citizens (e.g., voting, public service projects,) at the local level	SS S 04.1.2.a Identify rights and responsibilities of citizens (e.g., voting, public service projects) at the state level	SS S 05.1.2. 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 M 06.1.2.a Describe ways individuals participate in an ancient government

	SS M P4.1.2.b Identify patriotic symbols songs and actions (e.g., U.S. Flag, Pledge of Allegiance)	SS S 00.1.2.b Identify patriotic symbols songs and actions (e.g., U.S. Flag, Pledge of Allegiance)	SS S 01.1.2.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 S 02.1.2.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 S 03.1.2.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, Flag Day)	SS S 04.1.2.b Explain the meaning of state symbols, songs and holidays (e.g., Nebraska State Flag, "Beautiful Nebraska", Statehood Day, George Norris Day)	SS S 05.1.2.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)	
Civic Participation		SS M 00.1.2.c Identify important historical and current government figures that exemplify civic engagement (e.g. Presidents)	SS S 01.1.2.c Identify important historical and current government figures that exemplify civic engagement (e.g. Governors, Presidents)	SS S 02.1.2.c Describe ways to be actively engaged to improve family, school and community	SS S 03.1.2.c Identify ways students can be engaged to have an impact in their local community	SS S 04.1.2.c Identify ways students can be engaged to have an impact in their state.	SS S 05.1.2.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 M 06.1.2c Demonstrate civic engagement (e.g., service learning projects, volunteerism) NE CCR.3.c Civic Responsibility and Service
			SS M 01.1.2.d Identify characteristics of good citizenship (e.g., truth, helping others, equality)	SS S 02.1.2.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 S 03.1.2.d Identify and describe the importance of listening to the views of others and sharing personal views in a respectful manner	SS S 04.1.2.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 S 05.1.2.d Analyze how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States	SS M 06.1.2.d Evaluate how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States

<p style="text-align: center;">Civic Participation</p>				<p>SS M 02.1.2.e Identify important historical and current government figures that exemplify civic engagement</p>	<p>SS S 03.1.2.e Identify local leaders and the impact of their decisions that affect public policy</p>	<p>SS S 04.1.2.e Identify state leaders and the impact of their decisions that affect public policy</p>	<p>SS S 05.1.2.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 M 06.1.2.e Discuss the effects individuals and groups had in shaping ancient governments.</p>
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K-12 Comprehensive Standard: Economics
 Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.

Concept	Grade Level Standards							
Markets		(Self)	(Family)	(Neighborhood)	(Community)	(Nebraska)	(United States: First Americans to the Constitution)	(World: Beginnings to 1000 CE)
	SS M P4.2.1 Students will recognize people make choices because they cannot have everything they want (scarcity).	SS S 00.2.1 Students will recognize people make choices because they cannot have everything they want (scarcity).	SS S 01.2.1 Students will recognize economic wants and needs can be satisfied by consuming goods or services.	SS S 02.2.1 Students will recognize resources are limited, so other choices must be made and something must be given up (opportunity cost).	SS S 03.2.1 Students will understand markets are places where buyers and sellers exchange goods and services.	SS S 04.2.1 Students will recognize prices are what consumers pay when they buy a good or service.	SS S 05.2.1 Students will analyze various markets where buyers and sellers exchange goods or services.	SS M 06.2.1 Students will explain the interdependence of producers and consumers in a market economy.
		SS S 00.2.1.a Identify choices students have made and explain why they had to make a choice	SS S 01.2.1.a Differentiate between goods and services (e.g. examples of goods and services students have consumed)	SS S 02.2.1.a Identify resources (inputs) that make up various good and services	SS S 03.2.1.a Indicate various markets where buyers and sellers meet (e.g., shopping malls, auction, catalogs, garage sales, the Internet)	SS S 04.2.1.a Predict how consumers would react if the price of a good or service changed (e.g., natural disasters, drought, gas prices) SS M 04.2.1.a Predict and justify how consumers would react if the price of a good or service changed (e.g., natural disasters, drought, gas prices)	SS S 05.2.1.a Describe how competition among sellers results in lower costs and prices, higher product quality, and better customer service	SS M 06.2.1.a Understand the relationship between consumers and producers in a market economy (e.g., farming & trade, silk road, social divisions)
		SS M 01.2.1.b Differentiate between needs and wants	SS S 02.2.1.b Identify what items are eliminated when a choice is made (tradeoff)	SS M 03.2.1.b Describe and compare Omaha markets with other communities' markets	SS S 04.2.1.b Predict how producers would react if the profit from selling a good or service changed		SS M 06.2.1.b Illustrate how individuals are both consumers and producers (buyers and sellers) in a market economy	

								SS M 06.2.1.c Describe the development and effects of technology in economic history (e.g., increased productivity, specialization of jobs)
			SS S 01.2.2 Students will identify natural resources.	SS S 02.2.2 Students will recognize that producers use resources to make goods, deliver services, earn a profit, and satisfy economic wants.	SS S 03.2.2 Students will categorize natural, human, and capital resources and how they are combined to make goods and deliver services.	SS S 04.2.2 Students will investigate how capital resources are used to make other goods and produce services.	SS S 05.2.2 Students will make observations about how human capital can be improved by education, training, and standard of living.	
Markets			SS S 01.2.2.a Identify various natural resources (e.g., forests, soil, minerals, water, air, animals, oil, and natural gas)	SS S 02.2.2.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 S 03.2.2.a Classify natural, human, and capital resources (e.g., tools, soil, water, farmers and machinery)	SS S 04.2.2.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 M 04.2.2.a Give examples of natural and human resources in Nebraska	SS S 05.2.2.a Give examples of how additional education/training improves productivity and increases standard of living (e.g., apprentice, journeyman, master electrician)	
					SS S 03.2.2.b Discuss why producers combine resources to make goods and services (profit)			

Markets					SS S 03.2.2.c Identify opportunities for education and/or training to increase human resources (e.g., agriculture schools, trade schools, culinary schools, information technology training)			
Institutions	SS M P4.2.3 Students will describe that people earn income/wages through work.	SS S 00.2.3 Students will describe that people earn income/wages through work.	SS S 01.2.3 Students will describe how people earn income/wages through work.	SS S 02.2.3 Students will describe how people earn income/wages through work.	SS S 03.2.3 Students will cite evidence of how money (coins and currency) makes trading easier than bartering.	SS S 04.2.3 Students will make observations about the purpose of various financial institutions in Nebraska.	SS S 05.2.3 Students will make observations about the purpose of various financial institutions in the United States.	SS M 06.2.3 Students will identify economic institutions and describe how they interact with individuals and groups.
	SS M P4.2.3.a Recognize that there are a variety of jobs in their community	SS M 00.2.3.a Recognize that people earn money to buy things they need and want through a variety of jobs	SS M 01.2.3.a Recognize that there are many jobs in their community (paid/not paid)	SS S 02.2.3.a Match capital resources and human resources with jobs in the community or home (e.g., tractors and farmers)	SS S 03.2.3.a Identify historical examples of trading among early sellers	SS S 04.2.3.a Discuss the purpose of early NE financial institutions (e.g., barter, trading, posts, banks)	SS S 05.2.3.a Identify the functions and characteristics of money (e.g., store value, medium of exchange, unit of accounting)	SS M 06.2.3a Identify the characteristics of various types of exchange (e.g. barter, trade, value of goods and services, resources that hold particular value: wood, precious metals, scarce resources)
					SS M 03.2.3.b Identify financial institutions in the community and their purpose (e.g., banks, credit unions)	SS M 04.2.3.b Identify financial institutions in the community and their purpose (e.g. banks, credit unions, consumer/business loans, safety of deposit, investment/trust services)	SS S 05.2.3.b Identify the importance of financial institutions to households and businesses (e.g., loans to agriculture, business, and individuals in order to provide capital)	

Institutions							SS S 05.2.3.c Identify rules and laws that protect and support consumers (e.g., private property, contracts, agreements and product safety)	
Financial Literacy		SS S 00.2.6 Students will recognize money is used to purchase goods and services to satisfy economic wants.	SS S 01.2.6 Students will compare spending and saving opportunities.	SS S 02.2.6 Students will demonstrate knowledge of currency, its denominations and use.	SS S 03.2.6 Students will use knowledge of currency to solve real world problems.	SS S 04.2.6 Students will understand that banks are institutions where people save money and earn interest, and where other people borrow money and pay interest.	SS S 05.2.6 Students will summarize characteristics of financial institutions.	
		SS S 00.2.6.a Classify and identify U.S. coins and currency	SS S 01.2.3.a Give examples of situations where students and families have chosen to save for future purchases	SS S 02.2.6.a Make transactions using currency emphasizing its use as a medium of exchange (e.g., school store, buying pencils)	SS S 03.2.6.a Given a budget, students will be able to make choices as to what to purchase and what to give up SS M 03.2.6.a Given an amount of money, students will create a budget that includes income, expenses, and savings	SS S 04.2.6.a Identify the costs and benefits of saving, interest, and borrowing	SS S 05.2.6.a Explain/explore how various financial services are provided by local financial institutions	
Government				SS S 02.2.10 Students will understand what goods and services governments provide	SS S 03.2.10 Students will understand what goods and services local governments provide.	SS S 04.2.10 Students will understand what goods and services state governments provide.	SS S 05.2.10 Students will understand what goods and services the national government provides.	SS M 06.2.10 Students will identify the roles and responsibilities of government in economic systems.

Government				SS S 02.2.10.a Identify goods and services that governments provide and where they get the money to pay for the services (taxes) (e.g., water, fire department, police, schools)	SS S 03.2.10.a Identify goods and services funded through local taxes (e.g., snow removal, waste management, law enforcement)	SS S 04.2.10.a Identify goods and services funded through state taxes (e.g., highways, universities, human services, unemployment, courts)	SS S 05.2.10.a Identify goods and services funded through federal taxes (e.g., armed forces, courts, parks)	SS M 06.2.10.a Identify various goods and services provided by the government (e.g., Hammurabi Tax Code, Shi Huangdi Great Wall and road construction)
								SS M 06.2.11 Students will explain how tax revenues are collected and distributed.
								SS M 06.2.11.b Identify institutions supported by taxes (e.g., roads, army, and public works)
Globalization					SS S 03.2.12 Students will describe how the local community trades with the rest of the world.	SS S 04.3.12 Students will recognize and explain specialization and why different regions produce different goods and services.	SS S 05.2.12 Students will explain how specialization, division of labor, and technology increases productivity and interdependence.	SS M 06.2.12 Students will illustrate how international trade benefits individuals, organizations, and nations.
					SS S 03.2.12.a Identify local goods and services that could be traded with people everywhere (e.g., corn, soybeans, beef)	SS S 04.2.12.a Compare Nebraska with different regions and the goods and services each region produces (e.g., beef, wheat, telemarketing, cotton, coal)	SS S 05.2.12.a Investigate Early United States specialization and trade (e.g., fur, tobacco, cotton, lumber)	SS M 06.2.12.a Differentiate between exports and imports (e.g. trade between civilizations, obtaining resources, products not found locally, Silk Road and Mediterranean Trade)

Globalization					SS S 03.2.12.b Give examples of other countries' currencies	SS S 04.2.12.b Discuss how technology has affected the specialization of Nebraska's economy and surrounding states	SS S 05.2.12.b Investigate and report on entrepreneurs and inventors	SS M 06.2.12.b Explain how individuals gain through specialization and voluntary trade (e.g. social divisions, trading for scarce resources, specialization)
					SS M 03.2.12.c Trace export and import paths of local goods with other countries	SS M 04.2.12.c Explain Nebraska's role in national economy	SS M 05.2.12.c Explain how specialization and trade have changed over time (e.g., moved from self-sustaining farms to global markets, global imports)	
						SS M 04.2.13 Students will identify how events affect state economy.	SS M 05.2.13 Students will identify how events affect U.S. economy.	
						SS M 04.2.13.a Identify how global events can affect trade (exports and imports) in the state	SS M 05.2.13.a Identify how global events can affect trade (exports and imports) within the U.S.	

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

Concept	Grade Level Standards							
The World in Spatial Terms	Pre K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
		(Self)	(Family)	(Neighborhood)	(Community)	(Nebraska)	(United States: First Americans to the Constitution)	(World: Beginnings to 1000 CE)
	SS M P4.3.1 Students will explore where (spatial) and why people, places and environments are organized in their world.	SS S 00.3.1 Students will explore where (spatial) and why people, places and environments are organized in their world.	SS S 01.3.1 Students will explore where (spatial) and why people, places and environments are organized in their world.	SS S 02.3.1 Students will explore where (spatial) and why people, places and environments are organized locally.	SS S 03.3.1 Students will explore where (spatial) and why people, places and environments are organized in the state.	SS S 04.3.1 Students will explore where (spatial) and why people, places and environments are organized in the state.	SS S 05.3.1 Students will explore where (spatial) and why people, places and environments are organized in the United States.	SS M 06.3.1 Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.
	SS M P4.3.1.a Demonstrate personal directions (e.g., left/right, up/down, front/back, over/under, near/far) to describe relative location	SS S 00.3.1.a Demonstrate personal directions (e.g., left/right, up/down, front/back, over/under, near/far) to describe relative location	SS S 01.3.1.a Locate places using the four cardinal directions.	SS S 02.3.1.a Identify the globe as a model of Earth.	SS S 03.3.1.a Utilize map elements (i.e., title, scale, symbols, legend, and cardinal and intermediate directions)	SS S 04.3.1.a Read local and state maps and atlases to locate physical and human features in Nebraska. (e.g., the state of Nebraska, major cities in Nebraska, Lincoln, major rivers including the North Platte, South Platte, Platte, Niobrara and Missouri)	SS S 05.3.1.a Name and locate major human and physical features in the United States (e.g., states, capitals, and major cities in the United States, Rocky Mountains, Appalachian Mountains, Great Lakes)	SS M 06.3.1.a Use and interpret different types of maps/charts/diagrams/timelines (primary sources where available)

<p>The World in Spatial Terms</p>	<p>SS M P4.3.1.b Identify locations in the classroom (e.g., dress up center, reading table, carpet area)</p>	<p>SS S 00.3.1.b Identify locations in the classroom (e.g., dress up center, reading table, carpet area)</p>	<p>SS S 01.3.1.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).</p> <p>SS M 01.3.1.b Identify and describe locations in the school, home, and neighborhood (e.g., cafeteria, office, store, fire station)</p>	<p>SS S 02.3.1.b Identify and describe locations in the neighborhood (e.g., home, the park, friend's house, fire station, grocery store)</p>	<p>SS S 03.3.1.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 M 03.3.1.b Apply map skills to locate physical and human features in Omaha and the state</p>	<p>SS S 04.3.1.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 M 04.3.1.b Apply map skills to analyze physical/political maps of the state and U.S. (e.g., utilize grid systems to find locations, utilize longitude and latitude 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 S 05.3.1.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>	
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The World in Spatial Terms		SS S 00.3.1.c Identify tools such as maps and globes as representations of local and distant places	SS S 01.3.1.c Create and use simple maps (e.g., maps of the home and classroom)	SS S 02.3.1.c Identify map elements (i.e., title, scale, symbols, legend, and cardinal directions)	SS S 03.3.1.c Analyze why things are located where they are in the community (e.g., <i>Why are stores located on main streets? Where is my house located compared to the school?</i>)	SS S 4.3.1.c Analyze why things in Nebraska are located where they are in Nebraska (e.g., <i>Why are large cattle ranches found in the Sandhills? Why are major airports located near large cities?</i>)	SS S 05.3.1.c Analyze why things are located where they are in the United States (e.g., <i>Why were 13 colonies located on the eastern side of the United States? Why was corn raised in Pennsylvania and Ohio and cotton in Virginia and Georgia?</i>)	
				SS S 02.3.1.d Locate community, Nebraska, and the United States on maps and globes	SS S 03.3.1.d Locate places on maps and globes (e.g., Missouri River, Platte, River, Rocky Mountains, Nebraska, the student's city) SS M 03.3.1.d Identify the similarities and differences of information presented in online road maps, satellite images, or street-view data		SS M 05.3.1.d Use a variety of maps to gather and analyze information of locations in literature and current events	
	SS M P4.3.1.c Explain why things are located where they are (e.g., "Why is the playground outside?")	SS S 00.3.1.d Explain why things are located where they are (e.g., "Why is the playground outside?")	SS S 01.3.1.d Analyze why things are located where they are (e.g., "Why is the nurse's office located by the main office?")	SS S 02.3.1.d e Analyze why things are located where they are (e.g., "Why are stores on a main street?")				

<p>The World in Spatial Terms</p>	<p>SS M P4.3.1.d Identify land and water on a globe/map and identify these tools as representation of regions and the world</p>	<p>SS S 00.3.1.e Identify land and water on a globe</p> <p>SS M 00.3.1.e Identify land and water on a globe/map and identify these tools as representation of regions and the world</p>	<p>SS S 01.3.1.e Distinguish between continents and oceans</p> <p>SS M 01.3.1.e Distinguish between continents, oceans, and countries on maps and globes</p>	<p>SS S 02.3.1.f Distinguish between continents/islands, oceans/seas, countries/continents, and cities/states</p> <p>SS M 02.3.1.f Distinguish between continents/ islands, oceans/seas, peninsulas/gulfs</p>	<p>SS S 03.3.1.e Identify the continents, oceans, and hemispheres</p> <p>SS M 03.3.1.e Differentiate between cities, states, countries, and continents on a variety of maps (including electronic)</p>	<p>SS S 04.3.1.d Differentiate between cities, states, countries, and continents</p> <p>SS M 04.3.1.d Identify major cities, states, natural and man-made landmarks within the United States</p>		
	<p>SS M P4.3.2 Students will explore places and regions</p>	<p>SS S 00.3.2 Students will explore places and regions</p>	<p>SS S 01.3.2 Students will explore places and regions</p>	<p>SS S 02.3.2 Students will identify places and regions</p>	<p>SS S 03.3.2 Students will compare the characteristics of places and regions</p>	<p>SS S 04.3.2 Students will compare the characteristics of places and regions and their impact on human decisions</p>	<p>SS S 05.3.2 Students will compare the characteristics of places and regions and draw conclusions on their impact on human decisions</p>	<p>SS M 06.3.2 Students will examine how regions form and change over time</p>
<p>Places & Regions</p>	<p>SS M P4.3.2.a Identify physical characteristics of place (e.g., landforms, water bodies and weather)</p>	<p>SS S 00.3.2.a Identify physical characteristics of place (e.g., landforms, water bodies and weather)</p>	<p>SS S 01.3.2.a Identify and differentiate between physical features (e.g., mountains, plains, hills, oceans, islands)</p>	<p>SS S 02.3.2.a Identify and differentiate between physical and human features of neighborhood and community (e.g., vegetation, housing)</p>	<p>SS S 03.3.2.a Identify and differentiate between physical and human features of neighborhoods and communities (e.g., vegetation, housing, streets, business/residential areas, hills, waterways)</p>	<p>SS S 04.3.2.a Identify criteria used to define regions within the state of Nebraska (e.g., soil, climate, precipitation, population, vegetation, land and agricultural usage)</p>	<p>SS S 05.3.2.a Define regions within the United States using multiple criteria. (e.g., Silicon Valley, Bread Basket)</p>	<p>SS M 06.3.2.a Analyze physical and human characteristics of places and regions (e.g., climate, language)</p>

Places & Regions	SS M P4.3.2.b Identify human characteristics of place (e.g., cities, buildings, farms, roads, highways)	SS S 00.3.2.b Identify human characteristics of place (e.g., cities, buildings, farms, roads, highways)	SS S 01.3.2.b Identify and differentiate between human features (e.g., cities, buildings, farms)	SS S 02.3.2.b Describe local places and regions with other places and regions (e.g., prairie, forest, farm land, ranch land, local community)	SS S 03.3.2.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 S 04.3.2.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 S 05.3.2.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 M 06.3.2.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 M P4.3.2.c Identify means of transportation that people use to move goods and to go from place to place	SS M 00.3.2.c Identify characteristics of places that have changed over time	SS S 01.3.2.c Explain how places change over time (e.g., new building or a bigger road)	SS S 02.3.2.c Explain how places and regions change over time	SS S 03.3.2.c Explain and give examples of how places and regions change over time	SS S 04.3.2.c Identify and classify regions (e.g., counties and cities across Nebraska)	SS S 05.3.2.c Identify and classify regions (e.g., cities, states, and congressional districts)	SS M 06.3.2.c Analyze changes in places and regions over time (e.g., irrigation, growth of cities)
Physical Systems	SS M P4.3.3 Students will identify natural processes in their physical world	SS S 00.3.3 Students will identify natural processes in their physical world	SS S 01.3.3 Students will identify natural processes in their physical world	SS S 02.3.3 Students will identify natural processes in their physical world	SS S 03.3.3 Students will identify natural processes in their physical world	SS S 04.3.3 Students will identify natural processes in the physical world	SS S 05.3.3 Students will draw conclusions about the natural processes in the physical world	SS M 06.3.3 Students will investigate how natural processes interact to create and change the natural environment
	SS M P4.3.3.a Identify elements of weather (e.g., rain, snow, sun, clouds, fog) and begin to identify weather elements and effect on activities, and clothing.	SS S 00.3.3.a Identify elements of weather (e.g., rain, snow, sun, clouds, fog). SS S 00.3.3.a Identify elements of weather and the effects on human activity (e.g., people wear coats and mittens in the winter)	SS S 01.3.3.a Identify elements of weather and the effects on human activity (e.g., people wear coats and mittens in winter) SS M 01.3.3.a Identify elements of weather and the effects on human activity (e.g., outside activities, changes in daily habits)	SS S 02.3.3.a Identify basic components of Earth's physical processes (e.g., landforms, water, climate and weather)	SS S 03.3.3.a Identify the Earth's physical processes in the local community (e.g., landforms, water, climate and weather, erosion and deposition)	SS S 04.3.3.a Identify physical processes that shape Nebraska's features and patterns (e.g., weathering, erosion)	SS S 05.3.3.a Explain how physical processes shape the United States' features and patterns (e.g., weathering, erosion, plate tectonics and internal forces and climate)	

