

**Minutes for  
Heartland Community Schools  
Board of Education Regular Meeting**

Monday, April 8, 2013 7:00 PM  
Conference Room  
1501 Front Street  
Henderson, NE 68371-8929

***MISSION STATEMENT: Heartland Community Schools - Henderson/Bradshaw is dedicated to educating all students by providing challenging opportunities to learn according to individual needs.***

Mr. Kent Allen: Present  
Mr. Gary Braun: Present  
Mr. Paul Brune: Present  
Mr. Glenn Larson: Present  
Mr. Boyd Stuhr: Present  
Mrs. Debra Wilhelm: Present

1. Preliminary Procedures

1. Call to Order

2. Public Notice of the Meeting

3. Roll Call

2. Public Comments on Agenda Items

3. Public Comments on Topics Not on the Agenda

4. Reports

1. Superintendent's Report

Update on the first phase of ordering for technology initiative as well as an update on the collection of bids for summer projects. Review of future projects/purchases schedule.

2. Principals' Reports

Elementary news: Elementary Art Show will be held on April 9; students in grades 3-8 and 11 are participating in the state reading test, NeSA Reading, and NeSA Math this month; summer school services and the Summer Library program which will run June 11-July 19. High School news: 1,228 people were served at the Smorgasbord; FFA Convention had 10 State Degree Winners; Congratulations to the FFA and FBLA National Qualifiers.

## 5. Discussion Items

### 1. Curriculum Update

### 2. Technology Initiative Update

Network installation and training will begin on April 15 for the new technology initiative.

### 3. Graduation - May 12 @ 2:30

### 4. Legislative Update

### 5. Superintendent Evaluation Committee

Kent, Gary and Deb volunteered to form a committee to begin drafting a new version for the Superintendent evaluation.

### 6. NASB School Law Meeting

Discussion on who may be attending the Nebraska School Law Seminar on June 7 in Kearney.

### 6. Old Business

### 7. New Business

#### 1. 2013-14 School Calendar

2. To approve the 2013-14 school calendar as revised Passed with a motion by Mr. Gary Braun and a second by Mr. Glenn Larson.

3. Mr. Kent Allen: Yea, Mr. Gary Braun: Yea, Mr. Paul Brune: Yea, Mr. Glenn Larson: Yea, Mr. Boyd Stuhr: Yea, Mrs. Debra Wilhelm: Yea

#### 4. Summer Projects

5. To award Paint and Paper the new carpet bid for \$23,577.71 Passed with a motion by Mr. Kent Allen and a second by Mr. Boyd Stuhr.

6. Mr. Kent Allen: Yea, Mr. Gary Braun: Yea, Mr. Paul Brune: Yea, Mr. Glenn Larson: Yea, Mr. Boyd Stuhr: Yea, Mrs. Debra Wilhelm: Yea

7. To approve the option that includes painting the walls in updates to the restrooms in the new gymnasium and cafeteria hallway Passed with a motion by Mr. Glenn Larson and a second by Mr. Gary Braun.

8. Mr. Kent Allen: Yea, Mr. Gary Braun: Yea, Mr. Paul Brune: Yea, Mr. Glenn Larson: Yea, Mr. Boyd Stuhr: Yea, Mrs. Debra Wilhelm: Yea

9. To award Egans Supply Company the bid for 60% solids on resurfacing both gymnasium floors for \$2,585.00. Passed with a motion by Mrs. Debra Wilhelm and a second by Mr. Boyd Stuhr.

10. Mr. Kent Allen: Yea, Mr. Gary Braun: Yea, Mr. Paul Brune: Yea, Mr. Glenn Larson: Yea, Mr. Boyd Stuhr: Yea, Mrs. Debra Wilhelm: Yea

#### 11. Nebraska State Social Studies Standards

12. To adopt the Nebraska State Social Studies Standards for guiding our curriculum at Heartland Passed with a motion by Mr. Kent Allen and a second by Mr. Glenn Larson.

13. Mr. Kent Allen: Yea, Mr. Gary Braun: Yea, Mr. Paul Brune: Yea, Mr. Glenn Larson: Yea, Mr. Boyd Stuhr: Yea, Mrs. Debra Wilhelm: Yea

8. Personnel

1. Approval of Resignation

2. To accept the resignation of Jon Baehr with much appreciation for his years of service. Passed with a motion by Mr. Gary Braun and a second by Mr. Glenn Larson.

3. Mr. Kent Allen: Yea, Mr. Gary Braun: Yea, Mr. Paul Brune: Yea, Mr. Glenn Larson: Yea, Mr. Boyd Stuhr: Yea, Mrs. Debra Wilhelm: Yea

4. Local Substitute

5. To approve Eugene Felise as a local substitute Passed with a motion by Mr. Gary Braun and a second by Mr. Boyd Stuhr.

6. Mr. Kent Allen: Yea, Mr. Gary Braun: Yea, Mr. Paul Brune: Yea, Mr. Glenn Larson: Yea, Mr. Boyd Stuhr: Yea, Mrs. Debra Wilhelm: Yea

9. Future Agenda Items

10. Consent Agenda

11. Motion to approve the consent agenda Passed with a motion by Mr. Kent Allen and a second by Mr. Glenn Larson.

12. Mr. Kent Allen: Yea, Mr. Gary Braun: Yea, Mr. Paul Brune: Yea, Mr. Glenn Larson: Yea, Mr. Boyd Stuhr: Yea, Mrs. Debra Wilhelm: Yea

1. Approval of Minutes

2. Approval of Treasurer's Report

3. Approval of Claims

4. Financial Reports

5. Out of State Travel Requests

13. Adjournment

The next scheduled meeting to be held on May 13 at 8:00 p.m in the school conference room.

14. Motion to adjourn the meeting at 9:00 p.m. Passed with a motion by Mr. Kent Allen and a second by Mr. Glenn Larson.

15. Mr. Kent Allen: Yea, Mr. Gary Braun: Yea, Mr. Paul Brune: Yea, Mr. Glenn Larson: Yea, Mr. Boyd Stuhr: Yea, Mrs. Debra Wilhelm: Yea

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Board President

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Board Secretary

# Board & Administrator

## FOR SCHOOL BOARD MEMBERS

April 2013 Vol. 26, No.12

Editor: Jeff Stratton

## Board officers take colleague to task over 'ethics violations'

The Johnston, Iowa, board president and vice president came down hard on fellow board member John Dutcher because of what they believe are his repeated ethics violations, *The Des Moines Register* reported.

At a late January board meeting, Board President Mike Farrell read a letter concerning comments Dutcher made online and through email in response to an article at the *Register* website that they consider a violation of board policy, the *Register* reported.

Dutcher posted comments at *DesMoinesRegister.com* underneath a *Register* story about the Johnston district in which he criticized a teacher and indicated he was speaking on behalf of the board. He also revealed disciplinary action taken against the teacher, the *Register* reported.

As Farrell read the letter, Dutcher interrupted with comments that included expletives. Dutcher called the letter the "most ludicrous thing ever," the *urbandale.patch.com* reported.

In the letter, as reported at *urbandale.patch.com*, Farrell said Dutcher's actions were in direct violation of the board's Director's Code of Conduct policy. The policy states:

"Board members' interaction with public, media or other entities must recognize this limitation and the inability of any board members to speak for the board or school administration except to repeat explicitly stated board decisions," and "Board members will not publicly make or express individual negative judgments about the superintendent, staff performance or other board members."

Trouble-making board members put the board/superintendent team in a difficult spot. In the Johnston example, the board leadership is taking

action to neutralize the board renegade.

Here are some ideas that can help any board deal with a difficult colleague:

- **Remember "majority rules."** Some board members simply won't buy into decorum and behavior principles. If the majority is appalled by a dysfunctional board member's behavior, it should stay calm and patient. That's the best course with a board member who will never get it when it comes to his role. If four members of a five-member board do understand their role, the board team can typically ride out the situation.

- **"Leakers" need to be reminded of the board's policy on confidentiality.** No single board member has the right to act as judge and jury over what remains private. In fact, it may be a violation of state school ethics provisions to reveal information about staff discipline decisions.

- **Isolate troublemakers.** If nothing else works to control the behavior of a member with a chip on his shoulder, the board can isolate the troublemaker. Listen to the board member when he goes off, stay polite, but do not respond. Just move onto the next issue without acknowledging the problem member's rant. Once he finds himself isolated, the board member's options start to shrink.

- **Educate, educate, educate.** The orientation and development an effective board receives isn't really going to help fix a "bad apple" board member's behavior. But what it will do if the education is supplied steadily over time is teach your board majority its proper role. When the majority understands its role, the board team remains in a strong position while the trouble-maker is marginalized. ■

## Do a quick board appraisal

Take 10 minutes now to put down your thoughts on how the board operates. Look for areas for growth. If each board member does this, collate the results and look for trends that show strengths and weaknesses. Develop a plan to correct weak areas of board performance. Use a scale with 4 being "strongly agree" and 1 being "strongly disagree."

Board works together as a team\_\_ Comments:

Board members communicate well\_\_ Comments:

Board communicates well with public\_\_ Comments:

Board's decision-making process leads it to make sound decisions\_\_ Comments:

Board maintains its legal role as a policy-making body\_\_ Comments:

As individuals, board members understand their role and act accordingly\_\_ Comments:

Board members conduct themselves professionally (come to meetings on time and prepared, participate)\_\_ Comments:

Board members are respectful\_\_ Comments:

Board agenda is structured for effective meetings\_\_ Comments:

Agenda background materials are complete and received well in advance of meetings\_\_ Comments: ■

### Temporary committees can help

A temporary or ad hoc committee can research and report to the board on an issue of current importance to the district. A good rule of thumb for temporary committees is that they should not work in areas that are related to the mission of the board's standing committees.

Here are some more tips for temporary committees:

**1. They should work only until their job is complete.** Dissolve temporary committees once they have made their report or recommendation to the full board.

**2. Limit the number of the committee's meetings.** They should meet only when they have work to do. Otherwise, the committee may be tempted to find something to do.

**3. Understand that the committee is established by and reports to the board.** The board should provide the temporary committee with a job description, mission, and deadline for its work to be complete. Have the board president appoint committee members subject to board approval to establish the principle of board control of the committee. ■

## Commit to relationship maintenance

Here are four commitments the board should make to maintain an effective working relationship with its superintendent:

**1. Hold regular board work sessions to focus on board roles and relationships with the superintendent.** Meet once or twice annually to have this discussion. Consider adding a clause to the superintendent's contract that mandates these sessions will take place.

**2. See yourself as a member of the team, not an individual.** The board's authority comes from its collective action during meetings. Board members who don't understand this concept — or willfully disregard it — can damage board and superintendent teamwork.

**3. Know your superintendent and board colleagues on a personal level.** Relationships become stronger as people get to know each other better. Break bread together occasionally as a board and administrator team. Have regular meetings with the superintendent where the board member and administrator catch up on each other's personal news after handling school-related business.

**4. Never criticize the superintendent in public.** If the superintendent's work is unsatisfactory in your view, first bring it to the superintendent's attention. Then, use the appraisal process to correct it. That's the professional way to handle work performance issues. You would expect the same in your job. ■

# Expressions, Equations, and Functions

Duration Time: 15 Days

Content	Standards	Concepts	Connections
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Evaluate Expression</li> <li>2. Apply Order of Operations</li> <li>3. Write Expressions</li> <li>4. Write Equations and Inequalities</li> <li>5. Use a Problem Solving Plan</li> <li>6. Represent Functions as Rules and Tables</li> <li>7. Represent Functions as Graphs</li> </ol> <p><b>Content Outline:</b></p> <p>A. Evaluate Expression</p> <ol style="list-style-type: none"> <li>1. Variable</li> <li>2. Algebraic Expression</li> <li>3. Power – Base, Exponent</li> </ol> <p>B. Apply Order of Operations</p> <ol style="list-style-type: none"> <li>1. Evaluate Expressions</li> <li>2. Grouping Symbols</li> </ol> <p>C. Write Expressions</p> <ol style="list-style-type: none"> <li>1. Translate verbal phrases</li> <li>2. Evaluated Expressions</li> <li>3. Verbal Model</li> <li>4. Rate and Unit Rate</li> </ol> <p>D. Write Equations and Inequalities</p> <ol style="list-style-type: none"> <li>1. Equations</li> <li>2. Inequalities</li> <li>3. Open Sentence</li> <li>4. Check whether given number is a solution of equality or inequality</li> </ol> <p>E. Problem Solving Plan</p> <ol style="list-style-type: none"> <li>1. Read and Understand</li> <li>2. Make a Plan</li> <li>3. Solve the Problem</li> <li>4. Look Back</li> </ol> <p>F. Represent Functions as Rules and Tables</p> <ol style="list-style-type: none"> <li>1. Function Definition</li> <li>2. Domain – inputs</li> <li>3. Range – outputs</li> <li>4. Independent variables</li> <li>5. Dependent variables</li> <li>6. Write equation given table or verbal rule</li> </ol>	<p>7.3.1.a 8.3.1.a</p> <p>7.3.3.c</p> <p>7.3.1.a 7.3.3.c 8.3.1.b</p> <p>7.3.2.b 8.3.1.b 8.3.2.b 12.3.2.a 12.3.2.b</p> <p>12.3.1.i</p> <p>8.3.1.a 12.3.1.a 12.3.1.b 12.3.1.f</p>		<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What is an algebraic equation?</li> <li>• What does a power mean?</li> <li>• What is a function?</li> <li>• What is the order of operations?</li> <li>• How to write an equation given sentence or word problems</li> </ul> <p><b>Classroom Ideas:</b></p> <ul style="list-style-type: none"> <li>• Algebraic expressions – notation, meaning, operations</li> <li>• Write powers in words and as a product, evaluate</li> <li>• PEMDAS- Order of Operations, grouping symbols</li> <li>• Translate verbal phrases into algebraic expression</li> <li>• Key words for each different operation</li> <li>• Find unit rate in real world</li> <li>• <math>&lt;</math>, <math>&gt;</math>, <math>=</math>, <math>\geq</math>, <math>\leq</math> meaning and associated words</li> <li>• Check to see if given number is a solution or equation or inequality</li> <li>• Formulas in science and business</li> <li>• Read a problem and show how to develop a plan</li> <li>• Function rules, teach how to determine dependent, independent, input and output values</li> <li>• Graph functions using given tables or formulate table with given equation</li> </ul>

## Algebra I - Alignment

<p>G. Represent Functions as Graphs</p> <p>1. Graph functions given rule, verbal rule, or table</p>	<p>12.3.1.e 12.3.1.f</p>		<p><b>Suggested Supplements:</b></p> <ul style="list-style-type: none"> <li>• White boards</li> <li>• Educreations website for tutorial</li> </ul> <p><b>Teaching Notes:</b></p> <ul style="list-style-type: none"> <li>• Use whiteboards for instant feedback on students learning material</li> </ul>
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Assessment Plan	
Assessment	Comments
Daily Assignments	Grade assignments in class or grade handed-in assignments for a recorded grade
Quiz over 4 sections	Grade quiz
Vocabulary Quiz	Grade vocabulary
Test on functions and algebraic expressions	Grade test
*Allow re-takes on failed tests and quizzes	This is done to improve mastery of concepts taught

Vocabulary				
Variable	Rate	Unit rate	Formula	Algebraic Expression
Open sentence	Function	Power	Exponent	Base
Equation	Inequality	Domain	Range	Order of Operations
Solution of an Equation or Inequality	Independent Variable	Verbal Model	Dependent variable	

Unit at a Glance	
Learning Topics / Standards	# of days
Evaluate Expressions	1
Apply Order of Operations	2
Write Expressions	2
Write Equations and Inequalities	2
Use a Problem Solving Plan	2
Represent Functions as Rules and Tables	1
Represent Functions as Graphs	1
Vocabulary Quiz	1
Quiz over evaluate and write algebraic expressions, apply order of operations	1
Unit Review	1
Unit Test	1

**Register Now!**

***www.nasbonline.org***

**Nebraska School Law Seminar**

**Friday, June 7, 2013**

**8:30 a.m. to 4 p.m.,**

**Kearney Holiday Inn**

Registrants **With** Materials Binder  
(**\$140 registration each**)

Registrants **W/O** Materials Binder  
(**\$90 registration each**)

Members of Nebraska Council of  
School Attorneys (**\$85 each**)

**If you** cannot attend, you may purchase  
the Materials Binder (**\$110 each**)

College Student Rate (**\$55 each**)  
**Please call NASB to register**

*Board participants will receive 15 Award of  
Achievement points for the Seminar*

*Continuing Legal Education Credits will be  
available for attorneys attending the Seminar*

**Registrations must be received by Friday, May 31.**  
\$20 processing fee will be charged for cancellations.  
No refunds for cancellations within 48 hours of the  
Seminar.

