

Holdrege Public Schools

Board of Education Regular Meeting

April 20, 2026, 6:00 PM

Holdrege High School Media Center, 600 12th Avenue, Holdrege, NE 68949

- I. Call to Order - Roll Call
- II. Recognition of Visitors
 - II.A. Lacie Wright - Americanism
 - II.B. HEA Report
 - II.C. Student Council Report
 - II.D. Public Forum
- III. Board of Education Committee Reports
 - III.A. American Civics Committee - Opportunity for Public Testimony on Social Studies Curriculum
- IV. Business Items
 - IV.A. Action Items
 - IV.A.1. Consent Agenda
 - IV.A.1.a. Discuss, Consider, and Take Action on the Minutes - March 20, 2026 Regular Meeting and April 13, 2026 Special Meeting
 - IV.A.1.b. Discuss, Consider, and Take Action on the Warrants/Bills
 - IV.A.1.c. Discuss, Consider, and Take Action on the Treasurer's Report
 - IV.A.1.d. Excuse Absent Board Members
 - IV.A.2. Discuss, Consider, and Take Action on the Bill(s) from InSPIRe - Holdrege, LLC.
 - IV.A.3. Discuss, Consider, and Take Action on Textbook and Curriculum Purchases
 - IV.A.4. Discuss, Consider, and Take Action on Technology Purchases
 - IV.A.5. Discuss, Consider, and Take Action on 2026-27 Occupational and Physical Therapy Services Contract
 - IV.A.6. Discuss, Consider, and Take Action on HPS Foundation Grant Applications
 - IV.A.7. Discuss, Consider, and Take Action on Proposals for Update of HHS Family & Consumer Science Room
 - IV.A.8. Discuss, Consider, and Take Action on Request for Out-of-State Travel
 - IV.A.9. Discuss, Consider, and Take Action on the Employment of Certificated/Professional Staff
- V. Reports
 - V.A. Administrative Reports
 - V.B. Superintendent's Report
- VI. Board Policies

- VI.A. 1040 Annual Report - Proposed Revision 1st Reading
- VI.B. 3540 Bidding Construction Projects - Proposed Revision 1st Reading
- VI.C. 5005 Student Residence, Admission & Contracting for Educational Services - Proposed Revision 1st Reading
- VI.D. 5209 High School Credit for Middle School Courses - Rescind Policy
- VI.E. 5209 School Library Materials and Parent Access - 1st Reading
- VI.F. 5601 Asthma, Anaphylaxis, and Allergic Reaction Protocol - Proposed Revision 1st Reading
- VI.G. 7050 Bids and Contracts - Proposed Revision 1st Reading
- VII. Adjournment

Instructions for those who wish to speak during Public Forum:

Getting Started: When it is your turn to speak during the public forum portion of the agenda, please come forward to the Board Secretary, complete the form provided with your name and any organization represented, as well as your address, and then state your name and any organization represented to the Board of Education.

Time Limit: You may speak only one time and must limit comments to 5 minutes or less.

Personnel or Student Topic: If you are planning to speak about a personnel or student matter involving an individual, please understand that our policies require that such concerns initially be directed to the administration for consideration. Board members will not respond to any questions you ask or comments you may make about individual staff members or students. You are cautioned that slanderous comments are not protected just because they are made at a Board meeting.

General Rules: Please remember that this is a public meeting for the conduct of the business of the Board of Education. Offensive language, personal attacks and hostile conduct will not be tolerated.

Social Studies Curriculum

Mission Statement

The mission of the Holdrege Public Schools Social Studies Program is to prepare all students to meet the challenge of becoming productive citizens in a democratic society within a diverse world.

Belief Statements

The Holdrege Social Sciences Program believes:

- in the growth and development of life-long learning.
- in developing an awareness and understanding of the diverse world.
- students should become productive citizens in a democratic society.
- students need a basic understanding of anthropology, economics, geography, history, political science, psychology and sociology in order to understand their past and present, and to aid in building their future.

Unit Goals

The purpose of the unit goals by grade and subject are designed to identify the key concept(s) of each unit of study. The unit goals, which are determined by state standards addressed, are to be used to guide students to the goals of learning during each unit of study in Social Sciences.

Purpose of K-12 Social Sciences Curriculum

The teachers a part of the Holdrege Social Sciences Program strive to:

- educate citizens in a democratic society.
- give students a sense of the world they live in:
 - influences of the past
 - influences of cultures
 - physical setting
 - how they fit into the world
- inform the student of what has taken place in history and why it took place.
- establish relationships between the past, present and future in terms of the importance to the student.
- identify the role that each person plays in the growth and development of the country - political, economic, social and religious.
- identify the importance of educating people about other cultures.
- coordinate the process of learning about environments, cultures, past events, and self in order to understand others and self and prepare for the future.
- let students know what is expected of them in the Socials Studies classroom.
- build and understand social and cultural interactions among all people.
- teach children about and how to live in their surroundings:
 - neighborhoods
 - communities
 - states
 - country
 - world
- have a structured and measurable means to help educate our young people. Work together K-12 to achieve our goals.

Best Possible Outcomes

1. Students will participate as productive citizens in a democratic society within a diverse world.
2. Students will understand the role of the past, present and future in decision making.
3. Students will be aware of their responsibility to be good citizens of family, community, state, country, and world.
4. Students will be informed about current events.
5. Students will develop an interest in social studies as life-long learners.
6. Students will have an understanding and appreciation of U.S. history, government, and the sacrifices others have made to secure our freedom.
7. Students will understand and appreciate cultures of the U.S. and world.
8. The guide articulates a scope and sequence for the K-12 social studies curriculum and provides direction and accountability for current and new teachers.
9. The guide assures students will have the opportunity to learn the content of the Social Studies State Standards within the social studies curriculum.
10. The community will value and support life-long social studies education.

Exit Outcomes

After 13 years in the Holdrege Social Sciences Program, the students will:

1. Recognize the importance of good citizenship by having the necessary foundation of the social sciences to make informed decisions/choices for the benefit of all.
2. Demonstrate life-long learning by applying basic social studies skills (finding and organizing information, thinking and reasoning, map skills, economics) to everyday life.
3. Interpret and comprehend past and current events and their significance on the present and future.
4. Be informed of cultural and economic diversity.
5. Manage and appropriately use technology to be productive citizens in society.

Grade Level: Kindergarten

Unit 1 Goal: Students will identify and demonstrate how to be a good citizen.

Unit/Theme	Lessons	Standards & Objectives
Good Citizens	<p>1: How are We Unique? -explore ways in which individuals are unique.</p> <p>2: How Do People Cooperate? -explain how individuals cooperate with one another.</p> <p>3: What are rules? -determine what rules are and why people need them.</p> <p>4: Why Do We Have Law? -tell the importance of laws and of following laws.</p> <p>5: What Does It Mean to Be A Good Citizen -describe what it means to be a good citizen</p>	<p>Forms & Functions of Government SS K.1.1 Communicate the purpose of rules and rules within learning and living environments. SS K.1.1.a - Describe a rule and analyze its purpose. SS K.1.1.b - Identify roles in a family structure and explain their importance.</p> <p>Civic Participation SS K.1.2 Students will demonstrate positive and productive citizenship skills. SS K.1.2.a - Model citizenship skills. SS K.1.2.b - Communicate patriotic Symbols, songs, actions, and cultural celebrations. SS K.1.2.c - Communicate historical background and significance of national holidays.</p>

Unit 2 Goal: Students will investigate where they live. They will gain an understanding of how they are part of their state, country, and world.

Unit/Theme	Lessons	Standards & Objectives
Our World	<p>1: What Can We Find At Our School? -name people and places found at school and in the neighborhood.</p> <p>2: What is a neighborhood?</p> <p>3: What in the world do we live?</p> <p>4: How Do People Move From Place to Place?</p> <p>5: How Can We Take Care of Our Neighborhood?</p>	<p>Location and Place SS K.3.1 Explore where (spatial) and why people, places, and environments are organized in the world. SS K.3.1.a - Communicate personal directions to describe relative locations of people and objects. SS K.3.1.b - Identify locations in the school and around the classroom. SS K.3.1.c - Identify geographic tools as representations of local and distant places. SS K.3.1.d - Identify the difference between land and water on a globe.</p> <p>Regions SS K.3.2 Explore places and regions SS K.3.2.a Identify physical characteristics of place. SS K.3.2.b Identify human characteristics of place.</p> <p>Human-Environment Interaction SS K.3.3 Explore the relationship between humans and their physical environment SS K.3.3.a Identify types of weather and impact of weather on everyday life. SS K.3.3.b Identify the four seasons SS K.3.3.c Inquire about how people prepare for and respond to severe weather.</p> <p>Geospatial Skills and Geo-Literacy SS K.3.5 Use geographic skills to make connections to students' lives. SS K.3.5.a Apply geographic knowledge and techniques to navigate the classroom</p>

Unit 3 Goal: Students will identify important symbols, holidays, places, and people in our country.

Unit/Theme	Lessons	Standards & Objectives
Our Country	<p>1: Who Are Our Leaders?</p> <p>2: Why Are National Symbols Important?</p> <p>3: How Do We Celebrate</p>	<p>Historical Analysis and Interpretation SS K.4.3 Identify historical people, events, and symbols. SS K.4.3.a - Recognize historical people from a variety of cultures. SS K.4.3.b - Identify symbols of the United States. SS K.4.3.c - Differentiate between stories from the present and the past.</p>

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	America? 4: How Do We Show Pride?	
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Unit 4 Goal: Students develop an understanding of the physical attributes of the world.

Unit/Theme	Lessons	Standards & Objectives
How Has Our World Changed	1: How Did People Live Long Ago? 2: How Do Communities Change? 3: How Has Travel Changed? 4: How Has Our Nation Changed? 5: What Can We Learn From The Past	<p>Change, Continuity, and Context SS K.4.1 Recognize continuity and change over time in themselves and others. SS K.4.1.a - Identify concepts of time and chronology. SS K.4.1.b - Identify the sequence of personal events and their impact.</p> <p>Multiple Perspectives SS K.4.2 Recognize different perspectives of events. SS K.4.2.a - Compare perspectives of self and others.</p> <p>Historical Analysis and Interpretation SS K.4.3 Identify historical people, events, and symbols. SS K.4.3.c - Differentiate between stories from the present and the past.</p> <p>Historical Inquiry and Research SS K.4.4 Develop historical inquiry and research skills. SS K.4.4.a - Construct questions about personal history. SS K.4.4.b - Identify and cite appropriate sources when conducting historical research SS K.4.4.c - Gather and communicate historical information.</p>

Unit 5 Goal: Students will develop an awareness about different groups of people, places, and things within their environment. Students will develop an understanding of chronological relationships and patterns based on personal experiences.

Unit/Theme	Lessons	Standards & Objectives
All About Work	1: How Do We Work At School? 2: What Are Needs and Wants? 3: What Jobs Are Part of A Community? 4: How Have Jobs Changed Over Time? 5: What Kinds of Jobs Do People Have?	<p>Economic Decision Making SS K.2.1. Differentiate between wants and needs in decision-making. SS K.2.1.a - Classify wants and needs and explain subsequent choices.</p> <p>Financial Literacy SS K.2.2 Recognize money is used to purchase goods and services to satisfy economic wants and needs SS K.2.2.a - Explain the purposes of money.</p> <p>Movement SS K.3.4 Recognize that people belong to different groups and live in different settings SS K.3.4.a Identify students as members of various groups. SS K.3.4.b Identify places in the community where people may live.</p>

Grade Level: 1st Grade

Unit 1 Goal: Children will investigate aspects of good citizenship. They will learn about why we need rules and laws and how rules and laws relate to getting along with others. They will develop an understanding of the importance of respect for others. Children will also be introduced to the idea of voting in our society as well as the concepts of rights and responsibilities.

Unit/Theme	Lessons	Standards & Objectives
Being a Good Citizen	1 - Rules and Laws 2 - Getting Along With Others 3 - Citizenship and Respect 4 - Voting in Our Country 5 - Rights and Responsibilities	<p>Forms and Functions of Government SS 1.1.1 Analyze the relationship between roles and rules within learning and living environments.. 1.1.1.a - Explain how rules reduce and help resolve conflicts between people with different perspectives. 1.1.1.b - Identify leaders within a school community and explain the importance of their roles.</p> <p>Civic Participation SS 1.1.2 Demonstrate positive and productive citizenship skills. 1.1.2.a - Model and communicate citizenship skills. 1.1.2.b - Identify patriotic symbols, songs, actions, holidays, and cultural celebrations. 1.1.2.c - Communicate historical background and significance of national holidays. 1.1.2.d - Compare and contrast historical and current government figures that exemplify civic engagement.</p>

Unit 2 Goal: Children will investigate maps and globes and how and why we use them. They will learn that different types of maps have different purposes. They will find similarities and differences between maps and globes. Finally, children will gain an understanding of where their community is located and the impact location has on their community.

Unit/Theme	Lessons	Standards & Objectives
How Can We Describe Where We Live	1 - How Do Maps Help Us? 2 - Kinds of Maps 3 - Maps and Globes 4 - Where Do We Live? 5 - Location and Weather	<p>Location and Place SS 1.3.1 Explore where (spatial) and why people, places and environments are organized in their world. 1.3.1.a - Identify the four cardinal directions. 1.3.1.b - Identify and describe locations in schools and homes and explain reasons for the locations. 1.3.1.c - Create and use simple maps. 1.3.1.d - Distinguish between continents and oceans.</p> <p>Regions SS1.3.2 Explore places and regions. 1.3.2.a - Identify and differentiate between physical features on maps, globes, graphics, and in the physical world. 1.3.2.b - Identify and differentiate between human features. 1.3.2.c - Explain how places change over time.</p> <p>Human-Environment Interaction SS 1.3.3 Explore the relationship between humans and their physical environment 1.3.3.a - Interpret the impact of environmental hazards and severe weather on everyday life. 1.3.3.b - Identify the Earth's natural resources. 1.3.3.c - Describe how people adapt to their physical environment.</p> <p>Geospatial Skills and Geo-literacy SS 1.3.5 Use geographic skills to make connections to students' lives. 1.3.5.a - Apply geographic knowledge and techniques to navigate the school.</p>

Unit 3 Goal: Children will investigate the symbols, monuments, holidays, and people we routinely celebrate as part of our American culture. They will learn what each symbol stands for and why we celebrate them. Children will analyze different national and state symbols and explain what each one means to them.

Unit/Theme	Lessons	Standards & Objectives
Celebrating America	1 - Independence Day 2 - The U.S. Constitution 3 - National and State Symbols	<p>Civic Participation SS 1.1.2 - Demonstrate positive and productive citizenship skills. 1.1.2.a - Model and communicate citizenship skills. 1.1.2.b - Identify patriotic symbols, songs, actions, holidays, and cultural celebrations. 1.1.2.c - Communicate historical background and significance of national holidays. 1.1.2.d - Compare and contrast historical and current government figures that exemplify civic</p>

	<p>4 - Our Monuments</p> <p>5- Our Important People and Events</p>	<p>engagement.</p> <p>Historical Analysis and Interpretation SS 1.4.3 - Describe historical people, events, and symbols. 1.4.3.a - Identify the contributions of historical people. 1.4.3.b - Identify symbols of the United States. 1.4.3.c - Describe how oral traditions, books, letters, and other artifacts help us to understand the past.</p>
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Unit 4 Goal: Children will discover how their lives have been affected by all that has preceded them. They will compare how aspects of daily life, including school, transportation, work, and leisure activities have changed over time. Children will inspect different cultures and traditions from around the country and the world. They will consider how all of these aspects of life have impacted and shaped our lives and communities today.

Unit/Theme	Lessons	Standards & Objectives
Past and Present	<p>1 - Discovering Our History</p> <p>2- Daily Life Then and Now</p> <p>3 - Many Cultures</p> <p>4 - Our Customs</p> <p>5- Our Traditions</p>	<p>Movement SS 1.3.4 Describe the characteristics of culture. 1.3.4.a - Identify cultural traits. 1.3.4.b - Describe the characteristics of individual culture.</p> <p>Change, Continuity, and Context S 1.4.1 Recognize patterns of continuity and change over time in families. 1.4.1.a - List and describe life events over time. 1.4.1.b - Compare and contrast family life from earlier times and today</p> <p>Multiple Perspectives SS 1.4.2 Identify multiple perspectives of diverse family traditions 1.4.2.a - Compare and contrast family traditions across cultures.</p> <p>Historical Inquiry and Research SS 1.4.4 Develop historical inquiry and research skills. 1.4.4.a - Construct and answer questions about family history. 1.4.4.b - Identify and cite appropriate texts, letters, and other artifacts for research. 1.4.4.c - Gather and communicate historical information about families.</p>

Unit 5 Goal: Children will investigate goods and services and the difference between them. They will learn about trade and why it is important. Children will analyze different kinds of jobs that people do and tell how work has changed over time. Finally, children will explain the difference between wants and needs and explore making choices about what to buy.

Unit/Theme	Lessons	Standards & Objectives
All About People	<p>1 - Goods and Services</p> <p>2 - Trading with Others</p> <p>3 - Jobs People Do</p> <p>4 - Work Then and Now</p> <p>5 - Wants and Needs</p>	<p>Economic Decision Making SS 1.2.1 Explain how scarcity necessitates making choices. 1.2.1.a Identify gains and losses when choices are made</p> <p>Financial Literacy SS 1.2.2 Compare spending and saving opportunities 1.2.2.a - Give examples of situations where students and families could choose to save for future purchases.</p> <p>Exchange and Markets SS 1.2.3 Explain that resources are used to produce goods and services. 1.2.3.a - Categorize human and natural resources used to create goods and services.</p>

Grade Level: 2nd Grade

Unit 1 Goal: Children will investigate how communities have changed and also remained the same over time. They will learn about the study of the past and the tools we use to study history. Children will gain a growing understanding of the vocabulary used to discuss the past.

Unit/Theme	Lessons	Standards & Objectives
Today and Long Ago	<p>1: All About History</p> <p>2: Families and</p>	<p>Change, Continuity, and Context SS 2.4.1 - Recognize patterns of continuity and change over time in neighborhoods. SS 2.4.1.a - Describe how a neighborhood has changed over the course of time using maps and</p>

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<p>Communities</p> <p>3: Daily Life Then and Now</p> <p>4: Moving to a New Country</p> <p>5: The Past and the Present</p>		<p>other artifacts. SS 2.4.1.b - Compare and contrast how different neighborhoods have changed over time.</p> <p>Multiple Perspectives SS 2.4.2 - Compare multiple perspectives of events within neighborhoods. SS 2.4.2.a - Compare and contrast perspectives from multiple sources regarding the same event.</p> <p>Historical Analysis and Interpretation SS 2.4.3 - Determine past and current events, issues, and people relevant to a neighborhood. SS 2.4.3.a - Describe historical people, events, ideas, and symbols (including various cultures and ethnic groups) that impacted a neighborhood.</p> <p>Historical Inquiry and Research SS 2.4.4 - Develop historical inquiry and research skills. SS 2.4.4.a - Construct and answer questions about neighborhood history. SS 2.4.4.b - Identify, obtain, and cite appropriate primary and secondary sources for research. SS 2.4.4.c - Gather and present historical information about a neighborhood.</p>
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Unit 2 Goal: Children will investigate the tools we use to study geography. They will learn how geography affects people and the ways in which people use the land. Children will gain a growing understanding of how to use maps and globes and the vocabulary we use to talk about geography.

Unit/Theme	Lessons	Standards & Objectives
<p>People, Places, and Environments</p>	<p>1: Use a Map</p> <p>2: My Location</p> <p>3: How We Use The Land</p> <p>4: Our Environment</p> <p>5: How People Move</p>	<p>Location and Place SS 2.3.1 - Explore where (spatial) and why people, places, and environments are organized in the world. SS 2.3.1.a - Compare and contrast maps and globes. SS 2.3.1.b - Identify and describe locations in neighborhoods. SS 2.3.1.c - Identify and apply map elements. SS 2.3.1.d - Locate communities, Nebraska, and the United States on maps and globes. SS 2.3.1.e - Explain why things are located where they are in neighborhoods.</p> <p>Regions SS 2.3.2 - Compare places and regions. SS 2.3.2.a - Identify and differentiate between physical and human features of neighborhoods and communities. SS 2.3.2.b - Describe local places and regions. SS 2.3.2.c - Explain how places and regions change over time.</p> <p>Human-Environment Interaction SS 2.3.3 - Describe relationships between humans and the physical environment. SS 2.3.3.a - Identify examples of Earth's physical processes. SS 2.3.3.b - Describe how seasonal weather patterns, natural hazards, and natural resources affect humans activities. SS 2.3.3.c - Match resources to their sources. SS 2.3.3.d - Describe how people adapt to their physical environment.</p> <p>Movement SS 2.3.4 - Describe different groups of people and the different settings where they live. SS 2.3.4.a - Describe cultures of the local community and other communities. SS 2.3.4.b - Identify examples of cultural markers in the community.</p> <p>Geospatial Skills and Geo-literacy SS 2.3.5 - Use geographic skills to make connections to students' lives. SS 2.3.5.a - Apply geographic knowledge and techniques to navigate students' homes and neighborhoods.</p>

Unit 3 Goal: Children will investigate foundational economic concepts. They will learn about wants, needs, goods, and services. Children will gain an understanding of how producers and consumers rely on each other and how communities get what they need.

Unit/Theme	Lessons	Standards & Objectives
<p>Economics: Goods and Service</p>	<p>1: Wants and Needs</p> <p>2: Goods and Services</p> <p>3: Producers and Consumers</p>	<p>Economic Decision Making SS 2.2.1 - Evaluate choices about how to use scarce resources that involve prioritizing wants and needs. SS 2.2.1.a - Justify a decision made by providing evidence of possible gains and losses.</p> <p>Financial Literacy</p>

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	<p>4: The Goods We Use</p> <p>5: Community Wants and Needs</p>	<p>SS 2.2.2 - Demonstrate knowledge of currency, its denominations, and use. SS 2.2.2.a - Make transactions using currency emphasizing its use as a medium of exchange.</p> <p>Exchange and Markets</p> <p>SS 2.2.3 - Describe how producers deliver products/services, earn an income, and satisfy economic needs and wants. SS 2.2.3.a - Explain role of goods and services and supply and demand in a community. SS 2.2.3.b - Describe how people in their communities earn income/wages through work.</p> <p>National Economy</p> <p>SS 2.2.4 - Identify goods and services governments provide. SS 2.2.4.a - Identify goods and services that local governments provide. SS 2.2.4.b - Explain how the local government uses taxes to pay for goods and services it provides.</p>
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Unit 4 Goal: Children will investigate the role of government and how government affects their lives. They will learn about the differences between rules and laws and how rules and laws help citizens and countries get along. They will also learn how citizens and countries work together to make their communities, and the world, a better place to live.

Unit/Theme	Lessons	Standards & Objectives
How Government Works	<p>1: Rules</p> <p>2: Making Laws</p> <p>3: Following Laws</p> <p>4: Citizens and Government</p> <p>5: Countries Working Together</p>	<p>Forms and Functions of Government</p> <p>SS 2.1.1 - Investigate and defend the responsibilities and rights of citizens in their communities. SS 2.1.1.a - Contribute to developing rules by considering multiple points of view. SS 2.1.1.b - Demonstrate conflict management strategies as individuals, groups, and communities.</p> <p>Civic Participation</p> <p>SS 2.1.2 - Contribute to making decisions using democratic traditions based on established rules. SS 2.1.2.a - Identify and apply civic responsibilities that are important to individuals and their communities. SS 2.1.2.b - Explain how patriotic symbols, songs, actions, celebrations, and holidays reflect democratic traditions. SS 2.1.2.c - Communicate historical background and significance of national holidays. SS 2.1.2.d - Investigate ways to be actively engaged to improve family, school, and community. SS 2.1.2.e - Model and communicate characteristic of good citizenship.</p>

Unit 5 Goal: Students will investigate the people who have made and still make a difference in our world. They will learn about the qualities that make these people admirable and even heroic. Children will build the understanding that each of us has a role in making a difference and think about how they can make a difference in the world.

