

## Agenda

1. Preliminary Procedures
  - 1.1. Call meeting to order & announce Open Meetings Act is Posted
  - 1.2. Public Notice as publicized per board policy
  - 1.3. Roll Call
    - 1.3.1. Action to excuse board members if necessary
  - 1.4. Pledge of Allegiance
  - 1.5. **1.5 Mission** Seward Public Schools - a district rooted in excellence - in cooperation with family and community members is committed to the development of the whole student and affirms that all students will have the skills to become productive, resilient, and contributing members of their community.
  - 1.6. Approval of Agenda
2. Public Forum: (The Board President reserves the right to place time limits on individuals and topics.)
  - 2.1. Public Forum on Agenda Items: This is your opportunity to speak to items on the agenda. If you are not a part of the presentation of the agenda item you need to speak now. Thank you for your participation.
  - 2.2. Public Forum on Any Topic: This is your opportunity to speak to any topic concerning the school district. Since it is not an agenda item the board cannot discuss or take action at this time on the matter. Future discussion can be requested as an agenda item. Thank you for your participation.
3. Discussion Items
  - 3.1. Summer Projects Update
  - 3.2. Facility discussion 2024-2025
  - 3.3. Future Board Meeting Format
  - 3.4. Summer School Report
  - 3.5. Superintendents' Goals
  - 3.6. Budget and Special Session
4. Reports
  - 4.1. Administrator Reports
  - 4.2. Superintendent's Report
5. Action Items
  - 5.1. Second Reading of New and Revised Board Policies
  - 5.2. Approve Social Studies and Art Curriculum Frameworks
  - 5.3. Reaffirm Policy 5018 and Policy 5054
6. Future Agenda Items
7. Consent Agenda
  - 7.1. Approval of Minutes
  - 7.2. Approval of Financial Reports
    - 7.2.1. Treasurer

- 7.2.2. Budget
    - 7.2.3. Activities
    - 7.2.4. Athletic
  - 7.3. Approval of Claims
    - 7.3.1. General Fund
    - 7.3.2. Special Building Fund
  - 7.4. Out of State Travel
  - 7.5. Approval of Consent Agenda
- 8. Adjournment

Please publish the following legal notice in the August 7, 2024 edition of the Seward County Independent. Thank you.

### NOTICE OF SCHOOL BOARD MEETING

The board of education of the School District of Seward will meet in regular session on Monday, August 12, 2024 at 5:30 p.m. for a regular business meeting. The meeting will be held at the Administrative Offices located at 410 South St., Seward, Nebraska. An agenda for the meeting which shall be kept continually current is readily available for public inspection at the Superintendent's Office during normal business hours.

To view the agenda go to <http://SewardPublicSchools.org/> and find the eMeeting link.

Seward Public Schools  
August 12, 2024  
Priority list for future maintenance/projects

1. Chiller/Water Heater/ Boiler- High School addition
2. Finish flooring in the north end of the high school
3. Remodel high school kitchen- School hot lunch fund
4. East Mechanical Elementary- Fluid cooler, boiler, hanging air handler
5. North Fluid Cooler- High School
6. Water Heater Elementary
7. AC- Elementary and High School Auxiliary Gyms- Bond
8. Track and Football Field- Bond ( I would still set some money aside in a special building fund for track)
9. Expand weight room- Bond
10. High School Science Wing- Bond
11. East parking Lot High School- Bond or future project
12. Drop Ceiling in the old section of the high school
13. Wood/Metal Shop air handler- SHS
14. Replace moat at the high school
15. Ag/Science building-

QCPUF- Panic Buttons, Safe to Defend, window film, asbestos in the high school floor.  
\$50,000- Turf Project

## **Performance Objectives 2024-2025**

### **1. Advocacy- Identify budget concerns, and legislative issues related to school finance, and assessment, and advocate for change when appropriate to benefit Seward Public Schools.**

For the next year, I will serve as the GNS (Greater Nebraska Superintendents) President, STANCE member, board member of NASCD (Nebraska Association of Supervision, Curriculum, and Development), and member of the governor-appointed Technical Advisory Committee. I will also serve as a mentor to the new superintendent at Fairbury Public Schools. Staying informed and active with possible changes to the distribution of education dollars to districts will be key to the future of SPS and schools across the state of Nebraska. Will also continue to explore using QCPUF to fund some of our safety needs district-wide.

### **2. Help Facilitate, Lead, and carry out our new District Strategic Plan for the next Five Years for Seward Public Schools.**

This has always been a big part of our success in SPS. I am excited to work through our new comprehensive strategic plan and work with board members, staff members, parents, and community members to take Seward Public Schools to the next level. Specifically MTSS, communication and developing partnerships and school culture, retention and hiring of staff, and begin the work of the possibility of a future bond.

### **3. Through my leadership and the development of administrators and teachers be a top ten school district in the state of Nebraska as measured by state and national assessments.**

Teaching and Learning is the most important thing we do as a district. Seward Public Schools continues to be a leader in the state for academic excellence. It is our focus on our mission to ensure all of our students are successful academically, socially, emotionally, and physically which has led us to be a leader in the state. Through our systems, use of data, revisions to systems when needed, and support of our students I am hopeful that the 2024-2025 school year will continue this strong tradition. One area we will explore this year is NWEA our best national test with the state exploring options for a new platform for the state assessment.

**4. Community engagement, staff engagement, and student engagement in order to retain, and recruit staff, support the community, and ensure all students learn.**

I will be starting a superintendent's advisory committee that will consist of 2-3 parents from each building. We will meet quarterly to develop a two-way communication in supporting the district while also addressing areas of opportunities for our school district to improve upon. I will also be attending the high school student leadership team to listen and bounce ideas off to get a student's perspective. I also see the parent-superintendent advisory group as a possible starting point for a bond committee in the future. The retaining and recruiting of staff will continue to be a big goal as we deal with the teacher shortage and look for ways to increase the teaching pool and make sure we are retaining our current staff.

## **LOWER THE LEVY CAP for GUARANTEED PROPERTY TAX RELIEF**

“Front loading,” the LB1107 funds (Tier II property tax credit) along with \$950.30 million in additional funds into our existing public school funding (TEEOSA) formula will allow us to provide direct and guaranteed property tax relief. Changing the percentage of valuation utilized within the public school funding formula or TEEOSA, along with front loading the LB1107 funds, will allow us to reduce the Levy Cap for schools from \$1.05 to \$0.45 – guaranteeing property tax relief.

Transfers \$1.511 billion (\$560.7 million from TierII property tax credit and \$950.3 million in other General Funds) from the General Fund to the Education Future Fund for state aid to schools.

### **What parts of TEEOSA will be changed to bring about property tax relief?**

1. Lower valuations within TEEOSA (From 96% to 86% for residential, commercial and other real property and from 72% to 42% for agricultural land).
2. Lower the Levy Cap to go from \$1.05 to \$0.45. (the Local Effort Rate drops from \$1.00 to \$0.40).
3. Eliminate the Averaging Adjustment and the Allocated Income Tax within TEEOSA (reduces the funds needed to achieve the levy reduction).
4. Provides a mechanism for school districts to reinstate a property tax levy if the State fails to provide the funds needed (similar to what was done for Community Colleges in 2023).
5. All foundation aid is included as a formula resource.
6. The special building fund is removed from the property tax authority calculation.
7. Allows school districts to carry forward any unused property tax request authority (base growth percentage), requires school districts to use any property tax request authority approved above the base growth percentage (from section 46 of LB388).

### **Impact of these changes:**

Nebraska’s ranking in school funding per student will jump further up the rankings - from the bottom 10 only 2 years ago, to the top 10 among states!

Nebraska’s ranking in property taxes per resident will drop - Nebraskans currently rank 7th among states with the highest property tax rates for homeowners (Tax Foundation).

### **\*\*\*Alternative Options**

If we cannot find an additional \$950.3 million to drop the Levy Cap to \$0.45 we can drop the Levy Cap to:

\$0.55 with an additional \$694.30 million (plus LB1107).

\$0.45 with an additional \$443.3 million (plus LB1107).

# School District of Seward Board Report

August 12, 2024

Jessica Dominy, Principal  
Seward Elementary School

## Enrollment: as of August 5, 2024

- Preschool: 65
- Kindergarten: 82
- 1st Grade: 74
- 2nd Grade: 94
- 3rd Grade: 95
- 4th Grade: 104
- Total: 514

## Upcoming Seward Elementary Events:

- Monday, August 12th: Open House (5:00 - 6:30 PM)
- Wednesday, August 14th: 1st Day of School (1:15 Elementary Dismissal)
- Week of August 26th: DIBELS Testing (1st-4th)
- Thursday, August 29th: School Picture Day
- Monday, September 2nd: No School, Labor Day

## First Day of School Celebration:

The first day of school is Wednesday, August 14th. Our theme for the 24-25 school year is "Camp Bluejay: Ready for S'more Learning!" Our camping themed year will be an exciting one for sure: making new friends, reconnecting with old friends, new learning experiences, collaborating with classmates, and so much more! Our year will kick off with our first day of school celebration on August 16<sup>th</sup> outside, where students will line up with their new teachers and walk into the building together. We are looking forward to all the fun this school year will have to offer!

## Staffing Changes:

We have five new teachers joining Seward Elementary this year: Rylee Philippi (1st grade), Jacob Hanseling (3rd grade), Paige Anderson (special education), Lindsay Hotovy (special education), and Erin Choquette (speech and language pathologist). We also have two new paras joining us: Emmalee Herring and Kyrie Briggs. We are lucky to have them join the SES team!

## Strategic Planning:

This year, we will enter year one in our new strategic plan. We are looking forward to beginning this important work of achieving our new goals! Action teams will begin their work right away during fall workshop and will continue throughout the year.

## Thank You!

Our building is clean, organized, and ready for students, thanks to the maintenance team and Campbell's! I greatly appreciate how much time and effort went into preparing our school for the upcoming year. The carpet and paint look wonderful! Thank you to Heidi and Christine at the District Office, and Michelle Austin, Melissa Schaefer, and Jamie Fields as well! They made sure teachers have orders in their classrooms over the summer.

**Board of Education Report**  
**Seward Middle School - Kirk J. Gottschalk**  
*12 August, 2024*

**1. Middle School Activities.**

12 August - Middle School Open House, 1800-1930 hrs. (6:00-7:30 pm).  
 - 5<sup>th</sup> Grade student tours begin at 1800 hrs. (6:00 p.m.).  
 14 August - School starts, 1330 dismissal (1:30 pm)  
 2 Sept. - Labor Day, No School  
 \* Cross country practice will start on Friday, 16 August as their Time Trial is two weeks later.  
 Volleyball practices will start on Monday, 19 August with games beginning in mid September.  
 Football practices start Wednesday, 21 August.

**2. Staffing.**

One new full-time teacher will be at the middle school this year. Ms. Melanie Gowin will be teaching 6<sup>th</sup> grade Language Arts classes. We are also still working on hiring one more para professional in the middle school.

**3. Outdoor Education.**

Our Outdoor Ed. experience for 6<sup>th</sup> graders and HS camp counselors at Camp Carol Joy Holling will take place from 21-23 August. Mr. Schlegel has been making all the preparations and communicating with those involved as we move forward in providing this unique educational experience for our kids.

**4. Enrollment.**

We are currently at **420** but nothing definite as we get new students coming in daily and getting requests for records of students who moved during the summer. These numbers hopefully are close to what we will begin with.

<u>Aug. 2024</u>	<u>Aug. 2023</u>	<u>Aug. 2022</u>	<u>Aug. 2021</u>
5 <sup>th</sup> Grade - 101	5 <sup>th</sup> Grade - 109	5 <sup>th</sup> Grade - 93	5 <sup>th</sup> Grade - 113
6 <sup>th</sup> Grade - 112	6 <sup>th</sup> Grade - 90	6 <sup>th</sup> Grade - 110	6 <sup>th</sup> Grade - 105
7 <sup>th</sup> Grade - 93	7 <sup>th</sup> Grade - 111	7 <sup>th</sup> Grade - 110	7 <sup>th</sup> Grade - 103
8 <sup>th</sup> Grade - <u>114</u>	8 <sup>th</sup> Grade - <u>117</u>	8 <sup>th</sup> Grade - <u>105</u>	8 <sup>th</sup> Grade - <u>108</u>
<b>TOTAL 420</b>	<b>TOTAL 427</b>	<b>TOTAL 418</b>	<b>TOTAL 429</b>

**5. Open House.**

Our middle school Open House will take place on Monday, 12 August. New students and all 5<sup>th</sup> graders are invited to come as early as 6:00 pm while the rest of the students and their families will be welcomed between 6:00-7:30 pm. It is designed to give students and their parents an opportunity to get a look at the building, meet and greet teachers, bring in paper work and supplies as well as reduce some of the first day anxieties new students and some 5<sup>th</sup> grade parents get. I plan to meet with 5<sup>th</sup> grade and new parents in the gym at 6:45 pm to provide some basic information.



**Board of Education Report  
August 2024  
Seward High School  
Scott Axt-Rich Eber-Scott Curry**



**SHS Back to School Newsletter**

Please see our back-to-school newsletter at: <https://secure.smores.com/n/w34jy6>

**Freshman and New Student Orientation**

Seward High School will be hosting a freshman and new student orientation on Monday, August 12th at 7:00 p.m. in the new theater. (Doors will open at 6:30 if students want to arrive early to start getting their T-shirts, schedules, fill out paperwork, etc. to beat the rush, and learn more about student activities (tables will be set up in the main gym for more information) Parents/guardians and students will have an opportunity to visit classrooms, meet teachers, find lockers, and get acclimated with the building. Information will also be provided regarding schedules, school policies, college planning, activity tickets, the automated lunch program, school organizations, and other relevant school information. We encourage parents/guardians to come prepared to put money in their son or daughter's lunch account and to pay for activity tickets before school starts to avoid the rush on the first few days of school. This should be an exciting night to continue transitioning to high school.

**First Day of School**

The first day of school will be on Wednesday, August 14. The schedule for the day will be a shortened bell schedule with an 8:15 a.m. start and a 1:30 p.m. end. Lunch will be served. Students will be given an information packet that includes health insurance forms, school lunch information, health history, student demographic updates, and other school-related information. Completed forms from the information packet need to be returned to the high school office by Monday, August 19th.

**Staying Connected with Seward High School**

Building/District Website: [www.sewardpublicschools.org](http://www.sewardpublicschools.org)

Facebook: <http://www.facebook.com/sewardpublicschools>

Twitter Athletic Updates: @SewardBlueJays

Activity Calendar: [www.centralconference.org](http://www.centralconference.org)

Staff Email: [firstname.lastname@sewardschools.org](mailto:firstname.lastname@sewardschools.org)

**Activities**

Fall sports officially began on August 12th. We are implementing this year an online ticketing service through GoFan. It will allow us to process fans who don't carry around cash. We will also be taking credit card payments at the concession stand at all events. There was a change in moving to only 1 sports parent meeting with the AD. This will take place on August 8th at 7:00pm. Every sport will have their individual parent meetings as well.

**Enrollment numbers as of August 5, 2024**

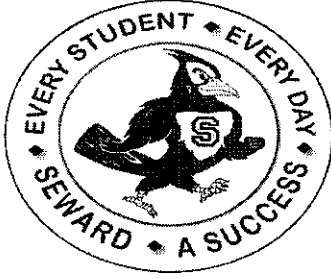
9th-141

10th-122

11th-125

12th-120

Total-508



School District of Seward  
 Board Report  
 Shannon Hall-Schmeckpeper, Director of Special Services  
 August 12, 2024

Welcome to the 2024-2025 school year!

A few new staff members are joining us in special education this school year. Erin Choquette is a speech-language pathologist working with our preschool students, kindergarten and 1st grade, and Jennifer Allen, who will be working with our Early Childhood team and our life skills program at the elementary school. Paige Anderson is a new resource teacher at the elementary school who will be working with students in the 3rd and 4th grades. Lindsay Hotovy will be a new resource teacher at the elementary school to support students in all grades. We are excited to welcome Erin, Jen, Paige, and Lindsay to our team!

We also welcome several new special education paras to the district this year: Jessica Hedges at the High School, Ellene Jensen, Cara Estele, and Brittini Bright at the Middle School, and Emmale Herring at the Elementary School. They join a strong group of paraeducators!

We held our 2nd Annual Paraeducator Professional Development Day on August 6th. This is an excellent opportunity for our paraeducators to learn from our staff and each other. In the morning, we had 7 different sessions that paraeducators could choose from for their professional development. Then, in the afternoon, paraeducators had time to meet with their supervising teachers to discuss roles, responsibilities, and individual student needs.

A huge thanks to Beth Seegebarth, Maddie Carlson, Nate Stepp, Erinn Collings, Jocelyn Gray, and Jen Quaranta (Nebraska Autism Network) for sharing their knowledge with our staff.

