

# NEBRASKA

## SOCIAL STUDIES/HISTORY STANDARDS

Grades K-12

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# Nebraska Social Studies/History Standards

## Grades K-1

### 1.1 UNITED STATES HISTORY, GEOGRAPHY, CIVICS/GOVERNMENT, ECONOMICS

#### 1.1.1 **By the end of first grade, students will demonstrate an understanding that history relates to events and people of other times and places.**

*Example indicators:*

- Use calendars and timelines to show sequence and change.
- Identify past events and people in legends, historical fiction, and biographies, e.g., Johnny Appleseed, Betsy Ross, etc.
- Describe the people and events honored in commemorative holidays.
- Compare school and community life in America in different places and times.
- Recognize that people, places, and things change over time.

#### 1.1.2 **By the end of first grade, students will compare and contrast the past and present contributions of cultures to school and family.**

*Example indicators:*

- Explain the past and the present through pictures, oral history, letters, or journals.
- Students will identify ways that people grow and change over time.

#### 1.1.3 **By the end of first grade, students will compare the relative location of people, places, and things**

*Example indicators:*

- Use objects to show position, e.g., near/far, up/down, left/right, behind/in front.
- Identify map symbols, e.g., legend references to land, water, roads, and cities.
- Name community symbols, e.g. traffic signs, traffic lights, and street and highway markers.
- Locate land and water on simple maps, globes, or other models using cardinal directions and map symbols.
- Recognize the physical shape of our state and nation.

#### 1.1.4 **By the end of first grade, students will recognize that climate, location, and physical surroundings affect the lives of people.**

*Example indicators:*

- Discuss how the environment influences their food, clothing, shelter, transportation, and recreation.
- Recognize that Nebraska's seasons vary from other places in the United States and the world.

#### 1.1.5 **By the end of first grade, students will identify uses of technology, such as transportation and communication.**

*Example indicators:*

- Identify what inventions are.
- Describe a helpful invention.
- Explain why they are important.

**1.1.6 By the end of first grade, students will identify basic economic concepts.**

*Example indicators:*

- Recognize the difference between basic needs and wants, e.g. food, clothing, shelter, and affection.
- Explain differences between buyers and sellers/goods and services.

**1.1.7 By the end of first grade, students will explain how families and individuals earn, spend, and save.**

*Example indicators:*

- Match simple descriptions of work that people do with the names of those jobs
- Recognize the importance of work.
- Demonstrate the exchange of money for goods and services
- Identify ways to save money

**1.1.8 By the end of first grade, students will recognize good citizenship and its importance.**

*Example indicators:*

- Explain why it is important to show respect for self, family, and others, e.g., taking care of his/her own things and respecting what belongs to others.
- Identify examples of honesty, courage, patriotism, and other admirable character traits seen in American history.
- Identify how choices and actions affect themselves and others, e.g., making class rules, participating in classroom chores.
- Identify community groups of which students are members, e.g., family, school, church, girl/boy scouts, and classroom.
- Participate in classroom elections.
- Name the President or other elected leaders.

**1.1.9 By the end of first grade, students will identify patriotic symbols and actions.**

*Example indicator:*

- Name those associated with the United States, e.g., the flag, the Pledge of Allegiance, etc.

## Grades 2-4

### **4.1 UNITED STATES HISTORY, NEBRASKA HISTORY, GEOGRAPHY, CIVICS/GOVERNMENT, ECONOMICS**

#### **4.1.1 By the end of fourth grade, students will compare communities and describe how United States and Nebraska communities changed physically and demographically over time.**

*Example indicators:*

- Identify and describe cultural holidays and events in their communities, Nebraska, and United States.
- Identify changes in daily life past and present, e.g., roles, jobs, communication, technology, schools, and cultural traditions.

#### **4.1.2 By the end of fourth grade, students will describe the contributions from the cultural and ethnic groups that made up our national heritage: Native Americans, Hispanic Americans, African Americans, European Americans, and Asian Americans.**

*Example indicators:*

- Identify regional characteristics, e.g., Navaho, Amish, and Polynesian.
- Identify important men and women from different cultural and ethnic groups.
- Identify famous inventors.
- Identify contributions of special groups, e.g., labor unions, buffalo soldiers, and farmers' co-ops.

#### **4.1.3 By the end of fourth grade, students will describe social and economic development of Nebraska in the 20th century.**

*Example indicators:*

- Identify the accomplishments of 20th century Nebraskans.
- Explain the impact of advance in transportation, communication, immigration, and economic development.

#### **4.1.4 By the end of fourth grade, students will describe the interaction between Native Americans and their environment on the plains prior to European contact.**

*Example indicators:*

- Explain how Native Americans used the resources for daily living.
- Identify different types of shelters used by Native Americans.
- Describe the daily life of a Native American.

#### **4.1.5 By the end of fourth grade, students will describe Nebraska's history, including geographic factors, from European contact to statehood.**

*Example indicators:*

- Explain how historic and geographic factors affected the expansion and development of Nebraska.
- Locate on a map, forts, missions, settlements, trails, cities, transportation routes, and migration patterns.
- Describe the exploration of the Great Plains.
- Describe the impact of westward expansion on tribal nations.
- Describe Spanish, French, and English settlements.

**4.1.6 By the end of fourth grade, students will identify significant individuals, historical events and symbols in their community and in Nebraska and explain their importance.**

*Example indicators:*

- Identify and describe the past and present contributions of Native Americans, Hispanic Americans, African Americans, European Americans, and Asian Americans.
- Identify members of Nebraska’s Hall of Fame.
- Identify accomplishments of prominent Nebraskans, e.g., Black Elk, Malcolm X, and Evelyn Sharp.
- Identify groups that have impacted Nebraska’s history, e.g., buffalo soldiers, cowboys, and sodbusters and immigrant settlers.
- Identify symbols associated with Nebraska, e.g., the flag, tree, and bird.

**4.1.7 By the end of fourth grade, student will use higher level thinking processes to evaluate and analyze primary sources and other resources.**

*Example indicators:*

- Identify, analyze, and make generalizations using primary sources, e.g., artifacts, diaries, letters, photographs, art, and newspapers.
- Compare documentary sources on historical figures, events, with fictionalized characters and events to distinguish fact from fiction.

**4.1.8 By the end of fourth grade, students will describe characteristics of a market economic system and the interactions of consumers and producers.**

*Example indicators:*

- Describe the concepts of scarcity, choice, and the use of limited natural, capital, and human resources in an economic system.
- Explain the specialization and interdependence of producers and consumers involved in producing goods and services.
- Demonstrate how markets and prices help consumers buy and producers supply products and services in an economic system.
- Identify how changing modes of transportation and communication by entrepreneurs have changed the economic system of the United States and Nebraska.
- Explain the purpose of taxes and their use and collection in an economic system.