**Please register online at: [www.nasbonline.org](http://www.nasbonline.org)**  
**Students please call 800/422-4572 to register.**

Non-profit org.  
U.S. Postage  
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Nebraska Assn.  
of School Boards



1311 Stockwell Street  
Lincoln, NE 68502  
[www.nasbonline.org](http://www.nasbonline.org)

**Return Service Requested**

*NE Association of School Boards,  
& NE Council of School Attorneys,  
present:*

**2013  
Nebraska  
School Law  
Seminar**



**June 7, 2013  
Kearney  
Holiday Inn**

# The 2013 Nebraska School Law Seminar

The 2013 School Law Seminar offers school officials an opportunity to receive the most up-to-date information on legislative and court-related developments affecting education. This year's program is scheduled for June 7 from 8:30 a.m. to 4 p.m. at the Kearney Holiday Inn.

The School Law Seminar, offered by the Nebraska Association of School Boards and the Nebraska Council of School Attorneys, is presented by attorneys to broaden the knowledge base of a wide array of issues related to running a school.

The seminar will be moderated by Nebraska Council of School Attorneys' President Joshua Schauer. Individual registration for the workshop is \$140 and includes break refreshments, lunch, and a detailed outline of each lawyer's presentations assembled in a convenient three-ring binder. Subsequent registrations *from the same district* are offered — without written materials — for \$90).

The Nebraska School Law Seminar provides an annual opportunity to hear from the practitioners of the law about changes in the issues that impact schools — and the people who attempt to manage them.

Award of Achievement points and CLE credits are available for participants. Register today at [www.nasbonline.org](http://www.nasbonline.org).

## School Law Seminar's 2013 Agenda

**8 a.m.** Registration

**8:30 a.m.** 2013 Legislative Update

**Public Records in the “Smart” Phone Age**

**Child Abuse Reporting: Navigating the Minefield in the Post-Sandusky Era**

**PPACA - Overview and Updates**

**Wages, Hours, the Affordable Care Act and You!**

**What Now? Employee is in the News (And It's Bad!)**

**12 p.m.** Lunch Buffet

**1 p.m.** LB 397 — One Year Later

**Emerging Social Media and Student Speech Issues**

**New Legal Issues Related to Disabled Students and Activities**

**Megan and Friends: Can You Stump the Expert Panel?**

**4 p.m.** Adjourn

## Information For Registrants

- **Registration Fee** — The registration fee for your district's first participant to the School Law Seminar is \$140. The fee includes Materials Binder, lunch, and refreshments. **Additional registrants from the same district may attend the Seminar without purchasing the binder of materials for only \$90.**

- **Location** — The seminar is held at the Kearney Holiday Inn. Parking is available on-site.

- **Hotel Accommodations** — For your convenience, a block of rooms has been set aside until May 8 at the Kearney Holiday Inn. If you need overnight accommodations, call (308) 237-5971. Be sure to ask for the special \$77/night rate for the NASB School Law Seminar.

- **Lunch** — A luncheon buffet will be provided for participants at the hotel. The cost of this buffet and break refreshments is included in the registration fee.

- **Cancellations** — A \$20 processing fee will be charged for cancellations. Substitutions are encouraged. No refunds for cancellations within 48 hours of the Seminar. Course materials are mailed to registrants who cannot attend the seminar.



## 2013-14 School Calendar Proposal

In working on the calendar, my attempts take the following into consideration:

- 185 teacher workdays
- Eliminate late starts and early dismissals
- Maximize full days of professional development
- Provide quality instructional hours as much as possible
- Combine “days off” with professional development to create long weekends
- Move parent/teacher conferences earlier in the terms
- Protect the state testing window (March 24-May 2)

In the proposal, the last day of the school year would move one day later for each snow day. This protects all scheduled days of school, contracts, and professional development hours.

### **This Year**

	<u>Scheduled</u>	<u>Actual</u>
Student contact days	180	176
Student hours	1198	1165
Teacher days	185	181
Professional development hours	44	44

### **Next Year’s Proposal**

Student contact days	174
Student hours	1174
Equivalent day increase over this year	1.3
Teacher days	185
Professional development hours	63

*Days and hours are “guaranteed” with these samples since snow days are added back.*

The minimum number of hours required by the state for students in grades 7-12 is 1080.



# 2013-2014

DRAFT

## School Year Calendar

### Heartland Community Schools

- AUGUST  
 12 Teacher Professional Development  
 13 Teacher Professional Development  
 14 Teacher Professional Development  
 15 First Day Of School Dismiss 11:40AM

- SEPTEMBER  
 2 Labor Day (No School)  
 16 Teacher Professional Development

- OCTOBER  
 18 End Of 1st Nine Weeks ( 45 Days)  
 21 K-12 Parent-Teacher Conferences 4:30-8:30pm  
 24 K-12 Parent-Teacher Conferences 4:30-8:30pm  
 25 No School  
 28 Teacher Professional Development

- NOVEMBER  
 27 Fall Break (No School)  
 28 Fall Break (No School)  
 29 Fall Break (No School)

- DECEMBER  
 20 End Of 2nd Quarter ( 40 Days)  
 End Of 1st Semester ( 85 Days)  
 23 Winter Break (December 23-January 6)  
 22-26 NSAA moratorium (no gyms open)

- JANUARY  
 3 Teacher Professional Development  
 6 Begin Second Semester

- FEBRUARY  
 14 No School  
 17 Teacher Professional Development

- MARCH  
 7 End Of 3rd Nine Weeks ( 43 Days)  
 17 K-12 Parent/Teacher Conferences 4:30-8:30pm  
 20 K-12 Parent/Teacher Conferences 4:30-8:30pm  
 21 No School  
 24 Teacher Professional Development

- APRIL  
 18 Spring Break (No School)  
 21 Spring Break (No School)

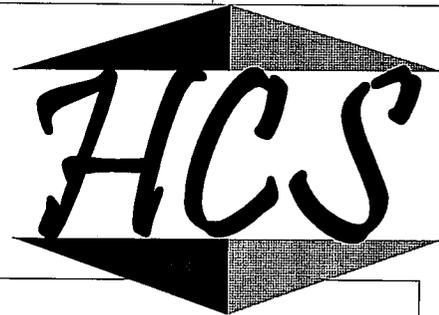
- MAY  
 11 2:30PM Commencement  
 16 Earliest Possible End of School Year  
 Dismiss at 11:30 am  
 End of 4th Quarter ( 46 Days)  
 End of 2nd Semester ( 89 Days)  
 End of School Year ( 174 Days)  
 19 Teacher Professional Development  
 (Total Contract Days-185)

August	September	October
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	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	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

November	December	January
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	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	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	March	April
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	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	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
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



- Teacher Professional Development (No School)
- ★ Parent/Teacher Conferences
- / Vacation Day (No School)
- Beginning/End of Semester / End of 9 Weeks

**Heartland Community Schools—Henderson/Bradshaw**  
 1501 Front Street Email: bbest@heartlandschools.net  
 Henderson, NE 68371 Phone: 402-723-4434  
 www.heartlandschools.org Fax: 402-723-4431  
 Superintendent Brad Best  
 School Closing Information: 723-4421

**PLEASE READ:**  
 The last day of school will depend upon the number of snow days used. Currently the last day is scheduled for May 16th. If we use one snow day, the last day of school will move to May 19th, two snow days, May 20th, etc. We will make every attempt to end the year prior to Memorial Day, but this may require additional adjustments to the calendar.

## **Bids for New Carpeting – Summer 2013**

April 4, 2013

Projects listed in order of priority.

<b>Room</b>	<b>Paint &amp; Paper</b>	<b>Commercial Flooring</b>
“Target” Computer Lab	\$5386.75	\$5780.25
SPED Offices	\$2229.99	\$2320.00
Main Offices	\$4509.90	\$4718.75
Room 2	\$3805.67	\$3915.20
Room 11	\$3427.75	\$3498.18
Room 112	\$3629.35	\$3775.70
Freight	\$588.30	\$600.00
Total	\$23,577.71	\$24,608.08

## **Bids for Updating Restrooms – Summer 2013**

April 8, 2013

### **New Gymnasium Hallway – Both Restrooms**

Paint Walls, New Sink Fixtures, New Partitions	\$12,250
Tile Walls, New Sink Fixtures, New Partitions	\$24,964

### **Cafeteria Hallway – Both Restrooms**

Paint Walls, Tile Floors, New Sink Fixtures	\$9,720
Tile Walls, Tile Floors, New Sink Fixtures	\$21,847

Since the founding of this Nation, education and democracy have gone hand in hand. The Founders believed a nation that governs itself, like ours, must rely upon an informed and engaged electorate. Their purpose was not only to teach all Americans how to read and write but to instill the self evident truths that are the anchors of our political system.

**PRESIDENT RONALD REAGAN**

Nebraska State Board of Education  
Social Studies Standards  
Statement of Purpose  
Approved December 7, 2012

The purpose of the Nebraska Social Studies Standards is to teach our children to become young patriots who have an intellectual understanding of the genius of our country's founding principles and who feel an emotional connection to our nation. Achieving this purpose requires teaching Nebraska students to become responsible citizens who are prepared to preserve, protect and defend freedom and democracy in our nation and in the world.

As responsible citizens of the U.S. and Nebraska, our students must:

- Master and be able to use knowledge of the history of the United States, Nebraska, western civilization, eastern civilizations and ancient civilizations (Historical Perspective);
- Master and be able to use spatial patterns on earth (Geographic Perspective);
- Master and be able to use knowledge of the foundations and form of American federalism, our representative democracy, and American politics (Civic Perspective);
- Master and be able to use knowledge about the efficient allocation, production, distribution, and consumption of scarce resources and the advantageous role of free market economics in such allocation (Economic Perspective).

## Civics

**K-12 Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.**

Kindergarten (Self)	Grade 1 (Family)	Grade 2 (Neighborhood)	Grade 3 (Community)
SS 0.1.1 Students will recognize the purpose of rules and the roles of authority figures.	SS 1.1.1 Students will identify and explain the importance of leaders and team members within their neighborhood and school community.	SS 2.1.1 Students will identify and explain the responsibilities and rights of citizens in their communities.	SS 3.1.1 Students will identify and explain the structure and function of their local governments.
Begins in 4th Grade	Begins in 4th Grade	Begins in 4th Grade	Begins in 4th Grade
Begins in 3rd Grade	Begins in 3rd Grade	Begins in 3rd Grade	SS 3.1.1.a Identify the structure and functions of local government
SS 0.1.1.a Explain why rules are needed in family, school, and community (e.g., safety, to make learning possible, to protect freedoms)	SS 1.1.1.a Explain how rules reduce and help resolve conflicts	SS 2.1.1.a Participate in developing rules that consider multiple points of view	SS 3.1.1.b Describe the reasons for laws in our community
SS 0.1.1.b Identify the roles of authority figures in family and school	SS 1.1.1.b Describe the responsibilities of leaders and team members.	SS 2.1.1.b Describe how individuals, groups, and communities manage conflict and promote justice	SS 3.1.1.c Identify and explain a variety of roles leaders, citizens, and others play in local government

### Forms and Functions of Government

## Civics

<b>K-12 Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.</b>			
<b>Grade 4 (Nebraska)</b>	<b>Grade 5 (United States)</b>	<b>Grades 6-8 (United States/World)</b>	<b>High School (United States/World)</b>
SS 4.1.1 Students will identify and explain the foundation, structure, and function of Nebraska's government.	SS 5.1.1 Students will describe the foundation, structure, and function of the United States government.	SS 8.1.1 Students will summarize the foundation, structure, and function of the United States government.	SS 12.1.1 Students will analyze and evaluate the foundation, structures, and functions of the United States governments, as well as local, state, and international governments.
SS 4.1.1.a Explain the historical foundation and the events that led to the formation and structure of Nebraska's government (e.g., modeled from U.S. government, three branches of government)	SS 5.1.1.a Explain the historical foundation that led to the formation of the United States constitutional government (e.g., early state constitutions, Declaration of Independence, and the Articles of Confederation)	SS 8.1.1.a Identify and describe different forms of government via the study of early and current civilizations (e.g., tribal, monarchy, democracy, republic, theocracy, and oligarchy)	SS 12.1.1.a Summarize the historical foundation that influenced the creation of the United States Constitution (e.g., philosophers, social contract theory, natural rights, Constitutional Convention, Federalist, and Anti-Federalist Papers)
SS 4.1.1.b Describe the origin, structure, and function of Nebraska's unicameral government	SS 5.1.1.b Explain the origins, structure, and functions of the three branches of the United States government	SS 8.1.1.b Describe the structure and roles of government	SS 12.1.1.b Analyze and evaluate the structure of American constitutional government (e.g., federalism, democracy, representative government, branches of the government, separation of powers, checks and balances, amendment process, concurrent/enumerated/implied powers, electoral college)
SS 4.1.1.c Understand how a bill becomes a law in the Nebraska unicameral	SS 5.1.1.c Describe how colonial and new states' governments laws affected groups within their population (e.g., citizens, slaves, immigrants, women, class systems, tribes)	SS 8.1.1.c Identify the development of written laws and other documents (e.g., Hammurabi's Code, Magna Carta, Declaration of Independence, United States Constitution, Preamble and Bill of Rights)	SS 12.1.1.c Analyze and evaluate the functions of United States government (e.g., national security, legislative law-making, executive implementation, judicial interpretation, constitutionalism, taxation, naturalization of citizens)
SS 4.1.1.d Identify and explain a variety of roles leaders, citizens, and others play in the Nebraska government	SS 5.1.1.d Describe how the decisions of the national government affect local and state government	SS 8.1.1.d Explain how various government decisions impact people, places, and history	SS 12.1.1.d Analyze and evaluate the foundation, structures, and functions of local government (e.g., city council, school board, county government, regional boards)

### Forms and Functions of Government

## Civics

Grade K	Grade 1	Grade 2	Grade 3
Begins in 5th Grade	Begins in 5th Grade	Begins in 5th Grade	Begins in 5th Grade
Begins in 5th Grade	Begins in 5th Grade	Begins in 5th Grade	Begins in 5th Grade
Begins in 8th Grade	Begins in 8th Grade	Begins in 8th Grade	Begins in 8th Grade
Begins in 8th Grade	Begins in 8th Grade	Begins in 8th Grade	Begins in 8th Grade
Begins in 8th Grade	Begins in 8th Grade	Begins in 8th Grade	Begins in 8th Grade
<b>SS 0.1.2 Students will demonstrate good citizenship through knowledge of expected behavior.</b>	<b>SS 1.1.2 Students will understand characteristics of good citizenship by recognizing historical figures, holidays, and patriotic symbols.</b>	<b>SS 2.1.2 Students will participate in making decisions using democratic traditions based on established rules.</b>	<b>SS 3.1.2 Students will understand the impact of individual and group decisions at a local level.</b>
SS 0.1.2a Model citizenship skills (e.g., respect, courtesy, honesty, voting)	SS 1.1.2a Identify citizenship skills (e.g., responsibility, justice, equality, voting)	SS 2.1.2 a Identify civic responsibilities that are important to individuals and their communities (e.g., voting, obeying laws)	SS 3.1.2 a Identify rights and responsibilities of citizens (e.g., voting, public service projects) at the local level
SS 0.1.2 b Identify patriotic symbols and actions (e.g., U.S. Flag, Pledge of Allegiance)	SS 1.1.2. b Identify patriotic symbols, songs, actions, celebrations, and holidays (e.g., U.S. Flag, Bald Eagle, Pledge of Allegiance, Thanksgiving, Martin Luther King Jr. Day, 4th of July, President's Day)	SS 2.1.2 b Identify patriotic symbols, songs, actions, celebrations, and holidays (e.g., U.S. Flag, Bald Eagle, Pledge of Allegiance, Thanksgiving, Veteran's Day, Martin Luther King Jr. Day, 4th of July, Memorial Day, President's Day)	SS 3.1.2 b Explain the meaning of patriotic symbols, songs, actions, celebrations, and holidays (e.g., U.S. Flag, Bald Eagle, Pledge of Allegiance, Thanksgiving, Veteran's Day, Martin Luther King Jr. Day, 4th of July, Memorial Day, President's Day, Flag Day)
Civic Participation			
Forms and Functions of Government			