Unit/Theme	Lessons	Standards & Objectives
People Who Make a Difference	<p>1: What Makes a Hero?</p> <p>2: People Who Work for Justice</p> <p>3: Scientists Who Make a Difference</p> <p>4: Athletes Who Inspire Us</p> <p>5: Art and Artists</p>	<p>Forms and Functions of Government</p> <p>SS 2.1.1 - Investigate and defend the responsibilities and rights of citizens in their communities. SS 2.1.1.a - Contribute to developing rules by considering multiple points of view. SS 2.1.1.b - Demonstrate conflict management strategies as individuals, groups, and communities.</p> <p>Civic Participation</p> <p>SS 2.1.2 - Contribute to making decisions using democratic traditions based on established rules. SS 2.1.2.a - Identify and apply civic responsibilities that are important to individuals and their communities. SS 2.1.2.d - Investigate ways to be actively engaged to improve family, school, and community. SS 2.1.2.e - Model and communicate characteristic of good citizenship.</p> <p>Historical Analysis and Interpretation</p> <p>SS 2.4.3 - Determine past and current events, issues, and people relevant to a neighborhood. SS 2.4.3.a - Describe historical people, events, ideas, and symbols (including various cultures and ethnic groups) that impacted a neighborhood.</p>

Grade Level: 3rd Grade

Unit 1 Goal: Students will read about the different types of communities in the United States and the world and explore how these communities developed. They will investigate how a community's land, resources, and climate affect the way people live and work.

Unit/Theme	Lessons	Standards & Objectives
Communities in Our Country and World	1. Locating and Describing Our Communities 2. Grouping Communities into Regions 3. Climate in a Community 4. Physical Characteristics of a Community 5. The Impact Today: Resources in a Community	<p>Civic Participation SS 3.1.2 - Describe the impact of individual and group decisions at the community level. SS 3.1.2.a - Identify and model rights and responsibilities of citizens at the community level. SS 3.1.2.c - Identify ways students can be engaged to have an impact in their local community. SS 3.1.2.d - Identify and engage in opportunities to serve the local community. SS 3.1.2.e - Engage in discourse that demonstrates respect and consideration of multiple points of view.</p> <p>Location and Place SS 3.3.1 - Explore where (spatial) and why people, places, and environments are organized in the world. SS 3.3.1.a - Identify and apply map elements SS 3.3.1.b - Use a map to identify location and distribution of physical and human features. SS 3.3.1.c - Determine why things are located where they are in the community. SS 3.3.1.d - Locate specific places on maps and globes. SS. 3.3.1.e - Identify the continents, oceans, and hemispheres.</p> <p>Regions SS 3.3.2 - Compare the characteristics of places and regions. SS 3.3.2.a - Identify and differentiate between physical and human features of neighborhoods and communities. SS 3.3.2.b - Compare and contrast local places and regions with other places and regions. SS 3.3.2.c - Explain how and why places and regions change over time.</p> <p>Human-Environmental Interaction SS 3.3.3 - Explain relationships between humans and the physical environment. SS 3.3.3.a - Describe how the environment influences human activities and how humans alter the environment to suit their needs. SS 3.3.3.b - Identify ecosystems. SS 3.3.3.c - Explain the importance of Earth's natural resources. SS 3.3.3.d - Describe how humans develop communities in local settings.</p> <p>Movement SS 3.3.4 - Compare and contrast the characteristics of local cultures. SS 3.3.4.a - Compare and contrast cultural traits within a community. SS 3.3.4.b - Describe examples of how and why cultures change in a community.</p> <p>Geospatial Skills and Geo-literacy SS 3.3.5 - Use geographic skills to make connections to issues and events. SS 3.3.5.a - Identify and evaluate how changes in human physical geography have shaped the community.</p>

Unit 2 Goal: Students will investigate how people in a community relate to their environment. They will explore both how the environment affects the community and the community affects the environment. Students also will propose ways to improve their communities' environment.

Unit/Theme	Lessons	Standards & Objectives
The Community and Its Environment	1. The Environment Affects People in a Community 2. People in a Community Affect Their Environment 3. The Impact Today: Environmental Issues Today	<p>Regions SS 3.3.2 - Compare the characteristics of places and regions. SS 3.3.2.a - Identify and differentiate between physical and human features of neighborhoods and communities. SS 3.3.2.b - Compare and contrast local places and regions with other places and regions. SS 3.3.2.c - Explain how and why places and regions change over time.</p> <p>Human-Environmental Interaction SS 3.3.3 - Explain relationships between humans and the physical environment. SS 3.3.3.a - Describe how the environment influences human activities and how humans alter the environment to suit their needs. SS 3.3.3.b - Identify ecosystems. SS 3.3.3.c - Explain the importance of Earth's natural resources. SS 3.3.3.d - Describe how humans develop communities in local settings.</p> <p>Geospatial Skills and Geo-literacy</p>

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		<p>SS 3.3.5 - Use geographic skills to make connections to issues and events. SS 3.3.5.a - Identify and evaluate how changes in human physical geography have shaped the community.</p>
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Unit 3 Goal: Students will explore how a community's culture makes it unique. They will read about what culture is, what cultures are in different US communities, and how immigrants add to a community's culture. They also will investigate the similarities and differences between two communities and what connects communities throughout the world.

Unit/Theme	Lessons	Standards & Objectives
People and Communities	1. How a Culture is Defined 2. Culture in Different US Communities 3. Immigrants and Community Culture 4. Cultural Comparison 5. The Impact Today: Connecting Communities	<p>Movement SS 3.3.4 - Compare and contrast the characteristics of local cultures. SS 3.3.4.a - Compare and contrast cultural traits within a community. SS 3.3.4.b - Describe examples of how and why cultures change in a community.</p> <p>Change, Continuity, and Context SS 3.4.1 - Detect and apply patterns of continuity and change over time in communities (town or city). SS 3.4.1.a - Describe community events over time using maps and other artifacts. SS 3.4.1.b - Compare and contrast how different communities have changed over time.</p> <p>Multiple Perspectives SS 3.4.2 - Describe and explain multiple perspectives of events within a community. SS. 3.4.2.a - Describe the role of diverse groups of people, events, and ideas in the development of a community. SS 3.4.2.b - Compare and contrast conflicting perspectives about a past event in a community.</p> <p>Historical Analysis and Interpretation SS 3.4.3 - Select past and current events and people relevant to the community. SS 3.4.3.a - Determine factual information about community historical events through use of a variety of sources such as artifacts, pictures, and documents. SS 3.4.3.b - Identify how decisions affected events in a community.</p> <p>Historical Inquiry and Research SS 3.4.4 - Develop historical inquiry and research skills. SS 3.4.4.a - Construct and answer questions about multiple community histories from viewpoints of that community SS 3.4.4.b - Identify, obtain, and cite appropriate primary and secondary sources for research about the local community. SS 3.4.4.c - Gather and communicate historical information about the community.</p>

Unit 4 Goal: Students will investigate how and why communities grow. They will read about how communities can change. They also will explore the kinds of features that make communities unique.

Unit/Theme	Lessons	Standards & Objectives
Communities Change Over Time	1. Conflict and Cooperation 2. Moving to a New Land 3. Communities: Then and Now 4. How People and Events Change Communities 5. Changing Communities	<p>Civic Participation SS 3.1.2 - Describe the impact of individual and group decisions at the community level. SS 3.1.2.e - Engage in discourse that demonstrates respect and consideration of multiple points of view.</p> <p>Exchange and Markets SS 3.2.3 - Explain that markets are places where buyers and sellers exchange goods and services. SS 3.2.3.a - Indicate various markets where buyers and sellers meet.</p> <p>Geospatial Skills and Geo-literacy SS 3.3.5 - Use geographic skills to make connections to issues and events. SS 3.3.5.a - Identify and evaluate how changes in human physical geography have shaped the community.</p> <p>Change, Continuity, and Context SS 3.4.1 - Detect and apply patterns of continuity and change over time in communities (town or city). SS 3.4.1.a - Describe community events over time using maps and other artifacts. SS 3.4.1.b - Compare and contrast how different communities have changed over time.</p> <p>Multiple Perspectives SS 3.4.2 - Describe and explain multiple perspectives of events within a community. SS. 3.4.2.a - Describe the role of diverse groups of people, events, and ideas in the development of a community.</p>

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		SS 3.4.2.b - Compare and contrast conflicting perspectives about a past event in a community.
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Unit 5 Goal: Students will learn about the three branches of government and how they work together. They also will explore the ways that communities in the United States govern themselves. Students will learn about citizenship and what it means to be a good citizen.

Unit/Theme	Lessons	Standards & Objectives
American Citizens, Symbols, and Government	<ol style="list-style-type: none"> 1. Our Democratic Way of Life 2. Branches of Government 3. Communities Need Government 4. Everybody Must Follow Rules 5. Heroes help their communities 6. The IMPACT Today: Citizens Help Build Strong Communities 	<p>Forms and Functions of Government SS 3.1.1 - Analyze the structure and function of local governments SS 3.1.1.a - Compare and contrast the structure and function of roles commonly found in local governments SS 3.1.1.b - Communicate how and why a community creates laws SS 3.1.1.c - Investigate and summarize the roles that leaders and other citizens serve in local communities SS 3.1.1.d - Justify the importance of roles that leaders and citizens serve in local government.</p> <p>Civic Participation SS 3.1.2 - Describe the impact of individual and group decisions at the community level. SS 3.1.2.a - Identify and model rights and responsibilities of citizens at the community level. SS 3.1.2.b - Explain how patriotic symbols, songs, actions, celebrations, and holidays are recognized in local communities. SS 3.1.2.c - Identify ways students can be engaged to have an impact in their local community. SS 3.1.2.d - Identify and engage in opportunities to serve the local community. SS 3.1.2.e - Engage in discourse that demonstrates respect and consideration of multiple points of view. SS 3.1.2.f - Describe the decisions of local leaders and how they affect public policy.</p>

Unit 6 Goal: Students learn about economics and the resources businesses use to make profits for themselves and help strengthen their community's economy. Students will also learn what a budget is and how to live within their means.

Unit/Theme	Lessons	Standards & Objectives
Economics of Communities	<ol style="list-style-type: none"> 1. Resources in an Economy 2. Goods and Services 3. Markets and Trade 4. Changing Economies 5. The IMPACT Today: Using Money Wisely 	<p>Economic Decision Making SS 3.2.1 - Explain that people choose and decide what services they ask their local and state government to provide and pay for. SS 3.2.1.a - Identify goods and services funded through state or local taxes.</p> <p>Financial Literacy SS 3.2.2 - Evaluate choices and consequences for spending and saving. SS 3.2.2.a - Given a budget, make choices as to what to purchase, what to give up, and what to save.</p> <p>Exchange and Markets SS 3.2.3 - Explain that markets are places where buyers and sellers exchange goods and services. SS 3.2.3.a - Indicate various markets where buyers and sellers meet.</p> <p>National Economy SS 3.2.4 - Describe how the local community trades with other communities. SS 3.2.4.a - Identify local goods and services that could be traded with people everywhere</p>

Grade Level: 4th Grade

Unit 1 Goal: Students will identify and describe Nebraska’s history and the people who made an impact. They will recognize common symbols of the US and Nebraska.

Unit/Theme	Lessons	Standards & Objectives
1. Symbols and What is History?	-National Symbols -State Symbols -Learning About the Past -Tools to Understand	<p>Civic Participation SS 4.1.2 - Investigate how different perspectives impact government decisions at the state level. SS 4.1.2.a - Identify and model rights and responsibilities of citizens at the state level. SS 4.1.2.b - Investigate the meaning of state symbols, songs, and holidays. SS 4.1.2.c - Communicate background of Nebraska state holidays or historical events, their significance, and how they are recognized. SS 4.1.2.d - Identify and engage in opportunities to serve the state. SS 4.1.2.e - Explain how individuals and groups influence the way a state issue is viewed and resolved. SS 4.1.2.f - Analyze the decisions of state leaders and how they impact public policy.</p> <p>SS 4.4.1 Investigate patterns of continuity and change over time in Nebraska. 4.4.1.a - Analyze the chronology of key state and/or regional events and communicate their impact on the past, present, and future.</p> <p>SS 4.4.2 Analyze and explain multiple perspectives of events in Nebraska, including historically marginalized and underrepresented groups. 4.4.2.a - Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event. 4.4.2.b - Identify and describe how various sources relate their perspectives of Nebraska history.</p> <p>SS 4.4.3 Analyze past and current events throughout Nebraska history. 4.4.3.a - Analyze key sources in Nebraska history to determine credibility and context. 4.4.3.b - Identify key events in American history that shaped or were shaped by Nebraskans.</p> <p>SS 4.4.4 Develop historical inquiry and research skills. 4.4.4.a - Construct and answer questions. 4.4.4.b - Identify and cite primary and secondary sources to research the history of Nebraska. 4.4.4.c - Gather, analyze, and communicate historical information about Nebraska.</p>

Unit 2 Goal: Students will demonstrate map skills to analyze physical and human features in Nebraska.

Unit/Theme	Lessons	Standards & Objectives
2. The Land We Call Home	-Nebraska’s Place in the World -Features and Regions -Nebraska’s Environment -Human Geography	<p>SS 4.2.1 Describe how scarcity requires the consumer and producer to make choices and identify costs associated with them. SS 4.2.1.a Predict how consumers would react if the price of a good or service changed. SS 4.2.1.b Predict how producers would react if the profit from selling a good or service changed.</p> <p>SS 4.3.1 Explore where (spatial) and why people, places, and environments are organized in the state and around the world. 4.3.1.a - Use local and state maps and atlases to locate physical and human features in Nebraska. 4.3.1.b - Apply map skills to analyze physical/political maps of the state. 4.3.1.c - Determine why things are located where they are in Nebraska. 4.3.1.d - Differentiate between classifications of bodies of water, cities, and land masses.</p> <p>SS 4.3.2 Compare the characteristics of places and regions and their impact on human decisions. 4.3.2.a - Identify criteria used to define regions in the state of Nebraska and the United States. 4.3.2.b - Classify regions and places within the state of Nebraska using physical and human features.</p> <p>SS 4.3.3 Explain how human and natural forces have modified different environments in Nebraska and how humans have adapted. 4.3.3.a - Identify physical processes that shape Nebraska’s features and patterns. 4.3.3.b - Identify examples of ecosystems in Nebraska and describe related environmental issues. 4.3.3.c - Describe the impact of extreme natural events on the human and physical environment in Nebraska. 4.3.3.d - Describe how humans have adapted to Nebraska’s physical environment and use available</p>

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		<p>natural resources.</p> <p>SS 4.3.4 Compare and contrast the characteristics of culture statewide. 4.3.4.a - Compare and contrast patterns of culture within the state of Nebraska. 4.3.4.b - Compare and contrast population characteristics of the state of Nebraska.</p>
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Unit 3 Goal: Students will describe and analyze the interaction between Native Americans and their environment on the plains.

Unit/Theme	Lessons	Standards & Objectives
3. First People	<ul style="list-style-type: none"> -Early Peoples -Plains Indians -Moving with the Seasons 	<p>SS 4.3.5 Use geographic skills to make connections to issues and events. 4.3.5.a - Identify and evaluate how changes in human and physical geography have shaped Nebraska. 4.3.5.b - Explain the interrelationships of human or physical geographic characteristics of places in Nebraska.</p> <p>SS 4.4.1 Investigate patterns of continuity and change over time in Nebraska. 4.4.1.a - Analyze the chronology of key state and/or regional events and communicate their impact on the past, present, and future.</p> <p>SS 4.4.2 Analyze and explain multiple perspectives of events in Nebraska, including historically marginalized and underrepresented groups. 4.4.2.a - Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event. 4.4.2.b - Identify and describe how various sources relate their perspectives of Nebraska history.</p> <p>SS 4.4.3 Analyze past and current events throughout Nebraska history. 4.4.3.a - Analyze key sources in Nebraska history to determine credibility and context. 4.4.3.b - Identify key events in American history that shaped or were shaped by Nebraskans.</p> <p>SS 4.4.4 Develop historical inquiry and research skills. 4.4.4.a - Construct and answer questions. 4.4.4.b - Identify and cite primary and secondary sources to research the history of Nebraska. 4.4.4.c - Gather, analyze, and communicate historical information about Nebraska.</p>

Unit 4 Goal: Students will locate the land purchased through the Louisiana Purchase and analyze the effect it had on our country and state.

Unit/Theme	Lessons	Standards & Objectives
4. Explorers, Fur Traders, and Missionaries	<ul style="list-style-type: none"> -European Exploration -American Explorers -Fur Traders and Missionaries 	<p>SS 4.4.1 Investigate patterns of continuity and change over time in Nebraska. 4.4.1.a - Analyze the chronology of key state and/or regional events and communicate their impact on the past, present, and future.</p> <p>SS 4.4.2 Analyze and explain multiple perspectives of events in Nebraska, including historically marginalized and underrepresented groups. 4.4.2.a - Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event. 4.4.2.b - Identify and describe how various sources relate their perspectives of Nebraska history.</p> <p>SS 4.4.3 Analyze past and current events throughout Nebraska history. 4.4.3.a - Analyze key sources in Nebraska history to determine credibility and context. 4.4.3.b - Identify key events in American history that shaped or were shaped by Nebraskans.</p> <p>SS 4.4.4 Develop historical inquiry and research skills. 4.4.4.a - Construct and answer questions. 4.4.4.b - Identify and cite primary and secondary sources to research the history of Nebraska. 4.4.4.c - Gather, analyze, and communicate historical information about Nebraska.</p>

Unit 5 Goal: Students will identify the Oregon Trail as part of the Westward Movement. Students will compare and contrast the Oregon Trail to transportation today. They will compare communities and describe how Nebraska changed culturally, physically, and demographically over time.

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Unit/Theme	Lessons	Standards & Objectives
5. Go West!	-Settlers Move West -A New Territory -Building Nebraska	<p>SS 4.2.3 Investigate how resources are used to make other goods and produce services. 4.2.3.a Give examples of human, natural, capital, and entrepreneurial resources used in making goods and services in Nebraska and the United States.</p> <p>SS 4.3.2 Compare the characteristics of places and regions and their impact on human decisions. 4.3.2.a - Identify criteria used to define regions in the state of Nebraska and the United States. 4.3.2.b - Classify regions and places within the state of Nebraska using physical and human features.</p> <p>SS 4.3.3 Explain how human and natural forces have modified different environments in Nebraska and how humans have adapted. 4.3.3.a - Identify physical processes that shape Nebraska’s features and patterns. 4.3.3.b - Identify examples of ecosystems in Nebraska and describe related environmental issues. 4.3.3.c - Describe the impact of extreme natural events on the human and physical environment in Nebraska. 4.3.3.d - Describe how humans have adapted to Nebraska’s physical environment and use available natural resources.</p> <p>SS 4.3.4 Compare and contrast the characteristics of culture statewide. 4.3.4.a - Compare and contrast patterns of culture within the state of Nebraska. 4.3.4.b - Compare and contrast population characteristics of the state of Nebraska.</p> <p>SS 4.4.1 Investigate patterns of continuity and change over time in Nebraska. 4.4.1.a - Analyze the chronology of key state and/or regional events and communicate their impact on the past, present, and future.</p> <p>SS 4.4.2 Analyze and explain multiple perspectives of events in Nebraska, including historically marginalized and underrepresented groups. 4.4.2.a - Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event. 4.4.2.b - Identify and describe how various sources relate their perspectives of Nebraska history.</p> <p>SS 4.4.3 Analyze past and current events throughout Nebraska history. 4.4.3.a - Analyze key sources in Nebraska history to determine credibility and context. 4.4.3.b - Identify key events in American history that shaped or were shaped by Nebraskans.</p> <p>SS 4.4.4 Develop historical inquiry and research skills. 4.4.4.a - Construct and answer questions. 4.4.4.b - Identify and cite primary and secondary sources to research the history of Nebraska. 4.4.4.c - Gather, analyze, and communicate historical information about Nebraska.</p>

Unit 6 Goal: Students will identify and describe how immigrant settlers impacted Plains Native Americans as they settled in Nebraska.

Unit/Theme	Lessons	Standards & Objectives
6. Becoming a State	-Home on the Prairie -A Home on the Prairie -Challenges and Growth	<p>SS 4.3.2 Compare the characteristics of places and regions and their impact on human decisions. 4.3.2.a - Identify criteria used to define regions in the state of Nebraska and the United States. 4.3.2.b - Classify regions and places within the state of Nebraska using physical and human features.</p> <p>SS 4.3.4 Compare and contrast the characteristics of culture statewide. 4.3.4.a - Compare and contrast patterns of culture within the state of Nebraska. 4.3.4.b - Compare and contrast population characteristics of the state of Nebraska.</p> <p>SS 4.3.5 Use geographic skills to make connections to issues and events. 4.3.5.a - Identify and evaluate how changes in human and physical geography have shaped Nebraska. 4.3.5.b - Explain the interrelationships of human or physical geographic characteristics of places in Nebraska.</p> <p>SS 4.4.1 Investigate patterns of continuity and change over time in Nebraska. 4.4.1.a - Analyze the chronology of key state and/or regional events and communicate their impact on the past, present, and future.</p>

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		<p>SS 4.4.2 Analyze and explain multiple perspectives of events in Nebraska, including historically marginalized and underrepresented groups. 4.4.2.a - Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event. 4.4.2.b - Identify and describe how various sources relate their perspectives of Nebraska history.</p> <p>SS 4.4.3 Analyze past and current events throughout Nebraska history. 4.4.3.a - Analyze key sources in Nebraska history to determine credibility and context. 4.4.3.b - Identify key events in American history that shaped or were shaped by Nebraskans.</p> <p>SS 4.4.4 Develop historical inquiry and research skills. 4.4.4.a - Construct and answer questions. 4.4.4.b - Identify and cite primary and secondary sources to research the history of Nebraska. 4.4.4.c - Gather, analyze, and communicate historical information about Nebraska.</p>
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Unit 7 Goal: Students will describe struggles of Plains Native Americans as the land became more settled and their efforts to preserve their culture.

Unit/Theme	Lessons	Standards & Objectives
7. Strangers in Their Own Land	-Moving to Reservations -Conflict and Change	<p>SS 4.3.4 Compare and contrast the characteristics of culture statewide. 4.3.4.a - Compare and contrast patterns of culture within the state of Nebraska. 4.3.4.b - Compare and contrast population characteristics of the state of Nebraska.</p> <p>SS 4.4.1 Investigate patterns of continuity and change over time in Nebraska. 4.4.1.a - Analyze the chronology of key state and/or regional events and communicate their impact on the past, present, and future.</p> <p>SS 4.4.2 Analyze and explain multiple perspectives of events in Nebraska, including historically marginalized and underrepresented groups. 4.4.2.a - Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event. 4.4.2.b - Identify and describe how various sources relate their perspectives of Nebraska history.</p> <p>SS 4.4.3 Analyze past and current events throughout Nebraska history. 4.4.3.a - Analyze key sources in Nebraska history to determine credibility and context. 4.4.3.b - Identify key events in American history that shaped or were shaped by Nebraskans.</p> <p>SS 4.4.4 Develop historical inquiry and research skills. 4.4.4.a - Construct and answer questions. 4.4.4.b - Identify and cite primary and secondary sources to research the history of Nebraska. 4.4.4.c - Gather, analyze, and communicate historical information about Nebraska.</p>

Unit 8 Goal: Students will describe Nebraska's history, the capital city, and how Nebraska became a state.

Unit/Theme	Lessons	Standards & Objectives
8. Our Growing, Changing State (Part 1)	-Rails, Trails, and Farms -Land of Opportunity	<p>SS 4.1.2 Investigate how different perspectives impact government decisions at the state level. SS 4.1.2.a Identify and model rights and responsibilities of citizens at the state level. SS 4.1.2.b Investigate the meaning of state symbols, songs, and holidays. SS 4.1.2.c Communicate background of Nebraska state holidays or historical events, their significance, and how they are recognized. SS 4.1.2.d Identify and engage in opportunities to serve the state. SS 4.1.2.e Explain how individuals and groups influence the way a state issue is viewed and resolved. SS 4.1.2.f Analyze the decisions of state leaders and how they impact public policy.</p> <p>SS 4.4.1 Investigate patterns of continuity and change over time in Nebraska. 4.4.1.a - Analyze the chronology of key state and/or regional events and communicate their impact on the past, present, and future.</p> <p>SS 4.4.2 Analyze and explain multiple perspectives of events in Nebraska, including historically marginalized and underrepresented groups. 4.4.2.a - Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.</p>

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		<p>4.4.2.b - Identify and describe how various sources relate their perspectives of Nebraska history.</p> <p>SS 4.4.3 Analyze past and current events throughout Nebraska history. 4.4.3.a - Analyze key sources in Nebraska history to determine credibility and context. 4.4.3.b - Identify key events in American history that shaped or were shaped by Nebraskans.</p> <p>SS 4.4.4 Develop historical inquiry and research skills. 4.4.4.a - Construct and answer questions. 4.4.4.b - Identify and cite primary and secondary sources to research the history of Nebraska. 4.4.4.c - Gather, analyze, and communicate historical information about Nebraska.</p>
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Unit 9 Goal: Students will identify the uniqueness of the Nebraska Unicameral compared with other state legislatures, analyze the law making process, and describe the roles of elected officials at the state and local levels.

