

MINUTES
BOARD OF EDUCATION

December 9, 2019

7:30 PM

President Dave Zimmerman called the meeting to order at 7:30 PM with the following members in attendance:

I. Call Meeting to Order

A. Roll Call

1. Excuse Angela Meyer

Motion to excuse Angela Meyer from the December board meeting. This motion, made by Emily Shockley and seconded by Carol Pralle, passed.

Angela Meyer: Absent, Betsy Frerichs: yes, Carol Pralle: yes, Emily Shockley: yes, David Zimmerman: yes, Jim Zvolanek: yes

yes: 5, no: 0, Absent: 1

B. Notice of Nebraska Open Meetings Act Posted

II. Approval of Minutes from the November 11, 2019, Regular Board Meeting

Motion to approve minutes from the November 11, Regular Board Meeting. This motion, made by Jim Zvolanek and seconded by Betsy Frerichs, passed.

Angela Meyer: Absent, Betsy Frerichs: yes, Carol Pralle: yes, Emily Shockley: yes, David Zimmerman: yes, Jim Zvolanek: yes

yes: 5, no: 0, Absent: 1

III. Communications, Audiences, and Recognitions

A. Public comments will not be received after this period of time. Public comment period is limited to 5 minutes per person and a total of 30 minutes overall.

IV. Financial Statement: Item for Discussion, Consideration, and/or Action

A. Approval of Bills

1. General Fund, Special Building Fund, Depreciation Fund, and Qualified Capital Purpose Undertaking Fund Claims

Motion to approve General Fund, Special Building Fund, Depreciation Fund, and Qualified Capital Purpose Undertaking Fund Claims. This motion, made by Betsy Frerichs and seconded by Jim Zvolanek, passed.

Angela Meyer: Absent, Betsy Frerichs: yes, Carol Pralle: yes, Emily Shockley: yes, David Zimmerman: yes, Jim Zvolanek: yes

yes: 5, no: 0, Absent: 1

2. Lunch & Activity Claims

V. Support Service

A. Facility Update

B. Personnel Items

1. Hiring Recommendation

1. Brady Meyer - 1.0 FTE - Industrial Arts Teacher for the 2019-2020 School Year

Motion to approve Brady Meyer as the 1.0 FTE industrial arts teacher for the 2019-2020 school year. This motion, made by Carol Pralle and seconded by Emily Shockley, passed.

Angela Meyer: Absent, Betsy Frerichs: yes, Carol Pralle: yes, Emily Shockley: yes, David Zimmerman: yes, Jim Zvolanek: yes

yes: 5, no: 0, Absent: 1

C. Technology Update

VI. Administrative and Committee Reports

A. Student Board Member Report

B. Elementary Principal's Report

C. Secondary Principal's Report

D. Superintendent's Report

VII. Items for Discussion, Consideration, and/or Action

A. Approve the 2020-2021 Negotiated Agreement with Southern Education Association

Motion to approve the 2020-2021 negotiated agreement with Southern Education Association. This motion, made by Jim Zvolanek and seconded by Betsy Frerichs, passed.

Angela Meyer: Absent, Betsy Frerichs: yes, Carol Pralle: yes, Emily Shockley: yes, David Zimmerman: yes, Jim Zvolanek: yes

yes: 5, no: 0, Absent: 1

B. 2020-2021 District Calendar

Motion to approve the 2020-2021 District Calendar. This motion, made by Emily Shockley and seconded by Carol Pralle, passed.

Angela Meyer: Absent, Betsy Frerichs: yes, Carol Pralle: yes, Emily Shockley: yes, David Zimmerman: yes, Jim Zvolanek: yes

yes: 5, no: 0, Absent: 1

C. 2020-2021 Preschool Calendar

Motion to approve the 2020-2021 Preschool Calendar. This motion, made by Carol Pralle and seconded by Betsy Frerichs, passed.

Angela Meyer: Absent, Betsy Frerichs: yes, Carol Pralle: yes, Emily Shockley: yes, David Zimmerman: yes, Jim Zvolanek: yes

yes: 5, no: 0, Absent: 1

D. Adopt the Nebraska Social Studies Content Standards

Motion to adopt the Nebraska Social Studies Content Standards. This motion, made by Emily Shockley and seconded by Jim Zvolanek, passed.

Angela Meyer: Absent, Betsy Frerichs: yes, Carol Pralle: yes, Emily Shockley: yes, David Zimmerman: yes, Jim Zvolanek: yes

yes: 5, no: 0, Absent: 1

E. Superintendent's Contract

1. Superintendent's Contract Extension

Motion to approve the superintendent's contract extension. This motion, made by Emily Shockley and seconded by Jim Zvolanek, passed.

Angela Meyer: Absent, Betsy Frerichs: yes, Carol Pralle: yes, Emily Shockley: yes, David Zimmerman: yes, Jim Zvolanek: yes

yes: 5, no: 0, Absent: 1

2. Superintendent's Salary and Benefits

Motion to approve a 3% raise for the 2020-2021 school year. This motion, made by Jim Zvolanek and seconded by David Zimmerman, passed.

Angela Meyer: Absent, Betsy Frerichs: yes, Carol Pralle: yes, Emily Shockley: yes, David Zimmerman: yes, Jim Zvolanek: yes

yes: 5, no: 0, Absent: 1

F. Option Enrollment Applications

VIII. Adjournment

Motion to adjourn the meeting at 9:04 p.m. This motion, made by Emily Shockley and seconded by Betsy Frerichs, passed.

Angela Meyer: Absent, Betsy Frerichs: yes, Carol Pralle: yes, Emily Shockley: yes, David Zimmerman: yes, Jim Zvolanek: yes

yes: 5, no: 0, Absent: 1

BY

President of the Board of Education

Of this School District

ATTEST

Secretary of the Board of Education

of this School District

Notice of Regular Board Meeting
December 9, 2019, at 7:30 p.m.
Southern School District #1

Notice is hereby given of a meeting of the Board of Education, Southern School District #1 on December 9, 2019, at 7:30 p.m. at Southern Jr./Sr. High School Board Room in Wymore. A current agenda is also available at the office of the Superintendent.

I hereby certify that the above notice was posted in three public places as follows:

Southern Elementary School
Southern Jr./Sr. High School
U.S. Post Office in Wymore

- I. Call Meeting to Order
 - A. Roll Call
 - B. Notice of Nebraska Open Meetings Act Posted
- II. Approval of Minutes from the November 11, 2019, Regular Board Meeting
- III. Communications, Audiences, and Recognitions
 - A. Public comments will not be received after this period of time. Public comment period is limited to 5 minutes per person and a total of 30 minutes overall.
- IV. Financial Statement: Item for Discussion, Consideration, and/or Action
 - A. Approval of Bills
 - B. General Fund, Special Building Fund, Depreciation Fund, and Qualified Capital Purpose Undertaking Fund Claims
 - C. Lunch and Activity Claims
- V. Support Service
 - A. Facility Update
 - B. Personnel Item
 - a. Hiring of Brady Meyer (1.0 FTE – Industrial Arts Teacher) for the 2019-2020 School Year
 - C. Technology Update
- VI. Administrative and Committee Reports
 - A. Student Board Member Report
 - B. Elementary Principal's Report
 - C. Secondary Principal's Report
 - D. Superintendent's Report
- VII. Items for Discussion, Consideration, and/or Action
 - A. Approve the 2020-2021 Negotiated Agreement with Southern Education Association
 - B. 2020-2021 District Calendar
 - C. 2020-2021 Preschool Calendar
 - D. Adopt the Nebraska Social Studies Content Standards
 - E. Superintendent's Contract
 - F. Option Enrollment Applications
- VIII. Adjournment

The next Regular Board meeting is scheduled for 7:30 p.m., January 13, 2020, at Southern Jr./Sr. High School Board Room in Wymore. The Board of Education will usually adhere to the sequence of the published agenda, but reserves the right to adjust the order of items if necessary and may elect to amend the agenda as deemed necessary.

MINUTES
BOARD OF EDUCATION
November 11, 2019
7:30 PM

I. Call Meeting to Order

President Dave Zimmerman called the meeting to order at 7:30 p.m. and the following members were present: Angela Meyer, Betsy Frerichs, Carol Pralle, Dave Zimmerman, Emily Shockley, and Jim Zvolanek. The following administrators were presents: Jerry Rempe, Jeff Murphy, & Christopher Prosocki. The following student board member was present: Aryel Lane.

Reasonable advance publicized notice of the meeting was given according to law by publishing, a designated method for giving notice of the school district. Reasonable advance notice was simultaneously given to board members and a copy of their acknowledgement of receipt of notice and the agenda attached. All proceedings hereafter shown were taken while the convened meeting was open to the attendance of the public.

I.A. Roll Call

I.B. Notice of Nebraska Open Meetings Act Posted

President Dave Zimmerman announced that a complete copy of the Nebraska Open Meetings Act is posted in the back of the board of education meeting room.

II. Approval of Minutes from the October 14, 2019, Regular Board Meeting

Motion to approve minutes from the October 14, 2019 Regular Board Meeting. This motion, made by Emily Shockley and seconded by Jim Zvolanek, passed.

yes: 6, no: 0

III. Communications, Audiences, and Recognitions

III.A. Public comments will not be received after this period of time. Public comment period is limited to 5 minutes per person and a total of 30 minutes overall.

IV. Financial Statement: Item for Discussion, Consideration, and/or Action

C.D. Bids for the month were as follows:

Security First Bank, Blue Springs Special Funds: 1.80%

Wymore State Bank, Special Funds: 1.88%

IV.A. Approval of Bills

Dr. Prosocki noted that we are two months into the fiscal year and the district has received 25% of its revenue and the district has spent 15% of its overall budget. Dr. Prosocki commended the board for increasing the cash reserve (Depreciation fund) by around \$450,000 over the past two years. He noted that the Special Building Fund and Qualified Capitol Purpose Undertaking Fund (QCPUF) have increased over the past two years, but the influx of money has come through bond proceeds (QCPUF) and through grants that already have projects earmarked in the months

ahead. Last year the district received \$210,500 in grant funds and we are two months into the fiscal the year, the district has received \$107,500 in grant funds.

IV.A.1. General Fund, Special Building Fund, Depreciation Fund, and Qualified Capital Purpose Undertaking Fund Claims

Motion to approve the general fund, special building fund, depreciation fund, and qualified capitol purpose undertaking fund claims. This motion, made by Carol Pralle and seconded by Betsy Frerichs, passed.

yes: 6, no: 0

IV.A.2. Lunch & Activity Claims

V. Support Service

V.A. Facility Update

John Linder provided the school board with a written report over winterizing the sprinkler system, plans to aerate the fields and lawns, and having the Fire Marshall out to inspect the new fire alarm system that was damaged by lightning over the summer months.

Dr. Proski gave the board an update on the QCPUF bond proceeds and he said the district recently received a donation to pay for a remote system to move the main basketball hoops up and down for PE classes, contests, and graduation at the Jr./Sr. High School. Last spring the district had to replace the side basketball hoop gears that were over 40 years old.

V.B. Personnel Items

Dr. Proski noted that Monica Ullman recently resigned and the district is looking to fill a part time maintenance staff member. Jeff Murphy also gave the board an update on the open Industrial Technology position.

V.C. Technology Update

Dr. Proski noted that he completed the Future Ready District Technology Plan with Cody Sabey. This is a yearly requirement from the Nebraska Department of Education. Next, he compared Southern's technology budget to a larger school in the area and Southern's technology budget is almost double when it comes to both yearly hardware and software purchases.

VI. Administrative and Committee Reports

VI.A. Student Board Member Report

The student board member reported on the following items: football playoffs, the Veterans Day program, Pioneer Conference Vocal Music, and winter sports starting on Monday, November 18.

VI.B. Elementary Principal's Report

The elementary principal reported on the following items: current enrollment numbers, Red Ribbon Week activities (It is an alcohol, tobacco, and other drug and violence prevention awareness campaign observed annually in October), the science committee looking at new science textbooks for next year, he gave a report on the State Athletic Director's convention, and congratulated all of the fall sports teams on their seasons.

VI.C. Secondary Principal's Report

The secondary principal reported on the following items: current enrollment numbers, Southern's Veterans Day program, an alternative school update, the start of winter sports, college visits that Dr. Bond has organized, Pioneer Conference Vocal Music on November 11, Mrs. Nerverve and her students working with Heartland Center for Leadership Development to come up with ways to improve the community, first quarter Honor Roll, and he showed a video over the projects that have occurred in the Industrial Arts class.

VI.D. Superintendent's Report

Dr. Prosocki went over the 2019 Certified School Adjustment Valuation Report from the Nebraska Department of Revenue, he went over the 2018-2019 state aid recalculation (Southern's state aid will go up by \$3,834 or from \$1,311,562 to \$1,315,396), he went over the 2019 ACT results, and he went over the 2019 Annual Audit and the Annual Financial Report. He said that the reVISION grant community engagement meeting will take place on Wednesday, November 13. He presented the school board with a draft of both the 2020-2021 district calendar and preschool calendar. Dr. Prosocki noted that Southern has to follow the Nebraska School Activity Association (NSAA) calendar so we do not have a track meet on graduation. He stated that the calendar was sent out to all staff members to give their input on it. In addition, Southern will need to host Pioneer Conference Quiz bowl on March 22, 2021, so the Jr./Sr. High School will have an early out (11:00 a.m.) so we can use all of the classrooms. All of the Jr./Sr. High School staff will need to work this event. Dr. Prosocki noted that both the Preschool and the Elementary School will both be in session on this day and he will send a letter home in the fall to inform parents and he will also send a reminder letter when it gets closer to this date. Next, Dr. Prosocki went over the annual safety audit conducted by Bruce Lang, the Chief of Police in Beatrice, he talked about an upcoming school board dinner, he gave the board an update on the strategic planning work, and he went over the official enrollment numbers (390 students for the 2019-2020 school year), poverty trends, option enrollment trends, and special education trends. Lastly, Dr. Prosocki talked about how the district is implementing Dr. Robert Marzano's research-based instructional model (Best teaching practices) this school year in an effort to improve student achievement in the district.

VII. Items for Discussion, Consideration, and/or Action

VII.A. Press Box Bids

Motion to reject both press box bids. This motion, made by Carol Pralle and seconded by Betsy Frerichs, passed.

yes: 6, no: 0

Dr. Prosocki noted that the two press box bids came in too high and did not fall within the school's budget. Dr. Prosocki told the board that his plan is to work with a local contractor to come up with different ideas about how to lower the costs before he meets with the architect again. Based on state law, school districts have to put building projects out to bid if they are over \$100,000. He also wants to have three options available when he puts the project out to bid again: (1) just the press box option, (2) the press box and the restrooms option, (3) the press box, the restrooms, and the concession stands option. Dr. Prosocki hopes to get the three options out to bid by January or February and have the commencement date for the project be March 1 or March 15.

VII.B. Option Enrollment Applications

VII.C. Executive Session: Annual Superintendent Evaluation - As Needed to Protect the Interest of the District & to Prevent the Needless Injury to the Reputation of an Individual

Motion to enter executive session at 8:37 p.m. to complete the annual superintendent evaluation as needed to protect the interest of the district & to prevent the needless injury to the reputation of an individual. This motion, made by Emily Shockley and seconded by Jim Zvolanek, passed.
yes: 6, no: 0

VII.C.1. Convene in Executive Session: Annual Superintendent Evaluation

VII.C.2. Reconvene Meeting From Executive Session

Motion to reconvene the meeting from executive session at 9:10 p.m. This motion, made by Carol Pralle and seconded by Betsy Frerichs, passed.
yes: 6, no: 0

VII.C.3. Approval of Any Action Deemed Necessary as a Result of Executive Session

VIII. Adjournment

Motion to adjourn the meeting at 9:14 p.m. This motion, made by Emily Shockley and seconded by Angela Meyer, passed.
yes: 6, no: 0

The next Regular Board meeting is scheduled for 7:30 p.m., December 9, 2019, at Southern Jr./Sr. High School Board Room in Wymore. The Board of Education will usually adhere to the sequence of the published agenda, but reserves the right to adjust the order of items if necessary and may elect to amend the agenda as deemed necessary.

