

Board of Education Work Session

April 27, 2020 7:00 PM

Online Virtual Meeting  
14801 South 108 Street  
Springfield, NE 68059-4925

## **Agenda**

- I. Meeting Roll Call
- II. Notice of Open Meetings Act - Posted
- III. Public Comment
- IV. Items for Discussion (Discussion Only)
  - A. Discussion of Items Related to Educational Issues and Dates for Events for the End of the 2019-20 School Year
  - B. Summer Facility and Maintenance Projects 2020
  - C. Change in 2020-21 School Calendar In-Service Date in April
  - D. Activity Fee Proposal PHS 2020-21
  - E. Nebraska Approved Social Studies Standards Review
- V. Action Items
  - A. Resignation of Michelle Janda at End of Current School Year
  - B. Resignation of Marianne Whitcomb at End of Current School Year
- VI. Future Planning
- VII. Adjourn

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**NEBRASKA OPEN MEETINGS ACT**

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**84-1407. Act, how cited.**

Sections 84-1407 to 84-1414 shall be known and may be cited as the Open Meetings Act.

**Source:** Laws 2004, LB 821, § 34.

**84-1408. Declaration of intent; meetings open to public.**

It is hereby declared to be the policy of this state that the formation of public policy is public business and may not be conducted in secret.

Every meeting of a public body shall be open to the public in order that citizens may exercise their democratic privilege of attending and speaking at meetings of public bodies, except as otherwise provided by the Constitution of Nebraska, federal statutes, and the Open Meetings Act.

**Source:** Laws 1975, LB 325, § 1; Laws 1996, LB 900, § 1071; Laws 2004, LB 821, § 35.

**Annotations**

- Nebraska's public meetings laws do not apply to school board deliberations pertaining solely to disputed adjudicative facts. *McQuinn v. Douglas Cty. Sch. Dist. No. 66*, 259 Neb. 720, 612 N.W.2d 198 (2000).
- The primary purpose of the public meetings law is to ensure that public policy is formulated at open meetings. *Marks v. Judicial Nominating Comm.*, 236 Neb. 429, 461 N.W.2d 551 (1990).
- The public meetings law is broadly interpreted and liberally construed to obtain the objective of openness in favor of the public, and provisions permitting closed sessions must be narrowly and strictly construed. *Grein v. Board of Education of Fremont*, 216 Neb. 158, 343 N.W.2d 718 (1984).
- A county board of equalization is a public body whose meetings shall be open to the public. *Wolf v. Grubbs*, 17 Neb. App. 292, 759 N.W.2d 499 (2009).

**84-1409. Terms, defined.**

For purposes of the Open Meetings Act, unless the context otherwise requires:

(1)(a) Public body means (i) governing bodies of all political subdivisions of the State of Nebraska, (ii) governing bodies of all agencies, created by the Constitution of Nebraska, statute, or otherwise pursuant to law, of the executive department of the State of Nebraska, (iii) all independent boards, commissions, bureaus, committees, councils, subunits, or any other bodies created by the Constitution of Nebraska, statute, or otherwise pursuant to law, (iv) all study or

advisory committees of the executive department of the State of Nebraska whether having continuing existence or appointed as special committees with limited existence, (v) advisory committees of the bodies referred to in subdivisions (i), (ii), and (iii) of this subdivision, and (vi) instrumentalities exercising essentially public functions; and

(b) Public body does not include (i) subcommittees of such bodies unless a quorum of the public body attends a subcommittee meeting or unless such subcommittees are holding hearings, making policy, or taking formal action on behalf of their parent body, except that all meetings of any subcommittee established under section 81-15,175 are subject to the Open Meetings Act, and (ii) entities conducting judicial proceedings unless a court or other judicial body is exercising rulemaking authority, deliberating, or deciding upon the issuance of administrative orders;

(2) Meeting means all regular, special, or called meetings, formal or informal, of any public body for the purposes of briefing, discussion of public business, formation of tentative policy, or the taking of any action of the public body; and

(3) Videoconferencing means conducting a meeting involving participants at two or more locations through the use of audio-video equipment which allows participants at each location to hear and see each meeting participant at each other location, including public input. Interaction between meeting participants shall be possible at all meeting locations.

**Source:** Laws 1975, LB 325, § 2; Laws 1983, LB 43, § 1; Laws 1989, LB 429, § 42; Laws 1989, LB 311, § 14; Laws 1992, LB 1019, § 124; Laws 1993, LB 635, § 1; Laws 1996, LB 1044, § 978; Laws 1997, LB 798, § 37; Laws 2004, LB 821, § 36; Laws 2007, LB296, § 810; Laws 2011, LB366, § 2.

#### **Annotations**

- A township is a political subdivision, and as such, a township board is subject to the provisions of the public meetings laws. *Steenblock v. Elkhorn Township Bd.*, 245 Neb. 722, 515 N.W.2d 128 (1994).
- A county agricultural society is a public body to which the provisions of the Nebraska public meetings law are applicable. *Nixon v. Madison Co. Ag. Soc'y*, 217 Neb. 37, 348 N.W.2d 119 (1984).
- Failure by a public governing body, as defined under section 84-1409, R.R.S.1943, to take and record a roll call vote on an action, as required by section 84-1413(2), R.S.Supp.,1980, grants any citizen the right to sue for the purpose of having the action declared void. In this case such failure could not be later corrected by a nunc pro tunc order because there was no showing that a roll call vote on the disputed action was actually taken, and even if it was the record showed it was not recorded until over a year later. Sections 23-1301, R.R.S.1943, and 23-1302, R.R.S.1943, make it the duty of the county clerk to record proceedings of the board of county commissioners. *State ex rel. Schuler v. Dunbar*, 208 Neb. 69, 302 N.W.2d 674 (1981).

- As an administrative agency of the county, a county board of equalization is a public body. *Wolf v. Grubbs*, 17 Neb. App. 292, 759 N.W.2d 499 (2009).
- The electors of a township at their annual meeting are a public body under the Open Meetings Act. *State ex rel. Newman v. Columbus Township Bd.*, 15 Neb. App. 656, 735 N.W.2d 399 (2007).
- The meeting at issue in this case was a "meeting" within the parameters of subsection (2) of this section because it involved the discussion of public business, the formation of tentative policy, or the taking of any action of the public power district. *Hansmeyer v. Nebraska Pub. Power Dist.*, 6 Neb. App. 889, 578 N.W.2d 476 (1998).
- Informational sessions in which the governmental body hears reports are briefings. *Johnson v. Nebraska Environmental Control Council*, 2 Neb. App. 263, 509 N.W.2d 21 (1993).

**84-1410. Closed session; when; purpose; reasons listed; procedure; right to challenge; prohibited acts; chance meetings, conventions, or workshops.**

(1) Any public body may hold a closed session by the affirmative vote of a majority of its voting members if a closed session is clearly necessary for the protection of the public interest or for the prevention of needless injury to the reputation of an individual and if such individual has not requested a public meeting. The subject matter and the reason necessitating the closed session shall be identified in the motion to close. Closed sessions may be held for, but shall not be limited to, such reasons as:

- (a) Strategy sessions with respect to collective bargaining, real estate purchases, pending litigation, or litigation which is imminent as evidenced by communication of a claim or threat of litigation to or by the public body;
- (b) Discussion regarding deployment of security personnel or devices;
- (c) Investigative proceedings regarding allegations of criminal misconduct;
- (d) Evaluation of the job performance of a person when necessary to prevent needless injury to the reputation of a person and if such person has not requested a public meeting;
- (e) For the Community Trust created under section 81-1801.02, discussion regarding the amounts to be paid to individuals who have suffered from a tragedy of violence or natural disaster; or
- (f) For public hospitals, governing board peer review activities, professional review activities, review and discussion of medical staff investigations or disciplinary actions, and any strategy session concerning transactional negotiations with any referral source that is required by federal law to be conducted at arms length.

Nothing in this section shall permit a closed meeting for discussion of the appointment or election of a new member to any public body.

(2) The vote to hold a closed session shall be taken in open session. The entire motion, the vote of each member on the question of holding a closed session, and the time when the closed session commenced and concluded shall be recorded in the minutes. If the motion to close passes, then the presiding officer immediately prior to the closed session shall restate on the record the limitation of the subject matter of the closed session. The public body holding such a closed session shall restrict its consideration of matters during the closed portions to only those purposes set forth in the motion to close as the reason for the closed session. The meeting shall be reconvened in open session before any formal action may be taken. For purposes of this section, formal action shall mean a collective decision or a collective commitment or promise to make a decision on any question, motion, proposal, resolution, order, or ordinance or formation of a position or policy but shall not include negotiating guidance given by members of the public body to legal counsel or other negotiators in closed sessions authorized under subdivision (1)(a) of this section.

(3) Any member of any public body shall have the right to challenge the continuation of a closed session if the member determines that the session has exceeded the reason stated in the original motion to hold a closed session or if the member contends that the closed session is neither clearly necessary for (a) the protection of the public interest or (b) the prevention of needless injury to the reputation of an individual. Such challenge shall be overruled only by a majority vote of the members of the public body. Such challenge and its disposition shall be recorded in the minutes.

(4) Nothing in this section shall be construed to require that any meeting be closed to the public. No person or public body shall fail to invite a portion of its members to a meeting, and no public body shall designate itself a subcommittee of the whole body for the purpose of circumventing the Open Meetings Act. No closed session, informal meeting, chance meeting, social gathering, email, fax, or other electronic communication shall be used for the purpose of circumventing the requirements of the act.

(5) The act does not apply to chance meetings or to attendance at or travel to conventions or workshops of members of a public body at which there is no meeting of the body then intentionally convened, if there is no vote or other action taken regarding any matter over which the public body has supervision, control, jurisdiction, or advisory power.

**Source:** Laws 1975, LB 325, § 3; Laws 1983, LB 43, § 2; Laws 1985, LB 117, § 1; Laws 1992, LB 1019, § 125; Laws 1994, LB 621, § 1; Laws 1996, LB 900, § 1072; Laws 2004, LB 821, § 37; Laws 2004, LB 1179, § 1; Laws 2006, LB 898, § 1; Laws 2011, LB390, § 29; Laws 2012, LB995, § 17.

**Annotations**

- There is no absolute discovery privilege for communications that occur during a closed session. *State ex rel. Upper Republican NRD v. District Judges*, 273 Neb. 148, 728 N.W.2d 275 (2007).
- If a person present at a meeting observes a public meetings law violation in the form of an improper closed session and fails to object, that person waives his or her right to object at a later date. *Wasikowski v. Nebraska Quality Jobs Bd.*, 264 Neb. 403, 648 N.W.2d 756 (2002).
- The public interest mentioned in this section is that shared by citizens in general and by the community at large concerning pecuniary or legal rights and liabilities. *Grein v. Board of Education*, 216 Neb. 158, 343 N.W.2d 718 (1984).
- Hearing in closed executive session was contrary to this section since there was no showing of necessity or reason under subdivision (1)(a), (b), or (c), but did not result in reversal of board decision. *Simonds v. Board of Examiners*, 213 Neb. 259, 329 N.W.2d 92 (1983).
- Negotiations for the purchase of land need not be conducted at an open meeting but the deliberations of a city council as to whether an offer to purchase real estate should be made should take place in an open meeting. *Pokorny v. City of Schuyler*, 202 Neb. 334, 275 N.W.2d 281 (1979).
- Public meeting law was not violated where the Board of Regents of the University of Nebraska voted to hold a closed session to consider the university president's resignation, and also discussed the appointment of an interim president during such session. *Meyer v. Board of Regents*, 1 Neb. App. 893, 510 N.W.2d 450 (1993).

**84-1411. Meetings of public body; notice; contents; when available; right to modify; duties concerning notice; videoconferencing or telephone conferencing authorized; emergency meeting without notice; appearance before public body.**

(1) Each public body shall give reasonable advance publicized notice of the time and place of each meeting by a method designated by each public body and recorded in its minutes. Such notice shall be transmitted to all members of the public body and to the public. Such notice shall contain an agenda of subjects known at the time of the publicized notice or a statement that the agenda, which shall be kept continually current, shall be readily available for public inspection at the principal office of the public body during normal business hours. Agenda items shall be sufficiently descriptive to give the public reasonable notice of the matters to be considered at the meeting. Except for items of an emergency nature, the agenda shall not be altered later than (a) twenty-four hours before the scheduled commencement of the meeting or (b) forty-eight hours before the scheduled commencement of a meeting of a city council or village board scheduled outside the corporate limits of the municipality. The public body shall have the right to modify the agenda to include items of an emergency nature only at such public meeting.

(2) A meeting of a state agency, state board, state commission, state council, or state committee, of an advisory committee of any such state entity, of an organization created under the Interlocal

Cooperation Act, the Joint Public Agency Act, or the Municipal Cooperative Financing Act, of the governing body of a public power district having a chartered territory of more than one county in this state, of the governing body of a public power and irrigation district having a chartered territory of more than one county in this state, of a board of an educational service unit, of the Educational Service Unit Coordinating Council, of the governing body of a risk management pool or its advisory committees organized in accordance with the Intergovernmental Risk Management Act, or of a community college board of governors may be held by means of videoconferencing or, in the case of the Judicial Resources Commission in those cases specified in section 24-1204, by telephone conference, if:

- (a) Reasonable advance publicized notice is given;
- (b) Reasonable arrangements are made to accommodate the public's right to attend, hear, and speak at the meeting, including seating, recordation by audio or visual recording devices, and a reasonable opportunity for input such as public comment or questions to at least the same extent as would be provided if videoconferencing or telephone conferencing was not used;
- (c) At least one copy of all documents being considered is available to the public at each site of the videoconference or telephone conference;
- (d) At least one member of the state entity, advisory committee, board, council, or governing body is present at each site of the videoconference or telephone conference, except that a member of an organization created under the Interlocal Cooperation Act that sells electricity or natural gas at wholesale on a multistate basis, an organization created under the Municipal Cooperative Financing Act, or a governing body of a risk management pool or an advisory committee of such organization or pool may designate a nonvoting designee, who shall not be included as part of the quorum, to be present at any site; and
- (e)(i) Except as provided in subdivision (2)(e)(ii) of this section, no more than one-half of the state entity's, advisory committee's, board's, council's, or governing body's meetings in a calendar year are held by videoconference or telephone conference; or
- (ii) In the case of an organization created under the Interlocal Cooperation Act that sells electricity or natural gas at wholesale on a multistate basis or an organization created under the Municipal Cooperative Financing Act, such organization holds at least one meeting each calendar year that is not by videoconferencing or telephone conferencing.

Videoconferencing, telephone conferencing, or conferencing by other electronic communication shall not be used to circumvent any of the public government purposes established in the Open Meetings Act.