Unit/Theme	Lessons	Standards & Objectives
9. Government for All of Us	<ul style="list-style-type: none"> -Government by the People -Governing Nebraska -Being a Good Citizen 	<p>SS 4.1.1 Synthesize and justify the structure and function of Nebraska’s government. SS 4.1.1.a Investigate and summarize the historical foundation and events that led to the formation and structure of Nebraska’s Constitution and government. SS 4.1.1.b Analyze the origin, structure, and function of Nebraska’s state government. SS 4.1.1.c Communicate how a bill becomes a law in the Nebraska unicameral. SS 4.1.1.d Investigate and summarize the roles that leaders and other citizens serve in Nebraska to equitably represent all residents in the state. SS 4.1.1.e Justify the importance of roles that leaders and citizens serve in Nebraska government.</p> <p>SS 4.1.2 Investigate how different perspectives impact government decisions at the state level. SS 4.1.2.a Identify and model rights and responsibilities of citizens at the state level. SS 4.1.2.b Investigate the meaning of state symbols, songs, and holidays. SS 4.1.2.c Communicate background of Nebraska state holidays or historical events, their significance, and how they are recognized. SS 4.1.2.d Identify and engage in opportunities to serve the state. SS 4.1.2.e Explain how individuals and groups influence the way a state issue is viewed and resolved. SS 4.1.2.f Analyze the decisions of state leaders and how they impact public policy.</p> <p>SS 4.2.4 Identify and explain specialization and trade and why different regions produce different goods and services. 4.2.4.a Compare Nebraska with different regions and the goods and services each region produces. 4.2.4.b Discuss how technology has affected the specialization of Nebraska’s economy and surrounding states.</p>

Unit 10 Goal: Students will describe characteristics of a market economic system and the interactions of consumers and producers. Students will demonstrate an understanding of money and the financial system used in the United States..

Unit/Theme	Lessons	Standards & Objectives
10. Making a Living in Nebraska	<ul style="list-style-type: none"> -Meeting Our Needs -Spending and Saving -Nebraska’s Economy 	<p>SS 4.2.1 Describe how scarcity requires the consumer and producer to make choices and identify costs associated with them. SS 4.2.1.a Predict how consumers would react if the price of a good or service changed. SS 4.2.1.b Predict how producers would react if the profit from selling a good or service changed.</p> <p>SS 4.2.2 Investigate various financial institutions in Nebraska and the reasons for people’s spending and saving choices. 4.2.2.a - Identify financial institutions in the community and their purposes.</p> <p>SS 4.2.3 Investigate how resources are used to make other goods and produce services. 4.2.3.a Give examples of human, natural, capital, and entrepreneurial resources used in making goods and services in Nebraska and the United States.</p> <p>SS 4.2.4 Identify and explain specialization and trade and why different regions produce different goods and services. 4.2.4.a Compare Nebraska with different regions and the goods and services each region produces. 4.2.4.b Discuss how technology has affected the specialization of Nebraska’s economy and surrounding states.</p>

Unit 11 Goal: Students will be able to describe how people impacted Nebraska's history and how their actions may still impact Nebraskans today.

Unit/Theme	Lessons	Standards & Objectives
11. Our Growing Changing State (Part 2)	-Into a New Century -Nebraska Today, Nebraska Tomorrow -Famous Nebraskans	<p>SS 4.1.2 Investigate how different perspectives impact government decisions at the state level. SS 4.1.2.a Identify and model rights and responsibilities of citizens at the state level. SS 4.1.2.b Investigate the meaning of state symbols, songs, and holidays. SS 4.1.2.c Communicate background of Nebraska state holidays or historical events, their significance, and how they are recognized. SS 4.1.2.d Identify and engage in opportunities to serve the state. SS 4.1.2.e Explain how individuals and groups influence the way a state issue is viewed and resolved. SS 4.1.2.f Analyze the decisions of state leaders and how they impact public policy.</p> <p>SS 4.4.1 Investigate patterns of continuity and change over time in Nebraska. 4.4.1.a - Analyze the chronology of key state and/or regional events and communicate their impact on the past, present, and future.</p> <p>SS 4.4.2 Analyze and explain multiple perspectives of events in Nebraska, including historically marginalized and underrepresented groups. 4.4.2.a - Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event. 4.4.2.b - Identify and describe how various sources relate their perspectives of Nebraska history.</p> <p>SS 4.4.3 Analyze past and current events throughout Nebraska history. 4.4.3.a - Analyze key sources in Nebraska history to determine credibility and context. 4.4.3.b - Identify key events in American history that shaped or were shaped by Nebraskans.</p> <p>SS 4.4.4 Develop historical inquiry and research skills. 4.4.4.a - Construct and answer questions. 4.4.4.b - Identify and cite primary and secondary sources to research the history of Nebraska. 4.4.4.c - Gather, analyze, and communicate historical information about Nebraska.</p>

Grade Level: 5th Grade

Unit 1 Goal: Students will identify physical, climate, and vegetation features in the Western Hemisphere. They will describe how surroundings and location affected the daily lives of early Native Americans, including choice of food, clothing, and shelter.

Unit/Theme	Lessons	Standards & Objectives
The Land and Native Peoples of North America	<p>Early Peoples of North America</p> <p>Native Americans of the Desert Southwest</p> <p>Native Peoples of the Pacific Coast</p> <p>Native Americans of the Plains</p> <p>Native Americans of the Eastern Woodlands</p>	<p>Civics SS 5.1.1 - Synthesize and justify the structure and function of the United States government. SS 5.1.1.a - Investigate and summarize contributions that resulted in the historical foundation and formation of the United States constitutional government. SS 5.1.1.b - Identify and explain the structure and functions of the three branches of government. SS 5.1.1.c - Analyze how colonial and new states' governments' laws affected majority groups and marginalized groups within their population. SS 5.1.1.d - Evaluate how the decisions of the national government affect local and state government and citizens of diverse backgrounds. SS 5.1.1.e - Justify the principles of the American Republic. SS 5.1.1.f - Analyze and contrast forms of government.</p> <p>SS 5.1.2 Analyze democratic principles that are the foundation of the United States government systems in daily life. 5.1.2.a - Explain the constitutional rights and civic responsibilities of U.S. citizens 5.1.2.b - Describe the significance of patriotic symbols, songs and activities 5.1.2.c - Give examples of group and individual actions that illustrate civic ideas in the founding of the United States 5.1.2.d - Analyze how cooperation and conflict among people have contributed to political, economic, and social events and situations</p> <p>5.2.10 Students will understand what goods and services the national government provides. 5.2.10.a - Identify goods and services funded through federal taxes</p> <p>SS 5.2.12 Students will explain how specialization, division of labor, and technology increases productivity and interdependence. 5.2.12.a - Investigate Early United States specialization and trade 5.2.12.b - Investigate and report on entrepreneurs and inventors</p> <p>SS 5.3.1 Students will explore where (spatial) and why people, places and environments are organized in the United States. 5.3.1.a - Name and locate major human and physical features in the United States 5.3.1.b - Apply map skills to analyze physical/political maps of the United States 5.3.1.c - Analyze why things are located where they are in the United States</p> <p>SS 5.3.2 Students will compare the characteristics of places and regions and draw conclusions on their impact on human decisions. 5.3.2.a - Define regions within the United States using multiple criteria 5.3.2.b - Classify regions and places within the United States using physical and human features 5.3.2.c - Identify and classify regions</p>

Unit 2 Goal: Students will describe how and why Spanish explorers first came to the Americas, including how technology helped them.

Unit/Theme	Lessons	Standards & Objectives
The Age of Exploration	<p>Dawn of the Age of Exploration</p> <p>Spanish Exploration and Conquest</p> <p>European Powers in the Americas</p>	<p>SS 5.1.1 Students will describe the foundation, structure, and function of the United States government. 5.1.1.a - Explain the historical foundation that led to the formation of the United States constitutional government 5.1.1.b - Explain the origins, structure, and functions of the three branches of the United States government 5.1.1.c - Describe how colonial and new states' government's laws affected groups within their population 5.1.1.d - Describe how the decisions of the national government affect local and state government 5.1.1.e - Identify the principles of the American Republic</p>

		<p>5.1.1.f - Compare and contrast tribal forms of government, British monarchy, and early American colonial governments</p> <p>SS 5.1.2 Students will apply democratic principles that are the foundation of the United States government systems to daily life.</p> <p>5.1.2.a - Explain the constitutional rights and civic responsibilities of U.S. citizens 5.1.2.b - Describe the significance of patriotic symbols, songs and activities 5.1.2.c - Give examples of group and individual actions that illustrate civic ideas in the founding of the United States 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 5.1.2.e - Identify the roles and influences of individuals, groups, and the media on governments</p> <p>SS 5.3.1 Students will explore where (spatial) and why people, places and environments are organized in the United States.</p> <p>5.3.1.a - Name and locate major human and physical features in the United States 5.3.1.b - Apply map skills to analyze physical/political maps of the United States 5.3.1.c - Analyze why things are located where they are in the United States</p> <p>SS 5.3.2 Students will compare the characteristics of places and regions and draw conclusions on their impact on human decisions.</p> <p>5.3.2.a - Define regions within the United States using multiple criteria 5.3.2.b - Classify regions and places within the United States using physical and human features 5.3.2.c - Identify and classify regions</p> <p>SS 5.3.3 Students will draw conclusions about the natural processes in the physical world.</p> <p>5.3.3.a - Explain how physical processes shape the United States' features and patterns 5.3.3.b - Identify examples of ecosystems located in the United States</p> <p>SS 5.3.4 Students will compare, contrast and draw conclusions about the characteristics of culture and migration in the United States.</p> <p>5.3.4.a - Compare and contrast patterns of culture within the United States 5.3.4.b - Compare and contrast population characteristics of the United States 5.3.4.c - Compare and contrast historical and present day migrations to and within the United States</p> <p>SS 5.3.5 Students will describe how humans have adapted to and modified different environments in Early American history.</p> <p>5.3.5.a - Describe the impact of extreme natural events in Early United States History on the human and physical environment 5.3.5.b - Describe how humans have utilized natural resources in the United States 5.3.5.c - Analyze issues related to the natural setting in Early America 5.3.5.d - Examine patterns of resource distribution and utilization in Early America 5.3.5.e - Describe human adaptations to the physical environment</p> <p>SS 5.3.6 Students will use geographic skills to interpret issues and events.</p> <p>5.3.6.a - Explain the influences of physical and human geographic features on historical events in the United States 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</p> <p>SS 5.4.1 Students will examine chronological relationships and patterns, and describe the connections among them.</p> <p>5.4.1.a - Describe concepts of time and chronology 5.4.1.b - Select and record key national events in chronological order 5.4.1.c - Examine the chronology of historical events in the United States and their impact on the past, present, and future</p> <p>SS 5.4.2 Students will demonstrate an understanding of the impact of people, events, ideas, and symbols upon US history using multiple types of sources.</p> <p>5.4.2.a - Demonstrate an understanding of the impact of people, events, ideas, and symbols, including various cultures and ethnic groups of era 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 5.4.2.c - Describe the appropriate uses of primary and secondary sources</p> <p>SS 5.4.3 Students will describe and explain multiple perspectives of historical events.</p> <p>5.4.3.a - Describe how multiple perspectives facilitate the understanding of the full story of US history</p>
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		<p>5.4.3.b - Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event</p> <p>SS 5.4.4 Students will analyze past and current events, issues, and problems. 5.4.4.a - Analyze sources on Early American History through determination of credibility, contextualization, and corroboration 5.4.4.b - Examine alternative courses of action in United States history 5.4.4.c - Identify how decisions affected events in the United States 5.4.4.d - Describe the cause and effect relationships among key events in history 5.4.4.e - Describe the relationships among historical events in the United States and the students' lives today</p> <p>SS 5.4.5 Students will develop historical research skills. 5.4.5.a - Develop questions about United States history 5.4.5.b - Identify, obtain, and cite appropriate sources for research about Early U.S. History, incorporating primary and secondary sources 5.4.5.c - Gather historical information about the United States 5.4.5.d - Present historical information about the United States</p>
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Unit 3 Goal: Students will identify what life was like for colonists in New England. They will describe the cooperation and conflict that existed among the early English settlers, and between the Native Americans and the settlers.

Unit/Theme	Lessons	Standards & Objectives
A Changing Continent	The Jamestown Colony Cooperation and Conflict in North America The New England Colonies The Middle Colonies The Southern Colonies	<p>SS 5.3.1 Students will explore where (spatial) and why people, places and environments are organized in the United States. 5.3.1.a - Name and locate major human and physical features in the United States 5.3.1.b - Apply map skills to analyze physical/political maps of the United States 5.3.1.c - Analyze why things are located where they are in the United States</p> <p>SS 5.3.2 Students will compare the characteristics of places and regions and draw conclusions on their impact on human decisions. 5.3.2.a - Define regions within the United States using multiple criteria 5.3.2.b - Classify regions and places within the United States using physical and human features 5.3.2.c - Identify and classify regions</p> <p>SS 5.3.3 Students will draw conclusions about the natural processes in the physical world. 5.3.3.a - Explain how physical processes shape the United States' features and patterns 5.3.3.b - Identify examples of ecosystems located in the United States</p> <p>SS 5.3.4 Students will compare, contrast and draw conclusions about the characteristics of culture and migration in the United States. 5.3.4.a - Compare and contrast patterns of culture within the United States 5.3.4.b - Compare and contrast population characteristics of the United States 5.3.4.c - Compare and contrast historical and present day migrations to and within the United States</p> <p>SS 5.3.5 Students will describe how humans have adapted to and modified different environments in Early American history. 5.3.5.a - Describe the impact of extreme natural events in Early United States History on the human and physical environment 5.3.5.b - Describe how humans have utilized natural resources in the United States 5.3.5.c - Analyze issues related to the natural setting in Early America 5.3.5.d - Examine patterns of resource distribution and utilization in Early America 5.3.5.e - Describe human adaptations to the physical environment</p> <p>SS 5.3.6 Students will use geographic skills to interpret issues and events. 5.3.6.a - Explain the influences of physical and human geographic features on historical events in the United States 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</p> <p>SS 5.4.1 Students will examine chronological relationships and patterns, and describe the connections among them. 5.4.1.a - Describe concepts of time and chronology 5.4.1.b - Select and record key national events in chronological order 5.4.1.c - Examine the chronology of historical events in the United States and their impact on the past,</p>

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		<p>present, and future</p> <p>SS 5.4.2 Students will demonstrate an understanding of the impact of people, events, ideas, and symbols upon US history using multiple types of sources. 5.4.2.a - Demonstrate an understanding of the impact of people, events, ideas, and symbols, including various cultures and ethnic groups of era 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 5.4.2.c - Describe the appropriate uses of primary and secondary sources</p> <p>SS 5.4.3 Students will describe and explain multiple perspectives of historical events. 5.4.3.a - Describe how multiple perspectives facilitate the understanding of the full story of US history 5.4.3.b - Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event</p> <p>SS 5.4.4 Students will analyze past and current events, issues, and problems. 5.4.4.a - Analyze sources on Early American History through determination of credibility, contextualization, and corroboration 5.4.4.b - Examine alternative courses of action in United States history 5.4.4.c - Identify how decisions affected events in the United States 5.4.4.d - Describe the cause and effect relationships among key events in history 5.4.4.e - Describe the relationships among historical events in the United States and the students' lives today</p> <p>SS 5.4.5 Students will develop historical research skills. 5.4.5.a - Develop questions about United States history 5.4.5.b - Identify, obtain, and cite appropriate sources for research about Early U.S. History, incorporating primary and secondary sources 5.4.5.c - Gather historical information about the United States 5.4.5.d - Present historical information about the United States</p>
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Unit 4 Goal: Students will identify the causes of the American Revolution. They will describe the conflicting views of different groups before the American Revolution. They will describe how government and citizens make economic decisions on budgets, spending, taxes, and tariffs.

Unit/Theme	Lessons	Standards & Objectives
The Road to War	The French and Indian War The Patriots, the Loyalists, and the British The Colonists Rebel	<p>SS 5.3.1 Students will explore where (spatial) and why people, places and environments are organized in the United States. 5.3.1.a - Name and locate major human and physical features in the United States 5.3.1.b - Apply map skills to analyze physical/political maps of the United States 5.3.1.c - Analyze why things are located where they are in the United States</p> <p>SS 5.3.2 Students will compare the characteristics of places and regions and draw conclusions on their impact on human decisions. 5.3.2.a - Define regions within the United States using multiple criteria 5.3.2.b - Classify regions and places within the United States using physical and human features 5.3.2.c - Identify and classify regions</p> <p>SS 5.3.3 Students will draw conclusions about the natural processes in the physical world. 5.3.3.a - Explain how physical processes shape the United States' features and patterns 5.3.3.b - Identify examples of ecosystems located in the United States</p> <p>SS 5.3.4 Students will compare, contrast and draw conclusions about the characteristics of culture and migration in the United States. 5.3.4.a - Compare and contrast patterns of culture within the United States 5.3.4.b - Compare and contrast population characteristics of the United States 5.3.4.c - Compare and contrast historical and present day migrations to and within the United States</p> <p>SS 5.3.5 Students will describe how humans have adapted to and modified different environments in Early American history. 5.3.5.a - Describe the impact of extreme natural events in Early United States History on the human and physical environment 5.3.5.b - Describe how humans have utilized natural resources in the United States 5.3.5.c - Analyze issues related to the natural setting in Early America</p>

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		<p>5.3.5.d - Examine patterns of resource distribution and utilization in Early America 5.3.5.e - Describe human adaptations to the physical environment</p> <p>SS 5.3.6 Students will use geographic skills to interpret issues and events. 5.3.6.a - Explain the influences of physical and human geographic features on historical events in the United States 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</p> <p>SS 5.4.1 Students will examine chronological relationships and patterns, and describe the connections among them. 5.4.1.a - Describe concepts of time and chronology 5.4.1.b - Select and record key national events in chronological order 5.4.1.c - Examine the chronology of historical events in the United States and their impact on the past, present, and future</p> <p>SS 5.4.2 Students will demonstrate an understanding of the impact of people, events, ideas, and symbols upon US history using multiple types of sources. 5.4.2.a - Demonstrate an understanding of the impact of people, events, ideas, and symbols, including various cultures and ethnic groups of era 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 5.4.2.c - Describe the appropriate uses of primary and secondary sources</p> <p>SS 5.4.3 Students will describe and explain multiple perspectives of historical events. 5.4.3.a - Describe how multiple perspectives facilitate the understanding of the full story of US history 5.4.3.b - Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event</p> <p>SS 5.4.4 Students will analyze past and current events, issues, and problems. 5.4.4.a - Analyze sources on Early American History through determination of credibility, contextualization, and corroboration 5.4.4.b - Examine alternative courses of action in United States history 5.4.4.c - Identify how decisions affected events in the United States 5.4.4.d - Describe the cause and effect relationships among key events in history 5.4.4.e - Describe the relationships among historical events in the United States and the students' lives today</p> <p>SS 5.4.5 Students will develop historical research skills. 5.4.5.a - Develop questions about United States history 5.4.5.b - Identify, obtain, and cite appropriate sources for research about Early U.S. History, incorporating primary and secondary sources 5.4.5.c - Gather historical information about the United States 5.4.5.d - Present historical information about the United States</p>
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Unit 5 Goal: Students will describe the people, events, controversies, and significance associated with the writing and signing of the Declaration of Independence.

Unit/Theme	Lessons	Standards & Objectives
The American Revolution	The Revolution Begins The Declaration of Independence Defining Moments of the American Revolution Life During the Revolution Outcomes of the Revolution	<p>SS 5.3.1 Students will explore where (spatial) and why people, places and environments are organized in the United States. 5.3.1.a - Name and locate major human and physical features in the United States 5.3.1.b - Apply map skills to analyze physical/political maps of the United States 5.3.1.c - Analyze why things are located where they are in the United States</p> <p>SS 5.3.2 Students will compare the characteristics of places and regions and draw conclusions on their impact on human decisions. 5.3.2.a - Define regions within the United States using multiple criteria 5.3.2.b - Classify regions and places within the United States using physical and human features 5.3.2.c - Identify and classify regions</p> <p>SS 5.3.3 Students will draw conclusions about the natural processes in the physical world. 5.3.3.a - Explain how physical processes shape the United States' features and patterns 5.3.3.b - Identify examples of ecosystems located in the United States</p>

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		<p>SS 5.3.4 Students will compare, contrast and draw conclusions about the characteristics of culture and migration in the United States. 5.3.4.a - Compare and contrast patterns of culture within the United States 5.3.4.b - Compare and contrast population characteristics of the United States 5.3.4.c - Compare and contrast historical and present day migrations to and within the United States</p> <p>SS 5.3.5 Students will describe how humans have adapted to and modified different environments in Early American history. 5.3.5.a - Describe the impact of extreme natural events in Early United States History on the human and physical environment 5.3.5.b - Describe how humans have utilized natural resources in the United States 5.3.5.c - Analyze issues related to the natural setting in Early America 5.3.5.d - Examine patterns of resource distribution and utilization in Early America 5.3.5.e - Describe human adaptations to the physical environment</p> <p>SS 5.3.6 Students will use geographic skills to interpret issues and events. 5.3.6.a - Explain the influences of physical and human geographic features on historical events in the United States 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</p> <p>SS 5.4.1 Students will examine chronological relationships and patterns, and describe the connections among them. 5.4.1.a - Describe concepts of time and chronology 5.4.1.b - Select and record key national events in chronological order 5.4.1.c - Examine the chronology of historical events in the United States and their impact on the past, present, and future</p> <p>SS 5.4.2 Students will demonstrate an understanding of the impact of people, events, ideas, and symbols upon US history using multiple types of sources. 5.4.2.a - Demonstrate an understanding of the impact of people, events, ideas, and symbols, including various cultures and ethnic groups of era 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 5.4.2.c - Describe the appropriate uses of primary and secondary sources</p> <p>SS 5.4.3 Students will describe and explain multiple perspectives of historical events. 5.4.3.a - Describe how multiple perspectives facilitate the understanding of the full story of US history 5.4.3.b - Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event</p> <p>SS 5.4.4 Students will analyze past and current events, issues, and problems. 5.4.4.a - Analyze sources on Early American History through determination of credibility, contextualization, and corroboration 5.4.4.b - Examine alternative courses of action in United States history 5.4.4.c - Identify how decisions affected events in the United States 5.4.4.d - Describe the cause and effect relationships among key events in history 5.4.4.e - Describe the relationships among historical events in the United States and the students' lives today</p> <p>SS 5.4.5 Students will develop historical research skills. 5.4.5.a - Develop questions about United States history 5.4.5.b - Identify, obtain, and cite appropriate sources for research about Early U.S. History, incorporating primary and secondary sources 5.4.5.c - Gather historical information about the United States 5.4.5.d - Present historical information about the United States</p>
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Unit 6 Goal: Students will identify the people associated with the development of the U.S. Constitution. They will describe the Constitution's significance as the foundation for the government.

Unit/Theme	Lessons	Standards & Objectives
Forming a New Government	The Articles of Confederation A New Framework for Governing	<p>SS 5.3.1 Students will explore where (spatial) and why people, places and environments are organized in the United States. 5.3.1.b - Apply map skills to analyze physical/political maps of the United States 5.3.1.c - Analyze why things are located where they are in the United States</p>

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	<p>Protecting the Rights of Citizens</p>	<p>SS 5.3.2 Students will compare the characteristics of places and regions and draw conclusions on their impact on human decisions. 5.3.2.a - Define regions within the United States using multiple criteria 5.3.2.b - Classify regions and places within the United States using physical and human features 5.3.2.c - Identify and classify regions</p> <p>SS 5.3.3 Students will draw conclusions about the natural processes in the physical world. 5.3.3.a - Explain how physical processes shape the United States' features and patterns 5.3.3.b - Identify examples of ecosystems located in the United States</p> <p>SS 5.3.4 Students will compare, contrast and draw conclusions about the characteristics of culture and migration in the United States. 5.3.4.a - Compare and contrast patterns of culture within the United States 5.3.4.b - Compare and contrast population characteristics of the United States</p> <p>SS 5.3.5 Students will describe how humans have adapted to and modified different environments in Early American history. 5.3.5.b - Describe how humans have utilized natural resources in the United States 5.3.5.c - Analyze issues related to the natural setting in Early America</p> <p>SS 5.3.6 Students will use geographic skills to interpret issues and events. 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</p> <p>SS 5.4.1 Students will examine chronological relationships and patterns, and describe the connections among them. 5.4.1.a - Describe concepts of time and chronology 5.4.1.b - Select and record key national events in chronological order 5.4.1.c - Examine the chronology of historical events in the United States and their impact on the past, present, and future</p> <p>SS 5.4.2 Students will demonstrate an understanding of the impact of people, events, ideas, and symbols upon US history using multiple types of sources. 5.4.2.a - Demonstrate an understanding of the impact of people, events, ideas, and symbols, including various cultures and ethnic groups of era 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 5.4.2.c - Describe the appropriate uses of primary and secondary sources</p> <p>SS 5.4.3 Students will describe and explain multiple perspectives of historical events. 5.4.3.a - Describe how multiple perspectives facilitate the understanding of the full story of US history 5.4.3.b - Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event</p> <p>SS 5.4.4 Students will analyze past and current events, issues, and problems. 5.4.4.a - Analyze sources on Early American History through determination of credibility, contextualization, and corroboration 5.4.4.b - Examine alternative courses of action in United States history 5.4.4.c - Identify how decisions affected events in the United States 5.4.4.d - Describe the cause and effect relationships among key events in history 5.4.4.e - Describe the relationships among historical events in the United States and the students' lives today</p> <p>SS 5.4.5 Students will develop historical research skills. 5.4.5.a - Develop questions about United States history 5.4.5.b - Identify, obtain, and cite appropriate sources for research about Early U.S. History, incorporating primary and secondary sources 5.4.5.c - Gather historical information about the United States 5.4.5.d - Present historical information about the United States</p>
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Unit 7 Goal: Students will identify the conflicts and compromises that shaped the North and South. They will describe how early decisions, advancements in technology, and transportation shaped the growing nation.

