

ARCADIA PUBLIC SCHOOLS

Social Studies Curriculum

Social Studies Philosophy

Social Studies promotes civic competence through the integrated study of the social sciences and humanities. The primary purpose of social studies is to foster the skills needed to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

Social Studies Exit Outcomes

By the end of the twelfth grade, students at Arcadia Public Schools will be able to....

1. Compare and contrast the United States political system with other governmental systems.
2. Explain/demonstrate an understanding of the United States economic system.
3. Analyze and identify the multiple regions of the world and their development.
4. Locate and describe Nebraska's geography, history, and government.
5. Describe the development of the United States from colonial times to 1877.
6. Describe the development of the United States from 1878 to present day.
7. Compare and contrast the world's civilizations prior to 1000 C.E.
8. Compare and contrast the world's civilizations from 1001 C.E. to present day.

Social Studies Strands

1. Civics
2. Economics
3. Geography
4. History

Nebraska State Social Studies Standards

Kindergarten

Civics

- 0.1.1 Communicate the purpose of roles and the roles within learning and living environments.

0.1.2 Demonstrate positive and productive citizenship skills.

Economics

0.2.1 Differentiate between wants and needs in decision-making.

0.2.2 Recognize money is used to purchase goods and services to satisfy economic wants and needs.

Geography

0.3.1 Explore where (spatial) and why people, places, and environments are organized in their world.

0.3.2 Explore places and regions.

0.3.3 Explore the relationship between humans and their physical environment.

0.3.4 Recognize that people belong to different groups and live in different settings.

0.3.5 Use geographic skills to make connections to their lives.

History

0.4.1 Recognize patterns of continuity and change over time in themselves and others.

0.4.2 Recognize different perspectives of events.

0.4.3 Identify historical people, events, and symbols.

0.4.4 Develop historical research skills.

1st Grade

Civics

1.1.1 Analyze the relationship between roles and rules within learning and living environments.

1.1.2 Demonstrate positive and productive citizenship skills.

Economics

1.2.1 Explain how scarcity necessitates making choices.

1.2.2 Compare spending and saving opportunities.

1.2.3 Explain that resources are used to produce goods and services.

Geography

1.3.1 Explore where (spatial) and why people, places, and environments are organized in their world.

- 1.3.2 Explore places and regions.
- 1.3.3 Explore the relationship between humans and their physical environment.
- 1.3.4 Describe the characteristics of culture.
- 1.3.5 Use geographic skills to make connections to students' lives.

History

- 1.4.1 Recognize patterns of continuity and change over time in families.
- 1.4.2 Identify multiple perspectives of diverse family traditions.
- 1.4.3 Describe historical people, events, and symbols.
- 1.4.4 Develop historical inquiry and research skills.

2nd Grade

Civics

- 2.1.1 Investigate and defend the responsibilities and rights of citizens in their communities.
- 2.1.2 Contribute to making decisions using democratic traditions based on established rules.

Economics

- 2.2.1 Evaluate choices about how to use scarce resources that involve prioritizing wants and needs.
- 2.2.2 Demonstrate knowledge of currency, its denominations, and use.
- 2.2.3 Describe how producers deliver products/services, earn an income, and satisfy economic needs and wants.
- 2.2.4 Identify the goods and services governments provide.

Geography

- 2.3.1 Explore where (spatial) and why people, places, and environments are organized in the world.
- 2.3.2 Compare places and regions.
- 2.3.3 Describe relationships between humans and the physical environment.
- 2.3.4 Describe different groups of people and the different settings where they live.
- 2.3.5 Use geographic skills to make connections to students' lives.

History

- 2.4.1 Recognize patterns of continuity and change over time in neighborhoods.
- 2.4.2 Compare multiple perspectives of events within neighborhoods.

- 2.4.3 Determine past and current events, issues, and people relevant to a neighborhood.
- 2.4.4 Develop historical inquiry and research skills.

3rd Grade

Civics

- 3.1.1 Analyze the structure and function of local governments.
- 3.1.2 Describe the impact of individual and group decisions at the community level.