## Civics

Grade 4	Grade 5	Grades 6-8	High School
Begins in 5th Grade	SS 5.1.1.e Identify the principles of the American Republic (e.g., liberty, democracy, United States Constitution, Bill of Rights)	SS 8.1.1.e Describe important government principals (e.g., freedom, democracy, equality, rule of law, popular sovereignty, justice)	SS 12.1.1.e Analyze and evaluate the foundation, structures, and functions of state government (e.g., bicameral/unicameral, reapportionment/redistricting, branches of government)
Begins in 5th Grade	SS 5.1.1.f Compare and contrast tribal forms of government, British monarchy, and early American colonial governments	SS 8.1.1.f Describe the history of political parties in the United States	SS 12.1.1.f Analyze and evaluate the foundation, structures, and functions of supranational organizations (e.g., United Nations, NATO, European Union, treaties, trade organizations)
Begins in 8th Grade	Begins in 8th Grade	SS 8.1.1.g Compare civic life in the United States with other countries (e.g. England, China, Nigeria, India, Honduras)	SS 12.1.1.g Analyze and evaluate the roles that political parties have played in the United States
Begins in 8th Grade	Begins in 8th Grade	SS 8.1.1.h Explain the ways in which governments meet the needs of citizens, manage conflict, and establish order and security	SS 12.1.1.h Analyze and evaluate United States foreign policy issues (e.g. methods, approaches, events)
<b>SS 4.1.2 Students will investigate how different perspectives impact government decisions at the state level.</b>	<b>SS 5.1.2 Students will apply democratic principles that are the foundation of the United States government systems to daily life.</b>	<b>SS 8.1.2 Students will describe the roles, responsibilities, and rights as local, state, national, and international citizens and participate in civic service.</b>	<b>SS 12.1.2 Students will address local, state, national or international issues and politics through meaningful civic participation.</b>
SS 4.1.2.a Identify rights and responsibilities of citizens (e.g., voting, public service projects) at the state level	SS 5.1.2.a Explain the constitutional rights and civic responsibilities of U.S. citizens (e.g., freedom of speech, voting, staying informed of issues, respecting the rights, opinions, and beliefs of others, joining a civic group)	SS 8.1.2.a Describe ways individuals participate in the political process (e.g., registering and voting, contacting government officials, campaign involvement)	SS 12.1.2.a Evaluate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy (e.g., lobbying, voting, contacting government officials, petitioning)
SS 4.1.2.b Explain the meaning of state symbols, songs and holidays (e.g., Nebraska State Flag, "Beautiful Nebraska", Starchood Day, George Norris Day)	SS 5.1.2.b Describe the significance of patriotic symbols, songs and activities (e.g., Pledge of Allegiance, "The Star Spangled Banner", "America", commemorating state and national holidays)	SS 8.1.2.b Describe the significance of patriotic symbols, songs and activities (e.g., Pledge of Allegiance, "The Star Spangled Banner", celebration of Memorial Day, Independence Day, Veteran's Day, Martin Luther King, Jr. Day, American Indian Day, Constitution Day)	SS 12.1.2.b Analyze the significance and benefits of patriotic symbols, songs, holidays, and activities (e.g. Pledge of Allegiance, "The Star Spangled Banner", "America", Veteran's Day, Martin Luther King, Jr. Day, American Indian Day, Constitution Day)

### Civic Participation

### Forms and Functions of Government

## Civics

Civic Participation				
Grade K	Grade 1	Grade 2	Grade 3	
Begins in 1st Grade	SS 1.1.2.c Identify important historical and current government figures that exemplify civic engagement (e.g. Governors, Presidents)	SS 2.1.2.c Describe ways to be actively engaged to improve family, school and community	SS 3.1.2. c Identify ways students can be engaged to have an impact in their local community	
Begins in 2nd Grade	Begins in 2nd Grade	SS 2.1.2.d Identify characteristics of good citizenship (e.g., establishing beliefs and justice, truth, equality, personal responsibilities for the common good, tolerance for diversity of opinions)	SS 3.1.2.d Identify and describe the importance of listening to the views of others and sharing personal views in a respectful manner	
Begins in 3rd Grade	Begins in 3rd Grade	Begins in the 3rd Grade	SS 3.1.2e Identify local leaders and the impact of their decisions that effect public policy	

## Civics

Grade 4	Grade 5	Grades 6-8	High School
SS 4.1.2.c Identify ways students can be engaged to have an impact in their state.	SS 5.1.2.c Give examples of group and individual actions that illustrate civic ideas in the founding of the United States (e.g., freedom, rule of law, equality, civility, cooperation, respect)	SS 8.1.2.c Demonstrate civic engagement (e.g., service learning projects, volunteerism)	SS 12.1.2.c Engage in civic activities (e.g., discussing current issues, advocating for personal rights and the rights of others, influencing governmental actions, participating in civil discourse, registering for selective service, participating in community improvement activities, service learning)
SS 4.1.2.d Describe how various individuals and groups influence the way an issue affecting the state is viewed and resolved (e.g., lobbying, petitions, media, social media)	SS 5.1.2.d Analyze how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States	SS 8.1.2.d Evaluate how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States	SS 12.1.2.d Analyze an issue and determine which level of government is most appropriate to utilize in addressing the issue
SS 4.1.2.e Identify state leaders and the impact of their decisions that effect public policy	SS 5.1.2.e Identify the roles and influences of individuals, groups, and the media on governments (e.g., George Washington, John Adams, Thomas Jefferson, Benjamin Franklin)	SS 8.1.2.e Identify the roles and influences of individuals, groups, and the media on governments (e.g., Seneca Falls Convention, Underground Railroad, Horace Greeley, Harriet Beecher Stowe, Jane Addams, Muckraekers, Booker T. Washington)	SS 12.1.2.e Describe the roles and influences of individuals, groups, and the media as checks on governmental practices (e.g., interest groups, political action committees, lobbyists, public opinion polls)
			SS 12.1.2.f Critique various media sources for accuracy and perspective

## Economics

K-12 Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.				
Kindergarten (Self)	Grade 1 (Family)	Grade 2 (Neighborhood)	Grade 3 (Community)	
SS 0.2.1 Students will recognize people make choices because they cannot have everything they want (scarcity).	SS 1.2.1 Students will recognize economic wants and needs can be satisfied by consuming goods or services.	SS 2.2.1 Students will recognize resources are limited, so other choices must be made and something must be given up (opportunity cost).	SS 3.2.1 Students will understand markets are places where buyers and sellers exchange goods and services.	
SS 0.2.1.a Identify choices students have made and explain why they had to make a choice	SS 1.2.1.a Differentiate between goods and services (e.g. examples of goods and services students have consumed)	SS 2.2.1.a Identify resources (inputs) that make up various good and services	SS 3.2.1.a Indicate various markets where buyers and sellers meet (e.g., shopping malls, auction, catalogs, garage sales, the Internet)	
Begins in Grade 2	Begins in Grade 2	SS 2.2.1.b Identify what items are eliminated when a choice is made (tradeoff)	Continued in Grade 4	
Begins in Grades 6-8	Begins in Grades 6-8	Begins in Grades 6-8	Begins in Grades 6-8	
Begins in High School	Begins in High School	Begins in High School	Begins in High School	
Begins in Grades 6-8	Begins in Grades 6-8	Begins in Grades 6-8	Begins in Grades 6-8	
Begins in High School	Begins in High School	Begins in High School	Begins in High School	

## Economics

K-12 Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.			
Grade 4 (Nebraska)	Grade 5 (United States)	Grades 6-8 (United States/World)	High School (United States/World)
SS 4.2.1 Students will recognize prices are what consumers pay when they buy a good or service.	SS 5.2.1 Students will analyze various markets where buyers and sellers exchange goods or services.	SS 8.2.1 Students will explain the interdependence of producers and consumers in a market economy.	SS 12.2.1 Students will assess how market forces guide the owners of land, labor, and capital and determine the allocation of wealth in the economy.
SS 4.2.1.a Predict how consumers would react if the price of a good or service changed (e.g., natural disasters, drought, gas prices)	SS 5.2.1.a Describe how competition among sellers results in lower costs and prices, higher product quality, and better customer service	SS 8.2.1.a Understand the relationship between consumers and producers in a market economy (e.g., circular flow)	SS 12.2.1.a Explain how the factors of production are bought and sold in the market
SS 4.2.1.b Predict how producers would react if the profit from selling a good or service changed	Continued in Grades 6-8	SS 8.2.1.b Illustrate how individuals are both consumers and producers (buyers and sellers) in a market economy	SS 12.2.1.b Analyze the role of the product market and the resource market
Begins in Grades 6-8	Begins in Grades 6-8	SS 8.2.1.c Describe the development and effects of technology in economic history (e.g., increased productivity, increased standard of living, increased employment)	SS 12.2.1.c Understand productivity as a measure of the quantity of goods and services produced with a given amount of resources (e.g., Gross Domestic Product)
Begins in High School	Begins in High School	Begins in High School	SS 12.2.1.d Analyze how market forces determine what producers choose to produce and which combination of productive resources will be most productive
Begins in Grades 6-8	Begins in Grades 6-8	SS 8.2.1.d Identify the role of entrepreneurs and profit in a market economy	SS 12.2.1.e Explain how wages/earnings are affected by the market (e.g., value of products, supply and demand of labor, worker skills and qualifications)
Begins in High School	Begins in High School	Begins in High School	SS 12.2.1.f Explain the role and importance of profit and return on investments to producers. (e.g. increase in supply and expansion of industries)

### Markets

## Economics

Markets				
Kindergarten	Grade 1	Grade 2	Grade 3	
SS 0.2.2 Begins in 1st Grade	SS 1.2.2 Students will identify natural resources.	SS 2.2.2 Students will recognize that producers use resources to make goods, deliver services, earn a profit, and satisfy economic wants.	SS 3.2.2 Students will categorize natural, human, and capital resources and how they are combined to make goods and deliver services.	
Begins in Grade 1	SS 1.2.2.a Identify various natural resources (e.g., forests, soil, minerals, water, air, animals, oil, and natural gas)	SS 2.2.2.a List various goods and services that can be produced with the same list of resources (e.g., soil, seed, and labor used to produce animal feed, plastics, cereal, or fuel)	SS 3.2.2.a Classify natural, human, and capital resources (e.g., tools, soil, water, farmers and machinery)	
Begins in Grade 3	Begins in Grade 3	Begins in Grade 3	SS 3.2.2.b Discuss why producers combine resources to make goods and services (profit)	
Begins in Grade 3	Begins in Grade 3	Begins in Grade 3	SS 3.2.2.c Identify opportunities for education and/or training to increase human resources (e.g., agriculture schools, trade schools, culinary schools, information technology training)	
Begins in High School	Begins in High School	Begins in High School	Begins in High School	
Begins in High School	Begins in High School	Begins in High School	Begins in High School	

## Economics

Markets				
Grade 4	Grade 5	Grade 6-8	High School	
SS 4.2.2 Students will investigate how capital resources are used to make other goods and produce services.	SS 5.2.2 Students will make observations about how human capital can be improved by education, training, and standard of living.	SS 8.2.2 Students will describe the relationship between supply and demand.	SS 12.2.2 Students will illustrate how markets determine prices and allocate goods and services.	
SS 4.2.2.a Give examples of capital resources used in making goods and services in Nebraska and the United States (e.g., tools, laboratories, equipment, and machinery)	SS 5.2.2.a Give examples of how additional education/training improves productivity and increases standard of living (e.g., apprentice, journeyman, master electrician)	SS 8.2.2.a Explain how the relationship between supply and demand determines price (market clearing price)	SS 12.2.2.a Understand demand, quantity demanded, and changes in demand	
Continues in Grades 6-8	Continues in Grade 6-8	SS 8.2.2.b Illustrate how consumers will demand more at lower prices and suppliers will produce more at higher prices (law of supply and demand) (e.g., Adam Smith, Invisible Hand)	SS 12.2.2.b Understand supply, quantity supplied, and changes in supply	
Continues in High School	Continues in High School	Continues in High School	SS 12.2.2.c Understand that equilibrium price and quantity are determined by supply and demand	
Begins in High School	Begins in High School	Begins in High School	SS 12.2.2.d Hypothesize how competition between sellers could result in lower prices, higher quality products, and better customer service	
Begins in High School	Begins in High School	Begins in High School	SS 12.2.2.e Hypothesize how producers and consumers affect market prices and quantities through the goods and services they produce and buy (e.g., shifts in supply and demand, price elasticity)	

## Economics

Kindergarten	Grade 1	Grade 2	Grade 3
SS 0.2.3 Begins in Grade 2	SS 1.2.3 Begins in Grade 2	SS 2.2.3 Students will describe how people earn income/wages through work.	SS 3.2.3 Students will cite evidence of how money (coins and currency) makes trading easier than bartering.
Begins in Grade 2	Begins in Grade 2	SS 2.2.3.a Match capital resources and human resources with jobs in the community or home. (e.g., tractors and farmers)	SS 3.2.3.a Identify historical examples of trading among early settlers
Begins in Grade 4	Begins in Grade 4	Begins in Grade 4	Begins in Grade 4
Begins in Grade 5	Begins in Grade 5	Begins in Grade 5	Begins in Grade 5
Begins in High School	Begins in High School	Begins in High School	Begins in High School
Begins in High School	Begins in High School	Begins in High School	Begins in High School
<b>Institutions</b>			

## Economics

Grade 4	Grade 5	Grades 6-8	High School
SS 4.2.3 Students will make observations about the purpose of various financial institutions in Nebraska.	SS 5.2.3 Students will summarize characteristics of economic institutions in the United States.	SS 8.2.3 Students will identify economic institutions and describe how they interact with individuals and groups.	SS 12.2.3 Students will analyze how economic institutions impact individuals and groups.
SS 4.2.3.a Discuss the purpose of early NE financial institutions (e.g., barter, trading posts, banks)	SS 5.2.3.a Identify the functions and characteristics of money (e.g., store value, medium of exchange, unit of accounting)	SS 8.2.3.a Describe the purpose and role of economic institutions (e.g., corporations, labor unions, financial institutions, stock markets, cooperatives, and business partnerships)	SS 12.2.3.a Analyze how various economic institutions have played a role in United States economic policy and practice (e.g., corporations, labor unions, financial institutions, stock markets, cooperatives, and business partnerships)
SS 4.2.3.b Identify financial institutions in the community and their purpose (e.g., banks, credit unions, consumer/business loans, safety of deposit, investments/trust services)	SS 5.2.3.b Identify the importance of financial institutions to households and businesses (e.g., loans to agriculture, business, and individuals in order to provide capital)	SS 8.2.3.b Recognize how inflation and deflation impacts purchasing power (e.g., track GDP in various years, compare consumer purchasing power)	SS 12.2.3.b Describe how measures used by economic institutions are calculated (e.g., trends and business cycles using GDP, unemployment rates, inflation rates)
Begins in Grade 5	SS 5.2.3.c Identify rules and laws that protect and support consumers (e.g., private property, contracts, agreements, and product safety)	Continues in High School	SS 12.2.3.c Explain how banks and a sound monetary system are critical to a functioning economy
Begins in High School	Begins in High School	Begins in High School	SS 12.2.3.d Describe the functions and role of the Federal Reserve System and its influence through monetary policy (e.g., balancing inflation and unemployment)
Begins in High School	Begins in High School	Begins in High School	SS 12.2.3.e Understand how financial markets determine the cost of borrowing and influence the level of economic activity
<b>Institutions</b>			

## Economics

Kindergarten		Grade 1		Grade 2		Grade 3	
SS 0.2.4 Begins in Middle School		SS 1.2.4 Begins in Middle School		SS 2.2.4 Begins in Middle School		SS 3.2.4 Begins in Middle School	
Begins in Grade 6-8		Begins in Grade 6-8		Begins in Grade 6-8		Begins in Grade 6-8	
Begins in High School		Begins in High School		Begins in High School		Begins in High School	
SS 0.2.5 Begins in Middle School		SS 1.2.5 Begins in Middle School		SS 2.2.5 Begins in Middle School		SS 3.2.5 Begins in Middle School	
Begins in Grades 6-8		Begins in Grades 6-8		Begins in Grades 6-8		Begins in Grades 6-8	
Begins in Grades 6-8		Begins in Grades 6-8		Begins in Grades 6-8		Begins in Grades 6-8	
Begins in High School		Begins in High School		Begins in High School		Begins in High School	
<b>Financial Literacy</b>							

## Economics

Grade 4	Grade 5	Grades 6-8	High School
SS 4.2.4 Begins in Middle School	SS 5.2.4 Begins in Middle School	SS 8.2.4 Students will identify how private ownership of property is a basic institution of a market economy.	SS 12.2.4 Students will assess how private ownership of property is a basic institution of a market economy.
Begins in Grade 6-8	Begins in Grade 6-8	SS 8.2.4.a Define and distinguish private property (e.g., factories and homes) and public property (e.g., parks, public schools, and government buildings)	SS 12.2.4.a Assess how property rights are defined, enforced, and limited by government (e.g., zoning laws, eminent domain, Homestead Act, copyright laws, patents, and intellectual property)
Begins in High School	Begins in High School	Begins in High School	SS 12.2.4.b Describe the role of market economy in United States history (e.g., periods of prosperity, recessions, and overall growth)
SS 4.2.5 Begins in Middle School	SS 5.2.5 Begins in Middle School	SS 8.2.5 Students will identify the basic economic systems in the global economy.	SS 12.2.5 Students will recognize and predict the impact that various economic systems will have on people.
Begins in Grades 6-8	Begins in Grades 6-8	SS 8.2.5.a Compare and contrast characteristics of different economic systems. (e.g., traditional, command, market, mixed)	SS 12.2.5.a Develop a logical argument debating the merits of various economic systems (e.g., traditional, command, market, mixed)
Begins in Grades 6-8	Begins in Grades 6-8	SS. 8.2.5.b Discuss various philosophies regarding governments' role in an economy (e.g., capitalism, socialism)	SS 12.2.5.b Evaluate the historical use of various economic systems
Begins in High School	Begins in High School	Begins in High School	SS 12.2.5.c Compare the standard of living with other countries (Germany, Brazil, Russia, India, China)
Financial Literacy			