**Morning Schedule-ALL**

Presenter	Location	Session	Topic
Beth Seegebarth	131	S1	Responding to behavior
Maddie	141	S2	Inclusion in general education. How do I support the

Carlson			students and the teacher?
Nate Stepp	150	S3	MTSS
Erin Collings	156	S4	Prompting students and increasing their independence
Jen Quaranta	152	S5	Level 1: Understanding working with students with Autism
Jen Quaranta	152	S6	Advanced: Working with students with (autism ) in general education classrooms and increasing independence
Jocelyn Gray	136	S7	UFLY for Title Reading Only

Thank you for your commitment to our para-educator staff. This is a hard-working group of individuals, and the pay increase and PTO package that you were able to approve as a board communicate how much you value their work supporting students and staff.

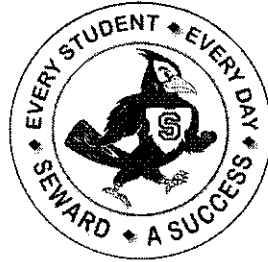
As of August 6, we have 291 students receiving special education services. This includes 33 students in the preschool, and 17 children served at home on IFSPs. We have 46 students eligible for a 504. We have 120 students identified as HAL. We have 2 students identified as needing ELL support. These numbers will fluctuate as students move in and out of the district.

We are looking forward to a great school year! Again, thanks for all you do to support us!

*Dr. Shannon Hall-Schmeckpeper*

Dr. Shannon Hal-Schmeckpeper  
 Director of Special Services-Seward Public Schools

SCHOOL DISTRICT OF SEWARD  
410 South Street  
Seward, NE 68434



Dr. Matt Dominy  
Director of Curriculum and Staff  
Development  
Phone: (402) 643-2941  
FAX: (402) 643-4986

## August 2024 Board Report for Curriculum and Staff Development

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Board Members,

I hope you all had a wonderful summer! We are hitting the ground running, and I am sure that this is going to be a great school year. I have enjoyed getting to know the new teachers and I know they will serve as great representatives for our districts for years to come.

### **Curriculum**

This summer we have completed our social studies and art curriculum frameworks. We did use a different model this year with the Story Board format. My hope is that this will help parents and others interested in our curriculum understand what we teach, why we teach it, and the sequence that we teach the various concepts. The curriculum guides will be available for your approval at the August meeting.

### **Instruction**

Our teachers will have new instructional resources to use in the area of social studies this year. As you know, our teachers selected materials that are interactive, timely, and encourage critical thinking. Our teachers participated in professional development regarding their materials on August 9<sup>th</sup> and we will continue to support them during this implementation period.

### **Staff Development**

Our new teachers attended the Effective Instruction Series which is organized by ESU #6 and was held at Seward Middle School this year. This training is a great way for us to get to know the new staff and for new staff to get to know each other. I am proud to say that the principals have done an outstanding job selecting teachers who want to get better, love learning, and want to do what is best for kids. New teachers were brought up to speed on a variety of content and research based instructional strategies.

Fall workshop is a great opportunity to work with our staff on our strategic plan priorities. Our plan for Fall workshop covers everything from Social Studies training/work time to Blood borne pathogens and everything in between. The Fall workshop Agenda is attached to this report.

**Assessment**

Currently, group assessment data is under embargo. Parents were notified of ACT scores in the Spring. Notification for parents regarding NSCAS will go out in September/October. I anticipate we will be able to do our data presentation for the Board in November.

I look forward to a fantastic school year and I thank you for your support.

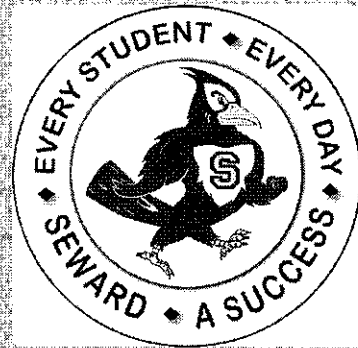
Dr. Matt Dominy

# SPS Fall Workshop 2024

August 9, 12, 13

## SPS Mission

Seward Public Schools - a district rooted in excellence - in cooperation with family and community members is committed to the development of the whole student and affirms that all students will have the skills to become productive, resilient, and contributing members of their community.



## Elementary

Required Trainings to be completed on the 9th, 12th, 13th at your discretion:

Username is your SPS Email

Bullying: <https://sewardschools-ne.safeschools.com/login>

Blood Borne Pathogens: <https://sewardschools-ne.safeschools.com/login>

Sexual Harassment: Student Issues and Response <https://sewardschools-ne.safeschools.com/login>

Seizure Training: <https://sewardschools-ne.safeschools.com/login>

(For these four courses, completion is recorded in the system, no need to print anything- Seizure training is required for All Certified Staff every two years. If you were new last year, you do not need to complete this. All other certified staff need to complete the Seizure training)

Friday, August 9

7:00-8:00 Optional Coffee Drive-thru at Ridgewood (624 Pinewood Ave)

8:30-4:00 CPI Training- More info coming for selected participants will be coming

8:15-8:30 Welcome back reception- Commons

8:30-11:30 Social Studies PD- RM 110

10:30-11:30 Action Team Leader Training- Elementary RM 110

11:30-12:30 Lunch on your own

12:30-1:30 Action Team Meetings- Action Team Leaders will send out agenda

1:30-4:00 Grade Level Meetings

Monday, August 12

7:45-8:30- All Staff Breakfast- HS Cafeteria

8:30-9:15- Welcome and Message- Dr. Fields- HS Theatre

9:15-9:45- Welcome and Message- Dr. Dominy- HS Theatre

10:00-12:00-Building Meetings- MP Room

Required Training: School safety and security plan, Teacher Evaluation

12:00-1:00- Lunch On Your Own

1:00-2:30 - Building Meetings Continued

1:00-3:00 Counselors meeting ES Conference RM

3:00-3:30 Nurses Meeting- ES Conference RM

2:30-3:30- All HS coaches-SHS Lib

Required Training- Concussion Awareness- Protocols for Removal From Play, Return to Play, Return to Learn.

Tuesday, August 13

7:00-8:00- Optional Breakfast at Kinship Pointe (500 Heartland Park)

8:00-9:00 Para Meeting - Multipurpose RM

8:00-9:00 Required Self-Directed PD- In your room (See above)

9:00-11:00 School-Based Meetings/PD

11:00-12:00 Required Self-Directed PD-In your room (see above and Seizure Training)

12:00-1:00- SEA Luncheon- HS cafeteria

1:30-2:30 Med Aide Training-SMS art room

1:30-2:30- Crisis Team Meeting- SMS library

1:45-2:45- SLP Meeting with Shannon- SES Multipurpose RM

2:30-3:30 Emergency Response Team Meeting- SMS library

3:00-4:00 MS Coaches Meeting- SMS Library

Required Training- Concussion Awareness- Protocols for Removal From Play, Return to Play, Return to Learn.

2:45-4:00- Special Education Meeting- SES-Multipurpose RM

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## Middle

Required Trainings to be completed on the 9th, 12th, 13th at your discretion.

Username is your SPS Email

Bullying: <https://sewardschools-ne.safeschools.com/login>

Blood Borne Pathogens: <https://sewardschools-ne.safeschools.com/login>

Sexual Harassment: Student Issues and Response <https://sewardschools-ne.safeschools.com/login>

Seizure Training: <https://sewardschools-ne.safeschools.com/login>

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Friday, August 9

7:00-8:00 Optional Coffee Drive-thru at Ridgewood (624 Pinewood Ave)

8:30-4:00 CPI Training- More info coming for selected participants

8:15-8:30 Welcome back reception- In commons

10:30-11:30 Action Team Leaders Training- Elementary RM 110

8:30-11:30 Social Studies PD- Carr's Classroom

11:30-12:30 Lunch on your own

12:30-1:30 Action Team Meetings- Action Team Leaders will send out agenda

1:30-4:00 Grade Level Meetings

Monday, August 12

7:45-8:30- All Staff Breakfast- HS Cafeteria

8:30-9:15- Welcome and Message- Dr. Fields- HS Theatre

9:15-9:45- Welcome and Message- Dr. Dominy- HS Theatre

10:00-12:00-Building Meetings-MS Library

Required Training: Dating Violence Prevention, School safety and security plan, Teacher Evaluation

12:00-1:00- Lunch On Your Own

1:15 - 2:30 Building Meetings Continued

1:00-3:00 Counselors meeting SES Conf. Room

3:00-3:30 Nurses Meeting- SES Conf. Room

2:30-3:30- All HS coaches-SHS Lib.

Required Training- Concussion Awareness- Protocols for Removal From Play, Return to Play, RTL

Tuesday, August 13

7:00-8:00- Optional Breakfast at Kinship Pointe (500 Heartland Park)

8:00-10:00 Required Self-Directed PD-In your room (See above)

10:00-12:00 Building Meetings

12:00-1:00- SEA Luncheon- HS cafeteria

1:30-2:30 Med Aide Training- SMS Art room

1:30-2:30- Crisis Team Meeting- SMS library

1:45-2:45- SLP Meeting with Shannon- SES Multipurpose RM

2:30-3:30 Emergency Response Team Meeting- SMS library

3:00-4:00 MS Coaches Meeting- SMS Library- Concussions, Removal From Play, RTP, RTL

2:45-4:00- Special Education Meeting- SES-Multipurpose Room

## High

Required Trainings to be completed on the 9th, 12th, 13th at your discretion:

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Bullying: <https://sewardschools-ne.safeschools.com/login>

Blood Borne Pathogens: <https://sewardschools-ne.safeschools.com/login>

Sexual Harassment: Student Issues and Response <https://sewardschools-ne.safeschools.com/login>

Seizure Training: <https://sewardschools-ne.safeschools.com/login>

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**Friday, August 9**

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- 8:30-4:00 CPI Training- More info coming for selected participants
- 8:15-8:30 Welcome back reception-(Library)
- 10:30-11:30 Action Team Leaders Training- Elementary RM 110
- 8:30-11:30 Social Studies PD- Zimmerman's RM
- 11:30-12:30 Lunch on your own
- 12:30-1:30 Action Team Meetings- Action Team leaders will send out agendas
- 1:30-4:00 Department Meetings

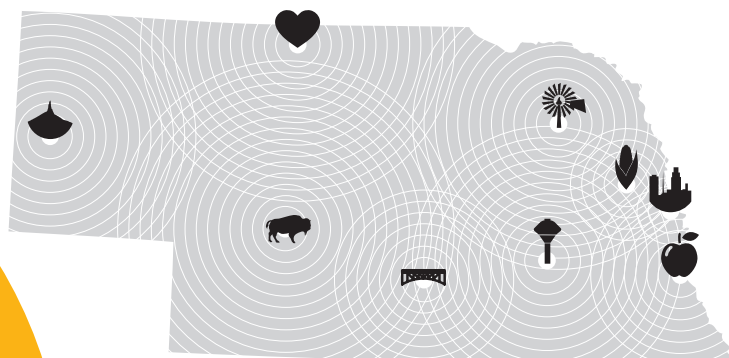
**Monday, August 12th**

- 7:45-8:30- All Staff Breakfast- HS Cafeteria
- 8:30-9:15- Welcome and Message- Dr. Fields- HS Theatre
- 9:15-9:45- Welcome and Message- Dr. Dominy- HS Theatre
- 10:00-12:00 -Building Meetings- HS Theater
- Required Training: Dating Violence Prevention, School safety and security plan, Teacher Evaluation
- 12:00-1:00- Lunch On Your Own
- 1:00-2:30- Building Meetings-Continued
- 1:00-3:00 Counselors meeting SES Conf. Room
- 3:00-3:30 Nurses Meeting- SES Conf. Room
- 2:30-3:30- All HS coaches-SHS Lib.
- Required Training- Concussion Awareness- Protocols for Removal From Play, Return to Play, Return to Learn.

**Tuesday, August 13th**

- 7:00-8:00- Optional Breakfast at Kinship Pointe (500 Heartland Park)
- 8:00-9:30- Required Self Directed PD-In your room (see above)
- 9:30-11:45 Update Canvas Websites- Teacher support available
- 12:00-1:00— SEA Luncheon- HS cafeteria
- 1:30-2:30- Crisis Team Meeting- SMS library
- 1:30-2:30 Med Aide Training- SMS art room
- 1:45-2:45- SLP Meeting with Shannon- SES Multipurpose RM
- 2:30-3:30 Emergency Response Team Meeting- SMS library
- 3:00-4:00 MS Coaches Meeting- SMS Library
- Required Training- Concussion Awareness- Protocols for Removal From Play, Return to Play, Return to Learn.
- 2:45-4:00- Special Education Meeting- SES-Multipurpose RM





# 2024 AREA MEMBERSHIP MEETINGS

Leadership - Training - Recognition - Networking - Vision

North Platte - Gering - Valentine - Kearney - York - Norfolk - Nebraska City - Omaha - Fremont

[www.NASBonline.org](http://www.NASBonline.org)

# 2024 REGISTRATION

## REGISTER NOW FOR THE MEETING NEAREST YOU

Tuesday, August 20	North Platte	Register by August 14
Wednesday, August 21	Gering	Register by August 14
Thursday, August 22	Valentine	Register by August 14
Tuesday, August 27	Kearney	Register by August 22
Wednesday, August 28	York	Register by August 22
Wednesday, September 4	Norfolk	Register by August 29
Wednesday, September 11	Nebraska City	Register by September 6
Tuesday, September 24	Omaha	Register by September 20
Wednesday, September 25	Fremont	Register by September 20

### TO REGISTER

Go to [www.NASBonline.org](http://www.NASBonline.org), and log in using your email and password. If you do not have an email and password to log in or have forgotten it, please contact NASB at 402-423-4951 for assistance.

Registration fees for each meeting and dinner are as follows:

NASB Member Registration	\$89
Cancellation Fee	\$25

*No refunds after the deadlines.*

# 2024 AGENDA

4:30 PM - REGISTRATION, NETWORKING & EXHIBITORS

5:00 PM - OPENING SESSION

5:15 PM - LEGISLATIVE UPDATE

5:50 PM - BREAK & EXHIBITORS

6:05 PM - TRAINING SESSIONS #1

6:35 PM - BREAK & EXHIBITORS

6:50 PM - TRAINING SESSIONS #2

7:25 PM - NETWORKING DINNER & AWARDS/RECOGNITION

15 AWARDS OF ACHIEVEMENT POINTS WILL BE EARNED FOR ATTENDING



# 2024 SESSION BREAKDOWN

**5:00 PM - WELCOME & OPENING SESSION**  
JOHN SPATZ, NASB EXECUTIVE DIRECTOR AND MEMBERS OF THE NASB BOARD OF DIRECTORS

**5:15 PM - LEGISLATIVE UPDATE: A TALE OF TWO SESSIONS - REGULAR AND SPECIAL**  
COLBY COASH, NASB ASSOCIATE EXECUTIVE DIRECTOR AND DIRECTOR OF GOVERNMENT RELATIONS  
A look back at what was passed in the 2024 Legislative Session, who is campaigning towards victory in November, and the results of the Special Session!

## 6:05 PM - TRAINING SESSIONS 1

**HOW DOES NEBRASKA COMPARE?** ... Attend this session to hear about five-year trend data on Nebraska student demographics and performance. How do we rank educationally, invest in students, and financially support students compared to other states? An update on the Shortage Steering Committee will be shared.

- Shari Becker, Director of Education Leadership Search Service, and John Spatz, Executive Director

**SCHOOL CLAIMS, INSURANCE TRENDS AND HIGH-RISK ACTIVITIES** ... Come to this session to hear about Best Practices for schools. No one wants to read about the district, on the front page of the local newspaper, unless it's for passing a school bond or winning a state championship. Let's talk about school insurance and how we can prevent hitting the headlines.

- Megan Boldt, Associate Executive Director, Director of ALICAP/Insurance

**ACCOUNTABILITY AND STAKEHOLDER ENGAGEMENT** ... The research is clear. Community and parent engagement fosters goodwill, brings in new partners and resources, and will positively impact support of students, expanded learning opportunities, and facility upkeep and expansion. Does the board know what the staff, students, parents, and community are thinking, what they expect of the school district, and what they support? This session will address the importance of engaging stakeholders, managing the feedback, and how the board assures stakeholders voices have been heard.

- Marcia Herring, Director of Board Leadership

## 6:50 PM - TRAINING SESSIONS 2

**NETWORKS OF SUPPORT: INSPIRING LOCAL LEADERSHIP** ... Leadership does not have to feel lonely! Support systems are all around us to share the love of local leadership. But where do school leaders reach out to find such support? Hear from local representatives from the Nebraska Children and Families Foundation about the many programs, services, and funding they can offer districts in support of students and families!

- Caden Frank, Board Leadership Community Engagement Specialist

**OPEN MEETINGS, OPTION ENROLLMENTS, AND OUCH, TITLE IX!** ... The last Unicameral session made a lot of changes calling for policy revisions, but that doesn't mean the Feds can't match them with a long-dreaded Title IX update. All these and more for 2024.

- Jim Luebbe, Director of Policy Services

**SUPPORT FOR BOARD AND SUPERINTENDENT LEADERSHIP SUCCESS** ... Transition is not an event, but a process that is important to the success of the board and superintendent as non-incumbent board members prepare for their new role. Do you have a plan for board orientation, when is the best time to engage, and what information will be presented and discussed? This session will provide orientation materials for new members, and a checklist that outlines how the board and superintendent work collaboratively for positive outcomes for the school district.