Economics

- 3.2.1 Explain that people choose and decide what services they ask their local and state government provide and pay for.
- 3.2.2 Evaluate choices and consequences for spending and saving.
- 3.2.3 Explain that markets are places where buyers and sellers exchange goods and services.
- 3.2.4 Describe how the local government trades with other communities.

Geography

- 3.3.1 Explore where (spatial) and why people, places, and environments are organized in the state.
- 3.3.2 Compare the characteristics of places and regions.
- 3.3.3 Explain relationships between humans and the physical environment.
- 3.3.4 Compare and contrast the characteristics of local culture.
- 3.3.5 Use geographic skills to make connections to issues and events.

History

- 3.4.1 Detect and apply patterns of continuity and change over time in communities (town or city).
- 3.4.2 Describe and explain multiple perspectives of events within a community.
- 3.4.3 Select past and current events and people relevant to the community.
- 3.4.4 Develop historical inquiry and research skills.

4th Grade

Civics

- 4.1.1 Synthesize and justify the structure and function of Nebraska's government.

- 4.1.2 Investigate how different perspectives impact government decisions at the state level.

Economics

- 4.2.1 Describe how scarcity requires the consumer and producer to make choices and identify costs associated with them.
- 4.2.2 Investigate various financial institutions in Nebraska and the reasons for people's spending and saving choices.
- 4.2.3 Investigate how resources are used to make other goods and produce services.
- 4.2.4 Identify and explain specialization and trade and why different regions produce different goods and services.

Geography

- 4.3.1 Explore where (spatial) and why people, places, and environments are organized in the state and around the world.
- 4.3.2 Compare the characteristics of places and regions and their impact on human decisions.
- 4.3.3 Explain how human and natural forces have modified different environments in Nebraska and how humans have adapted.
- 4.3.4 Compare and contrast the characteristics of culture statewide.
- 4.3.5 Use geographic skills to make connections to issues and events.

History

- 4.4.1 Investigate patterns of continuity and change over time in Nebraska.
- 4.4.2 Analyze and explain multiple perspectives of events in Nebraska, including historically marginalized and underrepresented groups.
- 4.4.3 Analyze past and current events throughout Nebraska history.
- 4.4.4 Develop historical inquiry and research skills.

5th Grade

Civics

- 5.1.1 Synthesize and justify the structure and function of the United States government.
- 5.1.2 Analyze democratic principles that are the foundation of the United States government systems in daily life.

Economics

- 5.2.3 Explain how human capital can be improved by education and training thereby increase standards of living.
- 5.2.4 Explain how specialization, division of labor, and technology increases productivity and interdependence.
- 5.2.5 Summarize characteristics of economic institutions in the United States.
- 5.2.6 Summarize how specialization and trade impact the global market and relationships with other countries.

Geography

- 5.3.1 Explore where (spatial) and why people, places, and environments are organized in the United States.
- 5.3.2 Compare the characteristics of places and regions and draw conclusions on their impact on human decisions.
- 5.3.3 Explain how humans and natural forces have modified different environments in the United States and humans have adapted.
- 5.3.4 Compare, contrast, and draw conclusions about the characteristics of culture and migration in the United States.
- 5.3.5 Use geographic skills to interpret issues and events.

History

- 5.4.1 Investigate patterns of continuity and change over time from the Pre-Columbian era through the Constitution.
- 5.4.2 Describe and explain multiple perspectives of historical events in the Pre-Columbian era through the Constitution including marginalized and underrepresented groups.
- 5.4.3 Analyze past and current events and challenges from the Pre-Columbian era through the Constitution.
- 5.4.4 Apply the inquiry process to construct and answer historical questions.

6th Grade

Civics

- 6.1.1 Investigate the foundations, structures of governmental institutions.
- 6.1.2 Investigate the roles, responsibilities, and rights of citizens.

Economics

- 6.2.1 Investigate how economic decisions affect the well-being of individuals and society.
- 6.2.3 Explain the interdependence of producers and consumers.

Geography

- 6.3.1 Identify where (spatial) and why people, places, and environments are organized on the Earth's surface.
- 6.3.3 Identify how the natural environment is changed by natural and human forces and how humans adapt to their surroundings.
- 6.3.4 Interpret and summarize patterns of culture around the world.