## Economics

Kindergarten	Grade 1	Grade 2	Grade 3
SS 0.2.6 Students will recognize money is used to purchase goods and services to satisfy economic wants.	SS 1.2.6 Students will compare spending and saving opportunities.	SS 2.2.6 Students will demonstrate knowledge of currency, its denominations, and use.	SS 3.2.6 Students will use knowledge of currency to solve real-world problems.
SS 0.2.6.a Classify and identify U.S. coins and currency	SS 1.2.6.a Give examples of situations where students and families have chosen to save for future purchases	SS 2.2.6.a Make transactions using currency emphasizing its use as a medium of exchange (e.g., school store, buying pencils)	SS 3.2.6.a Given a budget, students will be able to make choices as to what to purchase and what to give up
Begins in High School	Begins in High School	Begins in High School	Begins in High School
Begins in High School	Begins in High School	Begins in High School	Begins in High School
Begins in High School	Begins in High School	Begins in High School	Begins in High School
SS 0.2.7 Begins in High School	SS 1.2.7 Begins in High School	SS 2.2.7 Begins in High School	SS 3.2.7 Begins in High School
Begins in High School	Begins in High School	Begins in High School	Begins in High School
Begins in High School	Begins in High School	Begins in High School	Begins in High School
Begins in High School	Begins in High School	Begins in High School	Begins in High School
SS 0.2.8 Begins in High School	SS 1.2.8 Begins in High School	SS 2.2.8 Begins in High School	SS 3.2.8 Begins in High School
Begins in High School	Begins in High School	Begins in High School	Begins in High School
Begins in High School	Begins in High School	Begins in High School	Begins in High School
Begins in High School	Begins in High School	Begins in High School	Begins in High School

### Financial Literacy

## Economics

Financial Literacy				
Grade 4	Grade 5	Grades 6-8	High School	
SS 4.2.6 Students will understand that banks are institutions where people save money and earn interest, and where other people borrow money and pay interest.	SS 5.2.6 Students will summarize characteristics of financial institutions.	SS 8.2.6 (Addressed in High School Financial Institutions Standard)	SS 12.2.6 Students will understand economic concepts that support rational decision making	
SS 4.2.6.a Identify the costs and benefits of saving, interest, and borrowing	SS 5.2.6.a Explain/explore how various financial services are provided by local financial institutions	Continues in High School	SS 12.2.6.a Explore employment trends and reasons for growth and decline in employment	
Begins in High School	Begins in High School	Begins in High School	SS 12.2.6.b Make career decisions by systematically considering alternatives and consequences through the use of cost benefit analysis	
Begins in High School	Begins in High School	Begins in High School	SS 12.2.6.c Assess the incentives for investing in personal education, skills, and talents	
Begins in High School	Begins in High School	Begins in High School	SS 12.2.6.d Identify various ways people earn a living by using career programs to explore opportunities (e.g., Nebraska Career Education)	
<b>SS 4.2.7 Begins in High School</b>	<b>SS 5.2.7 Begins in High School</b>	<b>SS 8.2.7 Begins in High School</b>	<b>SS 12.2.7 Students will apply effective money management concepts.</b>	
Begins in High School	Begins in High School	Begins in High School	SS 12.2.7.a Organize personal finances and use a budget to manage cash flow	
Begins in High School	Begins in High School	Begins in High School	SS 12.2.7.b Compare and contrast checking and savings accounts	
Begins in High School	Begins in High School	Begins in High School	SS 12.2.7.c Assess the effects of taxes on personal income	
<b>SS 4.2.8 Begins in High School</b>	<b>SS 5.2.8 Begins in High School</b>	<b>SS 8.2.8 Begins in High School</b>	<b>SS 12.2.8 Students will critique strategies used to establish, build, maintain, monitor, and control credit.</b>	
Begins in High School	Begins in High School	Begins in High School	SS 12.2.8.a Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit	
Begins in High School	Begins in High School	Begins in High School	SS 12.2.8.b Identify strategies of establishing and maintaining a good credit rating for effective credit management (e.g., credit cards, auto loans, mortgages)	



## Economics

Grade 4		Grade 5		Grades 6-8		High School	
Begins in High School	Begins in High School	Begins in High School	Begins in High School	Begins in High School	Begins in High School	SS 12.2.8.c Compare and contrast the cost and benefits of various lending institutions (e.g., banks, credit unions, paycheck advance businesses, pawn shops)	
Begins in High School	Begins in High School	Begins in High School	Begins in High School	Begins in High School	Begins in High School	SS 12.2.8.d Students will identify situations when borrowing money and paying interest may be a wise or unwise decision	
<b>SS 4.2.9 Begins in High School</b>	<b>SS 5.2.9 Begins in High School</b>	<b>SS 8.2.9 Introduced in High School</b>	<b>SS 12.2.9.a Explain the importance of saving to ensure financial security</b>	<b>SS 12.2.9.b Implement an investment strategy that is compatible with personal goals (e.g., stocks, bonds, mutual funds, retirement plans)</b>	<b>SS 12.2.9.c Analyze appropriate and cost effective risk management strategies (e.g., health, disability, life, auto insurance)</b>	<b>SS 12.2.9 Students will evaluate savings, investment, and risk management strategies to achieve financial goals.</b>	
Begins in High School	Begins in High School	Begins in High School	Begins in High School	Begins in High School	Begins in High School	SS 12.2.9.a Explain the importance of saving to ensure financial security	
Begins in High School	Begins in High School	Begins in High School	Begins in High School	Begins in High School	Begins in High School	SS 12.2.9.b Implement an investment strategy that is compatible with personal goals (e.g., stocks, bonds, mutual funds, retirement plans)	
Begins in High School	Begins in High School	Begins in High School	Begins in High School	Begins in High School	Begins in High School	SS 12.2.9.c Analyze appropriate and cost effective risk management strategies (e.g., health, disability, life, auto insurance)	
<b>SS 4.2.10 Students will understand what goods and services state governments provide.</b>	<b>SS 5.2.10 Students will understand what goods and services the national government provides.</b>	<b>SS 8.2.10 Students will identify the roles and responsibilities of government in economic systems.</b>	<b>SS 12.2.10 Students will analyze the roles and responsibilities of government in various economic systems.</b>	<b>SS 12.2.10.a Examine how governments utilize taxation to provide goods and services to society (e.g., disaster relief, flood control, police protection)</b>	<b>SS 12.2.10.b Investigate multiple roles of government in a market economy (e.g., forms of taxation, enforcing private property and zoning laws, collecting sales tax)</b>	<b>SS 12.2.10.c Explore various forms of taxation (earning, consumption, or wealth) and discuss outcomes of various tax philosophies as drivers of economic activity</b>	
SS 4.2.10.a Identify goods and services funded through state taxes (e.g., highways, universities, human services, unemployment, courts)	SS 5.2.10.a Identify goods and services funded through federal taxes (e.g., armed forces, courts, parks)	SS 8.2.10.a Identify various goods and services provided by the government (e.g., disaster relief, public works, postal service, roads)	SS 12.2.10.a Examine how governments utilize taxation to provide goods and services to society (e.g., disaster relief, flood control, police protection)	SS 12.2.10.b Investigate multiple roles of government in a market economy (e.g., forms of taxation, enforcing private property and zoning laws, collecting sales tax)	SS 12.2.10.c Explore various forms of taxation (earning, consumption, or wealth) and discuss outcomes of various tax philosophies as drivers of economic activity		
Begins in High School	Begins in High School	Begins in High School	Begins in High School	Begins in High School	Begins in High School		
Begins in High School	Begins in High School	Begins in High School	Begins in High School	Begins in High School	Begins in High School		

## Economics

Government				
Kindergarten	Grade 1	Grade 2	Grade 2	Grade 3
Begins in Grades 6-8	Begins in Grades 6-8			
Begins in High School	Begins in High School			
<b>SS 0.2.11 Begins in Middle School</b>	<b>SS 1.2.11 Begins in Middle School</b>	<b>SS 2.2.11 Begins in Middle School</b>	<b>SS 3.2.11 Begins in Middle School</b>	
Begins in Grades 6-8	Begins in Grades 6-8			
Begins in Grades 6-8	Begins in Grades 6-8			
Begins in High School	Begins in High School			
<b>SS 0.2.12 Begins in Grade 3</b>	<b>SS 1.2.12 Begins in Grade 3</b>	<b>SS 2.2.12 Begins in Grade 3</b>	<b>SS 3.2.12 Students will describe how the local community trades with the rest of the world.</b>	
Begins in Grade 3	Begins in Grade 3	Begins in Grade 3	SS 3.2.12.a Identify local goods and services that could be traded with people everywhere (e.g., corn, soybeans, beef)	
				SS 3.2.12.b Give examples of other countries' currencies
Begins in Grade 3	Begins in High School			
Begins in High School	Begins in High School			
Globalization				

## Economics

Grade 4		Grade 5		Grades 6-8		High School	
Begins in Grades 6-8	Begins in Grades 6-8	SS 8.2.10.b Explain how governments provide economic assistance (e.g., social security, Medicare, Medicaid, farm subsidies, disaster relief)	SS 12.2.10.d Research the role of government in the development of economic systems (e.g., historic and current examples of command, market, traditional, mixed systems)	Begins in High School	Begins in High School	SS 12.2.10.e Analyze government policies and regulations in areas of market failure (e.g., monopolies, externalities, non-enforcement of property rights)	
Begins in High School	Begins in High School	Begins in High School					
<b>SS 4.2.11 Begins in Middle School</b>	<b>SS 5.2.11 Begins in Middle School</b>	<b>SS 6.2.11 Students will explain how tax revenues are collected and distributed.</b>	<b>SS 12.2.11 Students will examine the government's influence on economic systems through fiscal policy.</b>	Begins in Grades 6-8	Begins in Grades 6-8	SS 12.2.11.a Examine how governments can use taxing and spending policies to influence behavior (e.g., alcohol tax, home mortgage interest deduction)	
Begins in Grades 6-8	Begins in Grades 6-8	SS 8.2.11.a Identify taxes paid by individuals (e.g., income taxes, sales tax, property taxes)	SS 12.2.11.a Examine how governments can use taxing and spending policies to influence behavior (e.g., alcohol tax, home mortgage interest deduction)	Begins in Grades 6-8	Begins in Grades 6-8	SS 12.2.11.b Examine the impact of fiscal policy on budget deficits/surpluses and national debt	
Begins in High School	Begins in High School	SS 8.2.11.b Identify institutions supported by tax dollars (e.g., schools, roads, police protection)	SS 12.2.11.c Examine the impact of the unemployment rate on the economy (frictional, structural, cyclical)	Begins in High School	Begins in High School	SS 12.2.11.c Examine the impact of the unemployment rate on the economy (frictional, structural, cyclical)	
<b>SS 4.2.12 Students will recognize and explain specialization and why different regions produce different goods and services.</b>	<b>SS 5.2.12 Students will explain how specialization, division of labor, and technology increases productivity and interdependence.</b>	<b>SS 8.2.12 Students will illustrate how international trade benefits individuals, organizations, and nations.</b>	<b>SS 12.2.12 Students will evaluate how international trade benefits individuals, organizations, and nations</b>	SS 4.2.12.a Compare Nebraska with different regions and the goods and services each region produces (e.g., beef, wheat, telemarketing, cotton, coal)	SS 5.2.12.a Investigate Early United States specialization and trade (e.g., fur, tobacco, cotton, lumber)	SS 8.2.12.a Differentiate between exports and imports	SS 12.2.12.a Analyze the effects of various trade policies (e.g., identify short term/long term impacts)
SS 4.2.12.b Discuss how technology has affected the specialization of Nebraska's economy and surrounding states	SS 5.2.12.b Investigate and report on entrepreneurs and inventors	SS 8.12.12.b Explain how individuals gain through specialization and voluntary trade	SS 12.2.12.b Identify goods which are available at a lower price because of international trade	Begins in High School	Begins in High School	Begins in High School	SS 12.2.12.c Explain how trade barriers impact the prices and quantity of goods in the domestic market
Begins in High School	Begins in High School	Begins in High School					

## Economics

Globalization				
Kindergarten	Grade 1	Grade 2	Grade 3	
SS 0.2.13 Begins in Middle School	SS 1.2.13 Begins in Middle School	SS 2.2.13 Begins in Middle School	SS 3.2.13 Begins in Middle School	
Begins in Grades 6-8				
Begins in Grades 6-8				

## Economics

Globalization	Grade 4	Grade 5	Grades 6-8	High School
	SS 4.2.13 Begins in Middle School	SS 5.2.13 Begins in Middle School	SS 8.2.13 Students will identify how international trade affects the domestic economy.	SS 12.2.13 Students will evaluate how international trade affects the domestic economy.
	Begins in Grades 6-8	Begins in Grades 6-8	SS 8.2.13.a Explain that currency must be converted to make purchases in other countries	SS 12.2.13.a Identify goods which are available at a lower price because of international trade
	Begins in Grades 6-8	Begins in Grades 6-8	SS 8.2.13.b Explain how prices of goods change as exchange rates go up and down	SS 12.2.13.b Explain how trade barriers impact the prices and quantity of goods in the domestic market

# Geography

**K-12 Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.**

Kindergarten (Self)	Grade 1 (Family)	Grade 2 (Neighborhood)	Grade 3 (Community)
SS 0.3.1 Students will explore where (spatial) and why people, places and environments are organized in their world.	SS 1.3.1 Students will explore where (spatial) and why people, places and environments are organized in their world.	SS 2.3.1 Students will explore where (spatial) and why people, places and environments are organized locally.	SS 3.3.1 Students will explore where (spatial) and why people, places and environments are organized in the state.
SS 0.3.1.a Demonstrate personal directions (e.g., left/right, up/down, front/back, over/under, near/far) to describe relative location	SS 1.3.1.a Locate places using the four cardinal directions	SS 2.3.1.a Identify the globe as a model of Earth	SS 3.3.1.a Utilize map elements (i.e., title, scale, symbols, legend, and cardinal and intermediate directions)
SS 0.3.1.b Identify locations in the classroom (e.g., dress up center, reading table, carpet area)	SS 1.3.1.b Identify and describe locations in the school or home (e.g., the cafeteria is next to the kitchen, the office is by the front door)	SS 2.3.1.b Identify and describe locations in the neighborhood (e.g., home, the park, friend's house, fire station, grocery store)	SS 3.3.1.b Apply map skills (e.g., identify location and distribution of physical and human features rivers/roads, identify relative and absolute locations, east/west, north/south, left/right, next to, identify cities and towns)
SS 0.3.1.c Identify tools such as maps and globes as representations of local and distant places	SS 1.3.1.c Create and use simple maps (e.g., maps of the home and classroom)	SS 2.3.1.c Identify map elements (i.e., title, scale, symbols, legend, and cardinal directions)	SS 3.3.1.c Analyze why things are located where they are in the community (e.g., <i>Why are stores located on main streets? Where is my house located compared to the school?</i> )
Begins in Grade 2	Begins in Grade 2	SS 2.3.1.d Locate community, Nebraska, and the United States on maps and globes	SS 3.3.1.d Locate places on maps and globes (e.g., Missouri River, Platte, River, Rocky Mountains, Nebraska, the student's city)
SS 0.3.1.d Explain why things are located where they are (e.g., <i>"Why is the playground outside?"</i> )	SS 1.3.1.d Analyze why things are located where they are (e.g., <i>"Why is the nurse's office located by the main office?"</i> )	SS 2.3.1.e Analyze why things are located where they are (e.g., <i>"Why are stores on a main street?"</i> )	Mastered
SS 0.3.1.e Identify land and water on a globe	SS 1.3.1.e Distinguish between continents and oceans	SS 2.3.1.f Distinguish between continents/islands, oceans/seas, countries/continents, and cities/states	SS 3.3.1.e Identify the continents, oceans, and hemispheres

