

Board of Education Regular Meeting

May 11, 2020 7:00 PM

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

Agenda

- I. Policy Committee Meeting
- II. Finance Committee Meeting
- III. Call to Order and Roll Call
- IV. Notice of Open Meetings Act - Posted
- V. Consent Agenda
 - A. Minutes of the Previous Month's Meetings
 - B. Treasurer's Report
 - C. Statement of Activity Fund Accounts
 - D. Recommendation for Bill Payment
- VI. Items From Patrons on Agenda Items
- VII. Old Business
 - A. Summer Facility Projects 2020
 - B. Nebraska State Social Studies Standards Approval
 - C. School Calendar 2020-21- Change In-Service Date from April 30 to April 23
 - D. End of Year- Summer Items Related to Coronavirus
- VIII. New Business
 - A. Certified Contract Approval 2020-21 Kristina Bell
 - B. Certified Contract Approval 2020-21 Jan McKay
 - C. Copier Lease Proposal Capital Business Systems for Copier Services
- IX. Reports
 - A. Staff and Student Successes
 - B. Policy Committee Report
- X. Items from Patrons on Items Not on Agenda
- XI. Advance Planning
- XII. Adjourn

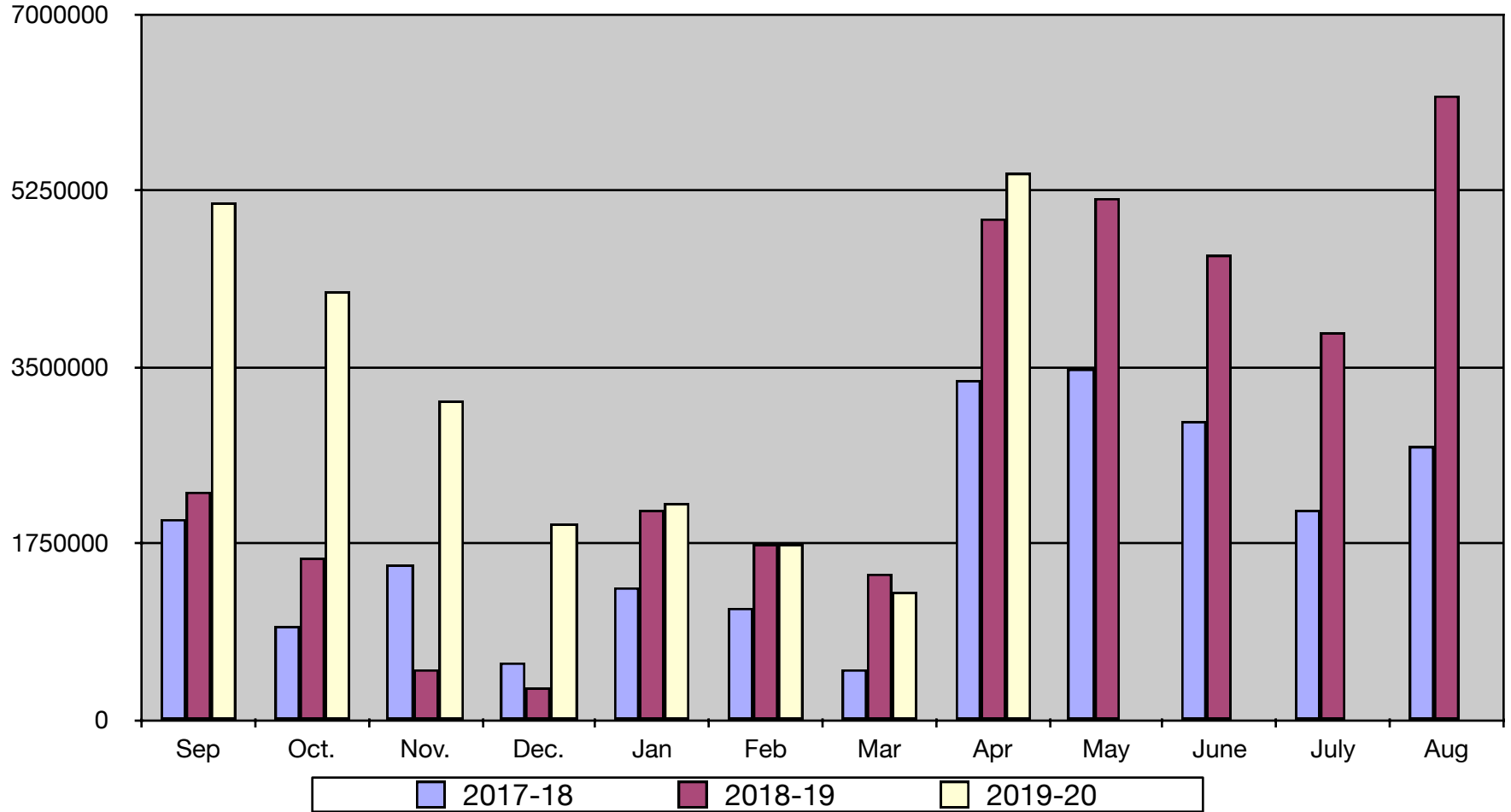
Finance Committee Report
May 2020

- Our cash balance for the General Fund is \$5,439,300. This includes the \$2 million tax anticipation note. We have another big tax draw in August. I anticipate a cash reserve at the end of the year around \$5 million. The district had a cash reserve of \$4.2 million at the end of last year's fiscal year. We are allowed put o 35% of our budget in cash reserve, which would be around \$5.8 million next year.
- Spending for the fiscal school year was at \$10,658,432 last year at this time. This year we are at \$11,156,786 which is up 4.5% for the year. More than likely, we will be right around 3.5% increase for the fiscal year. Spending goes down in the summer from the General Fund.
- A few things to recommend to add not tonight to the summer facility plan. We have had trouble this spring with our fire alarm system at the HS. The south end isn't working at all. We have a system that has a lot of different pieces added to it over the years. I have attached a bid of \$61K from Midwest Alarms that would redo the whole system at the HS. We could do it all at once or in sections. I would recommend we go ahead and do it all at once this summer, since it would be cheaper than to do it in sections. We have the dollars in the Building Fund to do this. The other is to try and split a school store with the Foundation, which would be about \$7-8K a piece once we get a roof put on it from Rainbow Glass.
- The Employee Benefit Fund, QCPUF, Depreciation Fund, and Bond Fund had no disbursements this month.

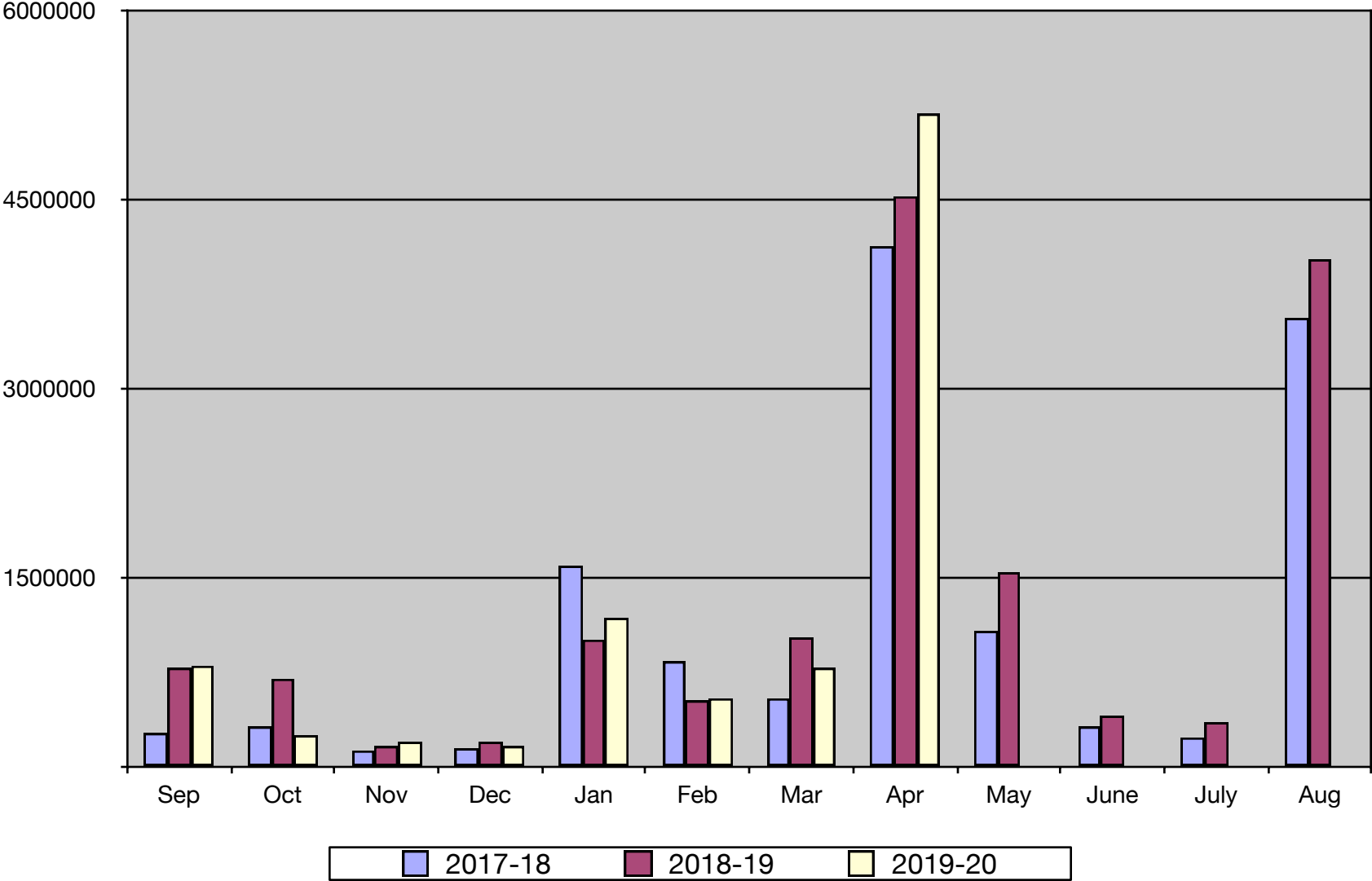
CASH COMPARISONS as of April 30, 2020

			2017-18	2018-19	2019-20
	January	General Fund	\$ 1,317,686.54	\$ 2,074,009.28	\$ 2,162,383.20
		Emp. Benefit Fund	\$ 2,514.14	\$ 174,823.21	\$ 175,085.63
		Building Fund	\$ 696,082.81	\$ 370,225.94	\$ 838,128.15
		School Lunch	\$ 114,033.59	\$ 103,201.62	\$ 183,292.19
		Bond Fund	\$ 58,121.65	\$ 58,328.28	\$ 49,534.95
		Depreciation Fund	\$ 2,502.86	\$ 37,524.19	\$ 72,603.23
		QCPUF	\$ 46,694.65	\$ 28,174.91	\$ 27,910.50
		January Total	\$ 2,237,636.24	\$ 2,846,287.43	\$ 3,508,937.85
	February	General Fund	\$ 1,108,009.62	\$ 1,753,971.95	\$ 1,746,377.09
		Emp. Benefit Fund	\$ 2,514.24	\$ 174,843.33	\$ 175,105.78
		Building Fund	\$ 564,787.14	\$ 330,471.92	\$ 800,592.02
		School Lunch	\$ 111,233.40	\$ 144,052.17	\$ 198,433.40
		Bond Fund	\$ 79,179.78	\$ 68,297.82	\$ 59,704.12
		Depreciation Fund	\$ 2,502.96	\$ 37,528.51	\$ 72,611.58
		QCPUF	\$ 67,923.84	\$ 38,567.29	\$ 37,851.23
			\$ 1,936,150.98	\$ 2,547,732.99	\$ 3,090,675.22
	March	General Fund	\$ 492,422.48	\$ 1,457,616.84	\$ 1,277,310.46
		Emp. Benefit Fund	\$ 2,514.34	\$ 174,864.17	\$ 175,124.20
		Building Fund	\$ 498,440.50	\$ 434,122.63	\$ 949,820.76
		School Lunch	\$ 120,074.38	\$ 103,368.04	\$ 181,653.14
		Bond Fund	\$ 94,739.05	\$ 94,352.21	\$ 98,960.31
		Depreciation Fund	\$ 2,503.06	\$ 37,532.98	\$ 72,619.22
		QCPUF	\$ 81,113.76	\$ 62,989.87	\$ 37,520.90
		March Total	\$ 1,291,807.57	\$ 2,364,846.74	\$ 2,793,008.99
	April	General Fund	\$ 3,370,417.00	\$ 4,986,649.64	\$ 5,439,299.59
		Emp. Benefit Fund	\$ 2,514.45	\$ 174,887.17	\$ 175,138.59
		Building Fund	\$ 893,067.51	\$ 1,009,786.34	\$ 1,654,997.35
		School Lunch	\$ 170,228.00	\$ 149,290.96	\$ 164,730.51
		Bond Fund	\$ 254,095.98	\$ 256,354.46	\$ 266,371.63
		Depreciation Fund	\$ 2,503.17	\$ 37,537.91	\$ 72,626.86
		QCPUF	\$ 196,681.05	\$ 180,576.21	\$ 161,945.35
		April Total	\$ 4,889,507.16	\$ 6,795,082.69	\$ 7,935,109.88