History

- 6.4.1 Analyze patterns of continuity and change over time in world history.
- 6.4.2 Use multiple perspectives to identify the historical, social, and cultural context of past and current events.

- 6.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.
- 6.4.4 Interpret and evaluate sources for historical context.
- 6.4.5 Apply the inquiry process to construct and answer historical questions.

7th Grade

Civics

- 7.1.1 Analyze the foundations, structures, and functions of governmental institutions.
- 7.1.2 Analyze the roles, responsibilities, and rights of citizens and groups in international societies.

Economics

- 7.2.4 Investigate how varying economic systems impact individuals in a civilization/society.
- 7.2.5 Analyze information using appropriate data to draw conclusions about the total production, income, and economic growth in various economies.
- 7.2.6 Illustrate how international trade impacts individuals, organizations, and nations/societies.

Geography

- 7.3.2 Evaluate how regions form and change over time.
- 7.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings.
- 7.3.4 Examine and interpret patterns of culture around the world.
- 7.3.5 Compare issues and/or events using geographic knowledge and skills to make informed decisions.

History

- 7.4.1 Compare patterns of continuity and change over time in world history.
- 7.4.2 Use multiple perspectives to examine the historical, social, and cultural context of past and current events.
- 7.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.
- 7.4.4 Analyze and interpret sources for perspective and historical context.
- 7.4.5 Apply the inquiry process to construct and answer historical questions.

8th Grade

Civics

- 8.1.1 Investigate and analyze the foundation, structure, and functions of the United States government.

8.1.2 Evaluate the roles, responsibilities, and rights as local, state, national, and international citizens.

Economics

- 8.2.2 Understand personal and business financial management.
- 8.2.4 Justify and debate economic decisions made by North American societies.
- 8.2.5 Illustrate how international trade impacts individuals, organizations, and nations.

Geography

- 8.3.2 Examine how regions form and change over time.
- 8.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings.

History

- 8.4.1 Analyze patterns of continuity and change over time in United States history.
- 8.4.2 Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events.
- 8.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.
- 8.4.4 Evaluate and interpret sources for perspective and historical context.
- 8.4.5 Apply the inquiry process to construct and answer historical questions.

9th-12th Grades

Civics

- 12.1.1 Analyze the foundation, structures, and functions of the United States government as well as local, state, and international governments.
- 12.1.2 Demonstrate meaningful civic participation by analyzing local, state, national, or international issues and policies.

Economics

- 12.2.1 Apply economic concepts that support rational decision making.
- 12.2.2 Develop a plan to support short- and long-term goals.
- 12.2.3 Critique strategies used to establish, build, maintain, monitor, and control credit.
- 12.2.4 Evaluate savings, investment, and risk management strategies to achieve financial goals.
- 12.2.5 Explain the role of markets in determining prices and allocating scarce goods and services.
- 12.2.6 Explain how economic institutions impact different individuals and various groups.
- 12.2.7 Assess the roles institutions such as clearly defined property rights and the rule of law in a market economy.

- 12.2.8 Compare and contrast the roles and responsibilities of government and differing outcomes from various economic systems: command/communism, mixed, socialism, market, and traditional economic systems.
- 12.2.9 Examine the government's influence on economic systems through fiscal policy.
- 12.2.10 Investigate how international trade affects individuals, organizations, the domestic economy, and other nations.

Geography

- 12.3.1 Evaluate where (spatial) and why people, places, and environments are organized on the Earth's surface.
- 12.3.2 Examine how regions form and change over time.
- 12.3.3 Analyze how the natural environment and cultural landscape are transformed by natural and human forces and interpret how humans adapt to their surroundings.
- 12.3.4 Compare and contrast patterns of human populations and culture over space and time on a local, national, and global scale.
- 12.3.5 Evaluate issues and/or events using geographic knowledge and geospatial skills to make informed decisions.

History

- 12.4.1 (US) Analyze and evaluate patterns of continuity and change over time in American history.
- 12.4.2 (US) Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history.
- 12.4.3 (US) Examine historical events from the perspectives of marginalized and underrepresented groups.
- 12.4.4 (US) Evaluate sources for perspective, limitations, accuracy, and historical context.
- 12.4.5 (US) Develop historical research skills.