BY

President of the Board of Education
Of this School District

ATTEST

Secretary of the Board of Education
of this School District

PUBLIC PARTICIPATION

INSTRUCTIONS FOR MEMBERS OF THE PUBLIC WHO WISH TO SPEAK:
This is the portion of the meeting when members of the public may speak to the board about matters of public concern.

- **Getting Started:** When you have been recognized, please stand and state your name.
- **Time Limit:** The board will generally allow a total of 30 minutes for the presentation of all public comments. Individuals may speak only one time, and must limit comments to around 5 minutes. If there are more than 6 individuals who wish to address the board, the 30 minutes will be divided equally between the number of speakers. These time limits may be changed by a majority vote of the board members in attendance to extend the time for a specific item or speaker.
- **Personnel or Student Topic:** If you are planning to speak about a personnel or a student matter involving an individual, please understand that the district has a complaint policy and/or procedures to resolve such complaints and concerns. The Board requests that you follow the policy and procedures before addressing these matters with the Board. Board members will generally not respond to any questions you ask or comments about individual staff members or students.
- **General Rules:** This is a public meeting for the conduct of business. Comments from the audience while others are speaking will not be tolerated. Lewd, obscene, profane, slanderous, threatening and hostile conduct or statements and fighting words (words whose mere utterance entails a call to violence) will not be tolerated.
- **No Action by the Board:** The board will not act on any matter unless it is on the published agenda.

2018-2019
Annual Report

Southern Public Schools



PURPOSE OF THIS REPORT

The 2018-2019 Annual Report is submitted to the patrons of Southern Public Schools in accordance with the accreditation rules set forth by the Nebraska Department of Education. The annual report provides patrons with information regarding our school demographics, student achievement, and financial information. This report highlights some of the challenges and accomplishments in our district.

NEBRASKA EDUCATION PROFILE

More information about Southern Public School's 2018-2019 academic year can be found on the Nebraska Education Profile at <http://nep.education.ne.gov>.

- 1) Go to the **DISTRICT AND SCHOOL DATA** tab at the center of the webpage.
- 2) Type **Southern School District 1** in the **Search NEP** box.
- 3) Click on **SOUTHERN SCHOOL DISTRICT 1** and click **Search**.

DESCRIPTION OF THE DISTRICT

Southern Public Schools is a progressive C-2 district with 397 students in grades PK-12. Southern is located in Wymore and Blue Springs, Nebraska in the southeastern part of the state. In 1968 the current district was created with the consolidation of the five communities of Wymore, Blue Springs, Barneston, Holmesville, and Liberty, along with much of their outlying area. Wymore is located south of Lincoln and eight miles north of the Kansas border. The Wymore & Blue Springs communities are located within a mile of each other and are home to two schools, Southern Elementary School (K-6) and Southern Jr./Sr. High School (7-12). The 3-year-old preschool program is located in Blue Springs and the 4-year-old preschool program is located in Wymore.

DISTRICT MISSION STATEMENT

The Southern School District, in cooperation with families and communities, prepares students through educational experiences, to be responsible, respectful, and safe citizens in our continually changing world.

BOARD OF EDUCATION

Angela Meyer
Emily Shockley

Carol Pralle
Harlan Rickers

David Zimmerman
Jim Zvolanek

SCHOOL IMPROVEMENT GOALS

- All students will improve their reading comprehension.
- All students will improve their math skills.
- Southern Public Schools will improve the culture of the district.

BELIEF STATEMENTS

- **The School Will:**
 - Inspire students to contribute to society as knowledgeable, responsible, and cultured citizens.
 - Provide a safe, positive, and supportive learning environment with high expectations for student achievement.
 - Provide students the opportunity to learn, grow, and succeed.
- **The Students Will:**
 - Learn the value of leadership and how to be independent thinkers.
 - Become confident and goal-oriented lifelong learners in college and career readiness skills.
 - Be confident in their abilities, recognize their accomplishments, and learn from their experiences.

ADMINISTRATION

Faculty Members	Education Level	Years Experience	Position
Christopher Prosocki	Ed.D.	11	Superintendent/Curriculum Director
Gerald Rempe	M.A.	34	PK-6 Principal/Athletic Director
Jeff Murphy	M.A.	18	7-12 Principal

ELEMENTARY SCHOOL STAFF

Faculty Members	Education Level	Years Experience	Position
Jonna Adams	M.A.	18	Second Grade Teacher
Amanda Antholz	B.A.	1	Preschool Teacher
Jolene Bartels	M.A.	31	Fifth Grade Teacher
Kylie Betten	B.A.	4	First Grade Teacher
Timothy Blecha	B.A.	2	Special Education Teacher
Rhonda Epp	M.A.	24	Fourth Grade Teacher
Stacy Fossler	M.A.	7	Special Education Teacher
Cathy Hayden	B.A.	29	Sixth Grade Teacher
Malinda Hock	M.A.	4	Special Education Teacher
Kane Hookstra	M.A.	23	Fourth Grade Teacher
Taylor Landenberger	B.A.	1	Kindergarten Teacher
Annie Manley	B.A.	6	Preschool Teacher
Kimberly Milius	B.A.	2	First Grade Teacher
Carly Minge	M.A.	6	Fifth Grade Teacher
Lynn Sabey	M.A.	8	Second Grade Teacher
Tara Sasse	B.A.	5	Sixth Grade Teacher
Mary Jane Spence	B.A.	41	Third Grade Teacher
Jessica Tjaden	M.A.	8	Kindergarten Teacher
Carolyn Van Boening	M.A.	9	Media Specialist
Stephanie Ware	M.A.	20	Title I Teacher
Sheri Yockel	B.A.	34	Third Grade Teacher

Abbreviation	Degree
B.A.	Bachelor's Degree
M.A.	Master's Degree
Ed.S.	Education Specialist
Ed.D.	Doctor of Education

JR./SR. HIGH SCHOOL STAFF

Faculty Members	Education Level	Years Experience	Position
Shelby Barnard	B.A.	1	Special Education Teacher
Kalynne Breunsbach	B.A.	41	Special Education Teacher
Dominique Clay	B.A.	9	Spanish Teacher
Jennifer Dunekacke	M.A.	11	Science Teacher
Zack Emerson	M.A.	13	Physical Education/Health Teacher
Michele Gerdes	M.A.	33	K-12 Band Teacher
Patricia Goes	M.A.	39	Guidance Counselor
Caitlin Kalvelage	B.A.	1	K-12 Vocal Music Teacher
Heather McKinney	M.A.	23	Special Education Teacher
Morgan Neverve	M.A.	8	Jr./Sr. High School Art Teacher
Elizabeth Ogg	B.A.	6	English Teacher
Melissa Omar	M.A.	5	English Teacher
Sandy Pospisil	B.A.	7	Mathematics Teacher
Michael Ringen	M.A.	15	Social Science Teacher
James Sapp	B.A.	37	Industrial Tech Teacher
Jeff Schiebur	M.A.	37	Mathematics Teacher
Jamie Schluter	M.A.	5	Business Teacher
Jeffery Tunink	B.A.	9	Science Teacher
Rebecca Weyer	M.A.	14	Media Specialist
Beth Willet	B.A.	39	K-12 PE Teacher
Janie Winter	B.A.	29	Social Science Teacher

Abbreviation	Degree
B.A.	Bachelor's Degree
M.A.	Master's Degree
Ed.S.	Education Specialist
Ed.D.	Doctor of Education

CERTIFIED STAFF INFORMATION

Category	Southern	State
Average Teacher Salary	\$48,804	\$54,601
Average Years of Teaching Experience	16	14
Percent of Teachers with Master's Degrees	50%	56%

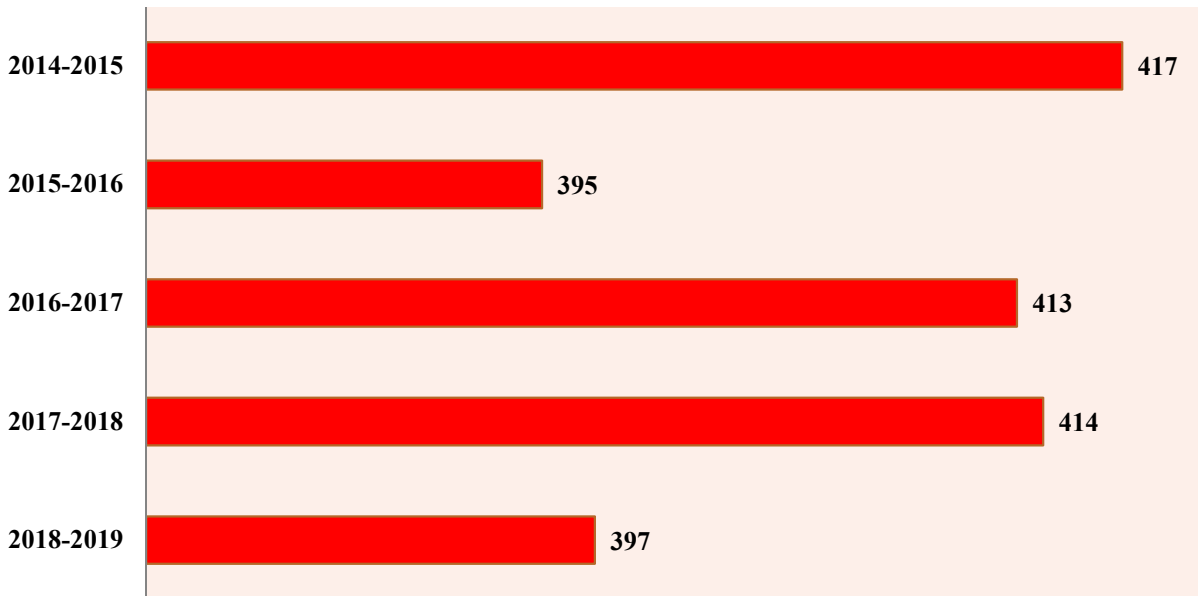
CLASSIFIED STAFF

Faculty Members	Position
Dona Bartels	Paraprofessional
Dee Bednar	Elementary Counselor
Jan Carr	Paraprofessional
Casey Colgrove	Custodian
Jessica Cooper	Paraprofessional
Bonnie Creek	Bus Driver
Susan Davis	Food Service Provider
Dee Day	Paraprofessional
Pam Dorn	Food Service Provider
Wendy Garrels	Paraprofessional
Jeanne Hardin	Food Service Provider
Noel Knarr	Food Service Provider
John Linder	Head Maintenance
Karen Maguire	Secretary
Jane Mallam	Bookkeeper
Kim McMurray	Head Food Service Provider
Jodi Meints	Paraprofessional
Tammy Meints	Custodian
Kathy Mittan	Paraprofessional
Patty Novotny	Preschool Paraprofessional
Rae Oblinger	Secretary
Dawn Rakes	Secretary
Tom Regan	Custodian
Devin Riggs	Bus Driver
Ginger Riggs	Paraprofessional
Randy Roberts	Maintenance
Cody Sabey	Technology Coordinator
Darcie Schmidt	Paraprofessional
Becky Sullivan	Secretary
Dave Thoman	Custodian
Sue Waltke	Paraprofessional
JoAnn Wieden	Food Service Provider
Fracia Workman	Paraprofessional
Twila Wise	Paraprofessional

ENROLLMENT FIGURES

Compiled on October 1 (2018)			
Grade	Female	Male	Total
PK	17	25	42
K	13	14	27
1	12	13	25
2	11	12	23
3	9	11	20
4	23	12	35
5	15	14	29
6	17	12	29
Elementary School	117	113	230
7	9	16	25
8	15	17	32
9	8	16	24
10	12	14	26
11	22	12	34
12	13	13	26
Jr./Sr. High School	79	88	167
District	196	201	397

5-YEAR ENROLLMENT FIGURES (PK-12)



SOUTHERN PUBLIC SCHOOLS DEMOGRAPHICS
2018-2019 Academic Year

Student Characteristics	Southern Public Schools	State
Attendance Rate	92%	94%
Dropout Rate	N/A	1%
English Learners (EL)	N/A	7%
Free/Reduced Priced Meals	64%	45%
Graduation Rate (4-Year Cohort)	85%	88%
High Ability Learners	27%	13%
School Mobility Rate	14%	10%
Special Education	20%	15%
Race/Ethnicity	American Indian/Alaskan Native:	1% 1%
	Asian:	0% 3%
	Black/African American:	0% 6%
	Hawaiian/Other Pacific Islander:	1% 1%
	Hispanic:	4% 19%
	Two or More Races:	3% 4%
	White:	91% 66%

Please Note: A N/A indicates that the data has been masked to protect the identity of students using one the following criteria:

- 1) Fewer than 10 students were reported in a group.
 - a) Fewer than 5 students were reported at a performance level.
- 2) All students were reported in a single group or performance category.

OPTION ENROLLMENT INFORMATION
2018-2019 Academic Year

Amount of Students that Option In	5
Amount of Students that Option Out	46
Net Option	-41

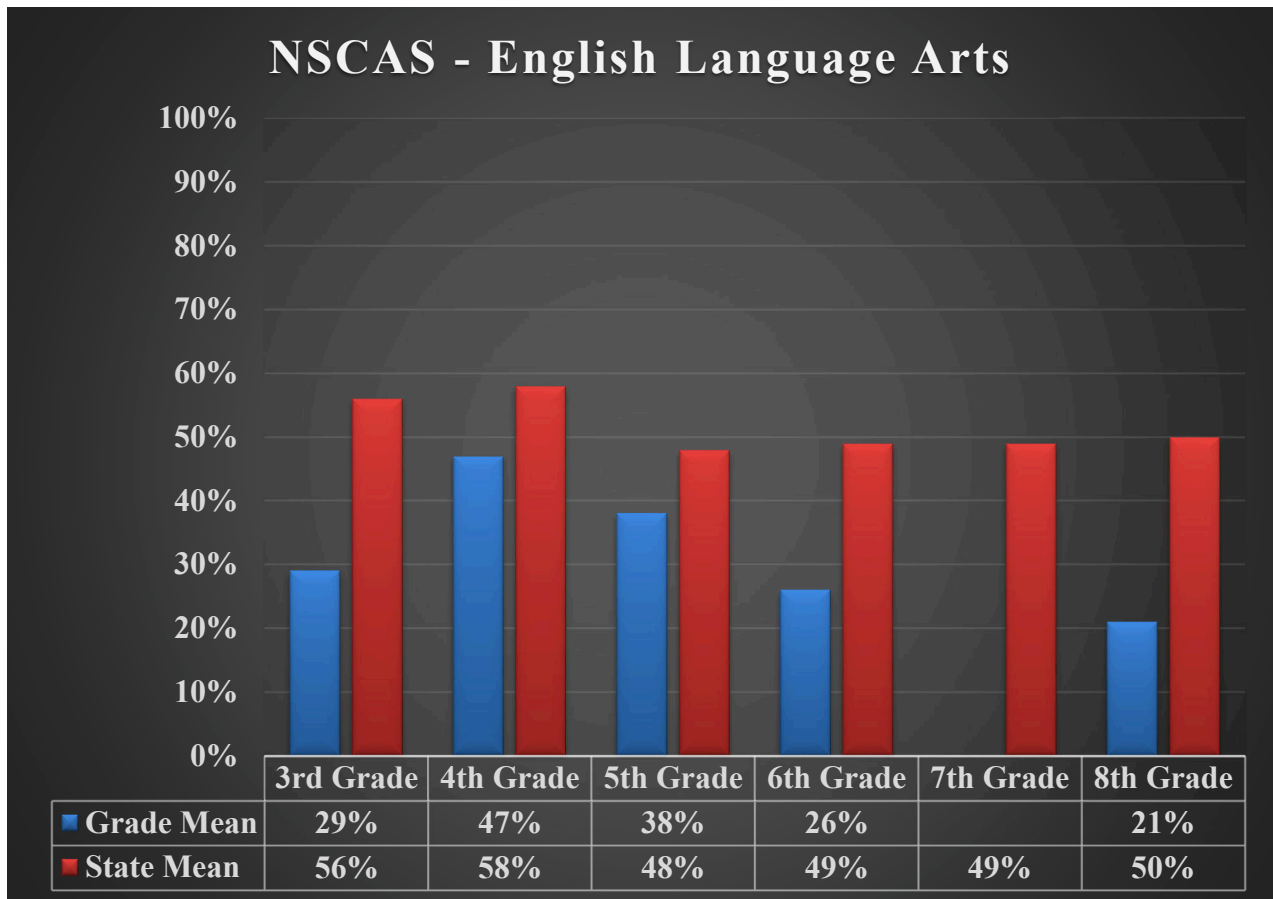
NEBRASKA STUDENT-CENTERED ASSESSMENT SYSTEM (NSCAS)

The Nebraska Student-Centered Assessment System (NSCAS) assessments were developed specifically for Nebraska to provide teachers, students, and parents with an assessment of student progress in mastering basic skills based on Nebraska’s academic standards in English Language Arts, Mathematics, and Science. The NSCAS test is a criterion-referenced assessment that is given once a year in the spring to measure student performance towards the standards. The following table is a breakdown of the NSCAS assessments administered at each grade level.