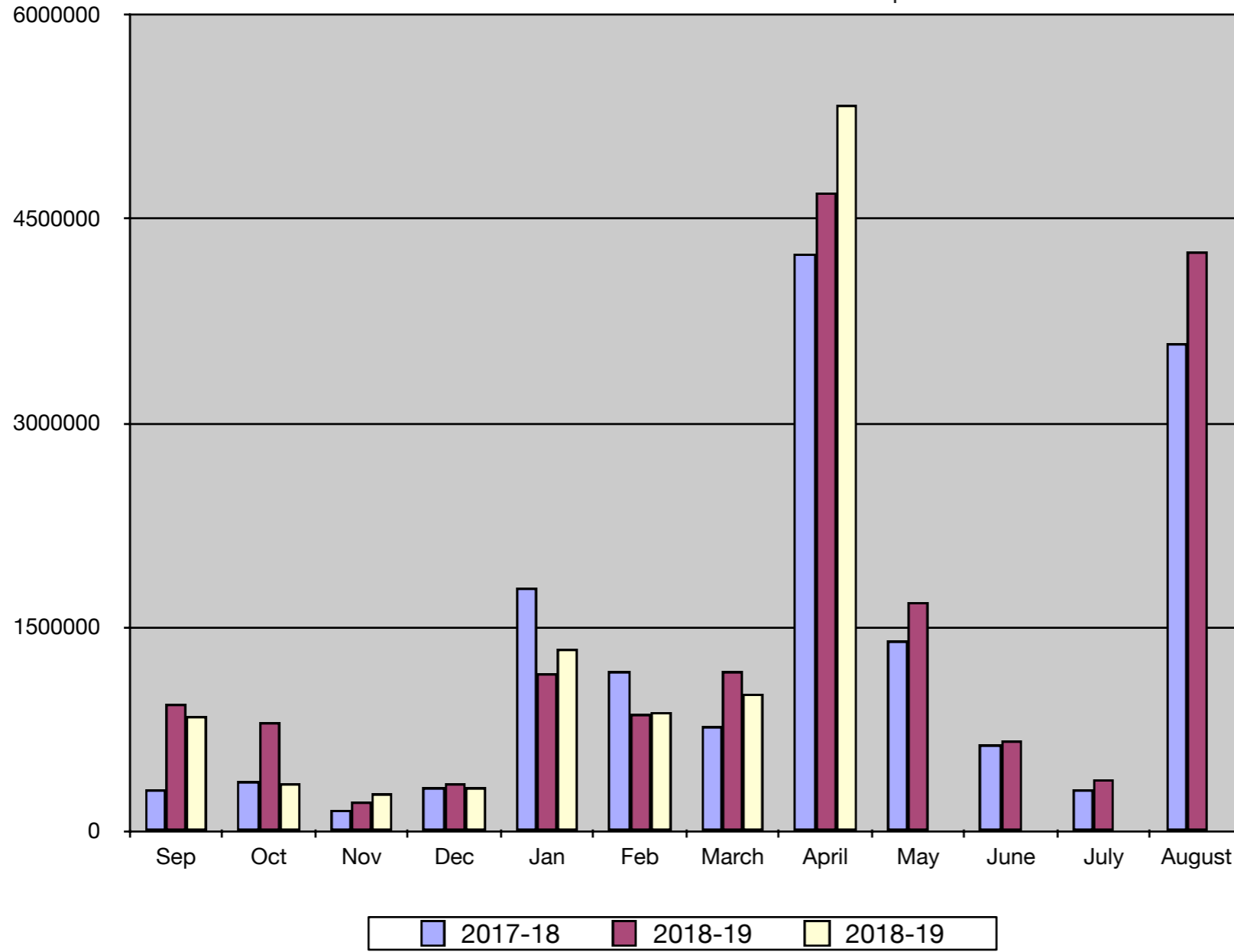
General Fund Balance 2019-20



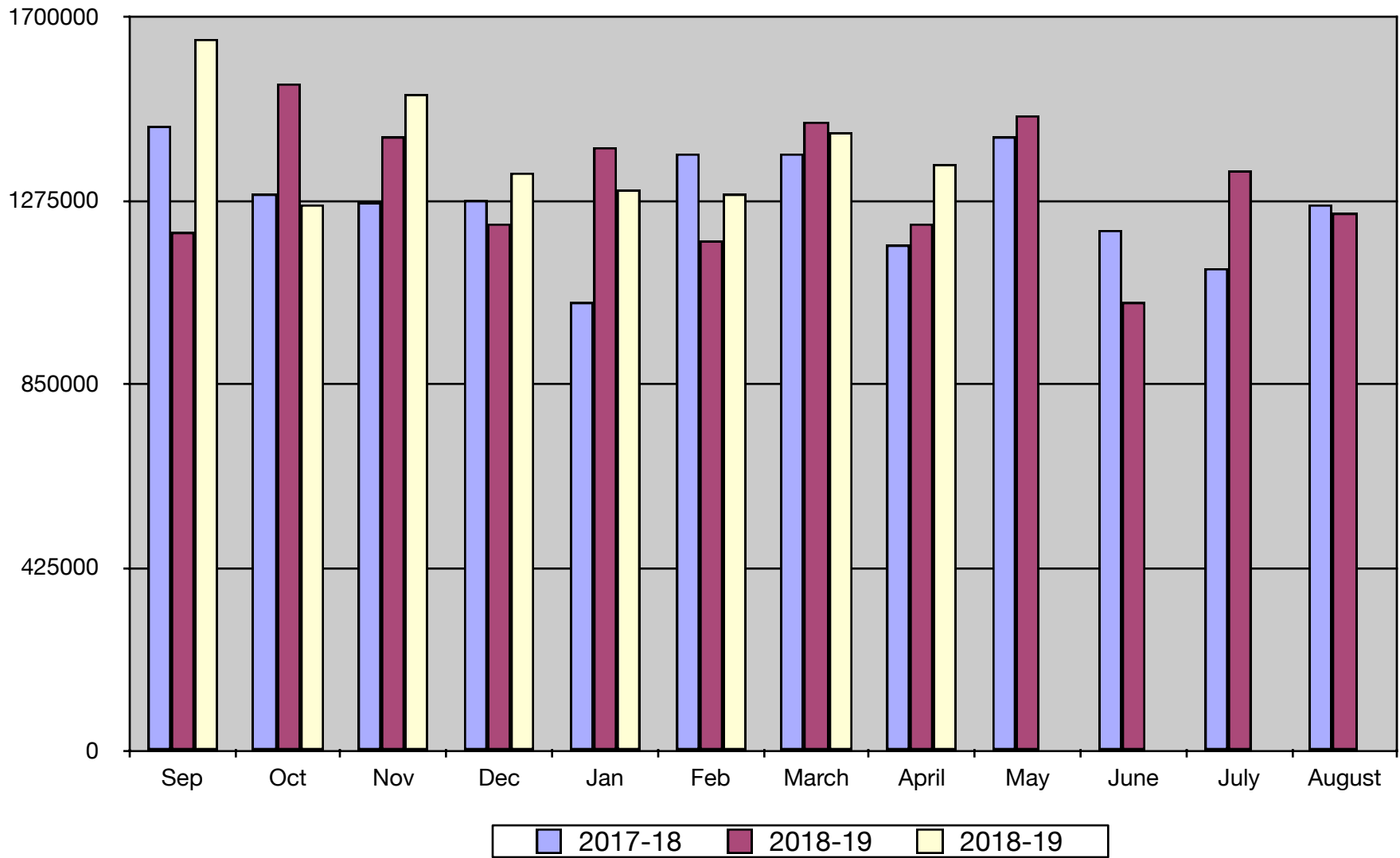
General Fund Tax Draws 2019-20



General Fund Receipts 2019-20



General Fund Expenses 2019-20



General Budget By Object Code 2019-20

Fund	Budget 19-20	Spending	% Spent
1100-Instruction	\$ 8,447,203	\$ 5,742,722	
1150- Limited English	\$ 10,000	\$ 0	
1160- Poverty Programs	\$ 167,397	\$ 96,753	
1200/30- SPED Instruction	\$ 1,656,324	\$ 975,570	
1300- Summer School	\$ 39,634	\$ 0	
2120- Guidance Services	\$ 416,693	\$ 266,498	
2130- Health Services	\$ 213,903	\$ 160,715	
2140- Psychological Services	\$ 135,672	\$ 73,865	
2151/52/91/92- Speech Pathology and OT/ PT/ SPED/ Vision Services	\$ 208,327	\$ 248,783	
2190- Instructional Support Services (Non-SPED)	\$ 18,559	\$ 2,204	
2210/30- Learning Improvement	\$ 251,119	\$ 152,852	
2220/30- Media/ Audio Visual	\$ 268,809	\$ 178,189	
2310- Board of Education	\$ 40,000	\$ 19,711	
2320- Executive Admin	\$ 323,358	\$ 223,093	
2410- Office of the Principal	\$ 1,072,337	\$ 714,669	
2510/15/30- Fiscal services	\$ 550,420	\$ 564,950	
2560/80- Public Relations/ Legal	\$ 129,530	\$ 65,861	
2610/20- Maintenance and Operations	\$ 1,360,569	\$ 986,610	
2650/70- Vehicle Purchase/ Operations	\$ 16,000	\$ 9,168	
2660- District Security	\$ 110,000	\$ 90,687	
2710/11/20/30/90- Regular Transportation	\$ 555,500	\$ 449,884	
2712/13/22/23/32/33/92/93- SPED Transportation SA	\$ 268,000	\$ 196,639	
1125- Flex Funding Grant (TAC)	\$ 87,280		
3535- High Ability	\$ 9,674	\$ 7,522	
3570- Teacher Eval Grant (Solar/Wind Fund)	\$ 22,280	\$ 11,365	
6200- Title I	\$ 64,804	\$ 57,631	
6310- Title IIA	\$ 21,596	\$ 6,976	
6404- IDEA Base	\$ 80,614	\$ 58,497	
6406- IDEA Pre-Schools	\$ 12,929	\$ 12,030	
6408- IDEA Poverty Part B	\$ 147,351	\$ 91,106	
6700- Carl Perkins	\$ 7,800	\$ 1,616	
6925- Title III (ELL)	\$ 238	\$ 0	
6969- Title IV	\$ 10,000	\$ 0	
8000- Transfers	\$ 84,644	\$ 12,000	
		\$ 11,478,166	
Budget Total	\$ 16,808,564		
Spending Goal	\$ 16,400,000		

**Board of Education Regular
Meeting** Online Virtual Meeting
Monday, April 13, 2020 7:00 PM

A meeting of the Board of Education of Springfield Platteview Community Schools in the County of Sarpy, in the State of Nebraska, was convened in open and public session at 7:00 p.m., Monday, April 13, 2020, via Online Virtual Meeting. Present: Fisher, Icenogle, Osborn, Roseland, Sherman, Swanson. Absent: None.

Posted Notice of the meeting and committee meetings were given in advance thereof by posting in at least five public places as shown by the certificate of posting notice attached to these minutes. Notice of this meeting was simultaneously given to all members of the Board of Education, and a copy of their acknowledgement of receipt of notice and the agenda was communicated in the advance notice and in the notice to the Board of Education of this meeting. All proceedings hereafter shown were taken while the convened meeting was open to the attendance of the public. Statute 84-1407 to 84-1414 require that the Open Meetings Act be posted in the meeting room. President Swanson informed the board and the public that the Act is located on the west wall of the board room.

Action to approve the Consent Agenda as presented passed with a motion by Sherman and a second by Roseland. Vote: Yeas- Fisher, Icenogle, Osborn, Roseland, Sherman, Swanson. Nays- None.

There were no items from patrons on agenda items.

Mr. Richards updated the Board on the revised senior schedule, end of the year activities, and end of the year calendar items.

Action to approve the resolution and Addendum to the Student Transportation of America Contract as read by the Board President as presented passed with a motion by Fisher and a second by Sherman. Vote: Yeas- Fisher, Icenogle, Osborn, Roseland, Sherman, Swanson. Nays- None.

Action to approve the 2020 summer maintenance and facility projects as presented passed with a motion by Sherman and a second by Roseland. Vote: Yeas- Fisher, Icenogle, Osborn, Roseland, Sherman, Swanson. Nays-None.

Action to approve the new certified contract for Daylene Gray for 2020-21 passed with a motion by Sherman and a second by Icenogle. Vote: Yeas- Fisher, Icenogle, Osborn, Roseland, Sherman, Swanson. Nays- None.

Action to approve a 2.5% pay increase to administration and classified staff for 2020-21 passed with a motion by Icenogle and a second by Roseland. Vote: Yeas- Icenogle, Osborn, Roseland, Sherman, Swanson. Nays- None. Abstain (with conflict) Fisher.

Fisher gave the Americanism Committee Report.

Sherman gave the Finance Committee Report.

Richards gave the NASB report.

There were no items from patrons on items not on the agenda.

Board members reviewed their upcoming schedule of meetings, trainings, and conventions. Significant school calendar items were also discussed.

Action to adjourn the meeting at 7:25 p.m. passed with a motion by Sherman and a second by Osborn. Vote: Yeas- Fisher, Icenogle, Osborn, Roseland, Sherman, Swanson. Nays- None.

Board of Education Work Session

Online Zoom Meeting Monday, April 27, 2020 7:00 PM

A meeting of the Board of Education of Springfield Platteview Community Schools in the County of Sarpy, in the State of Nebraska, was convened in open and public session at 7:05 p.m., Monday, April 27, 2020, Via Zoom Online. Present: Fisher, Icenogle, Osborn, Roseland, Sherman, Swanson. Absent: None.

Posted Notice of the meeting was given in advance thereof by posting in at least five public places as shown by the certificate of posting notice attached to these minutes. Notice of this meeting was simultaneously given to all members of the Board of Education, and a copy of their acknowledgment of receipt of notice and the agenda was communicated in the advance notice and in the notice to the Board of Education of this meeting. All proceedings hereafter shown were taken while the convened meeting was open to the attendance of the public. Statute 84- 1407 to 84-1414 require that the Open Meetings Act be posted in the meeting room. President Swanson informed the board and the public that the Act is located on the meeting agenda.

There was no public comment.

The Board discussed Items Related to Educational Issues and Dates for Events for the End of the 2019-20 School Year, Summer Facility and Maintenance Projects for 2020, The Change in the 2020-21 School Calendar In-Service Date in April, The Activity Fee Proposal for PHS in 2020-21, and the Nebraska Approved Social Studies Standards Review.

Action to approve the resignation of Michelle Janda at the end of the current contract year passed with a motion by Icenogle and a second by Fisher. Vote: Yeas- Fisher, Icenogle Osborn, Roseland, Sherman, Swanson. Nays- None.

Action to approve the resignation of Marianne Whitcomb at the end of the current contract year passed with a motion by Icenogle and a second by Sherman. Vote: Yeas- Fisher, Icenogle, Osborn, Roseland, Sherman, Swanson. Nays-None.

Board members reviewed their upcoming schedule of meetings, trainings, and conventions. Significant school calendar items were also discussed.

Action to adjourn the meeting at 7:44 p.m. passed with a motion by Sherman and a second by Roseland. Vote: Yeas- Fisher, Icenogle, Osborn, Roseland, Sherman, Swanson. Nays-None.

Apr 2020 Student Fee

STUDENT FEE ACCOUNT

5/7/2020

Date	Num	Transaction	Payment	C	Deposit
4/7/2020	DEP	DRIVERS EDUCATION-DEPOSIT cat: DRIVER EDUCATION memo: K.RYLEY		R	350.00

Administrative
5/4/2020

<u>Date</u>	<u>Num</u>	<u>Transaction</u>	<u>Payment</u>	<u>C</u>
4/14/2020	5848	SARAH SMITH cat: REFUND LUNCH \$ memo: 06-2-01610-890-000-01	22.55	

SPRINGFIELD PLATTEVIEW COMMUNITY SCHOOLS

Treasurer's Report

For the month ended April 30, 2020

<u>General Fund Now Account</u>			
Bank Balance: Beginning of Reporting Period			\$ 328,633.29
Deposits:			
Springfield State Bank - Interest	\$ 28.63		
Transfer from Admin Revolving	\$ 0.00		
Transfers from Investment Account	\$ 1,360,600.15		
Transfers from Bond Fund	\$ 0.00		
Transfer from QCPUF	\$ 0.00		
Transfers from Lunch Fund Investment	\$ 43,335.31		
Transfers from Building Fund Investment	\$ 140,498.71		
			\$ 1,873,096.09
Disbursements			\$ 1,549,676.11
Bank Balance: End of Reporting Period			\$ 323,419.98
Outstanding Checks: End of Reporting Period			\$ 0.00
NOW Account Balance: End of Reporting Period			\$ 323,419.98
<u>General Fund Investment Account</u>			
Available Balance: Beginning of Reporting Period			\$ 1,131,195.42
Deposits:			
Springfield State Bank - Interest	\$ 271.26		
Sarpy County Treasurer - Local Taxes	\$ 5,069,119.69		
Sarpy- MVT	\$ 123,441.63		
State Aid	\$ 23,130.00		
SPED SA Reimb- State	\$ 127,830.00		
Rentals	\$ 0.00		
County Fines/City Fees/ Liquor Licenses	\$ 10.00		
Summer School/ Preschool payments	\$ 0.00		
Refunds/ Reimbursements/ Payments	\$ 155.20		
iPad Fees and Insurance	\$ 0.00		
			\$ 5,343,957.78
			\$ 6,475,153.20
Disbursements			
Transfers to General Fund NOW	\$ 1,360,600.15		
Administrative Revolving	\$ 0.00		
Transfer to Depreciation	\$ 0.00		
Transfer to back to Building Fund	\$ 0.00		
Returned checks/ fees/ overpayment	\$ 0.00		
Bank and other Service Charges	\$ 185.30		
			\$ 1,360,785.45
Investment Account Balance: End of Reporting Period			\$ 5,114,367.75
<u>General Fund Administrative Revolving Account</u>			
Available Balance: Beginning of Reporting Period			\$ 1,734.41
Deposits:			
Transfers From General Fund Investment Acc't	\$ 0.00		