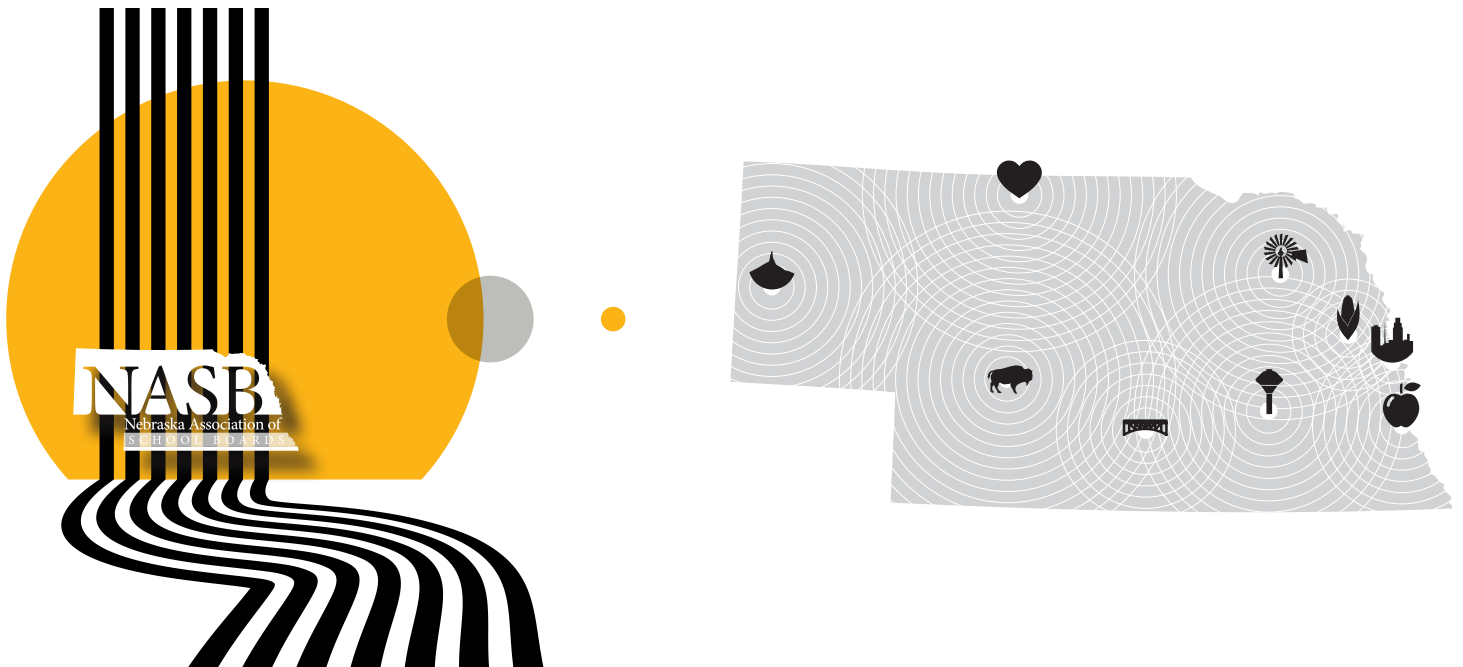
- Marcia Herring, Director of Board Leadership





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RETURN SERVICE REQUESTED



# 2024 AREA MEMBERSHIP MEETINGS

Leadership - Training - Recognition - Networking - Vision

North Platte - Gering - Valentine - Kearney - York - Norfolk - Nebraska City - Omaha - Fremont

## 2006 Complaint Procedure

Good communication helps to resolve many misunderstandings and disagreements. This complaint procedure applies ~~to board members, patrons, students and school staff, to complaints~~ unless the ~~staff member~~ complaint is subject to a different ~~grievance~~ procedure ~~pursuant required by law, to~~ policy or contract. Individuals who have a complaint should discuss their concerns with appropriate school personnel in an effort to resolve problems at the lowest level of the chain of command. When ~~such those~~ efforts do not resolve matters satisfactorily, including matters involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age, a complainant should follow the procedures set forth in any specific policy addressing those areas or the procedures set forth below. ~~Students and employees who believe they have been subjected to sex harassment in violation of Title IX should refer to the board's policy titled "Title IX." Allegations of sex discrimination covered by Title IX will be addressed through the board's Title IX policy.~~

References to "coordinator" in this policy refer to the board-designated coordinator for the applicable area, such as the Section 504 Coordinator for allegations of disability-based discrimination.

A preponderance of the evidence will be required to discipline a party accused of misconduct. This means that the investigator must conclude that it is more likely than not that misconduct occurred.

### **Complaint and Appeal Process.**

1. The first step is for the complainant to speak directly to the person(s) with whom the complainant has a concern. For example, a parent who is unhappy with a classroom teacher should initially discuss the matter with the teacher. However, the complainant should skip the first step if complainant reasonably believes speaking directly to the person would subject complainant or complainant's student to discrimination or harassment.
2. The second step is for the complainant to speak to the building principal, ~~Title IX/504~~ coordinator, superintendent of schools, or president of the board of education, as set forth below. Anyone with questions about the appropriate person to speak with may request clarification from the superintendent.

- a) Complaints about the operation, decisions, or personnel within a building should be submitted to the principal of the building.
  - b) Complaints about the operations of the school district or a building principal should be submitted in writing to the superintendent of schools.
  - c) Complaints about the superintendent of schools should be submitted in writing to the president of the board of education.
  - d) Complaints involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age may also be submitted, at any time during the complaint procedure to the ~~School District's Title IX/504~~applicable coordinator. Complaints involving discrimination or harassment may also be submitted at any time to the Office for Civil Rights, U.S. Department of Education: by email at OCR.KansasCity@ed.gov; by telephone at (816) 268-0550; or by fax at (816) 268-0599.
3. When a complainant submits a complaint to an administrator or ~~to the Title IX/504~~ coordinator, the administrator or ~~Title IX/504~~ coordinator shall first determine whether another applicable procedure is required by policy or law and if so, direct the complaint to the appropriate person to follow that procedure. If not, the administrator or coordinator will promptly and thoroughly investigate the complaint, and shall:
- a) Determine whether the complainant has discussed the matter with the ~~staff member~~ respondent involved.
    - 1) If the complainant has not, ~~the administrator or Title IX/504 coordinator will~~ urge the complainant to discuss the matter directly with ~~that staff member~~ the respondent, if appropriate.
    - 2) If the complainant refuses to discuss the matter with the ~~staff member~~ respondent, the administrator or ~~Title IX/504~~ coordinator shall, in his or her sole discretion, determine whether the complaint should or must be pursued further.

- b) Strongly encourage the complainant to reduce his or her concerns to writing.
  - c) Interview the complainant and, if necessary, the respondent against whom the complaint is filed, to determine:
    - 1) All relevant details of the complaint;
    - 2) All witnesses and documents which the complainant believes support the complaint;
    - 3) The action or solution which the complainant seeks.
  - d) Respond to the complainant. If the complaint involved involves discrimination or harassment, the response shall be in writing and shall be submitted within 180 calendar days after the administrator or Title IX/504 coordinator received receives the complaint.
4. If either the complainant or the accused party respondent is not satisfied with the administrator's or the Title IX/504 coordinator's decision regarding a complaint her or she may appeal the decision to the superintendent. The superintendent may assign a qualified designee to hear any appeal. This provision applies to appeals under the board's policies governing complaints of discrimination or harassment, including Title IX and any other policy with a separate grievance or complaint procedure, unless that other procedure includes its own appeal process. All requirements for appeals within any other policy apply, and in addition to those requirements, the following also apply.
- a) This The appeal must be in writing.
  - b) This appeal must be received by the superintendent no later than ten-three (103) calendar days from the date the administrator or Title IX/504 coordinator communicated his/her decision to the complainant of the decision.
  - c) The For complaints addressed through other applicable procedures that do not include a separate investigatory process, the superintendent will investigate as he or she deems appropriate. However, all matters involving discrimination or harassment shall be promptly and thoroughly investigated.

d) ~~Upon completion of this investigation, the~~The superintendent will prepare a written decision and inform provide it to the complainant and any other person entitled by law to receive the appeal decision in writing of his or her decision. If the complaint involved discrimination or harassmentFor complaints involving discrimination or harassment, the superintendent shall submit the decision within 180 calendar days after the superintendent received complainant's written appeal. Appeals to the superintendent from complaints involving discrimination or harassment are final once the superintendent delivers the written decision, as are all other appeals/complaints to the superintendent unless the complaint can be appealed on the limited grounds to appeal to the board below.

5. The board's role is to set policy, establish and implement a budget, and evaluate the superintendent. The board does not manage the daily operations of the school district entrusted to its administration unless required by law or policy. Because of the board's statutory roles, it does not hear complaints or appeals that may involve oversight or discipline of students, staff, or others, unless those involve the superintendent as discussed below. The board does not hear complaints or appeals based on allegations of discrimination or harassment unless otherwise required by law. The board will hear appeals only in the following circumstances:

- a) When the complaint is about a board policy, not implementation of the policy;
- b) When the complaint involves the budget or school expenditures that have been or must be approved by the board; or
- c) When the board is required by law, policy, or contract to hear a complaint or appeal.

~~5. If either the complainant or the accused~~If a complaint involves those limited grounds and a party is not satisfied with the superintendent's decision regarding ~~a~~the complaint or appeal, he or she may appeal the decision to the board.

a)d) This appeal must be in writing.

b)e) This appeal must be received by the board president no later than ten (10) calendar days from the date the

superintendent communicated his/her decision to the complainant.

e)f) This policy allows, but does not require the board to receive statements from interested parties and witnesses relevant to the complaint appeal. However, all matters involving discrimination or harassment allegations against the superintendent shall be promptly and thoroughly investigated by the board president or a designee.

e)g) The board president will notify the complainant and any other person legally required to receive the decision in writing of its decision. If the complaint ~~involved~~ involves discrimination or harassment allegations against the Superintendent, the board president shall submit ~~its~~ the decision within 180 calendar days after ~~it received~~ receiving ~~complainant's~~ the written appeal.

e)h) There is no appeal from any decision of the board unless authorized by law.

6. ~~When a formal complaint about the superintendent of schools has been~~ Formal complaints about the superintendent shall be filed with the president of the board. ~~7. However, complaints about the superintendent do not include disagreement with the superintendent's decision on appeal based on a complaint of discrimination, harassment, or action of any other employee who is not the superintendent. Upon receipt of a complaint, the board president or his or her designee shall promptly and thoroughly investigate the complaint, and shall:~~

a) Coordinate with school district staff, other than the superintendent, to determine if another procedure in policy or law requires the complaint against the superintendent to follow another procedure. If so, the board president will coordinate handling the complaint through that procedure. If another procedure applies, such as in the case of allegations of sex discrimination against the superintendent, the board president or, at his or her discretion, the full board will serve only to hear any appeal by a party to the complaint.

a)b) Determine whether the complainant has discussed the matter with the superintendent.

- 1) If the complainant has not, the board president or designee will urge or require the complainant to discuss the matter directly with the superintendent, if appropriate or required.
  - 2) If the complainant refuses to discuss the matter with the superintendent, the board president shall, in his or her sole discretion, determine whether the complaint should or must be pursued further.
- ~~b) Strongly encourage the complainant to reduce his or her concerns to writing.~~
- c) Determine, in his or her sole discretion, whether to place the matter on the board agenda for consideration at a regular or special meeting by the full board.
  - d) Respond to the complainant or appeal. If the complaint or appeal involved-involves discrimination or harassment, the response shall be in writing and shall be submitted within 180 calendar days after the president received the complaint.
  - ~~d)e) Appoint or contract with other individuals qualified to assist the board through this process or any other applicable procedure used to address allegations against the superintendent.~~

**No Retaliation.** The school district prohibits retaliation against any person for filing a complaint or for participating in the complaint procedure in good faith.

**Special Rules Regarding Educational Services and Related Services to Students with Disabilities.** Students with disabilities and their families have specific rights outlined in state and federal law, including administrative processes by which they may challenge the educational services being provided by the school district. Therefore, the appeal process contained in this policy may not be used to challenge decisions made by a student's individualized education plan (IEP) team or 504 team.

Complaints about the educational services provided a student with a disability, including but not limited to services provided to a student with

an IEP, access to curricular and extracurricular activities, and educational placement must be submitted to the school district's Director of Special Education. The Director of Special Education will address the complaint in a manner that he/she deems appropriate and will provide the complainant with a copy of the Notice of IDEA Parental Rights promulgated by the Nebraska Department of Education.

Complaints about the educational services provided a student with a disability pursuant to a Section 504 plan must be submitted to the school district's 504 Coordinator. The 504 Coordinator will address the complaint in a manner that he/she deems appropriate and will provide the complainant with a copy of the Notice of Section 504 Parental Rights adopted by the board of education.

Complaints about the educational services provided to a student who is suspected of having a disability must be submitted in writing to the school district's Director of Special Education or to the district's 504 Coordinator. The Director of Special Education or 504 Coordinator will either refer the student for possible verification as a student with a disability or will provide prior written notice of the district's refusal to do so.

**Bad Faith or Serial Filings.** The purpose of the complaint procedure is to resolve complaints at the lowest level possible within the chain of command. Individuals who file complaints (a) without a good faith intention to attempt to resolve the issues raised; (b) for the purpose of adding administrative burden; (c) at a volume unreasonable to expect satisfactory resolution; or (c) for purposes inconsistent with the efficient operations of the district may be dismissed by the superintendent without providing final resolution other than noting the dismissal. There is no appeal from dismissals made pursuant to this section.

Adopted on: \_\_\_\_\_ September 14, 2015

Revised on: \_\_\_\_\_ August 12, 2019, August 10, 2020

Reviewed on: \_\_\_\_\_

**3003.1**  
**Bidding for Construction, Remodeling, Repair, or Related Projects**  
**Financed with Federal Funds**

**I. Applicability of the Policy**

This policy applies only to construction and contracts undertaken with federal funds which are subject to the federal Uniform Grant Guidance (UGG) and other applicable federal law, including but not limited to the Education Department and General Administration Regulations (EDGAR) and the United States Department of Agriculture (USDA) regulations governing school food service programs. In the event this policy conflicts or is otherwise inconsistent with mandatory provisions of the UGG, EDGAR or other applicable federal law, the mandatory provisions of the laws shall control.

The District will also comply with the requirements of the public lettings laws (NEB. REV. STAT. §§ 73-101 through 73-106) when the contemplated expenditure for the complete project exceeds \$109,000, the Political Subdivisions Construction Alternatives Act (NEB. REV. STAT. §§ 13-2901 through 13-2914), energy financing contracts (NEB. REV. STAT. §§ 66-1062 through 66-1066), other applicable state laws, and the board's general policy on Bidding for Construction and Related Projects. In addition, all procurement and construction shall comply with the rules and requirements of 2 CFR part 200.317 through 200.326 and 34 CFR sections 75.601 through 75.615. In the event of a conflict between state and federal law, the more stringent requirement shall apply.

**II. All projects undertaken pursuant to this policy will be subject to the following bond requirements**

- A. A bid guarantee from each bidder equivalent to five percent of the bid price. The "bid guarantee" must consist of a firm commitment such as a bid bond, certified check, or other negotiable instrument accompanying a bid as assurance that the bidder will, upon acceptance of the bid, execute such contractual documents as may be required within the time specified.
- B. A performance bond on the part of the contractor for 100 percent of the contract price. A "performance bond" is one executed in connection with a contract to secure fulfillment of all the contractor's obligations under such contract.
- C. A payment bond on the part of the contractor for 100 percent of the contract price. A "payment bond" is one executed in connection with

a contract to assure payment as required by law of all persons supplying labor and material in the execution of the work provided for in the contract.

### **III. Construction Projects with an Anticipated Cost of Under \$250,000**

#### A. Methods of Bidding/Soliciting Quotations or Estimates

The type of procedures required depends on the anticipated cost of the project.

1. Construction with an Anticipated Cost of up to \$10,000 (Micro-Purchases)

Micro-purchase means an individual procurement transaction for purchase of supplies or services using simplified acquisition procedures, the annual aggregate amount of which does not exceed \$10,000. Micro-purchases may be made or awarded without soliciting competitive quotations, to the extent district staff determine that the cost of the purchase is reasonable. For purposes of this policy "reasonable" means the purchase is comparable to market prices for the geographic area.

To the extent practicable, the District distributes micro-purchases equitably among qualified suppliers. The District will follow its standard policy on purchasing.

2. Construction with an Anticipated Cost of between \$10,000 and \$250,000 (~~Small Purchase~~Simplified Acquisition Procedures)

For construction projects subject to this policy, ~~small purchases~~simplified acquisitions are purchases that, in the aggregate amount, is more than \$10,000 and less than \$250,000 annually. For ~~small purchases~~simplified acquisitions, price or rate quotes shall be obtained in advance from a reasonable number of qualified sources as detailed in the district's standard policies on purchasing and on bid letting and contracts.

B. Construction Projects with an estimated cost of between \$109,000 and \$249,999 will be made pursuant to the District's Policy on Bid Letting and Contracts.