Unit/Theme	Lessons	Standards & Objectives
A Growing Nation	Early Leaders and Decisions	SS 5.2.1 Students will analyze various markets where buyers and sellers exchange

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	<p>Advancement in Technology and Transportation</p> <p>People of the Young Republic</p> <p>The Westward Expansion</p> <p>Conflicts and Compromises</p>	<p>goods or services. 5.2.1.a - Describe how competition among sellers results in lower costs and prices, higher product quality, and better customer service</p> <p>SS 5.2.2 Students will make observations about how human capital can be improved by education, training, and standard of living. 5.2.2.a - Give examples of how additional education/training improves productivity and increases standard of living</p> <p>SS 5.2.3 Students will summarize characteristics of economic institutions in the United States. 5.2.3.a - Identify the functions and characteristics of money 5.2.3.b - Identify the importance of financial institutions to households and businesses 5.2.3.c - Identify rules and laws that protect and support consumers</p> <p>SS 5.2.6 Students will summarize characteristics of financial institutions. 5.2.6.a - Explain/explore how various financial services are provided by local financial institutions</p> <p>SS 5.2.10 Students will understand what goods and services the national government provides. 5.2.10.a - Identify goods and services funded through federal taxes</p>
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Unit 8 Goal: Students will identify the people and events that led to the end of the Civil War. They will describe how the Civil War affected the lives of soldiers, civilians, Native Americans and African Americans.

Unit/Theme	Lessons	Standards & Objectives
The Civil War and Reconstruction	<p>Heading Towards War</p> <p>The Union and Confederacy</p> <p>Struggles During the War</p> <p>The War Ends</p> <p>Reconstructing the South</p>	<p>SS 5.2.1 Students will analyze various markets where buyers and sellers exchange goods or services. 5.2.1.a - Describe how competition among sellers results in lower costs and prices, higher product quality, and better customer service</p> <p>SS 5.2.2 Students will make observations about how human capital can be improved by education, training, and standard of living. 5.2.2.a - Give examples of how additional education/training improves productivity and increases standard of living</p> <p>SS 5.2.3 Students will summarize characteristics of economic institutions in the United States. 5.2.3.a - Identify the functions and characteristics of money 5.2.3.b - Identify the importance of financial institutions to households and businesses 5.2.3.c - Identify rules and laws that protect and support consumers</p> <p>SS 5.2.6 Students will summarize characteristics of financial institutions. 5.2.6.a - Explain/explore how various financial services are provided by local financial institutions</p> <p>SS 5.2.10 Students will understand what goods and services the national government provides. 5.2.10.a - Identify goods and services funded through federal taxes</p>

Grade Level: 6th Grade

Unit 1 Goal: Students will be able to have a better understanding of the most important achievements of the four empires of Mesopotamia and the rise of Sumer city-states.

Unit/Theme	Lessons	Standards & Objectives
Early Humans and the Rise of Civilization	Social Scientists Neolithic Age The rise of Sumerian City-States Ancient Sumer Exploring Four Empires of Mesopotamia	<p>SS 6.1.1 Investigate the foundations, structures, and functions of governmental institutions. SS 6.1.1.b - Identify the development of written laws and artifacts. SS 6.1.1.c - Communicate the various ways governmental decisions have impacted people, places, and history.</p> <p>SS 6.1.2 Investigate the roles, responsibilities, and rights of citizens. SS 6.1.2.a - Describe ways individuals participate in the political process. SS 6.1.2.b - Compare and contrast the roles and rights of individuals in Ancient Civilizations to those in the United States today.</p> <p>SS 6.2.1 Investigate how economic decisions affect the well-being of individuals and society. SS 6.2.1.a - Compare the benefits and costs of economic decisions made by Ancient Civilizations.</p> <p>SS 6.2.3 Explain the interdependence of producers and consumers. SS 6.2.3.b - Explain how the interaction between producers and consumers satisfied economic wants and needs.</p> <p>SS 6.3.1 Identify where (spatial) and why people, places, and environments are organized on the Earth's surface. SS 6.3.1.a - Identify and illustrate the locations of the first cities, civilizations, and empires and the reasoning for their locations. SS 6.3.1.b - Investigate the human and physical characteristics of early patterns of civilizations and empires.</p> <p>SS 6.3.3 Identify how the natural environment is changed by natural and human forces, and how humans adapt to their surroundings. SS 6.3.3.a - Describe the impact of natural processes on the human and physical environments. SS 6.3.3.b - Summarize how early humans utilized and adapted to their physical environment.</p> <p>SS 6.4.1 Analyze patterns of continuity and change over time in world history. SS 6.4.1.a - Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world. SS 6.4.1.b - Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts.</p> <p>SS 6.4.4 Interpret and evaluate sources for historical context. SS 6.4.4.a - Compare and contrast primary and secondary sources of history.</p> <p>SS 6.4.5 Apply the inquiry process to construct and answer historical questions. SS 6.4.5.a - Construct and answer inquiry questions using multiple historical sources. SS 6.4.5.b - Identify and cite appropriate sources for research about world history, including primary and secondary sources.</p>

Unit 2 Goal: Students will be able to identify the accomplishments of the ancient Egyptian Pharaohs and the environmental factors that influenced the early settlement of ancient Egypt, Kush and Canaan. Students will also learn about the origins of Judaism.

Unit/Theme	Lessons	Standards & Objectives
Ancient Egypt and the Middle East	Early settlement of Egypt, Kush, and Canaan The Ancient Egyptian Pharaohs Kingdom of Kush	<p>SS 6.1.2 Investigate the roles, responsibilities, and rights of citizens. SS 6.1.2.a - Describe ways individuals participate in the political process. SS 6.1.2.b - Compare and contrast the roles and rights of individuals in Ancient Civilizations to those in the United States today.</p> <p>SS 6.2.1 Investigate how economic decisions affect the well-being of individuals and society. SS 6.2.1.b - Examine how social and governmental decisions impact economic well-being.</p>

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	Origins of Judaism Religion	<p>SS 6.2.3 Explain the interdependence of producers and consumers. SS 6.2.3.b - Explain how the interaction between producers and consumers satisfied economic wants and needs.</p> <p>SS 6.3.1 Identify where (spatial) and why people, places, and environments are organized on the Earth’s surface. SS 6.3.1.a - Identify and illustrate the locations of the first cities, civilizations, and empires and the reasoning for their locations. SS 6.3.1.b - Investigate the human and physical characteristics of early patterns of civilizations and empires.</p> <p>SS 6.3.3 Identify how the natural environment is changed by natural and human forces, and how humans adapt to their surroundings. SS 6.3.3.b - Summarize how early humans utilized and adapted to their physical environment.</p> <p>SS 6.4.1 Analyze patterns of continuity and change over time in world history. SS 6.4.1.a - Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world. SS 6.4.1.b - Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts.</p> <p>SS 6.4.2 Use multiple perspectives to identify the historical, social, and cultural context of past and current events. SS 6.4.2.b - Explain the use of primary and secondary sources to better understand multiple perspectives of the same event.</p> <p>SS 6.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups. SS 6.4.3.a - Identify how differing experiences can lead to the development of perspectives. SS 6.4.3.b - Interpret perspectives of marginalized and underrepresented regions around the world.</p>
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Unit 3 Goal: Students will be able to identify the basic geographic features of Ancient India and the settlements and cultures that started there, identifying the religions and daily life traditions.

Unit/Theme	Lessons	Standards & Objectives
Ancient India	Geography and Early Settlement of India and unification of Mohenjodaro Hinduism and Buddhism Gupta Empire	<p>SS 6.1.1 Investigate the foundations, structures, and functions of governmental institutions. SS 6.1.1.a - Analyze the different forms of government through the study of early civilizations. SS 6.1.1.b - Identify the development of written laws and artifacts. SS 6.1.1.c - Communicate the various ways governmental decisions have impacted people, places, and history. SS 6.1.1.d - Investigate important government principles.</p> <p>SS 6.1.2 Investigate the roles, responsibilities, and rights of citizens. SS 6.1.2.a - Describe ways individuals participate in the political process. SS 6.1.2.b - Compare and contrast the roles and rights of individuals in Ancient Civilizations to those in the United States today.</p> <p>SS 6.2.3 Explain the interdependence of producers and consumers. SS 6.2.3.b - Explain how the interaction between producers and consumers satisfied economic wants and needs.</p> <p>SS 6.3.1 Identify where (spatial) and why people, places, and environments are organized on the Earth’s surface. SS 6.3.1.a - Identify and illustrate the locations of the first cities, civilizations, and empires and the reasoning for their locations.</p> <p>SS 3.4 Interpret and summarize patterns of culture around the world. SS 6.3.4.b - Explain how cultural diffusion occurs.</p> <p>SS 6.4.1 Analyze patterns of continuity and change over time in world history. SS 6.4.1.a - Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.</p> <p>SS 6.4.5 Apply the inquiry process to construct and answer historical questions.</p>

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		<p>SS 6.4.5.a - Construct and answer inquiry questions using multiple historical sources. SS 6.4.5.c - Gather, analyze, and communicate historical information about the world from multiple sources.</p>
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Unit 4 Goal: Students will have a basic understanding of China’s geography and the settlement of China, rulers, dynasties and how religion and culture influenced their lives.

Unit/Theme	Lessons	Standards & Objectives
Ancient China	Geography and settlement of China Chinese Dynasties Chinese Philosophies and the silk Road	<p>SS 6.1.1 Investigate the foundations, structures, and functions of governmental institutions. SS 6.1.1.a - Analyze the different forms of government through the study of early civilizations. SS 6.1.1.b - Identify the development of written laws and artifacts. SS 6.1.1.c - Communicate the various ways governmental decisions have impacted people, places, and history.</p> <p>SS 6.1.2 Investigate the roles, responsibilities, and rights of citizens. SS 6.1.2.a - Describe ways individuals participate in the political process. SS 6.1.2.b - Compare and contrast the roles and rights of individuals in Ancient Civilizations to those in the United States today.</p> <p>SS 6.2.1 Investigate how economic decisions affect the well-being of individuals and society. SS 6.2.1.b - Examine how social and governmental decisions impact economic well-being.</p> <p>SS 6.2.3 Explain the interdependence of producers and consumers. SS 6.2.3.b - Explain how the interaction between producers and consumers satisfied economic wants and needs.</p> <p>SS 6.4.1 Analyze patterns of continuity and change over time in world history. SS 6.4.1.a - Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.</p> <p>SS 6.4.4 Interpret and evaluate sources for historical context. SS 6.4.4.b - Analyze the relationships among historical events in the world and relevant contemporary issues.</p> <p>SS 6.4.5 Apply the inquiry process to construct and answer historical questions. SS 6.4.5.a - Construct and answer inquiry questions using multiple historical sources. SS 6.4.5.c - Gather, analyze, and communicate historical information about the world from multiple sources</p>

Unit 5 Goal: Students will have a basic understanding of Greece’s geography and the settlement of the people focusing on Athens and Sparta and how the government and religion played a big factor in their lives.

Unit/Theme	Lessons	Standards & Objectives
Ancient Greece	Geography and Settlement of Greece Rise of Democracy Two city-states: Athens and Sparta Greco-Persian Wars Golden Age of Athens Alexander the Great Legacy of Ancient Greece	<p>SS 6.1.1 Investigate the foundations, structures, and functions of governmental institutions. SS 6.1.1.a - Analyze the different forms of government through the study of early civilizations. SS 6.1.1.c - Communicate the various ways governmental decisions have impacted people, places, and history.</p> <p>SS 6.1.2 Investigate the roles, responsibilities, and rights of citizens. SS 6.1.2.a - Describe ways individuals participate in the political process.</p> <p>SS 6.2.1 Investigate how economic decisions affect the well-being of individuals and society. SS 6.2.1.a - Compare the benefits and costs of economic decisions made by Ancient Civilizations. SS 6.2.1.b - Examine how social and governmental decisions impact economic well-being.</p> <p>SS 6.3.1 Identify where (spatial) and why people, places, and environments are organized on the Earth’s surface. SS 6.3.1.a - Identify and illustrate the locations of the first cities, civilizations, and empires and the reasoning for their locations.</p>

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		<p>SS 3.4 Interpret and summarize patterns of culture around the world. SS 6.3.4.b - Explain how cultural diffusion occurs.</p> <p>SS 6.4.1 Analyze patterns of continuity and change over time in world history. SS 6.4.1.b - Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts.</p> <p>SS 6.4.2 Use multiple perspectives to identify the historical, social, and cultural context of past and current events. SS 6.4.2.a - Identify evidence from multiple perspectives and sources to better understand the complexities of world history.</p> <p>SS 6.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups. SS 6.4.3.a - Identify how differing experiences can lead to the development of perspectives. SS 6.4.3.b - Interpret perspectives of marginalized and underrepresented regions around the world.</p> <p>SS 6.4.4 Interpret and evaluate sources for historical context. SS 6.4.4.b - Analyze the relationships among historical events in the world and relevant contemporary issues.</p>
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Unit 6 Goal: Students will learn basic information about Ancient Rome involving geography, the development and legacy of Rome focusing on the empires and leaders of this ancient civilization.

Unit/Theme	Lessons	Standards & Objectives
Ancient Rome	Geography and Early Development of Rome Rise of Roman Republic Roman Empire Spread of Christianity Legacy of Rome	<p>SS 6.1.1 Investigate the foundations, structures, and functions of governmental institutions. SS 6.1.1.a - Analyze the different forms of government through the study of early civilizations. SS 6.1.1.c - Communicate the various ways governmental decisions have impacted people, places, and history.</p> <p>SS 6.1.2 Investigate the roles, responsibilities, and rights of citizens. SS 6.1.2.a - Describe ways individuals participate in the political process. SS 6.1.2.b - Compare and contrast the roles and rights of individuals in Ancient Civilizations to those in the United States today.</p> <p>SS 6.2.1 Investigate how economic decisions affect the well-being of individuals and society. SS 6.2.1.a - Compare the benefits and costs of economic decisions made by Ancient Civilizations.</p> <p>SS 6.2.3 Explain the interdependence of producers and consumers. SS 6.2.3.a - Identify producers and consumers for Ancient civilizations. SS 6.2.3.b - Explain how the interaction between producers and consumers satisfied economic wants and needs.</p> <p>SS 6.3.1 Identify where (spatial) and why people, places, and environments are organized on the Earth's surface. SS 6.3.1.a - Identify and illustrate the locations of the first cities, civilizations, and empires and the reasoning for their locations.</p> <p>SS 3.4 Interpret and summarize patterns of culture around the world. SS 6.3.4.a - Compare and contrast characteristics of groups of people/settlements. SS 6.3.4.b - Explain how cultural diffusion occurs.</p> <p>SS 6.4.1 Analyze patterns of continuity and change over time in world history. SS 6.4.1.a - Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.</p> <p>SS 6.4.2 Use multiple perspectives to identify the historical, social, and cultural context of past and current events. SS 6.4.2.b - Explain the use of primary and secondary sources to better understand multiple perspectives of the same event.</p>

Grade Level: 7th Grade

Unit 1 Goal: Students will analyze the factors leading to the fall of the Roman Empire and its impact on history.

Unit/Theme	Lessons	Standards & Objectives
Collapse of the Roman Empire	<p>Mapping the Roman Empire</p> <p>Rome's expansion and growth</p> <p>Rome's lasting effects on the modern world</p> <p>The collapse of the Roman Empire and its effects</p>	<p>SS 7.1.1 Analyze the foundations, structures, and functions of governmental institutions. SS 7.1.1.a - Describe different forms and structures of government around the world and how they address the needs of the citizens.</p> <p>SS 7.2.6 Illustrate how international trade impacts individuals, organizations, and nations/societies. SS 7.2.6.a - Explain how individuals gain through specialization and voluntary trade and how international trade affects the domestic economy.</p> <p>SS 7.3.2 Evaluate how regions form and change over time. SS 7.3.2.a - Classify physical and human characteristics of places and regions. SS 7.3.2.b - Interpret the impact of land and water features on human decisions. SS 7.3.2.c - Identify how humans construct major world regions and the impact on human societies.</p> <p>SS 7.3.4 Examine and interpret patterns of culture around the world. SS 7.3.4.b - Develop a logical process to describe how cultural diffusion occurs and how the diffusion of ideas impacts cultures.</p> <p>SS 7.4.2 Use multiple perspectives to examine the historical, social, and cultural context of past and current events. SS 7.4.2.a - Analyze evidence from multiple perspectives and sources to better understand the complexities of world history.</p> <p>SS 7.4.5 Apply the inquiry process to construct and answer historical questions. SS 7.4.5.c - Gather, analyze, and communicate historical information about the world from multiple sources.</p>

Unit 2 Goal: Students will comprehend the factors that led to the development of a system of monarchy in Europe and the effects of the economic system of feudalism.

Unit/Theme	Lessons	Standards & Objectives
Europe in the Middle Ages	<p>Development of Feudalism</p> <p>Christianity in Europe</p> <p>Life in Medieval Towns</p> <p>The decline of Feudalism</p>	<p>SS 7.1.1 Analyze the foundations, structures, and functions of governmental institutions. SS 7.1.1.a - Describe different forms and structures of government around the world and how they address the needs of the citizens. SS 7.1.1.b - Identify and report significant historic events and documents that have influenced governmental institutions and their function. SS 7.1.1.c - Analyze how governmental systems have changed over time and how those developments influence civic life and ideals around the world.</p> <p>SS 7.1.2 Analyze the roles, responsibilities, and rights of citizens and groups in international societies. SS 7.1.2.a - Examine ways in which individuals and groups participate in the political process in different regions of the globe.</p> <p>SS 7.2.4 Investigate how varying economic systems impact individuals in a civilization/society. SS 7.2.4.a - Compare and contrast characteristics of different socio-economic groups in economic systems.</p> <p>SS 7.2.5 Analyze information using appropriate data to draw conclusions about the total production, income, and economic growth in various economies. SS 7.2.5.a - Define the government's role in various economic systems.</p> <p>SS 7.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings. SS 7.3.3.a - Explain the impact of natural processes on human and physical environments. SS 7.3.3.b - Research and describe how humans have utilized and adapted to their physical environment.</p>

Unit 3 Goal: Students will compare and contrast the Muslim religion and Christianity. Assess the spread of the Islam and its effects on the Middle East during the Middle Ages.

Unit/Theme	Lessons	Standards & Objectives
Islam in Medieval Times	<p>Origins and Spread of Islam</p> <p>Beliefs and Practices of Islam</p> <p>Crusades against the Muslims</p>	<p>SS 7.1.1 Analyze the foundations, structures, and functions of governmental institutions. SS 7.1.1.c - Analyze how governmental systems have changed over time and how those developments influence civic life and ideals around the world.</p> <p>SS 7.1.2 Analyze the roles, responsibilities, and rights of citizens and groups in international societies. SS 7.1.2.b - Evaluate how cooperation and conflict among people around the world have contributed to political, economic, and social events and situations.</p> <p>SS 7.2.4 Investigate how varying economic systems impact individuals in a civilization/society. SS 7.2.4.a - Compare and contrast characteristics of different socio-economic groups in economic systems.</p> <p>SS 7.2.5 Analyze information using appropriate data to draw conclusions about the total production, income, and economic growth in various economies. SS 7.2.5.b - Identify various economic indicators that governments use to measure modern world societies, nations, and cultures.</p> <p>SS 7.2.6 Illustrate how international trade impacts individuals, organizations, and nations/societies. SS 7.2.6.a - Explain how individuals gain through specialization and voluntary trade and how international trade affects the domestic economy.</p> <p>SS 7.3.2 Evaluate how regions form and change over time. SS 7.3.2.a - Classify physical and human characteristics of places and regions. SS 7.3.2.c - Identify how humans construct major world regions and the impact on human societies.</p> <p>SS 7.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings. SS 7.3.3.b - Research and describe how humans have utilized and adapted to their physical environment.</p> <p>SS 7.3.4 Examine and interpret patterns of culture around the world. SS 7.3.4.a - Compare and contrast characteristics of groups of people/settlements.</p> <p>SS 7.4.2 Use multiple perspectives to examine the historical, social, and cultural context of past and current events. SS 7.4.2.a - Analyze evidence from multiple perspectives and sources to better understand the complexities of world history. SS 7.4.2.b - Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.</p> <p>SS 7.4.5 Apply the inquiry process to construct and answer historical questions. SS 7.4.5.a - Construct and answer inquiry questions using multiple historical sources. SS 7.4.5.b - Evaluate and cite appropriate sources for research about world history, including primary and secondary sources. SS 7.4.5.c - Gather, analyze, and communicate historical information about the world from multiple sources.</p>

Unit 4 Goal: Students will identify patterns that led to the development of trade kingdoms in Western Africa and the cultural achievements that influence our culture today.

Unit/Theme	Lessons	Standards & Objectives
The Culture and Kingdoms of West Africa	<p>Early Societies in West Africa</p> <p>Ghana: West African Trade</p>	<p>SS 7.1.1 Analyze the foundations, structures, and functions of governmental institutions. SS 7.1.1.c - Analyze how governmental systems have changed over time and how those developments influence civic life and ideals around the world.</p>

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	<p>Empire</p> <p>The Cultural Legacy of West Africa</p>	<p>SS 7.1.2 Analyze the roles, responsibilities, and rights of citizens and groups in international societies. SS 7.1.2.b - Evaluate how cooperation and conflict among people around the world have contributed to political, economic, and social events and situations.</p> <p>SS 7.2.4 Investigate how varying economic systems impact individuals in a civilization/society. SS 7.2.4.a - Compare and contrast characteristics of different socio-economic groups in economic systems.</p> <p>SS 7.2.5 Analyze information using appropriate data to draw conclusions about the total production, income, and economic growth in various economies. SS 7.2.5.b - Identify various economic indicators that governments use to measure modern world societies, nations, and cultures. SS 7.2.5.c - Categorize goods and services provided in modern societies, nations, and cultures into the four factors of production.</p> <p>SS 7.2.6 Illustrate how international trade impacts individuals, organizations, and nations/societies. SS 7.2.6.a - Explain how individuals gain through specialization and voluntary trade and how international trade affects the domestic economy.</p> <p>SS 7.3.2 Evaluate how regions form and change over time. SS 7.3.2.a - Classify physical and human characteristics of places and regions. SS 7.3.2.c - Identify how humans construct major world regions and the impact on human societies.</p> <p>SS 7.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings. SS 7.3.3.b - Research and describe how humans have utilized and adapted to their physical environment.</p> <p>SS 7.3.4 Examine and interpret patterns of culture around the world. SS 7.3.4.a - Compare and contrast characteristics of groups of people/settlements.</p> <p>SS 7.4.2 Use multiple perspectives to examine the historical, social, and cultural context of past and current events. SS 7.4.2.a - Analyze evidence from multiple perspectives and sources to better understand the complexities of world history. SS 7.4.2.b - Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.</p> <p>SS 7.4.5 Apply the inquiry process to construct and answer historical questions. SS 7.4.5.a - Construct and answer inquiry questions using multiple historical sources. SS 7.4.5.b - Evaluate and cite appropriate sources for research about world history, including primary and secondary sources. SS 7.4.5.c - Gather, analyze, and communicate historical information about the world from multiple sources.</p>
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Unit 5 Goal: Students will synthesize the political development in Medieval China, its effects on the Song and Tang dynasties. Identify Medieval Chinese discoveries and inventions that influence the modern world.