Transfers From Building Fund	\$	0.00	
			\$ 0.00
			\$ 1,734.41
Disbursements			\$ 0.00
Bank Balance: End of Reporting Period			\$ 1,734.41
Outstanding Checks: End of Reporting Period			\$ 222.55
Admin. Revolving Account Balance: End of Reporting Period			\$ 1,511.86
General Fund Administrative Revolving Account			\$ 1,511.86
General Fund NOW Account			\$ 323,419.98
General Fund Investment Account			\$ 5,114,367.75
TOTAL GENERAL FUND BALANCE			\$ 5,439,299.59
<u>Employee Benefit Fund</u>			
Available Balance: Beginning of Reporting Period			\$ 175,124.20
Deposits:			
Springfield State Bank - Interest			\$ 14.39
Transfers From General Fund Investment Acc't			\$ 0.00
Bank Balance: End of Reporting Period			\$ 175,138.59
Certificate of Deposit			
Available Balance: End of Reporting Period			\$ 175,138.59
Disbursements			\$ 0.00
TOTAL EMPLOYEE BENEFIT BALANCE			\$ 175,138.59
<u>Special Building Fund Investment Account</u>			
Available Balance: Beginning of Reporting Period			\$ 949,820.76
Deposits:			
Land Transfers	\$	0.00	
Springfield State Bank - Interest	\$	109.36	
Sarpy County Treasurer - Local Taxes	\$	845,565.94	\$ 845,675.30
			\$ 1,795,496.06
Disbursements	\$	140,498.71	\$ 140,498.71
Available Balance: End of Reporting Period			\$ 1,654,997.35
TOTAL SPECIAL BUILDING FUND BALANCE			\$ 1,654,997.35
<u>School Lunch Investment Account</u>			
Available Balance: Beginning of Reporting Period			\$ 181,653.14
Deposits:			
Springfield State Bank - Interest	\$	14.30	
Hot Lunches	\$	149.55	
State/Federal Aid	\$	26,268.83	
KidsCare Reimbursement/ Other	\$	0.00	\$ 26,432.68
			\$ 208,085.82
Disbursements			

Transfers to NOW	\$	43,335.31	
Transfer to Admin Revolving	\$	0.00	
Returned checks debit/fees	\$	20.00	
			\$ 43,355.31
Available Balance: End of Reporting Period			\$ 43,355.31
TOTAL SCHOOL LUNCH FUND BALANCE			\$ 164,730.51
<u>Bond Fund Investment Account</u>			
Available Balance: Beginning of Reporting Period			\$ 98,960.31
Deposits:			
Springfield State Bank - Interest	\$	15.47	
Sarpy County Treasurer - Local Taxes	\$	167,395.85	\$ 167,411.32
			\$ 266,371.63
Disbursements			\$ 0.00
Transfer to NOW			\$ 0.00
Available Balance: End of Reporting Period			\$ 266,371.63
TOTAL BOND FUND BALANCE			\$ 266,371.63
<u>Depreciation Fund Account</u>			
Available Balance: Beginning of Reporting Period			\$ 72,619.22
Deposits:			
Springfield State Bank - Interest	\$	7.64	
Transfers from General Fund	\$	0.00	\$ 7.64
			\$ 72,626.86
Disbursements			
Transfer to NOW	\$	0.00	\$ 0.00
Available Balance: End of Reporting Period			\$ 72,626.86
TOTAL DEPRECIATION FUND BALANCE			\$ 72,626.86
<u>QCPUF Fund Account</u>			
Available Balance: Beginning of Reporting Period			\$ 37,520.90
Deposits:			
Transfer from Bond Fund	\$	0.00	
Springfield State Bank - Interest	\$	8.54	
Local Real Estate Taxes	\$	124,415.91	
			\$ 161,945.35
Disbursements			
Transfer to NOW	\$	0.00	
			\$ 0.00
Available Balance: End of Reporting Period			\$ 161,945.35
TOTAL QCPUF FUND BALANCE			\$ 161,945.35

Current Cash Balance

Sorted by Site ID, Group ID; Filtered by Site.
From 04/01/2020 to 04/30/2020.

Site ID Site Name
Group ID Group Name

			Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
PHS	Platteview High School						
A	Athletics		4,780.96	4,704.00	0.00	0.00	9,484.96
B	Activities		12,436.54	1,292.00	0.00	-24.00	13,704.54
C	Classes		62,216.41	2,700.00	283.00	0.00	64,633.41
D	Clubs/Organizations		17,905.73	600.00	0.00	0.00	18,505.73
E	Education		4,940.24	0.00	0.00	0.00	4,940.24
F	Fundraising		20,858.83	6,895.57	0.00	0.00	27,754.40
M	Miscellaneous		12,689.41	720.00	0.00	-17.84	13,391.57
N	Non-Active Accounts		0.00	0.00	0.00	0.00	0.00
	PHS Totals:		135,828.12	16,911.57	283.00	-41.84	152,414.85
	Report Totals:		135,828.12	16,911.57	283.00	-41.84	152,414.85

Current Cash Balance

Sorted by Site ID, Group ID, Activity Name; Filtered by Site.
From 04/01/2020 to 04/30/2020.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
PCJH	Platteview Central Jr High							
D	Clubs/Organizations							
	440		National Honor Society	643.58	0.00	0.00	0.00	643.58
	465		Student Council	615.49	0.00	0.00	0.00	615.49
		D	Totals:	1,259.07	0.00	0.00	0.00	1,259.07
M	Miscellaneous							
	727		Destination Imagination	2,167.69	0.00	0.00	0.00	2,167.69
	745		Library	354.87	0.00	0.00	0.00	354.87
	755		Parent Advisory Council	1,908.72	0.00	0.00	0.00	1,908.72
	750		Principal	5,353.68	280.00	1,011.00	0.94	4,623.62
	765		Science in Motion	317.67	0.00	0.00	0.00	317.67
		M	Totals:	10,102.43	280.00	1,011.00	0.94	9,372.37
		PCJH	Totals:	11,361.50	280.00	1,011.00	0.94	10,631.44

Darin Johnson

5-4-2020

Current Cash Balance

Sorted by Site ID, Group ID, Activity Name; Filtered by Site.
From 04/01/2020 to 04/30/2020.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
SE	Springfield Elementary							
D	Clubs/Organizations							
		465	Student Council	657.87	0.00	0.00	0.00	657.87
			D Totals:	657.87	0.00	0.00	0.00	657.87
M	Miscellaneous							
		727	Destination Imagination	4,942.05	0.00	0.00	0.00	4,942.05
		745	Library	1,952.13	0.00	223.55	0.00	1,728.58
		760	Pop	296.34	0.00	0.00	0.00	296.34
		750	Principal	4,124.92	0.00	30.00	1.16	4,096.08
		775	Walk-A-Thon	1,940.25	0.00	0.00	0.00	1,940.25
			M Totals:	13,257.89	0.00	253.55	1.16	13,005.30
			SE Totals:	13,915.56	0.00	253.55	1.16	13,663.17

Current Cash Balance

Sorted by Site ID, Group ID, Activity Name; Filtered by Site.
From 04/01/2020 to 04/30/2020

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
WE	Westmont Elementary							
D	Clubs/Organizations							
	465		Student Council	67.36	0.00	0.00	0.00	67.36
		D	Totals:	67.36	0.00	0.00	0.00	67.36
M	Miscellaneous							
	727		Destination Imagination	3,491.67	0.00	0.00	0.00	3,491.67
	745		Library	4,583.49	0.00	0.00	0.00	4,583.49
	760		Pop	630.71	0.00	0.00	0.00	630.71
	750		Principal	2,388.08	0.00	0.00	0.00	2,388.08
		M	Totals:	11,093.95	0.00	0.00	0.00	11,093.95
		WE	Totals:	11,161.31	0.00	0.00	0.00	11,161.31
		Report Totals:		11,161.31	0.00	0.00	0.00	11,161.31

SPRINGFIELD STATE BANK
 600 MAIN ST
 SPRINGFIELD, NE 68059-3220
 Tel: (402)253-2222

SPRINGFIELD PLATTEVIEW COMM
 PLATTEVIEW EARLY EDUCATION CEN
 ACTIVITY FUND
 14801 S 108TH STREET
 SPRINGFIELD NE 68059

Statement Date: **04/30/2020** Enclosures: (2)

Account No.:

REGULAR CHECKING ACCOUNT SUMMARY

Category	Number	Type :	REG	Status :	Active	Amount
Balance Forward From 03/31/20						48.23
Deposits	2					735.00+
Debits						0.00
Ending Balance On 04/30/20						783.23
Average Balance (Collected)	581.39+					

Direct Inquiries About Electronic Entries To:
 Phone: (402) 253 - 2222

STATEMENT PERIOD ACTIVITY

Date	Check/Description	Amount	Check/Description	Amount	Balance
04/07/20	DEPOSIT	630.00+			678.23
04/16/20	DEPOSIT	105.00+			783.23

AVERAGE AND MINIMUM BALANCES

Average Ledger Balance :	604.73	Minimum Ledger Balance :	48.23
Average Collected Balance :	581.39	Minimum Collected Balance :	48.23
Average Available Balance :	604.73	Minimum Available Balance :	48.23

OVERDRAFT FEE SUMMARY

	Total For This Period	Total Year-To-Date
Total Overdraft Fees	\$0.00	\$0.00
Total Returned Item Fees	\$0.00	\$0.00

This Statement Cycle Reflects 30 Days

FOR "A CYBERSECURITY GUIDE FOR CONSUMERS" GO TO
[HTTPS://WWW.FDIC.GOV/CONSUMERS/ASSISTANCE/PROTECTION/
 BROCHURES/CYBERCUSTOMER.PDF](https://www.fdic.gov/consumers/assistance/protection/brochures/cybercustomer.pdf)

Springfield Platteview Community Schools

Check Payments By Fund Report May 11, 2020

General Fund			
Payee	Account Code	Reason	Amount
AMAZON	01-2-01100-610-001-22	SUPPLIES	\$79.59
AMAZON	01-2-01200-610-004-12	SUPPLIES	\$28.98
Apple, Inc.	01-2-02210-643-000-01	VPP CREDIT	\$1,000.00
AT&T MOBILITY	01-2-02510-530-000-01	WIRELESS- COVID	\$607.97
Black Hills Energy	01-2-02610-621-004-12	NATURAL GAS @ WM	\$187.70
BOK Financial	01-2-02510-890-000-01	QCPF INTEREST DUE/AGENT FEE	\$200.00
Bothwell, Shawna	01-2-01100-340-001-22	ACCOMPANYING	\$319.12
Canon Financial Services, Inc.	01-2-02510-443-000-01	COPIER LEASE	\$1,455.00
CAPITAL BUSINESS SYSTEMS, INC.	01-2-01100-443-001-22	PRINTER LEASE	\$31.86
CAPITAL BUSINESS SYSTEMS, INC.	01-2-01100-443-002-11	PRINTER LEASE	\$28.48
CAPITAL BUSINESS SYSTEMS, INC.	01-2-01100-443-004-12	PRINTER LEASE	\$40.32
CAPITAL BUSINESS SYSTEMS, INC.	01-2-01100-443-005-21	PRINTER LEASE	\$9.42
CAPITAL BUSINESS SYSTEMS, INC.	01-2-02510-443-000-01	PRINTER LEASE	\$25.01
CENTURY LINK	01-2-02510-530-000-01	PHONE SERVICE	\$350.19
City Of Springfield	01-2-02610-410-000-11	WATER/SEWER @SP	\$91.38
City Of Springfield	01-2-02620-610-000-01	2020 FENCE-LIBRARY & SP	\$1,916.25
COX BUSINESS	01-2-02510-530-000-01	PHONE SERVICE	\$602.63
Culligan Us Filter	01-2-02410-340-000-22	SUPPLIES	\$31.00
Culligan Us Filter	01-2-02510-610-000-01	SUPPLIES	\$28.00
David Steg	01-2-02620-430-000-01	TREE REMOVAL @PHS FB FIELD	\$3,650.00
Dill, Shellee L	01-2-02140-333-000-01	REIMBR. MILEAGE/NASP MEMBERSHIP	\$29.33
Dill, Shellee L	01-2-02140-810-000-01	REIMBR. MILEAGE/NASP MEMBERSHIP	\$220.00
Dostal, Alexander J	01-2-01100-610-001-22	REIMBR. SUPPLIES	\$57.11
DOUGLAS COUNTY TREASURER	01-2-02510-890-000-01	LC OVERPAYMENT	\$44.25
Educational Service Unit #3 (SPED)	01-2-01292-562-000-01	SPED SERVICE	\$2,669.36
Educational Service Unit #3 (SPED)	01-2-02181-562-000-01	SPED SERVICE	\$1,090.48
Edwards, Laura A	01-2-01291-333-004-12	REIMBR. MILEAGE- COVID-19	\$28.46
ELMAN & COMPANY	01-2-02560-610-000-01	BOND BANNERS	\$792.00
ERIN E VAN ROEKEL	01-2-02153-340-000-01	SPED SERVICE	\$3,622.50
FIBER PLATFORM, LLC	01-2-02510-530-000-01	MONTHLY SERVICE	\$2,091.85
Grainger	01-2-02620-610-000-01	SUPPLIES	\$565.96
Great Plains Pest Services In	01-2-02620-420-000-01	PEST CONTROL	\$150.00
Harris School Solutions	01-2-02510-351-000-01	20/21-ASP LICENSE & SUPPORT	\$13,186.22
Hayes Mechanical, LLC	01-2-02620-430-000-01	PHS BOILER REPAIR	\$2,030.25
Haynes, Kelli L	01-2-02130-330-000-01	REIMBR. REGISTRATION CONFERENCE	\$100.00
HERFF JONES, LLC	01-2-02310-643-000-01	2020 GRADUATION VIDEOGRAPHY	\$5,000.00
Hillyard/Sioux Falls	01-2-02610-610-001-22	SUPPLIES	\$266.47
Hillyard/Sioux Falls	01-2-02610-610-002-11	SUPPLIES	\$133.23
Hillyard/Sioux Falls	01-2-02610-610-004-12	SUPPLIES	\$133.23
Hillyard/Sioux Falls	01-2-02610-610-005-21	SUPPLIES	\$133.24
Hillyard/Sioux Falls	01-2-02620-610-000-01	SUPPLIES	\$5.54
Home Depot/GECF	01-2-01100-610-001-22	SUPPLIES	\$401.60
InfoSafe Shredding Inc	01-2-02620-420-000-01	SHREDDING	\$175.00
JODI KOHL	01-2-02320-340-000-01	PR SERVICE-ARP 2020	\$1,290.00
Johnson, Charles E	01-2-02620-420-000-01	APR/MAY 2020 WATER OPERATOR	\$900.00
JTM PLUMBING SERVICE	01-2-02620-430-000-01	PHS- MAIN GYM REPAIR RT DRAIN	\$1,505.00
KCAV	01-2-01100-650-000-01	IPAD DOCUMENT CAMERA (17@WM)	\$1,823.00
KSB School Law, PC LLO	01-2-02320-317-000-01	LEGAL SERVICE	\$2,337.00
Mark's Plumbing Parts	01-2-02620-610-000-01	SUPPLIES	\$80.95
MCI	01-2-02510-530-000-01	LONG DISTANCE	\$45.87
MENARDS-BELLEVUE	01-2-02620-610-000-01	MULCH	\$157.99
Metropolitan Utilities Dist	01-2-02610-621-000-01	LEVEL PAYMENT	\$376.00