## The World in Spatial Terms

# Geography

Kindergarten	Grade 1	Grade 2	Grade 3
SS 0.3.2 Students will explore places and regions.	SS 1.3.2 Students will explore places and regions.	SS 2.3.2 Students will identify places and regions.	SS 3.3.2 Students will compare the characteristics of places and regions.
SS 0.3.2.a Identify physical characteristics of place (e.g., landforms, water bodies and weather)	SS 1.3.2.a Identify and differentiate between physical features (e.g., mountains, plains, hills, oceans, islands)	SS 2.3.2.a Identify and differentiate between physical and human features of neighborhood and community (e.g., vegetation, housing)	SS 3.3.2.a Identify and differentiate between physical and human features of neighborhoods and communities (e.g., vegetation, housing, streets, business/ residential areas, hills, waterways)
SS 0.3.2.b Identify human characteristics of place (e.g., cities, buildings, farms, roads, highways)	SS 1.3.2.b Identify and differentiate between human features (e.g., cities, buildings, farms)	SS 2.3.2.b Describe local places and regions with other places and regions (e.g., prairie, forest, farm land, ranch land, local community)	SS 3.3.2.b Compare and contrast local places and regions with other places and regions (e.g., prairie and forest, local community with another community, products from Nebraska and another state, crops grown in Nebraska and another state)
Begins in Grade 1	SS 1.3.2.c Explain how places change over time (e.g., new building or a bigger road)	SS 2.3.2.c Explain how places and regions change over time	SS 3.3.2.c Explain and give examples of how places and regions change over time
Begins in Grades 6-8	Begins in Grades 6-8	Begins in Grades 6-8	Begins in Grades 6-8
Begins in Grades 6-8	Begins in Grades 6-8	Begins in Grades 6-8	Begins in Grades 6-8
Begins in High School	Begins in High School	Begins in High School	Begins in High School

## Places and Regions

# Geography

Kindergarten	Grade 1	Grade 2	Grade 3
SS 0.3.3 Students will identify natural processes in their physical world	SS 1.3.3 Students will identify natural processes in their physical world.	SS 2.3.3 Students will identify natural processes in their physical world.	SS 3.3.3 Students will identify natural processes in their physical world.
SS 0.3.3.a Identify elements of weather (e.g., rain, snow, sun, clouds, fog)	SS 1.3.3.a Identify elements of weather and the effects on human activity (e.g., people wear coats and mittens in the winter)	SS 2.3.3.a Identify basic components of Earth's physical processes (e.g., landforms, water, climate and weather)	SS 3.3.3.a Identify the Earth's physical processes in the local community (e.g., landforms, water, climate and weather, erosion and deposition)
SS 0.3.3.b Identify the four seasons	SS 1.3.3.b Identify the four seasons and the effects on human activity (e.g., playing outside in summer and inside in winter)	SS 2.3.3.b Identify the relationship between the Earth and the Sun (e.g., day/night, length of day, seasons)	SS 3.3.3.b Identify local ecosystems (e.g., forests, deserts, grasslands)
Begins in Grades 6-8	Begins in Grades 6-8	Begins in Grades 6-8	Begins in Grades 6-8
Begins in High School	Begins in High School	Begins in High School	Begins in High School
Begins in High School	Begins in High School	Begins in High School	Begins in High School
SS 0.3.4 Students will recognize that people belong to different groups and live in different settings.	SS 1.3.4 Students will recognize that people belong to different groups and live in different settings.	SS 2.3.4 Students will identify the characteristics of culture.	SS 3.3.4 Students will compare and contrast the characteristics of culture locally.
SS 0.3.4.a Identify aspects of culture within the local community and other communities (e.g., food, language, religion, celebrations, and popular culture such as food, music and sports)	SS 1.3.4.a Describe cultures of the local community and other communities (e.g., food, language, celebrations)	SS 2.3.4.a Identify patterns of cultural traits (e.g., language, religion, food)	SS 3.3.4.a Compare and contrast patterns of culture within your community (e.g., language, religion, food)
<b>Human Systems</b>			
<b>Physical Systems</b>			

## Geography

Human Systems				
Kindergarten	Grade 1	Grade 2	Grade 3	
SS 0.3.4.b Identify places in the community (e.g., farms, parks, houses, stores)	SS 1.3.4.b Describe places in the community (e.g., farms, parks, houses, stores)	SS 2.3.4.b Identify patterns of land use (e.g., agricultural, residential, industrial, commercial, educational, recreational)	SS 3.3.4.b Compare and contrast the spread and diffusion of cultural traits (e.g., spread of ideas, languages, religions, people, goods, customs, traditions)	
Begins in High School	Begins in Grade 5	Begins in Grade 5	Begins in Grade 5	
Begins in High School	Begins in High School	Begins in High School	Begins in High School	
Begins in High School	Begins in High School	Begins in High School	Begins in High School	
Begins in High School	Begins in High School	Begins in High School	Begins in High School	

## Geography

Human Systems		Human/Environment Interaction	
Kindergarten	Grade 1	Grade 2	Grade 3
Begins in High School	Begins in High School	Begins in High School	Begins in High School
Begins in High School	Begins in High School	Begins in High School	Begins in High School
Begins in High School	Begins in High School	Begins in High School	Begins in High School
<b>SS 0.3.5 Students will explore the relationship between humans and their physical environment.</b>	<b>SS 1.3.5 Students will explore the relationship between humans and their physical environment.</b>	<b>SS 2.3.5 Students will identify the relationship between humans and the physical environment.</b>	<b>SS 3.3.5 Students will identify the relationship between humans and the physical environment.</b>
SS 0.3.5.a Recognize the impact of weather on everyday life (e.g., weather-appropriate clothing, indoor/outdoor recess)	SS 1.3.5.a Interpret the impact of weather on everyday life (e.g., tornadoes, blizzards, floods)	SS 2.3.5.a Describe how seasonal weather patterns, natural hazards, and natural resources affect human activities	SS 3.3.5.a Explain how physical environments influence human activities (e.g., availability of water, climate and fertility of soil)
Begins in Grade 3	Begins in Grade 3	Begins in Grade 3	SS 3.3.5.b Explain how human activities change Earth (e.g., agriculture, transportation, industry)
Begins in Grade 1	SS 1.3.5.b Match resources to their sources (e.g., food from farms, wood from trees, minerals from the ground, fish from the sea)	SS 2.3.5.b Identify Earth's natural resources (e.g., minerals, air, land, water, soil)	SS 3.3.5.c Explain the importance of Earth's natural resources (e.g., minerals, air, water, land)

## Geography

Human/Environment Interaction				
Kindergarten	Grade 1	Grade 2	Grade 3	
SS 0.3.5.c Give examples of how to care for the environment (e.g., recycle cans, bottles, and paper; pick up your trash)	SS 1.3.5.c Identify environmental issues related to the physical environment (e.g., drought, poor soil development, deserts, terrain)	SS 2.3.5.c Identify how humans and the physical environment interact (e.g., choice of building materials, variations in agricultural practices, land use modifications, fish, forestry, and wildlife management)	SS 3.3.5.d Describe how humans develop communities in local settings (e.g., roads, landfills, sewage systems, land use patterns)	
Begins in Grade 4	Begins in Grade 5	Begins in Grade 4	Begins in Grade 5	
Begins in Grade 4	Begins in Grade 4	Begins in Grade 4	Begins in Grade 4	

## Geography

Application of Geography to Issues and Events				
Kindergarten	Grade 1	Grade 2	Grade 3	
SS 0.3.6 Students will use geographic skills to make connections to their lives.	SS 1.3.6 Students will use geographic skills to make connections to their lives.	SS 2.3.6 Students will use geographic skills to make connections.	SS 3.3.6 Students will use geographic skills to make connections to issues and events.	
Begins in Grade 3	Begins in Grade 3	Begins in Grade 3	SS 3.3.6.a Identify and evaluate human adaptations to the environment from the local to international levels (e.g., <i>How could the building of a highway bring more business to a community</i> )	
SS 0.3.6.a Give examples of how geographic knowledge or techniques are applied (e.g., locate people or places in relationship to each other, make a fire evacuation plan)	SS 1.3.6.a Give examples of how geographic knowledge or techniques have been applied in the past, present and future (e.g., make a map of the school)	SS 2.3.6.a Identify how you might apply geographic knowledge or techniques to solve a problem (e.g., use global positioning system (GPS) navigation for shortest route to school; map destinations for family vacation to determine the best order to visit)	SS 3.3.6.b Identify how geography impacts spatial problem solving (e.g., a new school must be near large numbers of students, on available land with suitable soils, have access to roads and utilities, and not overlap schools in other neighborhoods; plan where things would be built in a city)	

# Geography

**K-12 Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.**

Grade 4 (Nebraska)	Grade 5 (United States)	Grades 6-8 (United States/World)	High School (United States/World)
SS 4.3.1 Students will explore where (spatial) and why people, places and environments are organized in the state.	SS 5.3.1 Students will explore where (spatial) and why people, places and environments are organized in the United States.	SS 8.3.1 Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.	SS 12.3.1 Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.
SS 4.3.1.a Read local and state maps and atlases to locate physical and human features in Nebraska. (e.g., the state of Nebraska, major cities in Nebraska, Lincoln, major rivers including the North Platte, South Platte, Platte, Niobrara and Missouri)	SS 5.3.1.a Name and locate major human and physical features in the United States (e.g., states, capitals, and major cities in the United States, Rocky Mountains, Appalachian Mountains, Great Lakes)	SS 8.3.1.a Use and interpret different types of maps/charts/diagrams/timelines (primary sources where available)	SS 12.3.1.a Analyze geographical information sources (e.g., map, globe, atlas, remote sensing, GPS, and GIS)
SS 4.3.1.b Apply map skills to analyze physical/political maps of the state (e.g., utilize grid systems to find locations, identify the location and purpose of time zones, identify and locate cities of the state identify relative and absolute locations east/west, north/south, left/right, next to)	SS 5.3.1.b Apply map skills to analyze physical/political maps of the United States (e.g., identify latitude longitude, and the global grid and identify the location and purpose of time zones)	SS 8.3.1.b Use and interpret the results of mapping technologies, parts of a map and map projections (e.g., cartography/ Geographic Information Systems)	SS 12.3.1.b Apply map scale as a geographical tool and evaluate the strengths and weaknesses of projections (e.g., large scale/small scale, Peters, Mercator, plane, conical, cylindrical)
SS 4.3.1.c Analyze why things in Nebraska are located where they are in Nebraska (e.g., <i>Why are large cattle ranches found in the Sandhills? Why are major airports located near large cities?</i> )	SS 5.3.1.c Analyze why things are located where they are in the United States (e.g., <i>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?</i> )	SS 8.3.1.c Compare world views using mental maps (e.g., students sketch a map to demonstrate their personal perception of the world and compare it to previous personal maps)	SS 12.3.1.c Analyze mental maps and spatial relationships. (e.g., city development, urban planning based on railroads, location of natural resources)
Continued in High School	Continued in High School	Continued in High School	SS 12.3.1.d Apply spatial thinking to investigate issues and justify decisions. (e.g., consolidation of schools, closing of post offices)
Mastered	Mastered	Mastered	Mastered
SS 4.3.1.d Differentiate between cities, states, countries, and continents	Mastered	Mastered	Mastered

## The World in Spatial Terms

## Geography

Grade 4	Grade 5	Grades 6-8	High School
SS 4.3.2 Students will compare the characteristics of places and regions and their impact on human decisions.	SS 5.3.2 Students will compare the characteristics of places and regions and draw conclusions on their impact on human decisions.	SS 8.3.2 Students will examine how regions form and change over time.	SS 12.3.2 Students will examine how regions form and change over time.
SS 4.3.2.a Identify criteria used to define regions within the state of Nebraska (e.g., soil, climate, precipitation, population, vegetation, land and agricultural usage)	SS 5.3.2.a Define regions within the United States using multiple criteria. (e.g., Silicon Valley, Bread Basket)	SS 8.3.2.a Analyze physical and human characteristics of places and regions (e.g., climate, language)	SS 12.3.2.a Analyze physical and human processes that shape places and regions (e.g., erosion, international trade, weathering, climate, migration, international trade )
SS 4.3.2.b Classify regions and places within the state of Nebraska using physical and human features (e.g., Sandhills, Pine Ridge, Loess Hills, Platte River Valley, rural/urban/suburban)	SS 5.3.2.b Classify regions and places within the United States using physical and human features (e.g., Rocky Mountains, The Southwest, Great Plains, Corn Belt, Cotton Belt)	SS 8.3.2.b Analyze impact of land and water features on human decisions (e.g., location of settlements and transportation systems with respect to the location of river valleys, mountains, deserts, plains, oceans)	SS 12.3.2.b Examine the importance of places and regions to individual and social identity (e.g., nationalism, national monuments, local legends, parks, sub-cultures, nationalism, territoriality, iconography)
SS 4.3.2.c Identify and classify regions (e.g., counties and cities across Nebraska)	SS 5.3.2.c Identify and classify regions (e.g., cities, states, and congressional districts)	SS 8.3.2.c Analyze changes in places and regions over time (e.g., irrigation, growth of cities, Manifest Destiny)	SS 12.3.2.c Analyze the changes in places and regions over time (e.g., migration, urbanization, fertility and mortality, industrialization)
Begins in Grades 6-8	Begins in Grades 6-8	SS 8.3.2.d Analyze how humans group and label environments and how those groupings/labels impact human societies (e.g., Dixie, Midwest, Ring of Fire)	SS 12.3.2.d Analyze the interdependence of places and regions. (e.g., international trade, NAFTA, EU)
Begins in Grades 6-8	Begins in Grades 6-8	SS 8.3.2.e Identify the location of major world regions (e.g., Arctic, Caribbean, Central America, Balkans, Horn of Africa, East Asia, South Asia), countries, and cities	SS 12.3.2.e Analyze critical issues and problems of places and regions. (e.g., current events)
Begins in High School	Begins in High School	Begins in High School	SS 12.3.2.f Apply regional analysis of geographic issues and questions. (e.g., discussing current events and issues of the day in a geographical context)

### Places and Regions

## Geography

Grade 4		Grade 5		Grades 6-8		High School	
SS 4.3.3 Students will identify natural processes in the physical world.		SS 5.3.3 Students will draw conclusions about the natural processes in the physical world.		SS 8.3.3 Students will investigate how natural processes interact to create and change the natural environment		SS 12.3.3 Students will interpret how natural processes interact to create the natural environment	
SS 4.3.3.a Identify physical processes that shape Nebraska's features and patterns (e.g., weathering, erosion)	SS 5.3.3.a Explain how physical processes shape the United States' features and patterns (e.g., weathering, erosion, plate tectonics and internal forces and climate)	SS 8.3.3.a Compare and contrast various biomes/climates (e.g., rainforest, grasslands, forests)	SS 12.3.3.a Identify and explain components of Earth's physical system (i.e., atmosphere, lithosphere, biosphere, and hydrosphere)	SS 4.3.3.b Identify examples of ecosystems located in Nebraska (e.g., forests, wetlands, grasslands, and rivers located in Nebraska)	SS 5.3.3.b Identify examples of ecosystems located in the United States (e.g., forests, deserts, grasslands)	SS 8.3.3.b Analyze the impact of natural events on biomes, climates and wind and water systems (e.g., rivers/floods/precipitation/drought)	SS 12.3.3.b Explain plate tectonics/continental drift and predict changes over time to the earth's land and oceans
Begins in Grades 6-8	Begins in Grades 6-8	SS 8.3.3.c Use physical processes to explain patterns in the physical environment (e.g., volcanoes creating islands, faulting changing mountains, glaciation creating the Great Lakes)	SS 12.3.3.c Identify and explain world patterns of extreme events	Begins in High School	Begins in High School	SS 12.3.3.d Identify and explain global ocean and atmospheric systems	SS 12.3.3.e Compare and contrast world climate regions
Begins in High School	Begins in High School	Begins in High School	SS 12.3.3.d Identify and explain global ocean and atmospheric systems	Begins in High School	Begins in High School	SS 12.3.3.e Compare and contrast world climate regions	SS 12.3.3.e Compare and contrast world climate regions
<b>Human Systems</b>		<b>Physical Systems</b>		<b>Human Systems</b>		<b>Physical Systems</b>	
SS 4.3.4.a Compare and contrast patterns of culture within the state of Nebraska (e.g., language, religion, food)		SS 5.3.4.a Compare and contrast patterns of culture within the United States (e.g., language, religion, food)		SS 8.3.4.a Compare and contrast characteristics of groups of people/settlements (e.g., population density, distribution and growth, migration patterns, diffusion of people, places, and ideas, westward expansion of immigrants, Homestead Act)		SS 12.3.4.a Distinguish population characteristics by world regions, country, and regions within countries (e.g., demographic transition, fertility, mortality, migration rates, population pyramids)	
SS 4.3.4 Students will compare and contrast the characteristics of culture statewide.		SS 5.3.4 Students will compare, contrast and draw conclusions about the characteristics of culture and migration in the United States.		SS 8.3.4 Students will analyze and interpret patterns of culture around the world.		SS 12.3.4 Students will analyze and interpret patterns of culture around the world.	