**4.1.9 By the end of fourth grade, students will demonstrate an understanding of money and the financial system used in the United States.**

*Example indicators:*

- Identify the concepts of earning, saving, spending, checking accounts and credit used by financial institutions and consumers.
- Describe the functions of money in an economic system.

**4.1.10 By the end of fourth grade, students will identify and use essential map elements.**

*Example indicators:*

- Distinguish between longitude and latitude.
- Use the equator and prime meridian to identify the hemisphere.
- Use the grid system to find locations.
- Use cardinal directions.
- Understand map keys, e.g., scale, symbols, compass rose.

**4.1.11 By the end of fourth grade, students will use maps and globes to acquire information about people, places, and environments.**

*Example indicators:*

- Locate and identify on maps and globes his/her local city or county, Nebraska, the United States, the seven continents, and four oceans.
- Sketch maps to illustrate places described in narratives, e.g., neighborhoods, rooms, routes, regions, states, countries, continents.
- Explain how physical characteristics, transportation routes, climate, and specialization influenced the variety of crops, products, industries, and the general patterns of economic growth in Nebraska.
- Illustrate how Nebraska communities differ in physical features, e.g., land use, population density, architecture, services, and transportation.
- Construct physical maps and three-dimensional models that include the essential map elements, political areas, and the geographic regions of Nebraska and the United States, e.g., Coastal Plains, Appalachian Mountains, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Ridge, and Coastal Range.
- Explain the directional flow of rivers.

**4.1.12 By the end of fourth grade, students will identify the geographic and human characteristics of the regions of the United States and Nebraska.**

*Example indicators:*

- Name the major geographic regions of the United States.
- Identify the states within each region.
- Identify capital cities and major cities.
- Identify mountains, lakes, and rivers in each region.
- Name the countries and bodies of water, which border the United States.
- Identify geographic and historic features unique to each region.

**4.1.13 By the end of fourth grade, students will describe the process of making laws, carrying out laws, and determining if laws have been violated.**

*Example indicators:*

- Describe the constitutional rights and responsibilities of being a citizen.
- Explain the role of citizenship in the promotion of laws.
- Describe the election process.
- Identify the consequences of violating the law.
- Identify local, county, and state representatives.
- Explain the process of contacting a representative

**4.1.14 By the end of fourth grade, students will identify the uniqueness of the Nebraska Unicameral compared with other state legislatures.**

*Example indicators:*

- Describe the difference between bicameral and unicameral legislatures.
- Identify the contribution of George Norris.

**4.1.15 By the end of fourth grade, students will identify and describe the responsibilities of the elected mayor, governor and president on the local, state, and federal level.**

*Example indicator:*

- Name the mayor, governor, and the President of the United States and list several responsibilities of each.

## Grades 5-8

### 8.1 UNITED STATES HISTORY

#### 8.1.1 **By the end of eighth grade, students will analyze major cultures in the Americas before the 17th century.**

*Example indicators:*

- Describe the regional culture groups of early Native Americans in North America, e.g., the Northern, Northwestern, Plains, Mound Builders, Eastern Woodlands, and Southwestern Native Americans, etc.
- Describe selected civilizations in Central and South Americas, e.g., the Mayan, Olmecs, Aztec, Incas, Chibchas, and Toltecs.
- Explain how geography and climate influenced the way Early American cultural groups lived.

#### 8.1.2 **By the end of eighth grade, students will analyze the major people, events, and ideas that led to the exploration and settlement of the Americas by Europeans.**

*Example indicators:*

- Explain the motivations, obstacles, and accomplishments of sponsors and leaders of key expeditions from Spain, France, Portugal, and England.
- Identify the economic, ideological, religious, and nationalist forces that led to competition among European powers for control of the Americas.
- Identify the political, economic, and social impact of the encounter between European and early cultures in the Americas.
- Identify explorers, e.g., Columbus, Leif Ericsson, Amerigo Vespucci, Champlain, and Hudson.
- Describe Spanish, French, and English settlements.

#### 8.1.3 **By the end of eighth grade, students will describe key people, events, and ideas from colonial America.**

*Example indicators:*

- Explain the factors that led to the founding of the colonies, e.g., the escape from religious persecution, economic opportunity, release from prison, and military adventure.
- Describe geographic, political, economic, and social contrasts in the three regions of New England, the mid-Atlantic, and the South.
- Describe life in the colonies in the 18th century from the perspectives of Native Americans, large landowners, farmers, artisans, women, and slaves.
- Explain the principal economic and political connections between the colonies and England.
- Describe sources of dissatisfaction that led to the American Revolution.
- Identify key individuals and events in the American Revolution, e.g., King George, Lord North, Lord Cornwallis, John Adams, Samuel Adams, Paul Revere, Benjamin Franklin, George Washington, Thomas Jefferson, Patrick Henry, and Thomas Paine.
- Explain major military campaigns of the Revolutionary War and reasons why the colonies were able to defeat the British.

**8.1.4 By the end of eighth grade, students will analyze challenges faced by the new United States government.**

*Example Indicators*

- Explain the writing of a new Constitution in 1787 and the struggles over ratification and the addition of a Bill of Rights.
- Describe major issues facing Congress and the first four presidents.
- Explain conflicts between Thomas Jefferson and Alexander Hamilton that resulted in the emergence of two political parties.

**8.1.5 By the end of eighth grade, students will describe growth and change in the United States from 1801-1861.**

*Example indicators:*

- Describe territorial exploration, expansion, and settlement, e.g., Lewis and Clark, Louisiana Purchase, and acquisition of southern and western territories.
- Describe how the physical geography and various incentives influenced the movement of people, goods, and services
- Describe the political relationships between the Americas and Europe, which led to the Monroe Doctrine.
- Describe the impact of inventions, e.g., the cotton gin, McCormick reaper, etc.

**8.1.6 By the end of eighth grade, students will identify and analyze causes, key events, and the effects of the Civil War and Reconstruction.**

*Example indicators:*

- Describe economic and philosophical differences between the North and South.
- Identify key events leading to secession and war.
- Identify key people during this period, e.g., Abraham Lincoln, Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Frederick Douglas, William Lloyd Garrison, Harriet Tubman, Harriet Beecher Stowe, John Brown, Clara Barton, etc.
- Identify key events during the Civil War, e.g., major battles, the Emancipation Proclamation, and Lee's surrender at Appomattox.
- Describe life on the battlefield and on the homefront from multiple perspectives.
- Explain the basic provisions and postwar impact of the 13th, 14th, and 15th Amendments to the United States Constitution.
- Describe the impact of Reconstruction policies on the South.