Metropolitan Utilities Dist	01-2-02610-621-001-22	LEVEL PAYMENT	\$3,603.00
Metropolitan Utilities Dist	01-2-02610-621-002-11	LEVEL PAYMENT	\$489.00
Metropolitan Utilities Dist	01-2-02610-621-005-21	FUEL @ PC	\$118.33
Metropolitan Utilities Dist	01-2-02620-621-000-03	FUEL @ STORAGE BLDG	\$143.20
Molzer, Lori A	01-2-02510-333-000-01	REIMBR, MILEAGE	\$22.77
NE Assoc Of School Boards	01-2-02310-810-000-01	20/21 MEMBERSHIP	\$5,786.00
NE Public Health Enviromental Laboratory	01-2-02620-420-000-01	WATER TESTING	\$31.00
Omaha Public Power District	01-2-02610-622-000-02	LEVEL PAYMENT	\$695.85
Omaha Public Power District	01-2-02610-622-001-22	LEVEL PAYMENT	\$14,295.80
Omaha Public Power District	01-2-02610-622-002-11	LEVEL PAYMENT	\$3,257.02
Omaha Public Power District	01-2-02610-622-004-12	LEVEL PAYMENT	\$3,891.33
Omaha World Herald	01-2-02510-540-000-01	SNI-SARPY CELB.-SPONSORSHIP	\$515.00
OverDrive, Inc.	01-2-02220-640-000-22	LIBRARY BOOKS	\$917.02
Papillion Sanitation	01-2-02620-420-000-01	SANITATION PICKUP	\$636.53
Papillion Times	01-2-02510-640-000-01	RENEWAL SUBSCRIPTION-52 WEEKS	\$97.55
Prime Communications, Inc.	01-2-02660-730-000-01	READERS	\$1,222.02
QUADIENT, INC.	01-2-02510-531-000-01	SUPPLIES	\$212.99
Quill Corp	01-2-02210-610-000-01	SUPPLIES	\$14.52
Quill Corp	01-2-02620-610-000-01	SUPPLIES	\$18.87
Rainbow Glass And Supply	01-2-02620-430-000-01	PHS-MAIN GYM DOOOR REPAIR	\$306.00
Rainbow Glass And Supply	01-2-02620-430-000-01	PHS-PANIC DOORS REPAIR	\$290.00
Rosser Lawn Care, Inc.	01-2-02620-420-000-01	MAR 2020 SNOW REMOVAL- PHS	\$225.00
Rosser Lawn Care, Inc.	01-2-02620-420-000-01	PHS- MOWING & TRIMMING	\$2,065.00
Rosser Lawn Care, Inc.	01-2-02620-420-000-01	SP LOT- MOWING & TRIMMING	\$250.00
Rosser Lawn Care, Inc.	01-2-02620-420-000-01	SP- MOWING & TRIMMING	\$600.00
Rosser Lawn Care, Inc.	01-2-02620-420-000-01	WM- MOWING & TRIMMING	\$690.00
S I D #23	01-2-02610-410-000-12	WATER & SEWER @ WM	\$91.00
SATELLITE SHELTERS- KANSAS CITY	01-2-02620-442-000-01	PORTABLE RENTAL @ SP	\$1,168.00
SPRINGFIELD ACE	01-2-02620-610-000-01	SUPPLIES	\$11.14
Springfield Ace Hardware	01-2-02620-610-000-01	SUPPLIES	\$61.29
Staples Advantage	01-2-02130-610-000-01	SUPPLIES	\$32.24
Staples Advantage	01-2-02210-610-000-01	SUPPLIES	\$29.78
Student Transportation of NE, Inc.	01-2-02790-510-000-01	APR 2020 REG ROUTES- COVID-19	\$44,139.20
Student Transportation of NE, Inc.	01-2-02792-510-000-01	APR 2020 SPED ROUTES- COVID-19	\$21,392.10
Student Transportation of NE, Inc.	01-2-02793-510-000-01	APR 2020 SPED ROUTES- COVID-19	\$2,577.02
Suburban Newspapers, Inc	01-2-02510-540-000-01	LEGALS	\$229.58
TEAMBUILDR	01-2-01100-643-000-22	SOFTWARE-2YR RENEWAL	\$1,800.00
Verizon Wireless	01-2-02510-530-000-01	CELL PHONES	\$220.83
Walmart Community/GECRB	01-2-01100-610-001-22	SUPPLIES	\$358.06
WHC NE LLC	01-2-02712-510-000-01	SPED TRANSPORTATION-MAR 2020	\$1,759.21
Windstream	01-2-02510-530-000-01	PHONE SERVICE	\$425.01
Zeleny, Kimberly A	01-2-01100-610-001-22	REIMBR. SUPPLIES	\$71.68
ZIMCO	01-2-02620-610-000-01	SUPPLIES	\$969.00
		SUB-TOTAL	\$167,853.73
Food Service Fund			
Payee	Account Code	Reason	Amount
OPAA! FOOD MGT. OF NE, LLC.	06-2-03100-570-000-23	APRIL 2020 CONTRACT SERV.-COVID-19	\$37,490.68
OPAA! FOOD MGT. OF NE, LLC.	06-2-03100-570-000-23	MARCH 2020 CONTRACT SERVICE	\$27,174.39
		SUB-TOTAL	\$64,665.07
Building Fund			
Payee	Account Code	Reason	Amount
Thiele Geotech, Inc.	08-2-04700-450-000-01	MATERIAL TESTING-PHS VISITOR BLEACHERS	\$1,021.00
		SUB-TOTAL	\$1,021.00

QC PF Fund			
Payee	Account Code	Reason	Amount
BOK Financial	09-2-05000-832-000-01	QC PF INTEREST DUE/AGENT FEE	\$21,821.25
		SUB-TOTAL	\$21,821.25
		TOTAL	\$255,361.05



Prepared For
BRETT RICHARDS
 SO SARPY SCHOOL 46

Account Number
 XXXX-XXXXX7-21006

Closing Date
 04/22/20

Page 3 of 3

Activity Continued

Card Number XXXX-XXXXX7-25023				Reference Code	Amount \$
03/26/20	B & D Pitstop	SPRINGFIELD	NE	85544020086	41.18
	REF# 85544020086	402-253-8004	03/25/20	<i>fuel</i>	
03/26/20	RESILIENCE IMPACT	CHATFIELD	MN		-348.23
	REF# RE_1GQBDVAD	+15072503464	03/25/20	<i>* M. Hasty 01-2-02410-330-000-12</i>	<i>Credit</i>
03/27/20	AMAZON MUSIC*KZOAY4M	888-802-3080	WA		4.21
	REF# 4BD5L88E0JC	DIGITAL	03/26/20	<i>*</i>	
03/29/20	ADOBE ACROPRO SUBS A	SAN JOSE	CA	83945731700	16.04
	REF# 839457317	ADOBE.LY/ENUS	03/28/20	<i>Frank</i>	
03/31/20	RESILIENCE IMPACT	CHATFIELD	MN		-348.23
	REF# RE_1GQBFMAD	+15072503464	03/25/20	<i>* K. Susman 01-2-02120-330-000-12</i>	<i>Credit</i>
04/10/20	B & D Pitstop	SPRINGFIELD	NE	85544020101	37.16
	REF# 85544020101	402-253-8004	04/09/20	<i>fuel</i>	
04/17/20	B & D Pitstop	SPRINGFIELD	NE	85544020108	52.55
	REF# 85544020108	402-253-8004	04/16/20	<i>fuel</i>	
04/21/20	B & D Pitstop	SPRINGFIELD	NE	85544020112	32.91
	REF# 85544020112	402-253-8004	04/20/20	<i>fuel</i>	
04/21/20	B & D Pitstop	SPRINGFIELD	NE	85544020112	43.10
	REF# 85544020112	402-253-8004	04/20/20	<i>fuel</i>	
Total for BRETT A. RICHARDS				New Charges/Other Debits	227.15
				Payments/Other Credits	-696.46

002659 2/2

3773

*called on
 Amazon music
 to report
 fraud
 5-3-2020*



P.O. BOX 1507, GRAND ISLAND, NE 68802-1507

Address Service Requested



ACCOUNT:
DOCUMENTS:

XXXXXX7773
0

PAGE: 1
04/30/2020



SARPY COUNTY SCHOOL DIST 0046
14801 S 108TH ST
SPRINGFIELD, NE 68059-4925



1-5PTS-DDAs-03.200501
001-001-005236 000080551 3

Enclosed with your statement you will find an updated Funds Availability Disclosure. As of July 1, 2020, the amounts made available to you in the event of an extended hold will increase. Please review and retain for your records. Please call 308-384-4323 with any questions. Thank you.

Business Checking ACCOUNT XXXXXX7773

AVG AVAILABLE BALANCE	144,616.93	LAST STATEMENT 03/31/20	144,616.93
AVERAGE BALANCE	144,616.93	CREDITS	.00
		DEBITS	.00
		THIS STATEMENT 04/30/20	144,616.93

- END OF STATEMENT -



ID : Matuto Plus Stone 915, 555, and 353
Installation Method : Random

 Mohawk Group

SIMULATED IMAGE IS SHOWN FOR ILLUSTRATION PURPOSES ONLY.
ACTUAL PRODUCT MAY VARY DUE TO NORMAL MANUFACTURING TOLERANCES.

Midwest Floor Covering, Inc.

Commercial Flooring Contractors

BUDGET PROPOSAL

DATE	<u>May 1, 2020</u>	CUSTOMER	<u>Platteview School</u>
JOB NAME	<u>HS Corridors</u>	CONTACT	<u>Greg Gentile</u>
LOCATION	<u>14801 South 108th St.</u>	PHONE	<u>402-658-8398</u>
	<u>Springfield, NE</u>	TAX INFO	<u>None Included</u>

We hereby submit our estimate for:

LVT: Mohawk - Matuto Plus Stone C0135 - 12x24 - 80% Field Color 915A Frostbite with 20% random accent colors 555A Blue Night and 353A Red Hot at 10% each.

Resilient Base: Burke - 4" cove - Color: TBD

See below for alternates and attached plans for areas of work included.

WE PROPOSE hereby to furnish material and labor -- complete in accordance with the plans, drawings and specifications for said building for the sum of:

\$54,287.00

Fifty Four Thousand Two Hundred Eighty Seven Dollars

NOTE: This proposal may be withdrawn by us if not accepted within 10 days from letting date.

The following notes are part of this bid proposal & will be incorporated into the contract documents:
All material as specified or per our notes and all work is guaranteed to be completed in a workmanlike manner according to industry standards for a period of one year from date of installation. Any alteration or deviation from specifications involving extra cost will be executed only upon written orders and will become extra charges beyond this estimate. All agreements contingent upon strikes, accidents, or delays are beyond our control. Owner to carry fire, tornado, and other necessary insurance. All installation to be by non-union, independent contract labor. Lights, HVAC, dumpsters, power and dust control by others.

OTHER SPECIAL NOTATIONS:

Demo of existing floor tile, thinset, base, adhesives, etc by others.

We have included 20 hours for minor floor prep.

If necessary, paint touch-up and door adjustments by others.

All furniture and equipment moving, caulking, dust protection and final clean up by others.

Material payment required prior to ordering materials.

Alt #1 - Use walk-off carpet in lieu of lvt at entry - Add (+) \$2,118.00.

Alt #2 - Install Dropzone rubber in weight room - 10% color - Add (+) \$10,500.00.

No demo included in weight room.

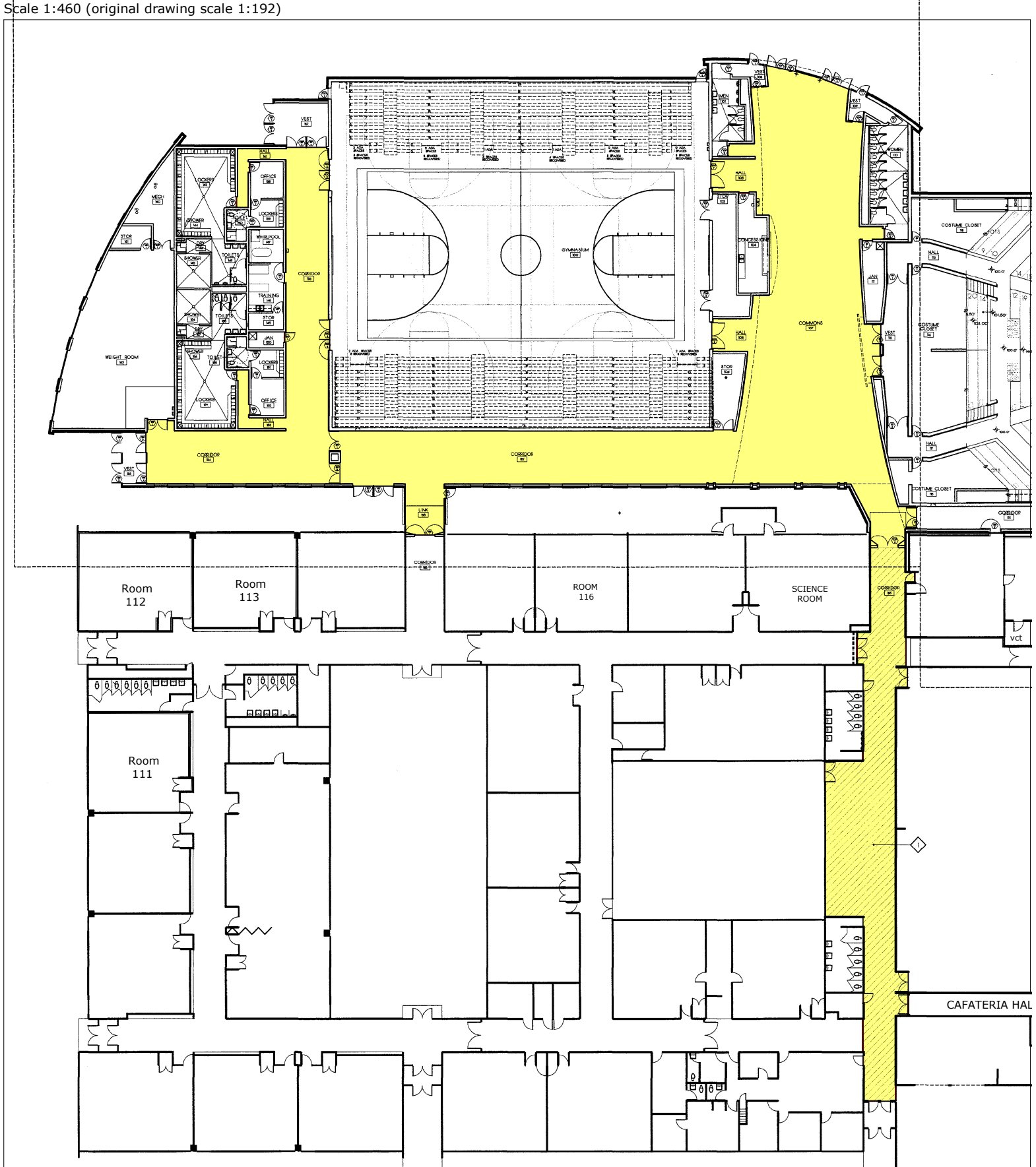
Alt. #3 - Cost to skim coat substrate after tile demo may be needed, cost could be between \$8,000 and \$15,000.