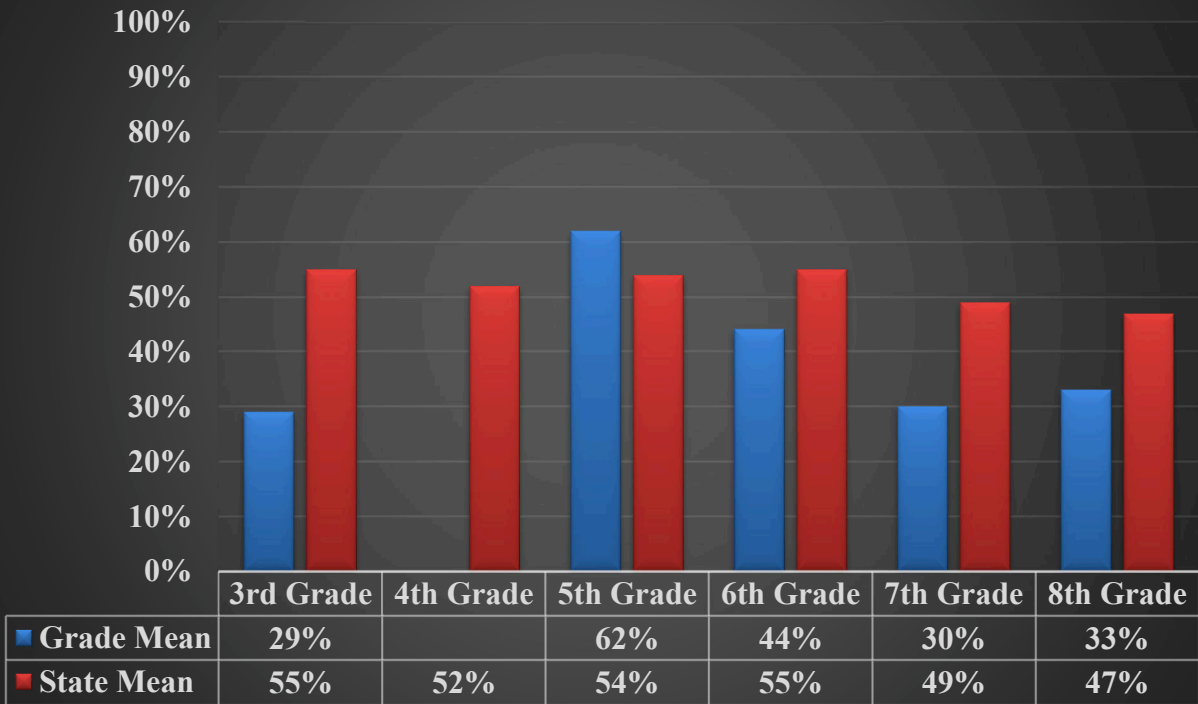
NSCAS Assessment	Subject	Grades Administered
NSCAS–ELA	English Language Arts	3-8
NSCAS–M	Mathematics	3-8
NSCAS–S	Science	5 & 8

NEBRASKA STUDENT-CENTERED ASSESSMENT SYSTEM (NSCAS)

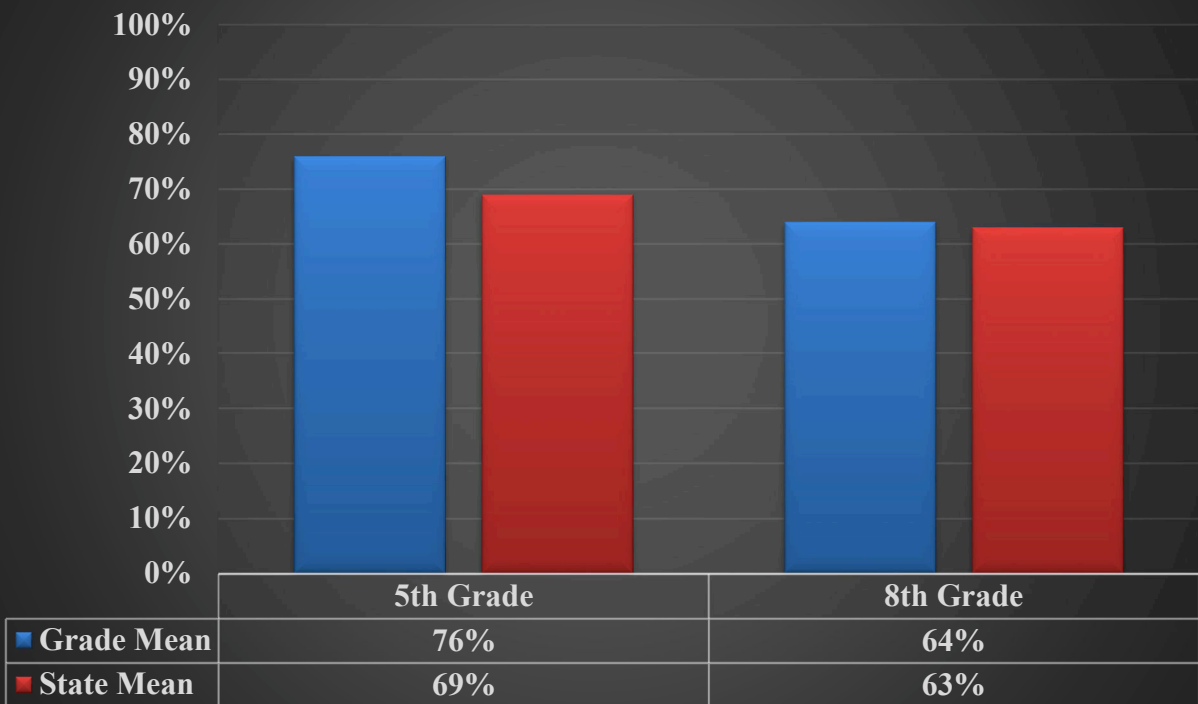
**Percent Proficient By Grade/Subject Area
2018-2019 Academic Year**



NSCAS - Mathematics



NSCAS - Science



Please Note: A blank score indicates that the data has been masked to protect the identity of students using one the following criteria:

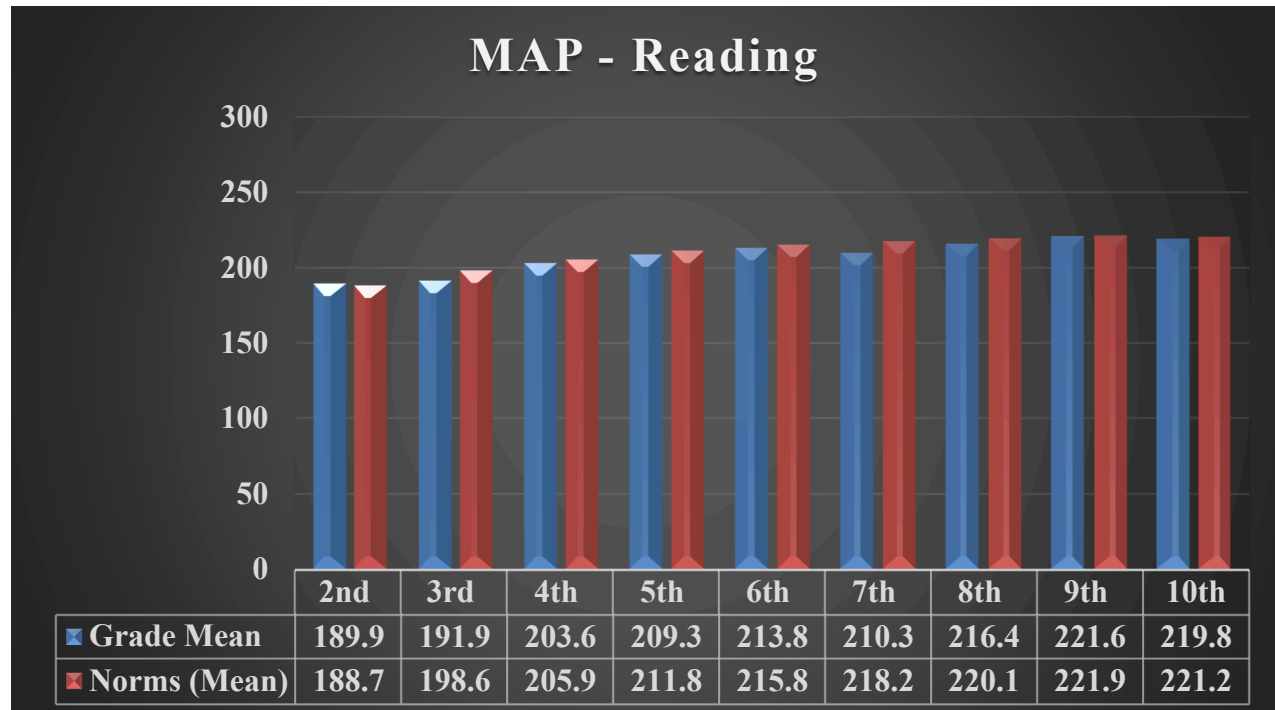
- 1) Fewer than 10 students were reported in a group.
 - a) Fewer than 5 students were reported at a performance level.
- 2) All students were reported in a single group or performance category.

MEASURE OF ACADEMIC PROGRESS (MAP)

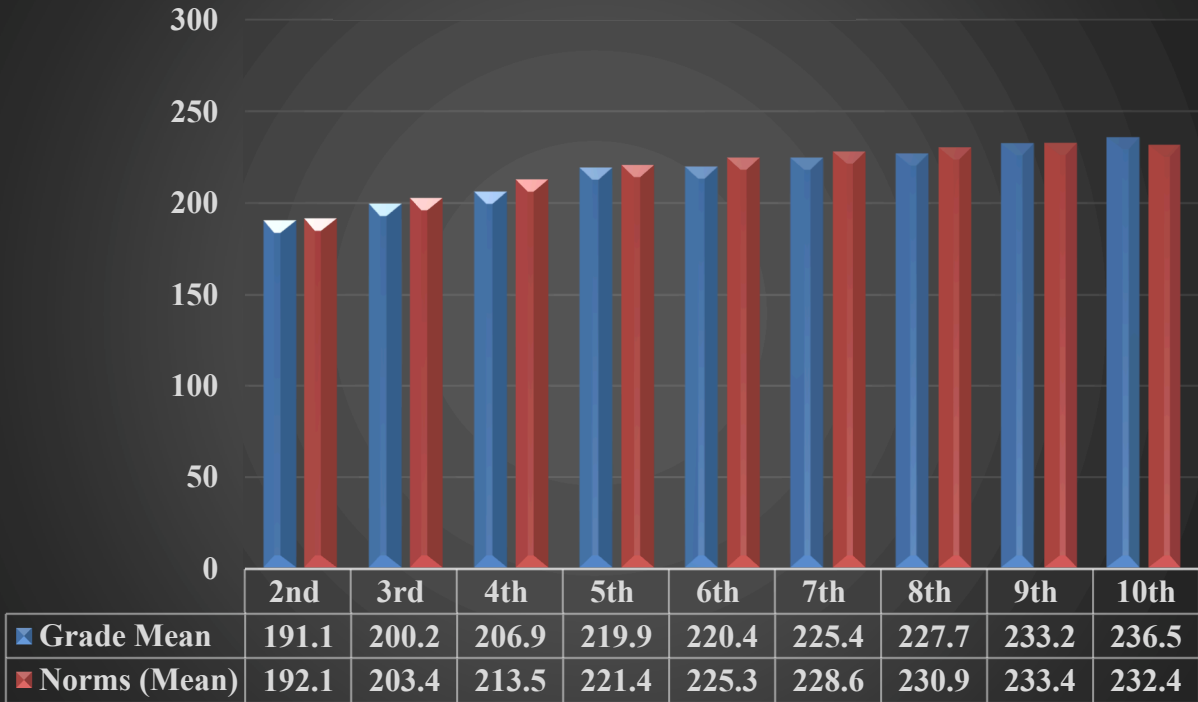
The norm-referenced assessment that we utilize in our district is called Measure of Academic Progress or MAP. The MAP assessment is administered to fulfill the accreditation requirements put forth by Nebraska Department of Education under Rule 10. Norm-referenced assessments are built to compare student performance across the country and these assessments result in bell curve distributions. The MAP assessments use a scale called RIT to measure student achievement and growth. The ACT is another example of a norm-referenced assessment that is administered throughout the Midwest.