Physical Systems		SS 00.3.3.b Identify the four seasons	SS S 01.3.3.b Identify the four seasons and the effects on human activity (e.g., playing outside in summer and inside in winter)	SS S 02.3.3.b Identify the relationship between the Earth and the Sun (e.g., day/night, length of day, seasons)	SS S 03.3.3.b Identify local ecosystems (e.g., forests, deserts, grasslands)	SS S 04.3.3.b Identify examples of ecosystems located in Nebraska (e.g., forests, wetlands, grasslands, and rivers located in Nebraska)	SS S 05.3.3.b Identify examples of ecosystems located in the United States (e.g., forests, deserts, grasslands)	SS M 06.3.3.b Analyze the impact of natural events on biomes, climates and wind and water systems (e.g., rivers/floods/precipitation/drought)
	SS M P4.3.4 Students will recognize that people belong to different groups and live in different settings.	SS S 00.3.4 Students will recognize that people belong to different groups and live in different settings.	SS S 01.3.4 Students will recognize that people belong to different groups and live in different settings.	SS S 02.3.4 Students will identify the characteristics of culture.	SS S 03.3.4 Students will compare and contrast the characteristics of culture locally.	SS S 04.3.4 Students will compare and contrast the characteristics of culture statewide.	SS S 05.3.4 Students will compare, contrast, and draw conclusions about the characteristics of culture and migration in the United States.	SS M 06.3.4 Students will analyze and interpret patterns of culture around the world.
Human Systems	SS M P4.3.4.a Identify that there are similarities and differences among people and families (e.g., food, language, celebrations, etc.)	SS S 00.3.4.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 S 01.3.4.a Describe cultures of the local community and other communities (e.g., food, language, celebrations)	SS S 02.3.4.a Identify patterns of cultural traits (e.g., language, religion, food)	SS S 03.3.4.a Compare and contrast patterns of culture within your community (e.g., language, religion, food)	SS S 04.3.4.a Compare and contrast patterns of culture within the state of Nebraska (e.g., language, religion, food)	SS S 05.3.4.a Compare and contrast patterns of culture within the United States (e.g., language, religion, food)	SS M 06.3.4.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, culture)
	SS M P4.3.4.b Identify places in the community (e.g., farms, parks, houses, stores) and shows basic understanding of people and how they live	SS S 00.3.4.b Identify places in the community (e.g., farms, parks, houses, stores)	SS S 01.3.4.b Describe places in the community (e.g., farms, parks, houses, stores) SS M 01.3.4.b Describe places in the community and shows basic understanding of how people live	SS S 02.3.4.b Identify patterns of land use (e.g., agricultural, residential, industrial, commercial, educational, recreational)	SS S 03.3.4.b Compare and contrast the spread and diffusion of cultural traits (e.g., spread of ideas, languages, religions, people, goods, customs, traditions)	SS S 04.3.4.b Compare and contrast population characteristics of the state of Nebraska (e.g., density, distribution, growth rates)	SS S 05.3.4.b Compare and contrast population characteristics of the United States (e.g., density, distribution, growth rates)	

Human Systems							SS S 05.3.4.c Compare and contrast historical and present day migrations to and within the United States	SS M 06.3.4.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)
Human Environment Interaction	SS M P4.3.5 Students will explore the relationship between humans and their physical environment.	SS S 00.3.5 Students will explore the relationship between humans and their physical environment.	SS S 01.3.5 Students will explore the relationship between humans and their physical environment.	SS S 02.3.5 Students will identify the relationship between humans and the physical environment.	SS S 03.3.5 Students will identify the relationship between humans and the physical environment.	SS S 04.3.5 Students will identify how humans have adapted to and modified different environments in Nebraska.	SS S 05.3.5 Students will describe how humans have adapted to and modified different environments in Early American history	SS M 06.3.5 Students will analyze how humans have adapted to different physical environments.
	SS M P4.3.5.a Recognize the impact of weather on everyday life in planning activities, selecting clothing, travel, and safety	SS S 00.3.5.a Recognize the impact of weather on everyday life (e.g., weather-appropriate clothing, indoor/outdoor recess)	SS S 01.3.5.a Interpret the impact of weather on everyday life (e.g., tornadoes, blizzards, floods)	SS S 02.3.5.a Describe how seasonal weather patterns, natural hazards, and natural resources affect human activities	SS S 03.3.5.a Explain how physical environments influence human activities (e.g., availability of water, climate and fertility of soil)	SS S 04.3.5.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 S 05.3.5.a Describe the impact of extreme natural events in Early United States History on the human and physical environment (e.g., blizzards, floods, drought)	
Human Environment Interaction					SS S 03.3.5.b Explain how human activities change Earth	SS S 04.3.5.b Describe how humans have adapted to and	SS S 05.3.5.b Describe how humans have utilized natural	SS M 06.3.5.b Identify and evaluate how humans utilize the

					(e.g., agriculture, transportation, industry)	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)	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)	physical environment (e.g., irrigation, levees, terraces, fertile soils, changes in land use)
		SS M 00.3.5.b Match resources to their sources (e.g., food from farms, wood from trees, fish from the sea)	SS S 01.3.5.b Match resources to their sources (e.g., food from farms, wood from trees, minerals from the ground, fish from the sea)	SS S 02.3.5.b Identify Earth's natural resources (e.g., minerals, air, land, water, soil). SS M 02.3.5.b Identify how people use natural resources in their community	SS S 03.3.5.c Explain the importance of Earth's natural resources (e.g., minerals, air, water, land) SS M 03.3.5.c Identify renewable and non-renewable resources	SS S 04.3.5.c Classify resources as renewable or nonrenewable resources		
Human Environment Interaction	SS M P4.3.5.b Give examples of how to care for the environment (e.g., recycle cans, bottles, and paper; pick up your trash)	SS S 00.3.5.c Give examples of how to care for the environment (e.g., recycle cans, bottles, and paper; pick up your trash).	SS S 01.3.5.c Identify environmental issues related to the physical environment (e.g., drought, poor soil development, deserts, terrain)	SS S 02.3.5.c Identify how humans and the physical environment interact (e.g., choice of building materials, variations in agricultural practices, land use modifications, fish, forestry, and wildlife management)	SS S 03.3.5.d Describe how humans develop communities in local settings (e.g., roads, landfills, sewage systems, land use patterns)	SS S 04.3.5.d Describe environmental issues in Nebraska (e.g., soil conservation, water stewardship, contour farming, minimum tillage, air quality, solid waste)	SS S 05.3.5.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	SS M 06.3.5.c Analyze issues related to the physical environment globally (e.g., water supply, availability of arable land)

							living conditions and movement of people goods and services)	
							SS S 05.3.5.d Examine patterns of resource distribution and utilization in Early America (e.g., fisheries, forests, agricultural development, early manufacturing regions)	
						SS S 04.3.5.e Describe human adaptations to the physical environment. (e.g., use of air conditioning, irrigation, agricultural activities)	SS S 05.3.5.e Describe human adaptations to the physical environment. (e.g., use of air conditioning, irrigation, agricultural activities, soil testing, erosion control)	
Application of Geography to Issues and Events	SS M P4.3.6 Students will use geographic skills to make connections to their lives.	SS S 00.3.6 Students will use geographic skills to make connections to their lives.	SS S 01.3.6 Students will use geographic skills to make connections to their lives.	SS S 02.3.6 Students will use geographic skills to make connections.	SS S 03.3.6 Students will use geographic skills to make connections to issues and events.	SS S 04.3.6 Students will use geographic skills to make connections to issues and events.	SS S 05.3.6 Students will use geographic skills to interpret issues and events.	SS M 06.3.6 Students will analyze issues and/or events using geographic knowledge and skills to make informed decisions
	SS M P4.3.6.a Give examples of how geographic knowledge or techniques are applied (e.g., locate people or places in relationship to each other)	SS S 00.3.6.a Give examples of how geographic knowledge or techniques are applied (e.g., locate people or places in relationship to each other, make a fire evacuation plan)	SS S 01.3.6 a Give examples of how geographic knowledge or techniques have been applied in the past, present and future (e.g., make a map of the school)	SS S 02.3.6.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,	SS S 03.3.6.a Identify and evaluate human adaptations to the environment from the local to international levels (e.g., <i>How could the building of a highway bring more business to a</i>	SS S 04.3.6.a Identify how changes in human and physical geography have shaped Nebraska. (e.g., map major tornado paths, blizzards, floods, or droughts; how	SS S 05.3.6.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,	SS M 06.3.6.a Analyze the physical or human geographic factors explaining the spatial pattern of world events. (e.g., water scarcity and conflict)

				destinations for family vacation to determine the best order to visit)	<i>community?)</i>	the construction of the Transcontinental Railroad and Interstate Highway system have impacted the way Nebraskans live)	building the Erie Canal to connect the East Coast with the Great Lakes, migrating through the Cumberland Gap into the Kentucky bluegrass region)	
Application of Geography to Issues and Events					SS S 03.3.6.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)	SS S 04.3.6.b Identify questions that help explain the interrelationships of human or physical geographic characteristics of places (e.g., A community is located on a river floodplain with fertile soil and water for transportation, irrigation, and human consumption)	SS S 05.3.6.b Analyze aspects of human and physical geography that have shaped the settlement and development of Early America, latitude and longitude in the role of early navigation (e.g., groundwater and irrigation, westward expansion of European immigrants, seeds, fertile soils, agriculture, transportation systems, water power)	SS M 06.3.6.b Describe the role of geographic factors in determining the spatial arrangement of humans and their activity (e.g., availability of arable land, water and suitable climate for farming; access to resources for development)

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

Concept	Grade Level Standards
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	Preschool	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
			(Self)	(Family)	(Neighborhood)	(Community)	(Nebraska)	(United States: First Americans to the Constitution)
	SS M P4.4.1 Students will identify chronological relationships and patterns.	SS S 00.4.1 Students will identify chronological relationships and patterns.	SS S 01.4.1 Students will describe chronological relationships and patterns.	SS S 02.4.1 Students will describe and apply chronological relationships and patterns.	SS S 03.4.1 Students will describe and analyze chronological relationships and patterns.	SS S 04.4.1 Students will examine chronological relationships and patterns, and describe the connections among them.	SS S 05.4.1 Students will examine chronological relationships and patterns, and describe the connections among them.	SS M 06.4.1 (WLD) Students will analyze how major past and current world events are chronologically connected, and evaluate their impact(s) upon one another.
Chronological Thinking	SS M P4.4.1.a Identify and use time-related vocabulary and sequence photos/symbols to mark time	SS S 00.4.1.a Identify concepts of time and chronology (e.g., yesterday, today, tomorrow)	SS S 01.4.1.a Identify concepts of time and chronology (e.g., past, present, future; calendar weeks)	SS S 02.4.1.a Identify concepts of time and chronology (e.g., past, present, future, months, years)	SS S 03.4.1.a Describe concepts of time and chronology (e.g., annual, biannual, decades, centuries, millennia)	SS S 04.4.1.a Apply concepts of time and chronology (e.g., annual, biannual, decades, centuries, millennia)	SS S 05.4.1.a Describe concepts of time and chronology (e.g., BC, BCE, AD, CE and eras)	SS M 06.4.1.a (WLD) Describe concepts of time and chronology (e.g., Historical Eras such as A.D./B.C., Prehistory/History, Old Stone Age/New Stone Age; Foundations of Early Civilizations; Development of Religions; Early Trade Routes)
		SS S 00.4.1.b Read dates on a calendar	SS S 01.4.1.b Read dates on a calendar. (e.g., fourth day of week, number of Fridays in a month, etc.)	SS S 02.4.1.b Identify calendar time in years	SS S 03.4.1.b Identify calendar time in years, decades, centuries, and millennia	SS S 04.4.1.b Differentiate amongst years, decades, centuries, and millennia		

Chronological Thinking	SS M P4.4.1.b Demonstrates understanding that people and things change over time by naming personal events	SS S 00.4.1.c List personal events over time; (e.g., daily schedule, timelines)	SS S 01.4.1.c List and describe life events over time; (e.g., weekly, monthly, yearly, seasonal happenings utilizing a graphic organizer)	SS S 02.4.1.c List and describe neighborhood events over time (e.g., weekly, monthly, yearly, seasonal happenings utilizing a graphic organizer)	SS S 03.4.1.c List and describe community events over time (e.g., weekly, monthly, yearly, seasonal happenings utilizing a graphic organizer)	SS S 04.4.1.c Select and record key state and/or regional events in chronological order (e.g., timelines)	SS S 05.4.1.b Select and record key national events in chronological order (e.g., timelines)	SS M 06.4.1.b (WLD) Classify key global events in chronological order (e.g., timelines with eras and selected key events)
		SS S 00.4.1.d Identify the chronology of personal events and their impact	SS S 01.4.1.d Identify the chronology of family events and their impact	SS S 02.4.1.d Describe how individuals, events, and ideas have changed neighborhoods, past and present (e.g., building a new school, park)	SS S 03.4.1.d Describe how individuals, events, and ideas have changed communities past and present	SS S 04.4.1.d Examine the chronology of historical events in Nebraska and their impact on the past, present, and future	SS S 05.4.1.c Examine the chronology of historical events in the United States and their impact on the past, present, and future	SS M 6.4.1.c (WLD) Examine the chronology of historical events throughout the world to analyze their impact on the past, present, and future (e.g., polytheism, city-states, agriculture, Greco-Roman civilization, monarchies)
Historical Comprehension	SS M P4.4.2 Students will identify historical people, events, ideas, and symbols.	SS S 00.4.2 Students will identify historical people, events, ideas, and symbols.	SS S 01.4.2 Students will identify historical people, events, ideas, and symbols.	SS S 02.4.2 Students will describe the development of people, events, ideas, and symbols over time.	SS S 03.4.2 Students will describe the development of people, events, ideas, and symbols over time using multiple types of sources.	SS S 04.4.2 Students will describe the relationships among people, events, ideas, and symbols over time using multiple types of sources.	SS S 05.4.2 Students will demonstrate an understanding of the impact of people, events, ideas, and symbols, upon us history using multiple types of sources.	SS M 06.4.2 (WLD) Students will analyze the impact of people, events, ideas, and symbols upon world history using multiple types of sources.
Historical Comprehension	SS M P4.4.2.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)	SS S 00.4.2.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)	SS S 01.4.2.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,	SS S 02.4.2.a Describe historical people, events, ideas, and symbols, including various cultures and ethnic groups (e.g., Native Americans, colonists, local cultural figures, Uncle Sam,	SS S 03.4.2.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	SS S 04.4.2.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	SS S 05.4.2.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	SS M 06.4.2.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

	of current president, participate in reciting Pledge of Allegiance, associate flag with US, participate in activities to explore state and federal holidays)	of current president)	American Bald Eagle, Statue of Liberty)	patriotism, the White House, Independence Day)	cultural events)	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)	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, other historical figures, patriotism, national symbols)	Civilizations: culture prior to urbanization, River Valley Civilizations and the development of agriculture, Sub-Saharan African Civilizations, Mesoamerica, Gupta Empire; Ancient and Classical Empires and Major Religions: Chinese and Japanese Dynasties, Greco-Roman Empires, Hinduism, Taoism, Buddhism, Judaism, Christianity, Islam; Silk Road)
	SS M P4.4.2.b Differentiate between stories from the present and the past and identify relevant features that provide those clues through photos/illustrations and spoken text	SS S 00.4.2.b Differentiate between stories from the present and the past	SS S 01.4.2.b Describe how objects including books, letters, and other artifacts help us to understand the past SS M 01.4.2.b Use photographs, letters, artifacts, and books to clarify what is known and what is unknown	SS S 02.4.2.b Describe how their neighborhood has changed over the course of time using maps and other artifacts SS M 02.4.2.b Use historical artifacts, photographs, biographies, maps, diaries and folklore to answer questions about daily life in the past	SS S 03.4.2.b Describe how their community has changed over the course of time using maps and other artifacts SS M 03.4.2.b Identify and describe examples of how science and technology have changed the daily lives of people in the community	SS S 04.4.2.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	SS S 05.4.2.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 M 05.4.2.b Identify and describe examples of how science and technology impacted the	SS M 06.4.2.b (WLD) Analyze how global civilizations have changed over the course of time, using maps, documents, and other artifacts

Historical Comprehension						upon American Indian life, loss of buffalo) SS M 04.4.2.b Identify and describe examples of how science and technology have changed the daily lives of people in the state and compare forms of communication and transportation from the past and present	changes in the U.S. and compare forms of communication and transportation from the past and present	
					SS S 03.4.2.c Describe primary and secondary sources	SS S 04.4.2.c Differentiate between primary and secondary sources	SS S 05.4.2.c Describe the appropriate uses of primary and secondary sources	SS M 06.4.2.c (WLD) Analyze the appropriate uses of primary and secondary sources
Multiple Perspectives	SS M P4.4.3 Students will recognize different perspectives of events.	SS S 00.4.3 Students will recognize different perspectives of events.	SS S 01.4.3 Students will identify multiple perspectives of events.	SS S 02.4.3 Students will identify multiple perspectives of events.	SS S 03.4.3 Students will describe multiple perspectives of events.	SS S 04.4.3 Students will describe and explain multiple perspectives of historical events.	SS S 05.4.3 Students will describe and explain multiple perspectives of historical events.	SS M 06.4.3 (WLD) Students will analyze and interpret historical and current events from multiple perspectives.
	SS M P4.4.3.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 S 00.4.3.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 S 01.4.3.a Use more than one source to gather details about the same event (e.g., holiday celebrations)	SS S 02.4.3.a Use more than one source to gather details about the same event (e.g., school/neighborhood events)	SS S 03.4.3.a Compare and contrast how various sources relate their perspective of history (e.g., community events)	SS S 04.4.3.a Distinguish how various sources relate their perspectives of Nebraska history (e.g., The death of Crazy Horse)	SS S 05.4.3.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 M 06.4.3.a (WLD) Analyze and interpret how multiple perspectives facilitate the understanding of the full story of world history (e.g., Chinese Foot Binding, Caste System, Alexander the Great, Religious Persecution,

								Islamic Expansion, Development of Law, Slavery, Julius Caesar)
						SS S 04.4.3.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 S 05.4.3.b Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., Court records of the Boston Massacre, The Declaration of Independence, The Constitution, historical biographies, oral histories)	SS M 06.4.3.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, images and videos - Terracotta Soldiers, Untouchables, foot binding)
Historical Research Skills	SS M P4.4.4 Students will recognize past and current events, issues, and problems.	SS S 00.4.4 Students will recognize past and current events, issues, and problems.	SS S 01.4.4 Students will identify past and current events, issues, and problems.	SS S 02.4.4 Students will identify past and current events, issues, and problems.	SS S 03.4.4 Students will identify past and current events, issues, and problems.	SS S 04.4.4 Students will analyze past and current events, issues, and problems.	SS S 05.4.4 Students will analyze past and current events, issues, and problems.	SS M 06.4.4 (WLD) Students will identify causes of past and current events, issues, and problems.
					SS S 03.4.4.a Examine sources on community history through determination of credibility, contextualization, and corroboration	SS S 04.4.4.a Analyze sources on Nebraska History through determination of credibility, contextualization, and corroboration	SS S 05.4.4.a Analyze sources on Early American History through determination of credibility, contextualization, and corroboration	SS M 06.4.4.a (WLD) Analyze sources on Early World History through determination of credibility, contextualization, and corroboration (e.g., Winners and the writers of history, myth vs. reality, oral traditions)

					SS S 03.4.4.b Describe alternative courses of action in community history (e.g., <i>How are transportation routes determined?</i>)	SS S 04.4.4.b Explain alternative courses of action in Nebraska history (e.g., <i>Why are cities chosen as state capitals/county seats? How are county borders determined?</i>)	SS S 05.4.4.b Examine alternative courses of action in United States history (e.g., <i>What were the causes of the American Revolution?</i>)	SS M 06.4.4.b (WLD) Evaluate alternative courses of action in world history (e.g., <i>Battle of Thermopylae, Alexander the Great, Founding & Spread of Islam, Outcomes of the Crusades</i>)
	SS M P4.4.4.a Describe how people's actions affect others (e.g., <i>Why must we take turns?</i>)	SS S 00.4.4.a Describe how people's actions affect others (e.g., <i>Why must we take turns?</i>)	SS S 01.4.4.a Describe how people's actions affect others (e.g., <i>Why did our family move here?</i>)	SS S 02.4.4.a Identify how decisions affected events in the neighborhood (e.g., <i>Why was a park built in a particular spot?</i>)	SS S 03.4.4.c Describe how decisions affected events in the community (e.g., election of local officials; zoning laws)	SS S 04.4.4.c Describe how decisions affected events in Nebraska (e.g., Laws passed by the Unicameral)	SS S 05.4.4.c Identify how decisions affected events in the United States (e.g., secession of the American Colonies from Britain)	SS M 06.4.4.c (WLD) Analyze how decisions affected events across the globe (e.g., migrations, declarations of war, treaties, alliances)
Historical Research Skills					SS S 03.4.4.d Describe the cause and effect relationships among key events in history (e.g., founding of the community, settlement of the area)	SS S 04.4.4.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 S 05.4.4.d Describe the cause and effect relationships among key events in history (e.g., Revolutionary War, founding of the United States)	SS M 06.4.4.d (WLD) Identify and analyze multiple causes and effects upon key events in world history (e.g. <i>Fall of Roman Empire, Peloponnesian War, Unification of China</i>)
			SS M 01.4.4.b Describe the relationships among personal and historical events (i.e., current events)	SS S 02.4.4.b Describe the relationships among personal and historical events (i.e., current events)	SS S 03.4.4.e Describe the relationships among historical events in the students' community and the students' lives today (i.e., current events)	SS S 04.4.4.e Describe the relationships among historical events in Nebraska and the students' lives today (i.e., current events)	SS S 05.4.4.e Describe the relationships among historical events in the United States and the students' lives today (i.e., current events)	SS M 06.4.4.e (WLD) Analyze the relationships among historical events across the globe and the students' lives today (i.e., current events, compare & contrast historical and modern traditions)