# Geography

Grade 4	Grade 5	Grades 6-8	High School
SS 4.3.4.b Compare and contrast population characteristics of the state of Nebraska (e.g., density, distribution, growth rates)	SS 5.3.4.b Compare and contrast population characteristics of the United States (e.g., density, distribution, growth rates)	SS 8.3.4.b Analyze purpose of population centers, (e.g., function of cities as providers of goods and services, economic activities and interdependence, trade and transportation)	SS 12.3.4.b Analyze the push and pull factors (economic, political, and cultural) driving human migration and the impacts on the source regions and destinations (e.g., the impact of migration to North America, South America, Australia and New Zealand)
Begins in Grade 5	SS 5.3.4.c Compare and contrast historical and present day migrations to and within the United States	SS 8.3.4.c Analyze and explain components and diffusion of cultures (e.g., religion-spread of various belief systems, popular culture, spread of fast food chains, language-spread of English, technology-adoption of agricultural advancements, railroads, people as carriers and physical and cultural barriers, expansion and relocation, hierarchical-expansion diffusion of fashion from Paris and London to Nebraska communities, )	SS 12.3.4.c Compare and contrast changes in human settlement patterns over time
Begins in High School	Begins in High School	Begins in High School	SS 12.3.4.d Compare and contrast internal structures of cities in developed and developing countries
Begins in High School	Begins in High School	Begins in High School	SS 12.3.4.e Evaluate the spread of cultural traits to distinguish between convergence and divergence of cultures (e.g., convergence: spread of democratic ideas; patronage of chain coffee houses, introduction of fast food restaurants worldwide; divergence: restrictions on the change of local language)
Begins in High School	Begins in High School	Begins in High School	SS 12.3.4.f Determine the level of development and standard of living in nations using economic, social, and demographic indicators (e.g., gross domestic product per capita, life expectancy, literacy, infant mortality)

## Human Systems

## Geography

Human Systems		Human/Environment Interaction	
Grade 4	Grade 5	Grades 6-8	High School
Begins in High School	Begins in High School	Begins in High School	SS 12.3.4.g Evaluate the benefits and challenges of globalization (e.g., regional specialization, trade, multinational businesses, pandemics, loss of local cultures)
Begins in High School	Begins in High School	Begins in High School	SS 12.3.4.h Identify and analyze patterns of power and influence of sovereign nations and organized nation groups (e.g., NATO, United Nations, European Union)
Begins in High School	Begins in High School	Begins in High School	SS 12.3.4.i Identify and explain the factors that contribute to cooperation and conflict within and between countries.
<b>SS 4.3.5 Students will identify how humans have adapted to and modified different environments in Nebraska.</b>		<b>SS 8.3.5 Students will analyze how humans have adapted to different physical environments.</b>	
SS 4.3.5.a Describe the impact of extreme natural events in Nebraska (e.g., tornadoes, floods, dust storm, insect infestation) on the human and physical environment	SS 5.3.5.a Describe the impact of extreme natural events in Early United States History on the human and physical environment (e.g., blizzards, floods, drought)	SS 8.3.5.a Describe the impact of extreme natural events on the human and physical environment globally (e.g., earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides)	SS 12.3.5.a Analyze the consequences of extreme weather and other natural disasters such as El Niño, floods, tsunamis, droughts, and volcanoes
SS 4.3.5.b Describe how humans have adapted to and modified Nebraska's physical environment (e.g., progression of home construction materials from sod, timber, bricks and concrete; Homestead Act opened the prairie for agriculture; irrigation; Arbor Day; introduction of trees; rangeland management; soil conservation)	SS 5.3.5.b Describe how humans have utilized natural resources in the United States (e.g., construction of dams, Transcontinental RR, Erie Canal, National Road, land use changes from prairie and forests to agriculture and ranching)	SS 8.3.5.b Identify and evaluate how humans utilize the physical environment (e.g., irrigation, levees, terraces, fertile soils, mechanized agriculture, changes in land use)	SS 12.3.5.b Evaluate ways that humans depend on, adapt to, and modify the physical environment (e.g., agriculture, water supply, raw materials for economic development, land use practices, the use of technology to overcome climate, terrain, distances, and resource availability)
SS 4.3.5.c Classify resources as renewable or nonrenewable resources	Mastered	Mastered	Mastered

## Geography

Grade 4	Grade 5	Grades 6-8	High School
SS 4.3.5.d Describe environmental issues in Nebraska (e.g., soil conservation, water stewardship, contour farming, minimum tillage, air quality, solid waste)	SS 5.3.5.c Analyze issues related to the natural setting in Early America (e.g., access to water, construction materials, and raw materials for daily living and economic development; impact of climate and terrain on living conditions and movement of people goods and services)	SS 8.3.5.c Analyze issues related to the physical environment globally (e.g., water supply, air quality in cities, solid waste disposal, availability of arable land)	SS 12.3.5.c Evaluate successful solutions and problems related to the physical environment from a geographical perspective (e.g., the role of irrigation, contour farming and hybrid seeds in expansion of agriculture in the Midwest; the role of air conditioning in the industrialization of the South; recent global climate change theories, and evidence that supports and refutes such theories)
Begins in Grade 5	SS 5.3.5.d Examine patterns of resource distribution and utilization in Early America (e.g., fisheries, forests, agricultural development, early manufacturing regions)	SS 8.3.5.d Examine world patterns of resource distribution and utilization (e.g., major source regions for coal, iron ore, oil, natural gas, and the major industrial regions in which they are utilized)	SS 12.3.5.d Investigate the role of technology in the supply of, and substitution for, natural resources (e.g., PVC replacing copper pipes, synthetics for natural rubber, horizontal drilling, fracking, and the use of tar sands in oil recovery)
SS 4.3.5.e Describe human adaptations to the physical environment. (e.g., use of air conditioning, irrigation, agricultural activities)	SS 5.3.5.e Describe human adaptations to the physical environment. (e.g., use of air conditioning, irrigation, agricultural activities, soil testing, erosion control)	SS 8.3.5.e Identify and evaluate human adaptations to the environment from the local to the international levels (e.g., clothing, sewage systems, transportation systems, natural disasters, scarcity of resources )	SS 12.3.5.e Analyze the impacts of technological innovations in shaping human interaction on the physical environment (e.g., agriculture, air conditioning, desalination)

### Human/Environment Interaction

# Geography

Grade 4	Grade 5	Grades 6-8	High School
<p><b>SS 4.3.6 Students will use geographic skills to make connections to issues and events.</b></p>	<p><b>SS 5.3.6 Students will use geographic skills to interpret issues and events.</b></p>	<p><b>SS 8.3.6 Students will analyze issues and/or events using geographic knowledge and skills to make informed decisions.</b></p>	<p><b>SS 12.3.6 Students will analyze issues and/or events using the geographic knowledge and skills to make informed decisions.</b></p>
<p>SS 4.3.6.a Identify how changes in human and physical geography have shaped Nebraska. (e.g., 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)</p>	<p>SS 5.3.6.a Explain the influences of physical and human geographic features on historical events in the United States (e.g., railroads building along river valley floodplains, building the Erie Canal to connect the East Coast with the Great Lakes, migrating through the Cumberland Gap into the Kentucky bluegrass region)</p>	<p>SS 8.3.6.a Analyze the physical or human geographic factors explaining the spatial pattern of world events. (e.g., water scarcity and conflict in the Middle East, contrasting demographic trends in developed and developing countries)</p>	<p>SS 12.3.6.a Apply geographic knowledge and skills (e.g., ask geographic questions, acquire, analyze, and present geographic information)</p>
<p>SS 4.3.6.b Identify questions that help explain the interrelationships of human or physical geographic characteristics of places (e.g., A community is located on a river floodplain with fertile soil and water for transportation, irrigation, and human consumption)</p>	<p>SS 5.3.6.b Analyze aspects of human and physical geography that have shaped the settlement and development of Early America, latitude and longitude in the role of early navigation (e.g., groundwater and irrigation, westward expansion of European immigrants, seeds, fertile soils, agriculture, transportation systems, water power)</p>	<p>SS 8.3.6.b Describe and analyze the role of geographic factors in determining the spatial arrangement of humans and their activity (e.g., geographic concentration of manufacturing, banking, or high tech industries; urbanization; availability of arable land, water and suitable climate for farming; access to resources for development, surveying, mapping, public land survey system, drawing of state and county boundaries)</p>	<p>SS 12.3.6.b Identify and evaluate how geographic knowledge and geographic techniques are applied to improve our lives or solve problems (e.g., use global information systems (GIS), global positioning systems (GPS), satellite images, and maps to find the best location for a new store, identify potential customers, or determine the optimum usage of irrigation and fertilizers, mapping cases of cholera to determine that city water supply was contaminated)</p>
<b>Application of Geography to Issues and Events</b>			

# History

**K-12 History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.**

Kindergarten (Self)	Grade 1 (Family)	Grade 2 (Neighborhood)	Grade 3 (Community)
SS 0.4.1 Students will identify chronological relationships and patterns.	SS 1.4.1 Students will describe chronological relationships and patterns.	SS 2.4.1 Students will describe and apply chronological relationships and patterns.	SS 3.4.1 Students will describe and analyze chronological relationships and patterns.
SS 0.4.1.a Identify concepts of time and chronology (e.g., yesterday, today, tomorrow)	SS 1.4.1.a Identify concepts of time and chronology (e.g., past, present, future; calendar weeks)	SS 2.4.1.a Identify concepts of time and chronology (e.g., past, present, future, months, years)	SS 3.4.1.a Describe concepts of time and chronology (e.g., annual, biannual, decades, centuries, millennia)
SS 0.4.1.b Read dates on a calendar.	SS 1.4.1.b Read dates on a calendar. (e.g., fourth day of week, number of Fridays in a month, etc.)	SS 2.4.1.b Identify calendar time in years.	SS 3.4.1.b Identify calendar time in years, decades, centuries, and millennia.
SS 0.4.1.c List personal events over time; (e.g., daily schedule, timelines)	SS 1.4.1.c List and describe life events over time; (e.g., weekly, monthly, yearly, seasonal happenings utilizing a graphic organizer)	SS 2.4.1.c List and describe neighborhood events over time (e.g., weekly, monthly, yearly, seasonal happenings utilizing a graphic organizer)	SS 3.4.1.c List and describe community events over time (e.g., weekly, monthly, yearly, seasonal happenings utilizing a graphic organizer)
SS 0.4.1.d Identify the chronology of personal events and their impact.	SS 1.4.1.d Identify the chronology of family events and their impact	SS 2.4.1.d Describe how individuals, events, and ideas have changed neighborhoods, past and present (e.g., Building a new school, park)	SS 3.4.1.d Describe how individuals, events, and ideas have changed communities past and present

## Chronological Thinking

## History

**K-12 History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.**

Grade 4 (Nebraska)	Grade 5 (United States; First Americans to the Constitution)	Grades 6-8 (United States: Colonial America to the Progressive Era)	Grades 6-8 (World: Beginnings to 1000 CE)
SS 4.4.1 Students will examine chronological relationships and patterns, and describe the connections among them.	SS 5.4.1 Students will examine chronological relationships and patterns, and describe the connections among them.	SS 8.4.1 (US) Students will analyze how major past and current US events are chronologically connected, and evaluate their impact(s) upon one another.	SS 8.4.1 (WLD) Students will analyze how major past and current world events are chronologically connected, and evaluate their impact(s) upon one another.
SS 4.4.1 a Apply concepts of time and chronology (e.g., annual, biannual, decades, centuries, millennia)	SS 5.4.1 a Describe concepts of time and chronology (e.g., BC, BCE, AD, CE and eras)	SS 8.4.1 a (US) Describe concepts of time and chronology (e.g., Three Worlds Meet, Colonial America, Establishing a Nation, Expansion and Reform, Civil War & Reconstruction, Industrialization)	SS 8.4.1 a (WLD) Describe concepts of time and chronology (e.g., Early Civilizations & Rise of Pastoral People 4000-1000 BCE, Rise of Giant Empires & Major Religions 1000-300CE, Expanding Zones of Exchange and Encounter 300-1000 CE)
SS: 4.4.1 b Differentiate amongst years, decades, centuries, and millennia.	Mastered	Mastered	Mastered
SS 4.4.1 c Select and record key state and/or regional events in chronological order (e.g., timelines)	SS 5.4.1 b Select and record key national events in chronological order (e.g., timelines)	SS 8.4.1 b (US) Classify key national events in chronological order (e.g., timelines with eras and selected key events)	SS 8.4.1 b (WLD) Classify key global events in chronological order (e.g., timelines with eras and selected key events)
SS 4.4.1 d Examine the chronology of historical events in Nebraska and their impact on the past, present, and future	SS 5.4.1 c Examine the chronology of historical events in the United States and their impact on the past, present, and future	SS 8.4.1 c (US) Examine the chronology of historical events in the United States analyze their impact on the past, present, and future	SS 8.4.1 c (WLD) Examine the chronology of historical events throughout the world to analyze their impact on the past, present, and future

### Chronological Thinking

# History

**K-12 History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.**

Chronological Thinking	
High School (United States: Progressive Era to Present)	High School (World: 1000 CE to Present)
SS 12.4.1 (US) Students will analyze how major past and current US events are chronologically connected, and evaluate their impact(s) upon one another.	SS 12.4.1 Students will analyze how major past and current world events are chronologically connected, and evaluate their impact(s) upon one another.
SS 12.4.1.a (US) Describe concepts of time and chronology (e.g., Progressive Era, Expansion, World War I, The Depression, The New Deal, World War II, Cold War, Civil Rights Era, Space Exploration, Economic Boom and Recessions, Contemporary United States)	SS 12.4.1.a (WLD) Describe concepts of time and chronology (e.g., Middle Ages, Global Interaction, Age of Revolutions, Global Conflict and Achievement, Contemporary World)
Mastered	Mastered
SS 12.4.1.b (US) Select, record, and interpret key national and global events in chronological order (e.g., timelines with eras and selected key event)	SS 12.4.1.b (WLD) Select, record, and interpret key global events in chronological order (e.g., timelines with eras and selected key event)
SS 12.4.1.c (US) Examine the chronology of historical events in the United States and throughout the world to evaluate their impact on the past, present, and future	SS 12.4.1.c (WLD) Examine the chronology of historical events throughout the world to evaluate their impact on the past, present, and future

# History

Historical Comprehension				
Kindergarten	Grade 1	Grade 2	Grade 3	
<p>SS 0.4.2 Students will identify historical people, events, ideas, and symbols.</p>	<p>SS 1.4.2 Students will identify historical people, events, ideas, and symbols.</p>	<p>SS 2.4.2 Students will describe the development of people, events, ideas, and symbols over time.</p>	<p>SS 3.4.2 Students will describe the development of people, events, ideas, and symbols over time using multiple types of sources.</p>	
<p>SS 0.4.2.a Identify the contributions of historical people and the impact of symbols, including various cultures and ethnic groups (e.g., George Washington, American flag, picture and name of current president)</p>	<p>SS 1.4.2.a Identify the contributions of historical people and the impact of symbols, including various cultures and ethnic groups (e.g., Abraham Lincoln, Martin Luther King, Jr., Standing Bear, American Bald Eagle, Statue of Liberty)</p>	<p>SS 2.4.2.a Describe historical people, events, ideas, and symbols, including various cultures and ethnic groups (e.g., Native Americans, colonists, local cultural figures, Uncle Sam, patriotism, the White House, Independence Day)</p>	<p>SS 3.4.2.a Describe the role of historical people, events, ideas, and symbols, including various cultures and ethnic groups (e.g., local cultural figures, landmarks, celebrations, and cultural events)</p>	