- 12.4.1 (W) Analyze and evaluate patterns of continuity and change overtime in world history.
- 12.4.2 (W) Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history.
- 12.4.3 (W) Examine historical events from the perspectives of diverse groups.
- 12.4.4 (W) Evaluate sources for perspectives, limitations, accuracy, and historical context.
- 12.4.5 (W) Apply the inquiry process to construct and answer historical questions.

Social Studies Curriculum Matrix

By the end of the twelfth grade, students at Arcadia Public Schools will be able to....

1. Civics

Identifier	Objective	K	1st	2nd	3rd	4th	5th	6th	Social Studies 7	Social Studies 8	Geography	World History	American History	American Government	American Finance	Personal
0.1.1	Communicate the purpose of roles and the roles within learning and living environments. (0.1.1)	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>										
0.1.2	Demonstrate positive and productive citizenship skills. (0.1.2; 1.1.2)	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>										
1.1.1	Analyze the relationship between roles and rules within learning and living environments. (1.1.1)		<i>I</i>	<i>I</i>	<i>D</i>	<i>M</i>										
2.1.1	Investigate and defend the responsibilities and rights of citizens in their communities. (2.1.1)		<i>I</i>	<i>I</i>	<i>D</i>	<i>M</i>										
2.1.2	Contribute to making decisions using democratic traditions based on established rules. (2.1.2)	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>								
3.1.1	Analyze the structure and function of local governments. (3.1.1)		<i>I</i>	<i>I</i>	<i>D</i>	<i>M</i>										
3.1.2	Describe the impact of individual and group decisions at the community level. (3.1.2)				<i>I</i>	<i>M</i>										
4.1.1	Synthesize and justify the structure and function of Nebraska's government. (4.1.1)				<i>I</i>	<i>I</i>								<i>M</i>		
4.1.2	Investigate how different perspectives impact government decisions at the state level. (4.1.2)				<i>I</i>	<i>I</i>								<i>M</i>		
5.1.1	Synthesize and justify the structure and function of the United States government. (5.1.1)			<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>		<i>D</i>			<i>D</i>	<i>M</i>		
5.1.2	Analyze democratic principles that are the foundation of the United States government systems in daily life. (5.1.2)						<i>I</i>	<i>I</i>		<i>D</i>				<i>M</i>		
6.1.1	Investigate the foundations, structures of governmental institutions. (6.1.1)						<i>I</i>	<i>I</i>		<i>D</i>				<i>M</i>		
6.1.2	Investigate the roles, responsibilities, and rights of citizens. (6.1.2)	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>		<i>D</i>			<i>D</i>	<i>M</i>		

Identifier	Objective	K	1st	2nd	3rd	4th	5th	6th	Social Studies 7	Social Studies 8	Geography	World History	American History	American Government	American Finance	Personal
7.1.2	Analyze the roles, responsibilities, and rights of citizens and groups in international societies. (7.1.2)									I			D	M		
8.1.1	Investigate and analyze the foundation, structure, and functions of the United States government. (7.1.1; 8.1.1)						I	I		D			D	M		
8.1.2	Evaluate the roles, responsibilities, and rights as local, state, national, and international citizens. (8.1.2)						I	I		D	D		D	M		
12.1.1	Analyze the foundation, structures, and functions of the United States government as well as local, state, and international governments. (12.1.1)										I			M		
12.1.2	Demonstrate meaningful civic participation by analyzing local, state, national, or international issues and policies. (12.1.2)										I		D	M		

2. Economics

0.2.1	Differentiate between wants and needs in decision-making. (0.2.1)	I, M														
0.2.2	Recognize money is used to purchase goods and services to satisfy economic wants and needs. (0.2.2)	I, M														
1.2.1	Explain how scarcity necessitates making choices. (1.2.1)	I	M													
1.2.2	Compare spending and saving opportunities. (1.2.2)	I	D	M												
1.2.3	Explain that resources are used to produce goods and services. (1.2.3)	I	D	M												
2.2.1	Evaluate choices about how to use scarce resources that involve prioritizing wants and needs. (2.2.1)		I	M												