	SS M P4.4.5 Students will develop historical research skills.	SS S 00.4.5 Students will develop historical research skills.	SS S 01.4.5 Students will develop historical research skills.	SS S 02.4.5 Students will develop historical research skills.	SS S 03.4.5 Students will develop historical research skills.	SS S 04.4.5 Students will develop historical research skills.	SS S 05.4.5 Students will develop historical research skills.	SS M 06.4.5 Students will develop historical research skills.
	SS M P4.4.5.a Develop questions about their personal history	SS S 00.4.5.a Develop questions about their personal history	SS S 01.4.5.a Develop questions about their family history	SS S 02.4.5.a Develop questions about their neighborhood history	SS S 03.4.5.a Develop questions about their community history	SS S 04.4.5.a Develop questions about Nebraska history	SS S 05.4.5.a Develop questions about United States history	SS M 06.4.5.a (WLD) Develop questions about world history
	SS M P4.4.5.b Identify and cite appropriate sources for researching their personal history (e.g., "My grandma gave me this picture.")	SS S 00.4.5.b Identify and cite appropriate sources for researching their personal history (e.g., "My grandma gave me this picture.")	SS S 01.4.5.b Identify and cite appropriate sources for research (e.g., identifying the title and author of the book from which they took information)	SS S 02.4.5.b Identify, obtain, and cite appropriate sources for research (e.g., identifying titles and authors of books from which they took information)	SS S 03.4.5.b Identify, obtain, and cite appropriate sources for research about the local community (e.g., identifying the resources from which they took information)	SS S 04.4.5.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 S 05.4.5.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 M 06.4.5.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)
Historical Research Skills	SS M P4.4.5.c Gather historical information about their lives (e.g., have a conversation with a family member)	SS S 00.4.5.c Gather historical information about their lives (e.g., have a conversation with a family member)	SS S 01.4.5.c Gather historical information about their family (e.g., have a conversation with a family member)	SS S 02.4.5.c Gather historical information about their neighborhood (e.g., ask questions of a guest speaker in the classroom)	SS S 03.4.5.c Gather historical information about their community (e.g., interview a community member, find community resources)	SS S 04.4.5.c Gather historical information about Nebraska (e.g., document archives, newspapers, interviews)	SS S 05.4.5.c Gather historical information about the United States (e.g., document archives, newspapers, interviews)	SS M 06.4.5.c (WLD) Gather historical information about other nations (e.g., document archives, artifacts, newspapers, interviews)
					SS M 03.4.5.c Gather historical information about their community from a variety of sources; (take notes to determine relevant information to share)	SS M 04.4.5.c Gather historical information about Nebraska from a variety of source, (take notes, and categorize information to share)	SS M 05.4.5.c Gather historical information about the United States from a variety of sources; (take notes and categorize information to determine relevant information to share)	
	SS M P4.4.5.d Present historical information about their lives (e.g.,	SS S 00.4.5.d Present historical information about their lives (e.g.,	SS S 01.4.5.d Present historical information about their family (e.g.,	SS S 02.4.5.d Present historical information about their	SS S 03.4.5.d Present historical information about their community	SS S 04.4.5.d Present historical information about Nebraska (e.g.,	SS S 05.4.5.d Present historical information about the United States	SS M 06.4.5.d (WLD) Present an analysis of historical

	pictures, posters, and oral narratives)	pictures, posters, and oral narratives)	pictures, posters, oral/written narratives)	neighborhood (e.g., pictures, posters, and oral/written narratives)	(e.g., pictures, posters, oral/written narratives, and electronic presentations)	pictures, posters, oral/written narratives, and electronic presentations)	(e.g., pictures, posters, oral/written narratives, and electronic presentations)	information about the world (e.g., pictures, posters, oral/written narratives, and electronic presentation)
Writing	LA M P4.2.2 Students will write for a variety of purposes and audiences in multiple genres c. narrative (e.g., write a story about you or your family)	LA S 00.2.2 Students will write for a variety of purposes and audiences in multiple genres. a. persuasive b. descriptive c. narrative	LA S 01.2.2 Students will write for a variety of purposes and audiences in multiple genres. a. persuasive b. descriptive c. narrative	LA S 02.2.2 Students will write for a variety of purposes and audiences in multiple genres. a. persuasive b. descriptive c. narrative	LA 03.2.2 Students will write for a variety of purposes and audiences in multiple genres. a. persuasive b. descriptive c. narrative	LA S 04.2.2 Students will write for a variety of purposes and audiences in multiple genres a. persuasive b. descriptive c. narrative	LA S 05.2.2 Students will write for a variety of purposes and audiences in multiple genres a. persuasive b. descriptive c. narrative	LA S 06.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.
Speaking	LA M P4.3.1 Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations	LA S 00.3.1 Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations	LA S 01.3.1 Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations	LA S 02.3.1 Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations	LA S 03.3.1 Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations	LA S 04.3.1 Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations	LA S 05.3.1 Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations	LA S 06.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations..
Listening	LA M P4.3.2 Students will develop and demonstrate active listening skills across a variety of situations	LA S 00.3.2 Students will develop and demonstrate active listening skills across a variety of situations	LA S 01.3.2 Students will develop and demonstrate active listening skills across a variety of situations	LA S 02.3.2 Students will develop and demonstrate active listening skills across a variety of situations	LA S 03.3.2 Students will develop and demonstrate active listening skills across a variety of situations	LA S 04.3.2 Students will develop and demonstrate active listening skills across a variety of situations	LA S 05.3.2 Students will develop and demonstrate active listening skills across a variety of situations	LA M 06.3.2 Students will develop, and demonstrate active listening skills across a variety of situations.
Reciprocal Communication	LA M P4.3.3 Students will develop reciprocal communication skills.	LA S 00.3.3 Students will develop reciprocal communication skills.	LA S 01.3.3 Students will develop reciprocal communication skills.	LA S 02.3.3 Students will develop reciprocal communication skills.	LA S 03.3.3 Students will develop and apply reciprocal communication skills.	LA S 04.3.3 Students will develop and apply reciprocal communication skills.	LA S 05.3.3 Students will develop and apply reciprocal communication skills.	LA S 06.3.3 Students will develop, apply, and adapt reciprocal communication skills.
Vocabulary	LA M P4.1.5 Students will build literary, general academic, and content vocabulary.	LA S 00.1.5 Students will build literary, general academic, and content specific grade level vocabulary.	LA S 01.1.5 Students will build literary, general academic, and content specific grade level vocabulary.	LA S 02.1.5 Students will build literary, general academic, and content specific grade level vocabulary.	LA S 03.1.5 Students will build literary, general academic, and content specific grade level vocabulary.	LA S 04.1.5 Students will build literary, general academic, and content specific grade level vocabulary.	LA S 05.1.5 Students will build literary, general academic, and content specific grade level vocabulary.	LA S 06.1.5 Students will build and use conversational, academic, and content specific grade level vocabulary.

Comprehension	LA M P4.1.6 Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text	LA S 00.1.6 Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text	LA S 01.1.6 Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text	LA S 02.1.6 Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text	LA S 03.1.6 Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text	LA S 04.1.6 Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text	LA S 05.1.6 Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text	LA S 06.1.6 Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade level literary and informational text.
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Course	PreK Social Studies	Kindergarten Social Studies	Grade 1 Social Studies	Grade 2 Social Studies	Grade 3 Social Studies	Grade 4 Social Studies	Grade 5 Social Studies	Ancient Civilizations 6
Materials	Steps to Literacy	Social Studies Alive! Me and My World (TCI 2010)	Social Studies Alive! My School and Family (TCI 2010)	Social Studies Alive! My Community (TCI 2010)	Social Studies Alive! Our Community and Beyond (TCI 2010)	Social Studies Alive! Regions of Our Country (TCI 2010)	Social Studies Alive! America's Past (TCI 2010)	History Alive! The Ancient World (TCI 2011)

K-12 Comprehensive Standard: Civics

Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.

Concepts	Grade Level Standards
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	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
	(United States)	(United States/World)	(United States/World)	(United States/World)	(United States/World)	(United States/World)	(United States/World)	(United States/World)
Forms and Functions of Government	<p>SS 05.1.1 Students will describe the foundation, structure, and function of the United States government.</p>	<p>SS M 06.1.1 Students will summarize the foundation, structure, and function of the Ancient governments.</p>	<p>SS M 07.1.1 Students will summarize the foundation, structure, and function of the United States government.</p>	<p>SS S 08.1.1 Students will summarize the foundation, structure, and function of the United States government.</p>	<p>SS M 09.1.1 Students will analyze and evaluate the foundation, structures, and functions of the United States government as well as local, state, and international governments.</p>	<p>SS M 10.1.1 Students will analyze and evaluate the foundation, structures, and functions of the United States government as well as local, state, and international governments.</p>	<p>SS M 11.1.1 Students will analyze and evaluate the foundation, structures, and functions of the United States government as well as local, state, and international governments.</p>	<p>SS S 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.</p>
	<p>SS S 05.1.1.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)</p>	<p>SS M 06.1.1.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)</p>	<p>SS M 07.1.1.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)</p>	<p>SS S 08.1.1.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)</p>		<p>SS M 10.1.1.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)</p>	<p>SS S 11.1.1.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)</p>	<p>SS S 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) (Grades 10, 11, or 12)</p>

Forms and Function of Government	<p>SS S 05.1.1.b Explain the origins, structure, and functions of the three branches of the United States government</p>	<p>SS M 06.1.1.b Describe the structure and roles of government</p>	<p>SS M 07.1.1.b Describe the structure and roles of government</p>	<p>SS S 08.1.1.b Describe the structure and roles of government</p>	<p>SS M 09.1.1.a Identify 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/enum erated/implied powers, electoral college) (World Geography)</p>		<p>SS M 11.1.1.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/enum erated/implied powers, electoral college)</p>	<p>SS S 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/enum erated/implied powers, electoral college) (Grades 11 or 12)</p>
	<p>SS S 05.1.1.c Describe how colonial and new states' governments laws affected groups within their population (e.g., citizens, slaves, immigrants, women, class systems, tribes)</p>	<p>SS M 06.1.1.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)</p>	<p>SS M 07.1.1.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)</p>	<p>SS S 08.1.1.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)</p>			<p>SS M 11.1.1.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)</p>	<p>SS S 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) (Grades 11 or 12)</p>

Forms and Function of Government	<p>SS S 05.1.1.d Describe how the decisions of the national government affect local and state government</p>	<p>SS M 06.1.1.d Explain how the choices of early leaders impacted various government decisions, impact people, places, and history</p>		<p>SS S 08.1.1.d Explain how various government decisions impact people, places, and history (Grades 6, 8)</p>			<p>SS M 11.1.1.d Analyze and evaluate the foundation, structures, and functions of local government (e.g., city council, school board, county government, regional boards)</p>	<p>SS S 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) (Grades 11 or 12)</p>
	<p>SS S 05.1.1.e Identify the principles of the American Republic (e.g., liberty, democracy, United States Constitution, Bill of Rights)</p>	<p>SS M 06.1.1.e Describe important government beliefs</p>	<p>SS M 07.1.1.d Describe important government principles</p>	<p>SS S 08.1.1.e Describe important government principles(e.g., freedom, democracy, equality, rule of law, popular sovereignty, justice)</p>			<p>SS M 11.1.1.e Analyze and evaluate the foundation, structures, and functions of state government (e.g., bicameral/unicameral, reapportionment/redistricting, branches of government)</p>	<p>SS S 12.1.1.e Analyze and evaluate the foundation, structures, and functions of state government (e.g., bicameral/unicameral, reapportionment/redistricting, branches of government) (Grades 11 or 12)</p>
	<p>SS S 05.1.1.f Compare and contrast tribal forms of government, British monarchy, and early American colonial governments</p>	<p>SS M 06.1.1.f Compare and contrast different forms of early governments.</p>		<p>SS S 08.1.1.f Describe the history of political parties in the United States (Grade 6, 8)</p>	<p>SS M 09.1.1.b Identify, compare and contrast the foundation, structures, and functions of supranational organizations (e.g., United Nations, NATO, European Union, treaties, trade organizations) (World Geography)</p>		<p>SS M 11.1.1.f Analyze and evaluate the foundation, structures, and functions of supranational organizations (e.g., United Nations, NATO, European Union, treaties, trade organizations)</p>	<p>SS S 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) (Grades 11 or 12)</p>

Forms and Function of Government		SS M 06.1.1.g Compare civic life in the United States with ancient governments	SS M 07.1.1.e Compare civic life in the United States with other countries (e.g. England, China, Nigeria, India, Honduras)	SS S 08.1.1.g Compare civic life in the United States with other countries (e.g. England, China, Nigeria, India, Honduras) (Grades 6,7)			SS M 11.1.1.g Analyze and evaluate roles that political parties have played in the United States	SS S 12.1.1.g Analyze and evaluate the roles that political parties have played in the United States (Grades 11 or 12)
		SS M 06.1.1.h Explain the ways in which governments meet the needs of citizens and keeps people safe	SS M 07.1.1.f Explain the ways in which governments meet the needs of citizens, manage conflict, and establish order and security	SS S 08.1.1.h Explain the ways in which governments meet the needs of citizens, manage conflict, and establish order and security	SS M 09.1.1.c Outline and summarize United States foreign policy issues (e.g. methods, approaches, events) (World Geography)		SS M 11.1.1.h Analyze and evaluate United States foreign policy issues (e.g. methods, approaches, events)	SS S 12.1.1.h Analyze and evaluate United States foreign policy issues (e.g. methods, approaches, events) (Grades 11 or 12)
Civic Participation	SS S 05.1.2 Students will apply democratic principles that are the foundation of the United States government systems to daily life.	SS M 06.1.2 Students will describe the roles, responsibilities, and rights as local, state, national, and international citizens and participate in civic service.	SS M 07.1.2 Students will describe the roles, responsibilities, and rights as local, state, national, and international citizens and participate in civic service.	SS S 08.1.2 Students will describe the roles, responsibilities, and rights as local, state, national, and international citizens and participate in civic service.	SS M 09.1.2 Students will address local, state, national or international issues and policies through meaningful civic participation.	SS M 10.1.2 Students will address local, state, national or international issues and policies through meaningful civic participation.	SS M 11.1.2 Students will address local, state, national or international issues and policies through meaningful civic participation.	SS S 12.1.2 Students will address local, state, national or international issues and policies through meaningful civic participation.
	SS S 05.1.2. 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 M 06.1.2.a Describe ways individuals participate in an ancient government.	SS M 07.1.2.a Describe ways individuals participate in the global political process.	SS S 08.1.2. a Describe ways individuals participate in the political process (e.g., registering and voting, contacting government officials, campaign involvement)			SS M 11.1.2.a Evaluate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy (e.g., lobbying, voting, contacting government officials, petitioning)	SS S 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) (Grades 11 or 12)

Civic Participation	<p>SS S 05.1.2.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)</p>			<p>SS S 08.1.2. 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) (Required State Observations varies by schools.) (Grade 8)</p>	<p>SS M 09.1.2.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) (World Geography)</p>		<p>SS M 11.1.2.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 S 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) (Grades 11 or 12)</p>
	<p>SS S 05.1.2.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)</p>	<p>SS M 06.1.2.b Demonstrate civic engagement (e.g., service learning projects, volunteerism) NE CCR.3.c Civic Responsibility and Service</p>	<p>SS M 7.1.2.b Demonstrate civic engagement (e.g., service learning projects, volunteerism) NE CCR.3.c Civic Responsibility and Service</p>	<p>SS S 8.1.2c Demonstrate civic engagement (e.g., service learning projects, volunteerism) SS M 8.1.2c Demonstrate civic engagement through a culminating activity. (e.g., service learning projects, volunteerism) NE CCR.3.c Civic Responsibility and Service</p>	<p>SS M 09.1.2.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) NE CCR.3.c Civic Responsibility and Service</p>	<p>SS M 10.1.2. a 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) NE CCR.3.c Civic Responsibility and Service</p>	<p>SS M 11.1.2.c Engage in civic activities through a culminating activity (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) NE CCR.3.c Civic Responsibility and Service</p>	<p>SS S 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) NE CCR.3.c Civic Responsibility and Service</p>

Civic Participation								<p>SS M 12.1.2.c Engage in civic activities through a culminating activity (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>NE CCR.3.c Civic Responsibility and Service (Grades 11 or 12)</p>
	<p>SS S 05.1.2.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 M 06.1.2.c Evaluate how cooperation and conflict among people have contributed to political, economic, and social events and situations in Ancient civilizations</p>		<p>SS S 08.1.2.d Evaluate how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States (Grade 6, 8)</p>			<p>SS M 11.1.2.d Analyze an issue and determine which level of government is most appropriate to utilize in addressing the issue</p>	<p>SS S 12.1.2.d Analyze an issue and determine which level of government is most appropriate to utilize in addressing the issue (Grades 11 or 12)</p>

Civic Participation	<p>SS S 05.1.2.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 M 06.1.2.d Discuss the effects individuals and groups had in shaping ancient governments.</p>		<p>SS S 08.1.2.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) (Grades 6, 8)</p>			<p>SS M 11.1.2.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 S 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) (Grades 11 or 12)</p>
					<p>SS M 09.1.2.d Critique various media sources for accuracy and perspective NE CCR.4.a Perceptiveness NE CCR.5.a-c Uses Critical Thinking (World Geography)</p>	<p>SS M 10.1.2.b Critique various media sources for accuracy and perspective NE CCR.4.a Perceptiveness NE CCR.5.a-c Uses Critical Thinking</p>	<p>SS M 11.1.2.f Critique various media sources for accuracy and perspective NE CCR.4.a Perceptiveness NE CCR.5.a-c Uses Critical Thinking</p>	<p>SS S 12.1.2.f Critique various media sources for accuracy and perspective NE CCR.4.a Perceptiveness NE CCR.5.a-c Uses Critical Thinking (Grades 10, 11 or 12)</p>
Writing	<p>LA S 05.2.2 Writing Genres: Write for a variety of purposes and audiences in multiple genres. a. persuasive b. descriptive c. narrative</p>	<p>LA S 06.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.</p>	<p>LA S 07.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.</p>	<p>LA S 08.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.</p>	<p>LA M 09.2.2 Students will demonstrate knowledge of components specific to the structures of a definition, compare / contrast, descriptive, argumentative, and persuasive essay.</p>	<p>LA M 10.2.2 Students will demonstrate knowledge of components specific to the structures of problem-solution, definition, cause and effect, analysis, and synthesis.</p>	<p>LA M 11.2.2 Students will demonstrate knowledge of components specific to the structures of analysis, problem solution, synthesis, and personal essay.</p>	<p>LA S 12.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.</p>

Speaking	LA S 05.3.1 Speaking Skills: Develop and demonstrate speaking skills to communicate key ideas in a variety of situations.	LA S 06.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	LA S 07.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	LA S 08.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	LA M 09.3.1 Students will develop, and refine speaking skills that convey an idea.	LA M 10.3.1 Students will develop, and refine speaking skills that convey an idea.	LA M 11.3.1 Students will develop, and refine speaking skills that convey an idea.	LA S 12.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations..
Listening	LA S 05.3.2 Listening Skills: Develop and demonstrate active listening skills across a variety of situations	LA M 06.3.2 Students will develop, and demonstrate active listening skills across a variety of situations.	LA S 07.3.2 Students will develop and apply active listening skills across a variety of situations. LA M 07.3.2 Students will develop, and demonstrate active listening skills across a variety of situations.	LA S 08.3.2 Students will develop and apply active listening skills across a variety of situations. LA M 08.3.2 Students will develop, and demonstrate active listening skills across a variety of situations.	LA M 09.3.2 Students will develop, and refine listening skills that convey an idea.	LA M 10.3.2 Students will develop, and refine listening skills that convey an idea.	LA M 11.3.2 Students will research, analyze, and communicate information.	LA S 12.3.2 Students will develop and apply active listening skills across a variety of situations. LA M 12.3.2 Students will develop and demonstrate active listening skills across a variety of situations.
Reciprocal Communication	LA S 05.3.3 Reciprocal Communication: Demonstrate reciprocal communication skills	LA S 06.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA S 07.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA S 08.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA M 09.3.3 Students will develop, and refine reciprocal communication skills that convey an idea.	LA M 10.3.3 Students will develop, and refine reciprocal communication skills that convey an idea.	LA M 11.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA S 12.3.3 Students will develop, apply, and adapt reciprocal communication skills.
Comprehension	LA M 05.1.6 Comprehension: Extract and construct meaning using narrative and informational text	LA S 06.1.6 Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade level literary and informational text.	LA S 07.1.6 Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade level literary and informational text.	LA S 08.1.6 Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade level literary and informational text..	LA M 09.1.6 Students will extract meaning using prior knowledge and apply strategies to self monitor comprehension before, during and after reading.	LA M 10.1.6 Students will extract meaning using prior knowledge and apply strategies to self monitor comprehension before, during and after reading.	LA M 11.1.6 Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level or above text.	LA S 12.1.6 Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade level literary and informational text.

