

NEBRASKA SOCIAL STUDIES STANDARDS

As approved by the Nebraska State Board of Education on November 8, 2019
Short Guide - applicable standards to Holocaust and Genocide education activities
Link to full contents can be found [here](#).

MIDDLE SCHOOL

Seventh Grade

History

Continuity, Change, and Context

SS 7.4.1 Compare patterns of continuity and change over time in world history.

SS 7.4.1.a Analyze the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.

For example: Songhai, Mali, Gupta Empire, Han Dynasty, Hinduism, Taoism, Buddhism, Judaism, Christianity, Islam, Sikhism, Silk Road, Trans-Saharan Trade, Incas, Mayans, Aztecs

SS 7.4.1.b Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts.

For example: trade routes

Multiple Perspectives

SS 7.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.

SS 7.4.3.a Identify how differing experiences can lead to the development of perspectives.

For example: religious, ethnic and racial groups

SS 7.4.3.b Interpret perspectives of marginalized and underrepresented regions around the world.

For example: civilizations from all regions of the world

Historical Inquiry and Research Skills

SS 7.4.5 Apply the inquiry process to construct and answer historical questions.

SS 7.4.5.a Construct and answer inquiry questions using multiple historical sources.
For example: Students engage in inquiry and gather evidence to provide a response.

SS 7.4.5.b Evaluate and cite appropriate sources for research about world history, including primary and secondary sources.
For example: Interpret primary and secondary sources to address the inquiry. Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources.

SS 7.4.5.c Gather, analyze, and communicate historical information about the world from multiple sources.
For example: document archives, artifacts, newspapers, interviews, pictures, posters, oral/written narratives, and electronic presentation

Eighth Grade

Civics

Forms and Functions of Government

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

SS 8.1.1.b Analyze the structure and roles of the United States government in meeting the needs of the citizens governed, managing conflict, and establishing order and security.

For example: Chinese Exclusion Act, Fugitive Slave Laws, 13th, 14th, 15th Amendments, antitrust laws, Homestead Act, Indian Removal Act

SS 8.1.1.e Describe how important government principles are shown in American government.

For example: freedom, individual rights, representative democracy, equality, rule of law, popular sovereignty, justice, tribal sovereignty

History

Continuity, Change, and Context

SS 8.4.1 Analyze patterns of continuity and change over time in United States history.

SS 8.4.1.a Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.

For example: Columbian Exchange, European colonization and Native American response, Colonial America, Great Awakening, Benjamin Franklin, George Washington, Thomas Jefferson, establishing a nation, Manifest Destiny, Indian Removal Act, slavery, expansion and reform, Dred Scott decision, secession, Abraham Lincoln, Civil War and Reconstruction, Standing Bear, rise of corporations, growth of organized labor, assembly line, immigration, industrialization John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, democratic ideals, patriotism, citizen's rights

SS 8.4.1.b Evaluate the impact of historical events in the United States using symbols, maps, documents, and artifacts.

For example: founders and founding documents, national symbols

Multiple Perspectives

SS 8.4.2 Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events.

Historical Inquiry and Research Skills

SS 8.4.5 Apply the inquiry process to construct and answer historical questions.

SS 8.4.5.a Identify areas of inquiry by using student-generated questions about multiple historical sources.

For example: Why is the Gettysburg Address considered an important statement of American national ideals?

SS 8.4.5.b Locate, analyze, and cite appropriate sources for research about United States history, including primary and secondary sources.

For example: classroom texts, Gettysburg Address, tribal treaties, major online historical archives like Library of Congress, National Archives, and local and state archives.

SS 8.4.5.c Gather, analyze, and communicate historical information about United States history from multiple sources.

For example: primary sources, secondary sources, popular media, scholarly perspectives

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HIGH SCHOOL

Civics

Forms and Functions of Government

SS HS.1.1 Analyze the foundation, structures, and functions of the United States government as well as local, state, and international governments.

SS HS.1.1.h Analyze United States foreign policy issues.

For example: methods, approaches, events, and their outcomes on various groups of people

Geography

Location and Place

SS HS.3.1 Evaluate where (spatial) and why people, places, and environments are organized on the Earth's surface.

SS HS.3.1.b Analyze and explain changes in spatial patterns as a result of the interactions among human and physical processes.