Identifier	Objective	K	1st	2nd	3rd	4th	5th	6th	Social Studies 7	Social Studies 8	Geography	World History	American History	American Government	Personal Finance
2.2.2	Demonstrate knowledge of currency, its denominations, and use. (2.2.2)	<i>I</i>	<i>M</i>												
2.2.3	Describe how producers deliver products/services, earn an income, and satisfy economic needs and wants. (2.2.3)	<i>I</i>	<i>D</i>	<i>D</i>	<i>M</i>										
2.2.4	Identify the goods and services governments provide. (2.2.4)		<i>I</i>	<i>M</i>											
3.2.1	Explain that people choose and decide what services they ask their local and state government provide and pay for. (3.2.1)			<i>I</i>	<i>M</i>										
3.2.2	Evaluate choices and consequences for spending and saving. (3.2.2)		<i>I</i>	<i>D</i>	<i>M</i>										
3.2.3	Explain that markets are places where buyers and sellers exchange goods and services. (3.2.3)		<i>I</i>	<i>D</i>	<i>M</i>										
3.2.4	Describe how the local government trades with other communities. (3.2.4)				<i>I, M</i>										
4.2.1	Describe how scarcity requires the consumer and producer to make choices and identify costs associated with them. (4.2.1)			<i>I</i>	<i>D</i>	<i>M</i>									
4.2.2	Investigate various financial institutions in Nebraska and the reasons for people's spending and saving choices. (4.2.2)			<i>I</i>	<i>D</i>	<i>M</i>									
4.2.3	Investigate how resources are used to make other goods and produce services. (4.2.3)			<i>I</i>	<i>D</i>	<i>M</i>									
4.2.4	Identify and explain specialization and trade and why different regions produce different goods and services. (4.2.4)				<i>I</i>	<i>M</i>									
5.2.3	Explain how human capital can be improved by education and training thereby increase standards of living. (5.2.3)				<i>I</i>	<i>D</i>	<i>D</i>	<i>M</i>							

Identifier	Objective	K	1st	2nd	3rd	4th	5th	6th	Social Studies 7	Social Studies 8	Geography	World History	American History	American Government	Personal Finance
5.2.4	Explain how specialization, division of labor, and technology increases productivity and interdependence. (5.2.4)					<i>I</i>	<i>D</i>	<i>D</i>	<i>M</i>						
5.2.5	Summarize characteristics of economic institutions in the United States. (5.2.5)						<i>I</i>	<i>M</i>							
5.2.6	Summarize how specialization and trade impact the global market and relationships with other countries. (5.2.6)						<i>I</i>	<i>M</i>							
6.2.1	Investigate how economic decisions affect the well-being of individuals and society. (6.2.1)							<i>I, M</i>							
6.2.3	Explain the interdependence of producers and consumers. (6.2.2)				<i>I</i>	<i>D</i>	<i>D</i>	<i>M</i>							
7.2.4	Investigate how varying economic systems impact individuals in a civilization/society. (7.2.4)						<i>I</i>	<i>D</i>	<i>M</i>						
7.2.5	Analyze information using appropriate data to draw conclusions about the total production, income, and economic growth in various economies. (7.2.5)								<i>I</i>	<i>D</i>	<i>M</i>				
7.2.6	Illustrate how international trade impacts individuals, organizations, and nations/societies. (7.2.6)								<i>I</i>	<i>D</i>	<i>M</i>				
8.2.2	Understand personal and business financial management. (8.2.2)								<i>I</i>	<i>M</i>					
8.2.4	Justify and debate economic decisions made by North American societies. (8.2.4)									<i>I, M</i>					
8.2.5	Illustrate how international trade impacts individuals, organizations, and nations. (8.2.5)						<i>I</i>	<i>I</i>	<i>D</i>	<i>D</i>	<i>M</i>				
12.2.1	Apply economic concepts that support rational decision making. (12.2.1)												<i>I</i>		<i>M</i>
12.2.2	Develop a plan to support short- and long-term goals. (12.2.2)														<i>I, M</i>