THANK YOU Steve McGinnis

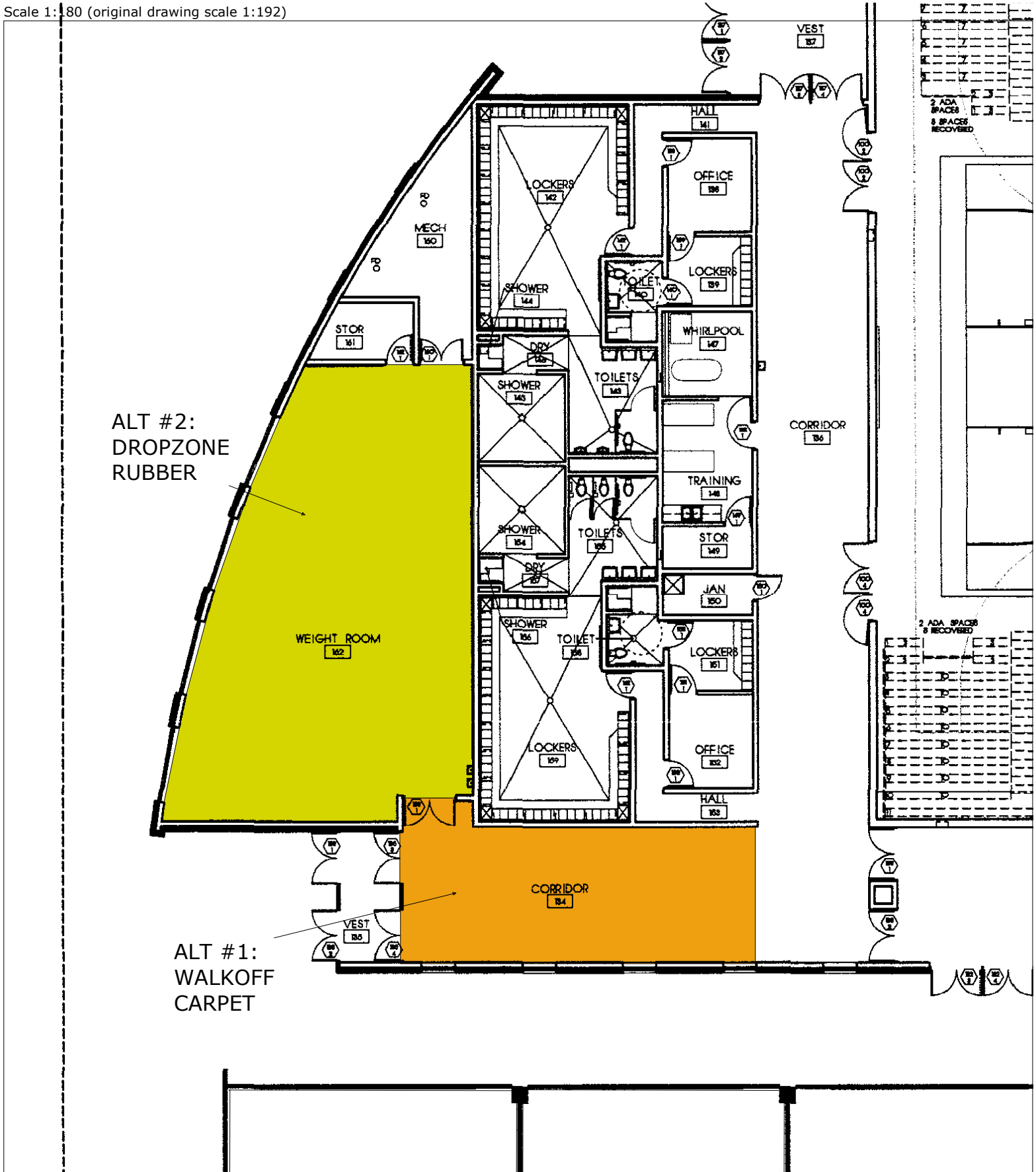
3725 Touzalin Avenue
Lincoln, NE 68507
402/466-5626
fax 466-6291

Accepted by: _____
Print Name: _____
Date: _____

Scale 1:460 (original drawing scale 1:192)



Scale 1:180 (original drawing scale 1:192)



ALT #2:
DROPZONE
RUBBER

ALT #1:
WALKOFF
CARPET



Midwest Alarm Services
 9864 M Street
 Omaha, NE 68127
 Phone: 402-474-3737
 Fax: 515-244-3833
 Rep: Jana Christensen
 Email: jana.christensen@mw-as.com

QUOTE

Quote # MWAQ56571
Date 04/28/20

Quote To:

Springfield Platteview CSD
Greg Gentile
14801 S. 108th Street
Springfield, NE 68059

Springfield Platteview CSD - Tuesday, April 28, 2020

Midwest Alarm Services is pleased to provide a quotation for this project as indicated in the following list of equipment and services:

Qty	Part Number	Description
6	FMM-1	Addressable Monitor Module With Flashscan
5	FDM-1	Addressable Dual Monitor Module
1	FCM-1	Addressable Control Module With Flashscan
23	FRM-1	Addressable Module with Flashscan
18	NBG-12LX	Addressable NBG-12L Pull Station With Flashscan
12	RTS151	Remote Test Station, With Switch
12	DST5	Innovair Flex Sampling Tube, Steel, 5' With Holes
12	FSP-951R	Remote Test Capable Intelligent Photo Detector w/F
12	DNR	Intelligent duct detector, non relay
32	B300-6	Intelligent Flanged Mounting Base 6" White
10	FST-951	Intelligent Addressable 135 Degree Thermal Detecto
22	FSP-951	Intelligent Addressable Photo Detector w/Flashscan
8,000	WG-45131004	14/2 SOL JKT FPLP 1M RL RED,115.04/1000ft
8,000	WG-46061104	16/2 SOL OAS FPLP 1M BX RED,118.70/1000ft
3,000	WG-45061104	18/2 SOL JKT FPLP 1M BX RED,68.09/1,000ft
2		12V 16ah Battery
8	SRL	Strobe Red Wall
15	SCWL	Strobe White Ceiling
50	SPSRL	Speaker Strobe Red Wall
52	SPSCWL	Speaker Strobe White Ceiling
1	BB-25	Cabinets, mounts up to six XP6
1	XP6-C	6 Circuit Control
1	AA-120	120W Audio Amplifier @ 25 VRMS
4	PSN-106	Potter Power Supply
8	W-EP-SLA12-8	Energy Power 12V 8AH Sealed Lead Acid Battery

This quote includes pre-installation support to the installer to assist with proper terminations and the start up of the equipment. Midwest Alarm Services will provide system configuration, programming and checkout and provide necessary documentation and code compliant certification. Operating instructions will also be provided to the owner. This quotation does not include system cable, conduit, device backboxes, or the installation of equipment. Project quotation does not include applicable taxes. Shipping costs are included.

**This quotation is based upon plans and specifications available on the day and at the time of the bid. Any changes, advertised or not, after the bid date and time are not included in this quotation. Upon request, a quotation will be provided for the additional work for approval.*

**This price is guaranteed for 90 days.*

**Warranty is not in effect until the system is paid for. Warranty is performed only on Monday through Friday from 8 AM to 5 PM. Warranty begins on the day of the first beneficial use of the equipment.*

**Payment terms are: Net 30 days. Credit hold is applied at 60 days. Mechanics Liens on project are filed before 90 days.*

**95% payment of the balance is required to be paid before a technician can be scheduled to work on the equipment start up.*

**This pricing includes a cash discount incentive for payments made via cash, check or ACH/EFT payment and we do not accept payments made via credit cards.*

**Any shortages of equipment shipped directly to the purchaser must be reported within two weeks of delivery. Midwest Alarm Services will not be responsible for shortages of product if not reported within two weeks of receipt.*

**This Midwest Alarm Services quote/agreement is not with the building owner in most cases, and as such, this quote is not an "if paid or when paid" agreement with a contractor.*

**For any additions to an existing system, unless clearly specified differently, it is assumed that the existing system is fully operational and working normally. Any troubleshooting or repairs to the existing system, unless specified in the bidding documents, is not included in this quotation.*

**Troubleshooting wiring errors is not included in this quote.*

**The equipment provided by Midwest Alarm Services shall not be used to power equipment furnished by others unless engineered as such by Midwest Alarm Services.*

**Midwest Alarm Services has the right to stop performing services and to withhold further delivery of materials until the customer's credit account is current.*

**Any reference to alarm monitoring in this agreement is for pricing purposes only. Alarm monitoring services are performed pursuant only to the terms and conditions of the Company's standard alarm monitoring agreement.*

**Unless in a separate line item quoted above this quotation does not include monitoring the system. Midwest Alarm Services is not responsible for the programming and testing of the central station monitoring if a vendor other than Midwest Alarm Services is chosen.*

**All work performed under this agreement will be performed only during the Company's business hours of Monday through Friday from 8 AM to 5 PM unless specifically quoted as after hours work.*

Thank you for your consideration.

Accepted Pending Submittal Approval _____

Date _____

Print Name _____

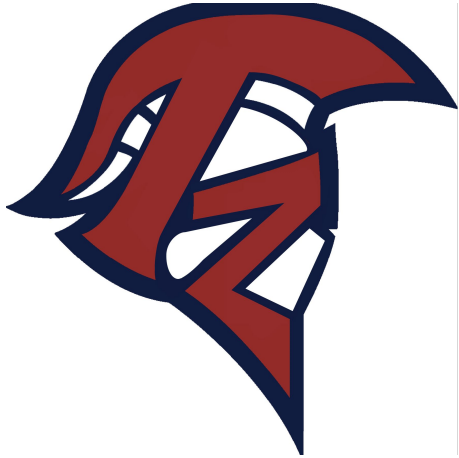
Signature _____

Hold For Release _____ Release Immediately _____

Total: \$61,902.24

Trojan Zone Proposal

Platteview High School

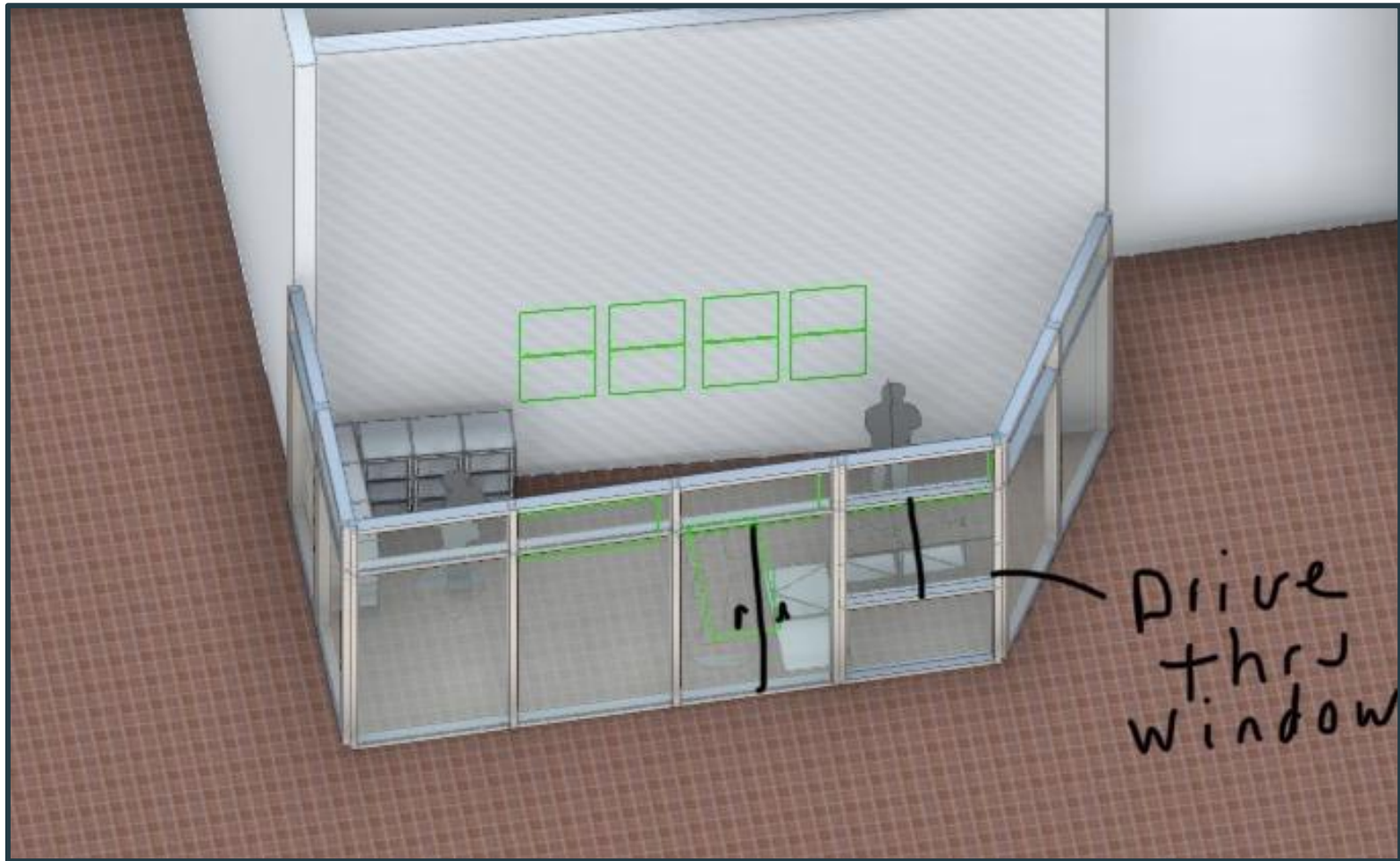


Presented to Mr. Richards by PHS Business Department

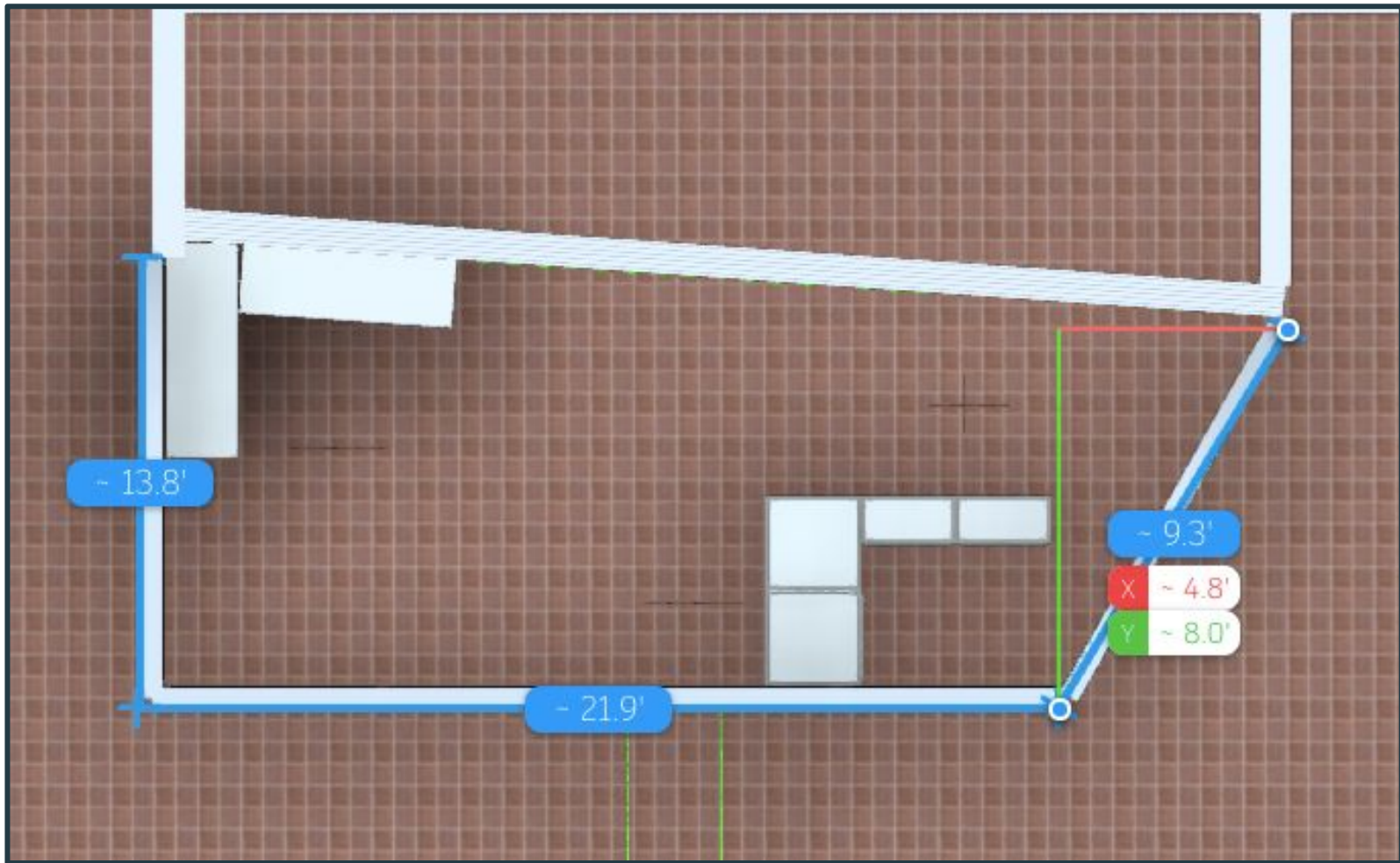
May 2020

Initial Design Proposal





Drive thru window



Goals of the Trojan Zone

- **Create Internships at PHS for opportunities in:**
 - **Marketing (pricing, promotions, advertising, sales, distribution, social media presence: Twitter, Facebook)**
 - **Management (oversee inventory, workers, scheduling, etc.)**
 - **Accounting (track bookkeeping)**
 - **Digital Design (create flyers, posters, signs, video, social media outlets)**
- **Provide opportunity for interns and workers to subsidize funding for registration to state and national conferences**

Goals... cont.