Vocabulary	LA S 05.1.5 Students will build literary, general academic, and content specific grade level vocabulary.	LA S 06.1.5 Students will build and use conversational, academic, and content specific grade level vocabulary.	LA S 07.1.5 Students will build and use conversational, academic, and content specific grade level vocabulary.	LA S 08.1.5 Students will build and use conversational, academic, and content specific grade level vocabulary..	LA M 09.1.5 Students will build literary, general academic, and content specific vocabulary.	LA M 10.1.5 Students will independently use structural analysis to determine word meanings and relationships.	LA M 11.1.5 Students will build literary, general academic, and content specific vocabulary.	LA S 12.1.5 Students will build and use conversational, academic, and content specific grade level vocabulary.
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K-12 Comprehensive Standard: Economics

Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.

Concept	Grade Level Standards
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	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Markets	SS S 05.2.1 Students will analyze various markets where buyers and sellers exchange goods or services.	SS M 06.2.1 Students will explain the interdependence of producers and consumers in a market economy.	SS M 07.2.1 Students will explain the interdependence of producers and consumers in a market economy.	SS S 08.2.1 Students will explain the interdependence of producers and consumers in a market economy.	SS M 09.2.1 Students will assess how market forces guide the owners of land, labor, and capital and determine the allocation of wealth in the economy.	SS M 10.2.1 Students will assess how market forces guide the owners of land, labor, and capital and determine the allocation of wealth in the economy.	SS M 11.2.1 Students will assess how market forces guide the owners of land, labor, and capital and determine the allocation of wealth in the economy.	SS S 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 S 05.2.1.a Describe how competition among sellers results in lower costs and prices, higher product quality, and better customer service	SS M 06.2.1.a Understand the relationship between consumers and producers in a market economy (e.g., farming & trade, silk road, social divisions)	SS M 07.2.1.a Understand the relationship between consumers and producers in a market economy (e.g., specialization and trade)	SS S 08.2.1.a Understand the relationship between consumers and producers in a market economy (e.g., circular flow)	SS M 09.2.1.a Explain how the factors of production are bought and sold in the market	SS M 10.2.1.a Explain how the factors of production are bought and sold in the market (e.g. slave markets, souks, bazaars, Industrial Revolution, trade)	SS M 11.2.1.a Explain how the factors of production are bought and sold in the market	SS S 12.2.1.a Explain how the factors of production are bought and sold in the market (Grades 9, 10, 11 or 12)
		SS M 06.2.1.b Illustrate how individuals are both consumers and producers (buyers and sellers) in a market economy	SS M 07.2.1.b Illustrate how individuals are both consumers and producers (buyers and sellers) in a market economy	SS S 08.2.1.b Illustrate how individuals are both consumers and producers (buyers and sellers) in a market economy	SS M 09.2.1.b Analyze the role of the product market and the resource market	SS M 10.2.1.b Analyze the role of the product market and the resource market (e.g. Columbian Exchange, slavery, Silk Road, cash crops)	SS M 11.2.1.b Analyze the role of the product market and the resource market	SS S 12.2.1.b Analyze the role of the product market and the resource market (Grades 9, 10, 11 or 12)

Markets		SS M 06.2.1.c Describe the development and effects of technology in economic history (e.g., increased productivity, specialization of jobs)	SS M 07.2.1.c Describe the development and effects of technology in economic history (e.g., increased productivity, increased standard of living, increased employment, population mobility)	SS S 08.2.1.c Describe the development and effects of technology in economic history (e.g., increased productivity, increased standard of living, increased employment)	SS M 09.2.1.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, Unemployment, Developed v. Developing countries)	SS M 10.2.1.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, per capita income, scarcity)	SS M 11.2.1.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, scarcity and war production, military industrial complex)	SS S 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) (Grades 9, 10, 11 or 12)
					SS M 09.2.1.d Analyze how market forces determine what producers choose to produce and which combination of productive resources will be most productive (e.g. global commodities such as oil, agricultural products, and capital goods)	SS M 10.2.1.d Analyze how market forces determine what producers choose to produce and which combination of productive resources will be most productive (Tulip Mania, gold, rubber, tobacco, monopolies, British East India Company)	SS M 11.2.1.d Analyze how market forces determine what producers choose to produce and which combination of productive resources will be most productive (e.g. Robber-Barons, monopolies, trust-busting)	SS S 12.2.1.d Analyze how market forces determine what producers choose to produce and which combination of productive resources will be most productive (Grades 9, 10, 11 or 12)
				SS S 08.2.1.d Identify the role of entrepreneurs and profit in a market economy SS M 08.2.1.d Identify the role of entrepreneurs and profit in a market economy (e.g. Franklin, Carnegie, Edison) (Grade 8)	SS M 09.2.1.e Explain how wages/earnings are affected by the market (e.g., value of products, supply and demand of labor, worker skills and qualifications, levels of economic activity, commercial v. subsistence farming) (AP Human)	SS M 10.2.1.e Explain how wages/earnings are affected by the market (e.g., value of products, supply and demand of labor, worker skills and qualifications, Industrial Revolution, labor unions)	SS M 11.2.1.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 S 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) (Grades 10, 11 or 12)

					SS M 09.2.1.f Explain the role and importance of profit and return on investments to producers. (e.g. increase in supply and expansion of industries, multinational corporations, global markets) (AP Human)	SS M 10.2.1.f Explain the role and importance of profit and return on investments to producers. (e.g. tobacco trade, slave trade, Great Depression, effects of war, expansion of industry)	SS M 11.2.1.f Explain the role and importance of profit and return on investments to producers. (e.g. increase in supply and expansion of industries, buying on margin, stock markets, and recession /depression)	SS S 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) (Grades 10, 11 or 12)
Markets	SS S 05.2.2 Students will make observations about how human capital can be improved by education, training, and standard of living.			SS S 08.2.2 Students will describe the relationship between supply and demand.	SS M 09.2.2 Students will illustrate how markets determine prices and allocate goods and services.	SS M 10.2.2 Students will illustrate how markets determine prices and allocate goods and services.	SS M 11.2.2 Students will illustrate how markets determine prices and allocate goods and services.	SS S 12.2.2 Students will illustrate how markets determine prices and allocate goods and services.
	SS S 05.2.2.a Give examples of how additional education/training improves productivity and increases standard of living (e.g., apprentice, journeyman, master electrician)			SS S 08.2.2.a Explain how the relationship between supply and demand determines price (market clearing price) (Grade 8)	SS M 09.2.2.a Understand demand, quantity demanded, and changes in demand (W Geo)	SS M 10.2.2.a Understand demand, quantity demanded, and changes in demand (e.g. bronze, iron, steel, oil)	SS M 11.2.2.a Understand demand, quantity demanded, and changes in demand	SS S 12.2.2.a Understand demand, quantity demanded, and changes in demand (Grades 10, 11 or 12)
				SS S 08.2.2.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) (Grade 8)	SS M 09.2.2.b Understand supply, quantity supplied, and changes in supply (W Geo)	SS M 10.2.2.b Understand supply, quantity supplied, and changes in supply (e.g. bronze, iron, steel, oil)	SS M 11.2.2.b Understand supply, quantity supplied, and changes in supply	SS S 12.2.2.b Understand supply, quantity supplied, and changes in supply (Grades 10,11 or 12)

Markets					SS M 09.2.2.c Understand that equilibrium price and quantity are determined by supply and demand (W Geo)		SS M 11.2.2.c Understand that equilibrium price and quantity are determined by supply and demand	SS S 12.2.2.c Understand that equilibrium price and quantity are determined by supply and demand (Grades 11 or 12)
							SS M 11.2.2.d Hypothesize how competition between sellers could results in lower prices, higher quality products, and better customer service	SS S 12.2.2.d Hypothesize how competition between sellers could results in lower prices, higher quality products, and better customer service (Grades 11 or 12)
							SS M 11.2.2.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)	SS S 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) (Grades 11 or 12)
Institutions	SS S 05.2.3 Students will make observations about the purpose of various financial institutions in the United States.	SS M 06.2.3 Students will identify economic institutions and describe how they interact with individuals and groups.	SS M 07.2.3 Students will identify economic institutions and describe how they interact with individuals and groups.	SS OS 8.2.3 Students will identify economic institutions and describe how they interact with individuals and groups.	SS M 09.2.3 Students will analyze how economic institutions impact individuals and groups.		SS M 11.2.3 Students will analyze how economic institutions impact individuals and groups.	SS S 12.2.3 Students will analyze how economic institutions impact individuals and groups.

Institutions	<p>SS S 05.2.3.a Identify the functions and characteristics of money (e.g., store value, medium of exchange, unit of accounting)</p>	<p>SS M 06.2.3a Identify the characteristics of various types of exchange (e.g. barter, trade, value of goods and services, resources that hold particular value: wood, precious metals, scarce resources)</p>	<p>SS M 07.2.3.a Describe the purpose and role of economic institutions (e.g., corporations, labor unions, financial institutions)</p>	<p>SS S 08.2.3.a Describe the purpose and role of economic institutions (e.g., corporations, labor unions, financial institutions, stock markets, cooperatives, and business partnerships)</p>	<p>SS M 09.2.3.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) (W Geo)</p>	<p>SS M 11.2.3.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)</p>	<p>SS S 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) (Grades 11 or 12)</p>	
	<p>SS S 05.2.3.b Identify the importance of financial institutions to households and businesses (e.g., loans to agriculture, business, and individuals in order to provide capital)</p>		<p>SS M 07.2.3.b Recognize how inflation and deflation impacts purchasing power (e.g., track GDP in various years, compare consumer purchasing power)</p>	<p>SS S 08.2.3.b Recognize how inflation and deflation impacts purchasing power (e.g., track GDP in various years, compare consumer purchasing power) (Grade 7)</p>	<p>SS M 09.2.3.b Describe how measures used by economic institutions are calculated (e.g., trends and business cycles using GDP, unemployment rates, inflation rates) (W Geo)</p>		<p>SS M 11.2.3.b Describe how measures used by economic institutions are calculated (e.g., trends and business cycles using GDP, unemployment rates, inflation rates)</p>	<p>SS S 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) (Grades 11 or 12)</p>
	<p>SS S 05.2.3.c Identify rules and laws that protect and support consumers (e.g., private property, contracts, agreements and product safety)</p>						<p>SS M 11.2.3.c Explain how banks and a sound monetary system are critical to a functioning economy</p>	<p>SS S 12.2.3.c Explain how banks and a sound monetary system are critical to a functioning economy (Grades 11 or 12)</p>
							<p>SS M 11.2.3.d Describe the functions and role of the Federal Reserve System and its influence through monetary policy (e.g., balancing inflation and unemployment)</p>	<p>SS S 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) (Grades 11 or 12)</p>

							SS M 11.2.3.e Understand how financial markets determine the cost of borrowing and influence the level of economic activity	SS S 12.2.3.e Understand how financial markets determine the cost of borrowing and influence the level of economic activity (Grades 11 or 12)
Institutions				SS S 08.2.4 Students will identify how private ownership of property is a basic institution of a market economy.	SS M 09.2.4 Students will assess how private ownership of property is a basic institution of a market economy.		SS M 11.2.4 Students will assess how private ownership of property is a basic institution of a market economy.	SS S 12.2.4 Students will assess how private ownership of property is a basic institution of a market economy.
				SS S 08.2.4.a Define and distinguish private property (e.g., factories and homes) and public property (e.g., parks, public schools, and government buildings) (e.g. Western Expansion and Homestead Act) (Grade 8)	SS M 09.2.4.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) (AP Human)		SS M 11.2.4.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 S 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) (Grades 11 or 12)
Financial Literacy			SS M 07.2.5 Students will identify the basic economic systems in the global economy.	SS S 08.2.5 Students will identify the basic economic systems in the global economy.	SS M 09.2.5 Students will review and apply the basic economic systems in the global economy.	SS M 10.2.5 Students will recognize and predict the impact that various economic systems will have on people.	SS M 11.2.5 Students will recognize and predict the impact that various economic systems will have on people.	SS S 12.2.5 Students will recognize and predict the impact that various economic systems will have on people.

Financial Literacy			SS M 07.2.5.a Compare and contrast characteristics of different economic systems. (e.g., traditional, command, market, mixed)	SS S 08.2.5.a Compare and contrast characteristics of different economic systems. (e.g., traditional, command, market, mixed) (Grade 7)	SS M 09.2.5.a Compare and contrast characteristics of different economic systems. (e.g., traditional, command, market, mixed)	SS M 10.2.5.a Develop a logical argument debating the merits of various economic systems(e.g., traditional, command, market, mixed, feudalism, manorialism, Adam Smith, Karl Marx, economic inequality, capitalism)	SS M 11.2.5.a Develop a logical argument debating the merits of various economic systems (e.g., traditional, command, market, mixed)	SS S 12.2.5.a Develop a logical argument debating the merits of various economic systems (e.g., traditional, command, market, mixed) (Grade 9, 10, 11 or 12)	
			SS.M 07.2.5 b Discuss various philosophies regarding governments' role in an economy (e.g., capitalism, socialism)	SS.S 08.2.5 b Discuss various philosophies regarding governments' role in an economy (e.g., capitalism, socialism) (e.g. U.S. government involvement) (Grades 7, 8)	SS.M 09.2.5 b Discuss various philosophies regarding governments' role in an economy (e.g., capitalism, socialism)	SS M 10.2.5.b Evaluate the historical use of various economic systems (e.g. feudalism, manorialism, slavery, capitalism, Marxism, communism)	SS M 11.2.5.b Evaluate the historical use of various economic systems	SS S 12.2.5.b Evaluate the historical use of various economic systems (Grades 9, 10, 11 or 12)	
						SS M 09.2.5.c Compare the standard of living with other countries (Germany, Brazil, Russia, India, China)	SS M 10.2.5.c Compare the standard of living with other countries (e.g. Rome vs. China; Aztecs vs. Medieval Europe)	SS M 11.2.5.c Compare the standard of living with other countries (Germany, Brazil, Russia, India, China)	SS S 12.2.5.c Compare the standard of living with other countries (Germany, Brazil, Russia, India, China) (Grades 9, 10, 11 or 12)
	SS S 05.2.6 Students will summarize characteristics of financial institutions.					Financial Literacy Requirement	Financial Literacy Requirement	Financial Literacy Requirement	SS S 12.2.6 Students will understand economic concepts that support rational decision making

Financial Literacy	SS S 05.2.6.a Explain/explore how various financial services are provided by local financial institutions				Financial Literacy Requirement	Financial Literacy Requirement	Financial Literacy Requirement	SS S 12.2.6.a Explore employment trends and reasons for growth and decline in employment (Grades 9, 10, 11 or 12)
					Financial Literacy Requirement	Financial Literacy Requirement	Financial Literacy Requirement	SS S 12.2.6.b Make career decisions by systematically considering alternatives and consequences through the use of cost benefit analysis (Grades 9, 10, 11 or 12)
					Financial Literacy Requirement	Financial Literacy Requirement	Financial Literacy Requirement	SS S 12.2.6.c Assess the incentives for investing in personal education, skills, and talents (Grades 9, 10, 11 or 12)
					Financial Literacy Requirement	Financial Literacy Requirement	Financial Literacy Requirement	SS S 12.2.6.d Identify various ways people earn a living by using career programs to explore opportunities (e.g., Nebraska Career Education) (Grades 9, 10, 11 or 12)

Financial Literacy					Financial Literacy Requirement	Financial Literacy Requirement	Financial Literacy Requirement	SS S 12.2.7 Students will apply effective money management concepts.
					Financial Literacy Requirement	Financial Literacy Requirement	Financial Literacy Requirement	SS S 12.2.7.a Organize personal finances and use a budget to manage cash flow (Grades 9, 10, 11 or 12)
					Financial Literacy Requirement	Financial Literacy Requirement	Financial Literacy Requirement	SS S 12.2.7.b Compare and contrast checking and savings accounts (Grades 9, 10, 11 or 12)
					Financial Literacy Requirement	Financial Literacy Requirement	Financial Literacy Requirement	SS S 12.2.7.c Assess the effects of taxes on personal income (Grades 9, 10, 11 or 12)
					Financial Literacy Requirement	Financial Literacy Requirement	Financial Literacy Requirement	SS S 12.2.8 Students will critique strategies used to establish, build, maintain, monitor, and control credit.
					Financial Literacy Requirement	Financial Literacy Requirement	Financial Literacy Requirement	SS S 12.2.8.a Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit (Grades 9, 10, 11 or 12)

Financial Literacy					Financial Literacy Requirement	Financial Literacy Requirement	Financial Literacy Requirement	SS S 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) (Grades 9, 10, 11 or 12)
					Financial Literacy Requirement	Financial Literacy Requirement	Financial Literacy Requirement	SS S 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) (Grades 9, 10, 11 or 12)
					Financial Literacy Requirement	Financial Literacy Requirement	Financial Literacy Requirement	SS S 12.2.8.d Students will identify situations when borrowing money and paying interest may be a wise or unwise decision (Grades 9, 10, 11 or 12)
					Financial Literacy Requirement	Financial Literacy Requirement	Financial Literacy Requirement	SS S 12.2.9 Students will evaluate savings, investment, and risk management strategies to achieve financial goals.

Financial Literacy					Financial Literacy Requirement	Financial Literacy Requirement	Financial Literacy Requirement	SS S 12.2.9.a Explain the importance of saving to ensure financial security (Grades 9, 10, 11 or 12)
					Financial Literacy Requirement	Financial Literacy Requirement	Financial Literacy Requirement	SS S 12.2.9.b Implement an investment strategy that is compatible with personal goals (e.g., stocks, bonds, mutual funds, retirement plans) (Grades 9, 10, 11 or 12)
					Financial Literacy Requirement	Financial Literacy Requirement	Financial Literacy Requirement	SS S 12.2.9.c Analyze appropriate and cost effective risk management strategies (e.g., health, disability, life, auto insurance) (Grades 9, 10, 11 or 12)
Government	SS S 05.2.10 Students will understand what goods and services the national government provides.	SS M 6.2.10 Students will identify the roles and responsibilities of government in economic systems.	SS M 07.2.10 Students will identify the roles and responsibilities of government in economic systems.	SS S 08.2.10 Students will identify the roles and responsibilities of government in economic systems.	SS M 09.2.10 Students will review and apply the roles and responsibilities of government in economic systems.		SS M 11.2.10 Students will analyze the roles and responsibilities of government in various economic systems.	SS S 12.2.10 Students will analyze the roles and responsibilities of government in various economic systems.
	SS S 05.2.10.a Identify goods and services funded through federal taxes (e.g., armed forces, courts, parks)	SS M 6.2.10.a Identify various goods and services provided by the government (e.g., Hammurabi Tax Code, Shi Huangdi Great Wall and road construction)	SS M 07.2.10.a Identify various goods and services provided by the government (e.g., government services in capitalism/communism, current events)	SS S 08.2.10.a Identify various goods and services provided by the government (e.g., disaster relief, public works, postal service, roads) (e.g., from Colonialism to nation building, railroad, Louisiana Purchase)			SS M 11.2.10.a Examine how governments utilize taxation to provide goods and services to society (e.g., disaster relief, flood control, police protection, new deal, and great Society)	SS S 12.2.10.a Examine how governments utilize taxation to provide goods and services to society (e.g., disaster relief, flood control, police protection) (Grades 11 or 12)

Government					SS M 09.2.10.a Investigate multiple roles of government in a market economy (e.g., forms of taxation, enforcing private property and zoning laws, collecting sales tax) (W Geo)		SS M 11.2.10.b Investigate multiple roles of government in a market economy (e.g., forms of taxation, enforcing private property and zoning laws, collecting sales tax)	SS S 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) (Grades 11 or 12)
							SS S 11.2.10.c Explore various forms of taxation (earning, consumption, or wealth) and discuss outcomes of various tax philosophies as drivers of economic activity (Gov, AP US Gov)	SS S 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 (Grades 11 or 12)
			SS M 07.2.10.b Explain how governments provide economic assistance (e.g. capitalism/socialism/communism)	SS S 08.2.10.b Explain how governments provide economic assistance (e.g., social security, Medicare, Medicaid, farm subsidies, disaster relief, Homestead Act, Reconstruction, agriculture legislation) (Grade 8)	SS M 09.2.10.b Research the role of government in the development of economic systems (e.g., historic and current examples of command, market, traditional, mixed systems) (W Geo)		SS M 11.2.10.d Research the role of government in the development of economic systems (e.g., historic and current examples of command, market, traditional, mixed systems)	SS S 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) (Grades 11 or 12)