Unit/Theme	Lessons	Standards & Objectives
Imperial China	<p>The Political Development of Imperial China</p> <p>China Develops a New Economy</p> <p>Chinese Discoveries and Inventions</p>	<p>SS 7.1.1 Analyze the foundations, structures, and functions of governmental institutions. SS 7.1.1.b - Identify and report significant historic events and documents that have influenced governmental institutions and their function.</p> <p>SS 7.2.4 Investigate how varying economic systems impact individuals in a civilization/society. SS 7.2.4.b - Identify the relationships between diverse socio-economic groups and their economic systems in the modern world.</p> <p>SS 7.2.6 Illustrate how international trade impacts individuals, organizations, and nations/societies. SS 7.2.6.a - Explain how individuals gain through specialization and voluntary trade and how international trade affects the domestic economy.</p>

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		<p>SS 7.3.2 Evaluate how regions form and change over time. SS 7.3.2.a - Classify physical and human characteristics of places and regions. SS 7.3.2.b - Interpret the impact of land and water features on human decisions. SS 7.3.2.c - Identify how humans construct major world regions and the impact on human societies.</p> <p>SS 7.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings. SS 7.3.3.b - Research and describe how humans have utilized and adapted to their physical environment.</p> <p>SS 7.3.4 Examine and interpret patterns of culture around the world. SS 7.3.4.a - Compare and contrast characteristics of groups of people/settlements. SS 7.3.4.b - Develop a logical process to describe how cultural diffusion occurs and how the diffusion of ideas impacts cultures.</p> <p>SS 7.3.5 Compare issues and/or events using geographic knowledge and skills to make informed decisions. SS 7.3.5.a - Classify the physical or human factors that explain the geographic patterns of world events.</p> <p>SS 7.4.1 Compare patterns of continuity and change over time in world history. SS 7.4.1.a - Analyze the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.</p> <p>SS 7.4.2 Use multiple perspectives to examine the historical, social, and cultural context of past and current events. SS 7.4.2.b - Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.</p> <p>SS 7.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups. SS 7.4.3.a - Identify how differing experiences can lead to the development of perspectives. SS 7.4.2.b - Interpret perspectives of marginalized and underrepresented regions around the world.</p> <p>SS 7.4.5 Apply the inquiry process to construct and answer historical questions. SS 7.4.5.b - Evaluate and cite appropriate sources for research about world history, including primary and secondary sources. SS 7.4.5.c - Gather, analyze, and communicate historical information about the world from multiple sources.</p>
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Unit 6 Goal: Students will analyze the events that took place in Medieval Japan and their influences on the Pan-Asian neighbors.

Unit/Theme	Lessons	Standards & Objectives
Medieval Japan	The Influences of those neighboring countries on Japan's cultural development Japan's golden Age The Rise of the warrior class in Japan	<p>SS 7.1.2 Analyze the roles, responsibilities, and rights of citizens and groups in international societies. SS 7.1.2.a - Examine ways in which individuals and groups participate in the political process in different regions of the globe.</p> <p>SS 7.2.4 Investigate how varying economic systems impact individuals in a civilization/society. SS 7.2.4.a - Compare and contrast characteristics of different socio-economic groups in economic systems.</p> <p>SS 7.2.6 Illustrate how international trade impacts individuals, organizations, and nations/societies. SS 7.2.6.a - Explain how individuals gain through specialization and voluntary trade and how international trade affects the domestic economy.</p> <p>SS 7.3.2 Evaluate how regions form and change over time. SS 7.3.2.a - Classify physical and human characteristics of places and regions. SS 7.3.2.b - Interpret the impact of land and water features on human decisions. SS 7.3.2.c - Identify how humans construct major world regions and the impact on human societies.</p> <p>SS 7.3.3 Determine how the natural environment is changed by natural and human</p>

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		<p>forces and how humans adapt to their surroundings. SS 7.3.3.a - Explain the impact of natural processes on human and physical environments.</p> <p>SS 7.3.4 Examine and interpret patterns of culture around the world. SS 7.3.4.a - Compare and contrast characteristics of groups of people/settlements.</p> <p>SS 7.4.2 Use multiple perspectives to examine the historical, social, and cultural context of past and current events. SS 7.4.2.b - Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.</p> <p>SS 7.4.4 Analyze and interpret sources for perspective and historical context. SS 7.4.4.a - Compare and contrast primary and secondary sources of history. SS 7.4.4.b - Identify the cause and effect relationships among historical events in the world and relevant contemporary issues.</p> <p>SS 7.4.5 Apply the inquiry process to construct and answer historical questions. SS 7.4.5.c - Gather, analyze, and communicate historical information about the world from multiple sources.</p>
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Unit 7 Goal: Students will develop an understanding of what factors led to the development of cultures in the Americas and the similarities/differences of the Maya, Aztecs and Inca civilizations.

Unit/Theme	Lessons	Standards & Objectives
Civilizations in the Americas	The Maya The Incas The Aztecs Life in Tenochtitlan The Achievements of the Tribes of the Americas	<p>SS 7.1.1 Analyze the foundations, structures, and functions of governmental institutions. SS 7.1.1.a - Describe different forms and structures of government around the world and how they address the needs of the citizens. SS 7.1.1.b - Identify and report significant historic events and documents that have influenced governmental institutions and their function. SS 7.1.1.c - Analyze how governmental systems have changed over time and how those developments influence civic life and ideals around the world.</p> <p>SS 7.1.2 Analyze the roles, responsibilities, and rights of citizens and groups in international societies. SS 7.1.2.a - Examine ways in which individuals and groups participate in the political process in different regions of the globe. SS 7.1.2.b - Evaluate how cooperation and conflict among people around the world have contributed to political, economic, and social events and situations. SS 7.1.2.c - Explain the roles and influence of individuals, groups, and the media on governments in an interdependent society.</p> <p>SS 7.2.4 Investigate how varying economic systems impact individuals in a civilization/society. SS 7.2.4.b - Identify the relationships between diverse socio-economic groups and their economic systems in the modern world.</p> <p>SS 7.2.5 Analyze information using appropriate data to draw conclusions about the total production, income, and economic growth in various economies. SS 7.2.5.a - Define the government's role in various economic systems. SS 7.2.5.c - Categorize goods and services provided in modern societies, nations, and cultures into the four factors of production.</p> <p>SS 7.3.2 Evaluate how regions form and change over time. SS 7.3.2.a - Classify physical and human characteristics of places and regions. SS 7.3.2.b - Interpret the impact of land and water features on human decisions.</p> <p>SS 7.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings. SS 7.3.3.a - Explain the impact of natural processes on human and physical environments. SS 7.3.3.b - Research and describe how humans have utilized and adapted to their physical environment.</p> <p>SS 7.3.5 Compare issues and/or events using geographic knowledge and skills to make informed decisions. SS 7.3.5.a - Classify the physical or human factors that explain the geographic patterns of world</p>

		<p>events. SS 7.3.5.b - Develop geographic representations and analyze the role of geographic physical and human factors in determining the arrangement of economic activity and patterns of human settlement.</p> <p>SS 7.4.1 Compare patterns of continuity and change over time in world history. SS 7.4.1.a - Analyze the impact of people, events, and ideas, including various cultures and ethnic groups, on the world. SS 7.4.1.b - Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts.</p> <p>SS 7.4.2 Use multiple perspectives to examine the historical, social, and cultural context of past and current events. SS 7.4.2.a - Analyze evidence from multiple perspectives and sources to better understand the complexities of world history.</p> <p>SS 7.4.5 Apply the inquiry process to construct and answer historical questions. SS 7.4.5.a - Construct and answer inquiry questions using multiple historical sources.</p>
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Grade Level: 8th Grade

Unit 1 Goal: Students will be able to identify the first Americans and evaluate how they adapted to their environment, identify the major people and events of European exploration and settlement, and analyze life in the colonies.

Unit/Theme	Lessons	Standards & Objectives
Our Colonial Heritage	The First Americans European Exploration and Settlement The English Colonies in North America Life in the Colonies	<p>SS 8.2.5 Illustrate how international trade impacts individuals, organizations, and nations. SS 8.2.5.a - Explain that currency must be converted to make purchases in other countries.</p> <p>SS 8.3.2 Examine how regions form and change over time. SS 8.3.2.a - Evaluate physical and human characteristics of places and regions. SS 8.3.2.b - Determine the impact of land and water features on human decisions.</p> <p>SS 8.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings. SS 8.3.3.a - Interpret the impact of natural processes on human and physical environments. SS 8.3.3.b - Analyze how humans have utilized and adapted to their physical environments.</p>

Unit 2 Goal: Students will be able to identify the major events and people of The American Revolution and examine the Declaration of Independence.

Unit/Theme	Lessons	Standards & Objectives
Revolution in the Colonies	Toward Independence The Declaration of Independence The American Revolution	<p>SS 8.1.1 Investigate and analyze the foundation, structure, and functions of the United States government. SS 8.1.1.c - Examine the development of foundational laws and other documents in the United States government. SS 8.1.1.d - Evaluate how various United States government decisions impact people, places, and history. SS 8.1.1.e - Describe how important government principles are shown in American government. SS 8.1.1.f - Analyze the development and significance of political parties in the United States.</p> <p>SS 8.1.2 Evaluate the roles, responsibilities, and rights as local, state, national, and international citizens. SS 8.1.2.b - Analyze the significance of patriotic symbols, songs and activities in terms of historical, social, and cultural contexts.</p> <p>SS 8.2.5 Illustrate how international trade impacts individuals, organizations, and nations. SS 8.2.5.b - Recognize how trade barriers impact the prices and quantity of goods.</p> <p>SS 8.4.1 Analyze patterns of continuity and change over time in United States history. SS 8.4.1.a - Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.</p> <p>SS 8.4.5 Apply the inquiry process to construct and answer historical questions. SS 8.4.5.c - Gather, analyze, and communicate historical information about United States history from multiple sources.</p>

Unit 3 Goal: Students will be able to examine the development of the U.S. Constitution and Bill of Rights.

Unit/Theme	Lessons	Standards & Objectives
Forming a New Nation	Creating the Constitution The Constitution: A More Perfect Union The Bill of Rights	<p>SS 8.1.1 Investigate and analyze the foundation, structure, and functions of the United States government. SS 8.1.1.c - Examine the development of foundational laws and other documents in the United States government. SS 8.1.1.d - Evaluate how various United States government decisions impact people, places, and history. SS 8.1.1.e - Describe how important government principles are shown in American government. SS 8.1.1.f - Analyze the development and significance of political parties in the United States.</p> <p>SS 8.1.2 Evaluate the roles, responsibilities, and rights as local, state, national, and</p>

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		<p>international citizens. SS 8.1.2.a - Demonstrate ways individuals participate in the political process. SS 8.1.2.c - Demonstrate civic engagement.</p> <p>SS 8.2.4 Justify and debate economic decisions made by North American societies. SS 8.2.4.a - Research the origins and development of the economic system, banks, and financial institutions in the United States. SS 8.2.4.b - Explain how tax revenues are collected and distributed.</p> <p>SS 8.4.1 Analyze patterns of continuity and change over time in United States history. SS 8.4.1.a - Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States. SS 8.4.1.b - Evaluate the impact of historical events in the United States, using symbols, maps, documents, and artifacts.</p> <p>SS 8.4.2 Use multiple perspectives to evaluate the historical, social ,and cultural context of past and current events. SS 8.4.2.b - Evaluate the relevancy, accuracy,and completeness of primary and secondary sources to better understand multiple perspectives of the same event.</p> <p>SS 8.4.5 Apply the inquiry process to construct and answer historical questions. SS 8.4.5.a - Identify areas of inquiry by using student-generated questions about multiple historical sources.</p>
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Unit 4 Goal: Students will be able to identify the major events, people, and culture of the early 1800s.

Unit/Theme	Lessons	Standards & Objectives
Launching the New Republic	Political Developments in the Early Republic Foreign Affairs in the Young Nation A Growing Sense of Nationhood Andrew Jackson and the Growth of American Democracy	<p>SS 8.2.2 Understand personal and business financial management. SS 8.2.2.a - Identify skills for future financial success. SS 8.2.2.b - Understand tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources.</p> <p>SS 8.4.1 Analyze patterns of continuity and change over time in United States history. SS 8.4.1.a - Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States. SS 8.4.1.b - Evaluate the impact of historical events in the United States, using symbols, maps, documents, and artifacts.</p> <p>SS 8.4.5 Apply the inquiry process to construct and answer historical questions. SS 8.4.5.c - Gather, analyze, and communicate historical information about United States history from multiple sources.</p>

Unit 5 Goal: Students will be able to analyze America’s expansion to the West and identify the events and people involved in expansion.

Unit/Theme	Lessons	Standards & Objectives
An Expanding Nation	Manifest Destiny and the Growing Nation Life in the West Mexicano Contributions to the Southwest	<p>SS 8.1.2 Evaluate the roles, responsibilities, and rights as local, state, national, and international citizens. SS 8.1.2.e - Compare and contrast the roles and influences of individuals, groups, and the media on American government.</p> <p>SS 8.3.2 Examine how regions form and change over time. SS 8.3.2.b - Determine the impact of land and water features on human decisions. SS 8.3.2.c - Identify and justify how humans develop major world regions and the impact on human societies.</p> <p>SS 8.4.1 Analyze patterns of continuity and change over time in United States history. SS 8.4.1.a - Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.</p> <p>SS 8.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups. SS 8.4.3.a - Identify how differing experiences can lead to the development of perspectives.</p>

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		<p>SS 8.4.5 Apply the inquiry process to construct and answer historical questions. SS 8.4.5.b - Locate, analyze, and cite appropriate sources for research about United States history, including primary and secondary sources.</p>
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Unit 6 Goal: Students will be able to identify and describe the events and culture of the mid-1800s including the life of African Americans and analyze the differences between the North and South.

Unit/Theme	Lessons	Standards & Objectives
Americans in the Mid-1800s	An Era of Reform The Worlds of North and South African Americans in the Mid-1800s	<p>SS 8.1.2 Evaluate the roles, responsibilities, and rights as local, state, national, and international citizens. SS 8.1.2.d - Describe how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States. SS 8.1.2.e - Compare and contrast the roles and influences of individuals, groups, and the media on American government.</p> <p>SS 8.4.2 Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events. SS 8.4.2.a - Compare and interpret evidence from multiple perspectives and sources to better understand the complexities of US history.</p> <p>SS 8.4.5 Apply the inquiry process to construct and answer historical questions. SS 8.4.5.b - Locate, analyze, and cite appropriate sources for research about United States history, including primary and secondary sources.</p>

Unit 7 Goal: Students will be able to identify the major events, people, causes, and outcome of The Civil War.

Unit/Theme	Lessons	Standards & Objectives
The Union Challenged	A Dividing Nation The Civil War The Reconstruction Era	<p>SS 8.1.1 Investigate and analyze the foundation, structure, and functions of the United States government. SS 8.1.1.b - Analyze the structure and roles of the United States government in meeting the needs of the citizens governed, managing conflict, and establishing order and security. SS 8.1.1.d - Evaluate how various United States government decisions impact people, places, and history.</p> <p>SS 8.1.2 Evaluate the roles, responsibilities, and rights as local, state, national, and international citizens. SS 8.1.2.d - Describe how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States.</p> <p>SS 8.4.1 Analyze patterns of continuity and change over time in United States history. SS 8.4.1.a - Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States. SS 8.4.1.b - Evaluate the impact of historical events in the United States, using symbols, maps, documents, and artifacts.</p> <p>SS 8.4.2 Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events. SS 8.4.2.a - Compare and interpret evidence from multiple perspectives and sources to better understand the complexities of US history. SS 8.4.2.b - Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.</p> <p>SS 8.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups. SS 8.4.3.a - Identify how differing experiences can lead to the development of perspectives.</p> <p>SS 8.4.5 Apply the inquiry process to construct and answer historical questions. SS 8.4.5.a - Identify areas of inquiry by using student-generated questions about multiple historical sources.</p>

Unit 8 Goal: Students will be able to examine the effects of settlers in the West, the rise of industry in the East, and describe immigration in the late nineteenth century and start of the twentieth century.

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Unit/Theme	Lessons	Standards & Objectives
Migration and Industry	<p>Tensions in the West</p> <p>The Rise of Industry</p> <p>The Great Wave of Immigration</p>	<p>SS 8.1.2 Evaluate the roles, responsibilities, and rights as local, state, national, and international citizens. SS 8.1.2.d - Describe how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States. SS 8.1.2.e - Compare and contrast the roles and influences of individuals, groups, and the media on American government.</p> <p>SS 8.4.1 Analyze patterns of continuity and change over time in United States history. SS 8.4.1.a - Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.</p> <p>SS 8.4.2 Use multiple perspectives to evaluate the historical, social ,and cultural context of past and current events. SS 8.4.2.a - Compare and interpret evidence from multiple perspectives and sources to better understand the complexities of US history.</p> <p>SS 8.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups. SS 8.4.3.a - Identify how differing experiences can lead to the development of perspectives. SS 8.4.3.b - Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.</p> <p>SS 8.4.4 Evaluate and interpret sources for perspective and historical context. SS 8.4.4.a - Compare and contrast primary and secondary sources of history.</p> <p>SS 8.4.5 Apply the inquiry process to construct and answer historical questions. SS 8.4.5.c - Gather, analyze, and communicate historical information about United States history from multiple sources.</p>

Unit 9 Goal: Students will be able to identify the major events and people of the Progressive Era.

Unit/Theme	Lessons	Standards & Objectives
A Modern Nation Emerges	<p>The Progressive Era</p> <p>The U.S. Becomes a World Power</p> <p>Linking Past to Present</p>	<p>SS 8.1.1 Investigate and analyze the foundation, structure, and functions of the United States government. SS 8.1.1.a - Identify and describe the different systems of government. SS 8.1.1.d - Evaluate how various United States government decisions impact people, places, and history.</p> <p>SS 8.1.2 Evaluate the roles, responsibilities, and rights as local, state, national, and international citizens. SS 8.1.2.d - Describe how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States. SS 8.1.2.e - Compare and contrast the roles and influences of individuals, groups, and the media on American government.</p> <p>SS 8.2.4 Justify and debate economic decisions made by North American societies. SS 8.2.4.c - Describe the progression of money and its role in early United States history.</p> <p>SS 8.4.1 Analyze patterns of continuity and change over time in United States history. SS 8.4.1.a - Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.</p> <p>SS 8.4.2 Use multiple perspectives to evaluate the historical, social ,and cultural context of past and current events. SS 8.4.2.a - Compare and interpret evidence from multiple perspectives and sources to better understand the complexities of US history.</p> <p>SS 8.4.4 Evaluate and interpret sources for perspective and historical context. SS 8.4.4.b - Evaluate the relationships among historical events in the United States and relevant contemporary issues.</p>

World Cultures

Grade Level: 9-12

Unit 1 Goal: Students will be able to examine regions of the world and how our relationship with the environment and nature can affect the natural processes of our world and how we have a relationship between our planet and its people.

Unit/Theme	Lessons	Standards & Objectives
<p>Climates and Weather of the World-</p> <p>The Physical-World - Physical Geography of the World</p> <p>The Human World- Human Geography</p>	<p>Brief Description of the Unit</p> <p>The students will learn the following:</p> <p>Characteristics of using globes, maps and map projections</p> <p>6 elements of geography and gathering information</p> <p>How the Earth is part of the larger physical system of other planets, moons and stars</p> <p>Internal and external forces of change and how it shapes the Earth's surface</p> <p>The elements of culture and how internal and external factors change culture over time</p> <p>How wind, landforms, and bodies of water influence the earth's climate patterns</p> <p>The factors that influence population movement, growth and density</p>	<p>Location and Place SS HS.3.1 - Evaluate where (spatial) and why people, places, and environments are organized on the Earth's surface. SS HS.3.1.a - Determine spatial organization of human settlements in relation to natural features. SS HS.3.1.b - Analyze and explain changes in spatial patterns as a result of the interactions among human and physical processes.</p> <p>Regions SS HS.3.2 - Evaluate how regions form and change over time. SS HS.3.2.a - Analyze physical and human processes that shape places and regions SS HS 3.2.b - Examine the importance of places and regions to individual and social identity, and how identities change over space and time SS HS 3.2.c - Evaluate the interdependence of places and regions</p> <p>Human-Environment Interactions SS HS.3.3 - Analyze how the natural environment and cultural landscape are transformed by natural and human forces and interpret how humans adapt to their surroundings SS HS.3.3.a - Explain components of Earth's systems and evaluate the impact of natural processes on human environments. SS HS.3.3.b - Evaluate how humans have utilized and adapted to their physical environment.</p> <p>Movement SS HS.3.4 - Compare and contrast patterns of human populations and culture over space and time on a local, national, and global scale. SS HS.3.4.a - Compare trends in human migration, urbanization, and demographic composition at a local, national, and global scale over time and short-term and long-term causes and effects. SS HS.3.4.b - Examine the spread of cultural traits and the potential benefits and challenges of cultural diffusion, economic development, and globalization. SS HS.3.4.c - Analyze the relationships of sovereign nations and the role of multinational organizations on conflict and cooperation both between and within countries.</p> <p>Geospatial Skills and Geo-literacy SS HS.3.5 - Evaluate issues and/or events using geographic knowledge and geospatial skills to make informed decisions. SS HS.3.5.a - Apply geographic knowledge and skills to interpret the past and present in order to plan for the future. SS HS.3.5.b - Analyze how geospatial skills and geo-literacy are applied to improve standards of living and solve problems. SS HS.3.5.c - Evaluate geographical information sources for applications, credibility, and appropriateness in displaying spatial data.</p>

Unit 2 Goal: Students will be able to analyze the foundation and structure of the United States Government and how international issues with trade and commerce can affect our domestic economy when policies change at the local, state, national or international level.

Unit/Theme	Lessons	Standards & Objectives
<p>North America- US Canada and Mexico</p>	<p>Factors affecting population, population distribution and cultural diversity</p> <p>Importance of the US Economy to the world</p> <p>Environmental issues affecting North America</p> <p>French and English Roots in</p>	<p>SS HS.3.4 - Compare and contrast patterns of human populations and culture over space and time on a local, national, and global scale. SS HS.3.4.a - Compare trends in human migration, urbanization, and demographic composition at a local, national, and global scale over time and short-term and long-term causes and effects. SS HS.3.4.b - Examine the spread of cultural traits and the potential benefits and challenges of cultural diffusion, economic development, and globalization. SS HS.3.4.c - Analyze the relationships of sovereign nations and the role of multinational organizations on conflict and cooperation both between and within countries.</p> <p>Geospatial Skills and Geo-literacy SS HS.3.5 - Evaluate issues and/or events using geographic knowledge and geospatial skills to make informed decisions. SS HS.3.5.a - Apply geographic knowledge and skills to interpret the past and present in order to plan for the future.</p>

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	<p>Canada</p> <p>How Physical Geography, immigration and urbanization affect population distribution</p> <p>Effects of the NAFTA superhighway on trade between the 3 nations</p> <p>Importance of water systems and natural resources to the economies of the region.</p>	<p>SS HS.3.5.b - Analyze how geospatial skills and geo-literacy are applied to improve standards of living and solve problems.</p> <p>SS HS.3.5.c - Evaluate geographical information sources for applications, credibility, and appropriateness in displaying spatial data.</p>
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Unit 3 Goal: Students will evaluate how the foundation of the United States government and its policies affect our role in this hemisphere and the roles and responsibilities of government in various economic systems.

Unit/Theme	Lessons	Standards & Objectives
Governments of the World	<p>Levels of Government</p> <p>Types of Governments</p> <p>Geography and Governments</p> <p>Conflict and Cooperation in Governments</p>	<p>Forms and Functions of Government</p> <p>SS HS.1.1 - Analyze the foundation, structures, and functions of the United States government as well as local, state, and international governments.</p> <p>SS HS.1.1.a - Examine the historical foundations that influenced the creation of the United States Constitution.</p> <p>SS HS.1.1.b - Evaluate the structure of American constitutional government.</p> <p>SS HS.1.1.c - Analyze the functions of the United States government and its outcomes.</p> <p>SS HS.1.1.d - Analyze the foundation, structures, and functions of local government and its outcomes.</p> <p>SS HS.1.1.e - Analyze the foundation, structures, and functions of state government and its outcomes.</p> <p>SS HS.1.1.f - Analyze the foundation, structures, and functions of supranational organizations.</p> <p>SS HS.1.1.g - Analyze the roles that political parties have played in the United States.</p> <p>SS HS.1.1.h - Analyze United States foreign policy issues.</p>

Unit 4 Goal: Students will analyze and address international issues and how they relate to the US Government, our people, and how international trade benefits individuals, organizations, and other nations.