- Support PHS & PCJH students during the school day
 - Classroom supplies
 - PHS attire
 - Snacks & drinks
- Physical location will allow visibility and availability for sales opportunities for events held at PHS:
 - Sporting events
 - Fine arts programs
 - Elementary programs

Possible Support Opportunities

In addition to being the marquee front for Trojan apparel, supplies and other items the Trojan Zone could help to support other groups. Below is a sample of this...

Group or Activity	Support	Fees (if applicable)
Team apparel, state t-shirts, summer camp shirts for sports or activities, musical/fall play tickets	Trojan Zone can design, accept orders through our website, give options for debit/credit, deliver items instead of coaches/activity sponsors having to do this.	\$2-\$3 per item * Spring 2020 Soccer: \$2 for shirt and \$3 for sweatshirt
Fundraising support for PHS groups	Provide an online opportunities for purchases for organizations through the Trojan Zone website.	\$ Negotiable.
Benefits (special items for specific occasions)	Promote apparel, take orders, delivery, helps secretaries. Last year we helped SKILLS USA w/Vet's Day Shirt Sales.	Donation

Estimated Cost

Springfield Platteview (

Jim Jennings

RE: Proposed Trojan Zone

ESTIMATE

This estimate is for a three sided storefront installed at Platteview High School. Mill finish 1 ¾ x 4 ½ metal with 6-0 x 7-0 pair of doors and sidelites. See attached drawings for sizes and configurations. Glazed with ¼" clear tempered safety glass throughout. Doors will be narrow style with off-set pivots, standard MS lock and have lifetime warranty Hagar door closures installed. Mill finish matching pass-thru operable and locking window included in this bid.

JOB TOTAL: \$11,924.00

*NOTE: Deduct \$300.00 for white vinyl window for pass-thru in lieu of mill aluminum. Other options at additional cost are available for pass-thru/drive-thru window.

Please call with any questions.

Thank you,

Erik Falk

- Estimated 6-8 weeks from approval to completion if supplies are available.
- Time for installation at school 3-4 full days.

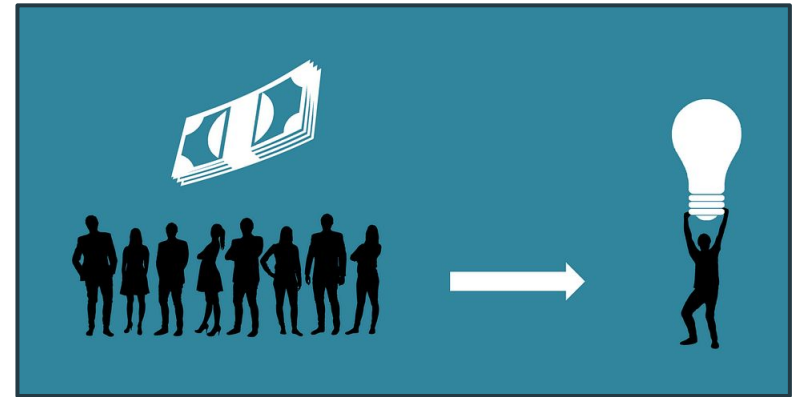
Equipment/Fixture Needs

- Clothes Racks/Display Racks
- Lockable Shelving/Storage
- POS (Point of Sale device)
 - Possible funding by Perkins Grant Request
- Security camera??
- Possible ceiling/netting?

Funding Goal

Seek funding for construction and additional needs:

1. Building budget support
2. District level support
3. Foundation
4. Booster Club
5. Community Partners

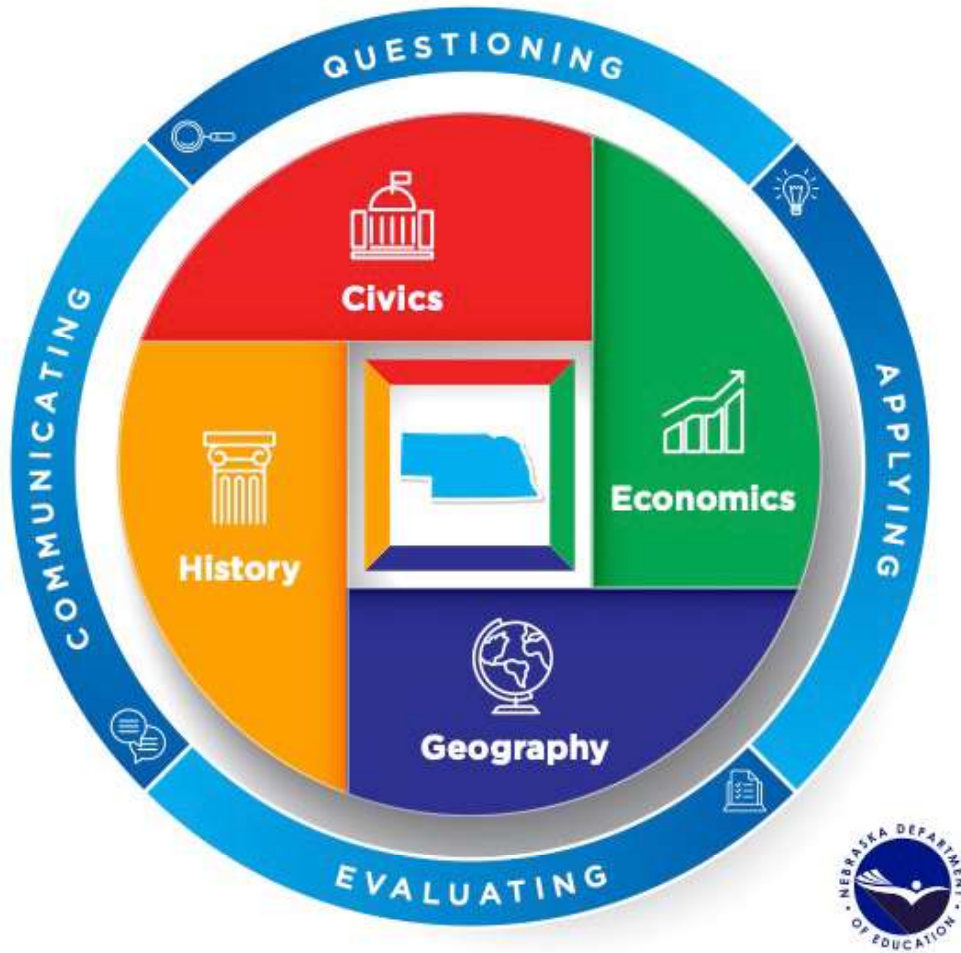


Potential Trojan Zone Donors

In appreciation for donations:

- Sponsorships with Business Partners
- Donor levels similar to auditorium plaques
- Etched names on glass wall
- Banners

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
Civics		
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.
Economics		
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
Geography		
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
History		
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.

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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.

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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.

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.

Nebraska Social Studies Standards

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

Nebraska Social Studies Standards

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?"

Springfield Platteview Community Schools 2020-2021

	August 2020	January 2021	
11 New Teacher Workshop	Su Mo Tu We Th Fr Sa 1	Su Mo Tu We Th Fr Sa 1	1-5 WinterBreak
12-17 All Certified Staff	2 3 4 5 6 7 8	3 4 5 6 7 8 9	6 1st Day 2nd Semester
17 All Classified Staff Report	9 10 11 12 13 14 15	10 11 12 13 14 15 16	18 Martin Luther King Day - No School
18 First Day of Classes	16 17 18 19 20 21 22	17 18 19 20 21 22 23	
	23 24 25 26 27 28 29	24 25 26 27 28 29 30	
	30 31	31	
	September 2020	February 2021	
	Su Mo Tu We Th Fr Sa 1 2 3 4 5	Su Mo Tu We Th Fr Sa 1 2 3 4 5 6	10-11 Early Dismissal 1:25 PM PT Conferences
7 Labor Day- No School	6 7 8 9 10 11 12	7 8 9 10 11 12 13	12 Comp Day- No School
	13 14 15 16 17 18 19	14 15 16 17 18 19 20	15 President's Day- No School
	20 21 22 23 24 25 26	21 22 23 24 25 26 27	
28 Teacher In-Service No School	27 28 29 30	28	
	October 2020	March 2021	
16 End of 1st Quarter	Su Mo Tu We Th Fr Sa 1 2 3	Su Mo Tu We Th Fr Sa 1 2 3 4 5 6	12 End of 3rd Quarter
19 First Day of 2nd Quarter	4 5 6 7 8 9 10	7 8 9 10 11 12 13	15-19 Spring Break
21-22 Early Dismissal 1:25 PM PT Conferences	11 12 13 14 15 16 17	14 15 16 17 18 19 20	22 1st Day 4th Quarter
23 Comp Day- No school	18 19 20 21 22 23 24	21 22 23 24 25 26 27	
	25 26 27 28 29 30 31	28 29 30 31	
	November 2020	April 2021	
25 Early Dismissal 11:25 AM .5 Teacher Contract Day	Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7	Su Mo Tu We Th Fr Sa 1 2 3	2, 5 No School
26-27 Thanksgiving No School	8 9 10 11 12 13 14	4 5 6 7 8 9 10	
	15 16 17 18 19 20 21	11 12 13 14 15 16 17	23 Teacher in-service
	22 23 24 25 26 27 28	18 19 20 21 22 23 24	
	29 30	25 26 27 28 29 30	
	December 2020	May 2021	
18-21 Early Dismissal- FINALS 1:25 PM	Su Mo Tu We Th Fr Sa 1 2 3 4 5	Su Mo Tu We Th Fr Sa 1	19 Last Day for Seniors
22 Early Dismissal- FINALS 11:25 AM	6 7 8 9 10 11 12	2 3 4 5 6 7 8	23 Commencement
	13 14 15 16 17 18 19	9 10 11 12 13 14 15	24-25 Early Dismissal- FINALS 1:25 PM
	20 21 22 23 24 25 26	16 17 18 19 20 21 22	26 Early Dismissal- FINALS 11:25 AM
23-31 Winter Break	27 28 29 30 31	23 24 25 26 27 28 29	26 Last Day for Students
		30 31	27 Teacher Work Day
			31 Memorial Day

	Color Code
	New Teacher Workshop
	No School
	No School for Students
	1 Hour Late Start
	Early Dismissal
	Regular School Day

1st Qtr.	42 Student Days 47 Teacher Days
2nd Qtr.	44 Student Days 44 Teacher Days
3rd Qtr.	45 Student Days 46 Teacher Days
4th Qtr.	45 Student Days 47 Teacher Days
TOTAL	176 Student Days 184 Teacher Contract Days

PROBATIONARY TEACHER'S CONTRACT

THIS CONTRACT made by and between the Springfield Platteview Community Schools in the County of Sarpy, in the State of Nebraska, hereinafter referred to as the District and Kristina E. Bell, a legally qualified teacher, hereinafter referred to as Teacher.

WITNESSETH: That the Board of Education of the District hereby agrees to employ the Teacher above named in the schools of the District for a school year, which shall begin on or about August 12, 2020, and end on or about May 27, 2021, and shall consist of 184 contract days of service including at least 176 teaching days and that the Teacher hereby agrees to accept such employment at a salary of \$45,561.25* and under the following conditions.

FIRST: The Teacher understands and agrees that because he/she has not yet completed the probationary period provided for in the applicable statutes, he/she has the status of probationary certificated employee.

SECOND: The Teacher understands that this Contract must be ratified by the Board of Education to be legally binding.

THIRD: Teacher understands and agrees that, because of his/her probationary status, the Board of Education may elect not to renew this Contract for a subsequent term for any reason it deems sufficient if such nonrenewal is not for constitutionally impermissible reasons.

FOURTH: The salary of the Teacher shall be payable in 12 equal installments. The first installment shall be payable on the 20th day of September, 2020, and the remaining installments shall be payable on the 20th day of each month thereafter.

FIFTH: The teacher hereby agrees to be governed by the policies of the Board of Education of the District and the rules, regulations, and directives of the Administration and that the teaching duties to be performed by him/her under this contract shall be subject to assignment of the Superintendent of the District with the approval of the Board of Education of the District; and further agrees to devote full time, during days of school to his/her position in all respects, to diligently and faithfully perform the assigned duties as Teacher to the best of his/her professional ability.

SIXTH: In addition to the teaching duties set forth herein, the Teacher may be assigned such "extra duty" assignments as defined from time to time by the parties of this agreement which shall be upon such terms and conditions and at such additional stated rate of compensation as the Teacher and the District may from time to time agree upon.

SEVENTH: This contract may be cancelled or amended by a majority of the members of the school board during the school year for any of the following reasons: (a) upon cancellation, termination, revocation or suspension of the teacher's certificate by the State Board of Education; (b) breach of any of the material provisions of this contract; (c) for any reason set forth in this contract; (d) incompetency; (e) neglect of duty; (f) unprofessional conduct; (g) insubordination; (h) immorality or (i) physical or mental incapacity. Cancellation or amendment under this contract shall be governed by the applicable provisions of the Nebraska Revised Statutes.

EIGHTH: That upon termination of this contract for just cause, or upon the release of the Teacher from this contract, the compensation paid or to be paid hereunder shall be an amount which bears the same ratio to the yearly salary herein specified as the number of days of service to the date of such termination bears to 1/185 days of service. Any unearned fractional portion of an installment paid but not earned prior to termination of the contract shall be refunded by the Teacher.

NINTH: There shall be no penalty for release or resignation by the Teacher from this contract; provided no resignation shall become effective until the close of the school year unless accepted by the Board of Education of the District and the Board shall fix the time at which the resignation is to take effect.

TENTH: This contract shall conform to the regulation governing deductions from the above stated compensation with reference to Withholding Tax, Social Security and Teacher's Retirement. Other deductions may be withheld as agreed to by the parties to this contract.

ELEVENTH: The Teacher hereby affirms that he/she is not under contract with another School Board or Board of Education within this State covering a part or all of the same time of performance as is contemplated by this agreement. The Teacher further affirms that at the beginning of the term of this contract he/she holds or will hold a valid Nebraska Teaching Certificate. It is understood and agreed that this contract is not valid until the Teacher's Certificate, as herein listed, is registered in the office of the District Superintendent of Schools in the District and that the Teacher shall not be compensated for any services performed prior to the date of registration of this certificate.

TWELFTH: Terms and conditions set forth in this agreement shall be subject to such wages and conditions of employment as may, from time to time, be mutually agreed upon by and between the Board and teachers or a duly recognized collective bargaining agent for said teachers, and said agreement, when reduced to writing, and executed by the parties, shall be deemed to be included herein by reference and shall become a part hereof.

THIRTEENTH: Teacher's failure to return a signed copy of the contract or renewal agreement to the Superintendent of Schools or Secretary of the Board of Education of the District on or before May 8, 2020 shall constitute a rejection of this offer of employment.

FOURTEENTH: Other Contract Terms:

* MA, Step 4 = \$35,875.00 (Base) x 1.27 (Index) = \$45,561.25 (Salary Schedule in Negotiated Agreement)
Daily rate: \$247.62
Monthly rate: \$3,796.77

EXECUTED this 1st day of May, 2020.

Kristina E. Bell
Teacher

Brett Richards
Superintendent

Springfield Platteview Community Schools
Sarpy County, NE

President, Board of Education Date

Secretary, Board of Education Date

PROBATIONARY TEACHER'S CONTRACT

THIS CONTRACT made by and between the Springfield Platteview Community Schools in the County of Sarpy, in the State of Nebraska, hereinafter referred to as the District and Jan M. McKay, a legally qualified teacher, hereinafter referred to as Teacher.

WITNESSETH: That the Board of Education of the District hereby agrees to employ the Teacher above named in the schools of the District for a school year, which shall begin on or about August 12, 2020, and end on or about May 27, 2021, and shall consist of 184 contract days of service including at least 176 teaching days and that the Teacher hereby agrees to accept such employment at a salary of \$68,521.25* and under the following conditions.

FIRST: The Teacher understands and agrees that because he/she has not yet completed the probationary period provided for in the applicable statutes, he/she has the status of probationary certificated employee.

SECOND: The Teacher understands that this Contract must be ratified by the Board of Education to be legally binding.

THIRD: Teacher understands and agrees that, because of his/her probationary status, the Board of Education may elect not to renew this Contract for a subsequent term for any reason it deems sufficient if such nonrenewal is not for constitutionally impermissible reasons.