(3) A meeting of a board of an educational service unit, of the Educational Service Unit Coordinating Council, of the governing body of an entity formed under the Interlocal Cooperation Act, the Joint Public Agency Act, or the Municipal Cooperative Financing Act, of the governing body of a risk management pool or its advisory committees organized in accordance with the Intergovernmental Risk Management Act, of a community college board of governors, of the governing body of a public power district, of the governing body of a public

power and irrigation district, or of the Nebraska Brand Committee may be held by telephone conference call if:

- (a) The territory represented by the educational service unit, member educational service units, community college board of governors, public power district, public power and irrigation district, Nebraska Brand Committee, or member public agencies of the entity or pool covers more than one county;
- (b) Reasonable advance publicized notice is given which identifies each telephone conference location at which there will be present: (i) A member of the educational service unit board, council, community college board of governors, governing body of a public power district, governing body of a public power and irrigation district, Nebraska Brand Committee, or entity's or pool's governing body; or (ii) A nonvoting designee designated under subdivision (3)(f) of this section;
- (c) All telephone conference meeting sites identified in the notice are located within public buildings used by members of the educational service unit board, council, community college board of governors, governing body of the public power district, governing body of the public power and irrigation district, Nebraska Brand Committee, or entity or pool or at a place which will accommodate the anticipated audience;
- (d) Reasonable arrangements are made to accommodate the public's right to attend, hear, and speak at the meeting, including seating, recordation by audio recording devices, and a reasonable opportunity for input such as public comment or questions to at least the same extent as would be provided if a telephone conference call was not used;
- (e) At least one copy of all documents being considered is available to the public at each site of the telephone conference call;
- (f) At least one member of the educational service unit board, council, community college board of governors, governing body of the public power district, governing body of the public power and irrigation district, Nebraska Brand Committee, or governing body of the entity or pool is present at each site of the telephone conference call identified in the public notice, except that a member of an organization created under the Interlocal Cooperation Act that sells electricity or natural gas at wholesale on a multistate basis, an organization created under the Municipal Cooperative Financing Act, or a governing body of a risk management pool or an advisory committee of such organization or pool may designate a nonvoting designee, who shall not be included as part of the quorum, to be present at any site;
- (g) The telephone conference call lasts no more than five hours; and
- (h) No more than one-half of the board's, council's, governing body's, committee's, entity's, or pool's meetings in a calendar year are held by telephone conference call, except that:
- (i) The governing body of a risk management pool that meets at least quarterly and the advisory committees of the governing body may each hold more than one-half of its meetings by

telephone conference call if the governing body's quarterly meetings are not held by telephone conference call or videoconferencing; and

(ii) An organization created under the Interlocal Cooperation Act that sells electricity or natural gas at wholesale on a multistate basis or an organization created under the Municipal Cooperative Financing Act may hold more than one-half of its meetings by telephone conference call if the organization holds at least one meeting each calendar year that is not by videoconferencing or telephone conference call.

Nothing in this subsection shall prevent the participation of consultants, members of the press, and other nonmembers of the governing body at sites not identified in the public notice. Telephone conference calls, emails, faxes, or other electronic communication shall not be used to circumvent any of the public government purposes established in the Open Meetings Act.

(4) The secretary or other designee of each public body shall maintain a list of the news media requesting notification of meetings and shall make reasonable efforts to provide advance notification to them of the time and place of each meeting and the subjects to be discussed at that meeting.

(5) When it is necessary to hold an emergency meeting without reasonable advance public notice, the nature of the emergency shall be stated in the minutes and any formal action taken in such meeting shall pertain only to the emergency. Such emergency meetings may be held by means of electronic or telecommunication equipment. The provisions of subsection (4) of this section shall be complied with in conducting emergency meetings. Complete minutes of such emergency meetings specifying the nature of the emergency and any formal action taken at the meeting shall be made available to the public by no later than the end of the next regular business day.

(6) A public body may allow a member of the public or any other witness other than a member of the public body to appear before the public body by means of video or telecommunications equipment.

**Source:**Laws 1975, LB 325, § 4; Laws 1983, LB 43, § 3; Laws 1987, LB 663, § 25; Laws 1993, LB 635, § 2; Laws 1996, LB 469, § 6; Laws 1996, LB 1161, § 1; Laws 1999, LB 47, § 2; Laws 1999, LB 87, § 100; Laws 1999, LB 461, § 1; Laws 2000, LB 968, § 85; Laws 2004, LB 821, § 38; Laws 2004, LB 1179, § 2; Laws 2006, LB 898, § 2; Laws 2007, LB199, § 9; Laws 2009, LB361, § 2; Laws 2012, LB735, § 1; Laws 2013, LB510, § 1; Laws 2017, LB318, § 1; Laws 2019, LB212, § 5.

**Effective Date: September 1, 2019**

#### **Cross References**

- **Intergovernmental Risk Management Act**, see section 44-4301.
- **Interlocal Cooperation Act**, see section 13-801.
- **Joint Public Agency Act**, see section 13-2501.
- **Municipal Cooperative Financing Act**, see section 18-2401.

#### **Annotations**

- Under subsection (1) of this section, the Legislature has imposed only two conditions on the public body's notification method of a public meeting: (1) It must give reasonable advance publicized notice of the time and place of each meeting and (2) it must be recorded in the public body's minutes. *City of Elkhorn v. City of Omaha*, 272 Neb. 867, 725 N.W.2d 792 (2007).
- An emergency is "(a)ny event or occasional combination of circumstances which calls for immediate action or remedy; pressing necessity; exigency; a sudden or unexpected happening; an unforeseen occurrence or condition." *Steenblock v. Elkhorn Township Bd.*, 245 Neb. 722, 515 N.W.2d 128 (1994).
- An agenda which gives reasonable notice of the matters to be considered at a meeting of a city council complies with the requirements of this section. *Pokorny v. City of Schuyler*, 202 Neb. 334, 275 N.W.2d 281 (1979).
- When notice is required, a notice of a special meeting of a city council posted in three public places at 10:00 p.m. on the day preceding the meeting is not reasonable advance publicized notice of a meeting as is required by this section. *Pokorny v. City of Schuyler*, 202 Neb. 334, 275 N.W.2d 281 (1979).
- Teacher waived right to object to lack of public notice in board of education employment hearing by voluntary participation in the hearing without objection. *Alexander v. School Dist. No. 17*, 197 Neb. 251, 248 N.W.2d 335 (1976).
- A county board of commissioners and a county board of equalization are not required to give separate notices when the notice states only the time and place that the boards meet and directs a citizen to where the agendas for each board can be found. *Wolf v. Grubbs*, 17 Neb. App. 292, 759 N.W.2d 499 (2009).
- A county board of equalization is a public body which is required to give advanced publicized notice of its meetings. *Wolf v. Grubbs*, 17 Neb. App. 292, 759 N.W.2d 499 (2009).
- Notice of recessed and reconvened meetings must be given in the same fashion as the original meeting. *Wolf v. Grubbs*, 17 Neb. App. 292, 759 N.W.2d 499 (2009).
- True notice of a meeting is not given by burying such in the minutes of a prior board proceeding. *Wolf v. Grubbs*, 17 Neb. App. 292, 759 N.W.2d 499 (2009).
- An agenda notice which merely stated "work order reports" was an inadequate notice under this section because it did not give interested persons knowledge that plans for a 345 kv transmission line through the district was going to be discussed and voted upon at the meeting. Inadequate agenda notice under this section meant there was a substantial violation of the public meeting laws; however, later actions by the board of directors cured the defects in notice, and such actions were in substantial compliance with the statute. *Hansmeyer v. Nebraska Pub. Power Dist.*, 6 Neb. App. 889, 578 N.W.2d 476 (1998).

**84-1412. Meetings of public body; rights of public; public body; powers and duties.**

(1) Subject to the Open Meetings Act, the public has the right to attend and the right to speak at meetings of public bodies, and all or any part of a meeting of a public body, except for closed sessions called pursuant to section 84-1410, may be videotaped, televised, photographed, broadcast, or recorded by any person in attendance by means of a tape recorder, camera, video equipment, or any other means of pictorial or sonic reproduction or in writing.

(2) It shall not be a violation of subsection (1) of this section for any public body to make and enforce reasonable rules and regulations regarding the conduct of persons attending, speaking at, videotaping, televising, photographing, broadcasting, or recording its meetings. A body may not be required to allow citizens to speak at each meeting, but it may not forbid public participation at all meetings.

(3) No public body shall require members of the public to identify themselves as a condition for admission to the meeting nor shall such body require that the name of any member of the public be placed on the agenda prior to such meeting in order to speak about items on the agenda. The body may require any member of the public desiring to address the body to identify himself or herself.

(4) No public body shall, for the purpose of circumventing the Open Meetings Act, hold a meeting in a place known by the body to be too small to accommodate the anticipated audience.

(5) No public body shall be deemed in violation of this section if it holds its meeting in its traditional meeting place which is located in this state.

(6) No public body shall be deemed in violation of this section if it holds a meeting outside of this state if, but only if:

(a) A member entity of the public body is located outside of this state and the meeting is in that member's jurisdiction;

(b) All out-of-state locations identified in the notice are located within public buildings used by members of the entity or at a place which will accommodate the anticipated audience;

(c) Reasonable arrangements are made to accommodate the public's right to attend, hear, and speak at the meeting, including making a telephone conference call available at an in-state location to members, the public, or the press, if requested twenty-four hours in advance;

(d) No more than twenty-five percent of the public body's meetings in a calendar year are held out-of-state;

(e) Out-of-state meetings are not used to circumvent any of the public government purposes established in the Open Meetings Act;

(f) Reasonable arrangements are made to provide viewing at other instate locations for a videoconference meeting if requested fourteen days in advance and if economically and reasonably available in the area; and

(g) The public body publishes notice of the out-of-state meeting at least twenty-one days before the date of the meeting in a legal newspaper of statewide circulation.

(7) The public body shall, upon request, make a reasonable effort to accommodate the public's right to hear the discussion and testimony presented at the meeting.

(8) Public bodies shall make available at the meeting or the instate location for a telephone conference call or videoconference, for examination and copying by members of the public, at least one copy of all reproducible written material to be discussed at an open meeting. Public bodies shall make available at least one current copy of the Open Meetings Act posted in the meeting room at a location accessible to members of the public. At the beginning of the meeting, the public shall be informed about the location of the posted information.

**Source:** Laws 1975, LB 325, § 5; Laws 1983, LB 43, § 4; Laws 1985, LB 117, § 2; Laws 1987, LB 324, § 5; Laws 1996, LB 900, § 1073; Laws 2001, LB 250, § 2; Laws 2004, LB 821, § 39; Laws 2006, LB 898, § 3; Laws 2008, LB962, § 1.

**Annotations**

- To preserve an objection that a public body failed to make documents available at a public meeting as required by subsection (8) of this section, a person who attends a public meeting must not only object to the violation, but must make that objection to the public body or to a member of the public body. *Stoetzel & Sons v. City of Hastings*, 265 Neb. 637, 658 N.W.2d 636 (2003).

**84-1413. Meetings; minutes; roll call vote; secret ballot; when.**

(1) Each public body shall keep minutes of all meetings showing the time, place, members present and absent, and the substance of all matters discussed.

(2) Any action taken on any question or motion duly moved and seconded shall be by roll call vote of the public body in open session, and the record shall state how each member voted or if the member was absent or not voting. The requirements of a roll call or viva voce vote shall be satisfied by a public body which utilizes an electronic voting device which allows the yeas and nays of each member of such public body to be readily seen by the public.

(3) The vote to elect leadership within a public body may be taken by secret ballot, but the total number of votes for each candidate shall be recorded in the minutes.

(4) The minutes of all meetings and evidence and documentation received or disclosed in open session shall be public records and open to public inspection during normal business hours.

(5) Minutes shall be written, except as provided in subsection (6) of this section, and available for inspection within ten working days or prior to the next convened meeting, whichever occurs earlier, except that cities of the second class and villages may have an additional ten working days if the employee responsible for writing the minutes is absent due to a serious illness or emergency.

(6) Minutes of the meetings of the board of a school district or educational service unit may be kept as an electronic record.

**Source:** Laws 1975, LB 325, § 6; Laws 1978, LB 609, § 3; Laws 1979, LB 86, § 9; Laws 1987, LB 663, § 26; Laws 2005, LB 501, § 1; Laws 2009, LB361, § 3; Laws 2015, LB365, § 2; Laws 2016, LB876, § 1.

**Annotations**

- If a person present at a meeting observes and fails to object to an alleged public meetings laws violation in the form of a failure to conduct rollcall votes before taking actions on questions or motions pending, that person waives his or her right to object at a later date. *Hauser v. Nebraska Police Stds. Adv. Council*, 264 Neb. 944, 653 N.W.2d 240 (2002).
- Subsection (2) of this section does not require the record to state that the vote was by roll call, but requires only that the record show if and how each member voted. Neither does the statute set a time limit for recording the results of a vote, after which no corrections of the record can be made. If no intervening rights of third persons have arisen, a board of county commissioners has power to correct the record of the proceedings had at a previous meeting so as to make them speak the truth, particularly where the correction supplies some omitted fact or action and is done not to contradict or change the original record but to have the record show that a certain action was taken or thing done, which the original record fails to show. *State ex rel. Schuler v. Dunbar*, 214 Neb. 85, 333 N.W.2d 652 (1983).
- Failure by a public governing body, as defined under section 84-1409, R.R.S.1943, to take and record a roll call vote on an action, as required by section 84-1413(2), R.S.Supp.,1980, grants any citizen the right to sue for the purpose of having the action declared void. In this case such failure could not be later corrected by a nunc pro tunc order because there was no showing that a roll call vote on the disputed action was actually taken, and even if it was the record showed it was not recorded until over a year later. Sections 23-1301, R.R.S.1943, and 23-1302, R.R.S.1943, make it the duty of the county clerk to record proceedings of the board of county commissioners. *State ex rel. Schuler v. Dunbar*, 208 Neb. 69, 302 N.W.2d 674 (1981).
- There is no requirement that a public body make a record of where notice was published or posted. *Wolf v. Grubbs*, 17 Neb. App. 292, 759 N.W.2d 499 (2009).

**84-1414. Unlawful action by public body; declared void or voidable by district court; when; duty to enforce open meeting laws; citizen's suit; procedure; violations; penalties.**

(1) Any motion, resolution, rule, regulation, ordinance, or formal action of a public body made or taken in violation of the Open Meetings Act shall be declared void by the district court if the suit is commenced within one hundred twenty days of the meeting of the public body at which the alleged violation occurred. Any motion, resolution, rule, regulation, ordinance, or formal action of a public body made or taken in substantial violation of the Open Meetings Act shall be voidable by the district court if the suit is commenced more than one hundred twenty days after but within one year of the meeting of the public body in which the alleged violation occurred. A suit to void any final action shall be commenced within one year of the action.

(2) The Attorney General and the county attorney of the county in which the public body ordinarily meets shall enforce the Open Meetings Act.

(3) Any citizen of this state may commence a suit in the district court of the county in which the public body ordinarily meets or in which the plaintiff resides for the purpose of requiring compliance with or preventing violations of the Open Meetings Act, for the purpose of declaring an action of a public body void, or for the purpose of determining the applicability of the act to discussions or decisions of the public body. It shall not be a defense that the citizen attended the meeting and failed to object at such time. The court may order payment of reasonable attorney's fees and court costs to a successful plaintiff in a suit brought under this section.

(4) Any member of a public body who knowingly violates or conspires to violate or who attends or remains at a meeting knowing that the public body is in violation of any provision of the Open Meetings Act shall be guilty of a Class IV misdemeanor for a first offense and a Class III misdemeanor for a second or subsequent offense.

**Source:** Laws 1975, LB 325, § 9; Laws 1977, LB 39, § 318; Laws 1983, LB 43, § 5; Laws 1992, LB 1019, § 126; Laws 1994, LB 621, § 2; Laws 1996, LB 900, § 1074; Laws 2004, LB 821, § 40; Laws 2006, LB 898, § 4.

**Annotations**

- The Legislature has granted standing to a broad scope of its citizens for the very limited purpose of challenging meetings allegedly in violation of the Open Meetings Act, so that they may help police the public policy embodied by the act. *Schauer v. Grooms*, 280 Neb. 426, 786 N.W.2d 909 (2010).
- Any citizen of the state may commence an action to declare a public body's action void. *City of Elkhorn v. City of Omaha*, 272 Neb. 867, 725 N.W.2d 792 (2007).
- The reading of ordinances constitutes a formal action under subsection (1) of this section. *City of Elkhorn v. City of Omaha*, 272 Neb. 867, 725 N.W.2d 792 (2007).