Identifier	Objective	K	1st	2nd	3rd	4th	5th	6th	Social Studies 7	Social Studies 8	Geography	World History	American History	American Government	Personal Finance	
12.2.3	Critique strategies used to establish, build, maintain, monitor, and control credit. (12.2.3)															<i>I, M</i>
12.2.4	Evaluate savings, investment, and risk management strategies to achieve financial goals. (12.2.4)															<i>I, M</i>
12.2.5	Explain the role of markets in determining prices and allocating scarce goods and services. (12.2.5)										<i>I</i>		<i>D</i>			<i>M</i>
12.2.6	Explain how economic institutions impact different individuals and various groups. (12.2.6)												<i>I</i>	<i>D</i>		<i>M</i>
12.2.7	Assess the roles institutions such as clearly defined property rights and the rule of law in a market economy. (12.2.7)												<i>I</i>	<i>M</i>		
12.2.8	Compare and contrast the roles and responsibilities of government and differing outcomes from various economic systems: command/communism, mixed, socialism, market, and traditional economic systems. (12.2.8)												<i>I</i>	<i>M</i>		
12.2.9	Examine the government's influence on economic systems through fiscal policy. (12.2.9)									<i>I</i>			<i>D</i>	<i>M</i>		<i>D</i>
12.2.10	Investigate how international trade affects individuals, organizations, the domestic economy, and other nations. (12.2.10)									<i>I</i>	<i>D</i>		<i>D</i>	<i>M</i>		

3. Geography

0.3.4	Recognize that people belong to different groups and live in different settings. (0.3.4)	<i>I</i>	<i>D</i>	<i>M</i>												
1.3.2	Explore places and regions. (0.3.2; 1.3.2)	<i>I</i>	<i>D</i>	<i>M</i>												
1.3.3	Explore the relationship between humans and their physical environment. (0.3.3; 1.3.3)	<i>I</i>	<i>D</i>	<i>M</i>												
1.3.4	Describe the characteristics of culture. (1.3.4)		<i>I</i>	<i>D</i>	<i>M</i>											

Identifier	Objective														
		K	1st	2nd	3rd	4th	5th	6th	Social Studies 7	Social Studies 8	Geography	World History	American History	American Government	Personal Finance
2.3.1	Explore where (spatial) and why people, places, and environments are organized in the world. (0.3.1; 1.3.1; 2.3.1)	<i>I</i>	<i>D</i>	<i>M</i>											
2.3.2	Compare places and regions. (2.3.2)	<i>I</i>	<i>D</i>	<i>M</i>											
2.3.3	Describe relationships between humans and the physical environment. (2.3.3)		<i>I</i>	<i>M</i>											
2.3.4	Describe different groups of people and the different settings where they live. (2.3.4)		<i>I</i>	<i>M</i>											
2.3.5	Use geographic skills to make connections to students' lives. (0.3.5; 1.3.5; 2.3.5)	<i>I</i>	<i>D</i>	<i>M</i>											
3.3.1	Explore where (spatial) and why people, places, and environments are organized in the state. (3.3.1)				<i>I</i>	<i>M</i>									
3.3.2	Compare the characteristics of places and regions. (3.3.2)				<i>I</i>	<i>M</i>									
3.3.3	Explain relationships between humans and the physical environment. (3.3.3)				<i>I</i>	<i>M</i>									
3.3.5	Use geographic skills to make connections to issues and events. (3.3.5)				<i>I</i>	<i>M</i>									
4.3.1	Explore where (spatial) and why people, places, and environments are organized in the state and around the world. (4.3.1)		<i>I</i>	<i>D</i>	<i>D</i>	<i>M</i>									
4.3.2	Compare the characteristics of places and regions and their impact on human decisions. (4.3.2)			<i>I</i>	<i>D</i>	<i>M</i>									
4.3.3	Explain how human and natural forces have modified different environments in Nebraska and how humans have adapted. (4.3.3)				<i>I</i>	<i>M</i>									
4.3.4	Compare and contrast the characteristics of culture statewide. (4.3.4)				<i>I</i>	<i>M</i>									
4.3.5	Use geographic skills to make connections to issues and events. (3.3.5; 4.3.5)				<i>I</i>	<i>M</i>									