FOURTH: The salary of the Teacher shall be payable in 12 equal installments. The first installment shall be payable on the 20th day of September, 2020, and the remaining installments shall be payable on the 20th day of each month thereafter.

FIFTH: The teacher hereby agrees to be governed by the policies of the Board of Education of the District and the rules, regulations, and directives of the Administration and that the teaching duties to be performed by him/her under this contract shall be subject to assignment of the Superintendent of the District with the approval of the Board of Education of the District; and further agrees to devote full time, during days of school to his/her position in all respects, to diligently and faithfully perform the assigned duties as Teacher to the best of his/her professional ability.

SIXTH: In addition to the teaching duties set forth herein, the Teacher may be assigned such "extra duty" assignments as defined from time to time by the parties of this agreement which shall be upon such terms and conditions and at such additional stated rate of compensation as the Teacher and the District may from time to time agree upon.

SEVENTH: This contract may be cancelled or amended by a majority of the members of the school board during the school year for any of the following reasons: (a) upon cancellation, termination, revocation or suspension of the teacher's certificate by the State Board of Education; (b) breach of any of the material provisions of this contract; (c) for any reason set forth in this contract; (d) incompetency; (e) neglect of duty; (f) unprofessional conduct; (g) insubordination; (h) immorality or (i) physical or mental incapacity. Cancellation or amendment under this contract shall be governed by the applicable provisions of the Nebraska Revised Statutes.

EIGHT: That upon termination of this contract for just cause, or upon the release of the Teacher from this contract, the compensation paid or to be paid hereunder shall be an amount which bears the same ratio to the yearly salary herein specified as the number of days of service to the date of such termination bears to 1/185 days of service. Any unearned fractional portion of an installment paid but not earned prior to termination of the contract shall be refunded by the Teacher.

NINTH: There shall be no penalty for release or resignation by the Teacher from this contract; provided no resignation shall become effective until the close of the school year unless accepted by the Board of Education of the District and the Board shall fix the time at which the resignation is to take effect.

TENTH: This contract shall conform to the regulation governing deductions from the above stated compensation with reference to Withholding Tax, Social Security and Teacher's Retirement. Other deductions may be withheld as agreed to by the parties to this contract.

ELEVENTH: The Teacher hereby affirms that he/she is not under contract with another School Board or Board of Education within this State covering a part or all of the same time of performance as is contemplated by this agreement. The Teacher further affirms that at the beginning of the term of this contract he/she holds or will hold a valid Nebraska Teaching Certificate. It is understood and agreed that this contract is not valid until the Teacher's Certificate, as herein listed, is registered in the office of the District Superintendent of Schools in the District and that the Teacher shall not be compensated for any services performed prior to the date of registration of this certificate.

TWELFTH: Terms and conditions set forth in this agreement shall be subject to such wages and conditions of employment as may, from time to time, be mutually agreed upon by and between the Board and teachers or a duly recognized collective bargaining agent for said teachers, and said agreement, when reduced to writing, and executed by the parties, shall be deemed to be included herein by reference and shall become a part hereof.

THIRTEENTH: Teacher's failure to return a signed copy of the contract or renewal agreement to the Superintendent of Schools or Secretary of the Board of Education of the District on or before May 8, 2020 shall constitute a rejection of this offer of employment.

FOURTEENTH: Other Contract Terms:

* MA27, Step 15 = \$35,875.00 (Base) x 1.91 (Index) = \$68,521.25 (Salary Schedule in Negotiated Agreement)

Daily rate: \$372.40

Monthly rate: \$5,710.10

EXECUTED this 4th day of May, 2020.

Jan McKay
Teacher

Brett Richards
Superintendent

Springfield Platteview Community Schools
Sarpy County, NE

President, Board of Education

Date

Secretary, Board of Education

Date



PROPOSAL

Prepared for: Springfield Platteview Community Schools

Prepared by: Vince S. France, vfrance@capitalMDS.com

Date: April 28, 2020

Updated to 4 Standard Staple V2 finishers and only 1 Saddle Stitch booklet finisher V2 and PaperCut MF pricing added to lease price.

The contents of this proposal are confidential trade secret information and are intended for the use of Springfield Platteview Community Schools only. The contents herein may not be reproduced without the specific written permission of Capital Business Systems, Inc. This is a proposal only and informative in nature. Actual contract terms and conditions, as well as final pricing, will be submitted upon request.

Proposed Pricing is effective for 30 days from 04/28/2020

www.capitalMDS.com

Proposed Document Management Solution for Springfield Platteview Community Schools.

Now that we have worked with you from the ground up to assess your current document management and printing system, here are a variety of effective document management and printing system solutions that are easy to implement, easy to maintain, and that ***are just plain economically smart.***

Equipment

<i>Qty</i>	<i>Manufacturer / Model</i>	<i>Description</i>
<i>5</i>	<i>Canon imageRUNNER ADVANCE 6575i III</i>	<i>imageRUNNER ADVANCE 6575i III (75 pages per minute)</i>
<i>1</i>	<i>Canon Booklet Finisher-V2</i>	<i>Saddle Stitching (adds option of two staples on folded pages)</i>
<i>5</i>	<i>Canon 2/3 Hole Puncher Unit-A1</i>	<i>2/3 Hole Puncher Unit-A1</i>
<i>4</i>	<i>Canon Standard Finisher-V2</i>	<i>Standard Finisher staple positions: corners and two on side</i>
<i>1</i>	<i>PaperCut MF</i>	<i>PaperCut print output and equipment fleet management software</i>

See below State of Nebraska / NASPO national contact pricing:

Lease Option:

48 MO, \$1708.00/Monthly plus applicable taxes

Note- This includes the PaperCut MF software.

Proposed Service & Supply Agreement

Service *Plus* Agreement includes all parts, labor, service calls, preventative maintenance calls, and all supplies, excluding paper and staples.

- This agreement includes 2,500,000 black prints Annually.
- All additional black prints to be billed annually @ \$0.0037 per page based on actual volumes



MASTER AGREEMENT

Capital Business Systems Inc.
7052 Commerce Cir Ste 120, Cheyenne WY 82007-1858

MASTER AGREEMENT NO.:

CUSTOMER ("You" OR "Your")

FULL LEGAL NAME: Springfield Platteview Community Schools
ADDRESS: 14801 S. 108th St. Admin Building, Springfield , NE 68059

MASTER AGREEMENT

The parties anticipate the terms of this Master Agreement shall be incorporated into and constitute a part of one or more Schedules to Master Agreement entered into between Customer and Owner (each a "Schedule"). As used herein, "Agreement" refers to an individual Schedule which incorporates this Master Agreement and "Equipment" refers to the equipment referenced on an individual Schedule.

ADDITIONAL TERMS AND CONDITIONS

AGREEMENT. You want us to provide you the Equipment under the Schedule and you agree to pay us the amounts set forth on such Schedule each period by the due date. The Agreement will begin on the date the Equipment is delivered to you or any later date we designate. If we designate a later date, you agree to pay us an additional amount equal to the periodic payments due under this Agreement prorated for the period between the date the Equipment is delivered to you and the commencement date. We may charge you a \$69.50 fee to cover documentation and investigation costs. If any amount payable to us is not paid when due, you will pay a late charge equal to: 1) the greater of ten (10) cents for each dollar overdue or twenty-six dollars (\$26.00); or 2) the highest lawful charge, if less. Any security deposit will be commingled with our assets, will not earn interest, and will be returned at the end of the term, provided you are not in default.

NET AGREEMENT. THE AGREEMENT IS NON-CANCELABLE FOR THE ENTIRE AGREEMENT TERM. YOU AGREE THAT YOU ARE UNCONDITIONALLY OBLIGATED TO PAY ALL AMOUNTS DUE UNDER THE TERMS OF THE AGREEMENT FOR THE ENTIRE TERM. YOU ARE NOT ENTITLED TO REDUCE OR SET-OFF AGAINST AMOUNTS DUE UNDER THE AGREEMENT FOR ANY REASON.

EQUIPMENT USE. You will keep the Equipment in good working order, use it for business purposes only and not modify or move it from its initial location without our consent. If we have entered into a separate arrangement with you for maintenance, service, supplies, support, etc. with respect to the Equipment, payments under the Agreement may include amounts owed under that arrangement, which amounts may be invoiced as one payment for your convenience. You agree that you will look solely to us for performance under any such arrangement and for the delivery of any applicable supplies.

SOFTWARE/DATA. Except as provided in this paragraph, references to "Equipment" include software included as part of, or installed on, the Equipment. We do not own the software and cannot transfer any interest in it to you. We are not responsible for the software and have no rights or obligations under any related license agreement. You agree that you will look only to the publisher, licensor, or other third parties, if any, who actually granted you your right to use the software to determine those rights. You are solely responsible for protecting and removing any confidential data/images stored on the Equipment prior to its return for any reason.

LIMITATION OF WARRANTIES. EXCEPT TO THE EXTENT THAT WE HAVE PROVIDED YOU A WARRANTY IN WRITING, WE MAKE NO WARRANTIES, EXPRESS OR IMPLIED, INCLUDING WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE. YOU CHOSE ANY/ALL THIRD-PARTY SERVICE PROVIDERS BASED ON YOUR JUDGMENT. YOU MAY CONTACT US OR THE MANUFACTURER FOR A STATEMENT OF THE WARRANTIES, IF ANY, THAT THE MANUFACTURER IS PROVIDING. WE ASSIGN TO YOU ANY WARRANTIES GIVEN TO US.

ASSIGNMENT. You may not sell, assign, or sublease the Equipment or the Agreement without our written consent. We may sell or assign the Agreement and our rights in the Equipment, in whole or in part, to a third party without notice to you. You agree that if we do so, our assignee will have our assigned rights under the Agreement, but none of our obligations, and will not be subject to any claim, defense, or set-off that may be assertable against us or anyone else.

LAW/FORUM. You agree that the Agreement and any claim related to the Agreement shall be governed by the internal laws of the state in which our (or, if we assign the Agreement, our assignee's) principal place of business is located and any dispute concerning the Agreement will be adjudicated in a federal or state court in such state. You hereby consent to personal jurisdiction and venue in such courts and waive transfer of venue. Each party waives any right to a jury trial.

LOSS OR DAMAGE. You are responsible for any damage to or loss of the Equipment. No such loss or damage will relieve you from your payment obligations under the Agreement. Except for claims, losses, or damages caused by our gross negligence or willful misconduct, you agree to indemnify us and our assignee, if applicable, against any claims, losses, or damages, including attorney fees, in any way relating to the Equipment. In no event will we be liable for any consequential or indirect damages.

UCC. If we assign rights in the Agreement for financing purposes, you agree that the Agreement, in the hands of our assignee, qualifies as an agreement of the type defined in Section 2A-103(1)(g) of the Uniform Commercial Code ("UCC"). You agree to forgo the rights and remedies provided under sections 507-522 of Article 2A of the UCC.

INSURANCE. You agree to maintain comprehensive liability insurance acceptable to us. You also agree to: 1) keep the Equipment fully insured against loss at its replacement cost, with us named as loss payee; and 2) provide proof of insurance satisfactory to us no later than 30 days following the commencement of the Agreement, and thereafter upon our written request. If you fail to maintain property loss insurance satisfactory to us and/or you fail to timely provide proof of such insurance, we have the option, but not the obligation, to secure property loss insurance on the Equipment from a carrier of our choosing in such forms and amounts as we deem reasonable to protect our interests. If we secure insurance on the Equipment, we will not name you as an insured party, your interests may not be fully protected, and you will reimburse us the premium which may be higher than the premium you would pay if you obtained insurance, and which may result in a profit to us through an investment in reinsurance. If you are current in all of your obligations under the Agreement at the time of loss, any insurance proceeds received will be applied, at our option, to repair or replace the Equipment, or to pay us the remaining payments due or to become due under the Agreement, plus our booked residual, both discounted at 3% per annum.

TAXES/OWNERSHIP. You will pay when due, either directly or by reimbursing us, all taxes and fees relating to the Equipment and the Agreement. Sales or use tax due upfront will be payable over the term with a finance charge. Unless the Agreement includes a \$1-purchase option, we own the Equipment (excluding any software). If the Agreement includes a \$1-purchase option, you acknowledge that the Agreement shall be deemed to be a conditional sales contract, any ownership we have in the Equipment will be deemed transferred to you upon the commencement of the applicable Schedule, you grant us a security interest in the Equipment to secure your obligations under the Agreement and you agree to file any required personal property tax returns relating to the Equipment.

END OF TERM. At the end of the term of the Agreement (or any renewal term) (the "End Date"), the Agreement will renew for an additional one year period under the same terms unless a) you provide us written notice, at least 30 days prior to the End Date, of your intent to return the Equipment, and b) you timely return the Equipment to the location designated by us, at your expense. If the returned Equipment is not immediately available for use by another without need of repair, you will reimburse us for all repair costs. If the Agreement includes a purchase option and you are not in default on the End Date, you may purchase the Equipment from us "AS IS" for the purchase option price. If the Agreement includes a \$1-purchase option, you will be deemed to have exercised your option to purchase the Equipment as of the commencement date of the applicable Schedule. You cannot pay off the Agreement or return the Equipment prior to the End Date without our consent. Unless the Agreement includes a \$1-purchase option, if we consent to an early prepayment, we may charge you, in addition to other amounts owed, an early termination fee equal to 5% of the price of the Equipment.

DEFAULT AND REMEDIES. If you do not pay any sum within 10 days after its due date, or if you breach any other term of the Agreement or any other agreement with us, you will be in default, and we may require that you return the Equipment to us at your expense and pay us: 1) all past due amounts and 2) all remaining payments for the unexpired term, plus our booked residual, both discounted at 4% per annum. We may also use all other legal remedies available to us, including disabling or repossessing the Equipment. You agree to pay all our costs and expenses, including reasonable attorney fees, incurred in enforcing the Agreement. You also agree to pay interest on all past due amounts, from the due date, at 1.5% per month.

MISCELLANEOUS. The Agreement is the entire agreement between you and us relating to our providing and your use of the Equipment and supersedes any prior representations or agreements, including any purchase orders. Amounts payable under the Agreement may include a profit to us. The parties agree that the original of the Agreement for enforcement and perfection purposes shall be that paper copy of the applicable Schedule which: (A) bears (i) the original or a facsimile of your manually applied signature, or (ii) a stamped or electronically applied replica of your signature or other indication of your intent to enter into the Agreement; and (B) bears the original of our manually applied signature. The parties agree that such original shall be the sole "record" constituting "chattel paper" under the UCC. Any change to the Agreement must be in writing signed by each party.

OWNER ("WE", "US", "OUR")

OWNER: Capital Business Systems Inc.

CUSTOMER'S AUTHORIZED SIGNATURE

CUSTOMER: Springfield Platteview Community Schools

SIGNATURE:

DATE:

SIGNATURE:

DATE:

PRINT NAME & TITLE:

PRINT NAME & TITLE:



**SCHEDULE TO MASTER AGREEMENT
(Imaging Equipment)**

MASTER AGREEMENT NO. _____

APPLICATION NO. _____

AGREEMENT/SCHEDULE NO. _____

CUSTOMER ("YOU" or "YOUR")

FULL LEGAL NAME: Springfield Platteview Community Schools

ADDRESS: 14801 S. 108th St. Admin Building, Springfield , NE 68059

MASTER AGREEMENT

REFERS TO THE AGREEMENT BETWEEN CUSTOMER AND OWNER IDENTIFIED IN OWNER'S RECORDS BY THE MASTER AGREEMENT NO. ABOVE.