Government							SS S 11.2.10.e Analyze government policies and regulations in areas of market failure (e.g., monopolies, externalities, non-enforcement of property rights)	SS S 12.2.10.e Analyze government policies and regulations in areas of market failure (e.g., monopolies, externalities, non-enforcement of property rights) (Grades 11 or 12)
		SS M 06.2.11 Students will explain how tax revenues are collected and distributed.		SS S 08.2.11 Students will explain how tax revenues are collected and distributed.			SS M 11.2.11 Students will examine the government's influence on economic systems through fiscal policy.	SS S 12.2.11 Students will examine the government's influence on economic systems through fiscal policy.
				SS S 08.2.11.a Identify taxes paid by individuals (e.g., income taxes, sales tax, property taxes) (e.g. Tax Act of 1864, Stamp Act, Sugar Act) (Grade 8)			SS M 11.2.2.11.a Examine how governments can use taxing and spending policies to influence behavior (e.g., alcohol tax, home mortgage interest deduction)	SS S 12.2.11.a Examine how governments can use taxing and spending policies to influence behavior (e.g., alcohol tax, home mortgage interest deduction) (Grades 11 or 12)
		SS M 06.2.11.b Identify institutions supported by taxes (e.g., roads, army, and public works)		SS S 08.2.11.b Identify institutions supported by tax dollars (e.g., schools, roads, police protection) (Grades 6,8)			SS M 11.2.11.b Examine the impact of fiscal policy on budget deficits/surpluses and national debt (New Deal, Reganomics)	SS S 12.2.11.b Examine the impact of fiscal policy on budget deficits/surpluses and national debt (Grades 11 or 12)
							SS M 11.2.11.c Examine the impact of the unemployment rate on the economy (frictional, structural, cyclical, New Deal, Reganomics)	SS S 12.2.11.c Examine the impact of the unemployment rate on the economy (frictional, structural, cyclical) (Grades 11 or 12)

	SS S 05.2.12 Students will explain how specialization, division of labor, and technology increases productivity and inter-dependence.	SS M 06.2.12 Students will illustrate how international trade benefits individuals, organizations, and nations.	SS M 07.2.12 Students will illustrate how international trade benefits individuals, organizations, and nations.	SS S 08.2.12 Students will illustrate how international trade benefits individuals, organizations, and nations.	SS M 09.2.12 Students will evaluate how international trade benefits individuals, organizations, and nations	SS M 10.2.12 Students will evaluate how international trade benefits individuals, organizations, and nations	SS M 11.2.12 Students will evaluate how international trade benefits individuals, organizations, and nations	SS S 12.2.12 Students will evaluate how international trade benefits individuals, organizations, and nations
Globalization	SS S 05.2.12.a Investigate Early United States specialization and trade (e.g., fur, tobacco, cotton, lumber)	SS M 06.2.12.a Differentiate between exports and imports (e.g. trade between civilizations, obtaining resources, products not found locally, Silk Road and Mediterranean Trade)	SS M 07.2.12.a Differentiate between exports and imports (e.g. trade between nations, obtaining resources/products not found locally)	SS S 08.2.12.a Differentiate between exports and imports	SS M 09.2.12.a Analyze the effects of various trade policies (e.g., identify short term/long term impacts)	SS M 10.2.12.a Analyze the effects of various trade policies (e.g., identify short term/long term impacts)	SS M 11.2.12.a Analyze the effects of various trade policies (e.g., identify short term/long term impacts)	SS S 12.2.12.a Analyze the effects of various trade policies (e.g., identify short term/long term impacts) (Grades 9, 10, 11 or 12)
	SS S 05.2.12.b Investigate and report on entrepreneurs and inventors	SS M 06.2.12.b Explain how individuals gain through specialization and voluntary trade (e.g. social divisions, trading for scarce resources, specialization)	SS M 07.2.12.b Explain how individuals gain through specialization and voluntary trade (e.g. trading for scarce resources, international trade)	SS S 08.2.12.b Explain how individuals gain through specialization and voluntary trade	SS M 09.2.12.b Identify goods which are available at a lower price because of international trade		SS M 11.2.12.b Identify goods which are available at a lower price because of international trade	SS S 12.2.12.b Identify goods which are available at a lower price because of international trade (Grades 9, 11 or 12)
	SS M 05.2.12.c Explain how specialization and trade have changed over time (e.g., moved from self-sustaining farms to global markets, global imports)					SS M 09.2.12.c Explain how trade barriers impact the prices and quantity of goods in the domestic market	SS M 10.2.12.b Explain how trade barriers impact the prices and quantity of goods in the domestic market (e.g., control of waterways, distance & price, scarcity)	SS M 11.2.12.c Explain how trade barriers impact the prices and quantity of goods in the domestic market

	<p>SS M 05.2.13 Students will identify how events affect U.S. economy.</p>		<p>SS M 07.2.13 Students will identify how international trade affects the domestic economy. (e.g. oil prices, Euro Zone crisis and US economy)</p>	<p>SS S 08.2.13 Students will identify how international trade affects the domestic economy.</p> <p>SS M 07.2.13 Students will identify how international trade affects the domestic economy. (e.g. oil prices, Euro Zone crisis and US economy)</p>	<p>SS M 09.2.13 Students will evaluate how international trade affects the domestic economy.</p>	<p>SS M 10.2.13 Students will evaluate how international trade affects the domestic economy.</p>	<p>SS M 11.2.13 Students will evaluate how international trade affects the domestic economy.</p>	<p>SS S 12.2.13 Students will evaluate how international trade affects the domestic economy.</p>
<p>Globalization</p>	<p>SS M 05.2.13.a Identify how global events can affect trade (exports and imports) within the U.S.</p>		<p>SS M 07.2.13.a Explain that currency must be converted to make purchases in other countries (e.g. Euro as a common currency, currency in other countries)</p>	<p>SS S 08.2.13.a Explain that currency must be converted to make purchases in other countries</p> <p>SS M 08.2.13.a Explain that currency must be converted to make purchases in other countries (e.g. Euro as a common currency, currency in other countries) (Grade 7)</p>	<p>SS M 09.2.13.a Identify goods which are available at a lower price because of international trade</p>		<p>SS M 11.2.13.a Identify goods which are available at a lower price because of international trade</p>	<p>SS S 12.2.13.a Identify goods which are available at a lower price because of international trade (Grades 9, 11 or 12)</p>

<p>Globalization</p>			<p>SS M 07.2.13.b Explain how prices of goods change as exchange rates go up and down (e.g. economic response to manmade and natural disasters, supply and demand, international trade)</p>	<p>SS 08.2.13.b Explain how prices of goods change as exchange rates go up and down</p> <p>SS M 08.2.13.b Explain how prices of goods change as exchange rates go up and down (e.g. economic response to manmade and natural disasters, supply and demand, international trade) (Grade 7)</p>	<p>SS M 09.2.13.b Explain how trade barriers impact the prices and quantity of goods in the domestic market</p>	<p>SS M 10.2.13.a Explain how trade barriers impact the prices and quantity of goods in the domestic market (e.g., control of waterways, distance & price, scarcity)</p>	<p>SS M 11.2.13.b Explain how trade barriers impact the prices and quantity of goods in the domestic market</p>	<p>SS S 12.2.13.b Explain how trade barriers impact the prices and quantity of goods in the domestic market (Grades 9, 10, 11 or 12)</p>
<p>Writing</p>	<p>LA S 05.2.2 Writing Genres: Write for a variety of purposes and audiences in multiple genres. a. persuasive b. descriptive c. narrative</p>	<p>LA S 06.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines..</p>	<p>Student will write in multiple modes for a variety of purposes and audiences across disciplines.</p>	<p>LA S 08.2.2 Students will write for a variety of purposes and audiences in multiple genres.</p>	<p>LA M 09.2.2 Students will demonstrate knowledge of components specific to the structures of a definition, compare/contrast, descriptive, argumentative, and persuasive essay.</p>	<p>LA M 10.2.2 Students will demonstrate knowledge of components specific to the structures of problem-solution, definition, cause and effect, analysis, and synthesis.</p>	<p>LA M 11.2.2 Students will demonstrate knowledge of components specific to the structures of analysis, problem solution, synthesis, and personal essay.</p>	<p>LA S 12.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.</p>
<p>Speaking</p>	<p>LA S 05.3.1 Speaking Skills: Develop and demonstrate speaking skills to communicate key ideas in a variety of situations.</p>	<p>LA S 06.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.</p>	<p>LA S 07.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.</p>	<p>LA S 08.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.</p>	<p>LA M 09.3.1 Students will develop, and refine speaking skills that convey an idea.</p>	<p>LA M 10.3.1 Students will develop, and refine speaking skills that convey an idea.</p>	<p>LA M 11.3.1 Students will develop, and refine speaking skills that convey an idea.</p>	<p>LA S 12.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.</p>

Listening	LA S 05.3.2 Listening Skills: Develop and demonstrate active listening skills across a variety of situations	LA M 06.3.2 Students will develop, and demonstrate active listening skills across a variety of situations.	LA S 07.3.2 Students will develop and apply active listening skills across a variety of situations LA M 07.3.2 Students will develop, and demonstrate active listening skills across a variety of situations.	LA S 08.3.2 Students will develop and apply active listening skills across a variety of situations LA M 08.3.2 Students will develop, and demonstrate active listening skills across a variety of situations.	LA M 09.3.2 Students will develop, and refine listening skills that convey an idea.	LA M 10.3.2 Students will develop, and refine listening skills that convey an idea.	LA M 11.3.2 Students will research, analyze, and communicate information.	LA S 12.3.2 Students will develop and apply active listening skills across a variety of situations LA M 12.3.2 Students will develop and demonstrate active listening skills across a variety of situations.
Reciprocal Communication	LA S 05.3.3 Reciprocal Communication: Demonstrate reciprocal communication skills	LA S 06.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA S 07.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA S 08.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA M 09.3.3 Students will develop, and refine reciprocal communication skills that convey an idea.	LA M 10.3.3 Students will develop, and refine reciprocal communication skills that convey an idea.	LA M 11.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA S 12.3.3 Students will develop, apply, and adapt reciprocal communication skills.
Comprehension	LA M 05.1.6 Comprehension: Extract and construct meaning using narrative and informational text	LA S 06.1.6 Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade level literary and informational text..	LA S 07.1.6 Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade level literary and informational text.	LA S 08.1.6 Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade level literary and informational text..	LA M 09.1.6 Students will extract meaning using prior knowledge and apply strategies to self monitor comprehension before, during and after reading.	LA M 10.1.6 Students will extract meaning using prior knowledge and apply strategies to self monitor comprehension before, during and after reading.	LA M 11.1.6 Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level or above text.	LA S 12.1.6 Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade level literary and informational text.
Vocabulary	LA S 05.1.5 Students will build literary, general academic, and content specific grade level vocabulary.	LA S 06.1.5 Students will build and use conversational, academic, and content specific grade level vocabulary.	LA S 07.1.5 Students will build and use conversational, academic, and content specific grade level vocabulary.	LA S 08.1.5 Students will build and use conversational, academic, and content specific grade level vocabulary.	LA M 09.1.5 Students will build literary, general academic, and content specific vocabulary.	LA M 10.1.5 Students will independently use structural analysis to determine word meanings and relationships.	LA M 11.1.5 Students will build literary, general academic, and content specific vocabulary.	LA S 12.1.5 Students will build and use conversational, academic, and content specific grade level vocabulary.

K-12 Comprehensive Standard: Geography

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

Concept	Grade Level Standards
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	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
	United States	(United States/World)	(United States/World)	(United States/World)	(United States/World)			(United States/World)
The World in Spatial Terms	SS S 05.3.1 Students will explore where (spatial) and why people, places and environments are organized in the United States.	SS M 06.3.1 Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.	SS M 07.3.1 Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.	SS S 08.3.1 Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.	SS M 09.3.1 Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.			SS S 12.3.1 Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.
	SS S 05.3.1.a Name and locate major human and physical features in the United States (e.g., states, capitals, and major cities in the United States, Rocky Mountains, Appalachian Mountains, Great Lakes)	SS M 06.3.1.a Use and interpret different types of maps/charts/diagrams/timelines (primary sources where available)	SS M 07.3.1.a Use and interpret different types of maps/charts/diagrams/timelines (primary sources where available)	SS S 08.3.1.a Use and interpret different types of maps/charts/diagrams/timelines (primary sources where available)	SS M 09.3.1.a Analyze geographical information sources (e.g., map, globe, atlas, remote sensing, GPS, and GIS)			SS S 12.3.1.a Analyze geographical information sources (e.g., map, globe, atlas, remote sensing, GPS, and GIS) (Grade 9)
	SS S 05.3.1.b Apply map skills to analyze physical/political maps of the United States (e.g., identify latitude longitude, and the global grid and identify the location and purpose of time zones)		SS M 07.3.1.b Use and interpret the results of mapping technologies, parts of a map and map projections (e.g., cartography, Global Positioning, Geographic Information Systems)	SS S 08.3.1.b Use and interpret the results of mapping technologies, parts of a map and map projections (e.g., cartography/ Geographic Information Systems) (Grade 7)	SS M 09.3.1.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 S 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) (Grade 9)

The World in Spatial Terms	SS S 05.3.1.c Analyze why things are located where they are in the United States (e.g. <i>Why were 13 colonies located on the eastern side of the United States? Why was corn raised in Pennsylvania and Ohio and cotton in Virginia and Georgia?</i>)		SS M 07.3.1.c Compare world views using mental maps (e.g., students sketch a map to demonstrate their personal perception of the world and compare it to previous personal maps)	SS S 08.3.1.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) (Grade 7)	SS M 09.3.1.c Analyze mental maps and spatial relationships. (e.g., city development, urban planning based on railroads, location of natural resources)			SS S 12.3.1.c Analyze mental maps and spatial relationships. (e.g., city development, urban planning based on railroads, location of natural resources) (Grade 9)
Places and Regions	SS M 05.3.1.d Use a variety of maps to gather and analyze information of locations in literature and current events				SS M 09.3.1.d Apply spatial thinking to investigate issues and justify decisions. (e.g., consolidation of schools, closing of post offices)			SS S 12.3.1.d Apply spatial thinking to investigate issues and justify decisions. (e.g., consolidation of schools, closing of post offices) (Grade 9)
	SS S 05.3.2 Students will compare the characteristics of places and regions and draw conclusions on their impact on human decisions	SS M 06.3.2 Students will examine how regions form and change over time.	SS M 07.3.2 Students will examine how regions form and change over time.	SS S 08.3.2 Students will examine how regions form and change over time.	SS M 09.3.2 Students will examine how regions form and change over time.	SS M 10.3.2 Students will examine how regions form and change over time.		SS S 12.3.2 Students will examine how regions form and change over time.
	SS S 05.3.2.a Define regions within the United States using multiple criteria. (e.g., Silicon Valley, Bread Basket)	SS M 06.3.2.a Analyze physical and human characteristics of places and regions (e.g., climate, language)	SS M 07.3.2.a Analyze physical and human characteristics of places and regions (e.g., climate, language)	SS S 08.3.2.a Analyze physical and human characteristics of places and regions (e.g., climate, language) (Grades 6,7)	SS M 09.3.2.a Analyze physical and human processes that shape places and regions (e.g., erosion, international trade, weathering, migration)	SS M 10.3.2.a Analyze physical and human processes that shape places and regions (e.g., international trade, climate, migration, agriculture)		SS S 12.3.2.a Analyze physical and human processes that shape places and regions (e.g., erosion, international trade, weathering, climate, migration, international trade) (Grades 9, 10)

Places and Regions	<p>SS S 05.3.2.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)</p>	<p>SS M 06.3.2.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)</p>	<p>SS M 07.3.2.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)</p>	<p>SS S 08.3.2.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) (Grades 6,7)</p>	<p>SS M 09.3.2.b Examine the importance of places and regions to individual and social identity (e.g., nationalism, sub-cultures, territoriality, iconography)</p>	<p>SS M 10.3.2.b Examine the importance of places and regions to individual and social identity (e.g., nationalism, national monuments, local legends, sub-cultures, nationalism, territoriality, iconography)</p>	<p>SS S 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) (Grades 9, 10)</p>
	<p>SS S 05.3.2.c Identify and classify regions (e.g., cities, states, and congressional districts)</p>	<p>SS M 06.3.2.c Analyze changes in places and regions over time (e.g., irrigation, growth of cities)</p>	<p>SS M 07.3.2.c Analyze changes in places and regions over time (e.g., irrigation, growth of cities)</p>	<p>SS S 08.3.2.c Analyze changes in places and regions over time (e.g., irrigation, growth of cities, Manifest Destiny)</p>	<p>SS M 09.3.2.c Analyze the changes in places and regions over time (e.g., migration, urbanization, fertility and mortality, industrialization)</p>	<p>SS M 10.3.2.c Analyze the changes in places and regions over time (e.g., migration, urbanization, fertility and mortality, industrialization)</p>	<p>SS S 12.3.2.c Analyze the changes in places and regions over time (e.g., migration, urbanization, fertility and mortality, industrialization) (Grades 9, 10)</p>
				<p>SS S 08.3.2.d Analyze how humans group and label environments and how those groupings/labels impact human societies (e.g., Dixie, Midwest, Ring of Fire) (Grade 8)</p>	<p>SS M 09.3.2.d Analyze the interdependence of places and regions. (e.g., international trade, NAFTA, EU)</p>	<p>SS M 10.3.2.d Analyze the interdependence of places and regions. (e.g., international trade, Silk Road, NAFTA, EU)</p>	<p>SS S 12.3.2.d Analyze the interdependence of places and regions. (e.g., international trade, NAFTA, EU) (Grades 9, 10)</p>

Places and Regions			SS M 07.3.2.d Identify the location of major world regions (e.g., Arctic, Caribbean, Central America, Balkans, Horn of Africa, East Asia, South Asia) countries, and cities	SS S 08.3.2.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 (Grade 7)	SS M 09.3.2.e Analyze critical issues and problems of places and regions. (e.g., current events)	SS M 10.3.2.e Analyze critical issues and problems of places and regions. (e.g., current events)		SS S 12.3.2.e Analyze critical issues and problems of places and regions. (e.g., current events) (Grades 9, 10)
					SS M 09.3.2.f Apply regional analysis of geographic issues and questions. (e.g., discussing current events and issues of the day in a geographical context)			SS S 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) (Grade 9)
Physical Systems	SS S 05.3.3 Students will draw conclusions about the natural processes in the physical world	SS M 06.3.3 Students will investigate how natural processes interact to create and change the natural environment	SS M 07.3.3 Students will investigate how natural processes interact to create and change the natural environment	SS S 08.3.3 Students will investigate how natural processes interact to create and change the natural environment	SS M 09.3.3 Students will interpret how natural processes interact to create the natural environment	SS M 10.3.3 Students will interpret how natural processes interact to create the natural environment		SS S 12.3.3 Students will interpret how natural processes interact to create the natural environment
	SS S 05.3.3.a Explain how physical processes shape the United States' features and patterns (e.g., weathering, erosion, plate tectonics and internal forces and climate)		SS M 07.3.3.a Compare and contrast various biomes/climates (e.g., rainforest, grasslands, forests)	SS S 08.3.3.a Compare and contrast various biomes/climates (e.g., rainforest, grasslands, forests) (Grade 7)	SS M 09.3.3.a Identify and explain components of Earth's physical system (i.e., atmosphere, lithosphere, biosphere, and hydrosphere)			SS S 12.3.3.a Identify and explain components of Earth's physical system (i.e., atmosphere, lithosphere, biosphere, and hydrosphere) (Grade 9)

Physical Systems	SS S 05.3.3.b Identify examples of ecosystems located in the United States (e.g. forests, deserts, grasslands)	SS M 06.3.3.a Analyze the impact of natural events on biomes, climates and wind and water systems (e.g., rivers/floods/precipitation / drought)	SS M 07.3.3.b Analyze the impact of natural events on biomes, climates and wind and water systems (e.g., rivers/floods / precipitation / drought)	SS S 08.3.3.b Analyze the impact of natural events on biomes, climates and wind and water systems (e.g., rivers/floods/precipitation / drought) (Grades 6, 7)	SS M 09.3.3.b Explain plate tectonics/continental drift and predict changes over time to the earth's land and oceans		SS S 12.3.3.b Explain plate tectonics/continental drift and predict changes over time to the earth's land and oceans (Grade 9)
			SS M 07.3.3.c Use physical processes to explain patterns in the physical environment (e.g., volcanoes creating islands, faulting changing mountains, glaciation creating the Great Lakes)	SS S 08.3.3.c Use physical processes to explain patterns in the physical environment (e.g., volcanoes creating islands, faulting changing mountains, glaciation creating the Great Lakes) (Grade 7)	SS M 09.3.3.c Identify and explain world patterns of extreme events	SS M 10.3.3.a Identify and explain world patterns of extreme events (e.g., Vesuvius, Krakatoa, Little Ice Age)	SS S 12.3.3.c Identify and explain world patterns of extreme events (Grade 9, 10)
					SS M 09.3.3.d Identify and explain global ocean and atmospheric systems		SS S 12.3.3.d Identify and explain global ocean and atmospheric systems (Grade 9)
					SS M 09.3.3.e Compare and contrast world climate regions		SS S 12.3.3.e Compare and contrast world climate regions (Grade 9)

Human Systems	<p>SS S 05.3.4 Students will compare, contrast, and draw conclusions about the characteristics of culture and migration in the United States.</p>	<p>SS M 06.3.4 Students will analyze and interpret patterns of culture around the world.</p>	<p>SS M 07.3.4 Students will analyze and interpret patterns of culture around the world.</p>	<p>SS S 08.3.4 Students will analyze and interpret patterns of culture around the world.</p>	<p>SS M 9.3.4 Students will analyze and interpret patterns of culture around the world.</p>	<p>SS M 10.3.4 Students will analyze and interpret patterns of culture around the world.</p>		<p>SS S 12.3.4 Students will analyze and interpret patterns of culture around the world.</p>
	<p>SS S 05.3.4.a Compare and contrast patterns of culture within the United States (e.g., language, religion, food)</p>	<p>SS M 06.3.4.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, culture)</p>	<p>SS M 07.3.4.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)</p>	<p>SS S 08.3.4.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 M 09.3.4.a Distinguish population characteristics by world regions, country, and regions within countries (e.g., demographic transition, fertility, mortality, migration rates, population pyramids)</p>	<p>SS M 10.3.4.a Distinguish population characteristics by world regions, country, and regions within countries (e.g., fertility, mortality, migration rates)</p>		<p>SS S 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) (Grades 9, 10)</p>
	<p>SS S 05.3.4.b Compare and contrast population characteristics of the United States (e.g., density, distribution, growth rates).</p>		<p>SS M 07.3.4.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 S 08.3.4.b Analyze purpose of population centers, (e.g., function of cities as providers of goods and services, economic activities and interdependence, trade and transportation) (Grade 7)</p>	<p>SS M 09.3.4.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, to and from South America, Australia, New Zealand, Asia)</p>	<p>SS M 10.3.4.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 S 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) (Grades 9, 10)</p>