MAP Assessment	Subject	Grades Administered
MAP-R	Reading	3-10 (Fall & Spring)
MAP-M	Mathematics	3-10 (Fall & Spring)
MAP-S	Science	3-10 (Fall & Spring)

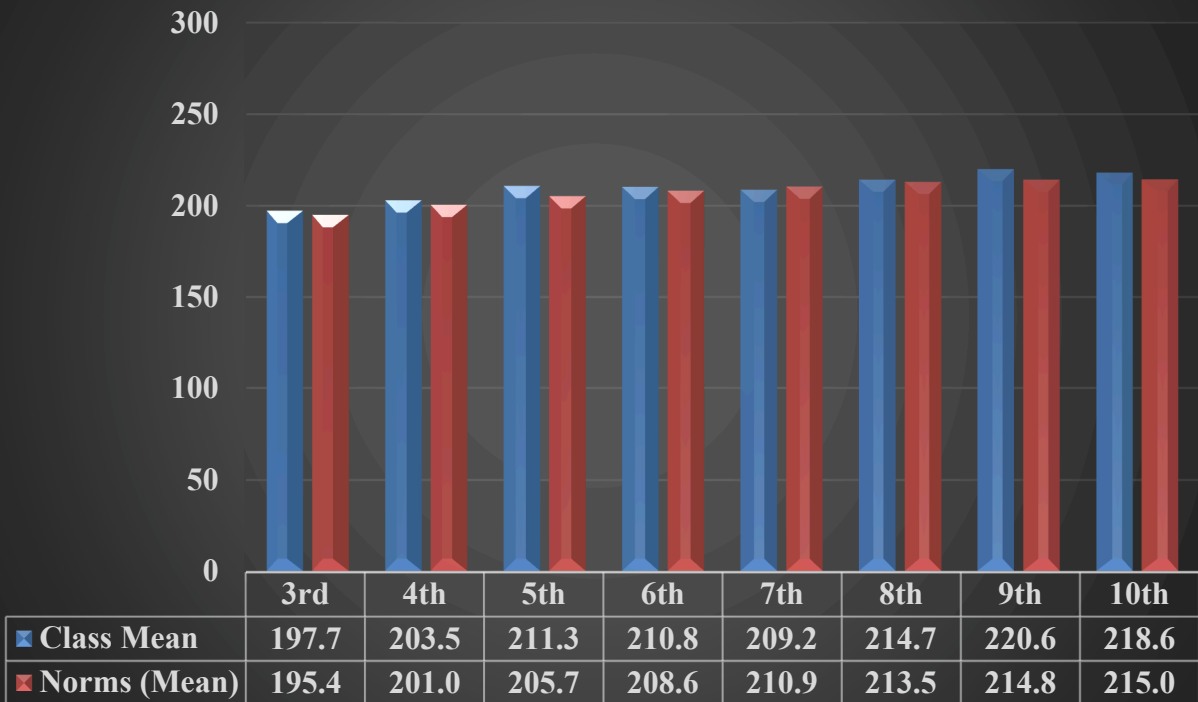
MEASURE OF ACADEMIC PROGRESS (MAP) **Class Mean (RIT Score) By Grade/Subject Area** **Spring 2019 Assessments**



MAP - Mathematics



MAP - Science



AMERICAN COLLEGE TESTING (ACT)
Longitudinal ACT Data

		2015	2016	2017	2018	2019
<i>English</i>	District	20.7	21.0	21.1	16.4	17.3
	State	21.1	20.9	20.9	19.4	19.4
<i>Mathematics</i>	District	19.1	18.2	18.8	16.4	17.3
	State	21.0	20.8	20.9	19.8	19.7
<i>Reading</i>	District	20.5	23.1	23.8	17.3	18.4
	State	21.9	21.8	21.9	20.4	20.3
<i>Science</i>	District	19.8	20.3	21.0	17.3	17.8
	State	21.6	21.5	21.5	20.1	20.2
<i>Composite</i>	District	20.1	20.7	21.4	17.0	17.8
	State	21.5	21.4	21.4	20.1	20.0

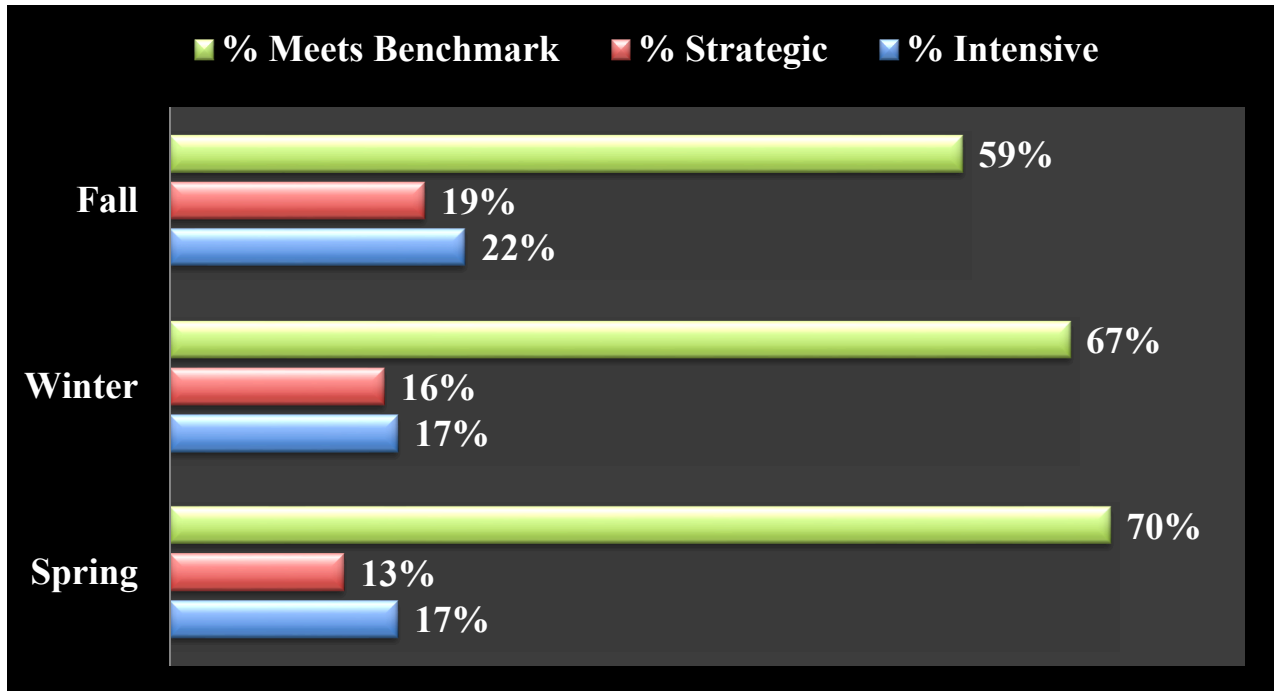
Please Note: Beginning in the spring of 2017, all third-year cohort students (Juniors) were required to take the ACT assessment in the state of Nebraska.

DYNAMIC INDICATORS OF BASIC EARLY LITERACY SKILLS

The universal screener that we utilize in our district is called Dynamic Indicators of Basic Early Literacy Skills or DIBELS. DIBELS is a set of measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. These assessments are designed to be short, one-minute fluency measures used to regularly monitor the development of early literacy skills. The DIBELS assessments are comprised of seven measures to function as indicators of phonemic awareness, alphabetic principle, accuracy and fluency with connected text, reading comprehension, and vocabulary.

DIBELS SCORES (K-6 GRADE)
Percentage of Students Proficient By Indicators

<i>Date</i>	# of students	Meets Benchmark (At Grade Level)	Strategic (Below Benchmark)	Intensive (Well Below Benchmark)
<i>Fall 2018</i>	189	59%	19%	22%
<i>Winter 2018</i>	179	67%	16%	17%
<i>Spring 2019</i>	181	70%	13%	17%



2018-2019 BUDGET INFORMATION

Southern Public Schools continues to operate a fiscally responsible budget with very little state aid. Over the past five years, Southern has reduced the district’s mill levy by over 1.39 cents. Southern Public Schools also decreased their property tax request the past two years by \$150,801 or by (3.4%). Since the 2014-2015 school year, Southern’s state aid allotment has decreased by \$481,897 or by (42.5%). Southern continues to provide a high-quality education at an economical cost to district patrons.

**COST PER PUPIL BY AVERAGE DAILY MEMBERSHIP (ADM)
Pioneer Conference Comparison (2017-2018)**

<i>District</i>	Rank (244 Districts Total)	Per Pupil Spending (ADM)
<i>Johnson-Brock</i>	38	\$12,499
<i>Pawnee City</i>	129	\$17,057
<i>Southern</i>	135	\$17,451
<i>Tri County</i>	138	\$17,525
<i>Diller-Odell</i>	144	\$17,823
<i>Friend</i>	162	\$18,419
<i>Sterling</i>	174	\$18,872
<i>Lewiston</i>	175	\$18,900
<i>HTRS</i>	211	\$22,358
<i>FCSH</i>	N/A	N/A
<i>NCL</i>	N/A	N/A

Please Note: The 2018-2019 cost per pupil by average daily membership is not available at this time.

5-YEAR MILL LEVY COMPARISON

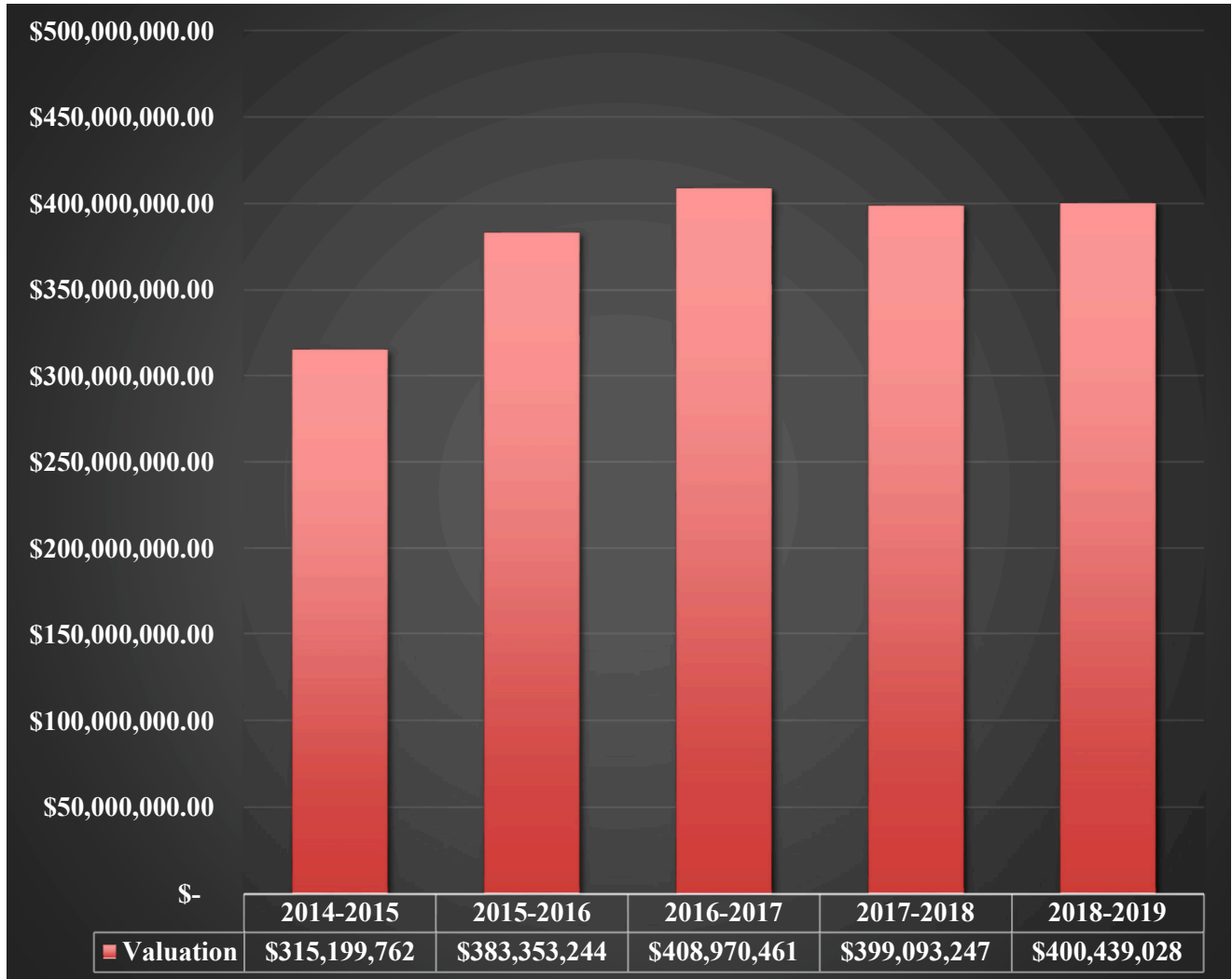


PROPERTY TAX REQUEST

Mill Levy

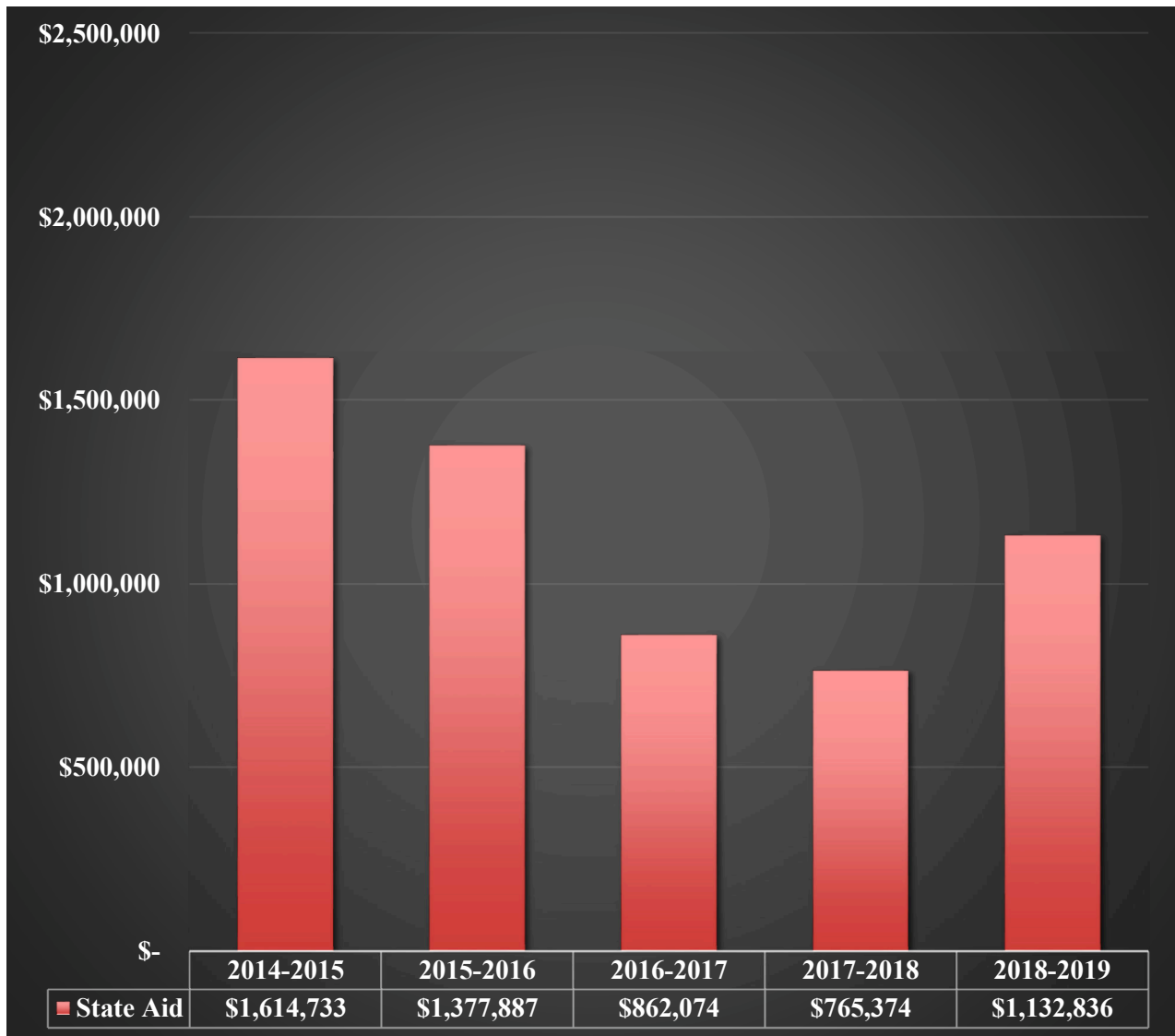
<i>Tax Year</i>	Total Mill Levy	Home Value	Taxes Paid (Per Month)	Taxes Paid (Per Year)
<i>2017</i>	1.094900	\$100,000	\$91.16	\$1,094
		\$200,000	\$182.33	\$2,188
		\$300,000	\$273.50	\$3,282
<i>2018</i>	1.080000	\$100,000	\$90.00	\$1,080
		\$200,000	\$180.00	\$2,160
		\$300,000	\$270.00	\$3,240