Pursuant to Nebraska law, construction projects which have an anticipated aggregate cost of \$109,000 or more are subject to state public lettings laws (NEB. REV. STAT. §§ 73-101 through 73-106). The board will follow its standard policy on bid letting and contracts for construction projects financed with federal funds which have an anticipated aggregate cost of between \$109,000 and \$250,000.

#### **IV. Construction Projects with an Anticipated Cost Over \$250,000**

A. Sealed Bids: All constructions projects subject to this policy with an anticipated cost of \$250,000 or more will be publicly solicited using the sealed bid method

1. Bids must be solicited from an adequate number of known suppliers, providing them sufficient response time prior to the date set for opening the bids, for state, local, and tribal governments, the invitation for bids must be publicly advertised;
2. The invitation for bids, which will include any specifications and pertinent attachments, must define the items or services in order for the bidder to properly respond;
3. Sealed bids will be publicly opened in a place and at the specific time stated in the bid solicitation. Bidders shall be notified of the opening and invited to be present.
4. The contract will be awarded to the lowest responsive and responsible bidder.
  - a) Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs must be considered in determining which bid is lowest.
  - b) Payment discounts will only be used to determine the low bid when prior experience indicates that such discounts are usually taken advantage of.
  - c) Any or all bids may be rejected if there is a sound documented reason.
5. The board shall have discretion in determining which bidders are responsible and responsive and shall award the contract to the

lowest, responsible, and responsive bidder whose bid meets the bid specifications. This means that the board will select the bid that offers the best value and award a contract based upon the amount of the bid and the bidder's ability and capacity to carry on the work, its equipment and facilities, honesty, integrity, skills, business judgment, experience, equipment, facilities, financial stability, past performance, and other relevant factors.

6. The board will generally complete its review of bids and select a vendor within 30 days of bid submission.

#### B. Advertising for Bids.

1. The superintendent or designee will arrange to advertise for bids by publishing notice in any newspaper of general circulation within the school district at least 7 calendar days prior to the date on which bids are due.

2. Nothing shall prevent the superintendent or designee from advertising in additional media outlets or for a longer period of time.

#### C. Bid Documents

1. The bid documents shall identify the day upon which the bids shall be returned, received, or opened and shall identify the hour at which the bids will close or be received or opened.

2. The bid documents shall also provide that such bids shall be opened simultaneously in the presence of the bidders or their representatives.

3. Bids received after the date and time specified in the bid documents shall be returned to the bidder unopened.

4. If bids are being opened on more than one contract, the board, in its discretion, may award each contract as the bids are opened.

5. Sealed bids will be opened in a place and at the specific time stated in the bid solicitation. Bidders shall be notified of the opening and invited to be present.

6. Bids will be reviewed by the Superintendent and/or designee

and submitted to the board for approval.

7. The board shall have discretion in determining which bidders are responsible and responsive and shall award the contract to the lowest, responsible, and responsive bidder whose bid meets the bid specifications. This means that the board will select the bid that offers the best value and award a contract based upon the amount of the bid and the bidder's ability and capacity to carry on the work, its equipment and facilities, honesty, integrity, skills, business judgment, experience, equipment, facilities, financial stability, past performance, and other relevant factors.

8. The board will generally complete its review of bids and select a vendor within 30 days of bid submission.

D. The terms of any construction project undertaken pursuant to this policy will be memorialized in a written contract which has been reviewed by the district's legal counsel and approved by the board.

## **V. Other Contract Matters.**

### **A. Required Terms**

The non-Federal entity's contracts must contain the applicable provisions required by section 200.322~~6~~ and described in Appendix II to Part 200—Contract Provisions for non-Federal Entity Contracts Under Federal Awards. This includes a "Buy American" provision that provides that as appropriate and to the extent consistent with law, the District and contractor should, to the greatest extent practicable under a Federal award, provide a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States (including but not limited to iron, aluminum, steel, cement, and other manufactured products). The requirements of the Buy American provision must be included in all subawards including all contracts and purchase orders for work or products under this award.

### **B. Contracting with Certain Vendors**

Pursuant to the standards contained in 2 C.F.R. § 200.321, the District will take all necessary affirmative steps to assure that minority businesses, women's business enterprises, veteran-owned businesses, and labor surplus area firms are used when possible and consistent with state law.

To the maximum extent practicable, the school food program shall purchase domestic commodities or products produced in the U.S. or processed in the

U.S. substantially using agricultural commodities produced in the U.S.

### C. Full and Open Competition

The district's procurement transactions will be conducted in a manner providing full and open competition consistent with 2 C.F.R §200.319.

### D. Debarment and Suspension

The District awards contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, ~~compliance with public policy,~~ compliance, proper classification of employees (see the Fair Labor Standards Act, 29 U.S.C. 201, chapter 8), record of past performance, and financial and technical resources when conducting a procurement transaction.

The District may not subcontract with or award subgrants to any person or company who is debarred or suspended. For all contracts over \$25,000 the District verifies that the vendor with whom the District intends to do business with is not excluded or disqualified. 2 C.F.R. Part 200, Appendix II(1) and 2 C.F.R. §§ 180.220 and 180.300.

The District will verify debarment or suspension by revising the excluded parties list on SAM.gov, collecting a certification through the bidding process, and/or by including a debarment and suspension provision in the bid and contract documents. The Superintendent or his/her designee shall be responsible for such verification.

### E. Settlements of Issues Arising Out of Contract

The District alone is responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the District of any contractual responsibilities under its contracts. Violations of law will be referred to the local, state, or federal authority having proper jurisdiction.

### F. Record Keeping

#### 1. Record Retention

- a) The District maintains all records that fully show (1) the amount of funds under the grant or subgrant; (2) how the subgrantee uses those funds; (3) the total cost of each project; (4) the share of the total cost of each project provided from other sources; (5) other records to facilitate an effective audit; and (6) other records to show compliance with federal program requirements. 34 C.F.R. §§ 76.730-.731 and §§ 75.730-.731. The District also maintains records of significant project experiences and results. 34 C.F.R. § 75.732. These records and accounts must be retained and made available for programmatic or financial audit.
  - b) The U.S. Department of Education is authorized to recover any federal funds misspent within 5 years before the receipt of a program determination letter. 34 C.F.R. § 81.31(c). Schedule 10 (Local School Districts) and Schedule 24 (Local Agencies General Records) of the Nebraska Records Management Division as approved by the Nebraska Secretary of State/State Records Administrator requires the District to maintain records regarding construction projects for a minimum of five (5) years after the sale or demolition of the building. However, if any litigation, claim, or audit is started before the expiration of the record retention period, the records will be retained until all litigation, claims, or audit findings involving the records have been resolved and final action taken. 2 C.F.R. § 200.333.
  - c) Records will be destroyed in compliance with Schedule 10, Schedule 24, and State law. This includes the completion of a Records Disposition Report.
2. Maintenance of Construction Records for Projects Financed with Federal Funds
- a) The District must maintain records sufficient to detail the history of all construction projects financed with federal funds. These records will include, but are not necessarily limited to the following: rationale for the method of construction, selection of contract type, contractor selection or rejection, the basis for the contract price (including a cost or price analysis), and verification that the contractor is not suspended or debarred.

- b) Retention of construction records shall be in accordance with applicable law and Board policy.

## **VI. Conflict of Interest and Code of Conduct**

- A. Board and staff member conflicts of interest are governed by the district's conflict of interest policies.
- B. Contracts covered by this policy are subject to the following additional provisions.
  - 1. Employees, officers, and agents engaged in the selection, award, and/or administration of district contracts which are prohibited from engaging in such actions if a real or apparent conflict of interest is present.
  - 2. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.
  - 3. The board may determine at its discretion that a financial interest is not substantial enough to give rise to a conflict of interest.

### C. Favors and Gifts

~~The officers, employees, and agents~~An employee, officer, agent, and board member of the District may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts, with the limited exception of unsolicited items of nominal value.

### D. Enforcement

Disciplinary Actions will be applied for violations of such standards by officers, employees, board members, or agents of the District at the board's discretion.

## **VII. Financial Management**

### **A. Identification.**

The District will identify, in its accounts, all federal awards received and expended and the federal programs under which they were received. Federal program and award identification include, as applicable, the CFDA title and number, federal award identification number and year, name of the federal agency, and, if applicable, name of the pass-through entity.

### **B. Financial Reporting**

The District will make an accurate, current, and complete disclosure of the financial results of each federal award or program in accordance with the financial reporting requirements set forth in the Education Department General Administrative Regulations (EDGAR).

### **C. Accounting Records**

The District maintains records which adequately identify the source and application of funds provided for federally-assisted activities. These records must contain information pertaining to grant or subgrant awards, authorizations, obligations, unobligated balances, assets, expenditures, income and interest and be supported by source documentation.

### **D. Internal Controls**

The Superintendent or his/her designee must maintain effective control and accountability for all funds, real and personal property, and other assets through board review and approval of claims, an annual audit of the district's finances pursuant to the applicable Nebraska Department of Education and federal rules and regulations, and comparison of expenditures and outlays to budgeted amounts. The District adequately safeguards all such property and assures that it is used solely for authorized purposes.

### **E. Budget Control**

Actual expenditures or outlays will be compared with budgeted amounts for each federal award at least annually and more often as required by law or deemed prudent by the board or administrative staff.

### **F. Payment Methods**

The District will comply with applicable methods and procedures for payment that minimize the time elapsing between the transfer of funds and

disbursement by the District, in accordance with the Cash Management Improvement Act at 31 CFR Part 205. Generally, the District receives payment from the Nebraska Department of Education on a reimbursement basis. 2 CFR § 200.305. However, if the District receives an advance in federal grant funds, the District will remit interest earned on the advanced payment quarterly to the federal agency. The District may retain interest amounts up to \$500 per year for administrative expenses. 2 CFR § 200.305(b)(9).

Consistent with state and federal requirements, the District will maintain source documentation supporting the federal expenditures (invoices, time sheets, payroll stubs, etc.) and will make such documentation available for the Nebraska Department of Education to review upon request.

#### G. Allowability of Costs

Expenditures must be aligned with approved budgeted items. Any changes or variations from the state-approved budget and grant application need prior approval.

When determining how the District will spend its grant funds, the Superintendent or his/her designee will review the proposed cost to determine whether it is an allowable use of federal grant funds before obligating and spending those funds on the proposed good or service. All costs supported by federal education funds must meet the standards outlined in EDGAR, 2 CFR Part 3474 and 2 CFR Part. The Superintendent or his/her designee must consider these factors when making an allowability determination.

The Superintendent or his/her designee will consider Part 200's cost guidelines when federal grant funds are expended. The Superintendent or his/her designee will also consider whether all state - and District-level requirements and policies regarding expenditures have been followed.

#### H. Use of Program Income – Deduction, Addition, or Cost Sharing or Matching

The default method for the use of program income for the District is the deduction method. 2 C.F.R. § 200.307(e). Under the deduction method, program income is deducted from total allowable costs to determine the net allowable costs. Program income will only be used for current costs unless the District is otherwise directed by the federal awarding agency or pass-through entity. 2 C.F.R. § 200.307(e)(1). The District may also request prior approval from the federal awarding agency to use the addition method. Under the addition method, program income may be added to the Federal award by

the Federal agency and the non-Federal entity. The program income must then be used for the purposes and under the conditions of the Federal award. 2 C.F.R. § 200.307(e)(2). The District may also request prior approval from the federal awarding agency to use the cost sharing or matching method.

While the deduction method is the default method, the District always refers to the grant award notice prior to determining the appropriate use of program income.

#### I. Cost Sharing or Matching

For all Federal awards, any shared costs or matching funds and all contributions, including cash and third-party in-kind contributions, must be accepted as part of the non-Federal entity's cost sharing or matching when such contributions meet all of the following criteria:

- (1) Are verifiable from the non-Federal entity's records;
- (2) Are not included as contributions for any other Federal award;
- (3) Are necessary and reasonable for accomplishment of project or program objectives;
- (4) Are allowable under [subpart E \(Cost Principles\) of this part](#);
- (5) Are not paid by the Federal Government under another Federal award, except where the Federal statute authorizing a program specifically provides that Federal funds made available for such program can be applied to matching or cost sharing requirements of other Federal programs;
- (6) Are provided for in the approved budget when required by the Federal awarding agency; and
- (7) Conform to other provisions of this part, as applicable.

#### J. Documentation of Personnel Expenses

Records that reflect charges to federal awards for salaries and wages will comply with the rules and requirements of 2 CFR 200.430.

### **VIII. Other Contract Matters.**

#### A. Required Terms

The non-Federal entity's contracts must contain the applicable provisions required by section 200.326 and described in Appendix II to Part 200—

## Contract Provisions for non-Federal Entity Contracts Under Federal Awards.

### B. Contracting with Certain Vendors

Pursuant to the standards contained in 2 C.F.R. § 200.321, the District will take all necessary affirmative steps to assure that minority businesses, women's business enterprises, veteran-owned businesses, and labor surplus area firms are used when possible consistent with state law.

To the maximum extent practicable, the school food program shall purchase domestic commodities or products produced in US or processed in US substantially using agricultural commodities produced in US.

### C. Record Keeping

#### 1. Record Retention

a) The District maintains all records that fully show (1) the amount of funds under the grant or subgrant; (2) how the subgrantee uses those funds; (3) the total cost of each project; (4) the share of the total cost of each project provided from other sources; (5) other records to facilitate an effective audit; and (6) other records to show compliance with federal program requirements. 34 C.F.R. §§ 76.730-.731 and §§ 75.730-.731. The District also maintains records of significant project experiences and results. 34 C.F.R. § 75.732. These records and accounts must be retained and made available for programmatic or financial audit.

b) The U.S. Department of Education is authorized to recover any federal funds misspent within 5 years before the receipt of a program determination letter. 34 C.F.R. § 81.31(c). Schedule 10 (Local School Districts) and Schedule 24 (Local Agencies General Records) of the Nebraska Records Management Division as approved by the Nebraska Secretary of State/State Records Administrator requires the District to maintain records regarding federal awards for a minimum of six (6) years. Consequently, the District shall retain records for a minimum of six (6) years from the date on which the final Financial Status Report is submitted, unless otherwise notified in writing to extend the retention period by the awarding agency, cognizant agency for audit,

oversight agency for audit, or cognizant agency for indirect costs. However, if any litigation, claim, or audit is started before the expiration of the record retention period, the records will be retained until all litigation, claims, or audit findings involving the records have been resolved and final action taken. 2 C.F.R. § 200.333.

c) Records will be destroyed in compliance with Schedule 10, Schedule 24, and State law. This includes the completion of a Records Disposition Report.

2. Maintenance of Procurement Records

a) The District must maintain records sufficient to detail the history of all procurements. These records will include, but are not necessarily limited to the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, the basis for the contract price (including a cost or price analysis), and verification that the contractor is not suspended or debarred.

b) Retention of procurement records shall be in accordance with applicable law and Board policy.

D. Privacy

The District has protections in place to ensure that the personal information of both students and employees is protected. These include the use of passwords that are changed on a regular basis; staff training on the requirements of the Family Educational Rights and Privacy Act (FERPA) and State confidentiality requirements; and training on identifying whether an individual requesting access to records has the right to the documentation.

Adopted on: August 15, 2017

Revised on: August 18, 2018, August 12, 2019, August 8, 2022, August 14, 2023, July 8, 2024

Reviewed on: \_\_\_\_\_

**3004.1**  
**Fiscal Management for Purchasing and Procurement Using Federal Funds**

**I. Applicability of Policy**

This policy applies only to non-construction related purchases undertaken with federal funds which are subject to the federal Uniform Grant Guidance (UGG) and other applicable federal law, including but not limited to the Education Department and General Administration Regulations (EDGAR) and the United States Department of Agriculture (USDA) regulations governing school food service programs. In the event this policy conflicts or is otherwise inconsistent with mandatory provisions of the UGG, EDGAR or other applicable federal law, the mandatory provisions of the laws shall control.

All other non-construction purchases will be governed by the Board's general purchasing policy, which can be found earlier in this subsection. In the event of a conflict between state and federal law, the more stringent requirement shall apply.

This procurement policy shall govern all purchasing activities that relate to any aspect of the National School Lunch and Breakfast Programs. The district's goal is to fully implement all required procurement rules, regulations and policies set forth in 2 CFR 200, 7 CFR parts 210, 3016 and 3019, and by the Nebraska Department of Education.

**II. Procurement System**

The District maintains the following purchasing procedures.

**A. Responsibility for Purchasing**

The authority to make purchases shall be governed by the District's purchasing policy, which can be found elsewhere in this section. Except as otherwise provided in the District's purchasing policy, the acquisition of services, equipment, and supplies shall be centralized in the administration office under the supervision of the superintendent of schools, who shall be responsible for developing and administering the purchasing program of the school district. Purchases or commitments of district funds that are not authorized by this policy will be the responsibility of the person making the commitment.

## **B. Methods of Purchasing**

The type of purchase procedures required depends on the cost of the item(s) being purchased.

### **1. Purchases up to \$10,000 (Micro-Purchases)**

Micro-purchase means an individual procurement transaction for purchase of supplies or services using simplified acquisition procedures, the annual aggregate amount of which does not exceed \$10,000. Micro-purchases may be made or awarded without soliciting competitive quotations, to the extent district staff determine that the cost of the purchase is reasonable. For purposes of this policy "reasonable" means the purchase is comparable to market prices for the geographic area.