**8.1.7 By the end of eighth grade, students will explain post Civil War changes in the United States, and the role of the United States in world affairs through World War I.**

*Example indicators:*

- Describe federal policies of expansion and how they affected various culture groups and individuals, e.g., Native Americans, Asian Americans, etc.
- Explain why people immigrated to the United States, describe their obstacles and contributions.
- Describe the growth of American cities and the impact on societies.
- Describe the United States participation in key world events, e.g., the Spanish-American War, World War I, etc.

**8.1.8 By the end of eighth grade, students will describe key, social, economic and cultural developments from WWI through the Great Depression.**

*Example indicators:*

- Describe the arts in the United States, e.g., the Harlem Renaissance, the works of F. Scott Fitzgerald, Louis Armstrong, etc.
- Describe the social changes, e.g., women’s suffrage, prohibition, etc.
- Describe the economic factors that led to the Great Depression.
- Describe the extent and depth of business and farm failures, unemployment, and poverty.
- Describe the New Deal, the Depression, and the future role of government in the economy.
- Identify key people of the period, e.g., Eleanor and Franklin Roosevelt, Charles Lindbergh, etc.

**8.1.9 By the end of eighth grade, students will describe key people, events, and ideas since World War II.**

*Example indicators:*

- Explain segregation, desegregation, and the Civil Rights Movement.
- Describe the changing role of women in America.
- Describe the technology revolution and its impact on communication, transportation, and new industries.
- Describe the consumer economy and increasing global markets.
- Describe the increases in violent crime and illegal drugs.
- Explain the effects of increased immigration.
- Describe political leaders of the period, trend in national elections, and differences between the two major political parties.

**8.2 WORLD HISTORY TO 1000 A.D.**

**8.2.1 By the end of eighth grade, students will describe human culture in the Paleolithic and Neolithic Eras.**

*Example indicators:*

- Describe how archeological discoveries change our knowledge of early peoples.
- Compare the characteristics of Paleolithic and Neolithic societies and the adaptation to physical geography of various areas had on those groups.
- Describe how tool making, use of fire, agricultural revolution, and other technological and social advancements improved life for early people.

**8.2.2 By the end of eighth grade, students will describe the impact of ancient river valley civilizations (Mesopotamia, Egypt, India, and China) on the development of world cultures.**

*Example indicators:*

- Describe the geography and history of each civilization.
- Describe the location in time and place.
- Identify social, political, and economic institutions.
- Describe religious traditions and written language.
- Identify significant contributions and legacies.

**8.2.3 By the end of eighth grade, students will describe the impact of history, culture, and geography of Greece and Rome on later civilizations.**

*Example indicators:*

- Describe the influence of physical geography, climate, and soils on the Greek economic, social, and political development and the impact on the commerce of the Mediterranean regions.
- Describe the development of Greek democracy.
- Identify and describe the contributions of Greek culture, e.g., mythology and philosophy.
- Describe important Greek military campaigns, e.g., the Persian Wars and conquests by the Macedonians.
- Describe the influence of geography on Roman economic, social, and political development.
- Relate Roman mythology and religion.
- Describe the development of the Roman government.
- Identify and describe the economic and political contributions of Roman culture, e.g., mythology and architecture.
- Describe important Roman military campaigns, e.g., military domination of the Mediterranean and Western Europe.
- Describe the fall of the Republic and the rise of imperial monarchs.
- Describe the impact and spread of Christianity and Judaism.
- Describe, analyze, and evaluate the history of the Byzantine Empire from about 300 BCE to 1000 C.E., e.g., Constantinople, Codification of Roman law, Greek Orthodox churches, and Byzantine art and architecture.

**8.2.4 By the end of eighth grade, students will describe the development and cultural impact of major religions.**

*Example indicators:*

- Describe the origins, customs, beliefs, and spread of the major religions
- Identify the theological and cultural differences and similarities among the major religions.
- Describe the effect of religious, political, and economic competition.
- Identify the historical turning points that affected the spread and influence of these religious cultures.

**8.2.5 By the end of eighth grade, students will describe the impact of life in Medieval Europe on later civilizations.**

*Example indicators:*

- Describe the structure of feudal society and identify economic, social, and political effects.
- Describe the Age of Charlemagne.
- Describe the impact of Magyars and the Vikings.
- Analyze the influence of Christianity throughout Europe.

**8.2.6 By the end of eighth grade, students will describe the impact of selected civilizations in Asia and Africa on the development of later cultures.**

*Example indicators:*

- Describe chronology, location, geography, social structures, forms of government, economy, and religion of each civilization.
- Identify key characteristics of the kingdoms of Kush and (Axum) Aksum in Ethiopia.
- Describe how geography of Africa shaped the various cultures of trading empires in Western Africa.
- Describe the culture and contributions of ancient Arabia.

- Identify cultural characteristics of Japan’s feudal system.
- Identify various Chinese dynasties and their legacies to later generations.
- Describe the role of geographic factors in limiting or encouraging the movement of people and ideas.

### **8.3 CIVICS AND ECONOMICS**

#### **8.3.1 By the end of eighth grade, students will explain and compare the structures, functions, and powers of the three branches of government at the national, state, and local levels.**

*Example indicators:*

- Explain the election and appointment of officials.
- Describe the division and sharing of powers among and within levels of government.
- Chart the separation and sharing of powers within levels of government.
- Describe the process of amending the United States and Nebraska Constitutions.
- Outline the powers granted to Congress, the President, the Supreme Court, and those reserved to the states.

#### **8.3.2 By the end of eighth grade, students will compare the election process at the local, state, and national levels of government.**

*Example indicators:*

- Explain nomination and promotion of candidates for elective office.
- Describe similarities and differences between the major political parties.
- Describe voter turnout.
- Evaluate the accuracy of campaign advertising.
- Discuss bias and identify how media reports, analysis, and editorials are different.

#### **8.3.3 By the end of eighth grade, students will compare the policy-making process at the local, state, and national levels of government.**

*Example indicators:*

- Chart the basic law-making process within the respective legislative bodies.
- Explain the interaction between the chief executives and the legislative bodies.
- Explain the functions of departments, agencies, and regulatory bodies.
- Describe the roles of political parties at the state and national levels.
- Explain the ways that individuals and cultural, ethnic, and other interest groups can influence government policy makers.
- Describe the impact of the media on public opinion and policy makers.