# History

Grade 4	Grade 5	Grades 6-8	Grades 6-8
<p><b>SS 4.4.2</b> Students will describe and explain the relationships among people, events, ideas, and symbols over time using multiple types of sources.</p>	<p><b>SS 5.4.2</b> Students will demonstrate an understanding of the impact of people, events, ideas, and symbols upon US history using multiple types of sources.</p>	<p><b>SS 8.4.2 (US)</b> Students will analyze the impact of people, events, ideas, and symbols upon US history using multiple types of sources.</p>	<p><b>SS 8.4.2 (WLD)</b> Students will analyze the impact of people, events, ideas, and symbols upon world history using multiple types of sources.</p>
<p><b>SS 4.4.2.a</b> Describe and explain the relationships among historical people, events, ideas, and symbols, including various cultures and ethnic groups, in Nebraska by era (e.g., Native Americans on the Plains; Pawnee, Omaha, Lakota, Ponca; Explorers: Lewis and Clark, Hiram Scott, Stephen Long, John C. Fremont; Traders: Manuel Lisa, James Bordetoux; Missionaries: Moses Merrill, Father Desmet; Westward Expansion: John Brown, Daniel Freeman, Arbor Day, J. Sterling Morton; Statehood: Standing Bear, William Jennings Bryan; 20th Century Nebraska: Mildred Brown, Willa Cather; Father Flanagan, George Norris; The Dust Bowl, state symbols)</p>	<p><b>SS 5.4.2.a</b> Demonstrate an understanding of the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, by era (e.g., Early America/Exploration; American Indian empires in Mesamerica, the Southwest, and the Mississippi Valley; Colorado, DeSoto, LaSalle; Colonization and Rise of Democratic Institutions: Spanish Missions; French and Indian War: Chief Pontiac; Establishing a Nation: Revolutionary War; Founders and Founding Documents: unique nature of the creation and organization of the American Government, the United States as an exceptional nation based upon personal freedom, the inherent nature of citizens' rights, and democratic ideals, Benjamin Franklin, Thomas Jefferson, and other historical figures, patriotism, national symbols)</p>	<p><b>SS 8.4.2.a (US)</b> Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history in the United States by era (e.g., Establishing a Nation: Revolutionary War; Founders and Founding Documents: unique nature of the creation and organization of the American Government, the United States as an exceptional nation based upon personal freedom, the inherent nature of citizens' rights, and democratic ideals, George Washington, Benjamin Franklin, Thomas Jefferson, and other historical figures, patriotism, national symbols; Expansion and Reform: land acquisition, Manifest Destiny, Standing Bear, Indian Removal Acts; Civil War/Reconstruction: Dred Scott, secession, acts and legislations, Civil War leaders; Industrialism: rise of corporations, growth of organized labor, assembly line, immigration; Transportation and Technology: Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, Orville and Wilbur Wright)</p>	<p><b>SS 8.4.2.a (WLD)</b> Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history throughout the world by era (e.g., Early Societies and Civilizations: culture prior to urbanization, Chavin, Toltecs, River Valley Civilizations and the development of agriculture, Songhai, Mali, Mesamerica, Gupta Empire; Ancient and Classical Empires and Major Religions: Chinese and Japanese Dynasties; Greco-Roman Empires, Incas, Mayas, Aztecs, Hinduism, Taoism, Buddhism, Judaism, Christianity, Islam; Expanding Zones of Exchange and Encounter: Silk Road (World Studies might also include: Ancient Civilizations of the Americas, Europe, Asia, and Africa)</p>
<b>Historical Comprehension</b>			

# History

Historical Comprehension	
High School	High School
<p>SS 12.4.2 (US) Students will analyze and evaluate the impact of people, events, ideas, and symbols upon US history using multiple types of sources.</p>	<p>SS 12.4.2 (WLD) Students will analyze and evaluate the impact of people, events, ideas, and symbols upon world history using multiple types of sources.</p>
<p>SS 12.4.2.a (US) Analyze and evaluate the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history in the United States (e.g., unique nature of the creation and organization of the American Government, the United States as an exceptional nation based upon personal freedom, the inherent nature of citizens' rights, and democratic ideals; Progressive Era: Teddy Roosevelt, <i>The Jungle</i>, Elizabeth Cady Stanton, suffrage; World War I: Woodrow Wilson, League of Nations; Harlem Renaissance, Jazz, Prohibition, The Depression; Franklin Delano Roosevelt; World War II: Dwight Eisenhower, internment camps; Holocaust; Cold War: Marshall Plan, John F. Kennedy, Eleanor Roosevelt, Korea, Vietnam, Ronald Reagan, Civil Rights Era; Martin Luther King, Jr., Malcolm X, NAACP, AIM, Cesar Chavez, Supreme Court decisions such as <i>Brown v. Board of Education</i>, key legislation; Contemporary United States: patriotism, Watergate, Sandra Day O'Connor, Clarence Thomas, fall of the Berlin Wall, Colin Powell, 9/11, Steve Jobs, Bill Gates)</p>	<p>SS 12.4.2.a (WLD) Analyze and evaluate the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history throughout the world (e.g., Middle Ages: Charlemagne, Reformation, Mongol Empire, Renaissance; Global Interaction: Columbian Exchange; Trans-Atlantic Slave Trade, Montezuma; Age of Revolutions: French Revolution, Industrial Revolution, Simon Bolivar; Global Conflict and Achievement: Imperialism, World War I, World War II, Holocaust; failure of Nazism/Fascism, Einstein, Cold War; Contemporary World: Decolonization, fall of Communism, Democracy Movements, Mohandas Gandhi, Nelson Mandela, globalization)</p>

# History

Historical Comprehension		Kindergarten	Grade 1	Grade 2	Grade 3
		SS 0.4.2.b Differentiate between stories from the present and the past.	SS 1.4.2.b Describe how objects including books, letters, and other artifacts help us to understand the past	SS 2.4.2.b Describe how their neighborhood has changed over the course of time using maps and other artifacts	SS 3.4.2.b Describe how their community has changed over the course of time using maps and other artifacts
		Begins in Grade 3	Begins in Grade 3	Begins in Grade 3	SS 3.4.2.c Describe primary and secondary sources
	<b>SS 0.4.3 Students will recognize different perspectives of events.</b>	<b>SS 1.4.3 Students will identify multiple perspectives of events.</b>	<b>SS 2.4.3 Students will identify multiple perspectives of events.</b>	<b>SS 3.4.3 Students will describe multiple perspectives of events.</b>	
	SS 0.4.3.a Understand that two people can tell a story about the same event and share different details (e.g., Events that occurred on the playground)	SS 1.4.3.a Use more than one source to gather details about the same event (e.g., holiday celebrations)	SS 2.4.3.a Use more than one source to gather details about the same event (e.g., school/neighborhood events)	SS 3.4.3.a Compare and contrast how various sources relate their perspective of history (e.g., community events)	
	Begins in Grade 4	Begins in Grade 4	Begins in Grade 4	Begins in Grade 4	Begins in Grade 4
<b>Multiple Perspectives</b>					

# History

Grade 4	Grade 5	Grades 6-8	Grades 6-8
<p>SS 4.4.2.b Describe how Nebraska and the Great Plains Region have changed over the course of time using maps, documents, and other artifacts (e.g., impact of Civil War/Reconstruction, growth/development of cattle and agricultural industries, railroads, effects upon American Indian life, loss of buffalo)</p>	<p>SS 5.4.2.b Describe how the United States and its neighbors in the Western Hemisphere have changed over the course of time using maps, documents, and other artifacts</p>	<p>SS 8.4.2.b (US) Analyze how the United States has changed over the course of time, using maps, documents, and other artifacts</p>	<p>SS 8.4.2.b (WLD) Analyze how global civilizations have changed over the course of time, using maps, documents, and other artifacts</p>
<p>SS 4.4.2.c Differentiate between primary and secondary sources</p>	<p>SS 5.4.2.c Describe the appropriate uses of primary and secondary sources</p>	<p>SS 8.4.2.c (US) Analyze the appropriate uses of primary and secondary sources</p>	<p>SS 8.4.2.c (WLD) Analyze the appropriate uses of primary and secondary sources</p>
<b>Historical Comprehension</b>			
<b>Multiple Perspectives</b>			
<p>SS 4.4.3 Students will describe and explain multiple perspectives of historical events.</p>	<p>SS 5.4.3 Students will describe and explain multiple perspectives of historical events.</p>	<p>SS 8.4.3 (US) Students will analyze and interpret historical and current events from multiple perspectives.</p>	<p>SS 8.4.3 (WLD) Students will analyze and interpret historical and current events from multiple perspectives.</p>
<p>SS 4.4.3.a Distinguish how various sources relate their perspectives of Nebraska history (e.g., The death of Crazy Horse)</p>	<p>SS 5.4.3.a Describe how multiple perspectives facilitate the understanding of the full story of US history (e.g., The events surrounding the Boston Massacre, Indian Removal)</p>	<p>SS 8.4.3.a (US) Analyze and interpret how multiple perspectives facilitate the understanding of the full story of US history (e.g., Dawes Act, Chinese Exclusion Act, Treaty of Guadalupe Hidalgo, The Emancipation Proclamation, Organized Labor, Women's Suffrage)</p>	<p>SS 8.4.3.a (WLD) Analyze and interpret how multiple perspectives facilitate the understanding of the full story of world history (e.g., Chinese Foot Binding, Three Gorges Dam, Caste System, Alexander the Great, Latin American Revolutions, Division of Pakistan, Blood Diamonds)</p>
<p>SS 4.4.3.b Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., The Homestead Act, Oregon Trail diaries, military journal of Ponca Removal)</p>	<p>SS 5.4.3.b Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., Court records of the Boston Massacre, The Declaration of Independence, The Constitution, historical biographies, oral histories)</p>	<p>SS 8.4.3.b (US) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., The Bill of Rights, slavery, Gettysburg Address, The New Colossus Poem, images, political cartoons, photographs, newspapers)</p>	<p>SS 8.4.3.b (WLD) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., Confucius Analects, Code of Hammurabi, slavery, Mandate of Heaven, Conference of Berlin, images and videos - Terracotta Soldiers, Untouchables, foot binding)</p>

# History

Historical Comprehension	
High School	High School
SS 12.4.2.b (US) Analyze and evaluate how the United States has changed over the course of time, using maps, documents, and other artifacts	SS 12.4.2.b (WLD) Analyze and evaluate how global civilizations have changed over the course of time, using maps, documents, and other artifacts
SS 12.4.2.c (US) Analyze and evaluate the appropriate uses of primary and secondary sources	SS 12.4.2.c (WLD) Analyze and evaluate the appropriate uses of primary and secondary sources
<b>SS 12.4.3 (US) Students will analyze and evaluate historical and current events from multiple perspectives.</b>	
SS 12.4.3.a (US) Analyze and evaluate how multiple perspectives facilitate the understanding of the full story of US history (e.g., Immigration, early 20th Century African American leaders, World Wars, international trade agreements, women's rights)	SS 12.4.3.a (WLD) Analyze and evaluate how multiple perspectives facilitate the understanding of the full story of world history (e.g., the Crusades, nationalism, imperialism, apartheid, Arab/Israeli conflicts)
SS 12.4.3.b (US) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., Equal Rights Amendment, Martin Luther King, Jr.'s "I Have a Dream" speech, Franklin Delano Roosevelt's Declaration of War speech, the Pentagon Papers)	SS 12.4.3.b (WLD) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., Magna Carta, Narrative of the Life of Olaudah Equiano, Lin Zexu's letter to Queen Victoria preceding the Opium War, Nuremberg Laws)
Multiple Perspectives	

# History

Historical Analysis and Interpretation				
Kindergarten	Grade 1	Grade 2	Grade 3	
SS 0.4.4 Students will recognize past and current events, issues, and problems.	SS 1.4.4 Students will identify past and current events, issues, and problems.	SS 2.4.4 Students will identify past and current events, issues, and problems.	SS 3.4.4 Students will identify past and current events, issues, and problems.	
Begins at Grade 3	Begins at Grade 3	Begins at Grade 3	Begins at Grade 3	SS 3.4.4.a Examine sources on community history through determination of credibility, contextualization, and corroboration
Begins at Grade 3	Begins at Grade 3	Begins at Grade 3	Begins at Grade 3	SS 3.4.4.b Describe alternative courses of action in community history (e.g., <i>How are transportation routes determined?</i> )
SS 0.4.4.a Describe how people's actions affect others (e.g., <i>Why must we take turns?</i> )	SS 1.4.4.a Describe how people's actions affect others (e.g., <i>Why did our family move here?</i> )	SS 2.4.4.a Identify how decisions affected events in the neighborhood (e.g., <i>Why was a park built in a particular spot?</i> )	SS 3.4.4.c Describe how decisions affected events in the community (e.g., election of local officials; zoning laws)	
Begins in Grade 4	Begins in Grade 4	Begins in Grade 4	SS 3.4.4.d Describe the cause and effect relationships among key events in history (e.g., founding of the community, settlement of the area)	
Begins in Grade 2	Begins in Grade 2	SS 2.4.4.b Describe the relationships among personal and historical events (i.e., current events)	SS 3.4.4.e Describe the relationships among historical events in the students' community and the students' lives today (i.e., current events)	

# History

Historical Analysis and Interpretation			
Grade 4	Grade 5	Grades 6-8	Grades 6-8
SS 4.4.4 Students will analyze past and current events, issues, and problems.	SS 5.4.4 Students will analyze past and current events, issues, and problems.	SS 8.4.4 (US) Students will identify causes of past and current events, issues, and problems.	SS 8.4.4 (WLD) Students will identify causes of past and current events, issues, and problems.
SS 4.4.4.a Analyze sources on Nebraska History through determination of credibility, contextualization, and corroboration	SS 5.4.4.a Analyze sources on Early American History through determination of credibility, contextualization, and corroboration	SS 8.4.4.a (US) Analyze sources on Nineteenth Century American History through determination of credibility, contextualization, and corroboration	SS 8.4.4.a (WLD) Analyze sources on Early World History through determination of credibility, contextualization, and corroboration
SS 4.4.4.b Explain alternative courses of action in Nebraska history (e.g., <i>Why are cities chosen as state capitals/county seats? How are county borders determined?</i> )	SS 5.4.4.b Examine alternative courses of action in United States history (e.g., <i>What were the causes of the American Revolution?</i> )	SS 8.4.4.b (US) Evaluate alternative courses of action in United States history (e.g., <i>Why and how was land acquired?</i> )	SS 8.4.4.b (WLD) Evaluate alternative courses of action in world history (e.g., <i>How were ideas and products diffused to other regions?</i> )
SS 4.4.4.c Describe how decisions affected events in Nebraska (e.g., Laws passed by the Unicameral)	SS 5.4.4.c Identify how decisions affected events in the United States (e.g., secession of the American Colonies from Britain)	SS 8.4.4.c (US) Analyze how decisions affected events in the United States (e.g., Supreme Court decisions, immigration, declaration of war)	SS 8.4.4.c (WLD) Analyze how decisions affected events across the globe (e.g., migrations, declarations of war, treaties, alliances)
SS 4.4.4.d Describe the cause and effect relationships among key events in history (e.g. Kansas-Nebraska Act, Statehood Day, Homestead Act, Ponca Trail of Tears)	SS 5.4.4.d Describe the cause and effect relationships among key events in history (e.g., Revolutionary War, founding of the United States)	SS 8.4.4.d (US) Identify and analyze multiple causes and effects upon key events in US history (e.g., Antebellum, Kansas-Nebraska Act, Civil War/Reconstruction, Wounded Knee Massacre)	SS 8.4.4.d (WLD) Identify and analyze multiple causes and effects upon key events in world history (e.g., Fall of Roman Empire, Fall of Mayan Civilization, Unification of China, Boxer Rebellion)
SS 4.4.4.e Describe the relationships among historical events in Nebraska and the students' lives today (i.e., current events)	SS 5.4.4.e Describe the relationships among historical events in the United States and the students' lives today (i.e., current events)	SS 8.4.4.e (US) Analyze the relationships among historical events in the United States and the students' lives today (i.e., current events)	SS 8.4.4.e (WLD) Analyze the relationships among historical events across the globe and the students' lives today (i.e., current events)

# History

High School		High School	
<b>SS 12.4.4 (US) Students will identify and evaluate the effects of past, current, and potential future events, issues, and problems.</b>		<b>SS 12.4.4 (WLD) Students will identify and evaluate the effects of past, current, and potential future events, issues, and problems.</b>	
SS 12.4.4.a (US) Compare and evaluate contradictory historical narratives of Twentieth-Century U.S. History through determination of credibility, contextualization, and corroboration		SS 12.4.4.a (WLD) Compare and evaluate contradictory historical narratives of Modern World History through determination of credibility, contextualization, and corroboration	
SS 12.4.4.b (US) Evaluate and formulate a position on alternative courses of action in United States and around the globe (e.g., <i>What are the possible outcomes of peace treaties?</i> )		SS 12.4.4.b (WLD) Evaluate and formulate a position on alternative courses of action in United States and around the globe (e.g., <i>How does conflict impact political borders?</i> )	
SS 12.4.4.c (US) Evaluate how decisions affected events in the United States (e.g., Supreme Court Decisions, revolutions, alliances, treaties)		SS 12.4.4.c (WLD) Evaluate how decisions affected events across the world (e.g., revolutions, alliances, treaties)	
SS 12.4.4.d (US) Analyze and evaluate multiple causes and effects of key events in US history (e.g., World Wars I and II, Korean Conflict, Cuban Missile Crisis, assassination of political leaders, Vietnam Conflict, Middle East Peace Efforts, 9/11 and other acts of terrorism)		SS 12.4.4.d (WLD) Analyze and evaluate multiple causes and effects of key events in world history (e.g., Black Death, Ming exploration, Industrial Revolution, totalitarianism, acts of terrorism)	
SS 12.4.4.e (US) Evaluate the relationships among historical events in the United States and the students' lives today (i.e., current events)		SS 12.4.4.e (WLD) Evaluate the relationships among historical events across the globe and the students' lives today (i.e., current events)	