Human Systems	<p>SS S 05.3.4.c Compare and contrast historical and present day migrations to and within the United States</p>	<p>SS M 06.3.4.b 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)</p>	<p>SS M 07.3.4.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)</p>	<p>SS S 08.3.4.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>SS M 09.3.4.c Compare and contrast changes in human settlement patterns over time</p>	<p>SS M 10.3.4.c Compare and contrast changes in human settlement patterns over time</p>		<p>SS S 12.3.4.c Compare and contrast changes in human settlement patterns over time (Grades 9, 10)</p>
					<p>SS M 09.3.4.d Compare and contrast internal structures of cities in developed and developing countries</p>			<p>SS S 12.3.4.d Compare and contrast internal structures of cities in developed and developing countries (Grade 9)</p>

Human Systems					<p>SS M 09.3.4.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>SS M 10.3.4.d Evaluate the spread of cultural traits to distinguish between convergence and divergence of cultures (e.g., convergence: spread of democratic ideas, printing press, technological transfer; divergence: religious persecution, Protestant Reformation) (Grade 10)</p>		<p>SS S 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) (Grades 9, 10)</p>
					<p>SS M 09.3.4.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)</p>			<p>SS S 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) (Grade 9)</p>

Human Systems					SS M 09.3.4.g Evaluate the benefits and challenges of globalization (e.g., regional specialization, trade, multinational businesses, pandemics, loss of local cultures)	SS M 10.3.4.e Evaluate the benefits and challenges of globalization (e.g., regional specialization, trade, pandemics, loss of local cultures)		SS S 12.3.4.g Evaluate the benefits and challenges of globalization (e.g., regional specialization, trade, multinational businesses, pandemics, loss of local cultures) (Grades 9, 10)
					SS M 09.3.4.h Identify and analyze patterns of power and influence of sovereign nations and organized nation groups (e.g., NATO, United Nations, European Union)			SS S 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) (Grade 9)
					SS M 09.3.4.i Identify and explain the factors that contribute to cooperation and conflict within and between countries.	SS M 10.3.4.f Identify and explain the factors that contribute to cooperation and conflict within and between countries.		SS S 12.3.4.i Identify and explain the factors that contribute to cooperation and conflict within and between countries. (Grades 9, 10)
Human Environment Interaction	SS S 05.3.5 Students will describe how humans have adapted to and modified different environments in Early American history.	SS M 06.3.5 Students will analyze how humans have adapted to different physical environments.	SS M 07.3.5 Students will analyze how humans have adapted to different physical environments.	SS S 08.3.5 Students will analyze how humans have adapted to different physical environments.	SS M 09.3.5 Students will evaluate interrelationships between people and the environment.	SS M 10.3.5 Students will evaluate interrelationships between people and the environment.		SS S 12.3.5 Students will evaluate interrelationships between people and the environment.

Human Environment Interaction	<p>SS S 05.3.5.a Describe the impact of extreme natural events in Early United States History on the human and physical environment (e.g., blizzards, floods, drought)</p>		<p>SS M 07.3.5.a Describe the impact of extreme natural events on the human and physical environment globally (e.g., earthquakes, tornadoes, floods, hurricanes, volcanic eruptions)</p>	<p>SS S 08.3.5.a Describe the impact of extreme natural events on the human and physical environment globally (e.g., earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides) (Grade 7)</p>	<p>SS M 09.2.3.5.a Analyze the consequences of extreme weather and other natural disasters such as El Nino, floods, tsunamis, droughts, and volcanoes</p>		<p>SS S 12.3.5.a Analyze the consequences of extreme weather and other natural disasters such as El Nino, floods, tsunamis, droughts, and volcanoes (Grade 9)</p>
	<p>SS S 05.3.5.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 M 06.3.5.a Identify and evaluate how humans utilize the physical environment (e.g., irrigation, levees, terraces, fertile soils, changes in land use)</p>	<p>SS M 07.3.5.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 S 08.3.5.b Identify and evaluate how humans utilize the physical environment (e.g., irrigation, levees, terraces, fertile soils, mechanized agriculture, changes in land use) (Grades 6, 7)</p>	<p>SS M 09.3.5.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 M 10.3.5.a 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>	

Human Environment Interaction	<p>SS S 05.3.5.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 M 06.3.5.b Analyze issues related to the physical environment globally (e.g., water supply, availability of arable land)</p>	<p>SS M 07.3.5.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 S 08.3.5.c Analyze issues related to the physical environment globally (e.g., water supply, air quality in cities, solid waste disposal, availability of arable land) (Grades 6, 7)</p>	<p>SS M 09.3.5.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 M 10.3.5.-b Evaluate successful solutions and problems related to the physical environment from a geographical perspective (e.g., the role of irrigation, three field system; Little Ice Age; recent global climate change theories, and evidence that supports and refutes such theories)</p>	<p>SS S 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) (Grades 9, 10)</p>
	<p>SS S 05.3.5.d Examine patterns of resource distribution and utilization in Early America (e.g., fisheries, forests, agricultural development, early manufacturing regions)</p>		<p>SS M 07.3.5.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 S 08.3.5.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) (Grade 7)</p>	<p>SS M 09.3.5.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>Human Environment Interaction</p>	<p>SS S 05.3.5.e Describe human adaptations to the physical environment. (e.g., use of air conditioning, irrigation, agricultural activities, soil testing, erosion control)</p>		<p>SS M 07.3.5.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>SS S 08.3.5.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) (Grade 7)</p>	<p>SS M 09.3.5.e Analyze the impacts of technological innovations in shaping human interaction on the physical environment (e.g., agriculture, air conditioning, desalinization)</p>	<p>SS M 10.3.5.-c Analyze the impacts of technological innovations in shaping human interaction on the physical environment (e.g., agriculture)</p>		<p>SS S 12.3.5.e Analyze the impacts of technological innovations in shaping human interaction on the physical environment (e.g., agriculture, air conditioning, desalinization) (Grades 9, 10)</p>
<p>Application of Geography to Issues and Events</p>	<p>SS S 05.3.6 Students will use geographic skills to interpret issues and events.</p>	<p>SS M 06.3.6 Students will analyze issues and/or events using geographic knowledge and skills to make informed decisions.</p>	<p>SS M 07.3.6 Students will analyze issues and/or events using geographic knowledge and skills to make informed decisions.</p>	<p>SS S 08.3.6 Students will analyze issues and/or events using geographic knowledge and skills to make informed decisions.</p>	<p>SS M 09.3.6 Students will analyze and explain issues and/or events using the geographic knowledge and skills to make informed decisions.</p>	<p>SS M 10.3.6 Students will analyze and explain issues and/or events using the geographic knowledge and skills to make informed decisions.</p>		<p>SS S 12.3.6 Students will analyze issues and/or events using the geographic knowledge and skills to make informed decisions.</p>
	<p>SS S 05.3.6.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)</p>	<p>SS M 06.3.6.a Analyze the physical or human geographic factors explaining the spatial pattern of world events. (e.g., water scarcity and conflict)</p>	<p>SS M 07.3.6.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>	<p>SS S 08.3.6.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) (Grades 6, 7)</p>	<p>SS M 09.3.6.a Apply geographic knowledge and skills (e.g., ask geographic questions, acquire, analyze, and present geographic information)</p>	<p>SS M 10.3.6.a Apply geographic knowledge and skills (e.g., ask geographic questions, acquire, analyze, and present geographic information)</p>		<p>SS S 12.3.6.a Apply geographic knowledge and skills (e.g., ask geographic questions, acquire, analyze, and present geographic information) (Grades 9, 10)</p>

<p>Application of Geography to Issues and Events</p>	<p>SS S 05.3.6.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)</p>	<p>SS M 06.3.6.b Describe the role of geographic factors in determining the spatial arrangement of humans and their activity (e.g., availability of arable land, water and suitable climate for farming; access to resources for development)</p>	<p>SS M 07.3.6.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)</p>	<p>SS S 08.3.6.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) (Grade 6, 7)</p>	<p>SS M 09.3.6.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>SS M 10.3.6.b Identify and evaluate how geographic knowledge and geographic techniques are applied to improve our lives or solve problems (e.g. Black Death, aqueducts, three field system)</p>		<p>SS S 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) (Grades 9, 10)</p>
<p>Writing</p>	<p>LA S 05.2.2 Writing Genres: Write for a variety of purposes and audiences in multiple genres. a. persuasive b. descriptive c. narrative</p>	<p>LA S 06.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.</p>	<p>LA S 07.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.</p>	<p>LA S 08.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.</p>	<p>LA M 09.2.2 Students will demonstrate knowledge of components specific to the structures of a definition, compare/contrast, descriptive, argumentative, and persuasive essay.</p>	<p>LA M 10.2.2 Students will demonstrate knowledge of components specific to the structures of problem-solution, definition, cause and effect, analysis, and synthesis.</p>	<p>LA M 11.2.2 Students will demonstrate knowledge of components specific to the structures of analysis, problem solution, synthesis, and personal essay.</p>	<p>LA S 12.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.</p>

Speaking	LA S 05.3.1 Speaking Skills: Develop and demonstrate speaking skills to communicate key ideas in a variety of situations.	LA S 06.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	LA S 07.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	LA S 08.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	LA M 09.3.1 Students will develop, and refine speaking skills that convey an idea.	LA M 10.3.1 Students will develop, and refine speaking skills that convey an idea.	LA M 11.3.1 Students will develop, and refine speaking skills that convey an idea.	LA S 12.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.
Listening	LA S 05.3.2 Listening Skills: Develop and demonstrate active listening skills across a variety of situations	LA M 06.3.2 Students will develop, and demonstrate active listening skills across a variety of situations	LA S 07.3.2 Students will develop and apply active listening skills across a variety of situations. LA M 07.3.2 Students will develop, and demonstrate active listening skills across a variety of situations.	LA S 08.3.2 Students will develop and apply active listening skills across a variety of situations.LA M 08.3.2 Students will develop, and demonstrate active listening skills across a variety of situations.	LA M 09.3.2 Students will develop, and refine listening skills that convey an idea.	LA M 10.3.2 Students will develop, and refine listening skills that convey an idea.	LA M 11.3.2 Students will research, analyze, and communicate information.	LA S 12.3.2 Students will develop and apply active listening skills across a variety of situations. LA M 12.3.2 Students will develop and demonstrate active listening skills across a variety of situations.
Reciprocal Communication	LA S 05.3.3 Reciprocal Communication: Demonstrate reciprocal communication skills	LA S 06.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA S 07.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA S 08.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA M 09.3.3 Students will develop, and refine reciprocal communication skills that convey an idea.	LA M 10.3.3 Students will develop, and refine reciprocal communication skills that convey an idea.	LA M 11.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA S 12.3.3 Students will develop, apply, and adapt reciprocal communication skills.
Comprehension	LA M 05.1.6 Comprehension: Extract and construct meaning using narrative and informational text	LA S 06.1.6 Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade level literary and informational text.	LA S 07.1.6 Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade level literary and informational text.	LA S 08.1.6 Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade level literary and informational text.	LA M 09.1.6 Students will extract meaning using prior knowledge and apply strategies to self monitor comprehension before, during and after reading.	LA M 10.1.6 Students will extract meaning using prior knowledge and apply strategies to self monitor comprehension before, during and after reading.	LA M 11.1.6 Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level or above text.	LA S 12.1.6 Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade level literary and informational text.

Vocabulary	LA M P4.1.5 Students will build literary, general academic, and content specific vocabulary.	LA S 00.1.5 Students will build literary, general academic, and content specific grade level vocabulary.	LA S 07.1.5 Students will build and use conversational, academic, and content specific grade level vocabulary.	LA S 08.1.5 Students will build and use conversational, academic, and content specific grade level vocabulary.	LA M 09.1.5 Students will build literary, general academic, and content specific vocabulary.	LA M 10.1.5 Students will independently use structural analysis to determine word meanings and relationships.	LA M 11.1.5 Students will build literary, general academic, and content specific vocabulary.	LA S 12.1.5 Students will build and use conversational, academic, and content specific grade level vocabulary.
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K-12 Comprehensive Standard: History (US)
 Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national and international levels.

Concept	Grade Level Standards
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	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
	(United States: First Americans to the Constitution)			(United States: Colonial America to the Progressive Era)			(United States: Progressive Era to Present)	(United States: Progressive Era to Present)
	SS S 05.4.1 Students will examine chronological relationships and patterns, and describe the connections among them.			SS S 08.4.1 (US) Students will analyze how major past and current US events are chronologically connected, and evaluate their impact(s) upon one another.			SS M 11.4.1 (US) Students will analyze how major past and current US events are chronologically connected, and evaluate their impact(s) upon one another.	SS S 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.
Chronological Thinking	SS S 05.4.1.a Describe concepts of time and chronology (e.g., BC, BCE, AD, CE and eras)			SS S 08.4.1.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) (Grade 8)			SS M 11.4.1.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 S 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) (Grade 11 or 12)

Chronological Thinking	SS S 05.4.1.b Select and record key national events in chronological order (e.g., timelines)			SS S 08.4.1.b (US) Classify key national events in chronological order (e.g., timelines with eras and selected key events) (Grade 8)			SS M 11.4.1.b (US) Select, record, and interpret key national and global events in chronological order (e.g., timelines with eras and selected key event)	SS S 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) (Grade 11 or 12)
				SS S 08.4.1.c (US) Examine the chronology of historical events in the United States and analyze their impact on the past, present, and future (Grade 8)			SS M 11.4.1.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 S 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 (Grade 11 or 12)
Historical Comprehension	SS S 05.4.2 Students will demonstrate an understanding of the impact of people, events, ideas, and symbols, upon us history using multiple types of sources.			SS S 08.4.2 (US) Students will analyze the impact of people, events, ideas, and symbols upon US history using multiple types of sources.	SS M 09.4.2 (US) Students will analyze the impact of people, events, ideas, and symbols upon US history using multiple types of sources.		SS M 11.4.2 (US) Students will analyze and evaluate the impact of people, events, ideas, and symbols upon US history using multiple types of sources.	SS S 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.
	SS S 05.4.2.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			SS S 08.4.2.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	SS M 09.4.2.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 (World Geography)		SS M 11.4.2.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	SS S 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

<p style="text-align: center;">Historical Comprehension</p>	<p>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>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</p>			<p>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,</p>	<p>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,</p>
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				Carver, Orville and Wilbur Wright) (Grade 8)			Sandra Day O'Connor, Clarence Thomas, fall of the Berlin Wall, Colin Powell, 9/11, Steve Jobs, Bill Gates)	Sandra Day O'Connor, Clarence Thomas, fall of the Berlin Wall, Colin Powell, 9/11, Steve Jobs, Bill Gates) (Grade 11 or 12)
Historical Comprehension	<p>SS S 05.4.2.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</p> <p>SS M 05.4.2.b Identify and describe examples of how science and technology impacted the changes in the U.S. and compare forms of communication and transportation from the past and present</p>			<p>SS S 08.4.2.b (US) Analyze how the United States has changed over the course of time, using maps, documents, and other artifacts (Grade 8)</p>			<p>SS M 11.4.2.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 S 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 (Grade 11 or 12)</p>
	<p>SS S 05.4.2.c Describe the appropriate uses of primary and secondary sources</p>			<p>SS S 08.4.2.c (US) Analyze the appropriate uses of primary and secondary sources (Grade 8)</p>			<p>SS M 11.4.2.c (US) Analyze and evaluate the appropriate uses of primary and secondary sources</p>	<p>SS S 12.4.2.c (US) Analyze and evaluate the appropriate uses of primary and secondary sources (Grade 11 or 12)</p>

	SS S 05.4.3 Students will describe and explain multiple perspectives of historical events.			SS 08.4.3 (US) Students will analyze and interpret historical and current events from multiple perspectives.	SS M 09.4.3 (US) Students will analyze and interpret historical and current events from multiple perspectives.		SS M.11.4.3 (US) Students will analyze and evaluate historical and current events from multiple perspectives.	SS S 12.4.3 (US) Students will analyze and evaluate historical and current events from multiple perspectives.
Multiple Perspectives	SS S 05.4.3.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 08.4.3.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) (Grade 8)	SS M 09.4.3.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) (World Geography)		SS M 11.4.3.a (US) Analyze and evaluate how multiple perspectives facilitate the understanding of the full story of US history (e.g., Immigration, early 20th Century African American leaders, World Wars, international trade agreements, women's rights)	SS S 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) (Grades 11 or 12)
	SS S 05.4.3.b Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., Court records of the Boston Massacre, The Declaration of Independence, The Constitution, historical biographies, oral histories)			SS 08.4.3.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) (Grade 8)				SS M 11.4.3.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)

Historical Research Skills	SS S 05.4.4 Students will analyze past and current events, issues, and problems.			SS S 08.4.4 (US) Students will identify causes of past and current events, issues, and problems.	SS M 09.4.4 (US) Students will identify causes of past and current events, issues, and problems.		SS M 11.4.4 (US) Students will identify and evaluate the effects of past, current, and potential future events, issues, and problems.	SS S 12.4.4 (US) Students will identify and evaluate the effects of past, current, and potential future events, issues, and problems.
	SS S 05.4.4.a Analyze sources on Early American History through determination of credibility, contextualization, and corroboration			SS S 08.4.4.a (US) Analyze sources on Nineteenth-Century American History through determination of credibility, contextualization, and corroboration (Grade 8)			SS M 11.4.4.a (US) Compare and evaluate contradictory historical narratives of Twentieth-Century U.S. History through determination of credibility, contextualization, and corroboration	SS S 12.4.4.a (US) Compare and evaluate contradictory historical narratives of Twentieth-Century U.S. History through determination of credibility, contextualization, and corroboration (Grade 11 or 12)
	SS S 05.4.4.b Examine alternative courses of action in United States history (e.g., <i>What were the causes of the American Revolution?</i>)			SS S 08.4.4.b (US) Evaluate alternative courses of action in United States history (e.g., Why and how was land acquired?) (Grade 8)			SS M 11.4.4.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 S 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?) (Grade 11 or 12)
	SS S 05.4.4.c Identify how decisions affected events in the United States (e.g., secession of the American Colonies from Britain)			SS S 08.4.4.c (US) Analyze how decisions affected events in the United States (e.g., Supreme Court decisions, immigration, declaration of war) (Grade 8)	SS 09.4.4.a (US) Analyze how decisions affected events in the United States (e.g., Supreme Court decisions, immigration, declaration of war) (World Geography)		SS M 11.4.4 c (US) Evaluate how decisions affected events in the united States (e.g., Supreme Court Decisions, revolutions, alliances,	SS S 12.4.4 c (US) Evaluate how decisions affected events in the united States (e.g., Supreme Court Decisions, revolutions, alliances, treaties)

Historical Research Skills	SS S 05.4.4.d Describe the cause and effect relationships among key events in history (e.g., Revolutionary War, founding of the United States)			SS S 08.4.4.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) (Grade 8)	SS 09.4.4.b (US) Identify and analyze multiple causes and effects upon key events in US history (World Geography)		SS M 11.4.4.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 S 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) (Grade 11 or 12)
	SS S 05.4.4.e Describe the relationships among historical events in the United States and the students' lives today (i.e., current events)			SS S 08.4.4.e (US) Analyze the relationships among historical events in the United States and the students' lives today (i.e., current events) (Grade 8)	SS M 09.4.4.c (US) Analyze the relationships among historical events in the United States and the students' lives today (i.e., current events) (World Geography)		SS M 11.4.4.e (US) Evaluate the relationships among historical events in the United States and the students' lives today (i.e., current events)	SS S 12.4.4.e (US) Evaluate the relationships among historical events in the United States and the students' lives today (i.e., current events) (Grade 11 or 12)
Historical Research Skills	SS S 05.4.5 Students will develop historical research skills.			SS S 08.4.5 Students will develop historical research skills. (Grades 7, 8)			SS M 11.4.5 (US) Students will develop historical research skills.	SS S 12.4.5 (US) Students will develop historical research skills. (Grade 11 or 12)
	SS S 05.4.5.a Develop questions about United States history			SS S 08.4.5.a (US) Develop questions about United States history (Grade 8)			SS M 11.4.5.a (US) Develop questions about United States history	SS S 12.4.5.a (US) Develop questions about United States history (Grade 11 or 12)

Historical Research Skills	<p>SS S 05.4.5.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)</p>			<p>SS S 08.4.5.b (US) 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)</p>			<p>SS M 11.4.5.b (US) <u>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.)</u></p>	<p>SS S 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.)</p>
	<p>SS S 05.4.5.c Gather historical information about the United States (e.g., document archives, newspapers, interviews)</p> <p>SS M 05.4.5.c <u>Gather historical information about the United States from a variety of sources; (take notes and categorize information to determine relevant information to share)</u></p>			<p>SS S 08.4.5.c (US) Gather historical information about the United States (e.g., document archives, artifacts, newspapers, interviews) (Grade 8)</p>			<p>SS M 11.4.5.c (US) <u>Gather historical information about the United States (e.g., document archives, artifacts, newspapers, interviews)</u></p>	<p>SS S 12.4.5.c (US) Gather historical information about the United States (e.g., document archives, artifacts, newspapers, interviews) (Grade 11 or 12)</p>
	<p>SS S 05.4.5.d Present historical information about the United States (e.g., pictures, posters, oral/written narratives, and electronic presentations)</p>			<p>SS S 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) (Grade 8)</p>			<p>SS M 11.4.5.d (US) <u>Present an evaluation of historical information about the United States (e.g., pictures, posters, oral/written narratives, and electronic presentations)</u></p>	<p>SS S 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) (Grade 11 or 12)</p>

Writing	<p>LA S 05.2.2 Writing Genres: Write for a variety of purposes and audiences in multiple genres. a. persuasive b. descriptive c. narrative</p>			<p>LA S 08.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.</p>			<p>LA M 11.2.2 Students will demonstrate knowledge of components specific to the structures of analysis, problem solution, synthesis, and personal essay.</p>	<p>LA S 12.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.</p>
Speaking	<p>LA S 05.3.1 Speaking Skills: Develop and demonstrate speaking skills to communicate key ideas in a variety of situations.</p>			<p>LA S 08.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.</p>			<p>LA M 11.3.1 Students will develop, and refine speaking skills that convey an idea.</p>	<p>LA S 12.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.</p>
Listening	<p>LA S 05.3.2 Listening Skills: Develop and demonstrate active listening skills across a variety of situations</p>			<p>LA S 08.3.2 Students will develop and apply active listening skills across a variety of situations. LA M 08.3.2 Students will develop, and demonstrate active listening skills across a variety of situations.</p>			<p>LA M 11.3.2 Students will research, analyze, and communicate information.</p>	<p>LA S 12.3.2 Students will develop and apply active listening skills across a variety of situations. LA M 12.3.2 Students will develop and demonstrate active listening skills across a variety of situations.</p>
Reciprocal Communication	<p>LA S 05.3.3 Reciprocal Communication: Demonstrate reciprocal communication skills</p>			<p>LA S 08.3.3 Students will develop, apply, and adapt reciprocal communication skills.</p>			<p>LA M 11.3.3 Students will develop, apply, and adapt reciprocal communication skills.</p>	<p>LA S 12.3.3 Students will develop, apply, and adapt reciprocal communication skills.</p>

Comprehension	LA M 05.1.6 Comprehension: Extract and construct meaning using narrative and informational text			LA S 08.1.6 Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade level literary and informational text.			LA M 11.1.6 Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level or above text.	LA S 12.1.6 Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade level literary and informational text.
Vocabulary	LA S 05.1.5 Students will build literary, general academic, and content specific grade level vocabulary.			LA S 08.1.5 Students will build and use conversational, academic, and content specific grade level vocabulary.			LA M 11.1.5 Students will build literary, general academic, and content specific vocabulary.	LA S 12.1.5 Students will build and use conversational, academic, and content specific grade level vocabulary.