#### **8.3.4 By the end of eighth grade, students will distinguish between the judicial systems established by the Nebraska Constitution and United States Constitution.**

*Example indicators:*

- Diagram the organization and jurisdiction of Nebraska and United States courts.
- Describe the exercise of the power of judicial review.
- Describe the process of bringing and resolving criminal and civil cases in Nebraska’s judicial system.
- Describe the function and process of the juvenile justice system in Nebraska.

**8.3.5 By the end of eighth grade, students will explain the structure and operation of the United States economy and the role of citizens as producers and consumers.**

*Example indicators:*

- Define the concepts of scarcity, choice, trade-offs, specialization, entrepreneurship, productivity, inflation, profits, markets, supply and demand, inflation, and unemployment and incentives.
- Analyze the effect of producer and consumer behavior on markets.
- Describe the role of individuals and businesses as consumers, savers, investors, and borrowers.
- Explain how various institutions help individuals and groups accomplish economic goals.
- Describe common forms of credit, savings, investments, purchases, and contractual agreements, e.g., warranties, and guarantees.
- Analyze skills necessary for career opportunities, e.g., individual abilities, skills, and education, and the changing supply and demand for those skills in the economy.
- Describe the development of money, savings, and credit.

**8.3.6 By the end of eighth grade, students will compare the United States economic system to systems in other countries.**

*Example indicators:*

- Describe the government's role in the United States economy, e.g., provision of public goods and services, protection of consumer rights, and the promotion of competition.
- Describe the impact of government policies, on individuals and businesses, taxation, and government borrowing
- Explain how the government addresses third-party costs and benefits, e.g., pollution and medical research.
- Explain the differences between traditional command and market economics.
- Analyze the costs and benefits of instituting different degrees of market, command, and traditional characteristics in mixed economic systems.

**8.3.7 By the end of eighth grade, students will summarize the rights and responsibilities of United States citizens.**

*Example indicators:*

- Describe ways individuals participate in the political process, e.g., registering and voting, communicating with government officials, participating in political campaigns, and serving on juries and in voluntary appointed positions.
- Identify the way individuals of cultural, ethnic, and other interest groups can influence governments.
- Describe the election process and appointment of officials.
- Describe the impact of the media on public opinion and policy.
- Compare the election process at the local, state, and national levels of government, e.g., nomination and promotion of candidates for elective office similarities and differences between the major political parties; voter turnout; evaluate the accuracy of campaign advertising; and recognize bias and identify how media reports, analysis, and editorials are different.

**8.3.8 By the end of eighth grade, students will describe the purpose and function of the United States Constitution, including the Bill of Rights.**

*Example indicators:*

- What are inalienable rights?
- What does "life, liberty, and the pursuit of happiness," mean?

- What is the rule of law, justice, and equality under the law?
- Describe the Native American heritage, e.g., Iroquois Five Nations Confederacy, "Great Binding Law."
- Explain the British and American heritage, e.g., the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Articles of Confederation.
- Explain the philosophy of government expressed in the Declaration of Independence.

## 8.4 **SKILLS**

### 8.4.1 **By the end of eighth grade, students will explain the meaning of patriotic slogans and excerpts from notable speeches and documents.**

*Example indicators:*

- Explain the statement "Give me liberty or give me death."
- Explain the meaning of "E Pluribus Unum."
- Discuss the importance of the Gettysburg Address.
- Explain the Preamble to the Constitution.
- Explain the Declaration of Independence.
- Who said ". . . December 7, 1941, a date which will live in infamy"?
- Explain the statement "Ask not what your country can do for you . . . ."
- Who said "Mr. Gorbachev, tear down this wall!"?

### 8.4.2 **By the end of eighth grade, students will demonstrate skills for historical analysis.**

*Example indicators:*

- Identify, analyze, and interpret primary sources, e.g., artifacts, diaries, letters, photographs, art, documents, newspapers, and contemporary media, e.g., television, movies, and computer information systems to better understand events and life in United States history to 1877.
- Identify characters, settings, and events from narratives of Nebraska, America, and world history.
- Construct various time lines of American history from pre-Columbian times to 1877, highlighting landmark dates, technological changes, major political and military events, and major historical figures.
- Locate on a United States map major physical features, bodies of water, exploration and trade routes; the states that entered the Union up to 1877; and, identify the states that formed the Confederacy during the Civil War.
- Identify, analyze, and interpret primary sources, e.g., artifacts, diaries, letters, photographs, art, documents, newspapers, contemporary media, and computer information systems, making generalizations about events and life in United States history since 1877.
- Recognize and explain nationalism, race, religion, and ethnicity have influenced different points of view.
- Distinguish fact from fiction by examining documentary sources.
- Construct various time lines of United States history since 1877, e.g., landmark dates, technological and economic changes, social movements, military conflicts, and presidential elections.
- Locate on a United States map all 50 states, the original 13 states, the states that formed the Confederacy, and states which entered the Union after 1877.

**8.4.3 By the end of eighth grade, students will develop skills in discussion, debate, and persuasive writing by analyzing historical situations and events.**

*Example indicators:*

- Explain the historical perspectives of people, e.g., Native Americans, Hispanic Americans, African Americans, European Americans, and Asian Americans; settlers, slaves, and slave holders; Patriots and Tories; Federalists and Anti-Federalists; Confederates and Yankees; Republicans and Democrats; and rural and urban.
- Describe the causes, costs, and benefits of major events in American history up to 1877, e.g., American Revolution, the Constitutional Convention, the Civil War, and Reconstruction.

**8.4.4 By the end of eighth grade, students will evaluate different assessments of the causes, costs, and benefits of major events in recent American history to develop discussion, debate, and persuasive writing skills.**

**8.4.5 By the end of eighth grade, students will interpret economic and political issues as expressed in various visuals.**

**8.4.6 By the end of eighth grade, students will improve their skills in historical research and geographical analysis.**

*Example indicators:*

- Identify analyze, and interpret primary sources and secondary sources to make generalizations about events and life in world history up to 1000 A.D.
- Identify, analyze, and interpret global population distribution in the Middle Ages.
- Identify and compare contemporary national political boundaries with the location of civilizations, empires, and kingdoms from 4000 B.C. to 1000 A.D.
- Identify and compare the distribution of major religious culture in the contemporary world with the origin and spread of Judaism, Christianity, Islam, Hinduism, and Buddhism up to 1000 A.D.