Unit/Theme	Lessons	Standards & Objectives
International issues with the US and the world	<p>Socialism</p> <p>Welfare States</p> <p>Capitalism vs. Socialism vs. Communism</p>	<p>SS HS.3.4 - Compare and contrast patterns of human populations and culture over space and time on a local, national, and global scale.</p> <p>SS HS.3.4.a - Compare trends in human migration, urbanization, and demographic composition at a local, national, and global scale over time and short-term and long-term causes and effects.</p> <p>SS HS.3.4.b - Examine the spread of cultural traits and the potential benefits and challenges of cultural diffusion, economic development, and globalization.</p> <p>SS HS.3.4.c - Analyze the relationships of sovereign nations and the role of multinational organizations on conflict and cooperation both between and within countries.</p> <p>Geospatial Skills and Geo-literacy</p> <p>SS HS.3.5 - Evaluate issues and/or events using geographic knowledge and geospatial skills to make informed decisions.</p> <p>SS HS.3.5.a - Apply geographic knowledge and skills to interpret the past and present in order to plan for the future.</p> <p>SS HS.3.5.b - Analyze how geospatial skills and geo-literacy are applied to improve standards of living and solve problems.</p> <p>SS HS.3.5.c - Evaluate geographical information sources for applications, credibility, and appropriateness in displaying spatial data.</p>

Unit 5 Goal: Students will analyze how Russia's transition from a communist nation to a free nation has affected its relationship with the United States and the world. Students will also address how issues today still influence our trade, friendship, and economic systems.

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Unit/Theme	Lessons	Standards & Objectives
Eastern Europe and Russia- Land, People, History, Religion	<p>Early peoples, empires, conflicts and divisions that have shaped Eastern Europe</p> <p>Transition from communism to a market economy</p> <p>Effects of deforestation and acid rain</p> <p>Causes and Effects of the Russian Revolution</p> <p>Ethnic influences on population and culture</p> <p>Boundary disputes in the region</p> <p>Nuclear energy problems in Russian History and today</p> <p>Pollution and environmental issues in the region today</p>	<p>Location and Place SS HS.3.1 - Evaluate where (spatial) and why people, places, and environments are organized on the Earth's surface. SS HS.3.1.a - Determine spatial organization of human settlements in relation to natural features. SS HS.3.1.b - Analyze and explain changes in spatial patterns as a result of the interactions among human and physical processes.</p> <p>Regions SS HS.3.2 - Evaluate how regions form and change over time. SS HS.3.2.a - Analyze physical and human processes that shape places and regions SS HS 3.2.b - Examine the importance of places and regions to individual and social identity, and how identities change over space and time SS HS 3.2.c - Evaluate the interdependence of places and regions</p> <p>Human-Environment Interactions SS HS.3.3 - Analyze how the natural environment and cultural landscape are transformed by natural and human forces and interpret how humans adapt to their surroundings SS HS.3.3.a - Explain components of Earth's systems and evaluate the impact of natural processes on human environments. SS HS.3.3.b - Evaluate how humans have utilized and adapted to their physical environment.</p> <p>Movement SS HS.3.4 - Compare and contrast patterns of human populations and culture over space and time on a local, national, and global scale. SS HS.3.4.a - Compare trends in human migration, urbanization, and demographic composition at a local, national, and global scale over time and short-term and long-term causes and effects. SS HS.3.4.b - Examine the spread of cultural traits and the potential benefits and challenges of cultural diffusion, economic development, and globalization. SS HS.3.4.c - Analyze the relationships of sovereign nations and the role of multinational organizations on conflict and cooperation both between and within countries.</p> <p>Geospatial Skills and Geo-literacy SS HS.3.5 - Evaluate issues and/or events using geographic knowledge and geospatial skills to make informed decisions. SS HS.3.5.a - Apply geographic knowledge and skills to interpret the past and present in order to plan for the future. SS HS.3.5.b - Analyze how geospatial skills and geo-literacy are applied to improve standards of living and solve problems. SS HS.3.5.c - Evaluate geographical information sources for applications, credibility, and appropriateness in displaying spatial data.</p>

Unit 6 Goal: Students will analyze the nations of Africa and how religion, ethnic diversity, poor environmental practices, famine and starvation, and the fight against HIV/AIDS stymied the economic development of the region and what they can do to improve their economic, social, and political climate.

Unit/Theme	Lessons	Standards & Objectives
North Africa and the Middle East- and African Continent	<p>Religion and Ethnic Diversity in Africa</p> <p>Conflicts in the region</p> <p>Environmental issues and concerns in Africa</p> <p>Starvation and farming problems in Africa</p> <p>World organizations helping with the starvation problems</p> <p>Diseases of Africa- causes and potential ways to fight them</p>	<p>Location and Place SS HS.3.1 - Evaluate where (spatial) and why people, places, and environments are organized on the Earth's surface. SS HS.3.1.a - Determine spatial organization of human settlements in relation to natural features. SS HS.3.1.b - Analyze and explain changes in spatial patterns as a result of the interactions among human and physical processes.</p> <p>Regions SS HS.3.2 - Evaluate how regions form and change over time. SS HS.3.2.a - Analyze physical and human processes that shape places and regions SS HS 3.2.b - Examine the importance of places and regions to individual and social identity, and how identities change over space and time SS HS 3.2.c - Evaluate the interdependence of places and regions</p> <p>Human-Environment Interactions SS HS.3.3 - Analyze how the natural environment and cultural landscape are transformed by natural and human forces and interpret how humans adapt to their surroundings SS HS.3.3.a - Explain components of Earth's systems and evaluate the impact of natural processes on human environments. SS HS.3.3.b - Evaluate how humans have utilized and adapted to their physical environment.</p>

		<p>Movement SS HS.3.4 - Compare and contrast patterns of human populations and culture over space and time on a local, national, and global scale. SS HS.3.4.a - Compare trends in human migration, urbanization, and demographic composition at a local, national, and global scale over time and short-term and long-term causes and effects. SS HS.3.4.b - Examine the spread of cultural traits and the potential benefits and challenges of cultural diffusion, economic development, and globalization. SS HS.3.4.c - Analyze the relationships of sovereign nations and the role of multinational organizations on conflict and cooperation both between and within countries. Geospatial Skills and Geo-literacy SS HS.3.5 - Evaluate issues and/or events using geographic knowledge and geospatial skills to make informed decisions. SS HS.3.5.a - Apply geographic knowledge and skills to interpret the past and present in order to plan for the future. SS HS.3.5.b - Analyze how geospatial skills and geo-literacy are applied to improve standards of living and solve problems. SS HS.3.5.c - Evaluate geographical information sources for applications, credibility, and appropriateness in displaying spatial data.</p>
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Unit 7 Goal: Students will analyze and evaluate the people, religion, and government of South Asia and how this region's continued population growth can open up new international markets with the United States and the rest of the world.

Unit/Theme	Lessons	Standards & Objectives
India and South Asia- People, Land, Religion	<p>Landforms and water systems that shape life in South Asia</p> <p>Religious differences in the region: Buddhism, Hinduism, Sikhism, Islam</p> <p>How the monsoon winds can change weather and the climate</p> <p>How the Himalayas can help the economy of South Asia</p> <p>High Population Density affects life in India, Pakistan and Bangladesh</p> <p>Addressing of environmental issues</p> <p>Forming of modern govt. in South Asia</p>	<p>Location and Place SS HS.3.1 - Evaluate where (spatial) and why people, places, and environments are organized on the Earth's surface. SS HS.3.1.a - Determine spatial organization of human settlements in relation to natural features. SS HS.3.1.b - Analyze and explain changes in spatial patterns as a result of the interactions among human and physical processes. Regions SS HS.3.2 - Evaluate how regions form and change over time. SS HS.3.2.a - Analyze physical and human processes that shape places and regions SS HS 3.2.b - Examine the importance of places and regions to individual and social identity, and how identities change over space and time SS HS 3.2.c - Evaluate the interdependence of places and regions. Human-Environment Interactions SS HS.3.3 - Analyze how the natural environment and cultural landscape are transformed by natural and human forces and interpret how humans adapt to their surroundings SS HS.3.3.a - Explain components of Earth's systems and evaluate the impact of natural processes on human environments. SS HS.3.3.b - Evaluate how humans have utilized and adapted to their physical environment. Movement SS HS.3.4 - Compare and contrast patterns of human populations and culture over space and time on a local, national, and global scale. SS HS.3.4.a - Compare trends in human migration, urbanization, and demographic composition at a local, national, and global scale over time and short-term and long-term causes and effects. SS HS.3.4.b - Examine the spread of cultural traits and the potential benefits and challenges of cultural diffusion, economic development, and globalization. SS HS.3.4.c - Analyze the relationships of sovereign nations and the role of multinational organizations on conflict and cooperation both between and within countries. Geospatial Skills and Geo-literacy SS HS.3.5 - Evaluate issues and/or events using geographic knowledge and geospatial skills to make informed decisions. SS HS.3.5.a - Apply geographic knowledge and skills to interpret the past and present in order to plan for the future. SS HS.3.5.b - Analyze how geospatial skills and geo-literacy are applied to improve standards of living and solve problems. SS HS.3.5.c - Evaluate geographical information sources for applications, credibility, and appropriateness in displaying spatial data.</p>

Unit 8 Goal: Students will analyze and evaluate the varied governments of East Asia and how the United States must continue to influence the region with its military and economic decisions. Students will address the immense political

differences of this area and how the United States can continue friendly relations with many of the nations while trying to stay neutral with the nations that we have major differences with.

Unit/Theme	Lessons	Standards & Objectives
<p>East Asia- People, Land, Religion</p>	<p>Geography differences on the Korean Peninsula</p> <p>Tectonic activity in the region</p> <p>Minerals and resources found in East Asia</p> <p>Political differences are immense in East Asia</p> <p>Culture and conflict in East Asia</p> <p>China's population problems and solutions</p> <p>North Korea's dictatorship and people's struggles</p>	<p>Location and Place SS HS.3.1 - Evaluate where (spatial) and why people, places, and environments are organized on the Earth's surface. SS HS.3.1.a - Determine spatial organization of human settlements in relation to natural features. SS HS.3.1.b - Analyze and explain changes in spatial patterns as a result of the interactions among human and physical processes.</p> <p>Regions SS HS.3.2 - Evaluate how regions form and change over time. SS HS.3.2.a - Analyze physical and human processes that shape places and regions SS HS 3.2.b - Examine the importance of places and regions to individual and social identity, and how identities change over space and time SS HS 3.2.c - Evaluate the interdependence of places and regions.</p> <p>Human-Environment Interactions SS HS.3.3 - Analyze how the natural environment and cultural landscape are transformed by natural and human forces and interpret how humans adapt to their surroundings SS HS.3.3.a - Explain components of Earth's systems and evaluate the impact of natural processes on human environments. SS HS.3.3.b - Evaluate how humans have utilized and adapted to their physical environment.</p> <p>Movement SS HS.3.4 - Compare and contrast patterns of human populations and culture over space and time on a local, national, and global scale. SS HS.3.4.a - Compare trends in human migration, urbanization, and demographic composition at a local, national, and global scale over time and short-term and long-term causes and effects. SS HS.3.4.b - Examine the spread of cultural traits and the potential benefits and challenges of cultural diffusion, economic development, and globalization. SS HS.3.4.c - Analyze the relationships of sovereign nations and the role of multinational organizations on conflict and cooperation both between and within countries.</p> <p>Geospatial Skills and Geo-literacy SS HS.3.5 - Evaluate issues and/or events using geographic knowledge and geospatial skills to make informed decisions. SS HS.3.5.a - Apply geographic knowledge and skills to interpret the past and present in order to plan for the future. SS HS.3.5.b - Analyze how geospatial skills and geo-literacy are applied to improve standards of living and solve problems. SS HS.3.5.c - Evaluate geographical information sources for applications, credibility, and appropriateness in displaying spatial data.</p>

U.S. Basic History

Grade Level: 9-12

Unit 1 Goal: The students will be able to examine the past and relate events to the current United States events to study the impact upon one another.

Unit/Theme	Lessons	Standards & Objectives
-The Beginnings -Native Americans -Revolutionary War -Constitution	-Native Americans -Colonial settlements -Revolutionary War -Constitutional Convention -Formation of a new Government	<p>Change, Continuity and Context SS HS.4.1 (US) - Analyze and evaluate patterns of continuity and change over time in American History. SS HS.4.1.a - (US) Evaluate the cause and effect of historical events on various groups in the United States. SS HS.4.1.b - (US) Select, record, and interpret key national events in chronological order. SS HS.4.1.c - (US) Evaluated the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.</p> <p>Multiple Perspectives SS 12.4.2 (US) - Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history. SS HS.4.2.a (US) - Identify and evaluate how considering multiple perspectives facilitates an understanding of history. SS HS.4.2.b (US) - Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event. SS HS.4.2.c (US) - Analyze and evaluate the appropriate uses of primary and secondary sources.</p> <p>SS HS.4.3 (US) - Examine historical events from the perspectives of marginalized and underrepresented groups. SS HS.4.3.a (US) - Identify how differing experiences can lead to the development of perspectives. SS HS.4.3.b (US) - Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.</p> <p>Historical Analysis and Interpretation SS HS.4.4 (US) - Evaluate sources for perspective, limitations, accuracy, and historical context. SS HS.4.4.a (US) - Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media. SS HS.4.4.b (US) - Evaluate strengths and limitations of a variety of primary and secondary historical sources. SS HS.4.4.c (US) - Determine the relationship between multiple causes and effects of events and developments in the past. SS HS.4.4.d (US) - Synthesize the relationships among historical events in the United States and relevant contemporary issues.</p> <p>Historical Inquiry and Research SS HS.4.5 (US) - Apply the inquiry process to construct and answer historical questions. SS HS.4.5.a (US) - Construct meaningful questions about topics in U.S. History. SS HS.4.5.b (US) - Locate, evaluate, and cite appropriate sources for research about selected topics in U.S. History, including primary and secondary sources, SS HS.4.5.c (US) - Select, organize, and corroborate relevant historical information about selected topics in U.S. History. SS HS.4.5.d (US) - Synthesize historical information to create new understandings. SS HS.4.5.e (US) - Communicate inquiry results within a historical context.</p>

Unit 2 Goal: The students will be able to identify events from the past and connect the events to the Civil War and relate the events to the present.

Unit/Theme	Lessons	Standards & Objectives
-Civil War	-Events leading up to the Civil War -Civil War -Reconstruction	<p>Change, Continuity and Context SS HS.4.1 (US) - Analyze and evaluate patterns of continuity and change over time in American History. SS HS.4.1.a - (US) Evaluate the cause and effect of historical events on various groups in the United States. SS HS.4.1.b - (US) Select, record, and interpret key national events in chronological order. SS HS.4.1.c - (US) Evaluated the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.</p> <p>Multiple Perspectives SS 12.4.2 (US) - Analyze the complexity of the interaction of multiple perspectives to</p>

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		<p>investigate causes and effects of significant events in the development of history. SS HS.4.2.a (US) - Identify and evaluate how considering multiple perspectives facilitates an understanding of history. SS HS.4.2.b (US) - Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event. SS HS.4.2.c (US) - Analyze and evaluate the appropriate uses of primary and secondary sources. SS HS.4.3 (US) - Examine historical events from the perspectives of marginalized and underrepresented groups. SS HS.4.3.a (US) - Identify how differing experiences can lead to the development of perspectives. SS HS.4.3.b (US) - Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently. Historical Analysis and Interpretation SS HS.4.4 (US) - Evaluate sources for perspective, limitations, accuracy, and historical context. SS HS.4.4.a (US) - Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media. SS HS.4.4.b (US) - Evaluate strengths and limitations of a variety of primary and secondary historical sources. SS HS.4.4.c (US) - Determine the relationship between multiple causes and effects of events and developments in the past. SS HS.4.4.d (US) - Synthesize the relationships among historical events in the United States and relevant contemporary issues. Historical Inquiry and Research SS HS.4.5 (US) - Apply the inquiry process to construct and answer historical questions. SS HS.4.5.a (US) - Construct meaningful questions about topics in U.S. History. SS HS.4.5.b (US) - Locate, evaluate, and cite appropriate sources for research about selected topics in U.S. History, including primary and secondary sources, SS HS.4.5.c (US) - Select, organize, and corroborate relevant historical information about selected topics in U.S. History. SS HS.4.5.d (US) - Synthesize historical information to create new understandings. SS HS.4.5.e (US) - Communicate inquiry results within a historical context.</p>
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Unit 3 Goal: The students will be able to relate the past events of the Industrial Revolution and relate the events to the current growth in Industries.

Unit/Theme	Lessons	Standards & Objectives
-Industrial Revolution	-Western expansion -Industrial expansion -Immigration	<p>Change, Continuity and Context SS HS.4.1 (US) - Analyze and evaluate patterns of continuity and change over time in American History. SS HS.4.1.a - (US) Evaluate the cause and effect of historical events on various groups in the United States. SS HS.4.1.b - (US) Select, record, and interpret key national events in chronological order. SS HS.4.1.c - (US) Evaluated the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States. Multiple Perspectives SS 12.4.2 (US) - Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history. SS HS.4.2.a (US) - Identify and evaluate how considering multiple perspectives facilitates an understanding of history. SS HS.4.2.b (US) - Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event. SS HS.4.2.c (US) - Analyze and evaluate the appropriate uses of primary and secondary sources. SS HS.4.3 (US) - Examine historical events from the perspectives of marginalized and underrepresented groups. SS HS.4.3.a (US) - Identify how differing experiences can lead to the development of perspectives. SS HS.4.3.b (US) - Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently. Historical Analysis and Interpretation SS HS.4.4 (US) - Evaluate sources for perspective, limitations, accuracy, and historical context. SS HS.4.4.a (US) - Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media. SS HS.4.4.b (US) - Evaluate strengths and limitations of a variety of primary and secondary historical sources. SS HS.4.4.c (US) - Determine the relationship between multiple causes and effects of events and</p>

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		<p>developments in the past. SS HS.4.4.d (US) - Synthesize the relationships among historical events in the United States and relevant contemporary issues.</p> <p>Historical Inquiry and Research SS HS.4.5 (US) - Apply the inquiry process to construct and answer historical questions.</p> <p>SS HS.4.5.a (US) - Construct meaningful questions about topics in U.S. History. SS HS.4.5.b (US) - Locate, evaluate, and cite appropriate sources for research about selected topics in U.S. History, including primary and secondary sources, SS HS.4.5.c (US) - Select, organize, and corroborate relevant historical information about selected topics in U.S. History. SS HS.4.5.d (US) - Synthesize historical information to create new understandings. SS HS.4.5.e (US) - Communicate inquiry results within a historical context.</p>
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Unit 4 Goal: The students will be able to analyze events around the world which lead to World War I.

Unit/Theme	Lessons	Standards & Objectives
-World War I	-Progressive Era -Role as a World Leader -World War I	<p>Change, Continuity and Context SS HS.4.1 (US) - Analyze and evaluate patterns of continuity and change over time in American History. SS HS.4.1.a - (US) Evaluate the cause and effect of historical events on various groups in the United States. SS HS.4.1.b - (US) Select, record, and interpret key national events in chronological order. SS HS.4.1.c - (US) Evaluated the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.</p> <p>Multiple Perspectives SS 12.4.2 (US) - Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history. SS HS.4.2.a (US) - Identify and evaluate how considering multiple perspectives facilitates an understanding of history. SS HS.4.2.b (US) - Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event. SS HS.4.2.c (US) - Analyze and evaluate the appropriate uses of primary and secondary sources.</p> <p>SS HS.4.3 (US) - Examine historical events from the perspectives of marginalized and underrepresented groups. SS HS.4.3.a (US) - Identify how differing experiences can lead to the development of perspectives. SS HS.4.3.b (US) - Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.</p> <p>Historical Analysis and Interpretation SS HS.4.4 (US) - Evaluate sources for perspective, limitations, accuracy, and historical context. SS HS.4.4.a (US) - Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media. SS HS.4.4.b (US) - Evaluate strengths and limitations of a variety of primary and secondary historical sources. SS HS.4.4.c (US) - Determine the relationship between multiple causes and effects of events and developments in the past. SS HS.4.4.d (US) - Synthesize the relationships among historical events in the United States and relevant contemporary issues.</p> <p>Historical Inquiry and Research SS HS.4.5 (US) - Apply the inquiry process to construct and answer historical questions. SS HS.4.5.a (US) - Construct meaningful questions about topics in U.S. History. SS HS.4.5.b (US) - Locate, evaluate, and cite appropriate sources for research about selected topics in U.S. History, including primary and secondary sources, SS HS.4.5.c (US) - Select, organize, and corroborate relevant historical information about selected topics in U.S. History. SS HS.4.5.d (US) - Synthesize historical information to create new understandings. SS HS.4.5.e (US) - Communicate inquiry results within a historical context.</p>

Unit 5 Goal: The students will be able to explain the events which caused the Great Depression and compare them to current events in the United States.

Unit/Theme	Lessons	Standards & Objectives
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<p>-Great Depression</p>	<p>-1920's Economics</p> <p>-Great Depression</p> <p>-New Deal programs</p>	<p>Change, Continuity and Context SS HS.4.1 (US) - Analyze and evaluate patterns of continuity and change over time in American History. SS HS.4.1.a - (US) Evaluate the cause and effect of historical events on various groups in the United States. SS HS.4.1.b - (US) Select, record, and interpret key national events in chronological order. SS HS.4.1.c - (US) Evaluated the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States. Multiple Perspectives SS 12.4.2 (US) - Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history. SS HS.4.2.a (US) - Identify and evaluate how considering multiple perspectives facilitates an understanding of history. SS HS.4.2.b (US) - Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event. SS HS.4.2.c (US) - Analyze and evaluate the appropriate uses of primary and secondary sources. SS HS.4.3 (US) - Examine historical events from the perspectives of marginalized and underrepresented groups. SS HS.4.3.a (US) - Identify how differing experiences can lead to the development of perspectives. SS HS.4.3.b (US) - Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently. Historical Analysis and Interpretation SS HS.4.4 (US) - Evaluate sources for perspective, limitations, accuracy, and historical context. SS HS.4.4.a (US) - Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media. SS HS.4.4.b (US) - Evaluate strengths and limitations of a variety of primary and secondary historical sources. SS HS.4.4.c (US) - Determine the relationship between multiple causes and effects of events and developments in the past. SS HS.4.4.d (US) - Synthesize the relationships among historical events in the United States and relevant contemporary issues. Historical Inquiry and Research SS HS.4.5 (US) - Apply the inquiry process to construct and answer historical questions. SS HS.4.5.a (US) - Construct meaningful questions about topics in U.S. History. SS HS.4.5.b (US) - Locate, evaluate, and cite appropriate sources for research about selected topics in U.S. History, including primary and secondary sources, SS HS.4.5.c (US) - Select, organize, and corroborate relevant historical information about selected topics in U.S. History. SS HS.4.5.d (US) - Synthesize historical information to create new understandings. SS HS.4.5.e (US) - Communicate inquiry results within a historical context.</p>
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Unit 6 Goal: The students will be able to research events leading up to World War II and the Cold War and relate the events to current events from around the world.

Unit/Theme	Lessons	Standards & Objectives
<p>-World War II -Cold War 1945-1960</p>	<p>-Hitler's rise</p> <p>-Holocaust</p> <p>-Japan's attack on Pearl Harbor</p> <p>-World War II</p> <p>-Cold War v. USSR</p> <p>-Economic Boom</p>	<p>Change, Continuity and Context SS HS.4.1 (US) - Analyze and evaluate patterns of continuity and change over time in American History. SS HS.4.1.a - (US) Evaluate the cause and effect of historical events on various groups in the United States. SS HS.4.1.b - (US) Select, record, and interpret key national events in chronological order. SS HS.4.1.c - (US) Evaluated the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States. Multiple Perspectives SS 12.4.2 (US) - Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history. SS HS.4.2.a (US) - Identify and evaluate how considering multiple perspectives facilitates an understanding of history. SS HS.4.2.b (US) - Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event. SS HS.4.2.c (US) - Analyze and evaluate the appropriate uses of primary and secondary sources. SS HS.4.3 (US) - Examine historical events from the perspectives of marginalized and underrepresented groups. SS HS.4.3.a (US) - Identify how differing experiences can lead to the development of perspectives.</p>

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		<p>SS HS.4.3.b (US) - Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.</p> <p>Historical Analysis and Interpretation SS HS.4.4 (US) - Evaluate sources for perspective, limitations, accuracy, and historical context. SS HS.4.4.a (US) - Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media. SS HS.4.4.b (US) - Evaluate strengths and limitations of a variety of primary and secondary historical sources. SS HS.4.4.c (US) - Determine the relationship between multiple causes and effects of events and developments in the past. SS HS.4.4.d (US) - Synthesize the relationships among historical events in the United States and relevant contemporary issues.</p> <p>Historical Inquiry and Research SS HS.4.5 (US) - Apply the inquiry process to construct and answer historical questions. SS HS.4.5.a (US) - Construct meaningful questions about topics in U.S. History. SS HS.4.5.b (US) - Locate, evaluate, and cite appropriate sources for research about selected topics in U.S. History, including primary and secondary sources, SS HS.4.5.c (US) - Select, organize, and corroborate relevant historical information about selected topics in U.S. History. SS HS.4.5.d (US) - Synthesize historical information to create new understandings. SS HS.4.5.e (US) - Communicate inquiry results within a historical context.</p>
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Unit 7 Goal: The students will be able to evaluate the impact of events from the 1960's to the Present and compare events from the past to the present.