DESCRIPTION OF EQUIPMENT, IMAGE ALLOWANCE AND EXCESS CHARGES

QTY	TYPE, MAKE, MODEL NUMBER, AND INCLUDED ACCESSORIES	NOT FINANCED UNDER THIS AGREEMENT		BEGINNING METER READING		MONTHLY IMAGE ALLOWANCE		EXCESS PER IMAGE CHARGE (PLUS TAX)	
				B&W	COLOR	B&W	COLOR	B&W	COLOR
5	Canon imageRUNNER ADVANCE 6575i III					208,334	n/a	\$0.0037	
4	Canon Staple Finisher-V2								
1	Canon Booklet Finisher-V2								
TOTAL CONSOLIDATED MONTHLY IMAGE ALLOWANCE AND EXCESS PER IMAGE CHARGES (IF CONSOLIDATED)									

EQUIPMENT LOCATION: _____ METER FREQUENCY: Annually

SEE ATTACHED EQUIPMENT OR GROUP BILLING SCHEDULE

* THE CONSOLIDATED IMAGE ALLOWANCE AND EXCESS PER IMAGE AMOUNTS SHOWN ABOVE (OR ON THE ATTACHED EQUIPMENT OR GROUP BILLING SCHEDULE), IF ANY, APPLIES TO (CHECK ONE): EQUIPMENT INSTALLED UNDER THIS SCHEDULE ONLY, OR EQUIPMENT INSTALLED UNDER THIS SCHEDULE, TOGETHER WITH EQUIPMENT LISTED ON ANY OTHER APPLICABLE SCHEDULES TO MASTER AGREEMENT (FOR IMAGING EQUIPMENT) (I.E., AN AGGREGATE CONSOLIDATION). IF NO IMAGE ALLOWANCE OR EXCESS PER IMAGE AMOUNTS ARE SHOWN ABOVE (OR ON THE ATTACHED EQUIPMENT OR GROUP BILLING SCHEDULE), IMAGES MADE ON THE EQUIPMENT UNDER THIS SCHEDULE WILL BE INCLUDED IN DETERMINING YOUR IMAGE AND OVERAGE CHARGES UNDER THE APPLICABLE PRIOR SCHEDULE TO MASTER AGREEMENT.

TERM (CHECK ONE TERM OPTION)

TERM: THE END OF THE TERM OF THIS SCHEDULE IS THE END OF THE TERM OF THE SCHEDULE TO MASTER AGREEMENT IDENTIFIED AS SCHEDULE NO. _____

TERM IN MONTHS: 48 (APPLIES TO THIS SCHEDULE ONLY)

PAYMENT (CHECK ONE TERM OPTION)

MONTHLY BASE PAYMENT AMOUNT: \$1708.00 (PLUS TAX) (INCLUDES AMOUNTS DUE UNDER THIS SCHEDULE ONLY)

TOTAL CONSOLIDATED MONTHLY BASE PAYMENT AMOUNT: \$ _____ (PLUS TAX) (INCLUDES AMOUNTS DUE UNDER THIS SCHEDULE AND ANY OTHER APPLICABLE SCHEDULES TO THE MASTER AGREEMENT (FOR IMAGING EQUIPMENT) DURING THE TERM THEREOF)

ADDITIONAL TERMS AND CONDITIONS

IMAGE ALLOWANCE CHARGES AND OVERAGES. You are entitled to make the total number of images shown under Image Allowance Per Machine (or Total Consolidated Image Allowance, if applicable) each period during the term of this Agreement. If you make more than the allowed images in any period, you will pay us an additional amount equal to the number of the excess images made during such period multiplied by the applicable Excess Per Image Charge. Regardless of the number of images made in any period, you will never pay less than the Base Payment Amount. You agree to provide us with the actual meter readings on any business day as designated by us; we may estimate the number of images used if such meter readings are not received within five days after being requested. We will adjust the estimated charge for excess images upon receipt of actual meter readings. You agree that the Base Payment Amount and the Excess Per Image Charges may be proportionately increased at any time if our estimated average page coverage is exceeded. After the end of the first year of this Schedule and not more than once each successive twelve-month period thereafter, the Base Payment Amount and the Excess Per Image Charges (and, at our election, the Base Payment Amount and Excess Per Image Charges under any other schedules for imaging equipment between you and us that incorporate the terms of the Master Agreement) may be increased by a maximum of 15% of the then existing payment or charge. Images made on equipment marked as not financed under this Agreement will be included in determining your image and overage charges.

APPLICABLE TO GOVERNMENTAL ENTITIES ONLY

You hereby represent and warrant to us that as of the date of the Agreement: (a) the individual who executed the Agreement had full power and authority to execute the Agreement on your behalf; (b) all required procedures necessary to make the Agreement a legal and binding obligation against you have been followed; (c) the Equipment will be operated and controlled by you and will be used for essential government purposes for the entire term of the Agreement; (d) that all payments due and payable for the current fiscal year are within the current budget and are within an available, unexpended, and unencumbered appropriation; (e) you intend to pay all amounts payable under the terms of the Agreement when due, if funds are legally available to do so; (f) your obligations to remit amounts under the Agreement constitute a current expense and not a debt under applicable state law; (g) no provision of the Agreement constitutes a pledge of your tax or general revenues; and (h) you will comply with any applicable information reporting requirements of the tax code, which may include 8038-G or 8038-GC Information Returns. If funds are not appropriated to pay amounts due under the Agreement for any future fiscal period, you shall have the right to return the Equipment and terminate the Agreement on the last day of the fiscal period for which funds were available, without penalty or additional expense to you (other than the expense of returning the Equipment to the location designated by us), provided that at least thirty (30) days prior to the start of the fiscal period for which funds were not appropriated, your Chief Executive Officer (or Legal Counsel) delivers to us a certificate (or opinion) certifying that (a) you are a state or a fully constituted political subdivision or agency of the state in which you are located; (b) funds have not been appropriated for the applicable fiscal period to pay amounts due under the Agreement; (c) such non-appropriation did not result from any act or failure to act by you; and (d) you have exhausted all funds legally available for the payment of amounts due under the Agreement. You agree that this paragraph shall only apply if, and to the extent that, state law precludes you from entering into the Agreement if the Agreement constitutes a multi-year unconditional payment obligation.

AGREEMENT

This Schedule to Master Agreement ("Schedule"), together with the preprinted terms of the Master Agreement (as amended), constitutes an agreement between Customer and Owner with respect to the equipment referenced herein (or on the attached Equipment or Group Billing Schedule) (excluding equipment marked as not financed under this Schedule), separate and distinct from any other Schedule to Master Agreement entered into between Customer and Owner pursuant to the Master Agreement. Customer agrees to be bound by the terms of this Schedule, which includes the preprinted terms of the Master Agreement (as amended), and agrees this Schedule shall constitute an "Agreement" as such term is used in the Master Agreement. The original of this Schedule shall be that copy which: (A) bears (i) the original or a facsimile of your manually applied signature, or (ii) evidence of a stamped or electronically applied replica of your signature or other indication of your intent to enter into this Schedule; and (B) bears the original of our manually applied signature. If any provision in this Schedule conflicts with a provision in the Master Agreement, the provision in this Schedule shall control. This Schedule shall commence on the date of our acceptance.

CUSTOMER'S AUTHORIZED SIGNATURE

ONCE YOU SIGN THIS SCHEDULE AND OWNER ACCEPTS IT, THIS SCHEDULE WILL BE NON-CANCELABLE FOR THE FULL TERM.

Springfield Platteview Community Schools _____
 CUSTOMER SIGNATURE PRINT NAME & TITLE DATE

OWNER ("WE", "US", "OUR")

Capital Business Systems Inc. _____
 OWNER SIGNATURE PRINT NAME & TITLE DATE

7052 Commerce Cir Ste 120, Cheyenne, WY 82007-1858

CERTIFICATE OF DELIVERY AND ACCEPTANCE

The Customer hereby certifies that all the Equipment: 1) has been received, installed, and inspected, and 2) is fully operational and unconditionally accepted.

SIGNATURE: _____ NAME AND TITLE: _____ DATE: _____



Contract Acknowledgement in lieu of Purchase Order

I, _____, as an authorized agent of _____ am making
(Purchasing Agent Name) *(Agency Name)*
the attached ***purchase / lease / rental*** as specified in agreement NASPO #140595 under the
(circle procurement type) *(Purchase Agreement Number)*
terms and conditions of State/Association Contract Number 88826-O4.
(State/Association Contract Number)

Signature

Title

Date



We consider our clientele to be *associates*, not just customers, and treat them accordingly. Our services are always hands-on, with proactive maintenance the norm. The industry service awards we've won have proven that we understand clearer than most companies how to listen to our clients and address their needs.

*James Kreikemeier, President
Capital Business Systems*



Equipment Performance

If you are not satisfied with your equipment, we will replace it



Service Response

We will respond to your service call within four hours in Zone 1



Reliability Guarantee

We offer every client a 98% level of uptime



Parts and Supplies

Local inventory of authorized parts and supplies



Factory Trained Technicians

All technicians trained by a manufacturer certified instructor

We will *exceed* your expectations, every day.

www.capitalMDS.com

Proven Leadership

Capital Business Systems was founded on a cornerstone of quality, integrity, and honesty. Today, as a locally owned and operated office technology and document management company, we offer the best document imaging technology from the world's leading companies and support their products with a commitment to 100% customer satisfaction.

Customer Satisfaction Guarantee

At Capital Business Systems, we do not make promises we cannot keep and the ones we do make, we live up to 100%. In fact, we are so confident in the reliability and performance of our products and our people, we put our promises to you in our Customer Satisfaction Guarantee.

Selection

RICOH

Canon[®]

 Microsoft



RICOH
GreenLine™



datto

Services



MANAGED NETWORK SERVICES

Capital Business Systems can consolidate, integrate, and manage your network with predictable technology costs, network accountability, and improved uptime. Our holistic Managed Network Services solution allows you to transfer the risk and accountability of your network to us, so you can continue growing your business - something that typical break/fix service models can't offer.



MANAGED PRINT SERVICES

Capital Business System's Managed Print Services reduce the burden of printing maintenance on your finances, as well as on your office staff. We ensure that your software and drivers are proactively updated, we identify potential problems before costly repairs are needed, and we provide you with easy access to all the relevant printing supplies.



MANAGED DOCUMENT SERVICES

Our Managed Document Services provide you with the ability to digitally manage your complete document workflow, increasing productivity, enhancing privacy and reducing costs simultaneously. Managed Document Services typically include storage, retrieval, access control, remote access, audit control, security, backup and disaster recovery.

www.capitalMDS.com

Acquisition Solutions Program

The Capital Business Systems Acquisition Solutions Program is another component to help improve your document management system while keeping expenses under control. We will customize an acquisition program that fits the needs of your organization. Our goal is to provide your organization with the technology that is best suited to the dynamics of your business.



Equipment Service and Support

Capital Business Systems, Inc. is committed to customer satisfaction. Our technicians are measured and compensated under programs that align with our clients' desire for maximum system uptime. Each system is assigned a primary and secondary technician to meet reliability and response time expectations. Our technicians carry smartphones that allow them to search service histories, parts inventories, clear calls, and instantly receive your service request.

Capital Business Systems is a **Canon & Ricoh Authorized Training Center**. Only the top dealer organizations make the investment to provide superior customer service and hold this certification.

Computer and Networking Certifications



Warranty Period



The Service and Supply Agreement has calculated the **90-day warranty period** offered with all equipment. Please contact Us for additional details.

www.capitalMDS.com

Delivery and Installation



Delivery includes set-up, attachment of accessories, quality check of all functions, and physical delivery to your location. This is included in the initial investment.



Installation includes locating system in designated area, connection of hardware accessories, and connection to appropriate power source. *(It is the responsibility of the customer to provide appropriate power configuration and network connectivity at their location).*



Use and Function Training is provided to help you truly leverage the technology. Installation and training staff will provide basic training at time of installation. Detailed application training is arranged with you per your request, as long as the system is maintained under a service agreement with Capital Business Systems. *(We will work with you and your staff's schedule. We can provide specific training per your request, i.e. small groups, individual, etc.)*

Network Connectivity and Support



We provide post-installation integration and support services. A vendor-trained Capital Business Systems representative will work with your internal staff to integrate your system with your network after installation.

Additional Considerations

All pricing quoted in this proposal is exclusive of sales, use and/or property taxes, if applicable. Normal delivery time frames are 10-20 business days from receipt of authorized documents. Capital Business Systems cannot be held responsible for delays resulting from manufacturer backorders, erroneous shipments, or other circumstances beyond our control.

Capital Business Systems is committed to performing account reviews to ensure that equipment is meeting expectations and fulfilling the needs of the workgroup it supports. This also encompasses the tracking of volume levels to realize maximum efficiencies.

It is our goal to partner with you to help you reach your business goals.

www.capitalMDS.com

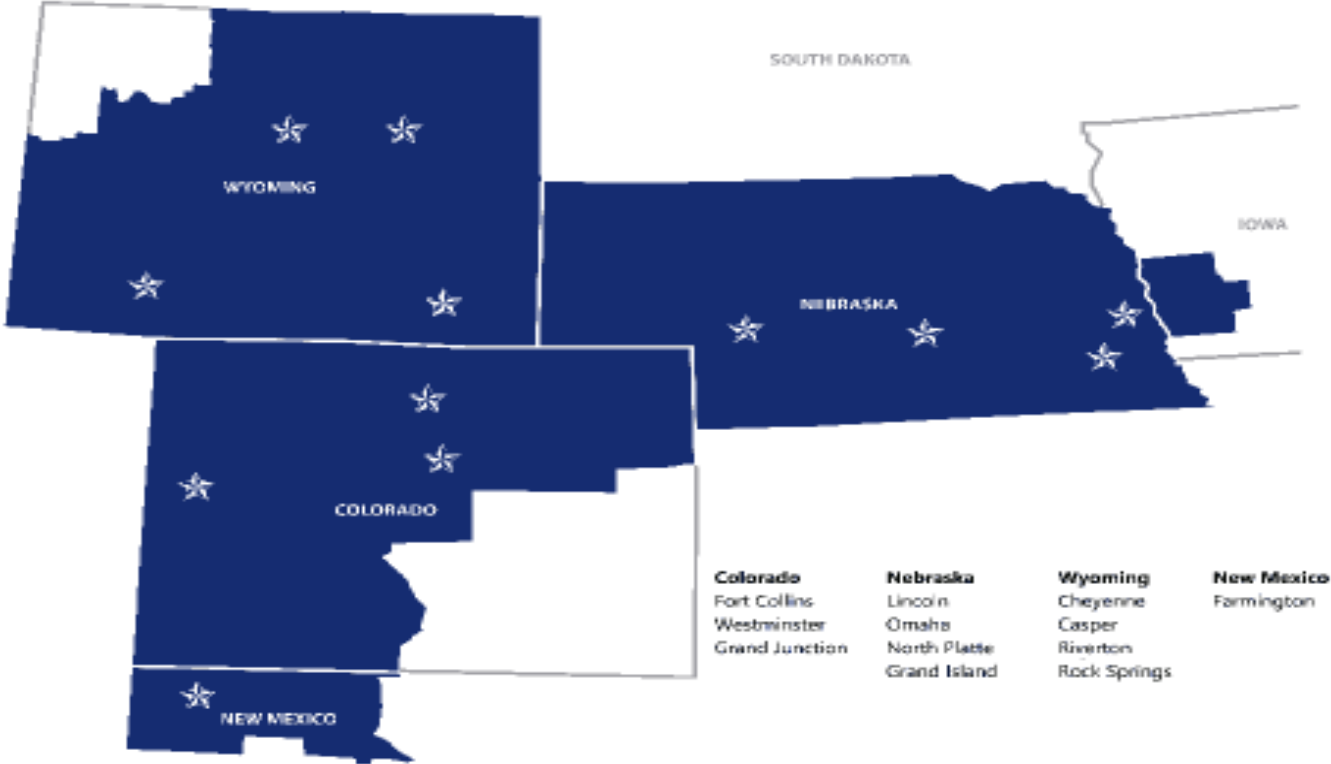
Company Executives

James Kreikemeier
Laurie Davis
Jack Lyman
Cliff Davis

President
Executive Vice-President
Chief Financial Officer
Director of Service

To place a service call, request supplies, or discuss accounts payable or receivables, please call 800-221-0604

Office Locations





14801 S. 108th St.
Springfield, NE 68059
402-592-1300
www.springfieldplatteview.org

Future Planning

May 11, 2020

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- Released at 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