## Grades 9-12

### 12.1 UNITED STATES HISTORY

**12.1.1 By the end of twelfth grade, students will analyze and explain the causes and effects of the Age of Discovery, contacts between Native Americans and European settlers, and the creation of the American colonies.**

*Example indicators:*

- Explain the economic and cultural characteristics of the groups.
- Summarize the motives and strategies of the explorers and settlers.
- Explain the impact of European settlement on the Native Americans.
- Relate the legacies of contact, cooperation, and conflict from that period.
- Explain the motivation of ethnic and religious groups, and how immigrants influenced the settlement of colonies.
- Summarize the economic activity.
- Describe the political developments.
- Compare the social customs, the arts, and religious beliefs.

**12.1.2 By the end of twelfth grade, students will analyze and explain the events and ideas of the Early National Period.**

*Example indicators:*

- Relate changes in British policies that provoked the American colonists.
- Discuss the debate within America concerning separation from Britain.
- Compare the Declaration of Independence and "Common Sense."
- Describe the roles played by the individual leaders.
- Summarize key battles, military turning points, and key strategic decisions.
- Compare The Articles of Confederation and the Declaration of Independence.
- Discuss the issues and policies affecting relations among existing and future states, e.g., the Northwest Ordinance.
- Explain the Constitutional Convention, e.g., the leadership of James Madison and George Washington.
- Compare and contrast the struggle for ratification of the Constitution, the Federalist Papers, and Anti-Federalists arguments.
- Explain the addition of the Bill of Rights to the Constitution.
- Relate the organization of the national government under the new Constitution.
- Explain the major domestic and foreign affairs issues facing the first presidents and Congress.
- Summarize the development of political parties.
- Explain how the impact of Supreme Court cases, e.g., Marbury v. Madison and McCulloch v. Maryland, affected the interpretation of the Constitution.
- Explain foreign relations and conflicts, e.g., the War of 1812 and the Monroe Doctrine.
- Discuss the Louisiana Purchase and the acquisition of Florida.
- Summarize the economic development, trade, tariffs, taxation, and trends in the national debt.

**12.1.3 By the end of twelfth grade, students will analyze the causes and effects of major events of the Civil War and Reconstruction.**

*Example indicators:*

- Discuss the causes and effects of slavery.
- Explain the States' Rights Doctrine.

- Discuss tariffs and trade.
- Describe the settlement of the Western United States.
- Explain Secession.
- Compare and contrast the military advantages of the Union and the Confederacy.
- Explain the threat of foreign intervention.
- Discuss the economic and political impact of the war.
- Explain the roles played by the individual leaders.
- Relate the impact of Reconstruction policies on the South.

**12.1.4 By the end of twelfth grade, students will analyze the impact of immigration on American life, identifying factors.**

*Example indicators:*

- Contributions of Native Americans, Hispanic Americans, African Americans, European Americans, Asian Americans, and immigrant groups and individuals.
- Ethnic conflict and discrimination.
- The United States domestic policies.

**12.1.5 By the end of twelfth grade, students will summarize causes and effects of the Industrial Revolution.**

*Example indicators:*

- Describe new inventions and industrial production methods.
- Summarize new technologies in transportation and communication.
- Explain incentives for capitalism and free enterprise.
- Describe the impact of immigration on labor supply and the movement to organize workers.
- Describe improvements in standards of living, life expectancy, and living conditions.
- Explain child labor, working conditions, and the rise of organized labor.
- Summarize government policies affecting trade, monopolies, taxation, and money supply.
- Summarize muckraking literature and the rise of the Progressive Movement.
- Describe women's suffrage and temperance movements, describing their impact on society.
- Summarize political changes at the local, state, and national levels.

**12.1.6 By the end of twelfth grade, students will analyze the origins and effects of World War I.**

*Example indicators:*

- Describe the end of the Ottoman Empire and the creation of new states in the Middle East.
- Relate the declining role of Great Britain and the expanding role of the United States in world affairs.
- Summarize the political, social, and economic change in Europe and the United States.
- Explain the causes of World War I.

**12.1.7 By the end of twelfth grade, students will analyze and explain the Great Depression.**

*Example indicators:*

- Explain the causes and effects of changes in business cycles.
- Describe the weaknesses in key sectors of the economy in the late 1920's.
- Summarize United States government's economic policies in the late 1920's.
- Explain the causes and effects of the Stock Market Crash.
- Describe the impact of the Depression on the American people.
- Explain the impact of New Deal economic policies.
- Explain the impact of the expanded role of government in the economy since the 1930's.

**12.1.8 By the end of twelfth grade, students will recognize and explain the origins and effects of World War II.**

*Example indicators:*

- Describe the rise of and aggression of totalitarian regimes in Germany, Italy, and Japan.
- Summarize the rise of Fascism, Nazism, and Communism in the 1930's and 1940's and the response of Europe and the United States.
- Explain the role of the Soviet Union.
- Explain appeasement, isolationism, and the war debates in Europe and the United States prior to the outbreak of war.
- Relate the impact of mobilization for war, at home and abroad.
- Summarize the major battles, military turning points, and key strategic decisions.
- Explain the Holocaust and its impact.
- Describe the reshaping of the United States' role in world affairs after the war.
- Summarize the major changes in Eastern Europe, China, Southeast Asia, and Africa following the war.

**12.1.9 By the end of twelfth grade, students will analyze and explain United States foreign policy since World War II.**

*Example indicators:*

- Summarize the origins of the Cold War and the foreign and domestic consequences.
- Describe Communist containment policies in Europe, Latin America, and Asia.
- Describe McCarthyism and the fear of communist influence within the United States.
- Explain Strategic and economic factors in Middle East policy.
- Describe the relations with South Africa and other African nations.
- Describe the collapse of communism and the end of the Cold War.
- Explain the new challenges to America's leadership role in the world.
- Analyze the confrontations with the Soviet Union in Berlin and Cuba.
- Explain NATO and other alliances and the United States role in the United Nations.
- Describe nuclear weapons and the arms race.
- Summarize the military conflicts in Korea, Vietnam, and the Middle East.

**12.1.10 By the end of twelfth grade, students will evaluate developments in federal civil rights and voting rights since the 1950's.**

*Example indicators:*

- The Brown v. Board of Education decision and its impact on education.
- Civil rights demonstrations and related activity leading to desegregation of public accommodations, transportation, housing, and employment.
- The impact of reapportionment cases and voting rights legislation on political participation and representation.
- Affirmative action.