K-12 Comprehensive Standard: History (WLD)

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

Concept	Grade Level Standards
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	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
		(United States: First Americans to the Constitution)	(World: Beginnings to 1000 CE)		(World: Beginnings to 1000 CE)		(World: 1000 CE to Present)	
Chronological Thinking	SS S 05.4.1 Students will examine chronological relationships and patterns, and describe the connections among them.	SS M 06.4.1 (WLD) Students will analyze how major past and current world events are chronologically connected, and evaluate their impact(s) upon one another.		SS OS 8.4.1 (WLD) Students will analyze how major past and current world events are chronologically connected, and evaluate their impact(s) upon one another.		SS M 10.4.1 (WLD) Students will analyze how major past and current world events are chronologically connected, and evaluate their impact(s) upon one another.		SS S 12.4.1 (WLD) Students will analyze how major past and current world events are chronologically connected, and evaluate their impact(s) upon one another.
	SS S 05.4.1.a Describe concepts of time and chronology (e.g., BC, BCE, AD, CE and eras)	SS M 06.4.1.a (WLD) Describe concepts of time and chronology (e.g., Historical Eras such as A.D./B.C., Prehistory/History, Old Stone Age/New Stone Age; Foundations of Early Civilizations; Development of Religions; Early Trade Routes)		SS OS 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) (Grade 6)		SS M 10.4.1.a (WLD) Describe concepts of time and chronology (e.g., Middle Ages, Global Interaction, Age of Revolutions, Global Conflict and Achievement, Contemporary World)		SS S 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) (Grade 10)
	SS S 05.4.1.b Select and record key national events in chronological order (e.g., timelines)	SS M 06.4.1.b (WLD) Classify key global events in chronological order (e.g., timelines with eras and selected key events)		SS OS 8.4.1.b (WLD) Classify key global events in chronological order (e.g., timelines with eras and selected key events) (Grade 6)		SS M 10.4.1.b (WLD) Select, record, and interpret key global events in chronological order (e.g., timelines with eras and selected key event)		SS S 12.4.1.b (WLD) Select, record, and interpret key global events in chronological order (e.g., timelines with eras and selected key event) (Grade 10)

<p>Chronological Thinking</p>		<p>SS M 06.4.1.c (WLD) Examine the chronology of historical events throughout the world to analyze their impact on the past, present, and future (e.g., polytheism, city-states, agriculture, Greco-Roman civilization, monarchies)</p>		<p>SS S 08.4.1.c (WLD) Examine the chronology of historical events throughout the world to analyze their impact on the past, present, and future SS M 08.4.1.c (WLD) Examine the chronology of historical events throughout the world to analyze their impact on the past, present, and future (e.g., polytheism, city-states, agriculture, Greco-Roman civilization, monarchies) (Grade 6)</p>		<p>SS M 10.4.1.c (WLD) Examine the chronology of historical events throughout the world to evaluate their impact on the past, present, and future (e.g., Fall of the Roman Empire, Expansion of Islam, Colonialism, Crusades, Absolutism in Europe)</p>		<p>SS S 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 M 12.4.1.c (WLD) Examine the chronology of historical events throughout the world to evaluate their impact on the past, present, and future (e.g., Fall of the Roman Empire, Expansion of Islam, Colonialism, Crusades, Absolutism in Europe) (Grade 10)</p>
<p>Historical Comprehension</p>	<p>SS S 05.4.2 Students will demonstrate an understanding of the impact of people, events, ideas, and symbols, upon us history using multiple types of sources.</p>	<p>SS M 06.4.2 (WLD) Students will analyze the impact of people, events, ideas, and symbols upon world history using multiple types of sources.</p>		<p>SS S 08.4.2 (WLD) Students will analyze the impact of people, events, ideas, and symbols upon world history using multiple types of sources.</p>		<p>SS M 10.4.2 (WLD) Students will analyze and evaluate the impact of people, events, ideas, and symbols upon world history using multiple types of sources.</p>		<p>SS S 12.4.2 (WLD) Students will analyze and evaluate the impact of people, events, ideas, and symbols upon world history using multiple types of sources.</p>

<p style="text-align: center;">Historical Comprehension</p>	<p>SS S 05.4.2.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 M 06.4.2.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, River Valley Civilizations and the development of agriculture, Sub-Saharan African Civilizations, Mesoamerica, Gupta Empire; Ancient and Classical Empires and Major Religions: Chinese and Japanese Dynasties, Greco-Roman Empires, Hinduism, Taoism, Buddhism, Judaism, Christianity, Islam; Silk Road)</p>		<p>SS S 08.4.2.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) (Grade 6)</p>		<p>SS M 10.4.2.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, genocide)</p>		<p>SS S 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) (Grade 10)</p>
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Historical Comprehension	<p>SS S 05.4.2.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</p> <p>SS M 05.4.2.b Identify and describe examples of how science and technology impacted the changes in the U.S. and compare forms of communication and transportation from the past and present</p>	<p>SS M 06.4.2.b (WLD) Analyze how global civilizations have changed over the course of time, using maps, documents, and other artifacts</p>		<p>SS S0 8.4.2.b (WLD) Analyze how global civilizations have changed over the course of time, using maps, documents, and other artifacts (Grade 6)</p>		<p>SS M 10.4.2.b (WLD) Analyze and evaluate how global civilizations have changed over the course of time, using maps, documents, and other artifacts</p>		<p>SS S 12.4.2.b (WLD) Analyze and evaluate how global civilizations have changed over the course of time, using maps, documents, and other artifacts (Grade 10)</p>
	<p>SS S 05.4.2.c Describe the appropriate uses of primary and secondary sources</p>	<p>SS M 06.4.2.c (WLD) Analyze the appropriate uses of primary and secondary sources</p>		<p>SS S 08.4.2.c (WLD) Analyze the appropriate uses of primary and secondary sources (Grade 6)</p>		<p>SS M 10.4.2.c (WLD) Analyze and evaluate the appropriate uses of primary and secondary sources</p>		<p>SS S 12.4.2.c (WLD) Analyze and evaluate the appropriate uses of primary and secondary sources (Grade 10)</p>
Multiple Perspectives	<p>SS S 05.4.3 Students will describe and explain multiple perspectives of historical events.</p>	<p>SS M 06.4.3 (WLD) Students will analyze and interpret historical and current events from multiple perspectives.</p>		<p>SS S 08.4.3 (WLD) Students will analyze and interpret historical and current events from multiple perspectives.</p>		<p>SS M 10.4.3 (WLD) Students will analyze and evaluate historical and current events from multiple perspectives.</p>		<p>SS S 12.4.3 (WLD) Students will analyze and evaluate historical and current events from multiple perspectives.</p>

Multiple Perspectives	<p>SS S 05.4.3.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)</p>	<p>SS M 06.4.3.a (WLD) Analyze and interpret how multiple perspectives facilitate the understanding of the full story of world history (e.g., Chinese Foot Binding, Caste System, Alexander the Great, Religious Persecution, Islamic Expansion, Development of Law, Slavery, Julius Caesar)</p>		<p>SS S 08.4.3.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) (Grade 6)</p>		<p>SS M 10.4.3.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)</p>		<p>SS S 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) (Grade 10)</p>
	<p>SS S 05.4.3.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)</p>	<p>SS M 06.4.3.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, images and videos - Terracotta Soldiers, Untouchables, foot binding)</p>		<p>SS S 08.4.3.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) (Grade 6)</p>		<p>SS M 10.4.3.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)</p>		<p>SS S 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) (Grade 10)</p>

Historical Research Skills	SS S 05.4.4 Students will analyze past and current events, issues, and problems.	SS M 06.4.4 (WLD) Students will identify causes of past and current events, issues, and problems.		SS S 08.4.4 (WLD) Students will identify causes of past and current events, issues, and problems.		SS M 10.4.4 (WLD) Students will identify and evaluate the effects of past, current, and potential future events, issues, and problems.		SS S 12.4.4 (WLD) Students will identify and evaluate the effects of past, current, and potential future events, issues, and problems.
	SS S 05.4.4.a Analyze sources on Early American History through determination of credibility, contextualization, and corroboration	SS M 06.4.4.a (WLD) Analyze sources on Early World History through determination of credibility, contextualization, and corroboration (e.g., Winners and the writers of history, myth vs. reality, oral traditions)		SS S 08.4.4.a (WLD) Analyze sources on Early World History through determination of credibility, contextualization, and corroboration (Grade 6)		SS M 10.4.4.a (WLD) Compare and evaluate contradictory historical narratives of Modern World History through determination of credibility, contextualization, and corroboration (e.g., Colonization, Imperialism, Cold War, Mongol Empire)		SS S 12.4.4.a (WLD) Compare and evaluate contradictory historical narratives of Modern World History through determination of credibility, contextualization, and corroboration (Grade 10)
Historical Research Skills	SS S 05.4.4.b Examine alternative courses of action in United States history (e.g., <i>What were the causes of the American Revolution?</i>)	SS M 06.4.4.b (WLD) Evaluate alternative courses of action in world history (e.g., Battle of Thermopylae, Alexander the Great, Founding & Spread of Islam, Outcomes of the Crusades)		SS S 08.4.4.b (WLD) Evaluate alternative courses of action in world history (e.g., How were ideas and products diffused to other regions?) (Grade 6)		SS M 10.4.4.b (WLD) Evaluate and formulate a position on alternative courses of action in world history (e.g., Operation Barbarossa, Voyages of Zheng He, Battle of Waterloo)		SS S 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 M 12.4.4.b (WLD) Evaluate and formulate a position on alternative courses of action in world history (e.g., Operation Barbarossa, Voyages of Zheng He, Battle of Waterloo) (Grade 10)

Historical Research Skills	SS S 05.4.4.c Identify how decisions affected events in the United States (e.g., secession of the American Colonies from Britain)	SS M 06.4.4.c (WLD) Analyze how decisions affected events across the globe (e.g., migrations, declarations of war, treaties, alliances)	SS 08.4.4.c (WLD) Analyze how decisions affected events across the globe (e.g., migrations, declarations of war, treaties, alliances) (Grade 6)	SS M 10.4.4.c (WLD) Evaluate how decisions affected events across the world (e.g., revolutions, alliances, treaties)	SS S 12.4.4.c (WLD) Evaluate how decisions affected events across the world (e.g., revolutions, alliances, treaties) (Grade 10)
	SS S 05.4.4.d Describe the cause and effect relationships among key events in history (e.g., Revolutionary War, founding of the United States)	SS M 06.4.4.d (WLD) Identify and analyze multiple causes and effects upon key events in world history (e.g. Fall of Roman Empire, Peloponnesian War, Unification of China)	SS S 08.4.4.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) (Grade 6)	SS M 10.4.4.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 S 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) (Grade 10)
	SS S 05.4.4.e Describe the relationships among historical events in the United States and the students' lives today (i.e., current events)	SS M 06.4.4.e (WLD) Analyze the relationships among historical events across the globe and the students' lives today (i.e., current events, compare & contrast historical and modern traditions)	SS S 08.4.4.e (WLD) Analyze the relationships among historical events across the globe and the students' lives today (i.e., current events) (Grade 6)	SS M 10.4.4.e (WLD) Evaluate the relationships among historical events across the globe and the students' lives today (i.e., current events, compare & contrast historical and modern traditions)	SS S 12.4.4.e (WLD) Evaluate the relationships among historical events across the globe and the students' lives today (i.e., current events) (Grade 10)
	SS S 05.4.5 Students will develop historical research skills.	SS M 06.4.5 Students will develop historical research skills.	SS S 08.4.5 Students will develop historical research skills.	SS M 10.4.5 (WLD) Students will develop historical research skills.	SS S 12.4.5 (WLD) Students will develop historical research skills.
	SS S 05.4.5.a Develop questions about United States history	SS M 06.4.5.a (WLD) Develop questions about world history	SS S 08.4.5.a (WLD) Develop questions about world history (Grade 6)	SS M 10.4.5.a (WLD) Develop questions about World history.	SS S 12.4.5.a (WLD) Develop questions about World history. (Grade 10)

Historical Research Skills	<p>SS S 05.4.5.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)</p>	<p>SS M 06.4.5.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)</p>		<p>SS S 08.4.5.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) (Grade 6)</p>		<p>SS M 10.4.5.b (WLD) Obtain, analyze, evaluate, and cite appropriate sources for research about Modern World History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format.)</p>		<p>SS S 12.4.5.b (WLD) Obtain, analyze, evaluate, and cite appropriate sources for research about Modern World History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format.) (Grade 10)</p>
	<p>SS S 05.4.5.c Gather historical information about the United States (e.g., document archives, newspapers, interviews)</p> <p>SS M 05.4.5.c Gather historical information about the United States from a variety of sources; (take notes and categorize information to determine relevant information to share)</p>	<p>SS M 06.4.5.c (WLD) Gather historical information about other nations (e.g., document archives, artifacts, newspapers, interviews)</p>		<p>SS S 08.4.5.c (WLD) Gather historical information about other nations (e.g., document archives, artifacts, newspapers, interviews) (Grade 6)</p>		<p>SS M 10.4.5.c (WLD) Gather historical information about the world (e.g., document archives, artifacts, newspapers, interviews)</p>		<p>SS S 12.4.5.c (WLD) Gather historical information about the world (e.g., document archives, artifacts, newspapers, interviews) (Grade 10)</p>
	<p>SS S 05.4.5.d Present historical information about the United States (e.g., pictures, posters, oral/written narratives, and electronic presentations)</p>	<p>SS M 06.4.5.d (WLD) Present an analysis of historical information about the world (e.g., pictures, posters, oral/written narratives, and electronic presentation)</p>		<p>SS S 08.4.5.d (WLD) Present an analysis of historical information about the world (e.g., pictures, posters, oral/written narratives, and electronic presentation) (Grade 6)</p>		<p>SS M 10.4.5.d (WLD) Present an evaluation of historical information about the world (e.g., pictures, posters, oral/written narratives, and electronic presentations)</p>		<p>SS S 12.4.5.d (WLD) Present an evaluation of historical information about the world (e.g., pictures, posters, oral/written narratives, and electronic presentations) (Grade 10)</p>

Writing	LA S 05.2.2 Writing Genres: Write for a variety of purposes and audiences in multiple genres. a. persuasive b. descriptive c. narrative	LA S 06.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.		LA S 08.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.		LA M 10.2.2 Students will demonstrate knowledge of components specific to the structures of problem-solution, definition, cause and effect, analysis, and synthesis.		LA S 12.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.
Speaking	LA S 05.3.1 Speaking Skills: Develop and demonstrate speaking skills to communicate key ideas in a variety of situations.	LA S 06.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.		LA S 08.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.		LA M 10.3.1 Students will develop, and refine speaking skills that convey an idea.		LA S 12.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.
Listening	LA S 05.3.2 Listening Skills: Develop and demonstrate active listening skills across a variety of situations	LA M 06.3.2 Students will develop, and demonstrate active listening skills across a variety of situations.		LA S 08.3.2 Students will develop and apply active listening skills across a variety of situations. LA M 08.3.2 Students will develop, and demonstrate active listening skills across a variety of situations.		LA M 10.3.2 Students will develop, and refine listening skills that convey an idea.		LA S 12.3.2 Students will develop and apply active listening skills across a variety of situations. LA M 12.3.2 Students will develop and demonstrate active listening skills across a variety of situations.
Reciprocal Communication	LA S 05.3.3 Reciprocal Communication: Demonstrate reciprocal communication skills	LA S 06.3.3 Students will develop, apply, and adapt reciprocal communication skills.		LA S 08.3.3 Students will develop, apply, and adapt reciprocal communication skills.		LA M 10.3.3 Students will develop, and refine reciprocal communication skills that convey an idea.		LA S 12.3.3 Students will develop, apply, and adapt reciprocal communication skills.

Comprehension	LA M 05.1.6 Comprehension: Extract and construct meaning using narrative and informational text	LA S 06.1.6 Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade level literary and informational text.		LA S 08.1.6 Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade level literary and informational text.		LA M 10.1.6 Students will extract meaning using prior knowledge and apply strategies to selfmonitor comprehension before, during and after reading.		LA S 12.1.6 Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade level literary and informational text.
Vocabulary	LA S 05.1.5 Students will build literary, general academic, and content specific grade level vocabulary.	LA S 06.1.5 Students will build and use conversational, academic, and content specific grade level vocabulary.		LA S 08.1.5 Students will build and use conversational, academic, and content specific grade level vocabulary.		LA M 10.1.5 Students will independently use structural analysis to determine word meanings and relationships.		LA S 12.1.5 Students will build and use conversational, academic, and content specific grade level vocabulary.

SECONDARY SOCIAL STUDIES COURSES

	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	
Course	Grade 5 Social Studies	Ancient Civilizations 6	World Geography 7	American History 8	World Geography AP Human Geography	World History AP World History	US History AP US History US Government & Economics AP US Government & Politics	Introduction to Behavioral Science Human Diversity International Relations	World Religions Sociology AP European History Law Studies Psychology AP Psychology AP Comparative Government & Politics
							IB Courses offered at MNHS only		
							IB 20 th Century World History Topics SL/HL IB Psychology SL IB History of the Americas HL II		
Materials	Social Studies Alive! America's Past (TCI 2010)	History Alive! The Ancient World (TCI 2011)	World Geography (Holt McDougal 2012)	History Alive! The United States Through Industrialism (TCI 2011)	Geography The Human & Physical World (McGraw Hill 2015) The Cultural Landscape: An Introduction to Human Geography AP Edition (Pearson 2014)	World History Patterns of Interaction (Holt McDougal 2012) Worlds Together, Worlds Apart 4 th Ed. (Norton 2014)	History Alive! Pursuing American Ideals (TCI 2013) High School America's History 8 th Ed. (BFW 2014) McGruder's American Government (Pearson 2013) Government in America – People, Politics, and Policy AP 16 th Ed., (Pearson 2014)	Nextext Intro to Sociology (Holt McDougal 2002) Racial and Ethnic Groups 13 th Ed. (Pearson 2012) International Relations 10 th Ed. (Pearson 2013)	World RELG (Cengage 2013) SOC3 (Cengage 2014) The Western Heritage Since 1300 AP 11 th Ed. (Pearson 2014) CJ2 (Cengage 2013) Psychology / AP Psychology – TBD Comparative Politics Responses to Global Challenges 8 th AP Ed. (Cengage 2013)

Appendix

- Middle Level Proposed Course Descriptions
- 9-12 Restructured, Redesigned and Proposed Courses: Rationale
- 9-12 Restructured, Redesigned and Proposed Courses: Course Descriptions
- 9-12 Courses Reviewed and Determined to Remain with Curriculum Updates: Rationale
- 9-12 Courses Reviewed and Determined to Remain with Curriculum Updates: Revised Course Descriptions

Middle School Social Studies Course Description Proposals

Ancient Civilizations 6

Students will study cultures of the Eastern Hemisphere from Pre-History through the Middle Ages while incorporating geography, history, culture, government and economics. Students will participate in engaging activities and build critical thinking skills using primary and secondary sources. Current events will be included throughout the year.