To the extent practicable, the District distributes micro-purchases equitably among qualified suppliers. The District will follow its standard policy on purchasing, which can be found earlier in this subsection.

### **2. Purchases between \$10,000 and \$250,000 (~~Small Purchase~~Simplified Acquisition Procedures)**

~~Small purchases~~Simplified acquisitions are purchases that, in the aggregate amount, ~~is~~are more than \$10,000 and less than \$250,000 annually. ~~For~~For simplified acquisitions ~~small purchases~~, price or rate quotes shall be obtained in advance from a reasonable number of qualified sources as detailed in the district's standard policies on purchasing and on bid letting and contracts, which can be found earlier in this subsection.

### **3. Purchases Over \$250,000**

#### **a) Sealed Bids (Formal Advertising)**

For purchases over \$250,000, the district will generally follow the bidding process outlined in the board's policy on Bidding for Construction, Remodeling, Repair or Site Improvement.

#### **b) Contract/Price Analysis**

The District performs a cost or price analysis in connection with every procurement action in excess of \$250,000, including contract modifications. The district will make an independent estimate of costs prior to receiving bids or proposals.

#### 4. **Noncompetitive Proposals (Sole Sourcing)**

- a) Procurement by noncompetitive proposals is procurement through solicitation of a proposal from only one source and may be used only when one or more of the following circumstances apply:
  - 1) The procurement transaction can only be fulfilled by item is available only from a single source;
  - 2) The public exigency or emergency for the requirement will not permit a delay resulting from providing public notice of a competitive solicitation;
  - 3) The federal awarding agency or pass-through entity expressly authorizes written approval of noncompetitive proposals in response to a written request from the District; or
  - 4) After solicitation of a number of sources, competition is determined inadequate.
- b) Noncompetitive proposals may only be solicited with the approval of the superintendent or the board. Sufficient and appropriate documentation that justifies the sole sourcing decision must be maintained by the superintendent or designee.
- c) A cost or price analysis will be performed for noncompetitive proposals when the price exceeds \$250,000.

#### 5. **Competitive Proposals.**

- a) The technique of competitive proposals is normally conducted with more than one source submitting an offer, and either a fixed price or cost-reimbursement type contract is awarded. It is generally used when conditions are not appropriate for the use of sealed bids. If this method is used, the following requirements apply:

- 1) Requests for proposals must be publicized and identify all evaluation factors and their relative importance. Any response to publicized requests for proposals must be considered ~~to the maximum extent practical~~;
  - 2) Proposals must be solicited from an adequate number of qualified sources; and
  - 3) Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered.
- b) The District may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby competitors' qualifications are evaluated and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The method, where price is not used as a selection factor, can only be used ~~to procure in procurement of~~ A/E professional services. ~~It cannot~~ The method may not be used to purchase other ~~types of services though provided by~~ A/E firms are a potential source to perform the proposed effort.
- c) The District may select a proposal that offers the best value and that is based upon the proposer's responsiveness to the proposal, experience, reputation, staff qualifications, ability and capacity to carry on the work, price, honesty, integrity, skills, business judgment, financial stability, past performance, and other relevant factors. The evaluation may be conducted by the school board, a designated committee, or another designee of the school board.

### **C. Use of Purchase (Debit & Credit) Cards**

District use of purchase cards is subject to the policy on purchase cards which can be found elsewhere in this subsection.

## **D. Federal Procurement System Standards**

The district's procurement transactions will be conducted in a manner providing full and open competition consistent with 2 C.F.R §200.319.

The District will maintain and follow general procurement standards consistent with 2 C.F.R. §200.318.

## **E. Debarment and Suspension**

The District awards contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, ~~compliance with public policy,~~ compliance, proper classification of employees (see the Fair Labor Standards Act, 29 U.S.C. 201, chapter 8), record of past performance, and financial and technical resources when conducting a procurement transaction.

The District may not subcontract with or award subgrants to any person or company who is debarred or suspended. For all contracts over \$25,000 the District verifies that the vendor with whom the District intends to do business with is not excluded or disqualified. 2 C.F.R. Part 200, Appendix II(1) and 2 C.F.R. §§ 180.220 and 180.300.

The District will verify debarment or suspension by revising the excluded parties list on SAM.gov, collecting a certification through the bidding process, and/or by including a debarment and suspension provision in the bid and contract documents. The Superintendent or his/her designee shall be responsible for such verification.

## **F. Settlements of Issues Arising Out of Procurements**

The District alone is responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the District of any contractual responsibilities under its contracts. Violations of law will be referred to the local, state, or federal authority having proper jurisdiction.

## **III. Conflict of Interest and Code of Conduct**

**A. Board and staff member conflicts of interest are governed by the district's conflict of interest policies.**

**B. Purchases covered by this policy are subject to the following additional provisions.**

1. Employees, officers, and agents engaged in the selection, award, and/or administration of district contracts which are prohibited from engaging in such actions if a real or apparent conflict of interest is present.
2. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.
3. The board may determine at its discretion that a financial interest is not substantial enough to give rise to a conflict of interest.

**C. Favors and Gifts**

~~The officers, employees, and agents~~An employee, officer, agent, and board member of the District may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts, except that this provision does not prohibit the receipt of unsolicited items of nominal value. For purposes of this policy, "nominal value" means a fair market value of \$25 or less.

**D. Enforcement**

Disciplinary Actions including, but not limited to, counseling, oral reprimand, written reprimand, suspensions without pay, or termination of employment, will be applied for violations of such standards by officers, employees, board members, or agents of the District.

**IV. Property Management Systems**

**A. Property Classifications**

1. Equipment means tangible personal property (including information technology systems) having a useful life of more

than one year and a per-unit acquisition cost ~~which that~~ equals or exceeds the lesser of the capitalization level established by the District for financial statement purposes, or \$~~105~~,000.

2. Supplies means all tangible personal property other than those described in §200.33 Equipment. A computing device is a supply if the acquisition cost is less than the lesser of the capitalization level established by the District for financial statement purposes or \$5,000, regardless of the length of its useful life. 2 C.F.R. §200.94.
3. Computing Devices means machines ~~used to that~~ acquire, store, analyze, process, and publish data and other information electronically, including accessories (or “peripherals”) for printing, transmitting and receiving, or storing electronic information. 2 C.F.R. §200.20.
4. Capital Assets means tangible or intangible assets used in operations having a useful life of more than one year which are capitalized in accordance with GAAP. Capital assets include:
  - a) Land, buildings (facilities), equipment, and intellectual property (including software) whether acquired by purchase, construction, manufacture, lease-purchase, exchange, or through capital leases; and
  - b) Additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations or alterations to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance). 2 C.F.R. §200.12.

## **B. Inventory Procedure**

Newly purchased property shall be received and inspected by the staff member who ordered it to ensure that that it matches the purchase order, invoice, or contract and that it is in acceptable condition.

Equipment, Computing Devices, and Capital Assets must be tagged with an identification number, manufacturer, model, name of individual who tagged the item, and date tagged).

## **C. Inventory Records**

For equipment, computing devices, and capital assets purchased with federal funds, the following information is maintained in the property management system:

1. Serial number;
2. District identification number;
3. Manufacturer;
4. Model;
5. Date tagged and individual who tagged it;
6. Source of funding for the property;
7. Who holds title;
8. Acquisition date and cost of the property;
9. Percentage of federal participation in the project costs for the federal award under which the property was acquired;
10. Location, use and condition of the property; and
11. Any ultimate disposition data including the date of disposal and sale price of the property.

The inventory list shall be adjusted by the superintendent of schools or his/her designee for property that is sold, lost, stolen, cannot be repaired, or that cannot be located.

#### **D. Physical Inventory**

1. A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.
2. The Superintendent or his/her designee will ensure that the physical inventory is performed. The physical inventory will generally occur during the months of June or July, but may be conducted during other time periods with the approval of the superintendent.

#### **E. Maintenance**

In accordance with 2 C.F.R. 313(d)(4), the District maintains adequate maintenance procedures to ensure that property is kept in good condition.

#### **F. Lost or Stolen Items**

The District maintains a control system that ensures adequate safeguards are in place to prevent loss, damage, or theft of the property. The District will

notify the Federal agency or pass-through entity of any loss, damage, or theft of equipment that will have an impact on the program.

### **G. Use of Equipment**

Equipment must be used in the program or project for which it was acquired as long as needed, whether or not the project or program continues to be supported by the federal award, and the District will not encumber the property for any non-federal program use without prior approval of the federal awarding agency and the pass-through entity.

### **H. Disposal of Equipment**

When it is determined that ~~original or replacement~~ equipment acquired under a federal award is no longer needed for the original project or program or for other activities currently or previously supported by a federal awarding agency, the Superintendent or his/her designee will contact the awarding agency (or pass-through for a state-administered grant) for disposition instructions.

If the item has a current ~~FMV~~ fair market value of \$~~105~~,000 or less, it may be retained, sold, or otherwise disposed of with no further obligation to the federal awarding agency or pass-through entity.

### **I. Equipment Retention**

When included in the terms and conditions of the Federal award, the Federal agency may permit the recipient to retain equipment, or authorize a pass-through entity to permit the recipient to retain equipment, with no further obligation to the Federal Government unless prohibited by Federal statute or regulation.

### **J. Equipment and Capital Expenditures**

All equipment and capital expenditures shall comply with the rules and requirements of 2 CFR 200.439.

### **J.K. Depreciation**

All depreciation shall comply with the rules and requirements of 2 CFR 200.436.

### **V. Financial Management**

## **A. Identification**

The District will identify, in its accounts, all federal awards received and expended and the federal programs under which they were received. Federal program and award identification include, as applicable, the CFDA title and number, federal award identification number and year, name of the federal agency, and, if applicable, name of the pass-through entity.

## **B. Financial Reporting**

The District will make an accurate, current, and complete disclosure of the financial results of each federal award or program in accordance with the financial reporting requirements set forth in the Education Department General Administrative Regulations (EDGAR).

## **C. Accounting Records**

The District maintains records which adequately identify the source and application of funds provided for federally-assisted activities. These records must contain information pertaining to grant or subgrant awards, authorizations, obligations, unobligated balances, assets, expenditures, income and interest and be supported by source documentation.

## **D. Internal Controls**

The Superintendent or his/her designee must maintain effective control and accountability for all funds, real and personal property, and other assets through board review and approval of claims, an annual audit of the district's finances pursuant to the applicable Nebraska Department of Education and federal rules and regulations, and comparison of expenditures and outlays to budgeted amounts. The District adequately safeguards all such property and assures that it is used solely for authorized purposes.

## **E. Budget Control**

Actual expenditures or outlays will be compared with budgeted amounts for each federal award at least annually and more often as required by law or deemed prudent by the board or administrative staff.

## **F. Payment Methods**

The District will comply with applicable methods and procedures for payment that minimize the time elapsing between the transfer of funds and disbursement by the District, in accordance with the Cash Management

Improvement Act at 31 CFR Part 205. Generally, the District receives payment from the Nebraska Department of Education on a reimbursement basis. 2 CFR § 200.305. However, if the District receives an advance in federal grant funds, the District will remit interest earned on the advanced payment quarterly to the federal agency. The District may retain interest amounts up to \$500 per year for administrative expenses. 2 CFR § 200.305(b)(9).

Consistent with state and federal requirements, the District will maintain source documentation supporting the federal expenditures (invoices, time sheets, payroll stubs, etc.) and will make such documentation available for the Nebraska Department of Education to review upon request.

### **G. Allowability of Costs**

Expenditures must be aligned with approved budgeted items. Any changes or variations from the state-approved budget and grant application need prior approval.

When determining how the District will spend its grant funds, the Superintendent or his/her designee will review the proposed cost to determine whether it is an allowable use of federal grant funds before obligating and spending those funds on the proposed good or service. All costs supported by federal education funds must meet the standards outlined in EDGAR, 2 CFR Part 3474 and 2 CFR Part. The Superintendent or his/her designee must consider these factors when making an allowability determination.

The Superintendent or his/her designee will consider Part 200's cost guidelines when federal grant funds are expended. The Superintendent or his/her designee will also consider whether all state - and District-level requirements and policies regarding expenditures have been followed.

### **H. Use of Program Income – Deduction, Addition, or Cost Sharing or Matching**

The default method for the use of program income for the District is the deduction method. 2 C.F.R. § 200.307(e). Under the deduction method, program income is deducted from total allowable costs to determine the net allowable costs. Program income will only be used for current costs unless the District is otherwise directed by the federal awarding agency or pass-through entity. 2 C.F.R. § 200.307(e)(1). The District may also request prior approval from the federal awarding agency to use the addition method. Under the addition method, program income may be added to the Federal award by the Federal agency and the non-Federal entity. The program income must then be used for the purposes and under the conditions of the Federal award.

2 C.F.R. § 200.307(e)(2). The District may also request prior approval from the federal awarding agency to use the cost sharing or matching method.

While the deduction method is the default method, the District always refers to the grant award notice prior to determining the appropriate use of program income.

### **I. Cost Sharing or Matching**

For all Federal awards, any shared costs or matching funds and all contributions, including cash and third-party in-kind contributions, must be accepted as part of the non-Federal entity's cost sharing or matching when such contributions meet all of the following criteria:

- (1) Are verifiable from the non-Federal entity's records;
- (2) Are not included as contributions for any other Federal award;
- (3) Are necessary and reasonable for accomplishment of project or program objectives;
- (4) Are allowable under [subpart E \(Cost Principles\) of this part](#);
- (5) Are not paid by the Federal Government under another Federal award, except where the Federal statute authorizing a program specifically provides that Federal funds made available for such program can be applied to matching or cost sharing requirements of other Federal programs;
- (6) Are provided for in the approved budget when required by the Federal awarding agency; and
- (7) Conform to other provisions of this part, as applicable.

### **J. Documentation of Personnel Expenses**

Records that reflect charges to federal awards for salaries and wages will comply with the rules and requirements of 2 CFR 200.430.

## **VI. Written Compensation Policies**

### **A. Time and Effort Standards**

All employees who are paid in full or in part with federal funds must keep specific documents to demonstrate the amount of time they spent on grant activities. This includes an employee whose salary is paid with state or local funds but is used to meet a required "match" in a federal program. These documents, known as time and effort records, are maintained in order to charge the costs of personnel compensation to federal grants. Charges to

federal awards for salaries and wages must be based on records that accurately reflect the work performed. These records must:

- (1) Be supported by a system of internal controls which provides reasonable assurance that the charges are accurate, allowable, and properly allocated;
- (2) Be incorporated into official records;
- (3) Reasonably reflect total activity for which the employee is compensated, not exceeding 100% of compensated activities;
- (4) Encompass both federally assisted and all other activities compensated by the District on an integrated basis;
- (5) Comply with the established accounting policies and practices of the District and
- (6) Support the distribution of the employee's salary or wages among specific activities or costs objectives.

### **B. Time and Effort Procedures**

Time and effort procedures will follow and comply with 2 CFR 200.430(i).

### **C. Fringe Benefits**

Except as provided otherwise by federal law, the costs of fringe benefits will be allowable provided that the benefits are reasonable and required by law, a district-employee agreement, or another policy of the District.

### **D. Leave**

The cost of fringe benefits in the form of regular compensation paid to employees during periods of authorized absences from the job, such as for annual leave, family-related leave, sick leave, holidays, court leave, military leave, administrative leave, and other similar benefits, are allowable if they are provided under established written District leave policies.

### **E. Unexpected or Extraordinary Circumstances**

In the event of a pandemic or other unexpected or extraordinary circumstance, the District may close school or individual buildings. In such case, the District may compensate federally funded or other employees during such closure to ensure the return of staff to employment after the closure as allowed by state or federal law.

### **F. Documentation for Personnel Expenses**

Records that reflect charges to federal awards for salaries and wages will comply with the rules and requirements of 2 CFR 200.430.

## **VII. Other Contract Matters.**

### **A. Required Terms**

The non-Federal entity's contracts must contain the applicable provisions required by section 200.326 and described in Appendix II to Part 200—Contract Provisions for non-Federal Entity Contracts Under Federal Awards.

### **B. Contracting with Certain Vendors**

Pursuant to the standards contained in 2 C.F.R. § 200.321, the District will take all necessary affirmative steps to assure that minority businesses, women's business enterprises, veteran-owned businesses, and labor surplus area firms are used when possible consistent with state law.

**Buy American.** The District participates in the National School Lunch Program and School Breakfast Program and is required to use the nonprofit food service funds, to the maximum extent practicable, to buy domestic commodities or products for Program meals. A “domestic commodity or product” is defined as one that is either produced in the U.S. or is processed in the U.S. substantially using agricultural commodities that are produced in the U.S. as provided in 7 CFR 210.21(d).

The District may deviate from this general requirement only if:

- The product is not produced or manufactured in the U.S. in sufficient and reasonably available quantities of a satisfactory quality; or
- Competitive bids reveal the costs of a U.S. product are significantly higher than the non-domestic product.