**12.1.11 By the end of twelfth grade, students will demonstrate an understanding of domestic policy issues in contemporary American society.**

*Example indicators:*

- Compare conservative and liberal economic strategies.
- Compare the positions of political parties and interest groups on major issues.

**12.1.12 By the end of twelfth grade, students will explain and demonstrate relationships between the geographical and the historical development of the United States by using maps, pictures, and computer databases.**

*Example indicators:*

- Locate and explain the location and expansion of the original colonies.
- Trace the territorial expansion of the United States, explaining how the physical environment influenced it.
- Locate new states as they were added to the Union.
- Demonstrate an understanding of the settlement patterns, migration routes, and cultural influence of various racial, ethnic, and religious groups.
- Compare patterns of agricultural and industrial development in different regions as they relate to natural resources, markets, and trade.
- Analyze the political, social, and economic implications of demographic changes in the nation over time.

**12.1.13 By the end of twelfth grade, students will develop skills for historical analysis.**

*Example indicators:*

- Analyze documents, records, and data, e.g., artifacts, diaries, letters, photographs, journals, newspapers, and historical accounts.
- Evaluate the authenticity, authority, and credibility of sources.
- Formulate historical questions and defend findings based on inquiry and interpretation.
- Develop perspectives of time and place, such as the construction of various time lines of events, periods, and personalities in American history.
- Communicate findings orally, in brief analytical essays, and in a comprehensive paper.

**12.1.14 By the end of twelfth grade, students will demonstrate verbal and written skills that focus on enduring issues, divergent viewpoints, and excerpts from famous speeches and documents in United States history.**

*Example indicators:*

- Discuss civil disobedience v. the rule of law.
- Analyze the role of government to the individual in economic planning and social programs.
- Debate freedom of the press v. the right to a fair trial.
- Analyze the tension between majority rule and minority rights.
- Debate problems of intolerance toward racial, ethnic, and religious groups in American society.
- Discuss the evolution of rights, freedoms, and protections through political and social movements.
- Interpret aspects of “United States Constitution”, “Bill of Rights”, “Letter from Birmingham”, “Speak softly and carry a big stick...”, “Gettysburg Address”, etc.

**12.2 WORLD HISTORY: 1000 C.E. TO THE PRESENT**

**12.2.1 By the end of twelfth grade, students will demonstrate an understanding of the state of the world about 1000 C.E.**

*Example indicators:*

- Summarize the institution of feudalism in Europe, Asia, and Africa.
- Summarize the growth of trade between civilizations, e.g., silk trade, gold and salt trade.
- Describe the location and leadership of major kingdoms in Europe, Africa, Asia, and Latin America

- Describe the location and culture of the Byzantine and Muslim empires.
- Summarize the role of religion in a civilization, e.g., the Roman Catholic Church, Buddhism, Islam, and animism.
- Describe the conflict between religions, e.g., Crusades and the Great Schism.
- Summarize the technological advances in Asia and Latin America, e.g., calendars and metallurgy.

**12.2.2 By the end of twelfth grade, students will analyze the patterns of social, economic, political change, and cultural achievement in the late Medieval period.**

*Example indicators:*

- Explain the emergence and distinctive political developments of nation-states, e.g., Spain, France, England, and Russia.
- Describe the conflicts among Eurasian powers, e.g., the Crusades, the Mongol conquests, and the expansion of the Ottoman Turks.
- Explain the patterns of crisis and recovery, e.g., the Black Death.
- Explain the preservation of Greek and Roman philosophy, medicine, and science.

**12.2.3 By the end of twelfth grade, students will analyze the historical developments of the Renaissance.**

*Example indicators:*

- Explain the economic foundations of the Renaissance, such as European interaction with Muslims, increased trade, role of the Medici's, and new economic practices.
- Discuss the rise of Italian city-states.
- Compare the artistic, literary, and intellectual creativity, e.g., Leonardo DaVinci, Michelangelo, and Shakespeare, as contrasted with the Medieval period.
- Explain the Machiavell's theory of government as described in *The Prince*.
- Describe the differences between the Italian and the Northern Renaissance.

**12.2.4 By the end of twelfth grade, students will analyze the historical developments of the Reformation.**

*Example indicators:*

- Explain the influence of religious conflicts on government actions, such as the Edict of Nantes in France.
- Discuss the evolution of laws that reflect religious beliefs, cultural values, traditions, and philosophies, e.g., the beginnings of religious toleration and the growth of democracy.

**12.2.5 By the end of twelfth grade, students will analyze the impact of European expansion into the Americas, Africa, and Asia.**

*Example indicators:*

- Discuss the roles and motivations of explorers/conquistadors.
- Explain the migration, settlement patterns, and cultural diffusion.
- Explain the exchange of technology, ideas, and agricultural practices.
- Discuss the trade in slaves, tobacco, rum, furs, and gold.
- Relate the introduction of new diseases.
- Discuss the influence of Christianity.
- Explain the economic and cultural transformations created by the emergence of plant-like tobacco and corn in new places and the arrival of the horse in the Americas.
- Describe the competition for resources and the rise of the Commercial Revolution and mercantilism.
- Explain the cultural changes in indigenous societies.

**12.2.6 By the end of twelfth grade, students will compare and contrast Judaism, Christianity, Islam, Buddhism, Hinduism and Confucianism.**

*Example indicators:*

- Compare and contrast major leaders and events.
- Compare and contrast sacred writings.
- Compare and contrast traditions, customs, and beliefs.
- Explain monotheistic versus polytheistic views.
- Discuss geographic distribution at different times.
- Compare and contrast political, social, and economic influences of each.
- Discuss the long-standing religious conflicts and recent manifestations in places, e.g., Ireland, Middle East, and Bosnia.

**12.2.7 By the end of twelfth grade, students will analyze the scientific, political, and economic changes of the 16th, 17th, 18th, and 19th centuries.**

*Example indicators:*

- Explain the impact of scientific ideas on political institutions, social movements, and religion.
- Discuss the establishment of absolute monarchies by individuals, e.g., Louis XIV, Frederick the Great, and Peter the Great.
- Compare and contrast the Glorious Revolution in England and the French Revolution.
- Explain the ideas of significant people, such as Hobbes, Locke, Montesquieu, Rousseau, and Jefferson.
- Explain the new scientific theories, e.g., those of Newton, Kepler, Copernicus, Galileo, Harvey, and Franklin.
- Discuss how technological changes brought about social, political, and cultural changes in Europe, Asia, and the Americas.
- Explain how the arts, philosophy, and literature were influenced by people, such as Voltaire, Diderot, Delacroix, Bach, and Mozart.
- Discuss the influence of religious beliefs on art, politics, science, and commerce.