Identifier	Objective														
		K	1st	2nd	3rd	4th	5th	6th	Social Studies 7	Social Studies 8	Geography	World History	American History	American Government	Personal Finance
5.3.1	Explore where (spatial) and why people, places, and environments are organized in the United States. (5.3.1)					<i>I</i>	<i>D</i>	<i>M</i>							
5.3.2	Compare the characteristics of places and regions and draw conclusions on their impact on human decisions. (5.3.2)					<i>I</i>	<i>D</i>	<i>D</i>	<i>M</i>						
5.3.3	Explain how humans and natural forces have modified different environments in the United States and humans have adapted. (5.3.3)					<i>I</i>	<i>D</i>	<i>M</i>							
5.3.4	Compare, contrast, and draw conclusions about the characteristics of culture and migration in the United States. (5.3.4)					<i>I</i>	<i>D</i>	<i>M</i>							
5.3.5	Use geographic skills to interpret issues and events. (5.3.5)				<i>I</i>	<i>D</i>	<i>D</i>	<i>M</i>							
6.3.1	Identify where (spatial) and why people, places, and environments are organized on the Earth's surface. (6.3.1)						<i>I</i>	<i>I</i>	<i>M</i>						
7.3.4	Examine and interpret patterns of culture around the world. (6.3.4; 7.3.4)						<i>I</i>	<i>I</i>	<i>M</i>						
7.3.5	Compare issues and/or events using geographic knowledge and skills to make informed decisions. (7.3.5)						<i>I</i>	<i>I</i>	<i>D</i>		<i>M</i>				
8.3.3	Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings. (6.3.3; 7.3.3; 8.3.3)						<i>I</i>	<i>I</i>	<i>M</i>						
12.3.1	Evaluate where (spatial) and why people, places, and environments are organized on the Earth's surface (12.3.1)						<i>I</i>	<i>I</i>	<i>D</i>		<i>M</i>				
12.3.2	Examine how regions form and change over time. (7.3.2; 8.3.2; 12.3.2)						<i>I</i>	<i>I</i>	<i>D</i>		<i>M</i>				

Identifier	Objective															
		K	1st	2nd	3rd	4th	5th	6th	Social Studies 7	Social Studies 8	Geography	World History	American History	American Government	Personal Finance	
12.3.3	Analyze how the natural environment and cultural landscape are transformed by natural and human forces and interpret how humans adapt to their surroundings. (12.3.3)								<i>I</i>	<i>I</i>	<i>D</i>		<i>M</i>			
12.3.4	Compare and contrast patterns of human populations and culture over space and time on a local, national, and global scale. (12.3.4)										<i>I</i>		<i>M</i>			
12.3.5	Evaluate issues and/or events using geographic knowledge and geospatial skills to make informed decisions. (12.3.5)										<i>I</i>	<i>D</i>	<i>M</i>			<i>D</i>

4. History

0.4.1	Recognize patterns of continuity and change over time in themselves and others. (0.4.1)	<i>I, M</i>														
0.4.2	Recognize different perspectives of events. (0.4.2)	<i>I, M</i>														
1.4.1	Recognize patterns of continuity and change over time in families. (1.4.1)	<i>I</i>	<i>D</i>	<i>M</i>												
1.4.2	Identify multiple perspectives of diverse family traditions. (1.4.2)	<i>I</i>	<i>D</i>	<i>M</i>												
1.4.3	Describe historical people, events, and symbols. (0.4.2; 1.4.3)	<i>I</i>	<i>D</i>	<i>M</i>												
2.4.1	Recognize patterns of continuity and change over time in neighborhoods. (2.4.1)	<i>I</i>	<i>D</i>	<i>M</i>												
2.4.3	Determine past and current events, issues, and people relevant to a neighborhood. (2.4.3)	<i>I</i>	<i>D</i>	<i>M</i>												
3.4.1	Detect and apply patterns of continuity and change over time in communities (town or city). (3.4.1)			<i>I</i>	<i>M</i>											
3.4.2	Describe and explain multiple perspectives of events within a community. (2.4.2; 3.4.2)			<i>I</i>	<i>M</i>											