- If a person present at a meeting observes a public meetings law violation in the form of an improper closed session and fails to object, that person waives his or her right to object at a later date. *Wasikowski v. Nebraska Quality Jobs Bd.*, 264 Neb. 403, 648 N.W.2d 756 (2002).
- Under the Public Meetings Act, a county lacks capacity to maintain an action to declare its official conduct "void" for noncompliance with the act. *County of York v. Johnson*, 230 Neb. 403, 432 N.W.2d 215 (1988).
- When a petitioner under this section is successful in the district court, that court may allow attorney fees. *Tracy Corp. II v. Nebraska Pub. Serv. Comm.*, 218 Neb. 900, 360 N.W.2d 485 (1984).
- Informal discussions between the Tax Commissioner and the State Board of Equalization in which instructions were clarified, with such clarification leading to the amendment of hearing notices, did not constitute a public meeting subject to the provisions of this section. *Box Butte County v. State Board of Equalization and Assessment*, 206 Neb. 696, 295 N.W.2d 670 (1980).
- The right to collaterally attack an order made in contravention of the Public Meeting Act must occur within a period of one year as is specifically provided by this section. *Witt v. School District No. 70*, 202 Neb. 63, 273 N.W.2d 669 (1979).
- Statutory change, requiring "publicized notice" for board of education employment hearings, occurring between dates meeting scheduled and conducted, held not to void proceedings. *Alexander v. School Dist. No. 17*, 197 Neb. 251, 248 N.W.2d 335 (1976).
- Voiding an entire meeting is a proper remedy for violations of the Open Meetings Act. Once a meeting has been declared void pursuant to Nebraska's public meetings law, board members are prohibited from considering any information obtained at the illegal meeting. *Wolf v. Grubbs*, 17 Neb. App. 292, 759 N.W.2d 499 (2009).
- Actions by the board of directors were merely voidable under this section, and not void. Pursuant to subsection (3) of this section, the plaintiffs were awarded partial attorney fees because they were successful in having the court declare that the board of directors was in substantial violation of the statute, even though the plaintiffs did not get the relief requested of having the board's actions declared void. *Hansmeyer v. Nebraska Pub. Power Dist.*, 6 Neb. App. 889, 578 N.W.2d 476 (1998).

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Source: [http://nebraskalegislature.gov/laws/display\\_html.php?begin\\_section=84-1407&end\\_section=84-1414](http://nebraskalegislature.gov/laws/display_html.php?begin_section=84-1407&end_section=84-1414)

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# NEBRASKA SOCIAL STUDIES STANDARDS



# Nebraska Social Studies Standards

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## Content Area Standards

The Nebraska Social Studies Standards describe the knowledge and skills that students should learn, but they do not prescribe particular curriculum, lessons, teaching techniques, or activities. These standards create a framework for teaching and learning, and they articulate a trajectory for knowledge acquisition across all grade levels. This ensures that student learning builds on prior knowledge and becomes more in-depth over time. Standards describe what students are expected to know and be able to do, while the local curriculum and instructional materials are used to help students master the standards. Decisions about curriculum and instructional materials are made locally by individual school districts and classroom teachers. The Nebraska Department of Education does not mandate the curriculum or instructional materials used within a local school.

## Organization and Structure of Nebraska’s Social Studies Standards

The overall structure of Nebraska’s Social Studies Standards reflects the two-tier structure common across all Nebraska content area standards. The two levels include standards and indicators. At the broadest level, standards include broad, overarching content-based statements that describe the basic cognitive, affective, or psychomotor expectations of student learning. The standards, across all grade levels, reflect long-term goals for learning. Indicators further describe what students must know and be able to do to meet the standard and provide guidance related to classroom instruction. Additionally, the indicators provide guidance related to the assessment of student learning. In addition to standards and indicators, the Nebraska Social Studies standards provide examples. The “For example...” statements provide guidance relative to topics that may be included in the locally determined curriculum. These suggestions may be used to meet the learning expectations of the standards and indicators.

For grades K-8, the standards and indicators are written at grade level. The K-8 standards and indicators are organized within four **disciplines**: Civics, Economics, Geography, and History. Within those disciplines, standards and indicators are grouped by **big ideas**. Big ideas are concepts, themes, or issues that give meaning and connection to facts and skills (Wiggins and McTighe, 2005, p. 5). The high school standards and indicators are written within one grade band (HS = 9-12), and they are also organized by discipline and big ideas. Prior to each grade level and the high school grade band, a summary statement and theme are included. This provides a high-level overview of what students are expected to learn at that grade level.

In addition to a common structure for content area standards, a consistent numbering system is used for content area standards. The Nebraska Social Studies Standards numbering system is as follows:



## Kindergarten

### **Grade Level Summary and Theme**

*Myself and Others:* In kindergarten, students begin their investigation of the world using perspectives, concepts, and skills from social studies. The context for social studies learning at this grade level is the student's interaction with classroom and school. The classroom serves as a microcosm of society in which decisions are made with respect to rights, rules, and responsibilities. Students begin to learn the basic concepts of fairness and respect for the rights and opinions of others.

### **Civics**

#### ***Forms and Functions of Government***

SS K.1.1 Communicate the purpose of rules and the roles within learning and living environments.

SS K.1.1.a Describe a rule and analyze its purpose.

For example: safety, to make learning possible, to protect freedoms, to ensure consistency for all

SS K.1.1.b Identify roles in a family structure and explain their importance.

For example: head of household, primary caregiver, parent/guardian, elders, siblings

#### ***Civic Participation***

SS K.1.2 Demonstrate positive and productive citizenship skills.

SS K.1.2.a Model citizenship skills.

For example: respect, courtesy, honesty, voting, cultural virtues

SS K.1.2.b Communicate patriotic symbols, songs, actions, and cultural celebrations.

For example: U.S. Flag, Pledge of Allegiance, "Star-Spangled Banner," and "America the Beautiful," cultural songs

SS K.1.2.c Communicate historical background and significance of national holidays.

For example: George Washington's Birthday, Abraham Lincoln's Birthday, Dr. Martin Luther King, Jr.'s Birthday, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, Thanksgiving Day

### **Economics**

#### ***Economic Decision Making***

SS K.2.1 Differentiate between wants and needs in decision-making.

SS K.2.1.a Classify wants and needs and explain subsequent choices.

**Financial Literacy**

SS K.2.2 Recognize money is used to purchase goods and services to satisfy economic wants and needs.

SS K.2.2.a Explain the purposes of money.

**Exchange and Markets**

SS K.2.3 Not addressed at this level

**National Economy**

SS K.2.4 Not addressed at this level

**Global Economy**

SS K.2.5 Not addressed at this level

**Geography**

**Location and Place**

SS K.3.1 Explore where (spatial) and why people, places and environments are organized in the world.

SS K.3.1.a Communicate personal directions to describe relative locations of people and objects.

For example: next to, over there, close to

SS K.3.1.b Identify locations in the school and around the classroom.

For example: left/right, up/down, front/back, over/under, near/far-supplies, trash can, pencil sharpener, other students, library, gym, office, restroom, cafeteria

SS K.3.1.c Identify geographic tools as representations of local and distant places.

For example: maps, globes, photographs, GPS (Global Positioning System)

SS K.3.1.d Identify the difference between land and water on a globe.

**Regions**

SS K.3.2 Explore places and regions.

SS K.3.2.a Identify physical characteristics of place.

For example: landforms, bodies of water, weather

SS K.3.2.b Identify human characteristics of place.

For example: cities, buildings, farms, roads, highways

**Human-Environment Interaction**

SS K.3.3 Explore the relationship between humans and their physical environment.

SS K.3.3.a Identify types of weather and the impact of weather on everyday life.

For example: rainy, snowy, sunny, cloudy, foggy - choice of clothing, rainouts

SS K.3.3.b Identify the four seasons.

SS K.3.3.c Inquire about how people prepare for and respond to severe weather.

For example: weather forecasting, tornado drills, winter clothing

**Movement**

SS K.3.4 Recognize that people belong to different groups and live in different settings.

SS K.3.4.a Identify students as members of various groups.

For example: scouts, sports, classrooms, families

SS K.3.4.b Identify places in the community where people may live.

For example: farms, houses, apartments

**Geospatial Skills and Geo-literacy**

SS K.3.5 Use geographic skills to make connections to students' lives.

SS K.3.5.a Apply geographic knowledge and techniques to navigate the classroom.

For example: Locate people or places in relation to each other, or make a fire evacuation plan for your home.

**History**

**Change, Continuity, and Context**

SS K.4.1 Recognize patterns of continuity and change over time in themselves and others.

SS K.4.1.a Identify concepts of time and chronology.

For example: yesterday, today, tomorrow

SS K.4.1.b Identify the sequence of personal events and their impact.

For example: daily schedule, timelines

**Multiple Perspectives**

SS K.4.2 Recognize different perspectives of events.

SS K.4.2.a Compare perspectives of self and others.  
For example: events that occurred on the playground

**Historical Analysis and Interpretation**

SS K.4.3 Identify historical people, events, and symbols.

SS K.4.3.a Recognize historical people from a variety of cultures.  
For example: George Washington, Harriet Tubman, Crazy Horse, Martin Luther King, Jr.

SS K.4.3.b Identify symbols of the United States.  
For example: American flag, bald eagle, Washington Monument, Statue of Liberty

SS K.4.3.c Differentiate between stories from the present and the past.  
For example: literary and informational, history vs. historical fiction, past and present including different cultural perspectives

**Historical Inquiry and Research**

SS K.4.4 Develop historical inquiry and research skills.

SS K.4.4.a Construct questions about personal history.  
For example: "How did my family come to live in this place?" "Where were other members of my family born?"

SS K.4.4.b Identify and cite appropriate sources when conducting historical research.  
For example: "My family member gave me this picture."

SS K.4.4.c Gather and communicate historical information.  
For example: pictures, posters, and oral narratives

## Grade 1

### **Grade Level Summary and Theme**

*Families - Living, Learning, and Working Together:* In first grade, students develop their understanding of basic concepts and ideas from civics, economics, geography, and history. The context for social studies learning in first grade is the family and the ways they choose to live and work together. To develop students' understanding of the basic social studies concepts, students are asked to think about families nearby and those far away.

### **Civics**

#### ***Forms and Functions of Government***

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

SS 1.1.1.a Explain how rules reduce and help resolve conflicts between people with different perspectives.

For example: classroom rules, playground rules, school rules, family rules

SS 1.1.1.b Identify leaders within a school community and explain the importance of their roles.

For example: teachers, administrators, nurse, playground supervisor, support staff

#### ***Civic Participation***

SS 1.1.2 Demonstrate positive and productive citizenship skills.

SS 1.1.2.a Model and communicate citizenship skills.

For example: responsibility, voting or decision-making within a family structure, obeying civic laws, obeying family rules, cultural virtues

SS 1.1.2.b Identify patriotic symbols, songs, actions, holidays, and cultural celebrations.

For example: U.S. Flag, bald eagle, Pledge of Allegiance, national holidays, cultural songs

SS 1.1.2.c Communicate historical background and significance of national holidays.

For example: George Washington's Birthday, Abraham Lincoln's Birthday, Dr. Martin Luther King, Jr.'s Birthday, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, and Thanksgiving Day, and the roles that different cultures played in our community/nation

SS 1.1.2.d Compare and contrast historical and current government figures that exemplify civic engagement.

For example: governors, civic leaders of marginalized groups such as Susan B. Anthony, Martin Luther King, Jr., Rosa Parks, Chief Standing Bear

## **Economics**

### ***Economic Decision Making***

SS 1.2.1 Explain how scarcity necessitates making choices.

SS 1.2.1.a Identify gains and losses when choices are made.  
For example: tradeoff, opportunity cost

### ***Financial Literacy***

SS 1.2.2 Compare spending and saving opportunities.

SS 1.2.2.a Give examples of situations where students and families could choose to save for future purchases.

### ***Exchange and Markets***

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

SS 1.2.3.a Categorize human and natural resources used to create goods and services.  
For example: iron ore (a natural resource) is made into steel, which the factory worker (a human resource) uses to build a bike (a good)

### ***National Economy***

SS 1.2.4 Not addressed at this level

### ***Global Economy***

SS 1.2.5 Not addressed at this level

## **Geography**

### ***Location and Place***

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

SS 1.3.1.a Identify the four cardinal directions.

SS 1.3.1.b Identify and describe locations in schools and homes and explain reasons for the locations.

For example: Why is the cafeteria next to the kitchen? Why is the office by the front door? Why is the nurse's office often located near the main office? Why is the water fountain near the restroom?

SS 1.3.1.c Create and use maps.

For example: maps of the home and school

SS 1.3.1.d Distinguish between continents and oceans.

**Regions**

SS 1.3.2 Explore places and regions.

SS 1.3.2.a Identify and differentiate between physical features on maps, globes, graphics, and in the physical world.

For example: mountains, plains, islands, hills, oceans, rivers, lakes

SS 1.3.2.b Identify and differentiate between human features.

For example: cities, farms, buildings, bridges, streets

SS 1.3.2.c Explain how places change over time.

For example: new building, a bigger road

**Human-Environment Interaction**

SS 1.3.3 Explore the relationship between humans and their physical environment.

SS 1.3.3.a Interpret the impact of environmental hazards and severe weather on everyday life.

For example: tornado drills, snow days, floods

SS 1.3.3.b Identify Earth's natural resources.

For example: minerals, air, land, water, soil

SS 1.3.3.c Describe how people adapt to their physical environment.

For example: housing, reservations, land use, recreational activities, soil conservation, build dams

**Movement**

SS 1.3.4 Describe the characteristics of culture.

SS 1.3.4.a Identify cultural traits.

For example: languages, religions, foods, music, sports, clothing

SS 1.3.4.b Describe the characteristics of individual culture.

For example: foods, languages, celebrations

**Geospatial Skills and Geo-literacy**

SS 1.3.5 Use geographic skills to make connections to students' lives.

SS 1.3.5.a Apply geographic knowledge and techniques to navigate the school.

For example: Make a map of the school or playground.

## History

### ***Change, Continuity, and Context***

SS 1.4.1 Recognize patterns of continuity and change over time in families.

SS 1.4.1.a List and describe life events over time.

For example: weekly, monthly, yearly, seasonal celebrations from different cultural perspectives

SS 1.4.1.b Compare and contrast family life from earlier times and today.

For example: "How was life different for earlier generations?"

### ***Multiple Perspectives***

SS 1.4.2 Identify multiple perspectives of diverse family traditions.

SS 1.4.2.a Compare and contrast family traditions across cultures.

For example: holidays, celebrations, milestones

### ***Historical Analysis and Interpretation***

SS 1.4.3 Describe historical people, events, and symbols.

SS 1.4.3.a Identify the contributions of historical people.

For example: Abraham Lincoln, Frederick Douglass, Martin Luther King, Jr., Standing Bear, Willa Cather, Susan LaFlesche

SS 1.4.3.b Identify symbols of the United States.

For example: national anthem, other patriotic songs

SS 1.4.3.c Describe how oral traditions, books, letters, and other artifacts help us to understand the past.

For example: show and tell of an artifact from the past, visiting a museum

### ***Historical Inquiry and Research***

SS 1.4.4 Develop historical inquiry and research skills.

SS 1.4.4.a Construct and answer questions about family history.

For example: "Where was I born?" "What do my family members remember from when I was a small child?"

SS 1.4.4.b Identify and cite appropriate texts, letters, and other artifacts for research.

For example: the title and author of the text from which information was taken

SS 1.4.4.c Gather and communicate historical information about families.

For example: picture, posters, and oral narratives

## Grade 2

### **Grade Level Summary and Theme**

*Neighborhood:* In second grade, students apply their emerging understanding of civics, economics, geography, and history to their communities and others around the world. Students learn about how their community works as well as the variety of ways that communities organize themselves. To develop conceptual understanding, students examine the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago.

### **Civics**

#### ***Forms and Functions of Government***

SS 2.1.1 Investigate and defend the responsibilities and rights of citizens in their communities.