Unit/Theme	Lessons	Standards & Objectives
1960-Present	-President Kennedy's Goals, the race to the Moon, Kennedy's Assassination -Civil Rights, Martin Luther King Jr., Rosa Parks, Malcolm X -Cuban Missile Crisis -End of the Cold War Era -9/11 -Challenges facing the United States presently	<p>Change, Continuity and Context SS HS.4.1 (US) - Analyze and evaluate patterns of continuity and change over time in American History. SS HS.4.1.a - (US) Evaluate the cause and effect of historical events on various groups in the United States. SS HS.4.1.b - (US) Select, record, and interpret key national events in chronological order. SS HS.4.1.c - (US) Evaluated the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.</p> <p>Multiple Perspectives SS 12.4.2 (US) - Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history. SS HS.4.2.a (US) - Identify and evaluate how considering multiple perspectives facilitates an understanding of history. SS HS.4.2.b (US) - Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event. SS HS.4.2.c (US) - Analyze and evaluate the appropriate uses of primary and secondary sources.</p> <p>SS HS.4.3 (US) - Examine historical events from the perspectives of marginalized and underrepresented groups. SS HS.4.3.a (US) - Identify how differing experiences can lead to the development of perspectives. SS HS.4.3.b (US) - Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.</p> <p>Historical Analysis and Interpretation SS HS.4.4 (US) - Evaluate sources for perspective, limitations, accuracy, and historical context. SS HS.4.4.a (US) - Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media. SS HS.4.4.b (US) - Evaluate strengths and limitations of a variety of primary and secondary historical sources. SS HS.4.4.c (US) - Determine the relationship between multiple causes and effects of events and developments in the past. SS HS.4.4.d (US) - Synthesize the relationships among historical events in the United States and relevant contemporary issues.</p> <p>Historical Inquiry and Research SS HS.4.5 (US) - Apply the inquiry process to construct and answer historical questions. SS HS.4.5.a (US) - Construct meaningful questions about topics in U.S. History. SS HS.4.5.b (US) - Locate, evaluate, and cite appropriate sources for research about selected topics in U.S. History, including primary and secondary sources,</p>

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		<p>SS HS.4.5.c (US) - Select, organize, and corroborate relevant historical information about selected topics in U.S. History.</p> <p>SS HS.4.5.d (US) - Synthesize historical information to create new understandings.</p> <p>SS HS.4.5.e (US) - Communicate inquiry results within a historical context.</p>
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U.S. History

Grade Level: 9-12

Unit 1 Goal: The students will be able to examine the past and relate events to the current United States events to study the impact upon one another.

Unit/Theme	Lessons	Standards & Objectives
Units 1-2 -The Beginnings -Native Americans -Revolutionary War -Constitution	-Native Americans -Colonial settlements -Revolutionary War -Constitutional Convention -Formation of a new Government	<p>Change, Continuity and Context SS HS.4.1 (US) - Analyze and evaluate patterns of continuity and change over time in American History. SS HS.4.1.a - (US) Evaluate the cause and effect of historical events on various groups in the United States. SS HS.4.1.b - (US) Select, record, and interpret key national events in chronological order. SS HS.4.1.c - (US) Evaluated the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.</p> <p>Multiple Perspectives SS 12.4.2 (US) - Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history. SS HS.4.2.a (US) - Identify and evaluate how considering multiple perspectives facilitates an understanding of history. SS HS.4.2.b (US) - Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event. SS HS.4.2.c (US) - Analyze and evaluate the appropriate uses of primary and secondary sources.</p> <p>SS HS.4.3 (US) - Examine historical events from the perspectives of marginalized and underrepresented groups. SS HS.4.3.a (US) - Identify how differing experiences can lead to the development of perspectives. SS HS.4.3.b (US) - Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.</p> <p>Historical Analysis and Interpretation SS HS.4.4 (US) - Evaluate sources for perspective, limitations, accuracy, and historical context. SS HS.4.4.a (US) - Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media. SS HS.4.4.b (US) - Evaluate strengths and limitations of a variety of primary and secondary historical sources. SS HS.4.4.c (US) - Determine the relationship between multiple causes and effects of events and developments in the past. SS HS.4.4.d (US) - Synthesize the relationships among historical events in the United States and relevant contemporary issues.</p> <p>Historical Inquiry and Research SS HS.4.5 (US) - Apply the inquiry process to construct and answer historical questions. SS HS.4.5.a (US) - Construct meaningful questions about topics in U.S. History. SS HS.4.5.b (US) - Locate, evaluate, and cite appropriate sources for research about selected topics in U.S. History, including primary and secondary sources, SS HS.4.5.c (US) - Select, organize, and corroborate relevant historical information about selected topics in U.S. History. SS HS.4.5.d (US) - Synthesize historical information to create new understandings. SS HS.4.5.e (US) - Communicate inquiry results within a historical context.</p>

Unit 2 Goal: The students will be able to identify events from the past and connect the events to the Civil War and relate the events to the present.

Unit/Theme	Lessons	Standards & Objectives
-Civil War	-Events leading up to the Civil War -Civil War -Reconstruction	<p>Change, Continuity and Context SS HS.4.1 (US) - Analyze and evaluate patterns of continuity and change over time in American History. SS HS.4.1.a - (US) Evaluate the cause and effect of historical events on various groups in the United States. SS HS.4.1.b - (US) Select, record, and interpret key national events in chronological order. SS HS.4.1.c - (US) Evaluated the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.</p> <p>Multiple Perspectives SS 12.4.2 (US) - Analyze the complexity of the interaction of multiple perspectives to</p>

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		<p>investigate causes and effects of significant events in the development of history. SS HS.4.2.a (US) - Identify and evaluate how considering multiple perspectives facilitates an understanding of history. SS HS.4.2.b (US) - Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event. SS HS.4.2.c (US) - Analyze and evaluate the appropriate uses of primary and secondary sources. SS HS.4.3 (US) - Examine historical events from the perspectives of marginalized and underrepresented groups. SS HS.4.3.a (US) - Identify how differing experiences can lead to the development of perspectives. SS HS.4.3.b (US) - Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently. Historical Analysis and Interpretation SS HS.4.4 (US) - Evaluate sources for perspective, limitations, accuracy, and historical context. SS HS.4.4.a (US) - Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media. SS HS.4.4.b (US) - Evaluate strengths and limitations of a variety of primary and secondary historical sources. SS HS.4.4.c (US) - Determine the relationship between multiple causes and effects of events and developments in the past. SS HS.4.4.d (US) - Synthesize the relationships among historical events in the United States and relevant contemporary issues. Historical Inquiry and Research SS HS.4.5 (US) - Apply the inquiry process to construct and answer historical questions. SS HS.4.5.a (US) - Construct meaningful questions about topics in U.S. History. SS HS.4.5.b (US) - Locate, evaluate, and cite appropriate sources for research about selected topics in U.S. History, including primary and secondary sources, SS HS.4.5.c (US) - Select, organize, and corroborate relevant historical information about selected topics in U.S. History. SS HS.4.5.d (US) - Synthesize historical information to create new understandings. SS HS.4.5.e (US) - Communicate inquiry results within a historical context.</p>
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Unit 3 Goal: The students will be able to relate the past events of the Industrial Revolution and relate the events to the current growth in Industries.

Unit/Theme	Lessons	Standards & Objectives
-Industrial Revolution	-Western expansion -Industrial expansion -Immigration	<p>Change, Continuity and Context SS HS.4.1 (US) - Analyze and evaluate patterns of continuity and change over time in American History. SS HS.4.1.a - (US) Evaluate the cause and effect of historical events on various groups in the United States. SS HS.4.1.b - (US) Select, record, and interpret key national events in chronological order. SS HS.4.1.c - (US) Evaluated the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States. Multiple Perspectives SS 12.4.2 (US) - Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history. SS HS.4.2.a (US) - Identify and evaluate how considering multiple perspectives facilitates an understanding of history. SS HS.4.2.b (US) - Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event. SS HS.4.2.c (US) - Analyze and evaluate the appropriate uses of primary and secondary sources. SS HS.4.3 (US) - Examine historical events from the perspectives of marginalized and underrepresented groups. SS HS.4.3.a (US) - Identify how differing experiences can lead to the development of perspectives. SS HS.4.3.b (US) - Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently. Historical Analysis and Interpretation SS HS.4.4 (US) - Evaluate sources for perspective, limitations, accuracy, and historical context. SS HS.4.4.a (US) - Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media. SS HS.4.4.b (US) - Evaluate strengths and limitations of a variety of primary and secondary historical sources. SS HS.4.4.c (US) - Determine the relationship between multiple causes and effects of events and</p>

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		<p>developments in the past. SS HS.4.4.d (US) - Synthesize the relationships among historical events in the United States and relevant contemporary issues.</p> <p>Historical Inquiry and Research SS HS.4.5 (US) - Apply the inquiry process to construct and answer historical questions.</p> <p>SS HS.4.5.a (US) - Construct meaningful questions about topics in U.S. History. SS HS.4.5.b (US) - Locate, evaluate, and cite appropriate sources for research about selected topics in U.S. History, including primary and secondary sources, SS HS.4.5.c (US) - Select, organize, and corroborate relevant historical information about selected topics in U.S. History. SS HS.4.5.d (US) - Synthesize historical information to create new understandings. SS HS.4.5.e (US) - Communicate inquiry results within a historical context.</p>
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Unit 4 Goal: The students will be able to analyze events around the world which lead to World War I.

Unit/Theme	Lessons	Standards & Objectives
-World War I	-Progressive Era -Role as a World Leader -World War I	<p>Change, Continuity and Context SS HS.4.1 (US) - Analyze and evaluate patterns of continuity and change over time in American History. SS HS.4.1.a - (US) Evaluate the cause and effect of historical events on various groups in the United States. SS HS.4.1.b - (US) Select, record, and interpret key national events in chronological order. SS HS.4.1.c - (US) Evaluated the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.</p> <p>Multiple Perspectives SS 12.4.2 (US) - Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history. SS HS.4.2.a (US) - Identify and evaluate how considering multiple perspectives facilitates an understanding of history. SS HS.4.2.b (US) - Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event. SS HS.4.2.c (US) - Analyze and evaluate the appropriate uses of primary and secondary sources.</p> <p>SS HS.4.3 (US) - Examine historical events from the perspectives of marginalized and underrepresented groups. SS HS.4.3.a (US) - Identify how differing experiences can lead to the development of perspectives. SS HS.4.3.b (US) - Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.</p> <p>Historical Analysis and Interpretation SS HS.4.4 (US) - Evaluate sources for perspective, limitations, accuracy, and historical context. SS HS.4.4.a (US) - Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media. SS HS.4.4.b (US) - Evaluate strengths and limitations of a variety of primary and secondary historical sources. SS HS.4.4.c (US) - Determine the relationship between multiple causes and effects of events and developments in the past. SS HS.4.4.d (US) - Synthesize the relationships among historical events in the United States and relevant contemporary issues.</p> <p>Historical Inquiry and Research SS HS.4.5 (US) - Apply the inquiry process to construct and answer historical questions. SS HS.4.5.a (US) - Construct meaningful questions about topics in U.S. History. SS HS.4.5.b (US) - Locate, evaluate, and cite appropriate sources for research about selected topics in U.S. History, including primary and secondary sources, SS HS.4.5.c (US) - Select, organize, and corroborate relevant historical information about selected topics in U.S. History. SS HS.4.5.d (US) - Synthesize historical information to create new understandings. SS HS.4.5.e (US) - Communicate inquiry results within a historical context.</p>

Unit 5 Goal: The students will be able to explain the events which caused the Great Depression and compare them to current events in the United States.

Unit/Theme	Lessons	Standards & Objectives
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<p>-Great Depression</p>	<p>-1920's Economics -Great Depression -New Deal programs</p>	<p>Change, Continuity and Context SS HS.4.1 (US) - Analyze and evaluate patterns of continuity and change over time in American History. SS HS.4.1.a - (US) Evaluate the cause and effect of historical events on various groups in the United States. SS HS.4.1.b - (US) Select, record, and interpret key national events in chronological order. SS HS.4.1.c - (US) Evaluated the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States. Multiple Perspectives SS 12.4.2 (US) - Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history. SS HS.4.2.a (US) - Identify and evaluate how considering multiple perspectives facilitates an understanding of history. SS HS.4.2.b (US) - Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event. SS HS.4.2.c (US) - Analyze and evaluate the appropriate uses of primary and secondary sources. SS HS.4.3 (US) - Examine historical events from the perspectives of marginalized and underrepresented groups. SS HS.4.3.a (US) - Identify how differing experiences can lead to the development of perspectives. SS HS.4.3.b (US) - Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently. Historical Analysis and Interpretation SS HS.4.4 (US) - Evaluate sources for perspective, limitations, accuracy, and historical context. SS HS.4.4.a (US) - Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media. SS HS.4.4.b (US) - Evaluate strengths and limitations of a variety of primary and secondary historical sources. SS HS.4.4.c (US) - Determine the relationship between multiple causes and effects of events and developments in the past. SS HS.4.4.d (US) - Synthesize the relationships among historical events in the United States and relevant contemporary issues. Historical Inquiry and Research SS HS.4.5 (US) - Apply the inquiry process to construct and answer historical questions. SS HS.4.5.a (US) - Construct meaningful questions about topics in U.S. History. SS HS.4.5.b (US) - Locate, evaluate, and cite appropriate sources for research about selected topics in U.S. History, including primary and secondary sources, SS HS.4.5.c (US) - Select, organize, and corroborate relevant historical information about selected topics in U.S. History. SS HS.4.5.d (US) - Synthesize historical information to create new understandings. SS HS.4.5.e (US) - Communicate inquiry results within a historical context.</p>
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Unit 6 Goal: The students will be able to research events leading up to World War II and the Cold War and relate the events to current events from around the world.

Unit/Theme	Lessons	Standards & Objectives
<p>-World War II -Cold War 1945-1960</p>	<p>-Hitler's rise -Holocaust -Japan's attack on Pearl Harbor -World War II -Cold War v. USSR -Economic Boom</p>	<p>Change, Continuity and Context SS HS.4.1 (US) - Analyze and evaluate patterns of continuity and change over time in American History. SS HS.4.1.a - (US) Evaluate the cause and effect of historical events on various groups in the United States. SS HS.4.1.b - (US) Select, record, and interpret key national events in chronological order. SS HS.4.1.c - (US) Evaluated the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States. Multiple Perspectives SS 12.4.2 (US) - Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history. SS HS.4.2.a (US) - Identify and evaluate how considering multiple perspectives facilitates an understanding of history. SS HS.4.2.b (US) - Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event. SS HS.4.2.c (US) - Analyze and evaluate the appropriate uses of primary and secondary sources. SS HS.4.3 (US) - Examine historical events from the perspectives of marginalized and underrepresented groups. SS HS.4.3.a (US) - Identify how differing experiences can lead to the development of perspectives.</p>

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		<p>SS HS.4.3.b (US) - Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.</p> <p>Historical Analysis and Interpretation SS HS.4.4 (US) - Evaluate sources for perspective, limitations, accuracy, and historical context. SS HS.4.4.a (US) - Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media. SS HS.4.4.b (US) - Evaluate strengths and limitations of a variety of primary and secondary historical sources. SS HS.4.4.c (US) - Determine the relationship between multiple causes and effects of events and developments in the past. SS HS.4.4.d (US) - Synthesize the relationships among historical events in the United States and relevant contemporary issues.</p> <p>Historical Inquiry and Research SS HS.4.5 (US) - Apply the inquiry process to construct and answer historical questions. SS HS.4.5.a (US) - Construct meaningful questions about topics in U.S. History. SS HS.4.5.b (US) - Locate, evaluate, and cite appropriate sources for research about selected topics in U.S. History, including primary and secondary sources, SS HS.4.5.c (US) - Select, organize, and corroborate relevant historical information about selected topics in U.S. History. SS HS.4.5.d (US) - Synthesize historical information to create new understandings. SS HS.4.5.e (US) - Communicate inquiry results within a historical context.</p>
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Unit 7 Goal: The students will be able to evaluate the impact of events from the 1960's to the Present and compare events from the past to the present.

Unit/Theme	Lessons	Standards & Objectives
1960-Present	<p>-President Kennedy's Goals, the race to the Moon, Kennedy's Assassination</p> <p>-Civil Rights, Martin Luther King Jr., Rosa Parks, Malcolm X</p> <p>-Cuban Missile Crisis</p> <p>-End of the Cold War Era</p> <p>-9/11</p> <p>-Challenges facing the United States presently</p>	<p>Change, Continuity and Context SS HS.4.1 (US) - Analyze and evaluate patterns of continuity and change over time in American History. SS HS.4.1.a - (US) Evaluate the cause and effect of historical events on various groups in the United States. SS HS.4.1.b - (US) Select, record, and interpret key national events in chronological order. SS HS.4.1.c - (US) Evaluated the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.</p> <p>Multiple Perspectives SS 12.4.2 (US) - Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history. SS HS.4.2.a (US) - Identify and evaluate how considering multiple perspectives facilitates an understanding of history. SS HS.4.2.b (US) - Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event. SS HS.4.2.c (US) - Analyze and evaluate the appropriate uses of primary and secondary sources.</p> <p>SS HS.4.3 (US) - Examine historical events from the perspectives of marginalized and underrepresented groups. SS HS.4.3.a (US) - Identify how differing experiences can lead to the development of perspectives. SS HS.4.3.b (US) - Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.</p> <p>Historical Analysis and Interpretation SS HS.4.4 (US) - Evaluate sources for perspective, limitations, accuracy, and historical context. SS HS.4.4.a (US) - Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media. SS HS.4.4.b (US) - Evaluate strengths and limitations of a variety of primary and secondary historical sources. SS HS.4.4.c (US) - Determine the relationship between multiple causes and effects of events and developments in the past. SS HS.4.4.d (US) - Synthesize the relationships among historical events in the United States and relevant contemporary issues.</p> <p>Historical Inquiry and Research SS HS.4.5 (US) - Apply the inquiry process to construct and answer historical questions. SS HS.4.5.a (US) - Construct meaningful questions about topics in U.S. History. SS HS.4.5.b (US) - Locate, evaluate, and cite appropriate sources for research about selected topics in U.S. History, including primary and secondary sources,</p>

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		<p>SS HS.4.5.c (US) - Select, organize, and corroborate relevant historical information about selected topics in U.S. History.</p> <p>SS HS.4.5.d (US) - Synthesize historical information to create new understandings.</p> <p>SS HS.4.5.e (US) - Communicate inquiry results within a historical context.</p>
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U.S. Government

Grade Level: 12th

Unit 1 Goal: The students will be able to identify the historical background of the United States Government and the Constitution.

Unit/Theme	Lessons	Standards & Objectives
Historical Background -What are the Philosophical and Historical Foundations of the American Political System? -How did the Framers create the Constitution?	-Individual Rights v. Natural Rights -Articles of Confederation -Constitutional Convention -Ratification -Political parties	Forms and Functions of Government SS HS.1.1 - Analyze the foundation, structures, and functions of the United States government as well as local, state, and international governments. SS HS..1.1.a - Examine the historical foundations that influenced the creation of the United States Constitution. SS HS..1.1.b - Evaluate the structure of American constitutional government. SS HS..1.1.c - Analyze the functions of the United States government and its outcomes. SS HS .1.1.d - Analyze the foundation, structures, and functions of local government and its outcomes. SS HS.1.1.e - Analyze the foundation, structures, and functions of state government and its outcomes. SS HS.1.1.f - Analyze the foundation, structures, and functions of supranational organizations. SS HS.1.1.g - Analyze the roles that political parties have played in the United States. SS HS.1.1.h - Analyze United States foreign policy issues.

Unit 2 Goal: The students will be able to identify the historical background of the United States Government and the Constitution.

Unit/Theme	Lessons	Standards & Objectives
Constitutional Changes -How has the Constitution been changed to further the ideals contained in the Declaration of Independence? -How have the values and principles embodied in the Constitution shaped American Institutions and practices?	-Constitutional Amendments -Civil War/Civil Rights Amendments -Equality and Rights -Role of Government	Forms and Functions of Government SS HS.1.1 - Analyze the foundation, structures, and functions of the United States government as well as local, state, and international governments. SS HS..1.1.a - Examine the historical foundations that influenced the creation of the United States Constitution. SS HS..1.1.b - Evaluate the structure of American constitutional government. SS HS..1.1.c - Analyze the functions of the United States government and its outcomes. SS HS .1.1.d - Analyze the foundation, structures, and functions of local government and its outcomes. SS HS.1.1.e - Analyze the foundation, structures, and functions of state government and its outcomes. SS HS.1.1.f - Analyze the foundation, structures, and functions of supranational organizations. SS HS.1.1.g - Analyze the roles that political parties have played in the United States. SS HS.1.1.h - Analyze United States foreign policy issues.

Unit 3 Goal: The students will be able to discuss the Constitutional changes over the course of time in the United States history.

Unit/Theme	Lessons	Standards & Objectives
How has the Constitution been changed to further the ideals contained in the Declaration of Independence? How have the values and principles embodied in the Constitution shaped American institutions and	-Amendments and Judicial Review -Civil Rights -Due Process Clause -Role of Congress -Federalism	Forms and Functions of Government SS HS.1.1 - Analyze the foundation, structures, and functions of the United States government as well as local, state, and international governments. SS HS..1.1.a - Examine the historical foundations that influenced the creation of the United States Constitution. SS HS..1.1.b - Evaluate the structure of American constitutional government. SS HS..1.1.c - Analyze the functions of the United States government and its outcomes. SS HS .1.1.d - Analyze the foundation, structures, and functions of local government and its outcomes. SS HS.1.1.e - Analyze the foundation, structures, and functions of state government and its outcomes. SS HS.1.1.f - Analyze the foundation, structures, and functions of supranational organizations. SS HS.1.1.g - Analyze the roles that political parties have played in the United States. SS HS.1.1.h - Analyze United States foreign policy issues.

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practices?		
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Unit 4 Goal: The students will be able to define the rights of all people in the United States.

Unit/Theme	Lessons	Standards & Objectives
<p>What rights does the Bill of Rights protect?</p> <p>What challenges might face American Constitutional democracy in the Twenty-First Century?</p>	<p>-Bill of Rights</p> <p>-Freedom of Expression</p> <p>-Limits on Freedoms</p> <p>-Government Limits</p> <p>-Citizenship</p> <p>-Civil Rights movement and its influence on Constitutional changes</p> <p>-Challenges facing the future of the United States</p>	<p>Forms and Functions of Government SS HS.1.1 - Analyze the foundation, structures, and functions of the United States government as well as local, state, and international governments. SS HS.1.1.a - Examine the historical foundations that influenced the creation of the United States Constitution. SS HS.1.1.b - Evaluate the structure of American constitutional government. SS HS.1.1.c - Analyze the functions of the United States government and its outcomes. SS HS.1.1.d - Analyze the foundation, structures, and functions of local government and its outcomes. SS HS.1.1.e - Analyze the foundation, structures, and functions of state government and its outcomes. SS HS.1.1.f - Analyze the foundation, structures, and functions of supranational organizations. SS HS.1.1.g - Analyze the roles that political parties have played in the United States. SS HS.1.1.h - Analyze United States foreign policy issues.</p> <p>Civic Participation SS HS.1.2 - Demonstrate meaningful civic participation by analyzing local, state, national, or international issues and policies. SS HS.1.2.a - Investigate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy. SS HS.1.2.b - Analyze and communicate the significance and impacts of patriotic symbols, songs, holidays, and activities in terms of historical, social, and cultural contexts. SS HS.1.2.c - Engage and reflect on participation in civic activities. SS HS.1.2.d - Investigate an issue and communicate which level of government is most appropriate to utilize in addressing the issue. SS HS.1.2.e - Demonstrate how individuals, groups, and the media check governmental practices. SS HS.1.2.f - Analyze various media sources for accuracy and perspective.</p>

Unit 5 Goal: The students will be able to analyze the powers of Congress in the United States Government.