### **C. Record Keeping**

#### 1. Record Retention

- a) The District maintains all records that fully show (1) the amount of funds under the grant or subgrant; (2) how the subgrantee uses those funds; (3) the total cost of each project; (4) the share of the total cost of each project provided from other sources; (5) other records to facilitate an effective audit; and (6) other records to show compliance with federal program requirements. 34 C.F.R. §§ 76.730-.731 and §§ 75.730-.731. The District also maintains records of significant project experiences and

results. 34 C.F.R. § 75.732. These records and accounts must be retained and made available for programmatic or financial audit.

- b) The U.S. Department of Education is authorized to recover any federal funds misspent within 5 years before the receipt of a program determination letter. 34 C.F.R. § 81.31(c). Schedule 10 (Local School Districts) and Schedule 24 (Local Agencies General Records) of the Nebraska Records Management Division as approved by the Nebraska Secretary of State/State Records Administrator requires the District to maintain records regarding federal awards for a minimum of six (6) years. Consequently, the District shall retain records for a minimum of six (6) years from the date on which the final Financial Status Report is submitted, unless otherwise notified in writing to extend the retention period by the awarding agency, cognizant agency for audit, oversight agency for audit, or cognizant agency for indirect costs. However, if any litigation, claim, or audit is started before the expiration of the record retention period, the records will be retained until all litigation, claims, or audit findings involving the records have been resolved and final action taken. 2 C.F.R. § 200.333.
- c) Records will be destroyed in compliance with Schedule 10, Schedule 24, and State law. This includes the completion of a Records Disposition Report.

## 2. Maintenance of Procurement Records

- a) The District must maintain records sufficient to detail the history of all procurements. These records will include, but are not necessarily limited to the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, the basis for the contract price (including a cost or price analysis), and verification that the contractor is not suspended or debarred.
- b) Retention of procurement records shall be in accordance with applicable law and Board policy.

## **D. Privacy**

The District has protections in place to ensure that the personal information of both students and employees is protected. These include the use of passwords that are changed on a regular basis; staff training on the requirements of the Family Educational Rights and Privacy Act (FERPA) and State confidentiality requirements; and training on identifying whether an individual requesting access to records has the right to the documentation.

Adopted on: ~~August 15, 2017~~ \_\_\_\_\_

Revised on: August 13, 2018, August 12, 2019, November 9, 2020, August 9, 2021, August 8, 2022, August 14, 2023, \_\_\_\_\_

Reviewed on: \_\_\_\_\_

**3017**  
**Official Communication with the Public**

Only individuals who have prior administrative approval may issue press releases or other official communication regarding school-related activities and events in furtherance of the individual's official responsibilities. The superintendent may delegate responsibility for communicating with the media to building principals, the activities director, event sponsors, and other staff on an ad hoc basis.

Adopted on: \_\_\_\_\_

Revised on: \_\_\_\_\_

Reviewed on: \_\_\_\_\_

### 3033

#### [Intentionally Left Blank]

#### ~~Lending Textbooks to Children Enrolled in Private Schools~~

~~Through June 30, 2024, the school district shall make textbooks available to private school children who reside within the district or are otherwise entitled to borrow them pursuant to statute and 92 Nebraska Administrative Code, section 4. The district is obligated to purchase and lend textbooks only to the extent that the Legislature appropriates funds to the Nebraska Department of Education to be distributed for this purpose. As used in this policy, "textbooks" shall have the definition adopted by the Nebraska State Board of Education in Rule 4.~~

~~The district shall make a request for funds by filing an application on the form prescribed by the Department of Education no later than February 15<sup>th</sup> prior to the school year for which the application is made. The application shall include: the number of applications received; the number of textbooks requested; the number of textbooks needed to be purchased to fill the requests; the purchase price of the textbooks needed to be purchased which may include up to 5% of the cost to defray administrative expense; the title, purchase price, and number requested of each textbook including any shipping or handling charges; and if applicable the amount of carryover funds remaining from the previous year, amount of funds on hand from sale of unused textbooks, and amount of funds on hand from reimbursements for damaged textbook.~~

~~Textbooks which have not been requested for three consecutive years may be classified as unused and disposed of by sale or otherwise.~~

~~On or before November 15<sup>th</sup>, the district shall prepare a list of textbooks that are designated for use in the district during the current year and a list of new textbooks designated for use the following school year. The lists shall be kept current and in a place where they may be viewed during regular business hours. The district shall maintain a separate inventory of textbooks purchased for the use of private school children residing in the district.~~

~~Any parent or legal guardian who wishes to borrow textbooks shall submit an application on the form prescribed by the Department of Education to the district's administration offices on or before January 15<sup>th</sup> prior to the school year for which the application is made. The district shall maintain a supply of blank application forms and receipt forms. It shall keep the forms that have been signed by parents and guardians in a separate file for at least 5 years.~~

~~It shall notify the parents and guardians at least 10 days prior to the start of school when and where the textbooks will be available. It shall make textbooks available to parents or guardians on or before August 15<sup>th</sup>. If the number of textbooks for a particular subject or grade level is insufficient to fill all of the requests, the textbooks shall be distributed to parents and guardians based on a random drawing.~~

~~Parents and guardians shall sign a receipt on the form prescribed by the Department of Education when they pick up the textbooks and shall return the textbooks that can be returned no later than 15 days after the district's last day of class. The district shall assess the returned textbooks for damage beyond normal wear and tear. The parent or guardian who signed the receipt is responsible for paying the reasonable cost of the repair or replacement of any book that is damaged, lost, stolen, or not returned.~~

~~The school district shall limit the loan each year to ten textbooks per student for students in grades K-6 and to eight textbooks per student for students in grades 7-12.~~

~~This policy shall terminate July 1, 2024.~~

Adopted on: \_\_\_\_\_  
Revised on: \_\_\_\_\_  
Reviewed on: \_\_\_\_\_

## **3053 Nondiscrimination**

The School District does not discriminate on the basis of prohibited factors in employment and educational programs/activities. The School District affirmatively strives to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin

Title VII of the Civil Rights Act of 1964 as amended - prohibits discrimination in employment on the basis of race, color, religion, sex, or national origin

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of sex

Age Discrimination in Employment Act of 1967 (ADEA) as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40

The Equal Pay Act of 1963 as amended - prohibits sex discrimination in payment of wages to women and men performing substantially equal work in the same establishment

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the disabled

Americans with Disabilities Act of 1990 (ADA) - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications

The Family and Medical Leave Act of 1993 (FMLA) - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons

The Pregnancy Discrimination Act of 1978 - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions

[The Pregnant Workers Fairness Act \(PWFA\) – requires covered employers to provide reasonable accommodations to qualified](#)

employee's or applicant's known limitations related to, affected by, or arising out of pregnancy, childbirth, or related medical conditions.

The Uniformed Services Employment and Reemployment Rights Act (USERRA) – provides job protections and reemployment rights to military reservists and National Guard members called to active duty

The Boy Scouts of America Equal Access Act which prohibits discrimination against groups that wish to access district facilities

The Nebraska Fair Employment Practice Act (FEPA) – prohibits employment discrimination on the basis of race, color, national origin, religion, sex (including pregnancy), disability, marital status, and retaliation

Nebraska Age Discrimination in Employment Act (Age Act) – prohibits employment discrimination on the basis of age for those individuals who are over 40 years of age

The Equal Pay Act of Nebraska – prohibits discriminatory wage practices based on sex

The Nebraska Equal Opportunity in Education Act – prohibits discrimination on the basis of sex (including pregnancy) by any educational institution

Veterans Preference Law (NEB. REV. STAT §§ 48-225 to 48-231) - stipulates categorical preferences for employment for military veterans and for the spouses of disabled veterans

Additional School Board policies prohibit harassment and/or discrimination against students, employees, or patrons on the basis of sex, race, color, ethnic or national origin, religion, marital status, disability, age, pregnancy, and any other legally prohibited basis. Retaliation for engaging in a protected activity is also prohibited.

Any person who believes she or he has been discriminated against, denied a benefit, or excluded from participation in any district education program or activity may file a complaint using the district's complaint procedures.

Inquiries regarding compliance with any of the laws referred to in this policy may be directed to the superintendent or to the district's Title IX and/or Section 504/ADA Coordinator.

Adopted on: September 14, 2015

Revised on: August 15, 2017, July 8, 2024

Reviewed on: \_\_\_\_\_

## **3057 Title IX**

**Nondiscrimination.** The school district does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates including in admission and employment. Inquiries about Title IX may be referred to the school district's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. The school district's Title IX Coordinator may be contacted at Title IX Coordinator, Dr. Matt Dominy at 2401 Karol Kay Blvd. Seward NE 68434, [matt.dominy@sewardschools.org](mailto:matt.dominy@sewardschools.org), 402-643-2986 The school district's nondiscrimination policy and grievance procedures are included this policy, or can be accessed at: <https://www.sewardpublicschools.org/> To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please contact the Title IX Coordinator.

**Publication Notice.** The school district will include the following notice on its website and in each handbook, catalog, announcement, bulletin, application form, and other places as required by law:

The school district prohibits sex discrimination in any education program or activity that it operates and individuals may report concerns or questions to the Title IX Coordinator. The school district's Title IX policy, notice, and other information may be accessed at the following link: [https://www.sewardpublicschools.org/vnews/display.v/ART/3e495fd52f70b?in\\_archive=1](https://www.sewardpublicschools.org/vnews/display.v/ART/3e495fd52f70b?in_archive=1)

**Retaliation Prohibited.** Retaliation, including peer retaliation, is prohibited in the school district's education program or activity. If the school district has information about conduct that reasonably may constitute retaliation under Title IX, it may be required to treat it as an allegation of sex discrimination. Upon receiving a complaint alleging retaliation, the school district will initiate its grievance procedures or informal resolution process.

**Definitions.** As used in this policy, the following terms are defined as follows:

**Complainant** means an employee, a student, or a parent, guardian, or other individual with the legal right to act on behalf of a complainant who is alleged to have been subjected to conduct that could constitute sex discrimination, including sex-based harassment; or any other person who may have been subjected to sex discrimination when that person was participating or attempting to participate in the school district's education program or activity.

**Complaint** means an oral or written request to the school district that objectively can be understood as a request for the school district to

investigate and make a determination about alleged sex discrimination under Title IX.

**Consent** for purposes of this policy means the willingness in fact for conduct to occur. An individual may, as a result of age, incapacity, disability, lack of information, or other circumstances be incapable of providing consent to some or all sexual conduct or activity. Neither verbal nor physical resistance is required to establish that an individual did not consent. School district officials will consider the totality of the circumstances in determining whether there was consent for any specific conduct. Consent may be revoked or withdrawn at any time.

**Respondent** means a person who is alleged to have violated the school district's prohibition on sex discrimination. When a sex discrimination complaint alleges that the school district's policy or practice discriminates on the basis of sex, the school district is not considered a respondent.

**Sex-based harassment** prohibited by this part is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex that is:

**Quid pro quo harassment.** An employee, agent, or other person authorized by the school district to provide an aid, benefit, or service under the school district's education program or activity explicitly or impliedly conditioning the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct;

**Hostile environment harassment.** Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the school district's education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:

- The degree to which the conduct affected the complainant's ability to access the school district's education program or activity;
- The type, frequency, and duration of the conduct;
- The parties' ages, roles within the school district's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
- The location of the conduct and the context in which the conduct occurred; and

- Other sex-based harassment in the school district's education program or activity.

**Sexual assault** meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;

**Sex Offenses, Forcible**—Any sexual act directed against another person, without the consent of the victim including instances where the victim is incapable of giving consent.

- **Rape**—(Except Statutory Rape) The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.
- **Sodomy**—Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity
- **Sexual Assault With An Object**—To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity
- **Fondling**—The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.

**Sex Offenses, Non-forcible**—(Except Prostitution Offenses) Unlawful, non-forcible sexual intercourse.

- **Incest**—Non-Forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law
- **Statutory Rape**—Non-Forcible sexual intercourse with a person who is under the statutory age of consent

**Dating violence** meaning violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined

based on a consideration of the length and type of relationship and the frequency of interaction between the persons involved in the relationship;

**Domestic violence** meaning felony or misdemeanor crimes committed by a person who:

- Is a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the jurisdiction of the school district, or a person similarly situated to a spouse of the victim;
- Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
- Shares a child in common with the victim; or
- Commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of the jurisdiction

**Stalking** meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for the person's safety or the safety of others or suffer substantial emotional distress.

## **Response to Sex-based Harassment.**

**All Employees.** All school district employees must notify the Title IX Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination, including sex-based harassment under Title IX.

**Title IX Coordinator.** The school district will designate and authorize at least one employee as the school district's "Title IX Coordinator," to coordinate the school district's efforts to comply with its responsibilities under Title IX and this policy. The superintendent or Title IX Coordinator is authorized to delegate specific duties to one or more designees.

For conduct that could constitute sex-based harassment, the Title IX Coordinator must take the following actions:

- Offer and coordinate supportive measures for the complainant and for the respondent;
- Notify the complainant or the individual who reported the conduct of the grievance procedures and, if appropriate, the informal resolution process.
- Take other appropriate steps to avoid the recurrence of sex discrimination and restore or maintain equal access to the school district's programs and activities.

**Supportive Measures.** The school district will provide supportive measures, as appropriate, in cases involving sex-based harassment. These measures may include but are not limited to: counseling; extending deadlines; increased supervision; no-contact directives; leaves of absence; changes in class, work, or activities, regardless of whether there is a comparable alternative; and training and education programs related to sex-based harassment. Supportive measures may be continued, modified, or discontinued at the conclusion of any grievance process. Supportive measures will not be disclosed to anyone other than the person to whom they apply and others, including school officials, who need to know the supportive measures to implement them.

**Requests to Modify Supportive Measures.** A complainant or respondent may request modification or reversal of the school district's decision to provide, deny, change, or terminate supportive measures applicable to them. Requests must be made to the Title IX Coordinator in writing, and an impartial individual will review the request.

**Students with Disabilities.** If the complainant or respondent is a student with a disability, the Title IX Coordinator will consult with one or more members of the student's IEP or Section 504 team to determine compliance with those laws while implementing supportive measures and all other requirements of this policy and Title IX.

**Emergency Removal.** The school district is authorized to remove a respondent from the school district's education program or activity on an emergency basis, provided that the school district undertakes an individualized safety and risk analysis; determines that an imminent and serious threat to the health or safety of a complainant or other persons arising from the allegations of sex discrimination justifies removal; and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

**Administrative Leave.** The school district is authorized to place an employee respondent on administrative leave from employment responsibilities during the pendency of the school district's grievance procedures.

**Informal Resolution.** The school district may offer an informal resolution process unless the complaint includes allegations that an employee engaged in sex-based harassment of a student or informal resolution would be contrary to law. Prior to initiating informal resolution, the parties will be provided with notice of the allegations. Participation in informal resolution is voluntary, and any informal resolution will include consent from the complainant and respondent, the ability to withdraw from the process, and the right to resume the grievance

process. If an agreement is reached, it precludes the parties from initiating or resuming the grievance process.

The informal resolution facilitator will not be the same person as the investigator or the decisionmaker in the school district's grievance procedures. Potential terms that may be included in an informal resolution agreement include but are not limited to restrictions on contact, restrictions on participation in programs or activities, and disciplinary sanctions.

If informal resolution is offered, the school district will maintain all evidence gathered, communications about the informal resolution process, and the agreement reached. This information will be disclosed to outside individuals only as permitted by law and if required to implement the requirements of the agreement or Title IX. If no agreement is reached, only relevant and permissible evidence received during the informal resolution process will be considered during the grievance process.

**Grievance Procedures to Resolve Complaints of Sex Discrimination.** Any person designated as Title IX Coordinator, investigator, or decision maker will not have a conflict of interest or bias for or against any party, generally or specifically. The decisionmaker may be the same person as the Title IX Coordinator or investigator.

**Complaint.** Complaints of sex-based harassment may only be made by a complainant; a parent, guardian, or other individual with the legal right to act on behalf of a complainant; or the Title IX Coordinator. Complaints of sex discrimination (excluding complaints of sex-based harassment) may be made by any person who was participating or attempting to participate in the school district's education program or activity at the time of the alleged sex discrimination.

**Complaint by Coordinator.** In the absence of a complaint made by any other individual, the Title IX Coordinator will determine whether to initiate a complaint of sex discrimination. The Title IX Coordinator must consider, at a minimum, the following factors:

- The complainant's request not to proceed with the initiation of a complaint;
- The complainant's reasonable safety concerns regarding the initiation of a complaint;
- The risk that additional acts of sex discrimination would occur if a complaint is not initiated;
- The severity of the alleged sex discrimination, including whether the discrimination, if established, would require the removal of a respondent from campus or imposition of another disciplinary sanction to end the discrimination and prevent its recurrence;

- The age and relationship of the parties, including whether the respondent is an employee of the school district;
- The scope of the alleged sex discrimination, including information suggesting a pattern, ongoing sex discrimination, or sex discrimination alleged to have impacted multiple individuals;
- The availability of evidence to assist a decisionmaker in determining whether sex discrimination occurred; and
- Whether the school district could end the alleged sex discrimination and prevent its recurrence without initiating its grievance procedures.