SS 2.1.1.a Contribute to developing rules by considering multiple points of view.

For example: classroom meetings, voting, consensus building activities

SS 2.1.1.b Demonstrate conflict management strategies as individuals, groups, and communities.

For example: respectful conversations, active participation, restating others' views, checking for understanding

#### ***Civic Participation***

SS 2.1.2 Contribute to making decisions using democratic traditions based on established rules.

SS 2.1.2.a Identify and apply civic responsibilities that are important to individuals and their communities.

For example: voting, obeying laws, justice, equality, decision-making process in different cultures

SS 2.1.2.b Explain how patriotic symbols, songs, actions, celebrations, and holidays reflect democratic traditions.

For example: what the colors of the U.S. Flag represent, symbolism of the bald eagle, reasons for reciting the Pledge of Allegiance, why national holidays were established and celebrated, the origination of tribal songs, how cultural songs and symbols unify communities

SS 2.1.2.c Communicate historical background and significance of national holidays.

For example: George Washington's Birthday, Abraham Lincoln's Birthday, Presidents Day, Dr. Martin Luther King, Jr. Day, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, and Thanksgiving Day

SS 2.1.2.d Investigate ways to be actively engaged to improve family, school, and community.

For example: volunteerism, participation in school clubs and organizations, classroom jobs, following rules, bully prevention

SS 2.1.2.e Model and communicate characteristics of good citizenship.

For example: establishing beliefs and justice, truth, equality, personal responsibilities for the common good, respect for diversity of opinions, cultural virtues

## **Economics**

### ***Economic Decision Making***

SS 2.2.1 Evaluate choices about how to use scarce resources that involve prioritizing wants and needs.

SS 2.2.1.a. Justify a decision made by providing evidence of possible gains and losses.

For example: tradeoff, opportunity cost, delayed gratification, savings

### ***Financial Literacy***

SS 2.2.2 Demonstrate knowledge of currency, its denominations, and use.

SS 2.2.2.a Make transactions using currency emphasizing its use as a medium of exchange.

For example: via school store, buying pencils, purchases via debit card or Apple pay as a way to make transactions (medium of exchange)

### ***Exchange and Markets***

SS 2.2.3 Describe how producers deliver products/services, earn an income, and satisfy economic needs and wants.

SS 2.2.3.a. Explain the role of goods and services and supply and demand in a community.

For example: meet wants and needs

SS 2.2.3.b. Describe how people in their communities earn income/wages through work.

For example: babysitter, teacher, firefighter, grocery store clerk, librarian, banker, lawyer, rancher, farmer, laborer

### ***National Economy***

SS 2.2.4 Identify the goods and services governments provide.

SS 2.2.4.a Identify goods and services that local governments provide.

For example: water, fire department, police, educational programs

SS 2.2.4.b Explain how the local government uses taxes to pay for goods and services it provides.

For example: roads, fire and law enforcement, libraries, schools

### ***Global Economy***

SS 2.2.5 Not addressed at this level

## **Geography**

### **Location and Place**

SS 2.3.1 Explore where (spatial) and why people, places, and environments are organized in the world.

SS 2.3.1.a Compare and contrast maps and globes.

For example: The shape of a globe makes it look more realistic. You can't see all of the continents and oceans on the globe like you can on a map unless you turn it. Maps can be transported more easily. Globes might have texture for landforms that maps do not have.

SS 2.3.1.b Identify and describe locations in neighborhoods.

For example: home, the park, friend's house, fire station, grocery store

SS 2.3.1.c Identify and apply map elements.

For example: title, symbols, legend, and cardinal directions

SS 2.3.1.d Locate communities, Nebraska, and the United States on maps and globes.

SS 2.3.1.e Explain why things are located where they are in neighborhoods.

For example: Why are stores on a main street?

### **Regions**

SS 2.3.2 Compare places and regions.

SS 2.3.2.a Identify and differentiate between physical and human features of neighborhoods and communities.

For example: vegetation, ravines, housing, streets, sewers, road signs

SS 2.3.2.b Describe local places and regions.

For example: prairie, forest, farm land, ranch land, local community

SS 2.3.2.c Explain how places and regions change over time.

### **Human-Environment Interaction**

SS 2.3.3 Describe relationships between humans and the physical environment.

SS 2.3.3.a Identify examples of Earth's physical processes.

For example: wind and water erosion/deposition

SS 2.3.3.b Describe how seasonal weather patterns, natural hazards, and natural resources affect human activities.

For example: seasonal jobs (landscaping, street/grounds maintenance, construction), seasonal foods, drought causing water shortages

SS 2.3.3.c Match resources to their sources.

For example: food from farms, wood from trees, minerals from the ground, fish from bodies of water

SS 2.3.3.d Describe how people adapt to their physical environment.

For example: soil conservation, build levees, grow plants and raise animals

### **Movement**

SS 2.3.4 Describe different groups of people and the different settings where they live.

SS 2.3.4.a Describe cultures of the local community and other communities.

For example: foods, languages, celebrations, religions, music, sports

SS 2.3.4.b Identify examples of cultural markers in the community.

For example: religious or institutional structures, names of streets, types of businesses, buildings

### **Geospatial Skills and Geo-literacy**

SS 2.3.5 Use geographic skills to make connections to students' lives.

SS 2.3.5.a Apply geographic knowledge and techniques to navigate students' homes and neighborhoods.

For example: Use navigation tools to map out shortest route to school; Map the route of a school field trip to multiple destinations.

## **History**

### **Change, Continuity, and Context**

SS 2.4.1 Recognize patterns of continuity and change over time in neighborhoods.

SS 2.4.1.a Describe how a neighborhood has changed over the course of time using maps and other artifacts.

For example: pictures from school library/media center

SS 2.4.1.b Compare and contrast how different neighborhoods have changed over time.

For example: photographs of school building, materials from local historical society

### **Multiple Perspectives**

SS 2.4.2 Compare multiple perspectives of events within neighborhoods.

SS 2.4.2.a Compare and contrast perspectives from multiple sources regarding the same event.

For example: Compare and contrast different holiday displays in your neighborhood.

**Historical Analysis and Interpretation**

SS 2.4.3 Determine past and current events, issues, and people relevant to a neighborhood.

SS 2.4.3.a Describe historical people, events, ideas, and symbols (including various cultures and ethnic groups) that impacted a neighborhood.

For example: library, police station, schools, local monuments, city hall, and tribal headquarters

**Historical Inquiry and Research**

SS 2.4.4 Develop historical inquiry and research skills.

SS 2.4.4.a Construct and answer questions about neighborhood history.

For example: What parks or community buildings are there? When were they built?

SS 2.4.4.b Identify, obtain, and cite appropriate primary and secondary sources for research.

For example: identifying titles and authors of texts where students located information

SS 2.4.4.c Gather and present historical information about a neighborhood.

For example: Ask questions of a guest speaker in the classroom.

## Grade 3

### **Grade Level Summary and Theme**

*Communities Near and Far:* In third grade, students begin to explore more complex concepts and ideas from civics, economics, geography, and history as they study the varied backgrounds of people living in Nebraska and how they relate to other regions of the United States. Emphasis is on cultures in the United States, including the study of Native Americans and other indigenous people (such as Pacific Islanders, Native Hawaiians, Native Alaskans). Students examine these cultures from the past and in the present and the impact they have had in shaping our contemporary society. They begin to look at issues and events from more than one perspective.

### **Civics**

#### **Forms and Functions of Government**

SS 3.1.1 Analyze the structure and function of local governments.

SS 3.1.1.a Compare and contrast the structure and function of roles commonly found in local governments.

For example: mayor, city manager, city council, village board, tribal council

SS 3.1.1.b Communicate how and why a community creates laws.

For example: civil discourse, active participation, apply knowledge to address meaningful issues within our society

SS 3.1.1.c Investigate and summarize the roles that leaders and other citizens serve in local communities.

For example: city council, mayor, city manager, village clerk, county commissioner, sheriff's office, school board, neighborhood associations, PTA, tribal council

SS 3.1.1.d Justify the importance of roles that leaders and citizens serve in local government.

For example: creation of local laws, safety, transportation (roads department), economic development, management of public funds, enforcement of laws

#### **Civic Participation**

SS 3.1.2 Describe the impact of individual and group decisions at the community level.

SS 3.1.2.a Identify and model rights and responsibilities of citizens at the community level.

For example: voting, public service, service learning projects

SS 3.1.2.b Explain how patriotic symbols, songs, actions, celebrations, and holidays are recognized in local communities.

For example: flag etiquette, bald eagle, Pledge of Allegiance, national holidays

SS 3.1.2.c Communicate the background of national holidays or historical events, their significance, and how they are recognized in the local community.

For example: George Washington's Birthday, Abraham Lincoln's Birthday, Presidents Day, Dr. Martin Luther King, Jr. Day, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, Thanksgiving Day, Patriots' Day (Recognition of 9/11)

SS 3.1.2.d Identify and engage in opportunities to serve the local community.

For example: volunteerism, service learning, participation in community clubs and organizations

SS 3.1.2.e Engage in discourse that demonstrates respect and consideration of multiple points of view.

For example: class meetings, observe a city council meeting, school board meeting, class debate

SS 3.1.2.f Describe the decisions of local leaders and how they affect public policy.

For example: recycling/trash hauling plan, city snow removal, disaster relief

## **Economics**

### ***Economic Decision Making***

SS 3.2.1 Explain that people choose and decide what services they ask their local and state government to provide and pay for.

SS 3.2.1.a Identify goods and services funded through state or local taxes.

For example: snow removal, waste management, law enforcement

### ***Financial Literacy***

SS 3.2.2 Evaluate choices and consequences for spending and saving.

SS 3.2.2.a Given a budget, make choices as to what to purchase, what to give up, and what to save.

### ***Exchange and Markets***

SS 3.2.3 Explain that markets are places where buyers and sellers exchange goods and services.

SS 3.2.3.a Indicate various markets where buyers and sellers meet.

For example: grocery store, buy things online, mall, fast food places

**National Economy**

SS 3.2.4 Describe how the local community trades with other communities.

SS 3.2.4.a Identify local goods and services that could be traded with people everywhere.

For example: corn, soybeans, beef, irrigation systems, dry edible beans, art, buffalo hides, fish

**Global Economy**

SS 3.2.5 Not addressed at this level

**Geography**

**Location and Place**

SS 3.3.1 Explore where (spatial) and why people, places, and environments are organized in the world.

SS 3.3.1.a Identify and apply map elements.

For example: title, scale, symbols, legend, and cardinal and intermediate directions

SS 3.3.1.b Use a map to identify location and distribution of physical and human features.

For example: rivers/roads, cities/towns, bodies of water, landforms

SS 3.3.1.c Determine why things are located where they are in the community.

For example: Why are stores located on main streets? Why are schools near homes? What might be a better location for a school?

SS 3.3.1.d Locate specific places on maps and globes.

For example: Missouri River, Platte River, Rocky Mountains, Nebraska, the student's community

SS 3.3.1.e Identify the continents, oceans, and hemispheres.

**Regions**

SS 3.3.2 Compare the characteristics of places and regions.

SS 3.3.2.a Identify and differentiate between physical and human features of neighborhoods and communities.

For example: vegetation, hills, waterways, housing, streets, business/residential areas

SS 3.3.2.b Compare and contrast local places and regions with other places and regions.

For example: prairie and forest, local community with another community, life on and off a reservation, products from Nebraska and another state, crops grown in Nebraska and another state

SS 3.3.2.c Explain how and why places and regions change over time.

For example: population growth (more housing, schools), demolition/renovation of old/unsafe structures, flood control measures

### **Human-Environment Interaction**

SS 3.3.3 Explain relationships between humans and the physical environment.

SS 3.3.3.a Describe how the environment influences human activities and how humans alter the environment to suit their needs.

For example: climate, water cycle, soil fertility impact agricultural production, usage of land and energy - land formation impacts transportation and communication, agriculture, transportation, industry, use of natural resources, regulations/practices to protect the environment

SS 3.3.3.b Identify ecosystems.

For example: forests, deserts, grasslands

SS 3.3.3.c Explain the importance of Earth's natural resources.

For example: minerals, air, water, land

SS 3.3.3.d Describe how humans develop communities in local settings.

For example: roads, landfills, utilities, land use patterns

### **Movement**

SS 3.3.4 Compare and contrast the characteristics of local cultures.

SS 3.3.4.a Compare and contrast cultural traits within a community.

For example: languages, religions, foods, music, sports

SS 3.3.4.b Describe examples of how and why cultures change in a community.

For example: technology, education, employment, migration

### **Geospatial Skills and Geo-literacy**

SS 3.3.5 Use geographic skills to make connections to issues and events.

SS 3.3.5.a Identify and evaluate how changes in human and physical geography have shaped the community.

For example: placement of schools/hospitals, building of roads, access to water sources, suitable soil for farming

## **History**

### **Change, Continuity, and Context**

SS. 3.4.1 Detect and apply patterns of continuity and change over time in communities (town or city).

SS 3.4.1.a Describe community events over time using maps and other artifacts.

For example: weekly, monthly, yearly, seasonal happenings

SS 3.4.1.b Compare and contrast how different communities have changed over time.

For example: parks and playground equipment, different economic communities, different kinds of schools, compare rural and urban communities

**Multiple Perspectives**

SS 3.4.2 Describe and explain multiple perspectives of events within a community.

SS 3.4.2.a Describe the role of diverse groups of people, events, and ideas in the development of a community.

For example: local cultural figures, landmarks, celebrations, cultural events

SS 3.4.2.b Compare and contrast conflicting perspectives about a past event in a community.

For example: widening a street, where to construct a park or building

**Historical Analysis and Interpretation**

SS 3.4.3 Select past and current events and people relevant to the community.

SS 3.4.3.a Determine factual information about community historical events through use of a variety of sources such as artifacts, pictures, and documents.

For example: local cultural figures, landmarks, celebrations, cultural events

SS 3.4.3.b Identify how decisions affected events in a community.

For example: decisions on location, growth, etc.

**Historical Inquiry and Research**

SS 3.4.4 Develop historical inquiry and research skills.

SS 3.4.4.a Construct and answer questions about multiple community histories from viewpoints of that community.

For example: How does the founding of a town differ for different groups? Why?

SS 3.4.4.b Identify, obtain, and cite appropriate primary and secondary sources for research about the local community.

For example: Local newspapers, town charters, and local treaties

SS 3.4.4.c Gather and communicate historical information about the community.

For example: Interview a community member, find community resources

## Grade 4

### **Grade Level Summary and Theme**

*Nebraska Studies:* In fourth grade, students use their understanding of social studies concepts and skills to explore Nebraska in the past and present. Students learn about the state's unique geography and key eras in early Nebraska history, particularly the treaty-making period. They use this historical perspective to help them make sense of the state's geography, economy, and government today. The cognitive demand of many grade level expectations begins to include analysis and asks students to look at issues and events from multiple perspectives.

### **Civics**

#### ***Forms and Functions of Government***

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

SS 4.1.1.a Investigate and summarize the historical foundation and events that led to the formation and structure of Nebraska's Constitution and government.

For example: modeled from U.S. government, three branches of government

SS 4.1.1.b Analyze the origin, structure, and function of Nebraska's state government.

For example: Unicameral vs. Bicameral structure, journey from territory status to statehood, state services/responsibilities vs. national or local services/responsibilities, three branches of Nebraska government

SS 4.1.1.c Communicate how a bill becomes a law in the Nebraska unicameral.

For example: introduction of a bill, committee hearings, legislative debate, governor approval/veto, ratification

SS 4.1.1.d Investigate and summarize the roles that leaders and other citizens serve in Nebraska to equitably represent all residents in the state.

For example: legislative districts, cultural advocacy groups

SS 4.1.1.e Justify the importance of roles that leaders and citizens serve in Nebraska government.