5-YEAR VALUATION COMPARISON



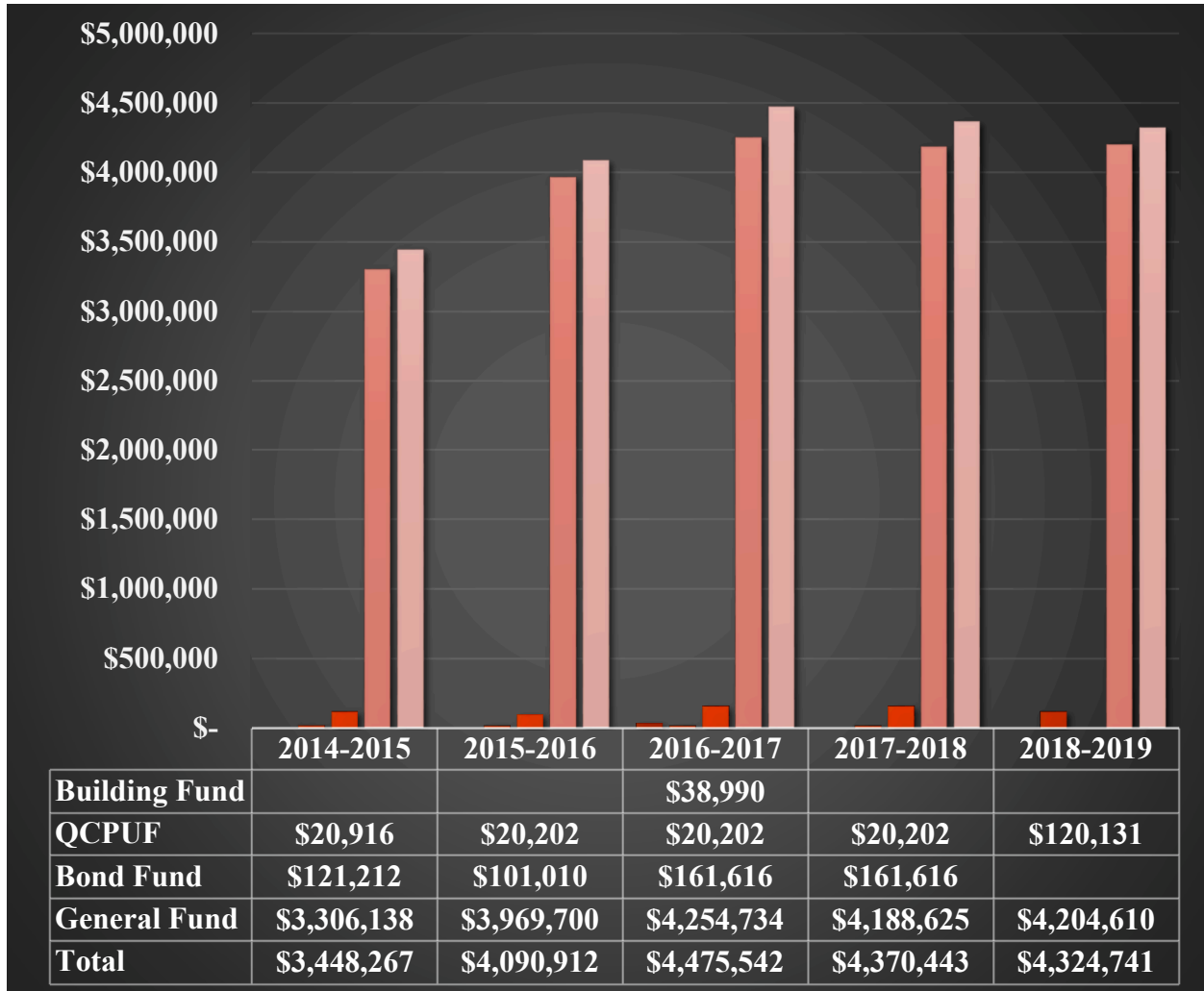
<i>Tax Year</i>	Gage County Valuation	% Change (Prior Year)	Pawnee County Valuation	% Change (Prior Year)	Overall Valuation	% Change (Prior Year)	\$ Change (Prior Year)
2014	\$314,057,927	16.45%	\$1,141,835	11.83%	\$315,199,762	16.43%	\$44,495,340
2015	\$381,989,299	21.63%	\$1,363,945	19.45%	\$383,353,244	21.62%	\$68,153,482
2016	\$407,602,041	6.70%	\$1,368,420	0.32%	\$408,970,461	6.68%	\$25,617,217
2017	\$397,650,142	(2.50%)	\$1,443,105	5.45%	\$399,093,247	(2.42%)	(\$9,877,214)
2018	\$399,062,663	0.003%	\$1,376,365	(4.84%)	\$400,439,028	0.003%	\$1,345,781

5-YEAR STATE AID COMPARISON



<i>School Year</i>	State Aid (Allotment)	% Change (Prior Year)	\$ Change (Prior Year)
<i>2014-2015</i>	\$1,614,733	(8.29%)	(\$134,001)
<i>2015-2016</i>	\$1,377,887	(17.18%)	(\$236,846)
<i>2016-2017</i>	\$862,074	(59.83%)	(\$515,813)
<i>2017-2018</i>	\$765,374	(12.63%)	(\$96,700)
<i>2018-2019</i>	\$1,132,836	48.01%	\$367,462

5-YEAR PROPERTY TAX REQUEST COMPARISON



Tax Year	Local Property Tax Request	% Change (Prior Year)	\$ Change (Prior Year)
2014-2015	\$3,448,267	7.24%	\$232,827
2015-2016	\$4,090,912	18.64%	\$642,645
2016-2017	\$4,475,542	9.40%	\$384,630
2017-2018	\$4,370,443	(2.35%)	(\$105,099)
2018-2019	\$4,324,741	(1.05%)	(\$45,702)

Please feel free to contact me with any questions that you might have regarding the 2018-2019 Annual Report.

Dr. Christopher Prososki
Superintendent

Educators Health Alliance
Renewal Rates for Health, Dental, and Dual Choice Options
Effective September 1, 2019
5% Discount Rates Only

Health Coverage - Active Employees	Renewal Rates -- 5% Discount			
	Employee	Ee & Child(ren)	Ee & Spouse	Ee, Spouse & Child(ren)
<i>\$650 Deductible</i>	\$640.77	\$1,185.44	\$1,345.61	\$1,806.81
<i>\$850 Deductible</i>	\$623.47	\$1,153.42	\$1,309.28	\$1,758.03
<i>\$1,050 Deductible</i>	\$607.56	\$1,124.00	\$1,275.89	\$1,713.19
<i>\$1,200 Deductible</i>	\$597.25	\$1,104.90	\$1,254.20	\$1,684.07
<i>\$1,450 Deductible</i>	\$587.07	\$1,086.13	\$1,232.86	\$1,655.42
<i>\$1,900 Deductible</i>	\$562.40	\$1,040.47	\$1,181.05	\$1,585.85
<i>\$4,000 Deductible HSA-Eligible</i>	\$455.66	\$843.00	\$956.92	\$1,284.88
<i>\$2,500 Deductible (Dual Choice Only)</i>	n/a	n/a	n/a	n/a
<i>\$3,500 Deductible HSA-Eligible (Dual Choice Only)</i>	\$512.61	\$948.36	\$1,076.50	\$1,445.46

Health Coverage - Retirees	Renewal Rates			
	Employee	Ee & Child(ren)	Ee & Spouse	Ee, Spouse & Child(ren)
<i>\$1,050 Deductible</i>	\$703.49	\$1,247.09	\$1,477.31	\$1,867.44
<i>\$4,000 Deductible HSA-Eligible</i>	\$527.62	\$935.32	\$1,108.00	\$1,400.57
<i>\$2,500 Deductible</i>	\$593.57	\$1,052.19	\$1,246.45	\$1,575.59
<i>\$3,500 Deductible HSA-Eligible</i>	\$593.57	\$1,052.19	\$1,246.45	\$1,575.59

Dental Coverage	Renewal Rates			
	Employee	Ee & Child(ren)	Ee & Spouse	Ee, Spouse & Child(ren)
<i>100% A, 75% B Coverage - Option 1</i>	\$26.88	\$49.72	\$56.42	\$75.79
<i>100% A, 80% B, 70% C Coverage - Option 3</i>	\$57.08	\$105.63	\$119.87	\$160.97
<i>PPO - 100% A, 75% B, 50% C Coverage - Option 2</i>	\$28.96	\$53.54	\$60.78	\$81.66
<i>PPO - 100% A, 80% B, 80% C, 50% D Coverage - Option 4</i>	\$51.97	\$96.15	\$109.16	\$146.60
<i>PPO - 100% A, B, & C Coverage - Option 5</i>	\$56.87	\$105.23	\$119.46	\$160.43

Educators Health Alliance
Renewal Rates for Health, Dental, and Dual Choice Options
Effective September 1, 2020
5% Discount Rates Only

Health Coverage - Active Employees	Renewal Rates -- 5% Discount			
	Employee	Ee & Child(ren)	Ee & Spouse	Ee, Spouse & Child(ren)
\$650 Deductible	\$685.43	\$1,268.06	\$1,439.40	\$1,932.75
\$850 Deductible	\$666.92	\$1,233.81	\$1,400.54	\$1,880.56
\$1,050 Deductible	\$649.91	\$1,202.35	\$1,364.82	\$1,832.60
\$1,200 Deductible	\$638.88	\$1,181.90	\$1,341.62	\$1,801.45
\$1,450 Deductible	\$627.99	\$1,161.83	\$1,318.79	\$1,770.81
\$1,900 Deductible	\$601.60	\$1,112.99	\$1,263.37	\$1,696.39
\$4,000 Deductible HSA-Eligible	\$487.42	\$901.76	\$1,023.62	\$1,374.43
\$2,500 Deductible (Dual Choice Only)	n/a	n/a	n/a	n/a
\$3,600 Deductible HSA-Eligible (Dual Choice Only)	\$548.34	\$1,014.46	\$1,151.53	\$1,546.21

Health Coverage - Retirees	Renewal Rates			
	Employee	Ee & Child(ren)	Ee & Spouse	Ee, Spouse & Child(ren)
\$1,050 Deductible	\$752.52	\$1,334.01	\$1,580.28	\$1,997.60
\$4,000 Deductible HSA-Eligible	\$564.40	\$1,000.51	\$1,185.23	\$1,498.19
\$2,500 Deductible	\$634.94	\$1,125.53	\$1,333.33	\$1,685.41
\$3,600 Deductible HSA-Eligible	\$634.94	\$1,125.53	\$1,333.33	\$1,685.41

Dental Coverage	Renewal Rates			
	Employee	Ee & Child(ren)	Ee & Spouse	Ee, Spouse & Child(ren)
100% A, 75% B Coverage - Option 1	\$27.42	\$50.71	\$57.55	\$77.31
100% A, 80% B, 70% C Coverage - Option 3	\$58.22	\$107.74	\$122.27	\$164.19
PPO - 100% A, 75% B, 50% C Coverage - Option 2	\$29.54	\$54.61	\$62.00	\$83.29
PPO - 100% A, 80% B, 80% C, 50% D Coverage - Option 4	\$53.01	\$98.07	\$111.34	\$149.53
PPO - 100% A, B, & C Coverage - Option 5	\$58.01	\$107.33	\$121.85	\$163.64

MINUTES
BOARD OF EDUCATION
November 11, 2019
7:15 PM

I. Call Meeting to Order

President Dave Zimmerman called the committee meeting to order at 7:15 p.m. and the following members were present: Carol Pralle, Dave Zimmerman, and Emily Shockley. The following administrators were present: Christopher Prososki, Jeff Murphy, & Jerry Rempe.

Reasonable advance publicized notice of the meeting was given according to law by publishing, a designated method for giving notice of the school district. Reasonable advance notice was simultaneously given to board members and a copy of their acknowledgement of receipt of notice and the agenda attached. All proceedings hereafter shown were taken while the convened meeting was open to the attendance of the public.

I.A. Committee on American Civics Statute 79-724

The committee on American Civics reviewed the new statute 79-724.

I.B. District Policies Related to the Committee on American Civics

The committee on American Civics reviewed Policy 2002: Organization of the Board (American Civics Requirements), Policy 6012: Flag Display and Patriotic Observances, and Policy 6032: Constitution Day Education.

I.C. Review K-12 Social Studies Curriculum

Dr. Prososki gave an overview of the K-12 social studies curriculum and he stated that in 4th grade students learn about Nebraska history. He also mentioned that based on the district's strategic plan for the acquisition of textbooks, the social studies committee will be looking at new textbooks for the 2021-2022 school year.

I.D. Assessments Related to the Social Studies Standards

The committee went over the formative, interim, and summative assessments utilized in the district to measure students' mastery to the Nebraska Social Studies Standards.

I.E. Patriotic Exercises K-12

Mr. Murphy gave an overview of the Veterans Day program the school puts on every year.

I.F. Requirements (8th & 12th Grade) Under the Committee on American Civics

Mr. Murphy said that all 8th grade students and all 12th grade students will be taking the naturalization assessments used by U.S. Citizenship and Immigration Services to fulfill the new requirements under statute 79-724.

II. Adjournment

David Zimmerman adjourned the committee meeting at 7:24 p.m.

The next Regular Board meeting is scheduled for 7:30 p.m., November 11, 2019, at Southern Jr./Sr. High School Board Room in Wymore. The Board of Education will usually adhere to the

sequence of the published agenda, but reserves the right to adjust the order of items if necessary and may elect to amend the agenda as deemed necessary.

BY
President of the Board of Education
Of this School District

ATTEST
Secretary of the Board of Education
of this School District

NEBRASKA EVERY DAY COUNTS!



Each year in Nebraska, almost 36,000 students are chronically absent.

This absenteeism disproportionately affects students of color, students with disabilities, English learners, and economically disadvantaged students. There are many steps educators can take to address chronic absence within their schools.

How does Nebraska define chronic absenteeism?

A student is chronically absent when they miss 10% of their time in membership.

Examples:

- 1) Blake is enrolled in his school for 50 days, and misses 5. He is chronically absent.
- 2) Mona misses 18 days of school out of her district's 175. She is chronically absent.
- 3) Cora misses 3 days of her 130 enrolled days. She is not chronically absent.

How is chronic absence different from truancy?

Truancy

- Counts only unexcused absences
- Emphasizes compliance with school rules
- Relies on legal and administrative solutions

Vs.

Chronic Absence

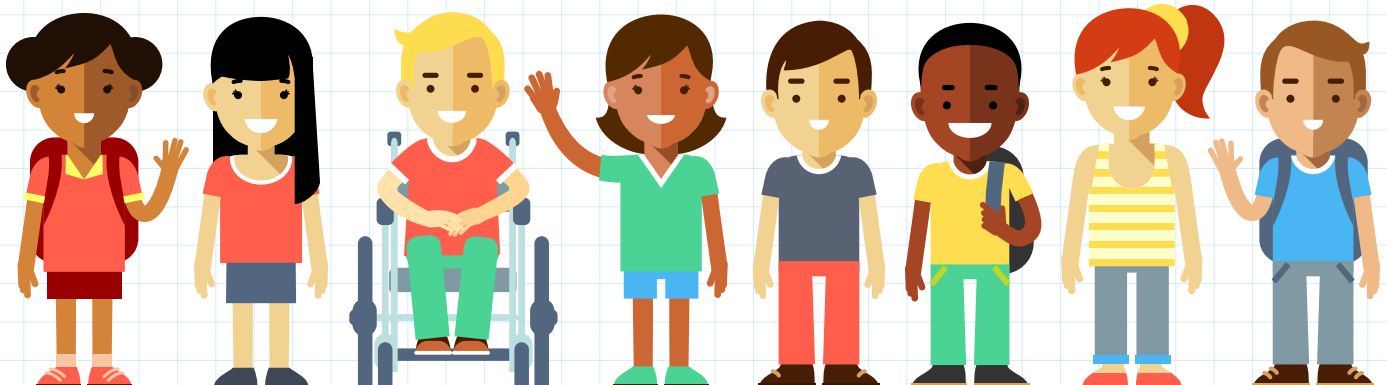
- Counts all absences: excused, unexcused, and suspensions
- Emphasizes academic impact of missed days
- Uses community-based, positive strategies

What resources are available to help me accurately record and report students who are chronically absent?

