

# DRAFT

## Proposed Nebraska Social Studies/History Standards for Standards That Are Reported (STAR)

*The following Standards are being validated as representative of the key knowledge of Social Studies/History Standards.*

**4<sup>th</sup> 4 Standards to be reported (out of 15)**

**United States History, Nebraska History, Geography, Civics/Government, Economics**

- 4.6 Students will identify significant individuals, historical events and symbols in their community and in Nebraska and explain their importance.
- 4.8 Students will describe characteristics of a market economic system and the interactions of consumers and producers.
- 4.11 Students will use maps and globes to acquire information about people, places, and environments.
- 4.13 Students will describe the process of making laws, carrying out laws, and determining if laws have been violated.

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## Proposed Nebraska Social Studies/History Standards for Standards That Are Reported (STAR)

*The following Standards are being validated as representative of the key knowledge of Social Studies/History Standards.*

**8<sup>th</sup> 4 Standards to be reported (out of 29)**

**United States History, World History, Nebraska History, Geography, Civics/Government, Economics**

- 8.3.6 Students will compare the United States economic system to systems in other countries.
- 8.3.7 Students will summarize the rights and responsibilities of United States citizens.
- 8.4.2 Students will demonstrate skills for historical analysis.
- 8.4.6 Students will improve their skills in historical research and geographical analysis.

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## Proposed Nebraska Social Studies/History Standards for Standards That Are Reported (STAR)

*The following Standards are being validated as representative of the key knowledge of Social Studies/History Standards.*

**12<sup>th</sup>        8 Standards to be reported (out of 45)**

### **United States History, World History, Geography, Civics/Government, Economics**

- 12.1.13 Students will develop skills for historical analysis.
- 12.2.11 Students will demonstrate historical research and geographical skills.
- 12.3.9 Students will explain the rights, freedoms, responsibilities, and benefits of citizenship in the United States.
- 12.3.13 Students will examine the basic economic indicators and fundamentals of international trade.
- 12.4.3 Students will compare and contrast the distribution, growth rates, and characteristics of human population, e.g., settlement patterns and the location of natural and human resources.
- 12.4.4 Students will analyze the patterns of urban development, such as site and situation; the function of towns and cities; and problems related to human mobility, social structure, and the environment.
- 12.4.6 Students will analyze the forces of conflict and cooperation.
- 12.4.7 Students will apply geography to interpret the past, understand the present, and plan the future.

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## Proposed Nebraska Social Studies/History Standards for Fifth Grade Standards That Are Reported (STAR)

*The following Standards represent the Fifth Grade Benchmarks for Nebraska STAR Social Studies/History Standards.*

### 5.1 United States History

5.1.1 By the end of fifth grade students will demonstrate skills for historical analysis.

*Example Indicators:*

- Sequence interrelated ideas, events, people, and places.
- Identify and interpret primary and secondary sources to make generalizations about events and life.
- Distinguish fact from fiction by examining a variety of sources from different points of view.
- Explain the historical perspectives of diverse cultural and ethnic groups.

### 5.3 Civics/Government and Economy

5.3.1 By the end of fifth grade students will explain the structure and operation of the United States economy and the role of citizens as producers and consumers.

*Example Indicators:*

- Describe the role of producers and consumers in a market economy.
- Describe the function of money, savings, and credit.
- Explain the impact of human, capital, and natural resources on the economy.

5.3.2 By the end of fifth grade students will summarize the rights and responsibilities of United States citizens.

*Example Indicators:*

- Describe how people participate in the political process.
- Identify and address community issues.
- Identify how choices and actions affect the roles of citizens.

### 5.4 Geography

5.4.1 By the end of fifth grade students will improve their skills in historical research and geographical analysis.

*Example Indicators:*

- Use maps and globes to inform knowledge.
- Examine location, place, region, environment, and movement.
- Identify and interpret primary and secondary sources.