For example: governor, state senators, judiciary, tribal leaders, advocacy group participants

#### ***Civic Participation***

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

SS 4.1.2.a Identify and model rights and responsibilities of citizens at the state level.

For example: voting, public service, service learning projects

SS 4.1.2.b Investigate the meaning of state symbols, songs, and holidays.

For example: Nebraska state flag, "Beautiful Nebraska," state and national holidays

SS 4.1.2.c Communicate background of Nebraska state holidays or historical events, their significance, and how they are recognized.

For example: Arbor Day, George Norris Day and Nebraska Statehood Day, Native American Heritage Day

SS 4.1.2.d Identify and engage in opportunities to serve the state.

For example: volunteerism, service learning, participation in state clubs and organizations

SS 4.1.2.e Explain how individuals and groups influence the way a state issue is viewed and resolved.

For example: lobbying, petitions, media, social media

SS 4.1.2.f Analyze the decisions of state leaders and how they impact public policy.

For example: seatbelt law, state testing, speed limits, state parks

## **Economics**

### ***Economic Decision Making***

SS 4.2.1 Describe how scarcity requires the consumer and producer to make choices and identify costs associated with them.

SS 4.2.1.a Predict how consumers would react if the price of a good or service changed.

For example: Price of gasoline increases; price of haircuts increases; price of milk/bread/sugar increases - would buy less or start to change behavior toward buying less, i.e., plan a carpool and get hair cut less often. Price of something decreases and buy more of it.

SS 4.2.1.b Predict how producers would react if the profit from selling a good or service changed.

For example: You produce widgets and they have become very popular and the price is rising, what would you do – produce more. In a natural disaster, because of scarcity prices tend to rise for things like water and lumber, if you produced water and/or lumber, the increased price would incentivize you to get more of things where they were needed.

### **Financial Literacy**

SS 4.2.2 Investigate various financial institutions in Nebraska and the reasons for people's spending and saving choices.

SS 4.2.2.a Identify financial institutions in the community and their purposes.

For example: a field trip to a bank/credit union or a representative to discuss how banks ensure your money is safe and how they loan money to help businesses grow and help people buy housing among other things

### **Exchange and Markets**

SS 4.2.3 Investigate how resources are used to make other goods and produce services.

SS 4.2.3.a Give examples of human, natural, capital, and entrepreneurial resources used in making goods and services in Nebraska and the United States.

For example: human resources (labor), tools used in agriculture, laboratories, equipment, and machinery, game/video designers

### **National Economy**

SS 4.2.4 Identify and explain specialization and trade and why different regions produce different goods and services.

SS 4.2.4.a Compare Nebraska with different regions and the goods and services each region produces.

For example: beef, wheat, telemarketing, cotton, coal, beekeeping, tribal traditional art (beading)

SS 4.2.4.b Discuss how technology has affected the specialization of Nebraska's economy and surrounding states.

For example: irrigation, agriculture and farm equipment, online trading, geospatial technology (GIS [Geographic Information Systems] and GPS [Global Positioning System])

### **Global Economy**

SS 4.2.5 Not addressed at this level

## **Geography**

### **Location and Place**

SS 4.3.1 Explore where (spatial) and why people, places, and environments are organized in the state and around the world.

SS 4.3.1.a Use local and state maps and atlases to locate physical and human features in Nebraska.

For example: major cities, bodies of water, landforms, interstate/highways, railroads, state parks, tribal reservations

SS 4.3.1.b Apply map skills to analyze physical/political maps of the state.

For example: Utilize grid systems to find locations, identify the location and purpose of time zones, and identify and locate cities using relative and absolute locations.

SS 4.3.1.c Determine why things are located where they are in Nebraska.

For example: Why are large cattle ranches found in the Sandhills? Why are major airports located near large cities? What determined the route of I-80?

SS 4.3.1.d Differentiate between classifications of bodies of water, cities, and land masses.

For example: lakes, rivers, capital city, county seats, major urban centers, plains, river valleys, Sandhills

### **Regions**

SS 4.3.2 Compare the characteristics of places and regions and their impact on human decisions.

SS 4.3.2.a Identify criteria used to define regions in the state of Nebraska and the United States.

For example: soil, climate, precipitation, population, natural vegetation, land and agricultural usage

SS 4.3.2.b Classify regions and places within the state of Nebraska using physical and human features.

For example: Sandhills, Pine Ridge, Loess Hills, Platte River Valley, rural/urban/suburban, counties and cities

### **Human-Environment Interaction**

SS 4.3.3 Explain how human and natural forces have modified different environments in Nebraska and how humans have adapted.

SS 4.3.3.a Identify physical processes that shape Nebraska's features and patterns.

For example: weathering, erosion, deposition, drought

SS 4.3.3.b Identify examples of ecosystems in Nebraska and describe related environmental issues.

For example: forests, wetlands, grasslands, and rivers, runoff, flooding, erosion, wildfires

SS 4.3.3.c Describe the impact of extreme natural events on the human and physical environment in Nebraska.

For example: tornadoes, floods, dust storms, insect infestations result in changes to agricultural/construction/public safety practices

SS 4.3.3.d Describe how humans have adapted to Nebraska's physical environment and use available natural resources.

For example: progression of home construction materials, agriculture, irrigation, introduction of trees, soil conservation, soil, timber, surface water and ground water

### **Movement**

SS 4.3.4 Compare and contrast the characteristics of culture statewide.

SS 4.3.4.a Compare and contrast patterns of culture within the state of Nebraska.

For example: languages, religions, foods, music, sports, celebrations

SS 4.3.4.b Compare and contrast population characteristics of the state of Nebraska.

For example: density, distribution, growth rates due to available jobs, resources

### **Geospatial Skills and Geo-literacy**

SS 4.3.5 Use geographic skills to make connections to issues and events.

SS 4.3.5.a Identify and evaluate how changes in human and physical geography have shaped Nebraska.

For example: map major tornado paths, blizzards, floods, or droughts; how the construction of the Transcontinental Railroad and Interstate Highway system have impacted the way Nebraskans live, locations and reasons for tribal reservations

SS 4.3.5.b Explain the interrelationships of human or physical geographic characteristics of places in Nebraska.

For example: A community is located on a river floodplain with fertile soil and water for transportation, irrigation, and human consumption.

## **History**

### **Change, Continuity, and Context**

SS 4.4.1 Investigate patterns of continuity and change over time in Nebraska.

SS 4.4.1.a Analyze the chronology of key state and/or regional events and communicate their impact on the past, present, and future.

For example: timelines, before and after statehood

### **Multiple Perspectives**

SS 4.4.2 Analyze and explain multiple perspectives of events in Nebraska, including historically marginalized and underrepresented groups.

SS 4.4.2.a Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.

For example: The Homestead Act, Oregon Trail diaries, military journal of Ponca Removal, Standing Bear testimony

SS 4.4.2.b Identify and describe how various sources relate their perspectives of Nebraska history.

For example: texts and primary documents, primary documents from differing groups of people

***Historical Analysis and Interpretation***

SS 4.4.3 Analyze past and current events throughout Nebraska history.

SS 4.4.3.a Analyze key sources in Nebraska history to determine credibility and context.

For example: accounts from settlers and Nebraska tribes, foundational documents in Nebraska

SS 4.4.3.b Identify key events in American history that shaped or were shaped by Nebraskans.

For example: Kansas-Nebraska Act, Homestead Act, Ponca Trail of Tears, Santee Exile and Winnebago Removal, North Platte Canteen, Orphan Train, Native American Boarding Schools, World War I, Will Brown, World War II, Tuskegee Airmen, Great Depression, Cold War, Civil Rights Movement, September 11, 2001

***Historical Inquiry and Research***

SS 4.4.4 Develop historical inquiry and research skills.

SS 4.4.4.a Construct and answer questions about Nebraska history.

For example: Why did people migrate and/or relocate to Nebraska?

SS 4.4.4.b Identify and cite primary and secondary sources to research the history of Nebraska.

For example: document archives, newspapers, interviews

SS 4.4.4.c Gather, analyze, and communicate historical information about Nebraska.

For example: collect oral histories from community members, research newspaper archives

## Grade 5

### **Grade Level Summary and Theme**

*U.S. Studies:* In fifth grade, students use their understanding of social studies concepts and cause and effect relationships to study Pre-Columbian cultures, the development of the American colonies, and the creation of the United States through the writing of the U.S. Constitution. By applying what they know from civics, economics, and geography, students learn the ideals, principles, and systems that shaped this country's founding. They conclude the fifth grade by applying their understanding of the country's founding and the ideals in the nation's fundamental documents to issues of importance to them today. This learning forms the foundation and understanding of social studies concepts that will provide students with the ability to examine their role in the community, state, nation, and world.

### **Civics**

#### ***Forms and Functions of Government***

SS 5.1.1 Synthesize and justify the structure and function of the United States government.

SS 5.1.1.a Investigate and summarize contributions that resulted in the historical foundation and formation of the United States constitutional government.

For example: early state constitutions, Declaration of Independence, and the Articles of Confederation, Magna Carta, English Bill of Rights, tribal constitutions

SS 5.1.1.b Identify and explain the structure and functions of the three branches of government.

For example: legislative, executive, judicial

SS 5.1.1.c Analyze how colonial and new states' governments' laws affected majority groups and marginalized groups within their population.

For example: citizens, enslaved persons, Native American tribes, immigrants, women, class systems

SS 5.1.1.d Evaluate how the decisions of the national government affect local and state government and citizens of diverse backgrounds.

For example: three-fifths clause, treaties, voting requirements, slavery

SS 5.1.1.e Justify the principles of the American Republic.

For example: liberty, representative democracy, United States Constitution, Bill of Rights

SS 5.1.1.f Analyze and contrast forms of government.

For example: Tribal, British monarchy, early American colonial governments

**Civic Participation**

SS 5.1.2 Analyze democratic principles that are the foundation of the United States government systems in daily life.

SS 5.1.2.a Explore and communicate the constitutional rights and civic responsibilities of U.S. citizens.

For example: freedom of speech, voting, staying informed of issues, respecting the rights, opinions, and beliefs of others, joining a civic group

SS 5.1.2.b Communicate origins of national and state holidays including historical background and significance.

For example: George Washington's Birthday, Abraham Lincoln's Birthday, Presidents Day, Dr. Martin Luther King, Jr. Day, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, Thanksgiving Day, Citizenship Day, tribal flag songs, Native American Day

SS 5.1.2.c Interpret and communicate the significance of patriotic symbols, songs, and activities.

For example: significance of the flag, Fourth of July, Constitution Day, George Washington's birthday, military songs from the Revolutionary War, tribal songs, the Liberty Bell

SS 5.1.2.d Explore models of group and individual actions that illustrate civic ideas in the founding of the United States.

For example: George Washington, Boston Tea Party, Continental Congress, Federalist Papers, Sons of Liberty, *Common Sense* by Thomas Paine, Mayflower Compact

SS 5.1.2.e Examine how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States.

For example: communication through civil discourse historically and presently, constitutional compromises, Continental Congress

SS 5.1.2.f Determine how the roles of individuals and groups influenced government.

For example: George Washington, John Adams, Abigail Adams, Thomas Jefferson, Benjamin Franklin, sovereign Native Americans, Patriots, Loyalists, European governments,

**Economics**

**Economic Decision Making**

SS 5.2.1 Not addressed at this level

**Financial Literacy**

SS 5.2.2 Not addressed at this level

**Exchange and Markets**

SS 5.2.3 Explain how human capital can be improved by education and training and thereby increase standards of living.

SS 5.2.3.a List examples of how additional education/training improves productivity and increases standards of living.

For example: On the job training, education can all lead to higher wages.

SS 5.2.4 Explain how specialization, division of labor, and technology increase productivity and interdependence.

SS 5.2.4.a Describe the historical role of innovation and entrepreneurship in a market economy.

For example: apprentice, journeyman, early inventors and entrepreneurs

**National Economy**

SS 5.2.5 Summarize characteristics of economic institutions in the United States.

SS 5.2.5.a Describe the importance of financial institutions to households and businesses.

For example: loans to agriculture, business, and individuals in order to provide capital; importance of rule of law to enforce contracts and provide for private property

SS 5.2.5.b Explain the rules and laws that protect and support consumers.

For example: contracts, agreements, and product safety

SS 5.2.5.c Identify goods and services funded through federal taxes.

For example: military and armed forces, parks

**Global Economy**

SS 5.2.6 Summarize how specialization and trade impact the global market and relationships with other countries.

SS 5.2.6.a Describe how international trade promotes specialization and division of labor and increases the productivity of labor, output, and consumption.

For Example: New England specialized in ship building and fishing, South Carolina grew rice, the Middle Colonies had grain, and the Upper South grew tobacco and got finished goods like books from Great Britain.

SS 5.2.6.b Explain how trade impacts relationships between countries.

For example: fur, tobacco, cotton, lumber, triangle trade, tribal trading with settlers

## **Geography**

### **Location and Place**

SS 5.3.1 Explore where (spatial) and why people, places, and environments are organized in the United States.

SS 5.3.1.a Use maps and atlases to locate major human and physical features in the United States.

For example: states, capitals and major cities, Rocky Mountains, Appalachian Mountains, Great Lakes

SS 5.3.1.b Apply map skills to analyze physical/political maps of the United States.

For example: Identify latitude/longitude and the global grid, and the ocean currents, trade winds.

SS 5.3.1.c Determine why things are located where they are in the United States.

For example: Why were the 13 colonies located on the eastern side of the United States? Why was corn raised in Pennsylvania and Ohio and cotton in Virginia and Georgia?

### **Regions**

SS 5.3.2 Compare the characteristics of places and regions and draw conclusions on their impact on human decisions.

SS 5.3.2.a Identify criteria used to define regions within the United States.

For example: location, climate, industry, landforms, bodies of water

SS 5.3.2.b Identify and classify regions and places within the United States using physical and human features.

For example: Tidewater, New England, Hudson Valley, congressional districts

### **Human-Environment Interaction**

SS 5.3.3 Explain how human and natural forces have modified different environments in the United States and how humans have adapted.

SS 5.3.3.a Identify examples of ecosystems and analyze issues related to the natural setting in the United States.

For example: forests, deserts, grasslands, deforestation, wildfires, urban sprawl, flooding, erosion, strip mining

SS 5.3.3.b Describe the impact of extreme natural events in the United States on the human and physical environment.

For example: lightning, blizzards, floods, drought, hurricanes, tornadoes result in changes to agricultural/construction/public safety practices

SS 5.3.3.c Examine patterns of resource distribution and utilization in the United States.

For example: fisheries, forests, agricultural development, manufacturing regions

**Movement**

SS 5.3.4 Compare, contrast, and draw conclusions about the characteristics of culture and migration in the United States.

SS 5.3.4.a Compare and contrast patterns of culture within the United States over time and space.

For example: languages, religions, foods, music, sports, celebrations

SS 5.3.4.b Compare and contrast population characteristics of the United States.

For example: density, distribution, growth rates

SS 5.3.4.c Explain reasons for historical and present day migrations to and within the United States.

For example: economic opportunity, war, famine, natural disasters, persecution

**Geospatial Skills and Geo-literacy**

SS 5.3.5 Use geographic skills to interpret issues and events.

SS 5.3.5.a Explain the influences of physical and human geographic features on events in the United States.

For example: Developing major settlements around natural East Coast harbors such as New York City (New Amsterdam), building the Boston Post Road to improve connections and communications within the colonies, migrating through the Cumberland Gap into the Kentucky bluegrass region

SS 5.3.5.b Analyze aspects of human and physical geography that have shaped the settlement and development of Early America.