We know each student situation is unique. The NDE provides guidance around this topic. Search the NDE website at education.ne.gov for:

- Rule 2: Uniform System of Accounting
- ADVISER: Who Reports What
- ADVISER: Data Elements

When in doubt, contact the Nebraska Department of Education Help Desk for guidance. They can be reached at ADVISERHelp@Nebraskacloud.org or 888.285.0556.



How is chronic absenteeism included in the accountability system?

AQuESTT, Nebraska's accountability system, uses a reduction in chronic absenteeism approach. The Department of Education analyzes three years of chronic absence data to determine a baseline for each school. Targets will be set for each school in reducing chronic absenteeism by half in 10 years. This goal will then be broken into yearly benchmarks that must be met in order to reach the 10-year goal. Schools meeting and exceeding the yearly reduction benchmarks, i.e. those on track to reach their goal in 10 years, may be eligible for a classification adjustment. For more information, see the AQuESTT Classification Rules on the AQuESTT Resources web page: aquestt.com/resources.

Why was chronic absenteeism chosen as an indicator in the AQuESTT system?

Chronic absenteeism is a measure of equity. Research shows that students who miss 10% or more of their school days perform worse academically, and have worsened life outcomes (jail time, unemployment, etc). In Nebraska, like most other places, students of color, students with disabilities, English learners, and economically disadvantaged students are more likely to be chronically absent. As such, the NDE selected reduction in chronic absenteeism as an indicator.

What can we do about chronic absence? Isn't student attendance out of our control?

There are a number of factors contributing to chronic absence within the direct control of schools. The first step to addressing the problem is understanding it better.

Factors Contributing to Chronic Absence (Attendance Works, 2019)

Barriers	Negative School Experiences	Lack of Engagement	Misconceptions
<ul style="list-style-type: none">• Illness, both chronic and acute• Lack of health, mental health, vision, or dental care• Trauma• Unsafe path to/from school• Poor transportation• Frequent moves or school changes• Involvement with child welfare or juvenile justice systems	<ul style="list-style-type: none">• Struggling academically or socially• Bullying• Suspensions and expulsions• Negative attitudes of parents due to their own school experience• Undiagnosed disability• Lack of appropriate accommodations for disability	<ul style="list-style-type: none">• Lack of culturally relevant, engaging instruction• No meaningful relationships with adults in school• Stronger ties with peers out of school than in school• Unwelcoming school climate• Failure to earn credits/no future plans• Many teacher absences or long-term substitutes	<ul style="list-style-type: none">• Absences are only a problem if they are unexcused• Missing two days per month doesn't affect learning• Sporadic absences aren't a problem• Attendance only matters in the older grades

Strategies for School Sites (Attendance Works, 2019)

- Engage students and parents
- Recognize good and improved attendance
- Monitor attendance data and practice
- Provide personalized, early outreach
- Develop programmatic response to barriers



For more information, visit attendanceworks.org.

Matthew L. Blomstedt, Ph.D., Commissioner

www.education.ne.gov
301 Centennial Mall South
P.O. Box 94987
Lincoln, NE 68509-4987
TEL 402.471.2295
FAX 402.471.0117



NEBRASKA

DEPARTMENT OF EDUCATION

December 6th, 2019

Christopher Prososki, Superintendent

*Southern School District 1
115 S 11th St- PO Box 237
Wymore, NE 68466-0237*

Dear Mr. Prososki,

During the 2019 monitoring year, activities were completed with Southern School District 1. The Desk Review and Focused Monitoring Summary Meeting reviewed the IDEA priorities on the provision of Special Education through FAPE, Identification, Procedural Safeguards and General Supervision in providing services to children and youth with disabilities, 3 to 21.

There were no instances of noncompliance identified, and there is no corrective action plan (CAP) required. Thus, this letter serves as a close out to your district's monitoring process.

Thank you and your staff for your assistance in the monitoring process. If you have any questions, please contact your District Monitoring Team.

Robyn Gonzales
robyn.gonzales@nebraska.gov

Sharon Heater
sharon.heater@nebraska.gov

School spending has been a frequent discussion point as Nebraska lawmakers have worked to find ways to reduce our high reliance on property taxes to fund K-12 education. Below we examine some key factors regarding the way our state's public schools utilize their funding.

What Nebraska schools spend

A Legislative Fiscal Office study found spending by Nebraska's public K-12 schools grew at an average of 3.5% annually between FY07 and FY17.¹ The state's portion of that spending grew 1.8% annually on average during this time.² As state support lagged spending growth, schools had to rely more heavily on local property taxes.³ Also, the 3.5% level of spending growth over the decade was lower than in the previous decade as school spending grew 5.5% a year on average between FY 87 and FY 97 and by 5% on average between FY 97 and FY 07. While total school spending does typically increase every year in dollar amounts, when viewed as a share of personal income, school spending in Nebraska has actually declined. An analysis of Nebraska Department of Education Data show that in 2018, Nebraskans spent less on K-12 education per \$1,000 of personal income than they did in 1993.

Why we use personal income growth to reflect inflation

School spending between 1993 and 2018 exceeded the Consumer Price Index (CPI) by more than \$1 billion. Over this same period, however, school spending trailed personal income growth by about \$130 million. CPI measures the average change over time in prices paid by consumers of goods and services. However, household purchases are fundamentally different from the costs accrued by school districts and other local governments. For example, income growth is not included in CPI but school salaries composed 55% of Nebraska school spending in FY 17-18. Therefore, using CPI to assess school spending would omit a large cost driver in school budgets. Personal income, on the other hand, includes growth in salaries, and also reflects the ability of Nebraskans to pay for goods and services.

Demographic change having a major impact on school spending

The LFO report⁴ finds that school spending growth in Nebraska has been largely impacted by a demographic shift that has many people moving from rural to urban parts of the state. The shift has resulted in enrollment declines in many rural school districts and surges in many urban school districts -- both of which have major implications for what schools cost. Of Nebraska's 244 school districts, 154 -- the vast majority of which are in rural Nebraska -- saw enrollment decline between FY07 and FY17. Districts with declining student population, however, still have significant fixed costs because, unless

¹ Nebraska Legislature, Legislative Fiscal Office, "Historical and Current Nebraska K-12 School Data," accessed at https://nebraskalegislature.gov/pdf/reports/fiscal/k-12_school_data-2018.pdf on Aug. 21, 2019. (Page 28)

² Ibid 1 (Page 48)

³ Ibid 1 (Page 40)

⁴ Ibid 1 (Page 11)

enrollment drops dramatically, such districts still need teachers and support staff to instruct the remaining students. Also, building maintenance and utility costs don't go down if there are fewer students nor does the cost of making building improvements to help meet mandated responsibilities such as educating students with special needs. This causes increased per-pupil spending in these districts as a relatively similar amount of money is being used to educate a smaller number of students. Costs will rise in districts with rising enrollment, too, as these districts need more teachers and facilities to educate the increased number of children.

The combined effect of declining enrollment and fixed costs in many rural districts and increasing enrollment and rising costs in urban districts is an increase in overall average per-pupil spending statewide.⁵ Enrollment is likely to continue to decline in many rural Nebraska school districts as rural Nebraskans continue to move to our urban areas, the LFO report notes, which means overall per-pupil costs will likely continue to rise.⁶

Increase in teachers, health professionals also contributing to rise in school costs

In the last 30 years, the total number of teachers and health-related professionals in Nebraska's public schools has increased by 39.3%. Elementary school teachers accounted for the vast majority of this increase. The increase in teachers was necessitated in part because of an increase in students, particularly in Nebraska's largest school districts. Meanwhile, many of the increases in health-related staff such as speech pathologists, occupational therapists, physical therapists and others were mandated by federal and state laws to help address increased needs, particularly with regard to educating students with special needs.⁷ This increase in teachers and health-related professionals has required schools to increase their spending on salaries and benefits, which are the largest cost items in school budgets.

Administrator salaries are not a major driver of school spending

While more teachers and health-related professionals have been hired in recent years, the LFO report notes that school administrative staff declined as a percentage of total staff from 6.4% to 5.5% between FY07 and FY17. Almost 80 percent of school spending in Nebraska is on salaries and benefits⁸ but U.S. Census data show that only 4.7% of salary funding went to administrators.⁹ Nebraska spent less on school administration per pupil than 34 other states in 2017 as the state's administrator costs were \$599 per pupil versus a national average of \$674 per pupil, U.S. Census data show.¹⁰

⁵ Ibid 1 (Page 11 and Page 36)

⁶ Ibid 1 (Page 36)

⁷ Ibid 1 (Pages 15-16)

⁸ U.S. Census, "2017 Public Elementary-Secondary Education Finance Data," (table 8) accessed at <https://www.census.gov/data/tables/2017/econ/school-finances/secondary-education-finance.html> on Oct. 9, 2019.

⁹ Ibid 8

¹⁰ Ibid 8

Increased cost of benefits, substitute and teacher aide salaries a factor in school spending increases

Regular teacher salaries are the largest school spending item but they represent a smaller share of school expenditures than they have in the past. The regular teacher salary share of school costs declined from 42.6% to 35.7% over the past decade, the LFO report shows.¹¹ However, overall spending on salaries and benefits have increased with benefits, substitute teacher and teacher aide salaries making up an increasingly large share of school costs -- increasing from 12.3% to 20.3% on average between FY07 and FY17.¹²

Operations cost growth has declined, construction cost growth is on the rise

The LFO report showed that operations costs -- which cover salaries, instruction and other costs --- in Nebraska's schools have grown at a lower rate than in previous decades. Operations costs grew at 3.5% annually on average between FY07 and FY17. Average annual operations cost growth was 5.5% between FY87 and FY97 and 5% between FY97 and FY07. Factors that contributed to operations costs growing at a lower rate included a reduced number of school districts caused by district consolidation. Over the past ten years (FY07 to FY17), there were 11 mergers, unifications, or dissolutions of Class 2-5 systems, the LFO report showed. In the prior 10 year period (FY97 to FY07), there were 28.

While operational costs slowed, construction-related costs increased from an average of 3.5% between FY97 and FY07 to 7.5% between FY07 and FY17. The demographic shift in which Nebraskans are moving from rural to urban parts of the state is playing into this. A 2018 survey of school districts conducted by the Nebraska Rural Community Schools Association¹³ found that in many rural districts, construction costs have increased as schools have made needed repairs and upgrades to aging facilities. In growing districts, construction costs have increased as more facilities have been needed to accommodate the growing number of students, the survey found.

Spending can fluctuate greatly year to year based on needs

Exactly how much a school district spends can vary significantly from year to year. For example, if a school district needs new textbooks, it may spend more on supplies in one year but less the next year. Additionally, schools may face unanticipated and unavoidable expenses in a given year. For example, if a student with limited mobility moves into a district, the school may be required by federal and state mandates to

¹¹ Ibid 1 (Page 27)

¹² Education Week, "Staff Benefits Are Eating Up Bigger Shares of District Budgets, Report Finds," accessed at http://blogs.edweek.org/edweek/teacherbeat/2018/08/benefit_spending_bigger_shares_district_budget.html on Sept. 16, 2019.

¹³ Nebraska Rural Community Schools Association, "The Real Story Behind School Spending In Nebraska," accessed at https://drive.google.com/file/d/18nWm_OrlOAgv8HhVtmLuXPD0iIKXVM2P/view on Oct. 31, 2019.

purchase a bus with a wheelchair lift. This mandated expense would increase that district's budget considerably over previous years, particularly if this occurs in a smaller district. These fluctuations can cause a district's spending growth to significantly exceed or fall below the statewide average in a given year.

Conclusion

As discussions continue about ways to lower our high reliance on property taxes to fund K-12 education, it's important for state leaders to understand the multitude of factors behind school spending in Nebraska. Demographic shifts, federal and state mandates and unexpected costs all can have a considerable impact on school district spending as well as the state's overall per-pupil spending. Keeping these factors in mind will help state leaders make sound decisions regarding property taxes and school funding while avoiding policy choices that would have detrimental effects on our state's schools and our children.

Gage County

Statement of State Aid Allocated to
Certain Local Subdivisions Within the County
for Fiscal Year 2018-2019

	Total Property Taxes Levied in 2018	State Aid Fiscal Year 2018-2019 ¹
Gage County		
Gage County.....	\$13,588,021.61	\$2,731,221.96
City Village		
Adams	294,362.13	74,558.90
Barneston.....	17,684.42	32,625.27
Beatrice	2,638,755.33	2,141,787.03
Blue Springs.....	29,835.94	96,369.94
Clatonia	35,940.41	46,706.76
Cortland.....	101,065.07	71,175.41
Filley.....	21,743.92	28,683.67
Liberty.....	5,715.89	26,957.77
Odell.....	35,866.70	67,501.22
Pickrell.....	48,354.15	31,451.75
Virginia.....	12,076.08	15,280.22
Wymore	279,159.83	415,354.39
Totals.....	3,520,559.87	3,048,452.33
School Districts		
Beatrice 15	13,212,027.15	7,084,797.18
Crete 2 ² (Saline Co.).....	0.00	0.00
Daniel Freeman 34 ²	4,871,883.13	1,043,700.08
Diller-Odell 100 ²	4,376,127.33	295,037.20
Lewiston Consolidated 69 ² (Pawnee Co.).....	0.00	0.00
Norris 160 ² (Lancaster Co.).....	0.00	0.00
Southern 1 ²	4,324,765.71	1,604,994.53
Tri County 300 ² (Jefferson Co.).....	0.00	0.00
Wilber Clatonia 82 ² (Saline Co.).....	0.00	0.00
Totals ³	\$26,784,803.32	\$10,028,528.99

¹The amount of state funds shown above (in the State Aid column) would have been additional property taxes if not allocated to the county, city, village, and school district by the Legislature (Neb. Rev. Stat. § 77-1704.01).

²This local subdivision overlaps into another county. The amounts of total property taxes and state aid for the subdivision are the total amounts for the local subdivision and not just the portion in this county. To avoid double counting, these totals are only shown in the county where the local subdivision is considered headquartered. If there are zero dollars shown, the subdivision is headquartered in the county shown in parentheses.

³Total property taxes levied for school districts includes amounts levied to retire bonded indebtedness.

Gage County

Statement of State Aid Allocated to
Certain Local Subdivisions Within the County
for Fiscal Year 2017-2018

	Total Property Taxes Levied in 2017	State Aid Fiscal Year 2017-2018 ¹
Gage County		
Gage County.....	\$9,610,896.99	\$2,593,707.46
City Village		
Adams	285,527.98	72,269.17
Barneston.....	17,543.18	30,684.85
Beatrice	2,532,016.88	2,125,460.38
Blue Springs.....	29,444.33	91,624.36
Clatonia	36,058.75	44,376.56
Cortland.....	97,360.96	67,682.79
Filley.....	21,568.99	27,225.20
Liberty.....	5,729.03	26,121.29
Odell.....	34,992.85	63,405.80
Pickrell.....	43,073.03	29,112.52
Virginia.....	12,227.69	14,416.79
Wymore	270,177.51	399,087.48
Totals.....	3,385,721.18	2,991,467.19
School Districts		
Beatrice 15	13,296,282.63	7,490,129.51
Crete 2 ² (Saline Co.).....	0.00	0.00
Daniel Freeman 34 ²	4,867,345.74	951,457.37
Diller Odell 100 ²	4,120,639.79	198,295.06
Lewiston Consolidated 69 ² (Pawnee Co.).....	0.00	0.00
Norris 160 ² (Lancaster Co.).....	0.00	0.00
Southern 1 ²	4,370,630.73	1,291,964.65
Tri-County 300 ² (Jefferson Co.).....	0.00	0.00
Wilber-Clatonia 82 ² (Saline Co.).....	0.00	0.00
Totals ³	26,654,898.89	9,931,846.59

¹The amount of state funds shown above (in the State Aid column) would have been additional property taxes if not allocated to the county, city, village, and school district by the Legislature (Neb. Rev. Stat. § 77-1704.01).