**12.2.8 By the end of twelfth grade, students will describe 19th century political developments in Europe, and their impact on the world.**

*Example indicators:*

- Summarize the Congress of Vienna and its influence on the political geography of Europe.
- Describe the attempts at expansion of democracy in Europe, e.g., Chartist Movement, British Reform Laws, and liberal revolutions.
- Relate the growth of nationalism, e.g., unification of Germany and Italy.
- Describe the scramble for empire in Europe, Africa, and Asia Latin America.
- Address the feminist issues, e.g., divorce, property, and suffrage.
- Outline the abolition of slavery and slave trade.

**12.2.9 By the end of twelfth grade, students will analyze and explain the effects of the Industrial Revolution.**

*Example indicators:*

- Describe the rise of industrial economics and their link to imperialism and colonialism.
- Explain how scientific and technological changes, e.g., the inventions of Watt, Bessemer, and Whitney, brought about massive social and cultural change.
- Outline the responses to capitalism, e.g., utopianism, socialism, and communism.
- Relate how the status of women and children reflected societal changes.

- Explain the evolution of work and labor, e.g., the slave trade, mining and manufacturing, and the union movement.
- Explain how Asia and Africa were transformed by European commercial power.
- Summarize the dominance of global economic systems by European powers.

**12.2.10 By the end of twelfth grade, students will analyze major 20th century historical events.**

*Example indicators:*

- Relate ethnic conflicts, e.g., Bosnia, Arab-Israeli conflict, Biafra and Rwanda, Northern Ireland and Kashmir, and Zapatistas and Mexico.
- Compare trends in global populations, growth and distribution over time.
- Differentiate the development of collective security organizations, e.g., League of Nations, the United Nations, NATO, and Warsaw Pact.
- Differentiate the development of world economic associations, e.g., E.C., NAFTA, WTO, World Bank, IMF.
- Discuss the extension of human rights, e.g., women and all nationalities.
- Compare the causes and effects of World War I and World War II.
- Summarize the Russian Revolution.
- Relate the rise, aggression, and human costs of totalitarian regimes in the Soviet Union, Germany, Italy, and Japan.
- Summarize the political, social, and economic impact of the 1930's worldwide depression.
- Describe the Nazi Holocaust and other examples of genocide.
- Explain how new technologies, e.g., atomic power, influenced patterns of conflict.
- Discuss the economic and military power shifts since 1945, e.g., the rise of Germany and Japan as economic powers.
- Relate the revolutionary movements in Asia and its leaders, e.g., Mao Tse-tung and Ho Chi Minh.
- Explain how African and Asian countries achieved independence from European colonial rule, e.g., India under Gandhi and Kenya under Kenyatta, and how they have fared under self-rule.
- Describe regional and political conflicts, e.g., Korea and Vietnam.
- Summarize the end of the end of the Cold War and the collapse of the Soviet Union.

**12.2.11 By the end of twelfth grade, students will demonstrate historical research and geographical skills.**

*Example indicators:*

- Identify, analyze, and interpret primary and secondary sources and artifacts.
- Validate sources as to their authenticity, authority, credibility, and possible bias.
- Construct various time lines of key events, periods, and personalities since the 11th century.
- Identify and analyze major shifts in national political boundaries in Europe since 1815.
- Identify the distribution of major religious cultures in the contemporary world.
- Apply geography to interpret the past by using maps of time, place events to put together the shifts in boundaries and culture/religious groups through time.

### **12.3 THE GOVERNMENTS AND ECONOMIES OF THE UNITED STATES AND NEBRASKA**

#### **12.3.1 By the end of twelfth grade, students will compare historical forms of democratic governments that influenced the United States Constitution of 1789.**

*Example indicators:*

- Describe forms of democracy that existed in ancient Greece and Rome.
- Describe the constitutional monarchy in Great Britain.
- Describe governments in early American colonies.
- Describe governments in early United States in the 18th century.

#### **12.3.2 By the end of twelfth grade, students will identify examples of fundamental United States political principles contained in the Declaration of Independence, Articles of Confederation, Federalist Papers, Common Sense, and the United States Constitution.**

*Example indicators:*

- Examine Locke, Hobbes, Montesquieu, Rousseau, Blackstone, Jefferson, Paine, and Machiavelli's theory of government as described in *The Prince*.
- Describe constitutionalism, limited government, rule of law, republicanism, and democracy.
- Identify how the political ideas of the Enlightenment and the ideas of religion affected the founders of the United States.
- Define sovereignty and consent of the governed.
- Describe separation of powers, federalism, and checks and balance.
- Compare the Declaration of Independence and "Common Sense."

#### **12.3.3 By the end of twelfth grade, students will analyze the significance of amendments to the United States Constitution.**

*Example indicators:*

- Identify factors, e.g., the conflicts they addressed and the reasons for their adoption.
- Analyze fundamental liberties, rights, and values outlined by the United States Constitution.
- Identify various factors addressed by the constitution, e.g., religion, speech, press, assembly and petition, due process, equality under the law, individual worth and dignity, and majority rule and minority rights.

#### **12.3.4 By the end of twelfth grade, students will evaluate and summarize landmark Supreme Court interpretations of the United States Constitution and its amendments.**

*Example indicators:*

- Describe how *Marbury v. Madison* and *McCulloch v. Maryland* affected the Constitution.
- Examine federal civil and voting rights since 1950's, e.g., *Brown v. Board of Education*, demonstrations leading to desegregation, reapportionment, and voting rights legislation.
- Explain current patterns and evaluate the impact of Supreme Court decisions on domestic policy issues.

**12.3.5 By the end of twelfth grade, students will analyze the fundamental concepts and challenges to democracy by using writing, discussion, and debate skills.**

*Example indicators:*

- Explain equality of all citizens under the law.
- Examine worth and dignity of the individual.
- Debate majority rule and minority rights.
- Identify individual freedoms.
- Explain the necessity of compromise.
- Analyze individual rights v. public interests.

**12.3.6 By the end of twelfth grade, students will analyze the structure, and function of the United States national governments and its relationship to state governments.**

*Example indicators:*

- Describe the organization, and authority of each branch.
- Examine the principles of federalism, e.g., concurrent, delegated, and reserved powers.
- Examine separation of powers, and checks and balances.
- Explain procedures for constitutional amendment, e.g., Article IV.
- Identify specific policies related to foreign affairs, civil rights, and economics and the budget.
- Identify how political parties, interest groups, the media, individuals, and government institutions influence public policy.
- Describe levels of taxation and the expectation of public services.