For example: latitude and longitude in the role of early navigation, groundwater and irrigation, westward expansion of European immigrants, seeds, fertile soils, agriculture, transportation systems, water power

## History

### ***Change, Continuity, and Context***

SS 5.4.1 Investigate patterns of continuity and change over time from the Pre-Columbian era through the Constitution.

SS 5.4.1.a Examine the chronology of key events in the United States and communicate their impact on various groups in the past, present, and future.

For example: Development of civilizations in America before Columbus, founding of colonies, Native American responses to colonization, coming of American Revolution, founding of United States, creation of the United States Constitution, Bill of Rights, the gradual abolition of slavery in the northern states

### ***Multiple Perspectives***

SS 5.4.2 Describe and explain multiple perspectives of historical events in the Pre-Columbian era through the Constitution including marginalized and underrepresented groups.

SS 5.4.2.a Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.

For example: The Boston Massacre, Declaration of Independence, United States Constitution, historical biographies

SS 5.4.2.b Identify and describe how multiple perspectives facilitate the understanding of US history.

For example: Battle for the Old Northwest, Atlantic Slave Trade

### ***Historical Analysis and Interpretation***

SS 5.4.3 Analyze past and current events and challenges from the Pre-Columbian era through the Constitution.

SS 5.4.3.a Compare the impact of people, events, ideas, and symbols on various cultures and ethnic groups in the Pre-Columbian era through the Constitution.

For example: Native American cultures, exploration, conflict, colonization, the emergence of democratic institutions, the Revolution, founders and founding documents, the unique nature of the creation of the United States leading to a nation based upon personal freedom, inalienable rights, and democratic ideals, and other patriotic national symbols

### ***Historical Inquiry and Research***

SS 5.4.4 Apply the inquiry process to construct and answer historical questions.

SS 5.4.4.a Construct and answer questions about the Pre-Columbian era through the Constitution based on multiple sources.

For example: Why did people migrate to the Americas?

SS 5.4.4.b Evaluate and cite appropriate primary and secondary sources to research the Pre-Columbian era through the Constitution.

For example: use of appropriate citation format; determine the credibility, contextualization, and corroboration of sources

SS 5.4.4.c Gather, analyze, and communicate historical information from the Pre-Columbian era through the Constitution from multiple sources.

For example: document archives, artifacts, newspapers, interviews, pictures, posters, oral/written narratives, and electronic presentation

## Nebraska Social Studies Standards

**Middle School Standards Introduction:** The purpose of Nebraska's 6-8 Social Studies Standards is to integrate important subject matter and skills, and to provide students a robust understanding of grade-specific concepts. The standards should not be viewed in isolation, but as a unifying approach to social studies curriculum and instruction.

6th Grade	7th Grade	8th Grade
<b>Civics</b>		
SS 6.1.1 Investigate the foundations, structures, and functions of governmental institutions.	SS 7.1.1 Analyze the foundations, structures and functions of governmental institutions.	SS 8.1.1 Investigate and analyze the foundation, structure, and functions of the United States government.
SS 6.1.2 Investigate the roles, responsibilities, and rights of citizens.	SS 7.1.2 Analyze the roles, responsibilities, and rights of citizens and groups in international societies.	SS 8.1.2 Evaluate the roles, responsibilities, and rights as local, state, national, and international citizens.
<b>Economics</b>		
SS 6.2.1 Investigate how economic decisions affect the well-being of individuals and society.	SS 7.2.1 Not addressed at this level	SS 8.2.1 Not addressed at this level
SS 6.2.2 Not addressed at this level	SS 7.2.2 Not addressed at this level	SS 8.2.2 Understand personal and business financial management.
SS 6.2.3 Explain the interdependence of producers and consumers.	SS 7.2.3 Not addressed at this level	SS 8.2.3 Not addressed at this level
SS 6.2.4 Not addressed at this level	SS 7.2.4 Investigate how varying economic systems impact individuals in a civilization/society.	SS 8.2.4 Justify and debate economic decisions made by North American societies.
SS 6.2.5 Not addressed at this level	SS 7.2.5 Analyze information using appropriate data to draw conclusions about the total production, income, and economic growth in various economies.	SS 8.2.5 Illustrate how international trade impacts individuals, organizations, and nations.
SS 6.2.6 Not addressed at this level	SS 7.2.6 Illustrate how international trade impacts individuals, organizations, and nations/societies.	

Nebraska Social Studies Standards

6th Grade	7th Grade	8th Grade
<b>Geography</b>		
SS 6.3.1 Identify where (spatial) and why people, places, and environments are organized on the Earth's Surface.	SS 7.3.1 Not addressed at this level	SS 8.3.1 Not addressed at this level
SS 6.3.2 Not addressed at this level	SS 7.3.2 Evaluate how regions form and change over time.	SS 8.3.2 Examine how regions form and change over time.
SS 6.3.3 Identify how the natural environment is changed by natural and human forces, and how humans adapt to their surroundings.	SS 7.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings.	SS 8.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings.
SS 6.3.4 Interpret and summarize patterns of culture around the world.	SS 7.3.4 Examine and interpret patterns of culture around the world.	SS 8.3.4 Not addressed at this level
SS 6.3.5 Not addressed at this level	SS 7.3.5 Compare issues and/or events using geographic knowledge and skills to make informed decisions.	SS 8.3.5 Not addressed at this level
<b>History</b>		
6.4.1 Analyze patterns of continuity and change over time in world history.	SS 7.4.1 Compare patterns of continuity and change over time in world history.	SS 8.4.1 Analyze patterns of continuity and change over time in United States history.
SS 6.4.2 Use multiple perspectives to identify the historical, social, and cultural context of past and current events.	SS 7.4.2 Use multiple perspectives to examine the historical, social, and cultural context of past and current events.	SS 8.4.2 Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events.
SS 6.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.	SS 7.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.	SS 8.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.
SS 6.4.4 Interpret and evaluate sources for historical context.	SS 7.4.4 Analyze and interpret sources for perspective and historical context.	SS 8.4.4 Evaluate and interpret sources for perspective and historical context.
SS 6.4.5 Apply the inquiry process to construct and answer historical questions.	SS 7.4.5 Apply the inquiry process to construct and answer historical questions.	SS 8.4.5 Apply the inquiry process to construct and answer historical questions.

**Grade Level Summary and Theme**

*World Studies I:* In sixth grade, students are ready to deepen their understanding of the Earth and its peoples through the study of history, geography, politics, culture, and economic systems. Students examine the world by exploring the location, place, and spatial organization of the world's ancient civilizations. In this way, students develop higher levels of critical thinking by considering why civilizations developed, where and when they did, and why they declined. Students will have multiple opportunities to employ maps and timelines, to compare the foundations of economic and political systems, and to engage in content-driven research and inquiry. Students will explore the connections between ancient and classical societies and contemporary civic ideas and issues. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link between the contemporary and ancient worlds.

**Civics**

***Forms and Functions of Government***

SS 6.1.1 Investigate the foundations, structures, and functions of governmental institutions.

SS 6.1.1.a Analyze the different forms of government through the study of early civilizations.

For example: tribal, monarchy, democracy, republic, theocracy, tyranny and oligarchy

SS 6.1.1.b Identify the development of written laws and artifacts.

For example: Code of Hammurabi, Greek Democracy, Asumite, Confucius, Ten Commandments, Indian deities

SS 6.1.1.c Communicate the various ways governmental decisions have impacted people, places, and history.

For example: invasions, conquests, laws, public works, religious tolerance, censorship, hierarchy

SS 6.1.1.d Investigate important government principles.

For example: democracy, rule of law, justice, equality, toleration

***Civic Participation***

SS 6.1.2 Investigate the roles, responsibilities, and rights of citizens.

SS 6.1.2.a Describe ways individuals participate in the political process.

For example: tribal/family institutions, city-state, voting, contacting officials, civic engagement, decision making, leadership

SS 6.1.2.b Compare and contrast the roles and rights of individuals in Ancient Civilizations to those in the United States today.

For example: military service, voting, civic engagement, decision making, leadership

## **Economics**

### ***Economic Decision Making***

SS 6.2.1 Investigate how economic decisions affect the well-being of individuals and society.

SS 6.2.1.a Compare the benefits and costs of economic decisions made by Ancient Civilizations.

For example: marginal benefits of the migration of the Swahili people throughout southern Africa, Constantine the Great's decision to convert the Roman Empire to Christianity, Ancient Mesopotamians that settled along the Tigris and Euphrates to sustain life in a desert

SS 6.2.1.b Examine how social and governmental decisions impact economic well-being.

For example: Under constant invasion, Chinese dynasties built the Great Wall. Europeans and Asians were able to establish trade through the Silk Road to attain resources not native to their own continents. The caste system of Ancient India established order in the government but at the sake of the liberty of those in lower castes. Use democratic process established in Greece to make a classroom decision.

### ***Financial Literacy***

SS 6.2.2 Not addressed at this level

### ***Exchange and Markets***

SS 6.2.3 Explain the interdependence of producers and consumers.

SS 6.2.3.a Identify producers and consumers for Ancient civilizations.

For example: Examine the independence and interdependence of social classes in ancient societies. List items sold and traded among various medieval societies.

SS 6.2.3.b Explain how the interaction between producers and consumers satisfied economic wants and needs.

For example: Research the various resources that were utilized as mediums of exchange like animals, cowry shells, gold, and porcelain. Examine how societies without currency differed from those with currency.

### ***National Economy***

SS 6.2.4 Not addressed at this level

### ***Global Economy***

SS 6.2.5 Not addressed at this level

## **Geography**

### ***Location and Place***

SS 6.3.1 Identify where (spatial) and why people, places, and environments are organized on the Earth's surface.

SS 6.3.1.a Identify and illustrate the locations of the first cities, civilizations, and empires and the reasoning for their locations.

For example: river civilizations (Tigris/Euphrates, Yellow, Indus, Nile, Mesopotamia), early cities (Memphis, Ur, Babylon)

Nebraska Social Studies Standards

SS 6.3.1.b Investigate the human and physical characteristics of early patterns of civilizations and empires.

For example: agricultural societies (agricultural hearths for crops and livestock), deposits of copper and iron

**Regions**

SS 6.3.2 Not addressed at this level

**Human Environment Interaction**

SS 6.3.3 Identify how the natural environment is changed by natural and human forces, and how humans adapt to their surroundings.

SS 6.3.3.a Describe the impact of natural processes on the human and physical environments.

For example: precipitation, drought, earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides

SS 6.3.3.b Summarize how early humans utilized and adapted to their physical environment.

For example: irrigation, levees, terraces, fertile soils, mechanized agriculture, changes in land use, clothing, sewage systems, scarcity of resources

**Movement**

SS 6.3.4 Interpret and summarize patterns of culture around the world.

SS 6.3.4.a Compare and contrast characteristics of groups of people/settlements.

For example: characteristics of river civilizations

SS 6.3.4.b Explain how cultural diffusion occurs.

For example: trade routes, migration, conquest/empire building

**Geospatial Skills and Geo-literacy**

SS 6.3.5 Not addressed at this level

**History**

**Change, Continuity, and Context**

SS 6.4.1 Analyze patterns of continuity and change over time in world history.

SS 6.4.1.a Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.

For example: Chavin, Zapotec, Olmec, Mesopotamia, Egypt, Indus, Greco-Roman, early Chinese and Japanese dynasties, Hinduism, Taoism, Buddhism, Judaism, Christianity, Islam

SS 6.4.1.b Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts.

For example: Hammurabi's Code, symbols of world religions

**Multiple Perspectives**

SS 6.4.2 Use multiple perspectives to identify the historical, social, and cultural context of past and current events.

SS 6.4.2.a Identify evidence from multiple perspectives and sources to better understand the complexities of world history.

For example: Macedonian Empire, Persian Empire

SS 6.4.2.b Explain the use of primary and secondary sources to better understand multiple perspectives of the same event.

For example: foundational texts of world religions

SS 6.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.

SS 6.4.3.a Identify how differing experiences can lead to the development of perspectives.

For example: religious, ethnic and racial groups

SS 6.4.3.b Interpret perspectives of marginalized and underrepresented regions around the world.

For example: inclusion of non-Eurasian civilizations

**Historical Analysis and Interpretation**

SS 6.4.4 Interpret and evaluate sources for historical context.

SS 6.4.4.a Compare and contrast primary and secondary sources of history.

For example: Compare Lascaux cave paintings with a historian's interpretation of the Paleolithic Era.

SS 6.4.4.b Analyze the relationships among historical events in the world and relevant contemporary issues.

For example: agriculture, technology, written laws

**Historical Inquiry and Research**

SS 6.4.5 Apply the inquiry process to construct and answer historical questions.

SS 6.4.5.a Construct and answer inquiry questions using multiple historical sources.

For example: What defines an empire?

SS 6.4.5.b Identify and cite appropriate sources for research about world history, including primary and secondary sources.

For example: Hammurabi's Code, Twelve Tables

SS 6.4.5.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

## Grade 7

### **Grade Level Summary and Theme**

*World Studies II:* In seventh grade, students become more proficient with the core concepts in social studies. This grade level focuses on a regional examination of geography, civics, economics, and history of post-classical societies. The purpose of studying these different regions and eras is to develop an understanding of major factors influencing our world today.

The course guides students in exploring the connection between historical developments and contemporary global issues. Students will have multiple opportunities to use geographic concepts and processes, develop economic reasoning, examine specific historical ideas, beliefs, and themes, and analyze how individuals and societies have changed over time. Students will further develop fundamental concepts and processes of authority, power, and influence with particular emphasis on the democratic skills and attitudes necessary to become responsible citizens.

### **Civics**

#### **Forms and Functions of Government**

SS 7.1.1 Analyze the foundations, structures, and functions of governmental institutions.

SS 7.1.1.a Describe different forms and structures of government around the world and how they address the needs of the citizens.

For example: republic, monarchy, authoritarian/dictatorship, how nation-states interact, unlimited forms of government, limited forms of government, imperialism

SS 7.1.1.b Identify and report significant historic events and documents that have influenced governmental institutions and their function.

For example: any governments of major societies from post-classical societies up to present that could include French Revolution, Justinian's Code, Iroquois Confederacy, Communist Manifesto, United States Constitution, Magna Carta, Native American treaties with federal government, trade agreements, arms control

SS 7.1.1.c Analyze how governmental systems have changed over time and how those developments influence civic life and ideals around the world.

For example: increased role and influence of technology on society, impact of global conflicts on local communities

#### **Civic Participation**

SS 7.1.2 Analyze the roles, responsibilities, and rights of citizens and groups in international societies.

SS 7.1.2.a Examine ways in which individuals and groups participate in the political process in different regions of the globe.

For example: interconnected nature of world events/relationships, recognize multiple perspectives on issues, demonstrate ethical use of information, service learning, volunteerism, social movements, voting

SS 7.1.2.b Evaluate how cooperation and conflict among people around the world have contributed to political, economic, and social events and situations.

For example: treaties, aftermath of global conflicts and the rise of international organizations (United Nations, NATO, League of Nations, World Health Organization)

SS 7.1.2.c Explain the roles and influence of individuals, groups, and the media on governments in an interdependent society.

For example: printing press, right to petition, media literacy, media conglomerates, social media platforms, cyber security concerns

## **Economics**

### ***Economic Decision Making***

SS 7.2.1 Not addressed at this level

### ***Financial Literacy***

SS 7.2.2 Not addressed at this level

### ***Exchange and Markets***

SS 7.2.3 Not addressed at this level

### ***National Economy***

SS 7.2.4 Investigate how varying economic systems impact individuals in a civilization/society.

SS 7.2.4.a Compare and contrast characteristics of different socio-economic groups in economic systems.

For example: traditional, market, command/communism, socialism, feudal, or caste systems - Examine the daily life of the indigenous people of Guatemala as opposed to those in urban areas.

SS 7.2.4.b Identify the relationships between diverse socio-economic groups and their economic systems in the modern world.