²This local subdivision overlaps into another county. The amounts of total property taxes and state aid for the subdivision are the total amounts for the local subdivision and not just the portion in this county. To avoid double counting, these totals are only shown in the county where the local subdivision is considered headquartered. If there are zero dollars shown, the subdivision is headquartered in the county shown in parentheses.

³Total property taxes levied for school districts includes amounts levied to retire bonded indebtedness.

Gage County

Statement of State Aid Allocated to
Certain Local Subdivisions Within the County
for Fiscal Year 2016-2017

	Total Property Taxes Levied in 2016	State Aid Fiscal Year 2016-2017 ¹
Gage County		
Gage County.....	\$9,300,060.62	\$2,467,574.86
City-Village		
Adams	191,417.34	68,438.22
Barneston.....	17,545.95	28,983.15
Beatrice	2,325,124.81	2,011,351.39
Blue Springs.....	29,338.81	87,386.98
Clatonia	35,427.72	41,559.11
Cortland.....	95,810.93	64,057.52
Filley	21,278.00	25,651.63
Liberty	4,983.72	24,909.80
Odell	35,346.88	59,257.49
Pickrell	41,667.96	27,221.65
Virginia.....	12,002.31	13,657.90
Wymore	268,743.17	378,905.61
Totals.....	3,078,687.60	2,831,380.45
School Districts		
Beatrice 15	12,718,950.49	7,546,767.94
Crete 2 ² (Saline Co.).....	0.00	0.00
Daniel Freeman 34 ²	4,860,480.65	795,925.34
Diller-Odell 100 ²	4,128,236.75	207,511.87
Lewiston Consolidated 69 ² (Pawnee Co.).....	0.00	0.00
Norris 160 ² (Lancaster Co.).....	0.00	0.00
Southern 1 ²	4,475,837.18	1,410,548.42
Tri-County 300 ² (Jefferson Co.).....	0.00	0.00
Wilber-Clatonia 82 ² (Saline Co.).....	0.00	0.00
Totals.....	26,183,505.07 ³	9,960,753.57

¹The amount of state funds shown above would have been additional property taxes if not allocated to the county, city, village, and school district by the Legislature. (Neb. Rev. Stat. § 77-1704.01)

²This local subdivision overlaps into another county. The amounts of total property taxes and state aid for the subdivision are the total amounts for the local subdivision, and not just the portion in this county. To avoid double counting, these totals are only shown in the county where the local subdivision is considered headquartered. If there are zero dollars shown, the subdivision is headquartered in the county shown in parentheses.

³Total property taxes levied for school districts includes amounts levied to retire bonded indebtedness.

Southern Public Schools

2020-2021 District Calendar

July—2020

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August—2020

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	[19	20	21	22
23	24	25	26	27	28	29
30	31					

September—2020

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October—2020

S	M	T	W	T	F	S
				<u>1</u>	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16]	17
18	[19	20	21	22	23	24
25	26	27	28	29	30	31

November—2020

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December—2020

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	<u>18</u>	19
20	21	22	23	24	25	26
27	28	29	30	31		

Note: Any/all mechanical or weather related loss of school time will be made up at the discretion of the Board of Education and/or the Superintendent.

Student Instructional Days **175**
Teacher Contract Days **182**

August—2020

- 17-18 Teacher In-Service (No School)
- 19 First Day of Classes

September—2020

- 7 Labor Day (No School)

October—2020

- 1 Early Dismissal (1:20/1:30 p.m.)
Parent Teacher Conferences (3:00 p.m. – 8:00 p.m.)
- 2 Fall Break (No School)
- 12 Teacher In-Service (No School)
- 16 End of First Quarter (40 Days)
- 19 Second Quarter Begins
- 30 Teacher In-Service (No School)

November—2020

- 1 Standard Time Begins
- 25-27 Thanksgiving Break (No School)

December—2020

- 18 End of Second Quarter (41 Days)
Early Dismissal (1:20/1:30 p.m.)
- 21-31 Winter Break (No School)

January—2021

- 1 Winter Break (No School)
- 4 Teacher In-Service (No School)
- 5 First Day of Third Quarter

February—2021

- 11 Early Dismissal (1:20/1:30 p.m.)
Parent Teacher Conferences (3:00 p.m. – 8:00 p.m.)
- 12 Teacher In-Service (No School)

March—2021

- 5 Spring Break (No School)
- 11 End of Third Quarter (46 Days)
- 12 Spring Break (No School)
- 14 Daylight Savings Begins
- 15 Fourth Quarter Begins

April—2021

- 2-5 Spring Break (No School)

May—2021

- 7 Last Day for Seniors
- 15 Graduation (5:00 p.m.)
- 21 Early Dismissal (1:20/1:30 p.m.)
End of Fourth Quarter (48 Days)
- 24 Teacher In-Service (No School)

January—2021

S	M	T	W	T	F	S
					1	2
3	4	[5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February—2021

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	<u>11</u>	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March—2021

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11]	12	13
14	[15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April—2021

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May—2021

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	<u>21</u>	22
23	24	25	26	27	28	29
30	31					

June—2021

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Key: Blue Font (Single Underline) = Late Start or Early Dismissal
Red Font = Holidays/Non-Contract Days (No School)
Red Font (Strikethrough) = Teacher In-Service (No School)
[] = First/Last Day of the Quarter

Southern Public Schools

2020-2021 Preschool Calendar

July—2020

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August—2020

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	[19	20	21	22
23	24	25	26	27	28	29
30	31					

September—2020

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October—2020

S	M	T	W	T	F	S
				<u>1</u>	<u>2</u>	3
4	5	6	7	8	9	10
11	12	13	14	15]	16	17
18	[19	20	21	22	23	24
25	26	27	28	29	30	31

November—2020

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December—2020

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17]	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August—2020

- 17-18 Teacher In-Service (No School)
- 19 First Day of Classes

September—2020

- 7 Labor Day (No School)

October—2020

- 1 Early Dismissal (1:20/1:30 p.m.)
Parent Teacher Conferences (3:00 p.m. – 8:00 p.m.)
- 12 Teacher In-Service (No School)
- 15 End of First Quarter (32 Days)
- 19 Second Quarter Begins

November—2020

- 1 Standard Time Begins
- 25-27 Thanksgiving Break (No School)

December—2020

- 17 End of Second Quarter (34Days)
- 21-31 Winter Break (No School)

January—2021

- 1 Winter Break (No School)
- 4 Teacher In-Service (No School)
- 5 First Day of Third Quarter

February—2021

- 11 Early Dismissal (1:20/1:30 p.m.)
Parent Teacher Conferences (3:00 p.m. – 8:00 p.m.)

March—2021

- 11 End of Third Quarter (39 Days)
- 14 Daylight Savings Begins
- 15 Fourth Quarter Begins

April—2021

- 5 Spring Break (No School)

May—2021

- 20 End of Fourth Quarter (39 Days)
- 24 Teacher In-Service (No School)

January—2021

S	M	T	W	T	F	S
					1	2
3	4	[5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February—2021

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	<u>11</u>	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March—2021

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11]	12	13
14	[15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April—2021

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May—2021

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20]	21	22
23	24	25	26	27	28	29
30	31					

June—2021

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Note: Any/all mechanical or weather related loss of school time will be made up at the discretion of the Board of Education and/or the Superintendent.

Student Instructional Days **144**
Teacher Contract Days **182**

Key: Blue Font (Underline) = [Late Start or Early Dismissal](#)
Red Font = [Holidays/Non-Contract Days \(No School\)](#)
Red Font (Strikethrough) = [Teacher In-Service \(No School\)](#)
[] = First/Last Day of the Quarter

NEBRASKA SOCIAL STUDIES STANDARDS



Nebraska Social Studies Standards

Table of Contents

Standards Structure	3
Kindergarten Standards.....	4
Grade 1 Standards.....	8
Grade 2 Standards.....	12
Grade 3 Standards	17
Grade 4 Standards.....	22
Grade 5 Standards	28
Middle School Overview	35
Grade 6 Standards	37
Grade 7 Standards	41
Grade 8 Standards	47
High School Civics Standards	53
High School Economics Standards	55
High School Geography Standards.....	59
High School History Standards	62

Content Area Standards

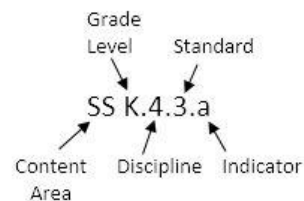
The Nebraska Social Studies Standards describe the knowledge and skills that students should learn, but they do not prescribe particular curriculum, lessons, teaching techniques, or activities. These standards create a framework for teaching and learning, and they articulate a trajectory for knowledge 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

Nebraska Social Studies Standards

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

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

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

Multiple Perspectives

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

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

For example: Macedonian Empire, Persian Empire

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

For example: foundational texts of world religions

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

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

For example: religious, ethnic and racial groups

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

For example: inclusion of non-Eurasian civilizations

Historical Analysis and Interpretation

SS 6.4.4 Interpret and evaluate sources for historical context.

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

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

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

For example: agriculture, technology, written laws

Historical Inquiry and Research

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

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

For example: What defines an empire?

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

For example: Hammurabi's Code, Twelve Tables

SS 6.4.5.c Gather, analyze, and communicate historical information about the world from multiple sources.

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

Grade 7

Grade Level Summary and Theme

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

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

Civics

Forms and Functions of Government

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

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

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

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

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

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

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

Civic Participation

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

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

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

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

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

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

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

Economics

Economic Decision Making

SS 7.2.1 Not addressed at this level

Financial Literacy

SS 7.2.2 Not addressed at this level

Exchange and Markets

SS 7.2.3 Not addressed at this level

National Economy

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

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

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

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

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

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

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

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

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

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

Nebraska Social Studies Standards

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

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

Global Economy

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

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

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

Geography

Location and Place

SS 7.3.1 Not addressed at this level

Regions

SS 7.3.2 Evaluate how regions form and change over time.

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

For example: climate, landforms, languages, religions

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

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

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

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

Human Environment Interaction

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

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

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

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

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

Movement

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

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

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

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

For example: migration, conquering, trade

Geospatial Skills and Geo-literacy

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

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

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

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

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

History

Continuity, Change, and Context

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

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

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

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

For example: trade routes

Multiple Perspectives

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

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

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

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

For example: foundational texts of world religions

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

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

For example: religious, ethnic and racial groups

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

For example: civilizations from all regions of the world

Historical Analysis and Interpretation

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

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

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

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

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

Historical Inquiry and Research Skills

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

SS 7.4.5.a Construct and answer inquiry questions using multiple historical sources.

For example: Students engage in inquiry and gather evidence to provide a response.

SS 7.4.5.b Evaluate and cite appropriate sources for research about world history, including primary and secondary sources.

For example: Interpret primary and secondary sources to address the inquiry. Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources.

Nebraska Social Studies Standards

SS 7.4.5.c Gather, analyze, and communicate historical information about the world from multiple sources.

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

Grade 8

Grade Level Summary and Theme

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

Civics

Forms and Functions of Government

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

SS 8.1.1.a Identify and describe the different systems of government.
For example: Monarchy, Federal, Confederate, Unitary, Tribal, corporate

SS 8.1.1.b Analyze the structure and roles of the United States government in meeting the needs of the citizens governed, managing conflict, and establishing order and security.
For example: Chinese Exclusion Act, Fugitive Slave Laws, 13th, 14th, 15th Amendments, antitrust laws, Homestead Act, Indian Removal Act

SS 8.1.1.c Examine the development of foundational laws and other documents in the United States government.
For example: Declaration of Independence, United States Constitution, Preamble, Bill of Rights

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

SS 8.1.1.e Describe how important government principles are shown in American government.
For example: freedom, individual rights, representative democracy, equality, rule of law, popular sovereignty, justice, tribal sovereignty

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

Civic Participation

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

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

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

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

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

SS 8.1.2.c Demonstrate civic engagement.

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

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

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

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

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

Economics

Economic Decision Making

SS 8.2.1 Not addressed at this level

Financial Literacy

SS 8.2.2 Understand personal and business financial management.

SS 8.2.2.a Identify skills for future financial success.

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

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

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

Exchange and Markets

SS 8.2.3 Not addressed at this level

National Economy

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

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

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

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

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

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

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

Global Economy

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

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

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

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

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

Geography

Location and Place

SS 8.3.1 Not addressed at this level

Regions

SS 8.3.2 Examine how regions form and change over time.

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

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

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

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

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

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

Human Environment Interaction

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

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

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

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

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

Movement

SS 8.3.4 Not addressed at this level

Geospatial Skills and Geo-literacy

SS 8.3.5 Not addressed at this level

History

Continuity, Change, and Context

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

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

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

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

For example: founders and founding documents, national symbols

Multiple Perspectives

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

Nebraska Social Studies Standards

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

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

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

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

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

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

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

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

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

Historical Analysis and Interpretation

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

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

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

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

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

Historical Inquiry and Research Skills

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

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

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

Nebraska Social Studies Standards

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

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

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

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

High School Civics

Summary

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

Forms and Functions of Government

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

SS HS.1.1.a Examine the historical foundation that influenced the creation of the United States Constitution.

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

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

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

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

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

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

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

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

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

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

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

Nebraska Social Studies Standards

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

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

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

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

Civic Participation

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

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

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

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

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

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

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

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

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

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

For example: Watergate, Civil Rights movement, Suffrage movement

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

For example: news media literacy, online civic reasoning

Nebraska Social Studies Standards
High School Economics

Summary

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

Economic Decision Making

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

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

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

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

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

Financial Literacy

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

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

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

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

For example: checking, savings, money market, CDs

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

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

Nebraska Social Studies Standards

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 (500 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?"

2019-2020 Total Package Comp:

Superintendent					Compensation	Benefits		Total
Position	School	Education Level	Total Experience	Enrollment 18-19 (PK-12)	Annual Salary	Additional Compensation	Benefits	Total Compensation
Superintendent	Palmyra	Ed.S.	34	591	\$141,588.00	\$0.00	\$48,903.00	\$190,491.00
Superintendent	Wilber-Clatonia	Ed.S.	38	624	\$141,850.00	\$0.00	\$45,234.00	\$187,084.00
Superintendent	JCC	Ed.D.	44	526	\$145,000.00	\$0.00	\$40,384.00	\$185,384.00
Superintendent	Tri County	Ed.S.	46	410	\$142,090.00	\$0.00	\$42,663.00	\$184,753.00
Superintendent	Johnson-Brock	Ed.S.	22	355	\$130,000.00	\$0.00	\$44,300.00	\$174,300.00
Superintendent	Diller-Odell	Ed.S.	30	251	\$128,419.00	\$0.00	\$43,230.00	\$171,649.00
Superintendent	Freeman	Ed.S.	19	442	\$125,000.00	\$0.00	\$43,157.00	\$168,157.00
Superintendent	HTRS	Ed.S.	34	360	\$130,000.00	\$0.00	\$38,096.00	\$168,096.00
Superintendent	Thayer Central	Ed.S.	27	475	\$126,715.00	\$0.00	\$40,681.00	\$167,396.00
Superintendent	Southern	Ed.D.	12	397	\$125,891.00	\$10,769.00	\$25,038.00	\$161,698.00
Superintendent	Pawnee City	M.A.	17	293	\$115,000.00	\$0.00	\$43,009.00	\$158,009.00
Average			29	429	\$131,959.36	\$979.00	\$41,335.91	\$174,274.27

Abbreviation	Degree
B.A.	Bachelor's Degree
M.A.	Master's Degree
Ed.S.	Education Specialist
Ed.D.	Doctor of Education

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Other Information

Notes

My base salary is \$125,891 & \$10,769 is cash in lieu that is added to my salary & I am the Curriculum Director
Supt. is 30% Elem Prin.