**12.3.7 By the end of twelfth grade, students will analyze structure and function of Nebraska state and local governments.**

*Example indicators:*

- Describe the organization and authority of each branch.
- Explain procedures for state constitutional and local charter amendments.
- Explain how Nebraska's legislative, executive, and judicial institutions make public policy, e.g., legislation, regulations, executive orders, and judicial review.
- Compare Nebraska's unicameral with a bicameral form of government.
- Identify and distinguish units of local governments in Nebraska, e.g., counties, cities, towns, and regional authorities by analyzing a local public issue.
- Identify fundamental American political principles in Nebraska constitution, fundamental liberties, rights, and values, e.g., sovereignty, consent of the governed, separation of powers, federalism, and checks and balance.
- Identify how political parties, interest groups, the media, individuals, and government institutions influence public policy.
- Describe levels of taxation and the expectation of public services.

**12.3.8 By the end of twelfth grade, students will describe and explain the election process in the national, state, and local governments.**

*Example indicators:*

- Describe the organization of political parties and role in the nominating process.
- Explain campaign funding and spending.
- Identify the influence of media coverage, campaign advertising, public opinion polls, and the use of propaganda techniques.
- Explain demographic causes and political effects of reapportionment and redistricting, e.g., gerrymandering.

- Describe voter turnout and constituencies of the major political parties
- Explain the development of political parties and Electoral College.

**12.3.9 By the end of twelfth grade, students will explain the rights, freedoms, responsibilities, and benefits of citizenship in the United States.**

*Example indicators:*

- Participate in debates, discussions, and readings by analyzing public issues, communicating with candidates, and evaluating performance of public officials and candidates.

**12.3.10 By the end of twelfth grade, students will compare the United States political and economic systems with those of major democratic and authoritarian nations.**

*Example indicators:*

- Compare the structures, functions, and powers of political and economic systems.
- Describe the rights, responsibilities, and powers of the governed, e.g., grass roots citizens' movements.
- Compare the relationship between economic and political freedom.
- Explain the allocation of resources and its impact on productivity.
- Describe the development and implementation of personal economic decision-making skills in a democratic society.

**12.3.11 By the end of twelfth grade, students will analyze characteristics of the United States free market economy.**

*Example indicators:*

- Define labor, capital resources, and natural resources.
- Describe the role of private ownership, private enterprise, profits, and entrepreneurship.
- Compare the relationship between households, firms, and government.
- Explain the labor and management relationships.
- Discuss opportunity costs, scarcity, and balancing unlimited wants versus limited resources.
- Explain supply and demand, and the formation of basic economic questions, including what to produce, how to produce, and for whom to produce.

**12.3.12 By the end of twelfth grade, students will analyze the role of the national, state, and local government in the United States economy.**

*Example indicators:*

- Compare interstate commerce and trade policies.
- Discuss promoting economic growth by providing favorable conditions for markets.
- Compare providing public goods, services, and protection of the environment.
- Explain the interrelationship of producers, consumers, and government in the United States economic system.
- Discuss the impact of fiscal and monetary policy.
- Identify the basic economic goals in a free market system, including growth, stability, full employment, and efficiency versus equity and justice.

**12.3.13 By the end of twelfth grade, students will examine the basic economic indicators and fundamentals of international trade.**

*Example indicators:*

- Define Gross Domestic Product
- Define Consumer Price Index, employment statistics, and other measure of economic conditions.

- Explain comparative and absolute advantage.
- Discuss exchange rates.
- Explain international trade policies, and the United States relationship to the global economy.

## **12.4 WORLD GEOGRAPHY**

### **12.4.1 By the end of twelfth grade, students will demonstrate geographical skills.**

*Example indicators:*

- Recognize the different map projections and explain the effects of distortion.
- Show how maps reflect particular historical and political perspectives.
- Apply the concepts of scale, orientation, and latitude and longitude.
- Create and compare political, physical, and thematic maps of countries and regions.

### **12.4.2 By the end of twelfth grade, students will analyze how selected physical and ecological processes impact the earth's surface.**

*Example indicators:*

- Identify natural hazards describe the characteristics, explain their impact on physical and human systems, and assess efforts to manage their consequences in developed and less developed regions.
- Identify regional climatic patterns and weather phenomena, relating them to events in the contemporary world.
- Explain how humans influence and are influenced by the environment.
- Relate how people's ideas and relationship to the environment change over time, particularly in response to new technologies.

### **12.4.3 By the end of twelfth grade, 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.**

*Example indicators:*

- Analyze past and present migration trends.
- Analyze the social, economic, political, and environmental factors that influence cultural interaction.
- Analyze past and present trends in human migration and cultural interaction as they are influenced by social, economic, political, and environmental factors.

### **12.4.4 By the end of twelfth grade, 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.**

### **12.4.5 By the end of twelfth grade, students will analyze the regional development of Asia, Africa, the Middle East, Latin America, and the Caribbean, such as physical, economic, and cultural characteristics and historical evolution from 1000 A.D. to the present.**

*Example indicators:*

- Analyze the patterns and networks of economic interdependence, e.g., formation of multinational economic unions; international trade; the theory of competitive advantage; job specialization; competition for resources; and access to labor, technology, transportation, and communications.
- Locate and identify by name the major countries in each region, the world's major rivers, mountain ranges, and surrounding bodies of water.

- Classify and describe the spatial distribution of major economic systems and evaluate their relative merits in terms of productivity and the social and economic well being of workers.
- Explain how geographic regions change over time.
- Explain how characteristics of regions have led to regional labels.
- Explain how regional landscapes reflect the cultural characteristics of their inhabitants as well as historical events.
- Explain how technological advances have led to increasing interaction among regions.
- Distinguish between developed and developing countries, identifying and relating the level of economic development to the quality of life.
- Analyze how certain cultural characteristics can link or divide regions, e.g., language, ethnic heritage, religion, political philosophy, shared history, and social and economic systems.

**12.4.6 By the end of twelfth grade, students will analyze the forces of conflict and cooperation.**

*Example indicators:*

- Explain the way in which the world is divided among independent and dependent countries.
- Describe disputes over borders, resources, and settlement areas.
- Describe the historic and future ability of nations to survive and prosper.
- Explain the role of multinational organizations.

**12.4.7 By the end of twelfth grade, students will apply geography to interpret the past, understand the present, and plan the future.**

*Example indicators:*

- Explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems by using a variety of maps, charts, and documents.
- Relate current events to the physical and human characteristics of places and regions.