For example: Compare tax structures in various countries and how the people are impacted.

SS 7.2.5 Analyze information using appropriate data to draw conclusions about the total production, income, and economic growth in various economies.

SS 7.2.5.a Define the government's role in various economic systems.

For example: democratic governments' impact on capitalism and dictators' impact on command economies, tobacco industry and how rules come about in the US vs. tobacco industry in Cuba

SS. 7.2.5.b Identify various economic indicators that governments use to measure modern world societies, nations, and cultures.

For example: Explore consumption, government spending, business investment, balance of trade, exports, imports, life expectancy, literacy rates, income, etc.

Nebraska Social Studies Standards

SS 7.2.5.c Categorize goods and services provided in modern societies, nations, and cultures into the four factors of production.

For example: Identify the four factors of production (land, labor, capital, and entrepreneurship) and how they manifest in a diverse way from culture to culture and over time.

**Global Economy**

SS 7.2.6 Illustrate how international trade impacts individuals, organizations, and nations/societies.

SS 7.2.6.a Explain how individuals gain through specialization and voluntary trade and how international trade affects the domestic economy.

For example: Business owners are able to explore the world to find labor sources that help maximize profit. Many of the economies of the Americas owe their establishment and success to the development and processing of sugar cane. Corporations chartered for colonial settlement: Dutch East India Company, Virginia Company, etc.

**Geography**

**Location and Place**

SS 7.3.1 Not addressed at this level

**Regions**

SS 7.3.2 Evaluate how regions form and change over time.

SS 7.3.2.a Classify physical and human characteristics of places and regions.

For example: climate, landforms, languages, religions

SS 7.3.2.b Interpret the impact of land and water features on human decisions.

For example: location of settlements and transportation with respect to physical features

SS 7.3.2.c Identify how humans construct major world regions and the impact on human societies.

For example: geographic factors that influence international relationships and economic development-trade, communication, transportation, infrastructure

**Human Environment Interaction**

SS 7.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings.

SS 7.3.3.a Explain the impact of natural processes on human and physical environments.

For example: temperature, precipitation, drought, earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides

Nebraska Social Studies Standards  
SS 7.3.3.b Research and describe how humans have utilized and adapted to their physical environment.

For example: rivers, floods, precipitation, drought, use of natural resources

### **Movement**

SS 7.3.4 Examine and interpret patterns of culture around the world.

SS 7.3.4.a Compare and contrast characteristics of groups of people/settlements.

For example: elements of culture including languages, religions, foods, arts, clothing, education, etc.

SS 7.3.4.b Develop a logical process to describe how cultural diffusion occurs and how the diffusion of ideas impacts cultures.

For example: migration, conquering, trade

### **Geospatial Skills and Geo-literacy**

SS 7.3.5 Compare issues and/or events using geographic knowledge and skills to make informed decisions.

SS 7.3.5.a Classify the physical or human factors that explain the geographic patterns of world events.

For example: Use maps/charts/diagrams/timelines/mapping technology to track and analyze historical changes over space and time (spread of religious groups, spatial connections through trade or political arrangement).

SS 7.3.5.b Develop geographic representations and analyze the role of geographic physical and human factors in determining the arrangement of economic activity and patterns of human settlement.

For example: geographic concentration of manufacturing, banking, or industries, urbanization, availability of arable land, water and suitable climate for farming, access to resources for development

## **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 7.4.2 Use multiple perspectives to examine the historical, social, and cultural context of past and current events.

SS 7.4.2.a Analyze evidence from multiple perspectives and sources to better understand the complexities of world history.

For example: caste system, partition of India, Ibn Battuta, Zheng He, Marco Polo, Mansa Musa, Mongol Empire, Berlin Conference, Arab-Israeli Conflict, Latin American revolutions, Columbian Exchange

SS 7.4.2.b Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.

For example: foundational texts of world religions

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 Analysis and Interpretation**

SS 7.4.4 Analyze and interpret sources for perspective and historical context.

SS 7.4.4.a Compare and contrast primary and secondary sources of history.

For example: Compare eyewitness accounts of the Black Death with contemporary medical understandings.

SS 7.4.4.b Identify the cause and effect relationships among historical events in the world and relevant contemporary issues.

For example: migrations, declarations of war, treaties, alliances, epidemics

**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.

Nebraska Social Studies Standards

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

## Grade 8

### **Grade Level Summary and Theme**

*United States History:* In eighth grade, students develop a new, more abstract level of understanding of social studies concepts. The context for developing this understanding is U.S. history and government. After reviewing the Colonial foundations of what became the United States, students explore the ideas, issues, and events from the adoption of the United States Constitution through the Gilded Age. Study of the founding of the United States allows students to explore the development of the United States' unique institutions of government, civic ideals, geography and economy.

### **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.a Identify and describe the different systems of government.  
For example: Monarchy, Federal, Confederate, Unitary, Tribal, corporate

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.c Examine the development of foundational laws and other documents in the United States government.  
For example: Declaration of Independence, United States Constitution, Preamble, Bill of Rights

SS 8.1.1.d Evaluate how various United States government decisions impact people, place, and history.  
For example: taxation, distribution of resources, acquisition of territories, Trail of Tears, Indian Removal Act, Dred Scott decision, treaties, Louisiana Purchase, census, Civil War, War of 1812, Mexican-American War

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

SS 8.1.1.f Analyze the development and significance of political parties in the United States.  
For example: Federalists and Antifederalists

**Civic Participation**

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

SS 8.1.2.a Demonstrate ways individuals participate in the political process.

For example: registering and voting, elections, contacting government officials, campaign involvement, demonstrating ethical use of information

SS 8.1.2.b Analyze the significance of patriotic symbols, songs and activities in terms of historical, social, and cultural contexts.

For example: Pledge of Allegiance, "The Star-Spangled Banner," "America the Beautiful," recognition of Memorial Day, Independence Day, Veterans Day, Martin Luther King, Jr. Day, Constitution Day, Patriot's Day - 9/11, Native American Heritage Day, tribal flag songs

SS 8.1.2.c Demonstrate civic engagement.

For example: engaging in service learning projects, volunteerism, student government participation, participation in simulations of democratic processes (mock trials, elections, etc.), USCIS Citizenship test, communicating through civil discourse

SS 8.1.2.d Describe how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States.

For example: Louisiana Purchase, Civil War, Civil Disobedience, NAACP movement, women's movement, slave rebellions, Jim Crow laws

SS 8.1.2.e Compare and contrast the roles and influences of individuals, groups, and the media on American government.

For example: Seneca Falls Convention, Underground Railroad, Horace Greeley, Harriet Beecher Stowe, Jane Addams, Muckrakers, Booker T. Washington, Chief Standing Bear, Susan La Flesche

**Economics**

**Economic Decision Making**

SS 8.2.1 Not addressed at this level

**Financial Literacy**

SS 8.2.2 Understand personal and business financial management.

SS 8.2.2.a Identify skills for future financial success.

For example: Identify key terms associated with budgeting, credit, savings, credit score, investing, fraud, and risk management.

SS 8.2.2.b Understand tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources.

For example: Analyze the impact of credit on an individual's ability to acquire goods and services, charitable contributions.

**Exchange and Markets**

SS 8.2.3 Not addressed at this level

### **National Economy**

SS 8.2.4 Justify and debate economic decisions made by North American societies.

SS 8.2.4.a Research the origins and development of the economic system, banks, and financial institutions in the United States.

For example: Examine the work of Alexander Hamilton and his influence on the banking system in the U.S. economy.

SS 8.2.4.b Explain how tax revenues are collected and distributed.

For example: Review the Constitution to understand the roles of each branch in establishing a national budget and how the separation of powers is structured.

SS 8.2.4.c Describe the progression of money and its role in early United States history.

For example: Identify what forms of currency/bartering were used as a medium for exchange among various Native American tribes. Examine what services and regulations were established during the Progressive Era as urban areas' populations boomed. Examine the National Banking Act of 1863.

### **Global Economy**

SS 8.2.5 Illustrate how international trade impacts individuals, organizations, and nations.

SS 8.2.5.a Explain that currency must be converted to make purchases in other countries.

For example: Trace the conversion of products and currency between the French and the indigenous tribes of the Midwest.

SS 8.2.5.b Recognize how trade barriers impact the prices and quantity of goods.

For example: Examine the impact of the Sugar and Molasses Act of 1733 and the Stamp Act of 1765.

### **Geography**

#### **Location and Place**

SS 8.3.1 Not addressed at this level

#### **Regions**

SS 8.3.2 Examine how regions form and change over time.

SS 8.3.2.a Evaluate physical and human characteristics of places and regions.

For example: climate, landforms, religious groups, ethnic groups

SS 8.3.2.b Determine the impact of land and water features on human decisions.

For example: location of settlements and transportation with respect to physical features

SS 8.3.2.c Identify and justify how humans develop major world regions and the impact on human societies.

For example: geographic factors that influence international relationships and economic development-trade, communication, transportation, infrastructure

**Human Environment Interaction**

SS 8.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings.

SS 8.3.3.a Interpret the impact of natural processes on human and physical environments.

For example: precipitation, drought, earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides

SS 8.3.3.b Analyze how humans have utilized and adapted to their physical environment.

For example: rivers, wetlands, forests, treeless plains, precipitation, drought

**Movement**

SS 8.3.4 Not addressed at this level

**Geospatial Skills and Geo-literacy**

SS 8.3.5 Not addressed at this level

**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.

Nebraska Social Studies Standards

SS 8.4.2.a Compare and interpret evidence from multiple perspectives and sources to better understand the complexities of US history.

For example: Dawes Act, Santee Mankato Executions (Dakota Uprising), Chinese Exclusion Act, Treaty of Guadalupe Hidalgo, Reconstruction Acts and Amendments, The Emancipation Proclamation, organized labor, Women's Suffrage Movement

SS 8.4.2.b Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.

For example: The Bill of Rights, slavery, Gettysburg Address, "The New Colossus" poem

SS 8.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.

SS 8.4.3.a Identify how differing experiences can lead to the development of perspectives.

For example: Compare primary accounts by American Indian peoples and American settlers regarding the expansion of the United States.

SS 8.4.3.b Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.

For example: Compare how differing Native American groups and Spanish-speaking peoples responded to the Indian Removal Act and the Mexican-American War.

***Historical Analysis and Interpretation***

SS 8.4.4 Evaluate and interpret sources for perspective and historical context.

SS 8.4.4.a Compare and contrast primary and secondary sources of history.

For example: Compare what texts say about Wounded Knee Massacre to Black Elk's account of the same event.

SS 8.4.4.b Evaluate the relationships among historical events in the United States and relevant contemporary issues.

For example: political party platforms, continuing debates about role of government

***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?

Nebraska Social Studies Standards

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

## High School Civics

### **Summary**

In a constitutional republic, productive civic engagement requires knowledge about the functions of state and local government, courts and legal systems, the U.S. Constitution, other nations' systems and practices, and international institutions. Civics is not limited to the study of politics and society; it also encompasses participation in classrooms and schools, neighborhood, groups, and organizations using civic virtues and principles to guide that participation (which includes the discussion of issues and making choices and judgments with information and evidence, civility and respect, and concern for fair procedures). Civics enables students not only to study how others participate but also to practice participating and taking informed action themselves.

### ***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.a Examine the historical foundation that influenced the creation of the United States Constitution.

For example: philosophers, social contract theory, natural rights, Constitutional Convention, Federalist, and Anti-Federalist Papers, Iroquois Confederation, and the imbalance of representation

SS HS.1.1.b Evaluate the structure of American constitutional government.

For example: federalism, democracy, representative government, branches of the government, separation of powers, checks and balances, amendment process, concurrent/enumerated/implied powers, electoral college, Bill of Rights, Reconstruction amendments, Prohibition, women's vote

SS HS.1.1.c Analyze the functions of United States government and its outcomes.

For example: national security, legislative law-making, executive implementation, judicial interpretation, constitutionalism, taxation, naturalization of citizens, environmental implications

SS HS.1.1.d Analyze the foundation, structures, and functions of local government and its outcomes.

For example: city council, school board, county government, regional boards, grassroots, local organizations, community organizations

SS HS.1.1.e Analyze the foundation, structures, and functions of state government and its outcomes.

For example: bicameral/unicameral, reapportionment/redistricting, branches of government, judiciary process, penal system

SS HS.1.1.f Analyze the foundation, structures, and functions of supranational organizations.

For example: United Nations, NATO, European Union, treaties, trade organizations, Native American Treaties

Nebraska Social Studies Standards

SS HS.1.1.g Analyze the roles that political parties have played in the United States.

For example: Republican Party - Civil War, Populist Party - Progressive movement, Democratic Party - New Deal, Southern Strategy- Dixiecrats, emergence of the Tea Party Movement, hyperpartisanship

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

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

**Civic Participation**

SS HS.1.2 Demonstrate meaningful civic participation by analyzing local, state, national, or international issues and policies.

SS HS.1.2.a Investigate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy.

For example: lobbying, voting, contacting government officials, petitioning, civil disobedience, tribal voting, tribal government officials, analyze past voting patterns and discuss methods to increase participation in voting

SS HS.1.2.b Analyze and communicate the significance and impacts of patriotic symbols, songs, holidays, and activities in terms of historical, social, and cultural contexts.

For example: Pledge of Allegiance, "The Star-Spangled Banner," "America the Beautiful," Dr. Martin Luther King, Jr. Day and "I Have a Dream" speech, George Washington's Birthday, Abraham Lincoln's Birthday, Presidents Day, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, and Thanksgiving Day, 4th of July, Hispanic Heritage month, tribal flag songs

SS HS.1.2.c Engage and reflect on participation in civic activities.

For example: discussing current issues, advocating for personal rights and the rights of others, influencing governmental actions, participating in civil discourse, registering for selective service, registering to vote, and voting when reaching the age of majority, participating in community improvement activities, service learning

SS HS.1.2.d Investigate an issue and communicate which level of government is most appropriate to utilize in addressing the issue.

For example: students communicate through an editorial, public service announcement, pamphlet, public presentation, tribal council, community entities

SS HS.1.2.e Demonstrate how individuals, groups, and the media check governmental practices.

For example: Watergate, Civil Rights movement, Suffrage movement

SS HS.1.2.f Analyze various media sources for accuracy and perspective.

For example: news media literacy, online civic reasoning

Nebraska Social Studies Standards  
**High School Economics**

**Summary**

Effective economic decision making requires that students have a keen understanding of the ways in which individuals, businesses, governments, and societies make decisions to allocate human capital, physical capital, and natural resources among alternative uses. This economic reasoning process involves the consideration of costs and benefits with the ultimate goal of making decisions that will enable individuals and societies to be as well-off as possible. The study of economics provides students with the concepts and tools necessary for an economic way of thinking and helps students understand the interaction of buyers and sellers in markets, workings of the national economy, and interactions within the global marketplace. Economics is grounded in knowledge about how people choose to use resources. Economic understanding helps individuals, businesses, governments, and societies choose what resources to allocate to work, to school, and to leisure; how many dollars to spend, and how many to save; and how to make informed decisions in a wide variety of contexts. Economic reasoning and skillful use of economic tools draw upon a strong base of knowledge about human capital, land, investments, money, income and production, taxes, and government expenditures. To be effective participants in our representative democracy, students need an understanding of economics.

***Economic Decision Making***

SS HS.2.1 Apply economic concepts that support rational decision making.

SS HS.2.1.a Make decisions by systematically considering alternatives and consequences through the use of cost benefit analysis.

For example: PACED decision making model (Problem, Alternatives, Criteria, Evaluate, Decision); Some potential topics could include options for energy sources, center pivot irrigation, oil pipeline through Nebraska, use of pesticides and fertilizers. Decisions made by businesses and social issues including corporate social responsibility programs, green energy, living wage, paid parental leave, equal pay, social entrepreneurship (businesses that aim to solve social problems).