For example: major world physical features (mountains, seas, rivers), patterns of human settlement on local, regional, national, and global scale, governmental systems, economic systems, site and situation, Weber's Least Cost Theory, Von Thunen Model of Land Use

SS HS.3.2.b Examine the importance of places and regions to individual and social identity and how identities change over space and time.

For example: popular cultural traits, folk cultural traits, national monuments and folklore, nationalism, ethnicity, migration, urbanization, demographic transition model, industrial development, toponymy (place names), regional identity (Corn Belt, Heartland, Homeland)

SS HS.3.2.c Evaluate the interdependence of places and regions.

For example: models of industrial and economic development, new international division of labor, supranational organizations (The United Nations, Association of Southeast Asian Nations [ASEAN], or The European Union), globalization, popular culture, international trade agreements, patterns of human migration, alliances, Paris Climate Agreement, central place theory

SS HS.3.4.b Examine the spread of cultural traits and the potential benefits and challenges of cultural diffusion, economic development, and globalization.

For example: cultural convergence and divergence, universalizing and ethnic religions, competition between multinational corporations and local businesses, folk cultures and popular cultures, spread of ideas (such as economic ideals, ideas on government, gender norms), diffusion of medical knowledge and impact on demographics, agricultural and industrial revolutions, models of economic development, the cultural landscape, Third Agricultural Revolution (Green Revolution), internet connectivity and cell phone networks, lingua franca, hypernationalism

SS HS.3.4.c Analyze the relationships of sovereign nations and the role of multinational organizations on conflict and cooperation both between and within countries.

For example: impacts of membership in multinational organizations and agreements, treaties, resource and technology exchanges, Heartland and Rimland Theory, demarcation of borders, territorial morphology

HISTORY

United States History (Progressive Era – Present)

Change, Continuity and Context

HS.4.1 (US) Analyze and evaluate patterns of continuity and change over time in American history.

SS HS.4.1.b (US) Select, record, and interpret key national events in chronological order.

For example: Progressive Era, Women's Suffrage, World War I, Great Migration, Great Depression and New Deal, **Naziism**, **World War II**, **Holocaust**, Cold War, Civil Rights Era, contemporary United States

SS HS.4.1.c (US) Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.

For example: 19th Amendment, Brown v. Board of Education of Topeka, Dolores Huerta, desegregation of the military following WWII, March on Washington, Movement for the Restoration of Tribal Status, continuing struggle for equality

Multiple Perspectives

SS HS.4.2 (US) Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history.

SEE ADDITIONAL SUB ITEMS IN FULL TEXT

SS HS.4.3 (US) Examine historical events from the perspectives of marginalized and underrepresented groups.

Historical Analysis and Interpretation

SS HS.4.4 (US) Evaluate sources for perspective, limitations, accuracy, and historical context.

SS HS.4.4.a (US) Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media.

For example: written documents, radio broadcasts, news broadcasts, film, newspapers, photographs, oral histories, virtual museum exhibits

SEE ADDITIONAL SUB ITEMS IN FULL TEXT

Historical Inquiry and Research

SS HS.4.5 (US) Apply the inquiry process to construct and answer historical questions.

World History (1500 CE – Present)

Change, Continuity, and Context

HS.4.1 (WLD) Analyze and evaluate patterns of continuity and change over time in world history.

SEE ADDITIONAL SUB ITEMS IN FULL TEXT

Multiple Perspectives

SS HS.4.2 (WLD) Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history.

SEE ADDITIONAL SUB ITEMS IN FULL TEXT

Historical Analysis and Interpretation

SS HS.4.4 (WLD) Evaluate sources for perspective, limitations, accuracy, and historical context.

SEE ADDITIONAL SUB ITEMS IN FULL TEXT

Historical Inquiry and Research

SS HS.4.5 (WLD) Apply the inquiry process to construct and answer historical questions.

SS HS.4.5.b (WLD) Locate, evaluate, and cite appropriate sources for research about selected topics in world history, including primary and secondary sources.

For example: Examine the Treaty of Versailles and the League of Nations founding documents, examine maps from before and after treaty, examine contemporary responses to the treaty from a variety of countries.

SEE ADDITIONAL SUB ITEMS IN FULL TEXT