If the Title IX Coordinator initiates a complaint, they will notify the complainant prior to doing so and address reasonable concerns about the complainant’s safety or the safety of others, including by providing supportive measures.

**Consolidation of Complaints.** The school district may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances. When more than one complainant or more than one respondent is involved, references in this section to a party, complainant, or respondent include the plural, as applicable.

**Basic Procedures.** This grievance procedure is governed by the following basic requirements:

- A respondent is presumed not responsible for the alleged sex discrimination until a determination is made at the conclusion of the grievance procedure;
- The school district will treat the complainant and respondent equitably throughout the grievance process;
- The school district will take reasonable steps to protect the privacy of individuals participating in the grievance process in a manner that does not restrict the parties from obtaining and presenting evidence, speaking to witnesses, consulting with family members or advisors, or otherwise participating in the grievance process;
- The District will use the following timelines for each complaint, but the Title IX Coordinator or designee may extend them as needed:

<b>Major Stage</b>	<b>Target Duration</b> (calendar days)
Completion of the school district’s decision whether to dismiss or investigate a complaint of sex discrimination	1-15

Investigation	1-30
Determination	1-30
Appeal	1-20

**Notice of Allegations.** Upon initiation of the grievance procedure, the school district will provide notice of the allegations to the parties whose identities are known. The notice will include a copy of this policy; the parties involved in the incident(s); the conduct alleged to constitute sex discrimination; and the date(s) and location(s) of the alleged incident(s), if available. Retaliation is prohibited.

If the school district decides to investigate additional allegations of sex discrimination that are not included in the initial notice, the school district will provide notice of the additional allegations to the parties.

**Complaint Investigation.** The burden is on the school district to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred. The individual investigating and deciding the complaint will:

- Provide an equal opportunity for the parties to present fact witnesses and relevant and permissible evidence;
- Objectively review all evidence gathered through the investigation and determine what evidence is relevant and permissible;
- Provide each party with an accurate description of the relevant and permissible evidence, and upon request, copies of this evidence;
- Provide the parties a reasonable opportunity to respond to the evidence;
- Use a process that enables the decisionmaker to question parties and witnesses to adequately assess a party's or witness's credibility, but credibility will not be based upon any individual's status as a complainant, respondent, or witness; and
- Take reasonable steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained solely through the grievance procedures. For purposes of this paragraph, disclosures of such information and evidence for purposes of administrative proceedings or litigation related to the complaint of sex discrimination are authorized.

**Relevant and Permissible Evidence.** The school district will consider relevant and permissible evidence. Relevant evidence is evidence related to the allegations of sex discrimination under investigation as part of the grievance procedure. Questions are relevant when they seek evidence that may aid in showing whether the alleged sex discrimination occurred,

and evidence is relevant when it may aid a decisionmaker in determining whether the alleged sex discrimination occurred.

Generally relevant evidence is permissible, but does not include:

- Evidence that is protected under a privilege as recognized by Federal or State law;
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional in connection with the provision of treatment to the party or witness unless the school district obtains that party's or witness's voluntary, written consent for use in this grievance procedures; and
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless that evidence is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude a determination that sex-based harassment occurred.

**Determining Whether Sex Discrimination Occurred.** The school district will:

- Use the preponderance of the evidence standard of proof, that it is more likely than not, to determine whether sex discrimination occurred;
- Use only relevant and permissible evidence to reach a determination;
- Notify the parties in writing of the determination whether sex discrimination occurred, including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal, if applicable;
- If there is a determination that sex discrimination occurred, coordinate and provide remedies to restore equal access, coordinate the imposition of any disciplinary sanctions on a respondent, including notification to the complainant of any such disciplinary sanctions, and require the Title IX Coordinator to take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur;
- Not discipline a party, witness, or others participating in a school district's grievance procedures for making a false statement or for engaging in consensual sexual conduct based solely on the school district's determination whether sex discrimination occurred.

**Dismissal of a Complaint.** A complaint of sex discrimination made through the grievance procedure may be dismissed for any of the following reasons:

- The school district is unable to identify the respondent after taking reasonable steps to do so;
- The respondent is not participating in the school district's education program or activity and is not employed by the school district;
- The complainant voluntarily withdraws any or all of the allegations in the complaint, the Title IX Coordinator declines to initiate a complaint, and the school district determines that without the complainant's withdrawn allegations, the remaining alleged conduct would not constitute sex discrimination even if proven;
- The school district determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Before dismissing the complaint under this paragraph, the school district must make reasonable efforts to clarify the allegations with the complainant.

Upon dismissal, the school district will promptly notify the complainant of the basis for the dismissal. If the dismissal occurs after the respondent has been notified of the allegations, then the school district must also notify the respondent of the dismissal and the basis for the dismissal promptly following notification to the complainant, or simultaneously if notification is in writing.

The school district will notify the complainant that a dismissal may be appealed and provide the complainant with an opportunity to appeal the dismissal. If the dismissal occurs after the respondent has been notified of the allegations, then the school district must also notify the respondent that the dismissal may be appealed on the bases set out in this policy. Upon the dismissal of a complaint, at a minimum, the school district will:

- Offer supportive measures to the complainant, and offer supportive measures to the respondent if the respondent has been notified of the complaint;
- Require its Title IX Coordinator to take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within the school district's education program or activity.

**Appeal.** The school district will provide the parties the opportunity to appeal the decisionmaker's written determination or a dismissal of a complaint, on the grounds identified below. The school district will implement appeal procedures equally for the parties, including a reasonable and equal opportunity to make a statement in support of or challenging the outcome

being appealed. Appeals under Title IX, like other comparable proceedings, will be handled consistent with the school district's general complaint policy.

**Time for Appeal.** Appeals may only be initiated by submitting a written Notice of Appeal to the superintendent within three (3) calendar days of the party's receipt of (1) the written determination of whether sex discrimination occurred from which the appeal is taken, or (2) the written dismissal of the complaint from which the appeal is taken.

**Notice of Appeal Filed By Party.** The Notice of Appeal must include (a) the name of the party or parties appealing, (b) the determination, dismissal, or portion thereof being appealed, and (c) a concise statement of the specific grounds (from the following subsection) upon which the appeal is based. A party's failure to timely submit a Notice of Appeal will be deemed a waiver of the party's right to appeal under this policy and Title IX.

**Appeals of Dismissals.** If a dismissal is appealed, the school district will provide notice of the allegations to the complainant and respondent if not provided previously.

**Appeal Decision.** The decisionmaker for the appeal will be an individual who did not take part in the investigation, determination, and/or decision to dismiss the complaint. The appeal decisionmaker will notify the parties of the result of the appeal and the rationale for the result.

**Disciplinary Sanctions and Remedies.** If it is determined that sex-based harassment occurred, the school district may impose disciplinary sanctions that may include suspension, expulsion, mandatory reassignment, adverse employment action up to and including termination, or any other actions regarding student behavior that are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include counseling of students, parent conferences, referral to restorative justice practices or services, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation.

**Superintendent Authorized to Contract.** The board authorizes the Superintendent to contract for, designate, and appoint individuals to serve in the roles of the school district's investigator(s), decision-maker(s), informal resolution facilitator(s), or appellate decision-maker(s) as contemplated by this policy.

**Recordkeeping.** The school district will maintain the following documents for a period of at least seven years:

- For each complaint of sex discrimination, records documenting the informal resolution process or grievance procedures and the outcome.
- Records documenting the actions the school district took to meet its obligations under Title IX for any allegation of sex discrimination.
- All materials used to provide training as required by this policy. The school district will make these training materials available upon request for inspection by members of the public.

Adopted on: August 10, 2020

Reviewed on: \_\_\_\_\_

Revised on: August 8, 2022

## **3059 Audio and Video Recording**

Students, staff, parents/guardians, and patrons should assume that any class or activity in the school may be recorded by the school district for legitimate educational purposes. There is no reasonable expectation of privacy within classrooms, common areas of the school building or on school grounds outside of the building. Recordings permitted pursuant to this policy may only be used for authorized purposes and may not be republished without additional, written consent from a school administrator. For purposes of this policy "recording" includes still photographs, video, audio, and other similar data captured in any medium.

**Secret Recordings.** No person is permitted to make surreptitious recordings on school grounds unless authorized by the superintendent.

**Recordings Made by The District.** The district may use cameras or other devices for purposes of making security, safety, or other recordings when such recordings are deemed necessary or appropriate by an authorized representative of the district. The district will not maintain recordings unless the recording is purposefully copied and saved. Any recording not copied and maintained separately may only be accessible by the authorized representative for a limited time. Recordings made by the district may be destroyed by an authorized representative at any time unless retention is required by law.

**Recordings Made by Parents/Guardians and Patrons.** Parents/guardians and patrons may make recordings of school activities in a non-disruptive manner including things like athletic contests and school board meetings to the extent permitted by law unless otherwise lawfully restricted by the administration. Parents/guardians or patrons may not make recordings if they are volunteering or visiting school during the school day without permission of the administration or supervising staff member and subject to this policy, such as recording their child's classroom activities or recess. Parents may not record meetings with administrators or staff, including meetings related to a student's IEP or 504 plan. Violation of this policy will result in immediate termination of any meeting that is being recorded and may be grounds for exclusion from school property, loss of volunteer privileges, or other restrictions deemed appropriate by the administration.

**Recordings Made by Staff.** Staff members may make recordings of classroom instruction, student behavior or performance, and school activities

without prior administrative approval only for legitimate educational purposes. Staff members may not make secret recordings while on duty, even if those recordings do not violate state or federal criminal or privacy laws. Staff members who violate this provision may be subject to consequences up to termination for classified staff and cancellation of contract for certificated staff.

**Recordings Made by Students.** This policy applies to students during the school day on school grounds; when being transported to and from school activities or programs in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or by his or her designee; or at a school-sponsored activity or athletic event. Students may make recordings of school activities in a non-disruptive manner including things like athletic contests and other extracurricular performances to the extent permitted by law. Students generally are not permitted to record classroom instruction or members of the school community during the school day without the express consent of a staff member or as required by the student’s education plan. Student use of assistive technology that has the capacity to record and/or transmit recordings (e.g. AngelSense) must be approved by the student’s education team or administration. Students remain subject to all other district policies and rules. In no event shall recordings be taken or made in restrooms, locker rooms, or other areas where there is a reasonable expectation of privacy.

Adopted on: ~~September 1, 2016~~  
Revised on: August 12, 2019, August 9, 2021, August 14, 2023,  
Reviewed on: \_\_\_\_\_

**4011**  
**Employee Leave Under the Family and Medical Leave Act**  
**(FMLA)**

The school district shall provide leave to its employees in accordance with the Family and Medical Leave Act ("FMLA"). The terms used herein shall have the meaning ascribed to them under the FMLA. Employees may also qualify for leave under the Nebraska Family Military Leave Act, which is covered under the district's policy for that law. If an employee qualifies for leave under both the Family and Medical Leave Act and the Nebraska Military Leave Act, any leave taken by the employee will count concurrently toward the leave limits of both acts.

**I. Qualifying for Leave**

**A. Qualified Employees**

1. To be eligible for **unpaid** leave under this policy, an employee must:
  - a. Make the request for leave at a time when the school district employs 50 or more workers;
  - b. Have been working for the school district for at least 12 months prior to the request; and
  - c. Have worked a minimum of 1,250 hours during the 12-month period immediately preceding the commencement of the leave.
2. The applicable 12-month period for computing an employee's entitlement to FMLA leave shall be "rolling" 12-month period measured backward from the date an employee uses any FMLA leave~~be the 12-month period measured forward from the date such employee's first FMLA leave begins.~~
3. Employees ineligible for FMLA leave for any reason may be eligible for leave under the

Nebraska Family Military Leave Act and should consult policy 4011.1.

**B. Qualified Circumstances Necessitating Leave**

1. The school district will grant an eligible employee up to a total of 12 workweeks of **unpaid** leave under the following conditions:
  - a. For birth of a son or daughter, and to care for the newborn child;
  - b. For placement of a son or daughter with the employee for adoption or foster care;
  - c. To care for the employee's spouse, son, daughter, or parent with a serious health condition;
  - d. Because of a serious health condition that makes the employee unable to perform the functions of his or her job; or
  - e. Because of any qualifying exigency arising out of the fact that the employee's spouse, son, daughter, or parent is a Military Member on Covered Active Duty (or has been notified of an impending call or order to Covered Active Duty) in National Guard, Reserves, and/or Regular Armed Forces in support of a contingency operation
  
2. The school district will grant an eligible employee who is the spouse, son, daughter, parent or next of kin of a Covered Servicemember a total of 26 workweeks of **unpaid** leave during a 12-month period to care for the service member as permitted under the FMLA. The leave described in this paragraph shall only be available during a single 12-month period.

For purposes of this provision and this policy, "Covered Servicemember" includes both Military

Members and covered Veterans, so long as the covered Veteran was discharged or released under conditions other than dishonorable at any time during the five-year period prior to the first date the eligible employee takes FMLA leave to care for the covered Veteran.

3. During the single 12-month period described in paragraph I(B)(2), an eligible employee shall be entitled to a combined total of 26 workweeks of leave under paragraphs I(B)(1) and I(B)(2). Nothing in this paragraph shall limit the availability of leave under paragraph I(B)(1) during any other 12-month period.

### **C. Limitations on Leave**

1. Leave for birth or placement for adoption or foster care must conclude within 12 months of the birth or placement.
2. In any case in which a husband and wife both employed by the school district are entitled to FMLA leave:
  - a. The aggregate number of workweeks of FMLA leave to which both are entitled is limited to 12 during any 12-month period if such leave is taken (i) because of the birth of a son or daughter of the employee and in order to care for such son or daughter; (ii) because of the placement of a son or daughter with the employee for adoption or foster care; or (iii) to care for a sick parent who has a serious health condition; and
  - b. The aggregate number of workweeks of FMLA leave to which both that husband and wife are entitled is limited to 26 during the single 12-month period in which leave is taken to care for a Covered Servicemember and the husband and wife employees are both either the son,

daughter, parent, or next of kin of such Covered Servicemember, if the leave is taken for this reason or a combination of this reason and one of the three reasons described in paragraph I(C)(2)(a). If the leave taken by the husband and wife includes leave described in paragraph I(C)(2)(a), the limitation in paragraph I(C)(2)(a) shall apply to the leave described in I(C)(2)(a).

#### **D. Qualifying Notice and Certification**

Employees seeking to use FMLA leave will be required to provide:

1. 30-day advance notice when the need to take the leave is foreseeable; provided, if (a) the leave is for needed treatment which is required to begin in less than thirty days or (b) the leave is for the reason set forth in paragraph I(B)(1)(e), the employee shall provide such notice to the school district as is reasonable and practical;
2. Medical certification supporting the need for leave due to a Serious Health Condition affecting the employee or family member or to care for a Military Member, and/or due to a Serious Injury or Illness to care for a Veteran;
3. Second or third medical opinions and periodic re-certifications (at the school district's expense);
4. Certification supporting the need for leave because of a qualifying exigency arising out of the fact that the employee's spouse, son, daughter or parent is a Military Member on Covered Active Duty (or has been notified of an impending call or order to Covered Active Duty) in the National Guard, Reserves, and/or Regular Armed Forces in support of a contingency operation;

5. Certification supporting the need for leave to care for a Veteran who was discharged or released under conditions other than dishonorable at any time during the five-year period prior to the first date the eligible employee takes FMLA leave to care for the covered Veteran, and who is undergoing medical treatment, recuperation, or therapy for a Serious Injury or Illness; and
6. Periodic reports during leave, at a frequency reasonably requested by the superintendent, regarding the employee's status and intent to return to work.

**E. Scheduling Leave**

When leave is needed to care for a family member, for the employee's own illness, or to care for a Covered Servicemember, and such leave is foreseeable based on planned medical treatment, the employee must attempt to schedule treatment so as not to unduly disrupt the school district's operations.

**II. Relationship with District During Leave**

**A. Leave to Be Unpaid**

All leave provided to employees under the provisions of the FMLA and this policy shall be unpaid leave.

**B. Substitution of Paid Leave**

1. The school district requires employees to substitute any accrued paid vacation leave, paid personal leave, paid family leave, paid medical leave or paid sick leave for FMLA leave. However, nothing in this policy shall require the school district to provide paid sick or medical leave in any situation in which the school district would not normally provide such paid leave.

2. If an employee uses paid leave under circumstances which do not qualify as FMLA leave, the leave will not count against the number of workweeks of FMLA leave to which the employee is entitled.
3. Any paid leave which is substituted for FMLA leave will be subtracted from the number of workweeks of unpaid leave provided by the FMLA and this policy.

**C. Group Health Plan Benefits**

1. The school district will continue group health plan benefits on the same basis as coverage would have been provided if the employee had been continuously employed during the FMLA leave period.
2. Any share of health plan premiums which have been paid by the employee prior to FMLA leave must continue to be paid by the employee during the FMLA leave period.