Identifier	Objective															
		K	1st	2nd	3rd	4th	5th	6th	Social Studies 7	Social Studies 8	Geography	World History	American History	American Government	Personal Finance	
3.4.3	Select past and current events and people relevant to the community. (3.4.3)			<i>I</i>	<i>M</i>											
4.4.1	Investigate patterns of continuity and change over time in Nebraska. (4.4.1)					<i>I, M</i>										
4.4.2	Analyze and explain multiple perspectives of events in Nebraska, including historically marginalized and underrepresented groups. (4.4.2)					<i>I, M</i>										
4.4.3	Analyze past and current events throughout Nebraska history. (4.4.3)					<i>I, M</i>										
4.4.4	Develop historical inquiry and research skills. (0.4.4; 1.4.4; 2.4.4; 3.4.4; 4.4.4)	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>										
5.4.1	Investigate patterns of continuity and change over time from the Pre-Columbian era through the Constitution. (5.4.1)					<i>I</i>	<i>D</i>	<i>M</i>								
5.4.2	Describe and explain multiple perspectives of historical events in the Pre-Columbian era through the Constitution including marginalized and underrepresented groups. (5.4.2)						<i>I</i>	<i>M</i>								
5.4.3	Analyze past and current events and challenges from the Pre-Columbian era through the Constitution. (5.4.3)						<i>I</i>	<i>M</i>								
6.4.1	Analyze patterns of continuity and change over time in world history. (6.4.1)						<i>I</i>	<i>D</i>	<i>M</i>							
6.4.5	Apply the inquiry process to construct and answer historical questions. (5.4.4; 6.4.5)					<i>I</i>	<i>D</i>	<i>M</i>								
7.4.1	Compare patterns of continuity and change over time in world history. (7.4.1)						<i>I</i>	<i>D</i>	<i>M</i>							

Identifier	Objective	K	1st	2nd	3rd	4th	5th	6th	Social Studies 7	Social Studies 8	Geography	World History	American History	American Government	American Finance	Personal
8.4.1	Analyze patterns of continuity and change over time in United States history. (8.4.1)						<i>I</i>	<i>D</i>		<i>D</i>			<i>M</i>			
8.4.2	Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events (6.4.2; 7.4.2; 8.4.2)							<i>I</i>	<i>D</i>	<i>M</i>						
8.4.3	Examine historical events from the perspectives of marginalized and underrepresented groups. (6.4.3; 7.4.3; 8.4.3)							<i>I</i>	<i>D</i>	<i>M</i>						
8.4.4	Evaluate and interpret sources for perspective and historical context. (7.4.4; 8.4.4)							<i>I</i>	<i>D</i>	<i>M</i>						
8.4.5	Apply the inquiry process to construct and answer historical questions. (5.4.5; 6.4.5; 7.4.5; 8.4.5)							<i>I</i>	<i>D</i>	<i>M</i>						
12.4.1 (US)	Analyze and evaluate patterns of continuity and change over time in American history. (12.4.1US)						<i>I</i>	<i>I</i>		<i>D</i>			<i>M</i>			
12.4.2 (US)	Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history. (12.4.2US)									<i>I</i>			<i>M</i>			
12.4.3 (US)	Examine historical events from the perspectives of marginalized and underrepresented groups. (12.4.3US)									<i>I</i>			<i>M</i>			
12.4.4 (US)	Evaluate sources for perspective, limitations, accuracy, and historical context. (12.4.4US)									<i>I</i>			<i>M</i>			
12.4.5 (US)	Develop historical research skills. (12.4.5US)									<i>I</i>			<i>M</i>			
12.4.1 (W)	Analyze and evaluate patterns of continuity and change overtime in world history. (12.4.1W)								<i>I</i>			<i>M</i>				
12.4.2 (W)	Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history. (12.4.2W)								<i>I</i>			<i>M</i>				
12.4.3 (W)	Examine historical events from the perspectives of diverse groups. (12.4.3W)								<i>I</i>		<i>D</i>	<i>M</i>				

Identifier	Objective	K	1st	2nd	3rd	4th	5th	6th	Social Studies 7	Social Studies 8	Geography	World History	American History	American Government	Personal Finance
12.4.4 (W)	Evaluate sources for perspectives, limitations, accuracy, and historical context. (12.4.4W)								I			M			
12.4.5 (W)	Apply the inquiry process to construct and answer historical questions. (12.4.5W)								I			M			

Approved: December 2021