World Geography 7

Students will develop critical thinking and problem solving skills as they investigate the physical geography, climate, economy, culture, political systems and demographics of the Western World. Major local, national and world events will be emphasized throughout the year.

American History 8

Students will study history through a chronological approach emphasizing the social and political impact of the development of the United States. The course begins with a review of early explorers, early colonization, and events leading up to the American Revolution. A detailed study of the United States from 1776 to 1914 then follows.

9-12 Restructured, Redesigned and Proposed Courses: Rationale

All proposed courses will be implemented during the 2014-15 school year

PREVIOUS COURSE	PROPOSED COURSE	RATIONALE/IMPACT
<p>World Geography</p> <ul style="list-style-type: none"> • 10th grade required course • 10 credits 	<p>World Geography</p> <ul style="list-style-type: none"> • 9th grade required course • 5 credits 	<ul style="list-style-type: none"> • Ensures the Nebraska and Millard Social Studies Standards are taught • Includes appropriate Geography (6), Economics (3), and Civics Standards (2) • Moved to 9th grade to provide earlier foundation for succeeding social studies standards • Reduced to a semester to reflect the change in standards at the middle level and high school
<p>AP Human Geography</p> <ul style="list-style-type: none"> • 10-12th grade elective • 10 credits 	<p>AP Human Geography</p> <ul style="list-style-type: none"> • 9th grade course offered as 5 credit alternative for World Geography. The second semester fulfills 5 elective credits • Or offered 9-11th grade as 10 elective credits 	<ul style="list-style-type: none"> • Ensures the Nebraska and Millard Social Studies Standards are taught • Includes appropriate Geography (6), Economics (3), and Civics Standards (2) • Provides the opportunity for freshman to take an AP course while fulfilling 5 required and 5 elective credits • No prerequisite • May be taken in place of, or in addition to, World Geography • Continues to build an AP culture in Millard Public Schools
<p>World History</p> <ul style="list-style-type: none"> • 11-12th grade option for World Perspectives elective credit • 10 credits 	<p>World History</p> <ul style="list-style-type: none"> • 10th grade • 10 credits 	<ul style="list-style-type: none"> • Ensures the Nebraska and Millard Social Studies Standards are taught • Includes appropriate World History (5) and Economics (3) Standards • Ensures state statutes and requirements are met • Changed from elective credit in 11th or 12th grade to a required 10th grade course and ensures background knowledge for succeeding courses
	<p>AP World History</p> <ul style="list-style-type: none"> • 10th grade course offered as an alternative to World History • Or offered 10-12th grade as 10 elective credits • 10 credits 	<ul style="list-style-type: none"> • Ensures the Nebraska and Millard Social Studies Standards are taught • Includes appropriate World History (5) and Economics (3) Standards • Ensures state statutes and requirements are met • Provides an added opportunity for students to take an AP course • No prerequisite • May be taken in place of, or in addition to, World History • Continues to build an AP Culture in Millard Public Schools
<p>American History (Since 1914)</p> <ul style="list-style-type: none"> • 9th grade • 10 credits 	<p>United States History</p> <ul style="list-style-type: none"> • 11-12th Grade • 10 credits 	<ul style="list-style-type: none"> • Ensures the Nebraska and Millard Social Studies Standards are taught • Includes appropriate US History (5) and Economics (4) Standards • Ensures state statutes and requirements are met

		<ul style="list-style-type: none"> • Course name change reflects the scope of the standards and indicators and parallels the title for the AP option • Changed from 9th to 11-12th to apply the foundational skills from Geography and World History
AP United States History <ul style="list-style-type: none"> • 11-12 grade elective • 10 credits 	AP United States History <ul style="list-style-type: none"> • 11-12th grade course offered as an alternative to US History • Or offered 11-12th grade as an elective • 10 credits 	<ul style="list-style-type: none"> • Ensures the Nebraska and Millard Social Studies Standards are taught • Includes appropriate US History (5) and Economics (4) Standards • Ensures state statutes and requirements are met • No prerequisite • May be taken in place of, or in addition to, United States History • Continues to build an AP Culture in Millard Public Schools
United States Government & Economics <ul style="list-style-type: none"> • 12th grade required course • 5 credits 	United States Government & Economics <ul style="list-style-type: none"> • 11-12th grade required course • 5 credits 	<ul style="list-style-type: none"> • Ensures the Nebraska and Millard Social Studies Standards are taught • Includes appropriate Civics (2) and Economics (4) Standards • Ensures state statutes and requirements are met • Provides the opportunity for juniors to take this course
	AP United States Government & Politics <ul style="list-style-type: none"> • 11-12th grade course offered as an alternative to US Government & Economics • Or offered 11-12th grade as an elective • 5 credits 	<ul style="list-style-type: none"> • Ensures the Nebraska and Millard Social Studies Standards are taught • Includes appropriate Civics (2) and Economics (4) Standards • Ensures state statutes and requirements are met • Provides an added opportunity for students to take an AP course • No prerequisite • Continues to build an AP culture in Millard Public Schools
Introduction to Behavioral Science <ul style="list-style-type: none"> • 10-12th grade elective • 5 credits 	Introduction to Behavioral Science <ul style="list-style-type: none"> • 9-12th Grade elective • 5 credits 	<ul style="list-style-type: none"> • Ensures the Nebraska and Millard Social Studies Standards are taught • Includes the appropriate Civics (2), Economics (4), Geography (5), US History (5) standards • Provides an elective option for 9th grade students while eliminating an option for 12th grade • Fulfills the Human Resource requirement
Ethnic Studies <ul style="list-style-type: none"> • 10-12th grade elective • 5 credits 	Human Diversity <ul style="list-style-type: none"> • 9-12th grade elective • 5 credits 	<ul style="list-style-type: none"> • Ensures the Nebraska and Millard Social Studies Standards are taught • Includes appropriate Civics (1), Economics (3), Geography (3) and US History (5) standards • Provides an elective option for 9th grade students while eliminating an option for 12th grade • The name change reflects an expanded definition of diversity to include race, ethnicity, gender, and socioeconomic status • Fulfills the Human Resource requirement

<p>World Affairs</p> <ul style="list-style-type: none"> • 11-12th grade elective • 5 credits 	<p>International Relations</p> <ul style="list-style-type: none"> • 9-12th grade elective • 5 credits 	<ul style="list-style-type: none"> • Ensures the Nebraska and Millard Social Studies Standards are taught • Include appropriate Civics (3), Economics (4), Geography (4), US History (2) standards • Provides an elective option for 9th grade students while eliminating an option for 12th grade • The name change reflects a focus on global relationships and interdependence of countries
<p>World Religions</p> <ul style="list-style-type: none"> • 11-12th grade elective • 5 credits 	<p>World Religions</p> <ul style="list-style-type: none"> • 10-12th grade elective • 5 credits 	<ul style="list-style-type: none"> • Ensures the Nebraska and Millard Social Studies Standards are taught • Includes appropriate Geography (1) & World History (5) Standards • Provides an elective option for 10th grade
<p>AP European History</p> <ul style="list-style-type: none"> • 11-12th grade elective • 10 credits 	<p>AP European History</p> <ul style="list-style-type: none"> • 10-12th grade elective • 10 credits 	<ul style="list-style-type: none"> • Ensures the Nebraska and Millard Social Studies Standards are taught • Includes appropriate World History Standards (5) • No prerequisite • Provides the opportunity for sophomores to take this AP course • Continues to build an AP Culture in Millard Public Schools

**9-12 Courses Reviewed and Determined to Remain
with Curriculum Updates: Rationale**

PREVIOUS COURSE	PROPOSED COURSE	RATIONALE/IMPACT
Sociology <ul style="list-style-type: none"> • 11-12th grade elective • 5 Credits 	Sociology <ul style="list-style-type: none"> • 11-12th grade elective • 5 Credits 	<ul style="list-style-type: none"> • Ensures the Nebraska and Millard Social Studies Standards are taught • Includes appropriate Civics (2), Economics (4), Geography (4), US History (4) Standards
Law Studies <ul style="list-style-type: none"> • 11-12th grade elective • 5 credits 	Law Studies <ul style="list-style-type: none"> • 11-12th grade elective • 5 credits 	<ul style="list-style-type: none"> • Ensures the Nebraska and Millard Social Studies Standards are taught • Includes appropriate Civics (2) Standards
Psychology <ul style="list-style-type: none"> • 11-12th grade elective • 5 credits 	Psychology <ul style="list-style-type: none"> • 11-12th grade elective • 5 credits 	<ul style="list-style-type: none"> • Ensures the Nebraska and Millard Social Studies Standards are taught • Includes appropriate Civics (2), Geography (2), US History (3) Standards
AP Psychology <ul style="list-style-type: none"> • 11-12th grade elective • 5 credits 	AP Psychology <ul style="list-style-type: none"> • 11-12th grade elective • 5 credits 	<ul style="list-style-type: none"> • Ensures the Nebraska and Millard Social Studies Standards are taught • Includes appropriate Civics (2), Geography (2), US & World History (3) Standards • Continues to build an AP culture in Millard Public Schools
AP Comparative Government and Politics <ul style="list-style-type: none"> • 11-12th grade elective • 5 credits 	AP Comparative Government & Politics <ul style="list-style-type: none"> • 11-12th grade elective • 5 credits 	<ul style="list-style-type: none"> • Ensures the Nebraska and Millard Social Studies Standards are taught • Includes appropriate Civics (2), Economics (8), Geography (3), US History (4) Standards • Continues to build an AP culture in Millard Public Schools

9-12 Social Studies

Social Studies Required Course Sequence And Credits			
9 th Grade	10 th Grade	11 th or 12 th Grade	
World Geography (5)	World History (10)	United States History (10)	United States Government & Economics (5)
or	or	or	or
AP Human Geography (5 Social Studies required credits and 5 elective credits)	AP World History (10)	AP United States History (10)	AP United States Government & Politics (5)

The Following Courses Fulfill the Human Resource Requirement	
9-12 th Grade	11-12 th Grade
Human Diversity (5)	Sociology (5)
Introduction to Behavioral Science (5)	Psychology (5)
	IB Psychology SL (10) [North]

Electives and Credits		
Any of the following courses may be taken for elective credit if not already taken to fulfill a graduation requirement		
9-12 th Grade	10-12 th Grade	11-12 th Grade
AP Human Geography • If taken to fulfill the 9 th grade World Geography requirement (5 Social Studies/5 Elective) • If taken in addition to 9 th grade World Geography requirement (10)	AP European History (10)	AP Comparative Government & Politics (5)
	AP Human Geography (10)	AP Psychology (5)
	AP World History (10)	AP United States Government & Politics (5)
	World Religions (5)	AP United States History (10)
Introduction to Behavioral Science (5)		Law Studies (5)
Human Diversity (5)		Psychology (5)
International Relations (5)		Sociology (5)

IB Courses [North High School]	
11-12 th Grade	12 th Grade
IB 20 th Century World History Topics SL/HL (10)	IB History of the Americas HL II (10)
IB Psychology SL (10) [HR]	

9-12 Restructured, Redesigned and Proposed Courses: Course Descriptions

0412 WORLD GEOGRAPHY

9

5 Credits

Course Description: Students will function as a global citizen; to exhibit understanding of the interactions between humans and their physical environment, cultural diversity, global interdependence, international cooperation and conflict. With this understanding students will develop skills necessary to analyze historical and contemporary events.

Prerequisites: None

0456 A/B ADVANCED PLACEMENT® HUMAN GEOGRAPHY

9-12

10 Credits

Course Description: Students will explore the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface in this college level course. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science practice. Completion of this course will prepare students to take the national Advanced Placement® exam in Human Geography.

Prerequisites: None

0430 INTRODUCTION TO BEHAVIORAL SCIENCE

9-12

5 Credits

Course Description: Students will explore the behavioral sciences through the disciplines of anthropology, sociology, and psychology to understand the perspective of each field of study. This course fulfills the Human Relations requirement.

Prerequisites: None

0423 HUMAN DIVERSITY

9-12

5 Credits

Course Description: Students will examine contemporary problems faced by social group, defined as race, ethnicity, gender, and socioeconomic status, in the United States. Historical contributions and struggles of these groups will be examined and related to present-day life. This course fulfills the Human Relations requirement.

Prerequisites: None

0426 INTERNATIONAL RELATIONS

9-12

5 Credits

Course Description: Students will consider the role of the United States in the international community and the problems faced by our nation. Through a problem-solving approach, major issues will be analyzed using historical and contemporary sources with an emphasis on understanding these complex issues. This course fulfills the Human Relations requirement.

Prerequisites: None

0420 A/B WORLD HISTORY

10

10 Credits

Course Description: Students will examine concepts such as the interaction of humans and the environment, development and interaction of cultures, comparison of economic, political and social structures to analyze their historical impact upon one another. This course covers the time period from prehistory to the present.

Prerequisites: None

0424 ADVANCED PLACEMENT® WORLD HISTORY **10-12** **10 Credits**

Course Description: Students will examine concepts such as the interaction of humans and the environment, development and interaction of cultures, comparison of economic, political and social structures in this college level course. This course covers the time periods from prehistory to the present. Completion of this course will prepare students to take the national Advanced Placement® exam in World History.

Prerequisites: None

0422 WORLD RELIGIONS **10-12** **5 Credits**

Course Description: Students will analyze the five major religions of the world: Buddhism, Christianity, Hinduism, Islam, and Judaism. Students will explore the basic tenets and history of each religion to evaluate the impact of people, events, ideas and symbols upon each other.

Prerequisites: None

0451 ADVANCED PLACEMENT® EUROPEAN HISTORY **10-12** **10 Credits**

Course Description: Students will study European history since 1450 and be introduced to cultural, economic, political and social developments that played a fundamental role in shaping the world in this college level course. Completion of this course will prepare students to take the national Advanced Placement® exam in European History.

Prerequisites: None

0410 A/B UNITED STATES HISTORY **11-12** **10 Credits**

Course Description: Students will evaluate major events in United States history beginning with the Progressive Era and continuing towards the present to research, analyze and understand past, current and potential issues and events at the local, state and national levels.

Prerequisites: None

0450 A/B ADVANCED PLACEMENT® UNITED STATES HISTORY **11-12** **10 Credits**

Course Description: Students will explain the history of the United States chronologically from the pre-colonial era moving toward the present in this college level course. Completion of this course will prepare students to take the national Advanced Placement® exam in United States History.

Prerequisites: None

0414 UNITED STATES GOVERNMENT & ECONOMICS **11-12** **5 Credits**

Course Description: Students will acquire knowledge and skills necessary to function as an educated, concerned and active citizen in our political and economic systems.

Prerequisites: None

0415 ADVANCED PLACEMENT® UNITED STATES GOVERNMENT & POLITICS **11-12** **5 Credits**

Course Description: Students will acquire knowledge and skills necessary to function as an educated, concerned and active citizen in our political and economic system in this college level course. Completion of this course will prepare students to take the national Advanced Placement® exam.

Prerequisites: None

9-12 Courses Reviewed and Determined to Remain with Curriculum Updates: Revised Course Descriptions

0431 SOCIOLOGY **11-12** **5 Credits**

Course Description: Students will develop an understanding of group behavior and social interaction. The students will analyze the structure, values and functions of groups in various levels of our society. This course fulfills the Human Relations requirement.

Prerequisites: None

0442 LAW STUDIES **11-12** **5 Credits**

Course Description: Students will investigate the field of law and our criminal justice system. Topics include criminal behavior, the Bill of Rights, police work, prosecution, the courts, our correctional system and civil and criminal law.

Prerequisites: None

0432 PSYCHOLOGY **11-12** **5 Credits**

Course Description: Students will research the discipline of psychology as the scientific study of the individual and his/her behavior. The students will connect psychology to the world. This course fulfills the Human Relations requirement.

Prerequisites: None

0453 ADVANCED PLACEMENT® PSYCHOLOGY **11-12** **5 Credits**

Course Description: Students will continue to focus on the concepts started in Psychology in this college level course. Students will further evaluate the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students will examine the psychological facts, principals, and phenomena associated with the major subfields of psychology. Completion of this course will prepare students to take the national Advanced Placement® exam in Psychology.

Prerequisites: Psychology

**0457 ADVANCED PLACEMENT®
COMPARATIVE GOVERNMENT & POLITICS** **11-12** **5 Credits**

Course Description: Students will be introduced to the fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of settings in this college level course. Six countries form the core of this course: China, Great Britain, Iran, Mexico, Nigeria, and Russia. The aim is to illustrate the rich diversity of political life, to analyze institutional alternatives, to explain differences in processes and policy outcomes, and to appreciate the importance of global and economic changes. Completion of this course will prepare students to take the national Advanced Placement® exam on Comparative Government and Politics.

Prerequisites: None

Revisions to Approved Frameworks to Support the Middle Level Schedule Change for 2018-2019 and Beyond

This an addendum to each of the related frameworks.

Previous	Revised
Art	
Art 6, 7; required	elective
Business and Information Technology	
Computer Applications 6, 7; required Computational Thinking	Elective Computational Thinking and Coding
Family and Consumer Science	
Childcare, Foods & Nutrition, 6 or 7; required	elective
Integrated Learning Lab 6 or 7; required	elective
Industrial Technology	
Industrial Technology 6, 7; required	elective
Music	
General Music 6, 7; required	elective
Language Arts	
Reading 6, 7, 8; required	Young Adult Literature 6, 7, 8; elective
New	Creative Writing 6, 7, 8; elective
Social Studies	
New	Law and Public Service 6, 7, 8; elective
World Language	
Spanish 6	Spanish A; elective
Spanish 7	Spanish B; elective
Language 8	Spanish C; elective
Spanish I	Spanish II-A; elective
	Spanish II-B; elective

New or revised course descriptions

2652/2752/2852 Young Adult Literature (6, 7, 8)

1 Year

This course is designed with the avid reader in mind! Students will read and familiarize themselves with a wide variety of genres from full novels to short stories, articles, poems, blogs, etc. Each hexter will focus on a new and engaging theme. Similar to a book club, students will share responsibility for facilitating discussion of whole class texts and within smaller literature circles. Emphasis will be placed on independent, active reading and responding to both fiction and nonfiction text.

2656/2756/2856 Creative Writing (6, 7, 8)

1 Hexter

This course is an introduction to creative writing for middle school students who enjoy writing and who want to improve their writing techniques. Students will read mentor texts and write daily. Within different units, writers will experiment with a variety of genre and will share their writing in small groups and potentially with the class.

4602/4702/4802 Law and Public Service (6, 7, 8)

1 Hexter

Students will learn about law and public service. This six week course explores the importance of Civic Responsibility, Legal Services, Law Enforcement Services, Correction Services, Security and Protective Services and Emergency and Fire Management Services within our government.

1618 Spanish A**1 Year**

Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the Spanish culture. Spanish A is the first year of a three year course to be completed in 8th grade. The course meets on alternate days. Spanish A, Spanish B and Spanish C make up a three year course sequence equivalent to the Spanish I course at the high school.

1718 Spanish B**1 Year**

Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the Spanish culture. Spanish B is the second year of a three year course to be completed in 8th grade. The course meets on alternate days. Spanish A, Spanish B and Spanish C make up a three year course sequence equivalent to the Spanish I course at the high school.

1818 Spanish C**1 Year**

Students will further develop the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the Spanish culture. Spanish C is the third year of a three year course sequence. The course meets on alternate days. Spanish A, Spanish B and Spanish C make up a three year course sequence equivalent to the Spanish I course at the high school.

1620 Spanish I-A (KMS/NMS for Aldrich students only)**1 Year**

This course is intended for students who have completed the Spanish sequence at Aldrich Elementary School or an equivalent elementary school Spanish program. The course is offered at KMS and NMS only. Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the target culture(s). This course begins in sixth grade, meets on alternate days, and will continue with Spanish II-A in seventh grade. Spanish I-A, Spanish II-A, and Spanish II-B constitute a three-year course sequence equivalent to Spanish I and Spanish II taught at the high school.

1722 Spanish II-A**1 Year**

This course is intended for students who have completed the Spanish sequence at Aldrich Elementary School or an equivalent elementary school Spanish program. The course is offered at KMS and NMS only. Students will continue learning vocabulary and developing skills to express themselves. Students will explore culture through a variety of topics. Using listening, speaking, reading and writing skills, students will communicate in the target language. This course meets on alternate days, and will continue with Spanish II-B in eighth grade. Spanish I-A, Spanish II-A, and Spanish II-B constitute a three-year course sequence equivalent to Spanish I and Spanish II taught at the high school.

1826 Spanish II-B**1 Year**

This course is intended for students who have completed the Spanish sequence at Aldrich Elementary School or an equivalent elementary school Spanish program. The course is offered at KMS and NMS only. Students will continue learning vocabulary and developing skills to express themselves. Students will explore culture through a variety of topics. Using listening, speaking, reading and writing skills, students will communicate in the target language. This course meets on alternate days. Spanish I-A, Spanish II-A, and Spanish II-B constitute a three-year course sequence equivalent to Spanish I and Spanish II taught at the high school.