SS HS.2.1.b Assess the incentives for investing in personal education, skills, and talents.

For example: Research returns to education, look at cost of education, and compare to earnings; costs of returning to small towns vs. cities

***Financial Literacy***

SS HS.2.2 Develop a plan to support short- and long-term goals.

SS HS.2.2.a Develop a budget using a financial record keeping tool.

For example: Mint.com, spreadsheet, Quicken, journal on paper

SS HS.2.2.b Compare and contrast different types of banking accounts and features.

For example: checking, savings, money market, CDs

SS HS.2.2.c Assess the effects of taxes on personal income.

For example: state income tax, federal income tax, social security, property tax, sales tax, etc.

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SS HS.2.2.d Compare and contrast possible career choices.

SS HS.2.3 Critique strategies used to establish, build, maintain, monitor, and control credit.

SS HS.2.3.a Compare and contrast the costs and benefits of different types and sources of credit and debt.

For example: credit card interest rates, personal loans rates, mortgage rates, student loan rates, etc.

SS HS.2.3.b Investigate strategies to effectively manage debt and factors that influence credit ratings.

For example: Credit cards, auto loans, mortgages, extended warranties

SS HS.2.4 Evaluate savings, investment, and risk management strategies to achieve financial goals.

SS HS.2.4.a Explain the importance of saving and investing early to ensure financial security.

For example: compound interest, use rule of 72, time value of money

SS HS.2.4.b Develop an investment strategy to achieve short- and long-term goals utilizing a variety of investment vehicles.

For example: stocks, bonds, mutual funds, retirement plans, investment in education including analysis of student loans, average income of job, and repayment of loan, investment in homeownership vs. rental

SS HS.2.4.c Examine appropriate and cost effective risk management strategies.

For example: health, disability, life, auto insurance, personal identity protection, extended warranties, fraud protection

### **Exchange and Markets**

HS.2.5 Explain the role of markets in determining prices and allocating scarce goods and services.

SS HS.2.5.a Summarize the role of competition, markets, and prices.

For example: Use product and factor market/circular flow; compare market structures (perfect competition to monopoly)

SS HS.2.5.b Illustrate how markets determine changing equilibrium prices through supply and demand analysis.

For example: changes in demand and supply, changes in quantity demanded and quantity supplied

SS HS.2.5.c Hypothesize how competition between sellers could result in lower prices, higher quality products, and better customer service.

For example: Look at businesses in the monopolistic market structure - competing for consumer dollars, trying to earn your business.

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SS HS.2.5.d Investigate possible causes and consequences of shortages and surpluses.

For example: use current events and public policy - rent control and minimum wage, etc.

**National Economy**

SS HS.2.6 Explain how economic institutions impact different individuals and various groups.

SS HS.2.6.a Explain how various economic institutions have played a role in United States economic policy and practice.

For example: corporations, labor unions, financial institutions, stock markets, cooperatives, small business and entrepreneurs, and business partnerships

SS HS.2.6.b Calculate and describe the impact of economic indicators.

For example: trends and business cycles using GDP, unemployment rates including frictional, structural, cyclical, inflation/deflation rates

SS HS.2.6.c Describe the functions and role of the Federal Reserve System and its influence through monetary policy.

For example: balancing inflation and unemployment, and how banks and a sound monetary system are critical to a functioning economy

SS HS.2.7 Assess the roles of institutions such as clearly defined property rights and the rule of law in a market economy.

SS HS.2.7.a Assess how property rights are defined, enforced, and limited by government.

For example: contracts and the rule of law, zoning laws, eminent domain, Homestead Act, copyright laws, patents, and intellectual property

SS HS.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.

SS HS.2.8.a Examine how governments utilize taxation to provide goods and services to society.

For example: disaster relief, flood control, military and armed forces, ownership of resources

SS HS.2.8.b Evaluate the effectiveness of government policies altering market outcomes.

For example: Use economic theory to analyze current events and public policy. Compare and contrast farm subsidies and corporate incentives.

SS HS.2.8.c Critique government policies and regulations in areas of market failure.

For example: monopolies, externalities, non-enforcement of property rights

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SS HS.2.9 Examine the government's influence on economic systems through fiscal policy.

SS HS.2.9.a Explore various forms of taxation including income, sales, and capital gains and examine how governments can use taxing and spending policies to influence behavior.

For example: alcohol tax, home mortgage interest deduction, sales tax, etc.

SS HS.2.9.b Examine the impact of fiscal policy on budget deficits/surpluses and national debt.

For example: Spending resources to service the debt impacts opportunities for using the funds for other needs.

**Global Economy**

SS HS.2.10 Investigate how international trade affects individuals, organizations, the domestic economy, and other nations.

SS HS.2.10.a Explore comparative advantage among different countries.

For example: research on what different countries produce when they specialize in those products

SS HS.2.10.b Analyze the impact on prices and quantities of various trade policies, both domestically and internationally.

For example: tariffs, quotas, protectionist policies, and the resulting changes in price and quantity; research NAFTA and/or Brexit.

Nebraska Social Studies Standards  
**High School Geography**

**Summary**

To succeed in an increasingly interconnected world, Nebraska's next generation of citizens will need to be fluent in spatial knowledge. Geography at the high school level prepares students to understand the world and their place in it. Beyond merely knowing "Where?" the geographically minded person will be better equipped to answer the question of "Why there?" An integrative study of our planet's human and physical features will involve 21st century technologies and inquiry-based research methods. This approach will expand students' geographic knowledge and enable them to think critically about problems. Through analysis of spatial patterns and relationships over time and place, students will be better able to make sense of both the past and present, and be well equipped to address society's future needs.

***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.a Determine spatial organization of human settlements in relation to natural features.

For example: population density and distribution, world climate regions, city categorization, natural resource deposits, agricultural hearths, croplands, structure of communities, highway and rail networks

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

***Regions***

SS HS.3.2 Evaluate how regions form and change over time.

SS HS.3.2.a Analyze physical and human processes that shape places and regions.

For example: historical influences, current events, natural disasters, climate change, conflicts, natural processes (erosion, plate tectonics), relationships and connections

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)

## Nebraska Social Studies Standards

### 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

### **Human-Environment Interactions**

SS HS.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.

SS HS.3.3.a Explain components of Earth's physical systems and evaluate the impact of natural processes on human environments.

For example: atmosphere, lithosphere, biosphere, and hydrosphere, plate tectonics/continental drift, global ocean systems, atmospheric systems, natural disasters, Earth's orbit, seasonal changes in ice coverage, greenhouse effect

SS HS.3.3.b Evaluate how humans have utilized and adapted to their physical environment.

For example: renewable and non-renewable resources, the cultural landscape, natural disasters (hurricanes, wildfires), environmental technological adaptations (air conditioning, skyways, insulation), synthetic materials, human modifications to physical environment, conservation and environmentalism, Genetically Modified Organisms (GMO), agricultural revolutions, transportation networks, industrial revolutions, Von Thunen Model of Land Use, deforestation, desertification

### **Movement**

SS HS.3.4 Compare and contrast patterns of human populations and culture over space and time on a local, national, and global scale.

SS HS.3.4.a Compare trends in human migration, urbanization, and demographic composition at a local, national, and global scale over time and short-term and long-term causes and effects.

For example: urban models, Demographic Transition Model, rural organization (long lot, metes and bounds, township and range), rural to urban migration, Human Development Index, Borchert's Epochs, trends locally, nationally, and globally over time, migration push and pull factors, effects of migration on both the source regions and destinations, More Developed Countries (MDCs) and Less Developed Countries (LDCs), demography

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

Nebraska Social Studies Standards

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

**Geospatial Skills and Geo-literacy**

SS HS.3.5 Evaluate issues and/or events using geographic knowledge and geospatial skills to make informed decisions.

SS HS.3.5.a Apply geographic knowledge and skills to interpret the past and present in order to plan for the future.

For example: developing a geographic question, acquiring and organizing data/information, performing analysis, presenting findings, and developing action plan

SS HS.3.5.b Analyze how geospatial skills and geo-literacy are applied to improve standards of living and solve problems.

For example: Examine how geospatial technologies (such as GIS [Geographic Information Systems] and remote sensing) and geographic knowledge (such as geopolitics) can be applied to better understand the world, address issues, and make spatial decisions (such as determining market potential, optimum usage of irrigation and fertilizers, or mapping public health outbreaks to determine source).

SS HS.3.5.c Evaluate geographical information sources for applications, credibility, and appropriateness in displaying spatial data.

For example: use maps (paper, digital, and mental), atlases, Global Positioning System (GPS), Geographic Information Systems (GIS), remote sensing, and forms of quantitative/qualitative data, analyze a map to determine appropriate use of scale, evaluate strengths and weaknesses of different map projections

Nebraska Social Studies Standards  
**High School History**

**Summary**

History involves acquiring knowledge about significant events, developments, individuals, groups, documents, places, and ideas to support investigations about the past. Acquiring relevant knowledge requires assembling information from a wide variety of sources in an integrative process. Developing historical knowledge in connection with historical investigations not only helps students better remember the content because it has meaning, but also allows students to become better critical thinkers. High school history courses emphasize historical thinking. Historical thinking requires understanding and evaluating change and continuity over time, and making appropriate use of historical evidence in answering questions and developing arguments about the past. It involves going beyond simply asking, "What happened when?" to evaluating why and how events occurred and developments unfolded. It involves locating and assessing historical sources of many different types to understand the contexts of given historical eras and the perspectives of different individuals and groups within geographic units that range from the local to the global. Historical thinking is a process of chronological reasoning, which means wrestling with issues of causality, connections, significance, and context with the goal of developing credible explanations of historical events and developments based on reasoned interpretation of evidence.

**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.a (US) Evaluate the cause and effect of historical events on various groups in the United States.

For example: To which conditions were Progressives responding? Why did the United States enter World War I? What caused the Great Depression? What caused the interpretation of "separate but equal" to change over time?

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.

SS HS.4.2.a (US) Identify and evaluate how considering multiple perspectives facilitates an understanding of history.

For example: Nineteenth Amendment, 1924 National Origins Act, Indian Reorganization Act of 1934, Bracero program, Civil Rights Movement

SS HS.4.2.b (US) Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.

For example: Theodore Roosevelt's New Nationalism and Woodrow Wilson's New Freedom, Indian Reorganization Act and responses from tribal leaders, differing strategies in the struggle to gain black equality

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

SS HS.4.3.a (US) Identify how differing experiences can lead to the development of perspectives.

For example: religious, racial or ethnic groups, immigrants, women, LGBTQ persons, and Native American nations

SS HS.4.3.b (US) Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.

For example: Immigration and Naturalization Act of 1965, Stonewall Riots, American Indian Movement, Equal Rights Amendment, Civil Rights Act of 1964, *West Virginia v. Barnette*, United Farm Workers

**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

SS HS.4.4.b (US) Evaluate strengths and limitations of a variety of primary and secondary historical sources.

For example: Jane Addams on settlement houses, Franklin Roosevelt's "Four Freedoms" Speech, Martin Luther King, Jr.'s "Letter from Birmingham Jail," Equal Rights Amendment

SS HS.4.4.c (US) Determine the relationship between multiple causes and effects of events and developments in the past.

For example: patterns of immigration and migration, presidential leadership strategies, tactics among different civil rights organizations

SS HS.4.4.d (US) Synthesize the relationships among historical events in the United States and relevant contemporary issues.

For example: voting behavior, political party platforms, economic trends, place relevant current events in historical context, the relationship between Native Americans living on and off the reservation

***Historical Inquiry and Research***

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

SS HS.4.5.a (US) Construct meaningful questions about topics in U.S. history.

For example: "Why did the United States enter World War I?"

SS HS.4.5.b (US) Locate, evaluate, and cite appropriate sources for research about selected topics in U.S. History, including primary and secondary sources.

For example: Examine speeches from President Woodrow Wilson leading up to World War I, examine internal communications within Wilson administration, examine press coverage of events leading up to American entry.

SS HS.4.5.c (US) Select, organize, and corroborate relevant historical information about selected topics in U.S. History.

For example: Compare the sources and determine an initial answer to the inquiry.

SS HS.4.5.d (US) Synthesize historical information to create new understandings.

For example: Compare the answer students have created to secondary sources and potentially revise students' answers.

SS HS.4.5.e (US) Communicate inquiry results within a historical context.

For example: Provide an evidence-based answer to the inquiry, "Why did the United States enter World War I?"

**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.

SS HS.4.1.a (WLD) Evaluate the cause and effect of historical events in the world.

For example: How did the rise of totalitarianism lead to war?

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

For example: emergence of new states and cultures, increased inter-regional trade, colonization and expansion, global interactions, Industrialization, Age of Revolutions, Imperialism, global conflict, Holocaust, globalization, decolonization, Cold War, contemporary events

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

For example: trade networks, empires, revolutions, treaties, warfare, diplomacy, migration and immigration

***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.

SS HS.4.2.a (WLD) Identify and evaluate how considering multiple perspectives facilitates an understanding of history.

For example: Scramble for Africa and indigenous response, Arab-Israeli Conflict, French Revolution, Haitian Revolution

SS HS.4.2.b (WLD) Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.

For example: compare accounts from colonizers and colonized, impact of trade on different population groups

SS HS.4.3 (WLD) Examine historical events from the perspectives of diverse groups.

SS HS.4.3.a (WLD) Identify how differing experiences can lead to the development of perspectives.

For example: diverse groups of historical figures and examples from political, religious, and ethnic groups

SS HS.4.3.b (WLD) Interpret how and why diverse groups and/or individuals might understand historical events similarly or differently.

For example: diverse groups of historical actors and examples from national, religious, and ethnic groups

**Historical Analysis and Interpretation**

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

SS HS.4.4.a (WLD) 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, works of art

SS HS.4.4.b (WLD) Evaluate strengths and limitations of a variety of primary and secondary historical sources.

For example: written and visual documents

SS HS.4.4.c (WLD) Determine the relationship between multiple causes and effects of events and developments in the past.

For example: patterns of migration and immigration, wars, diplomacy, government structures, religious movements

SS HS.4.4.d (WLD) Synthesize the relationships among historical events in the world and relevant contemporary issues.

For example: current events from various international news sources

**Historical Inquiry and Research**

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

SS HS.4.5.a (WLD) Construct meaningful questions that initiate an inquiry.

For example: "Can peace lead to war?"

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.

SS HS.4.5.c (WLD) Select, organize, and corroborate relevant historical information about selected topics in world history.

For example: Compare the sources and determine an initial answer to the inquiry.

SS HS.4.5.d (WLD) Synthesize historical information to create new understandings.

For example: Compare the answer students have created to secondary sources and potentially revise students' answers.

SS HS.4.5.e (WLD) Communicate inquiry results within a historical context.

For example: Provide an evidence-based answer to the inquiry, "How do countries make decisions about war and peace?"



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## Future Planning

**April 27, 2020**

4/27/20	Board Work Session 7 PM
5/11/20	Regular Board Meeting 7 PM; 6:30 PM- Finance; 6:00 PM Policy
5/13/20	Last Day for Seniors
5/14/20	Virtual Honor's Night 7 PM
5/15/20	Last Day for Students
5/17/20	Virtual Senior Tribute Video 1 PM
5/22/20	Last Day for Teachers
6/8/20	Regular Board Meeting 7 PM; 6:30 PM- Finance; 6:00 PM Site
6/22/20	Board Work Session 7 PM
7/13/20	Regular Board Meeting 7 PM; 6:30 PM- Finance; 6:00 PM Evaluation
7/18/20	PHS Prom
7/24/20	Senior BBQ/ Commencement practice
7/26/20	Commencement Ceremony 1 PM
7/27/20	BoardWork Session 7 PM

\*\*\* No work session in May