SUPERINTENDENT'S CONTRACT OF EMPLOYMENT SOUTHERN PUBLIC SCHOOLS

THIS CONTRACT is made by and between the Board of Education of Southern Public Schools, legally known as Gage County School District 34-0001, and referred to as "the Board" and "the school district" respectively, and to Christopher R. Prosocki, referred to herein as "the Superintendent". The Board agrees to employ the Superintendent, and the Superintendent agrees to accept such employment, subject to the terms and conditions set forth herein.

Section 1. Term of Contract. The Superintendent shall be employed for a period of two years beginning on **July 1, 2020** and expiring on **June 30, 2022**. References to "contract year" mean the period from July 1st through June 30th and shall consist of all days except Saturdays, Sundays, legal holidays and school calendar holidays.

Section 2. Renewal, Amendment or Nonrenewal of Contract. If a Board representative does not inform the Superintendent in writing on or before **the seventh day after the regular December board meeting** of the Board's intention to consider the nonrenewal or amendment of this contract, the contract will automatically renew for a period of **one year** from and after the expiration date provided in Section 1 of this contract. The Superintendent shall remind the Board in writing of this provision no later than **its regular November meeting** of each year of this contract and shall make the renewal of his employment contract an agenda item for the regular **December** board meeting during each year of this contract. At the time of each contract renewal and/or amendment, the Superintendent shall be responsible for taking all necessary steps to insure that the district has complied with the Superintendent Pay Transparency Act.

Section 3. Salary. The Superintendent's salary for the **2020-21 contract year** shall be **\$136,660.85**. It shall be paid in 12 equal monthly installments beginning in the month of July 2019. The Board shall not reduce the Superintendent's salary during the term of the contract, but may increase it and/or the benefits during the term of this contract, as an amendment to the contract, without the amendment constituting of a new contract, requiring a hearing, or extending the term of this contract. This contract shall conform to the statutes and regulations governing deductions from compensation. The Superintendent authorizes the District to deduct or withhold from each and every period of pay any amounts necessary to offset any damages caused by the Superintendent or the value of property or money entrusted to the Superintendent or owed by the Superintendent to the District during the course of or as a result of the Superintendent's employment, if such property or money have not properly been returned to the District. The school district shall withhold other deductions as the Superintendent and Board may agree.

Section 4. Professional Status. The Superintendent affirms that he is not under contract with any other board of education covering any part or all of the term provided in this contract. Throughout the contract term, he will hold a valid and appropriate certificate to act as a superintendent of schools in the State of Nebraska which he will register and

maintain on file in the school district's central administrative office. This contract shall not be valid and the Board will not compensate the Superintendent for any service performed prior to the date that he registers his certificate. The Superintendent represents that: (1) all information he provided in connection with his application for employment with the District was true and accurate at the time of application, and if there is or has been a material change in such information, he will advise the Board immediately; (2) he has never been convicted of or plead no contest to, a felony as defined in Title 92, Chapter 21, Sections 003.11 and 003.13 of the Nebraska Administrative Code ("Rule 21"), or any offense involving moral turpitude, abuse, neglect, or sexual misconduct, as defined in Title 92, Chapter 21, Sections 003.12 and 003.13 of the Nebraska Administrative Code; and (3) he has not had any professional licenses or certificates suspended or revoked.

Section 5. Superintendent's Duties. The Superintendent's duties shall be as prescribed by statute and by Board policies, rules, regulations and directives. The Superintendent agrees to devote his time, skill, labor and attention to his duties throughout the contract term. He shall be subject to the direction and control of the Board at all times and shall perform such administrative duties as the Board assigns to him. By agreement with the Board, he may undertake consultative work, speaking engagements, writing, lecturing, or other professional duties and obligations as long as they do not interfere with carrying out his duties and obligations to the school district.

Section 6. Board-Superintendent Relationship. The Board shall be primarily responsible for formulating and adopting policy. The Superintendent shall be the chief administrative officer for the district and shall be responsible for implementing Board policy. He shall organize the administrative and supervisory staff, and select, place, and transfer personnel with the concurrence of the Board. He is responsible for administering the instruction of students and the business affairs of the school district. The Board members agree, individually and collectively, to promptly refer all criticisms, complaints, and suggestions called to their attention to the Superintendent for action, study and/or recommendation, as appropriate.

Section 7. Cancellation or Mid-Term Amendment. The Board may cancel or amend this contract during its term for any of the following reasons: (a) the cancellation, termination, revocation, or suspension of the Superintendent's certificate (Nebraska Administrative and Supervisory Certificate, or the Nebraska Professional Administrative and Supervisory Certificate) by the State Board of Education; (b) any of the reasons set forth in this contract; (c) the breach of any of the material provisions of this contract; (d) incompetence; (e) neglect of duty; (f) unprofessional conduct; (g) insubordination; (h) conduct involving moral turpitude; (i) physical or mental incapacity; (j) immorality; (k) conviction of a felony; (l) any conduct that substantially interferes with the Superintendent's continued performance of his duties; (m) any arrest, criminal charge, or criminal conviction of Superintendent or the failure to report the same; (n) any filing against the Superintendent under Neb. Rev. Stat. Section 43-247 or any other provision of the Nebraska Juvenile Code for child abuse and/or neglect or the failure to report the same; (o) knowingly falsifying school district records or documents; (p) misrepresentation

of fact to the district and its personnel in the conduct of the district's official business; (q) the use or possession of illegal drugs or controlled substances except as prescribed by a physician; or (r) being under the influence of illegal drugs, controlled substances, or alcohol while on school grounds, at school events, or in a vehicle owned, leased or contracted by the district except as prescribed by a physician. The procedures for cancellation or amendment shall be in accordance with state statutes. The parties agree that the Superintendent's failure to comply with his duties under the renewal and evaluation sections of this Agreement shall constitute a material breach of this contract.

Section 8. Disability. If the Superintendent is unable to perform his duties by reason of illness, accident or other disability beyond his control, and the disability continues for more than six (6) months, or if the disability is permanent, irreparable, or of such a nature as to make performance of his duties impossible, the Board may initiate action to cancel this contract, whereupon the respective rights, duties and obligations of the parties here under shall terminate, with the exception of any benefits to be paid to the Superintendent under any insurance coverage furnished by the district.

Section 9. Transportation. The Board shall provide the Superintendent with transportation or reimburse him for mileage required in the performance of his official duties at the rate approved by the Board for district transportation. Provided, the Superintendent shall not be paid for mileage incurred in driving from his residence to the school or from the school to his residence.

Section 10. Fringe Benefits. The board shall provide the Superintendent with the following fringe benefits:

a. Health Insurance. The Board shall provide fifty percent of a family health/family dental insurance policy that is the same as the Blue Cross/Blue Shield Educator's Health Alliance Insurance coverage provided to members of the Southern Education Association.

b. Sick Leave. The Superintendent shall be entitled to 12 days of sick leave per year which may accumulate to a total of 50 days pursuant to board policy. The Board will not pay for unused sick leave days. If he qualifies for disability pay under the long-term disability policy, he shall be required to take the disability pay instead of sick leave pay.

c. Vacation Leave. The Superintendent shall have twenty (20) vacation days for the 2019-20 contract year which he may use at times he chooses so long as his absence does not interfere with the proper performance of his duties. Any extended vacation period while school is in session will require advance approval by the Board, and the parties will cooperate in arranging vacation time so as to cause the least inconvenience to the normal operation of the District. After the 2019-20 contract year, the Board shall give the Superintendent the number of days necessary to restore his total to twenty (20) days. For example, if he uses 12 days of vacation one

year, the board will provide him with 12 days the following year to bring his total to 20 days. The Superintendent shall develop a system for recording his use of vacation days and shall keep such records current and on file in the District's central office. The Superintendent shall keep complete and accurate records of his vacation days and shall provide the Board of Education with a report of his accumulated vacation days at least quarterly. The Board may require him to use his vacation days and shall compensate him for unused vacation days upon the conclusion of his employment.

d. Personal Leave. The Superintendent shall have three (3) personal days for the 2019-20 contract year which he may use at times he chooses so long as his absence does not interfere with the proper performance of his duties. After the 2019-20 contract year, the Board shall give the Superintendent the number of days necessary to restore his total to three (3) days. The Superintendent shall keep complete and accurate records of his personal days and shall provide the Board of Education with a report of his accumulated personal days at least quarterly. The Board may require him to use his personal days and shall compensate him for unused personal days upon the conclusion of his employment.

e. Disability Insurance. The Superintendent shall be required to purchase disability insurance from the school district's carrier at his own expense. The Board will increase his compensation by the amount of this premium cost.

f. Professional Development. The Superintendent is expected to continue his professional development and to participate in relevant learning experiences. With the approval of the Superintendent or Board, he may attend appropriate professional meetings at the local and state level; and the Board will pay for valid expenses of attendance.

g. Professional Dues. The school district will pay the annual dues for the Superintendent's membership in the following organizations: state administrator organizations through the NACIA, NCSA, and local community organizations.

h. Professional Publications. The school district will pay the annual subscription fees for the publications of the organizations in the preceding paragraph.

i. Cell Phone. The Superintendent shall be required to purchase and maintain a cellular phone so that he can be reached at all times for work-related emergencies or while away from school grounds during the work day. The School District will reimburse the Superintendent up to a maximum of \$50 per month for the actual cost of a cellular phone service plan and the

district will provide the Superintendent with a stipend every two years to cover the expense of purchasing a cell phone.

Section 11. No Penalty for Release or Resignation. There shall not be a penalty for the release or resignation of the Superintendent from this contract; provided no resignation shall become effective until expiration of the contract unless it is accepted by the Board, and the Board shall fix the date at which the resignation shall take effect.

Section 12. Compensation upon Termination and Credit for Accrued Vacation. Upon lawful termination of this contract for any reason, the compensation to be paid hereunder shall be an amount which bears the same ratio to the annual salary specified as the number of months or fraction thereof to the date of such termination bears to the 12 months in the annual salary period in which termination occurs. The Superintendent shall refund any portion of the salary he was paid but had not earned prior to the date of termination of this contract. He shall be paid for any unused vacation days at the daily compensation rate in effect at the time of termination of employment.

Section 13. Evaluation. The Board shall evaluate the Superintendent twice during his first year of employment and at least once each year thereafter. The yearly evaluations after the first year of employment shall occur no later than the **regular November meeting**. The Superintendent shall: remind the Board members in writing of this provision no later than its **regular October meeting**; make his evaluation an agenda item for the regular **November** board meeting during each year of this contract; and provide them with the written evaluation instrument that is on file with the Nebraska Department of Education.

Section 14. Legal Actions. The Board will support the Superintendent if there is a legal dispute caused by his carrying out his duties properly. If a legal action, including a complaint to the Commissioner of Education (a professional practice complaint alleging a violation of Rule 27 of the Department of Education), is threatened or filed against the Superintendent as a result of his performance of his duties or his position as Superintendent of the district, the Board will provide him with a legal defense to the maximum extent permitted by law so long as he acted in good faith and in a manner which he reasonably believes to be in or not opposed to the best interests of the district and, with respect to any criminal action or proceeding, had no reasonable cause to believe that his conduct was unlawful.

Section 15. Physical or Mental Examination. The Board may require the Superintendent to undergo a physical or mental examination by a physician and or/psychologist of the Board's choosing. In deference to the requirements of the Americans with Disabilities Act and HIPAA, the physician's or psychologist's report to the Board must address whether the Superintendent is able to perform the "essential functions" of his position.

Section 16. Residence/Domicile in School District. The Superintendent shall have his domicile and principal residence within the boundaries of the District as they exist on the first duty day for the Superintendent under the terms of this contract; and, the Superintendent shall maintain his domicile and residence within the boundaries of the District during the term of this agreement, or any renewal, amendment, or continuation thereof, except as otherwise provided herein. It is the purpose of this paragraph to require the Superintendent to, at all times during such employment, live and maintain his domicile and principal place of residence in the District to encourage the Superintendent: (1) to be highly motivated and deeply committed to the District's educational system; (2) to speak to and vote on ballot issues affecting the District as a legal voter of the District; (3) to be involved in school and community activities bringing him in contact with parents and community leaders and be committed to the future of the District and its schools; (4) to be accessible to parents and students, and allow parents and students to become personally acquainted with the Superintendent; and, (5) to gain sympathy and understanding for the cultural basis of the community, and the social, economic, and environmental problems of the children of the school community and are thus less likely to be considered isolated from the community in which he is the educational leader.

Section 17. Governing Laws. The parties shall be governed by all applicable state and federal laws, rules, and regulations in performance of their respective duties and obligations under this contract.

Section 18. Amendments to be in Writing. This contract may be modified or amended only by a writing duly authorized and executed by the Superintendent and the Board.

Section 19. Severability. If any portion of this contract shall be declared invalid or unenforceable by a court of competent jurisdiction, such declaration shall not affect the validity or enforcement of the remaining provisions of this contract.

IN WITNESS WHEREOF, the parties have executed this contract on the dates indicated below.

Executed by the Board this ___ day of _____, 201__.

President, Board of Education

Secretary, Board of Education

Executed by the Superintendent this ___ day of _____, 201__.

Superintendent

Superintendent Pay Transparency Notice—Proposed Contract (Dr. Christopher Prosocki)

Notice is hereby given that Southern Public Schools has approval of a proposed superintendent employment contract amendment on its agenda for the board meeting to be held on December 10, 2018 at p.m. at the Jr./Sr. High School Board Room in Wymore, Nebraska.

After the 2019/20 school year, how many years remain on the contract:

(Column F must be completed if additional years remain on contract.)

2

The estimated costs to the district for the 2019/20 year and future years are listed below:

	2019/20 Base Pay, Additional Compensation & Benefits	Future Base Pay, Additional Compensation & Benefits per Contract	TOTAL CONTRACT COST
Base Pay for the Total FTE	\$ 125,891.00	\$ 251,782.00	\$ 377,673.00
Compensation for activities outside of the regular salary:			
• <i>Extended contracts / Activities outside of regular salary</i>			\$ -
• <i>Bonus/Incentive/Performance Pay</i>			\$ -
• <i>Stipends</i>			\$ -
• <i>All other costs not mentioned above</i>			\$ -
Benefits and Payroll Costs Paid by district:			
• <i>Insurances (Health, Dental, Life, Long Term Disability)</i>	\$ 661.00	1322	\$ 1,983.00
• <i>Cafeteria Plan Stipend</i>			\$ -
• <i>Cash in lieu of insurance</i>	\$ 10,769.00	22990	\$ 33,759.00
• <i>Employee's share of retirement, deferred compensation, FICA and Medicare <u>if paid by the district</u></i>			\$ -
• <i>District's share of retirement, FICA and Medicare</i>	\$ 23,720.00	\$ 47,440.00	\$ 71,160.00
• <i>IRS value of housing allowance</i>			\$ -
• <i>IRS value of vehicle allowance</i>			\$ -
• <i>Additional leave days</i>			\$ -
• <i>Annuities</i>			\$ -
• <i>Service credit purchase</i>			\$ -
• <i>Association / Membership dues</i>	\$ 600.00	\$ 1,200.00	\$ 1,800.00
• <i>Cell Phone/Internet reimbursement</i>	\$ 600.00	\$ 1,200.00	\$ 1,800.00
• <i>Relocation reimbursement</i>			\$ -
• <i>Travel allowance/reimbursement</i>			\$ -
• <i>Mileage Allowance</i>	\$ 1,000.00	\$ 2,000.00	\$ 3,000.00
• <i>Educational tuition assistance</i>			\$ -
• <i>All other benefit costs not mentioned above</i>			\$ -
Totals:	\$ 163,241.00	\$ 327,934.00	\$ 491,175.00