## Historical Analysis and Interpretation

# History

Historical Research Skills			
Kindergarten	Grade 1	Grade 2	Grade 3
SS 0.4.5 Students will develop historical research skills.	SS 1.4.5 Students will develop historical research skills.	SS 2.4.5 Students will develop historical research skills.	SS 3.4.5 Students will develop historical research skills.
SS 0.4.5.a Develop questions about their personal history	SS 1.4.5.a Develop questions about their family history	SS 2.4.5.a Develop questions about their neighborhood history	SS 3.4.5.a Develop questions about their community history
SS 0.4.5.b Identify and cite appropriate sources for researching their personal history (e.g., "My grandma gave me this picture.")	SS 1.4.5.b Identify and cite appropriate sources for research (e.g., identifying the title and author of the book from which they took information)	SS 2.4.5.b Identify, obtain, and cite appropriate sources for research (e.g., identifying titles and authors of books from which they took information)	SS 3.4.5.b Identify, obtain, and cite appropriate sources for research about the local community (e.g., identifying the resources from which they took information)
SS 0.4.5.c Gather historical information about their lives (e.g., have a conversation with a family member)	SS 1.4.5.c Gather historical information about their family (e.g., have a conversation with a family member)	SS 2.4.5.c Gather historical information about their neighborhood (e.g., ask questions of a guest speaker in the classroom)	SS 3.4.5.c Gather historical information about their community (e.g., interview a community member, find community resources)
SS 0.4.5.d Present historical information about their lives (e.g., pictures, posters, and oral narratives)	SS 1.4.5.d Present historical information about their family (e.g., pictures, posters, oral/written narratives)	SS 2.4.5.d Present historical information about their neighborhood (e.g., pictures, posters, and oral/written narratives)	SS 3.4.5.d Present historical information about their community (e.g., pictures, posters, oral/written narratives, and electronic presentations)

# History

Historical Research Skills			
Grade 4	Grade 5	Grades 6-8	Grades 6-8
SS 4.4.5 Students will develop historical research skills.	SS 5.4.5 Students will develop historical research skills.	SS 8.4.5 Students will develop historical research skills.	SS 8.4.5 Students will develop historical research skills.
SS 4.4.5.a Develop questions about Nebraska history	SS 5.4.5.a Develop questions about United States history	SS 8.4.5.a (US) Develop questions about United States history	SS 8.4.5.a (WLD) Develop questions about world history
SS 4.4.5.b Identify, obtain, and cite appropriate sources for research about Nebraska, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format)	SS 5.4.5.b Identify, obtain, and cite appropriate sources for research about Early U.S. History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format)	SS 8.4.5.b Obtain, analyze and cite appropriate sources for research about Nineteenth-Century U.S. History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format)	SS 8.4.5.b (WLD) Obtain, analyze and cite appropriate sources for research about Early World History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format)
SS 4.4.5.c Gather historical information about Nebraska (e.g., document archives, newspapers, interviews)	SS 5.4.5.c Gather historical information about the United States (e.g., document archives, newspapers, interviews)	SS 8.4.5.c (US) Gather historical information about the United States (e.g., document archives, artifacts, newspapers, interviews)	SS 8.4.5.c (WLD) Gather historical information about other nations (e.g., document archives, artifacts, newspapers, interviews)
SS 4.4.5.d Present historical information about Nebraska (e.g., pictures, posters, oral/written narratives, and electronic presentations)	SS 5.4.5.d Present historical information about the United States (e.g., pictures, posters, oral/written narratives, and electronic presentations)	SS 8.4.5.d (US) Present an analysis of historical information about the United States (e.g., pictures, posters, oral/written narratives, and electronic presentations)	SS 8.4.5.d (WLD) Present an analysis of historical information about the world (e.g., pictures, posters, oral/written narratives, and electronic presentation)

# History

Historical Research Skills	
High School	High School
SS 12.4.5 (US) Students will develop historical research skills.	SS 12.4.5 (WLD) Students will develop historical research skills.
SS 12.4.5.a (US) Develop questions about United States history	SS 12.4.5.a (WLD) Develop questions about World history.
SS 12.4.5.b (US) Obtain, analyze, evaluate, and cite appropriate sources for research about Twentieth-Century U.S. History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format.)	SS 12.4.5.b (WLD) Obtain, analyze, evaluate, and cite appropriate sources for research about Modern World History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format.)
SS 12.4.5.c (US) Gather historical information about the United States (e.g., document archives, artifacts, newspapers, interviews)	SS 12.4.5.c (WLD) Gather historical information about the world (e.g., document archives, artifacts, newspapers, interviews)
SS 12.4.5.d (US) Present an evaluation of historical information about the United States (e.g., pictures, posters, oral/written narratives, and electronic presentations)	SS 12.4.5.d (WLD) Present an evaluation of historical information about the world (e.g., pictures, posters, oral/written narratives, and electronic presentations)

**Minutes for  
Heartland Community Schools  
Board of Education Regular Meeting**

March 11, 2013 7:00 PM  
Conference Room

***MISSION STATEMENT: Heartland Community Schools - Henderson/Bradshaw is dedicated to educating all students by providing challenging opportunities to learn according to individual needs.***

**1. Preliminary Procedures**

**1.1. Call to Order**

Discussion:

Patrons John Ruybalid and Taylor Siebert were present for the meeting.

**1.2. Public Notice of the Meeting**

**1.3. Roll Call**

**2. Public Comments on Agenda Items**

**3. Public Comments on Topics Not on the Agenda**

**4. Reports**

**4.1. Superintendent's Report**

**4.2. Principals' Reports**

Discussion:

Elementary news: Heartland PTO Book Fair was a huge success. The school received over \$1,700. in free books for teachers and our libraries.

Kindergarten Roundup will be held April 12.

High School news: Ashley Quiring is a National Merit Finalist.

Nebraska Educational Technology Association (NETA) announced top entries:

Student Web 2.0 Tools contest, 1st Place, Mrs. Mazours Juniors for their Prezi on Evernote.

Open Class contest, 1st Place to Daniel Quiring, Brent Regier and Lincoln Ruybalid for their video "How a Bill Becomes a Law"

FFA Proficiency-Leah Friesen, top 3 in the state. She will interview on April 4 for top honors.

**4.3. AASA Conference**

**5. Discussion Items**

**5.1. Project Search Presentation**

Discussion:

Project Search, York, Nebraska

Nichole Wetjen, Instructor/Coordinator for Project Search, Stan Harvey, Job Coach, as well as 5 student participants presented a power point on what a school year looks like in Project Search.

Project Search is an internship program designed to help transition young adults with disabilities into employment within the workplace. Students may be referred to the program through their local school district.

**5.2. NRCSA Conference**

**5.3. Basics of School Law Conference**

**5.4. Budget Status Update**

## 6. Old Business

## 7. New Business

### 7.1. Technology Initiative Proposal

Discussion:

Tara Maltzberger and Carrie Regier were available to present ideas and information on how we currently use technology in the classroom and "What Could We Do With More Technology"

**Motion Passed:** To approve purchases for implementation of the technology initiative as presented and within the discretion of the superintendent passed with a motion by Mr. Paul Brune and a second by Mr. Gary Braun.

Mr. Kent Allen	Yes
Mr. Gary Braun	Yes
Mr. Paul Brune	Yes
Mr. Glenn Larson	Yes
Mr. Boyd Stuhr	Yes
Mrs. Debra Wilhelm	Yes

## 8. Personnel

### 8.1. Approve language arts teacher

**Motion Passed:** To approve Sarah Mathewson as Language Arts teacher for the 2013-2014 school year. passed with a motion by Mr. Boyd Stuhr and a second by Mr. Glenn Larson .

Mr. Kent Allen	Yes
Mr. Gary Braun	Yes
Mr. Paul Brune	Yes
Mr. Glenn Larson	Yes
Mr. Boyd Stuhr	Yes
Mrs. Debra Wilhelm	Yes

### 8.2. Classified Staff Pay

**Motion Passed:** Motion to approve classified personnel pay for 2013-14 passed with a motion by Mr. Kent Allen and a second by Mrs. Debra Wilhelm.

Mr. Kent Allen	Yes
Mr. Gary Braun	Yes
Mr. Paul Brune	Yes
Mr. Glenn Larson	Yes
Mr. Boyd Stuhr	Yes
Mrs. Debra Wilhelm	Yes

### 8.3. Principals' Compensation for 2013-14

**Motion Passed:** Motion to approve principals' salary and benefits for 2013-14 passed with a motion by Mr. Paul Brune and a second by Mr. Glenn Larson .

Mr. Kent Allen	Yes
Mr. Gary Braun	Yes
Mr. Paul Brune	Yes
Mr. Glenn Larson	Yes
Mr. Boyd Stuhr	Yes
Mrs. Debra Wilhelm	Yes

#### **8.4. Superintendent's Compensation for 2013-14**

**Motion Passed:** To approve the superintendent's salary and benefits for 2013-14 passed with a motion by Mr. Paul Brune and a second by Mr. Gary Braun.

Mr. Kent Allen	Yes
Mr. Gary Braun	Yes
Mr. Paul Brune	Yes
Mr. Glenn Larson	Yes
Mr. Boyd Stuhr	Yes
Mrs. Debra Wilhelm	Yes

#### **9. Future Agenda Items**

Discussion:

2013-2014 School Calendar, Summer Projects and Transportation items will be postponed until April board meeting.

##### **9.1. 2013-2014 Calendar**

##### **9.2. Summer Projects**

##### **9.3. Transportation**

#### **10. Consent Agenda**

**Motion Passed:** Motion to approve the consent agenda passed with a motion by Mr. Kent Allen and a second by Mr. Glenn Larson .

Mr. Kent Allen	Yes
Mr. Gary Braun	Yes
Mr. Paul Brune	Yes
Mr. Glenn Larson	Yes
Mr. Boyd Stuhr	Yes
Mrs. Debra Wilhelm	Yes

##### **10.1. Approval of Minutes**

##### **10.2. Approval of Treasurer's Report**

##### **10.3. Approval of Claims**

##### **10.4. Financial Reports**

##### **10.5. Out of State Travel Requests**

#### **11. Executive Session**

Discussion:

The Board may enter into closed session at any time to discuss any matter for which a closed session is lawful and appropriate.

We have legal matters that need to be handled in closed session.

Before the Board can enter closed session, a motion must be made in agreement with Statute 84-1410 by the Board to discuss topics such as personnel, negotiations, and legal matters.

**Motion Passed:** Motion to enter closed session to discuss administrative compensation and personnel passed with a motion by Mr. Paul Brune and a second by Mr. Boyd Stuhr.

Mr. Kent Allen	Yes
Mr. Gary Braun	Yes

Mr. Paul Brune	Yes
Mr. Glenn Larson	Yes
Mr. Boyd Stuhr	Yes
Mrs. Debra Wilhelm	Yes

## **12. Adjournment**

Discussion:

The next scheduled meeting to be held at 8:00 p.m. on April 8, 2013

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Board President

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Board Secretary

<u>Check #</u>	<u>Vendor Name</u>	<u>Vendor Description</u>	<u>Amount</u>
Checking	1		
Checking	1 Fund: 01	GENERAL FUND	
21072	1000BULBS.COM	SUPPLIES	131.63
21073	ADVANCED OFFICE AUTOMATION	COPY MACHINE	14.19
21074	ALPHACARD	SUPPLIES	2,243.95
21075	AS CENTRAL SERVICES	STATE REPORTING	222.15
21076	AURORA NEWS-REGISTER	SUBSCRIPTION	35.00
21077	BEST, BRADLEY	REIMBURSEMENT	111.79
21078	BIO CORPORATION	SUPPLIES	283.20
21079	BRODHEAD & GARRETT	SUPPLIES	43.11
21080	BRODY CHEMICAL	SUPPLIES	941.39
21081	BURTON ENTERPRISES	TRASH REMOVAL	190.00
21082	CDW-G	SUPPLIES	3,011.42
21083	CENTRAL NEBRASKA REHABILITATION SERVICES	SERVICES	3,935.48
21084	CITY OF HENDERSON	UTILITIES	450.00
21085	CYBER ACOUSTICS	SUPPLIES	665.00
21086	DBA/HIEBNER BODY SHOP LS HIEBNER, INC	SERVICE	773.23
21087	DIETZE MUSIC HOUSE	SUPPLIES	42.86
21088	DWIGHT HAUPT'S PIANO SERVICE	SERVICES	194.92
21089	ELECTRONIC SOUND INC	SUPPLIES	1,068.47
21090	ELECTRONIC SYSTEMS	SUPPLIES	60.00
21091	ESU #6	SERVICES	78,896.24
21092	FASTENAL	SUPPLIES	479.05
21093	FRIESEN, BLAINE	REIMBURSEMENT	8.50
21094	GENEVA FLORAL	SERVICES	45.47
1671	GREAT PLATTE RIVER RD ARCHWAY	TOUR	76.00
21095	GREATAMERICA LEASING CORPORATION	POSTAL MACHINE RENTAL	135.00
21096	HAMILTON INFORMATION SYSTEMS	COMPUTER SERVICES	1,436.17
21097	HEARTLAND SCHOOL LUNCH FUND	REIMBURSE	5,072.40
21098	HENDERSON ACE HARDWARE	SUPPLIES	41.30
21099	HENDERSON COMMUNITY COOP ASSN.	SUPPLIES	5,706.72
21100	HENDERSON FOODMART	SUPPLIES	468.73
21101	HENDERSON HEALTH CARE SERVICE	SERVICES	112.00
21102	HENDERSON MOTORS	SERVICES	3,761.16
21103	HIRERIGHT SOLUTIONS, INC.	DRUG SCREENING	84.00
21104	HOMETOWN LEASING	COPY MACHINE LEASE	793.72
21105	INSTRUMENTALIST, THE	AWARDS	24.50
21106	J.A. SEXAUER	SERVICES	213.66
21107	J.W. PEPPER & SON	SUPPLIES	203.98
21108	JANZEN ELECTRIC	SERVICES	251.45
21109	KULLY PIPE & STEEL SUPPLY	SUPPLIES	12.67
21110	LRP PUBLICATIONS	SUBSCRIPTION	303.50
21111	MAINSTAY COMMUNICATIONS	TELEPHONE	127.63
21112	MATHESON-LINWELD	SUPPLIES	135.98
1669	MCI	TELEPHONE	70.20
21113	MENARDS	SUPPLIES	30.24
21114	NANTKES, JENN	SERVICES	531.29

<u>Check #</u>	<u>Vendor Name</u>	<u>Vendor Description</u>	<u>Amount</u>
21115	NCSA	REGISTRATION	85.00
21116	NE SAFETY CENTER @ UNK	TRAINING	600.00
21117	NEBRASKA LIFE MAGAZINE	SUBSCRIPTION	38.00
21118	NEBRASKA STATE HISTORICAL SOCIETY	SUBSCRIPTION RENEWAL	40.00
21119	NETA	REGISTRATION	325.00
21120	NRCSA NE RURAL COMM SCHOOL ASC	SERVICES	1,080.00
21121	OLIVA AUDIO VISUAL REPAIR	REPAIRS	105.00
21122	ONE SOURCE	BACKGROUND CHECK	50.29
21123	ORIENTAL TRADING CO	SUPPLIES	12.99
21124	PAYFLEX SYSTEMS	SEC 124 INSURANCE	203.50
21125	PERENNIAL PUBLIC POWER DIST.	ELECTRICITY	5,591.23
21126	PLATTE VALLEY COMM.	SUPPLIES	56.75
21127	QUILL	SUPPLIES	182.99
21128	QUILT BASKET, THE	SERVICES	7.69
	1672 ROWE SANCTUARY	SERVICES	154.00
21129	SERVICE PRESS	SERVICES	141.20
21130	SHRED MONSTER, INC	SERVICES	39.00
21131	SOURCEGAS	UTILITIES	3,903.93
21132	UNITED STATE POSTAL SERVICE	NEWSLETTER	479.32
21134	UPSTART	SUPPLIES	65.40
21133	UPS	SERVICES	37.57
21135	US POSTAL SERVICE	POSTAGE	500.00
21136	VERIZON WIRELESS	TELEPHONE	46.88
21137	VIRG'S PLUMBING & DIGGING	SERVICES	317.25
21138	WILHELM, DEBRA	REIMBURSEMENT	83.81
21139	WORKS COMPUTING INC.	SUPPLES	0.00
21140	YORK NEWS TIMES	SERVICES	214.96
		Fund Total:	127,801.11
		Checking Account Total:	127,801.11

**Heartland Community Schools  
Depreciation Funds  
APRIL 2013**

<u>Check #</u>	<b>Fund: 2</b> <u>Vendor Name</u>	<u>Vendor Discription</u>	<u>Amount</u>
1001	Apple, Inc.	Technology Phase 1	\$70,434.37
1002	Apple, Inc.	Technology Phase 1	\$2,631.18
1003	Work Computing, Inc	Tech Phase 1 - switches	\$18,369.00
<b>Fund Total:</b>			<b>\$91,434.55</b>