Unit/Theme	Lessons	Standards & Objectives
Legislative Branch	<p>-Congress</p> <p>-House, Senate, membership of Congress</p> <p>-Committees in Congress</p> <p>-making laws</p> <p>-Powers of Congress</p>	<p>Forms and Functions of Government SS HS.1.1 - Analyze the foundation, structures, and functions of the United States government as well as local, state, and international governments. SS HS.1.1.a - Examine the historical foundations that influenced the creation of the United States Constitution. SS HS.1.1.b - Evaluate the structure of American constitutional government. SS HS.1.1.c - Analyze the functions of the United States government and its outcomes. SS HS.1.1.d - Analyze the foundation, structures, and functions of local government and its outcomes. SS HS.1.1.e - Analyze the foundation, structures, and functions of state government and its outcomes. SS HS.1.1.f - Analyze the foundation, structures, and functions of supranational organizations. SS HS.1.1.g - Analyze the roles that political parties have played in the United States. SS HS.1.1.h - Analyze United States foreign policy issues.</p> <p>Civic Participation SS HS.1.2 - Demonstrate meaningful civic participation by analyzing local, state, national, or international issues and policies. SS HS.1.2.a - Investigate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy. SS HS.1.2.b - Analyze and communicate the significance and impacts of patriotic symbols, songs, holidays, and activities in terms of historical, social, and cultural contexts. SS HS.1.2.c - Engage and reflect on participation in civic activities. SS HS.1.2.d - Investigate an issue and communicate which level of government is most appropriate to utilize in addressing the issue. SS HS.1.2.e - Demonstrate how individuals, groups, and the media check governmental practices. SS HS.1.2.f - Analyze various media sources for accuracy and perspective.</p>

Unit 6 Goal: The students will be able to identify the powers of the Executive Branch in the United States Government.

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Unit/Theme	Lessons	Standards & Objectives
Executive Branch	-Presidential job description -Presidential Elections -Line of succession -growth of power -Executive powers -Budget	<p>Forms and Functions of Government SS HS.1.1 - Analyze the foundation, structures, and functions of the United States government as well as local, state, and international governments. SS HS..1.1.a - Examine the historical foundations that influenced the creation of the United States Constitution. SS HS..1.1.b - Evaluate the structure of American constitutional government. SS HS..1.1.c - Analyze the functions of the United States government and its outcomes. SS HS .1.1.d - Analyze the foundation, structures, and functions of local government and its outcomes. SS HS.1.1.e - Analyze the foundation, structures, and functions of state government and its outcomes. SS HS.1.1.f - Analyze the foundation, structures, and functions of supranational organizations. SS HS.1.1.g - Analyze the roles that political parties have played in the United States. SS HS.1.1.h - Analyze United States foreign policy issues.</p> <p>Civic Participation SS HS.1.2 - Demonstrate meaningful civic participation by analyzing local, state, national, or international issues and policies. SS HS 1.2.a - Investigate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy. SS HS.1.2.b - Analyze and communicate the significance and impacts of patriotic symbols, songs, holidays, and activities in terms of historical, social, and cultural contexts. SS HS.1.2.c - Engage and reflect on participation in civic activities. SS HS.1.2.d - Investigate an issue and communicate which level of government is most appropriate to utilize in addressing the issue. SS HS.1.2.e - Demonstrate how individuals, groups, and the media check governmental practices. SS HS.1.2.f - Analyze various media sources for accuracy and perspective.</p>

Unit 7 Goal: The students will be able to summarize the powers of the Judicial Branch of the United States Government.

Unit/Theme	Lessons	Standards & Objectives
Judicial Branch	-National Judiciary -Inferior Courts -Supreme Court -Special Courts	<p>Forms and Functions of Government SS HS.1.1 - Analyze the foundation, structures, and functions of the United States government as well as local, state, and international governments. SS HS..1.1.a - Examine the historical foundations that influenced the creation of the United States Constitution. SS HS..1.1.b - Evaluate the structure of American constitutional government. SS HS..1.1.c - Analyze the functions of the United States government and its outcomes. SS HS .1.1.d - Analyze the foundation, structures, and functions of local government and its outcomes. SS HS.1.1.e - Analyze the foundation, structures, and functions of state government and its outcomes. SS HS.1.1.f - Analyze the foundation, structures, and functions of supranational organizations. SS HS.1.1.g - Analyze the roles that political parties have played in the United States. SS HS.1.1.h - Analyze United States foreign policy issues.</p> <p>Civic Participation SS HS.1.2 - Demonstrate meaningful civic participation by analyzing local, state, national, or international issues and policies. SS HS 1.2.a - Investigate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy. SS HS.1.2.b - Analyze and communicate the significance and impacts of patriotic symbols, songs, holidays, and activities in terms of historical, social, and cultural contexts. SS HS.1.2.c - Engage and reflect on participation in civic activities. SS HS.1.2.d - Investigate an issue and communicate which level of government is most appropriate to utilize in addressing the issue. SS HS.1.2.e - Demonstrate how individuals, groups, and the media check governmental practices. SS HS.1.2.f - Analyze various media sources for accuracy and perspective.</p>

REGULAR MONTHLY MEETING
Holdrege Board of Education
Friday, March 20, 2026, 12:00 p.m.
HPS Central Office

The regular meeting of the Board of Education of Holdrege Public Schools was convened in open session on Friday, March 20, 2026, at the HPS Central Office at 12:00 p.m.

Notice of Meeting Posted 3/12/26 Holdrege Citizen

Notice of the meeting was given in advance by publication and/or posting in accordance with the Board approved method for giving notice of meetings. Notice of this meeting was given in advance to all members of the Board of Education. The Secretary of the Board maintains a list of the news media requesting notification of meetings and advance notification to the listed media of the time and place of the meeting and the subjects to be discussed at this meeting was provided. Availability of the agenda was communicated in the publicized notice and a current copy of the Agenda was maintained as stated in the publicized notice. All proceedings of the Board of Education, except as may be hereinafter noted, were taken while the convened meeting was open to the attendance of the public.

The meeting was duly called to order.

Announcement of Open Meetings Act Posting

At the beginning of this meeting, it was announced that a current copy of the Open Meetings Act is posted on the wall of the meeting room and directed the public to its location.

The following board members were present: Teresa Kroll, Alex McClymont, Chris McQuillan (arrived 12:01 p.m.), Brian Rust, and Nick Wells. Samantha Minnick was absent. Also present were Todd Hilyard, Superintendent, Sandy Dunaway, Secretary, and Elizabeth Piening, Business Manager.

Nancy Nelson, Title I teacher, and Markie Nelson, reading specialist, presented information the Title I and Response to Intervention (RTI) programs and activities.

Brea Martin reported for HEA.

President Rust recognized visitors and invited comments for the public forum.

During the public forum, Nathan Bentley provided information on the negative aspects of technology on students.

Board committee reports were reviewed.

Motion by Wells, seconded by McClymont, to approve the Consent Agenda as follows:

- a. Approval of Minutes of February 16, 2026 Regular Meeting
- b. Approve the Warrants/Bills
- c. Approve the Treasurer's Report
- d. Excuse Absent Board Members

On roll call vote: Kroll-yes, McClymont-yes, McQuillan-yes, Minnick-absent, Rust-yes, Wells-yes. Motion carried.

Motion by Kroll, seconded by McClymont, to approve payment of the bill(s) from InSPIRe - Holdrege, LLC. On roll call vote: Kroll-yes, McClymont-yes, McQuillan-yes, Minnick-absent, Rust-yes, Wells-yes. Motion carried.

Motion by Rust, seconded by Wells, to accept the resignation of the following noncertificated staff: Melissa Ericksen, Carissa Nelson, Denise Nelson, Morgan Smith, and Jayde Wohlgemuth, paraeducators, effective at the end of the 2025-26 contract year. On roll call vote: Kroll-yes, McClymont-yes, McQuillan-yes, Minnick-absent, Rust-yes, Wells-yes. Motion carried.

Motion by McQuillan, seconded by Kroll, to accept the resignation of the following certificated staff effective at the end of the 2025-26 contract year: Karlie Bruce, 5th-8th music; Reese Dellevoet, 7th math; Abigail Fiske, secondary special education; and Danielle Steinshouer, secondary math. On roll call vote: Kroll-yes, McClymont-yes, McQuillan-yes, Minnick-absent, Rust-yes, Wells-yes. Motion carried.

Motion by McQuillan, seconded by McClymont, to approve the employment of the following certificated/professional staff for 2026-27 with projected assignments: Hanna Swearingen, early childhood education preschool; Heather King, 7th math; Hanna Thagard, 7th science; and Talera Kinsey, secondary math. On roll call vote: Kroll-yes, McClymont-yes, McQuillan-yes, Minnick-absent, Rust-yes, Wells-yes. Motion carried.

Motion by McQuillan, seconded by Wells, to approve the employment of the following noncertificated/classified staff: Travis Brock, custodian. On roll call vote: Kroll-yes, McClymont-yes, McQuillan-yes, Minnick-absent, Rust-yes, Wells-yes. Motion carried.

Administrative reports were reviewed.

The meeting was adjourned at 12:23 p.m.

The next regular monthly meeting will be held on Monday, April 20, 2026 at 6:00 p.m. at the High School Media Center.

Sandy Dunaway

Sandy Dunaway, Secretary
Holdrege Board of Education

SPECIAL MEETING

Holdrege Board of Education

Monday, April 13, 2026, 12:00 p.m.

Central Office

Notice of Meeting Posted 4/9/2026 Holdrege Citizen

A special meeting of the Board of Education of Holdrege Public Schools was convened in open session on Monday, April 13, 2026, at the Central Office at 12:00 p.m.

Notice of the meeting was given in advance by publication and/or posting in accordance with the Board approved method for giving notice of meetings. Notice of this meeting was given in advance to all members of the Board of Education. The Secretary of the Board maintains a list of the news media requesting notification of meetings and advance notification to the listed media of the time and place of the meeting and the subjects to be discussed at this meeting was provided. Availability of the agenda was communicated in the publicized notice and a current copy of the Agenda was maintained as stated in the publicized notice. All proceedings of the Board of Education, except as may be hereinafter noted, were taken while the convened meeting was open to the attendance of the public.

The meeting was duly called to order.

Announcement of Open Meetings Act Posting

At the beginning of this meeting, it was announced that a current copy of the Open Meetings Act is posted on the wall of the meeting room and directed the public to its location.

The following board members were present: Teresa Kroll, Chris McQuillan, Samantha Minnick, Brian Rust, and Nick Wells. Alex McClymont was absent. Also present were Todd Hilyard, Superintendent, and Sandy Dunaway, Secretary.

President Rust recognized visitors and invited comments for the public forum.

Motion by Rust, seconded by Minnick, to approve an out-of-state travel request for select members of the high school track team to participate in the Kansas Relays on April 17-18, 2026 in Blue Springs, Missouri, with administrative discretion to prohibit such travel should conditions warrant. On roll call vote: Kroll-yes, McClymont-absent, McQuillan-yes, Minnick-yes, Rust-yes, Wells-yes. Motion carried.

The meeting was adjourned at 12:02 p.m.

Sandy Dunaway

Sandy Dunaway, Secretary

Holdrege Board of Education

Holdrege High School

Board Report

April 20, 2026

Jeremy Ham, Principal

1. **HHS Staffing:** Currently we are searching for a Special Education teacher, otherwise all staff positions for the 26-27 school year are filled at HHS.
2. **Testing Complete:** All testing (ACT, Pre-ACT, MAP) is complete for the year at HHS. Thank you to Lacie Wright and Pat Hellriegel for the help in orchestrating these large testing sessions!
3. **Prom:** Saturday April 18th we completed Prom activities. The theme was “Gatsby.” Many juniors were involved in the preparation and decoration for this event. Mrs. Pearson and Ms. Gibreal did an excellent job in completing this activity with our students.
4. **2026-2027 Scheduling Update:** Work continues to establish the master schedule for next year based off of the course numbers. Mrs. Mach and Mrs. Nelson did an excellent job of planning ahead and navigating this process efficiently. Student schedules are currently being scrutinized to ensure everything is set for next year.
5. **Graduation:** Graduation is Sunday, May 17th at HHS, we are planning on 73 graduates. Our list of at risk seniors is down to just four students, and they are progressing well. All are passing required courses, these four have some excessive attendance issues to clean up and are on track to finish in time.
6. **Scholarship Update-** HHS has six Buffet Scholarship recipients and two Walter Scott Scholarship recipients. This is an excellent reflection of the work happening in our guidance office, and an excellent opportunity for these students!!!
7. **Policy Updates** - As an administrative team, we have been collaborating throughout the year on policy update suggestions to present for board consideration over the summer. We should have our suggestions completed shortly after school is out in May, ready for HPS board review.
8. **Evaluations** - HHS teacher evaluations are complete for the current school year, non-certified staff evaluations are on pace to be completed in May.

Holdrege Public Schools
Special Education & Early Childhood Report

Director: Casey Klein

April 20, 2026

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
Birth-3 years	7	7	7	7	8	9	9	9	11
3-5 years with IEP attending NON -HPS Preschool	10	10	7	6	7	8	8	8	8
3-5 years with IEP attending HPS preschool	6	6	6	6	7	7	7	7	7
Holdrege Elementary	91	89	85	85	88	88	92	92	90
Holdrege Middle School	72	71	69	70	71	66	66	65	63
Holdrege High School	48	47	47	46	44	41	42	42	41
Special Services Students	234	230	221	220	225	219	224	223	220
<i>3-5 without IEP Attending HPS Preschoolers</i>	24	25	23	24	25	25	25	25	25

Professional Development

NDE/NASES Spring Conference In La Vista: Mrs. Klein attended the conference. The focus was on Specifically Designed Instruction (SDI); adverse effect; impact statements in MDT and IEPs; and writing goals that help close the achievement gap.

Autism Conference: Kailee Temple, Kristin Dobish, and Kara Parsons attended the Autism Conference in Kearney.

Due Dates

Maintenance of Effort (MOE) is due April 29, 2026.

Target Improvement Plan (TIP) is due May 1, 2026.

Overview of Special Education Services federally and in Holdrege Public Schools:

The Individuals with Disabilities Education Act (IDEA) outlines specific disability categories that qualify students for special education services. These categories serve as guidelines for identifying and supporting students with disabilities. Here's a brief overview of the IDEA federal disability categories:

1. **Autism Spectrum Disorder (ASD):** This category includes a range of developmental disorders characterized by challenges in social interaction, communication, and repetitive behaviors. (18 students with this as the primary diagnosis district-wide)
2. **Intellectual Disability (ID):** This category involves significant limitations in intellectual functioning and adaptive behavior. (13 students)

3. **Emotional Disturbance (ED):** Students with emotional disturbance exhibit one or more specific emotional or behavioral difficulties over a long period, impacting their educational performance. (8 students)
4. **Specific Learning Disability (SLD):** This category encompasses disorders affecting the ability to acquire, understand, or use specific academic skills, such as reading, writing, or math, despite average or above-average intelligence. (63 students our largest category)
5. **Multiple Disabilities:** Students with multiple disabilities have impairments in two or more areas, such as intellectual disability coupled with sensory impairments or physical disabilities. (3 students)
6. **Other Health Impairment (OHI):** This category includes conditions that affect a student's strength, vitality, or alertness, leading to limited alertness with respect to their educational environment. Examples include ADHD, Anxiety, and epilepsy. (40 students)
7. **Orthopedic Impairment:** Students with orthopedic impairments have physical disabilities that significantly impact their educational performance, such as impairments caused by congenital anomalies, diseases, or other conditions. (1 student)
8. **Speech or Language Impairment:** This category encompasses communication disorders, including language impairment and speech sound disorders, which adversely affect a student's educational performance. (35 students)
9. **Traumatic Brain Injury (TBI):** Students with TBI experience an acquired injury to the brain caused by an external physical force, resulting in impairments in cognitive, emotional, or physical functioning. (0 primary disability)
10. **Visual Impairment (including Blindness):** This category includes both partial and total vision loss that, even with correction, adversely affects a student's educational performance. (1 student)
11. **Developmental Delay (through the school year in which the child turns 8):** This category refers to a significant lag in a child's development compared to typical developmental milestones. In general, developmental delay can manifest in various areas, including motor skills, language and communication, social and emotional development, cognitive skills, and adaptive behavior. (35 students)

These categories help educational professionals determine eligibility for special education services and develop individualized education programs (IEPs) tailored to each student's unique needs.

Holdrege Elementary Schools

Board Report

April 20, 2026

Amber Porter

April is assessment month. Kindergarten through 4th grade took NWEA MAP assessments April 8th and 9th. Students in 3rd and 4th will take the NSCAS MAP assessments April 21 and 22. Students have also been taking the final Dibels Assessment for the year. Prior to our assessments we will have a pep rally to encourage students to do their best. Students set goals for improvement from the previous assessments. Students will be able to receive rewards and positive reinforcement activities based on their growth. Students have been excited about the goal setting. Even young students want to know if they have improved or reached their goal. We have not completed all the assessments, but we have another 14 students who will no longer be receiving an IRIP which means we are continuing to close the gaps.

Some of our High Ability Learner students presented at Invention Convention with the ESU 11. Students prepared and created their own inventions and presented them at the Phelps County Museum. It was a great opportunity for these students. We had several students who received medals.

4th Grade students will be traveling to the Middle School May 4th to participate in a transition exercise for students. They will meet teachers, tour the school, and learn expectations for 5th grade. There will also be an evening session for parents. This has been a tradition that has helped students become more comfortable with a move to a new school.

We have three music programs coming up in April and May. 1st and 2nd Grade students had their program on April 16th. It was so enjoyable to watch! 3rd and 4th graders will perform on May 7th at 7:00 pm at the Tassel. Kindergarten will have their Kindergarten program as well as graduation on May 14th at 7:00 pm.

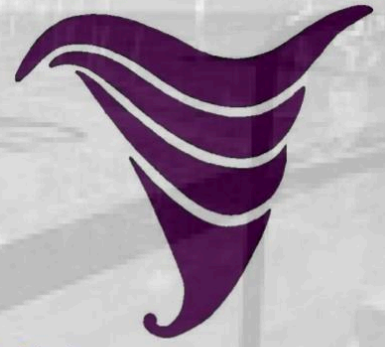
Reminder: On April 23, 2026, there will be an Open House for the parents of incoming Kindergarten students from 5:30-6:30 pm. Parents will be able to meet Kindergarten teachers and tour the school. Currently we have 65 Kindergarteners registered.



Holdrege Activities Department

Dylan Sullivan
Activities Director
(402)643-0423

Kelli Hale
Activities Assistant
(308)995-6558



Holdrege Public Schools – Activities April Board Report

Spring Activities

- **Holdrege Middle School Track Invite** – Friday, April 24, 2026
Field events begin at 1:00 PM; running events begin at 3:30 PM
 - **Holdrege Golf Invite** – Tuesday, April 28, 2026
Shotgun start at 9:00 AM (front and back nine)
 - **Southwest Conference Track Meet (Cozad)** – Saturday, May 2, 2026
Start time: 11:00 AM
 - **Southwest Conference Golf (Broken Bow)** – Thursday, May 7, 2026
Start time: 10:00 AM at Broken Bow Country Club
 - **State Girls Tennis** – Tuesday, May 26th & 27th
Start time: 9:00 am first round matches @ Woods Tennis Center
-

Spring Senior Nights

- **Track & Field** – Held during the Holdrege Invite on March 27, 2026
 - **Tennis** – May 11, 2026, at 2:15 PM
 - **Soccer** – April 27, 2026, vs. Kearney Catholic
 - **Golf** – April 28, 2026, during the home golf invite
 - **Baseball** – April 30, 2026, vs. Centennial
-

Fine Arts

- **Holdrege High School District V Music Contest** – April 24, 2026, at Minden High School
- **High School Musical** – Held March 27–29, 2026
Beginning next year, the musical will be moved to the first week of March, with performances scheduled Thursday through Saturday.

- **2026–2027 School Year Fine Arts Schedule Changes**

We are planning the following adjustments:

- One **Fall Concert** – October 29
 - One **Winter Concert** – December 14
 - **Musical** – First week of March
 - Continued **Evening of the Arts**
- These changes will reduce the number of high school concerts, but will help minimize scheduling conflicts and allow for larger, higher-quality performances.

NSAA 2026 Representative Assembly

Information on proposals passed for the 2025 season can be found here:

<https://nsaa-static.s3.amazonaws.com/textfile/leg/repagenda.pdf>

Board Report
Holdrege Middle School
Lacie Wright-Principal & Jacob McLain-Assistant Principal/AD
April 20, 2026

Spring is in full swing, and our building has been buzzing with activities, learning, and celebrations. Here's a look at what's been happening at the middle school this month:

JAG Legislative Day:

Our JAG program had the opportunity to take four students to Legislative Day at the Capitol. It was a great experience for them to learn about state government and civic engagement firsthand.

HAL Night – April 30th:

Mark your calendars! Our HAL Night is scheduled for April 30th from 5:00-6:00, with the theme "The Olympics." Students have been working hard on their projects, and we're excited for them to showcase what they've learned in creative and engaging ways.

State & District Testing Wrapped Up:

We've just wrapped up state and district assessments. A huge thank you to Pat Hellreigel for her incredible help in organizing and implementing the entire testing process. From scheduling to accommodations and logistics, her support was vital to making testing run smoothly across the district and our building.

HMS Track heating up: HMS track started the season Tuesday April 14th in Minden. Nearly 90 7th and 8th-grade students attended the trip. Students will be in action a lot in the upcoming weeks, including our home MS track triangular meet on April 21st (action starts at 3:00) and 24th (Action starts at 1:00 p.m.).

Summer School: We are looking at roughly fifteen 7th and 8th graders as candidates for summer school. Summer school candidates are determined by number of failed classes throughout the school year (Students that have failed a total of four or more classes through the first three quarters) and number of days absent from school.

Teammates: We applied for the Read Grant this year and have received many resources, and then our chapter was selected to receive the vending machine as well. It has been stocked with free books and any student at HMS can earn a token. As always we are still looking for mentors to place with students, especially male role models.

Music Update: Holdrege Middle School will be recognized by Nebraskans For the Arts by being awarded the 2026 NebraskARTS Award. It is presented to schools whose teachers, administrators, and school board members that have gone above and beyond to support, encourage, and facilitate achievement for students within fine arts classes and activities. Holdrege Middle School will join the list of 24 schools who have received this award since its establishment in 2014. Members of the Nebraskans For the Arts executive board will come to Holdrege to present this award at the Tassel on Tuesday, May 12th at 7pm, during the HMS Evening of the Arts celebration. There will also be an upcoming concert on April 20th at 6:00. Here are the results from the last contests attended

Crete Band Contest : 7-8 Concert Band earned a Superior rating

Cambridge Music Contest

6th Grade Band earned a Superior rating and 3rd place overall

7-8 Concert Choir earned a Superior rating

7-8 Concert Band earned a Superior rating and 2nd place overall

Overall MS update: The number of office behavior referrals has gone down each week for every grade level. Only 14 HMS students have been repeat offenders.

We have applied our district eligibility policy consistently and have seen many students rise to the academic standards the BOE has in place.

Thank you, as always, for your continued support of our students, staff, and programs. As we head into the final month of the school year, we're excited to keep the momentum going!

Superintendent's Report
4/20/2026

1. **HPS Foundation Golf Tournament** - The 17th Annual HPS Foundation Golf Tournament is set for Saturday, June 20th at the Holdrege Country Club. The Foundation Committee would appreciate any help with sponsorships, encouraging teams to play, helping the day of the tournament, or just stopping out and saying "hi" to some of the individuals playing in the tournament.
2. **HPS Staff Recognition Reception** - This event is set for Wednesday, May 13th at JB's. We will follow the typical format of having a brief social time from 5:00 to 5:30. At 5:30 we will start our program for the night which only takes about 20 minutes. I do think that staff appreciate seeing board members there thanking them for all that they do in making another successful school year.
3. **Pearson Rotary Presentation** - I am excited to be bringing Mrs. Pearson to Rotary on Thursday, April 23rd to present her experience on the Fox TV series "Extracted". Those of you who followed along know that she ended up placing third overall. I think that this ended up being kind of a cool deal for HPS.
4. **NDE Commissioner's Advisory** - I will be out of the office on Monday, April 27th for the final NDE Commissioner's Advisory meeting of this school year.
5. **District 38 Legislative Forum** - I already sent the Board a fairly detailed summary of the District 38 candidate forum that I attended. It was a very informative event for me. We can sit back and see if my predictions play out like I thought they would.