**D. Intermittent or Reduced-Schedule Leave**

1. Leave may be taken under this policy intermittently or on a reduced-leave schedule under certain circumstances.
  - a. When leave is taken because of a birth or because of a placement of a child for adoption or foster care, an eligible employee may take leave intermittently or on a reduced-leave schedule only with the agreement of the school district. In such a case, the superintendent shall have the authority to approve or disapprove such intermittent or reduced leave schedule, in the superintendent's sole discretion.
  - b. When leave is taken to care for a sick family member, for an employee's own

serious health condition, or to care for a covered Veteran or Military Member, an eligible employee may take leave intermittently or on a reduced-leave schedule when medically necessary.

- c. When leave is taken by an eligible employee because of any qualifying exigency arising out of the fact that the employee's spouse, son, daughter, or parent is a Military Member on Covered Active Duty (or has been notified of an impending call or order to Covered Active Duty) in National Guard, Reserves, and/or Regular Armed Forces in support of a contingency operation, the employee may take leave intermittently or on a reduced-leave schedule.
- d. When leave is taken by an eligible employee to care for a Covered Servicemember, including a Veteran who was discharged or released under conditions other than dishonorable at any time during the five-year period prior to the first date the eligible employee takes FMLA leave to care for the covered Veteran, and who is undergoing medical treatment, recuperation, or therapy for a Serious Injury or Illness
- e. Intermittent or reduced leave shall not result in a reduction in the employee's total amount of leave beyond the amount of leave actually taken.
- f. When an instructional employee seeks to take intermittent leave in connection with a family or personal illness (e.g. physical therapy or periodic care for a sick relative) or to care for a covered Veteran or Military Member, and when such leave would constitute at least 20 percent of the total number of working days in the period

during which the leave would extend, the school district may require the employee to elect to take leave in a block, instead of intermittently, for the entire period or to transfer to an available alternative position within the school system that is equivalent in pay, for which the employee is qualified, and which better accommodates the intermittent leave.

2. If an eligible employee requests intermittent leave or leave on a reduced-leave schedule that is foreseeable based on planned medical treatment, including during a period of recovery from a serious health condition, the school district may require the employee to transfer temporarily to an available alternative position for which the employee is qualified and which better accommodates recurring periods of leave than does the employee's regular position. Such alternative position must have equivalent pay and benefits as the employee's permanent position.
3. Leave taken on an intermittent or reduced-schedule basis will be tracked hourly.

### **III. Return from Leave**

#### **A. Restoration to Position**

1. On return from FMLA leave, an employee is entitled to be returned to the same position the employee held when leave commenced, or to an equivalent position with equivalent benefits, pay, and other terms and conditions of employment.
2. Any leave taken under this policy will not result in the loss of any employment benefits accrued prior to the date on which the leave commenced.

3. An eligible employee is not entitled to accrual of any seniority or employment benefits during any period of leave, or any right, benefit, or position of employment other than to which the employee would have been entitled had the employee not taken leave.

**B. Denial of Restoration**

1. The school district reserves the right to deny restoration to any eligible employee who is a "key employee" (that is an employee who is salaried and among the highest paid 10% of the employees of the school district) if such denial is necessary to prevent substantial and grievous economic injury to the operations of the school district.
2. If the school district intends to deny restoration to such an employee, it will:
  - a. notify the employee of his/her status as a "key employee" in response to the employee's notice of intent to take FMLA leave;
  - b. notify the employee as soon as the school district decides it will deny job restoration and explain the reasons for this decision;
  - c. offer the employee a reasonable opportunity to return to work from FMLA leave after giving this notice; and
  - d. make a final determination as to whether reinstatement will be denied at the end of the leave period if the employee then requests restoration.

**C. Failure to Return from Leave**

If an employee fails to return from FMLA leave after the period of leave to which the employee is entitled has expired, the employee shall reimburse the district

for any premiums the employer paid for maintaining health insurance coverage for the employee during the employee's FMLA leave unless the reason the employee does not return is due to: (1) the continuation, recurrence, or onset of the serious health condition which entitled the employee to FMLA leave and the employee provides the district with sufficient certification from the proper health care provider of such continuation, recurrence, or onset of the serious health condition or (2) other circumstances beyond the employee's control.

#### **IV. Notice to Employees**

**A.** The school district will post in conspicuous places where employees are employed notices explaining the FMLA and providing information concerning the procedures for filing complaints of FMLA violations with the U.S. Wage and Hour Division.

~~**B.** When an employee provides notice of the need for FMLA leave, the school district shall provide the employee with a copy of the "section 301(c) notice" which is attached to this policy.~~

~~**B.**~~ **C.** To the extent that any provision in this policy is in any manner inconsistent with the provisions of the Act or the regulations promulgated thereunder, the Act and regulations shall prevail over the provisions of this policy. The school district reserves the right to modify this policy from time to time in its sole discretion.

~~**D.**~~ **C.** Employees may direct any questions or concerns regarding FMLA leave to the superintendent.

Adopted on: June 14, 2010

Revised on: October 14, 2013, August 15, 2017

Reviewed on: \_\_\_\_\_

**404853**  
**Conflict of Interest**

Any school district employee who meets the conditions set forth in this policy shall be deemed to have a business or financial conflict of interest.

1. Definitions. For the purposes of this policy:
  - a. Business with which an employee is associated shall include the following:
    - (1) A business in which the employee or a member of his or her immediate family is a partner, a limited liability company, or serves as a director or an officer.
    - (2) A business in which the employee or a member of his or her immediate family is a stockholder in a closed corporation with stock worth one thousand dollars or more, or the employee or his or her immediate family owns more than a five percent equity interest or is a stockholder of publicly traded stock worth more than ten thousand dollars or more at fair market value, or which represents more than ten percent equity interest. This shall not apply to publicly traded stock under a trading account if the employee reports the name and address of the company and stockbroker.
  - b. A business association shall be defined to include an individual as a partner, limited liability company member, director or officer, or a business in which the individual or member of the immediate family is a stockholder.
  - c. Immediate family member or member of the immediate family shall mean a child residing in an individual's household, a spouse of an individual, or an individual claimed by that individual or that individual's spouse as a dependent for federal income tax purposes
2. Contracts with the School District.
  - a. No employee or member of his or her immediate family shall enter into a contract valued at two thousand dollars or more, in any one year, with this school district unless the contract is

awarded through an open and public process that (1) includes prior public notice and (2) allows the public to inspect during the school district's regular business hours the proposals considered and the contract awarded.

- b. The existence of any conflict of interest in any contract in which the employee has an interest and in which the school district is a party, or the failure to make public the employee's interest known, may render a contract null and void.
- c. The prohibition of a conflict of interest or requirement for public notice shall apply when the employee, or his or her immediate family has a business association with the business involved in the contract or will receive a direct pecuniary fee or commission as a result of the contract.

3. Employing Members of the Immediate Family.

- a. An employee may employ or recommend or supervise the employment of an immediate family member if:
  - (1) The employee does not abuse his or her position.
    - (a) Abuse of official position shall include, but not be limited to, employing an immediate family member:
      - (i) who is not qualified for and able to perform the duties of the position;
      - (ii) for any unreasonably high salary;
      - (iii) who is not required to perform the duties of the position.
  - (2) The employee makes a reasonable solicitation and consideration of applications for employment.
  - (3) The employee makes a full disclosure on the record to the governing body of the school district and to the secretary of the board.
  - (4) The board approves the employment or supervisory position.

- b. The employee shall not terminate the employment of another employee so as to make funds or a position available for the purpose of hiring an immediate family member.
4. Gifts, Loans, Contributions, Rewards, or Promises of Future Employment
- a. No employee shall offer or give to the following persons anything of value, including a gift, loan, contribution, reward, or promise of future employment, based upon an agreement that a vote, official action, or judgment would be influenced thereby:
    - (1) a public official, public employee, or candidate.
    - (2) a member of the immediate family of an individual listed in Subparagraph 'a' above.
    - (3) a business with which an individual listed in Subparagraph (1) or (2) above is associated.
  - b. No employee shall solicit or accept anything of value, including a gift, loan, contribution, reward, or promise of future employment based on an agreement that the vote, official action, or judgment of the employee would thereby be influenced.
  - c. An employee shall not use or authorize the use of his or her public employment or any confidential information received through the public employment to obtain financial gain, other than compensation provided by law, for himself or herself or a member of his or her immediate family, or a business with which he or she is associated.
  - d. An employee shall not use or authorize the use of personnel, resources, property, or funds under that person's official care and control other than in accordance with prescribed constitutional, statutory, and regulatory procedures or use such items for personal financial gain, other than compensation provided by law.
5. Conflict of Interest Relating to Campaigning or Political Issues

- a. Except as provided below, an employee shall not authorize the use of school district personnel, property, resources, or funds for the purpose of campaigning for or against the nomination or election of a candidate or the qualification, passage, or defeat of a ballot question.
- b. This does not prohibit an employee from making school district facilities available to a person for campaign purposes if the identity of the candidate or the support for or opposition to the ballot question is not a factor in making the facilities available or a factor in determining the cost or conditions for use.
- c. This does not prohibit an employee from discussing and voting upon a resolution supporting or opposing a ballot question.
- d. This does not prohibit an employee under the direct supervision of a public official from responding to specific inquiries by the press or the public as to the board's opinion regarding a ballot question or from providing information in response to a request for information.
- e. An employee may present his or her personal opinion regarding a ballot question or respond to a request for information related to a ballot question; but in so doing, the person should clearly state that the information being presented is his or her personal opinion and is not to be considered as the official position or opinion of the school district. However, this shall not be done during a time that the individual is engaged in his or her official duties.

6. Additional Procedures Applicable to Employees With An Annual Salary and Benefits of More than \$150,000 Per Year

- a. Staff whose annual salary and benefits exceed one hundred fifty thousand dollars should assess whether they have a conflict of interest before taking any action or making any decision.
- b. Employees have a conflict of interest pursuant to this subdivision of the policy when their actions or decisions may cause financial benefit or detriment to themselves, a business with which they are associated or a member of their immediate family.

- i. When assessing whether a conflict of interest exists, qualifying staff members should assess whether the benefit or detriment identified is distinguishable from the effects of such action on the public generally or a broad segment of the public.
    - ii. If qualifying employees are unsure as to whether a conflict of interest exists, they may apply to the Nebraska Political Accountability and Disclosure Commission for an opinion as to whether they have a conflict of interest.
  - c. Qualifying employees who determine that a conflict of interest does exist under this policy shall:
    - i. Prepare a written statement describing the matter requiring action or decision and the nature of the potential conflict;
    - ii. Deliver a copy of the statement to the secretary of the board of education, who shall enter the statement onto the public records of the school district; and
    - iii. Abstain from participating in the matter in which the employee has a conflict of interest.
  - d. This subsection does not prevent a qualifying employee from making or participating in the making of a decision to the extent that the employee's participation is legally required for the action or decision to be made.
- e.

6.7. Conflict. To the extent that there is a conflict between this policy and the Nebraska Political Accountability and Disclosure Act ("Act"), the Act shall control.

Adopted on: October 14, 2013\_\_\_\_\_

Revised on: August 15, 2017\_\_\_\_\_

Reviewed on: \_\_\_\_\_

## **5001 Compulsory Attendance and Excessive Absenteeism**

### **Required Attendance**

Every person residing in the school district who has legal or actual charge or control of any child who is of mandatory attendance age shall cause that child to attend a public or private school regularly unless the child has graduated from high school or has been allowed to disenroll pursuant to this policy.

### **Mandatory Attendance Age**

All children who are or will turn six years old before January 1 of the current school year are of mandatory attendance age. Children who have not turned eighteen years of age are of mandatory attendance age.

### **Exceptions**

This policy does not apply when attendance is made impossible or impracticable by severe weather conditions or by the temporary mental or physical illness of the student or a child whom the student is parenting.

A child who will not reach age 7 before January 1 of the current school year may be excused from mandatory attendance if the child's parent or guardian completes an affidavit affirming that alternative educational arrangements have been made for the child. A copy of the required affidavit is attached to this policy.

### **Discontinuing Enrollment – 5 Year Old Students**

The person seeking to discontinue the enrollment of a student who will not reach six years of age prior to January 1 of the current school year shall submit a signed, written request to the superintendent using the form which is attached to this policy. The school district may request written verification or documentation that the person signing the form has legal or actual charge or control of the student. The school district shall discontinue the enrollment of any student who satisfies these requirements. Any student whose enrollment is discontinued under this subsection shall not be eligible to reenroll in this school district until the beginning of the following school year unless otherwise required by law.

## **Discontinuing Enrollment – 16 and 17 Year Old Students**

Only children who are at least 16 years of age may be disenrolled from the district. The person seeking to discontinue the child's enrollment shall submit a signed, written request and submit it to the superintendent using the form which is attached to this policy. The district will follow the procedures outlined on the attached form in considering requests to disenroll.

Only children disenrolling to attend a ~~non-accredited~~ exempt school may be exempt from this policy. The person with legal or actual charge or control of the child must provide the superintendent with a copy of the signed request submitted to the State Department of Education for attending ~~non-accredited~~ exempt schools. The superintendent may confirm the validity of the submission with the State Department of Education.

## **Attendance Officer**

Each building principal is designated as an attendance officer for the district. Each building principal, at his or her discretion, may delegate these responsibilities to any other qualified individual. The attendance officer is responsible for enforcing the provisions of state law relating to compulsory attendance. This responsibility includes but is not limited to filing a report with the county attorney of the county in which a student resides. Compensation for the duties of attendance officer is included in the salary for the superintendent or designee.

## **Excused Absences<sup>[1]</sup>**

The following absences will be considered excused if they are confirmed by communication to the school from the student's parent/guardian:

1. Physical or mental illness of the student (a physician's verification is required after four (4) consecutive days of absence for illness)
2. Severe weather
3. Medical appointments for the student
4. Death or serious illness of the student's family member

5. Attending a funeral, wedding or graduation
6. Appearance at court or for other legal matters
7. Observance of religious holidays of the student's own faith
8. College planning visits
9. Personal or family vacations

### **Excessive Absenteeism**

When a student receives 5 unexcused absences or the hourly equivalent in any semester, the Attendance Officer will follow the attached procedure for addressing barriers to the student's attendance.

When a student is absent more than twenty days per year or the hourly equivalent and any portion of the absences is unexcused, the Attendance Officer must file a report with the county attorney of the county in which the student resides. For example, if the student accumulates 23 days of excused absences due to documented illness and is tardy one time, the Attendance Officer must file a report with the appropriate county attorney.

Adopted on: June 14, 2010

Revised on: November 14, 2011, August 12, 2012, October 12, 2013, August 11, 2014, August 15, 2017

Reviewed on: August 14, 2023

~~[NOTE TO BE DELETED: THERE ARE THREE CHOICES FOR  
OPTION TRANSPORTATION BELOW; SELECT ONE AND DELETE  
THE OTHERS]~~

**5005**  
~~Option~~ **Transportation**

The school district will provide free transportation, partially provide free transportation, or pay an allowance for transportation in lieu of free transportation on each day school is in session to the students who reside in the district and qualify for transportation according to the district's transportation plan. The families of students who will not be provided transportation pursuant to the district's plan or who must drive students to a pick-up point will be reimbursed according to statute if they qualify for such reimbursement. Parents seeking mileage reimbursement must submit requests to the district on forms which may be obtained from the office of the Superintendent of Schools.

When a student who has been attending the district is placed into foster care, school district staff will collaborate with state and local child welfare agencies to determine whether transportation is required under state law when it is in the child's best interest that their school of origin be maintained. The district will only provide transportation to students placed in foster care when the responsible child welfare agency agrees to reimburse the school district for the cost of transportation or when transportation is otherwise required by law. The board designates the **Superintendent of Schools** as the initial point of contact for child welfare agency representatives to discuss transportation issues related to children in foster care.

Students who are homeless will be provided with transportation pursuant to Board Policy 5014.

The district will provide transportation to tuition students in accordance with the contract provisions, if any, for services from the contracting districts.

The use of buses for class parties, field trips, and similar purposes shall require the prior approval of the superintendent or appropriate principal.

~~**[OPTION 1]. Option Transportation.** The board of education does not provide transportation services or mileage reimbursement for option-enrolled students unless otherwise required by law~~

**[OPTION 2] Option Transportation.** The board of education provides transportation to option students only if (a) the option student lives on an existing bus route or (b) the option student makes arrangements to be picked up and dropped off at preexisting stops along an existing bus route. The district does not provide mileage reimbursement for option-enrolled students unless otherwise required by law.

~~**[OPTION 3] Option Transportation.** The board of education shall annually set the rate for transportation services for option-enrolled students. Such transportation may only be enacted if there is mutual agreement between the school district and the parent or legal guardian of the option student. If such agreement is reached, the stops at the option homestead will be recorded by the school vehicle operator and a billing fee will be assessed to the parent or legal guardian on an annual basis. If two or more option students from the same homestead use school transportation, the district will charge for each trip made. Under no circumstances will an option student(s) be provided school transportation to and from his/her homestead if the result of such transportation (1) necessitates the addition of a third bus route and/or (2) increases the time necessary to run the complete bus route beyond the limit of one hour.~~

~~If the option student resides within the distance of one mile of the route used to reach a homestead which is a regular bus stop of a resident student, the fee shall be set at a rate of \$.\_\_\_\_ per mile per stop.~~

~~If the option student resides a distance greater than one mile but less than or equal to two miles from the route used to reach a homestead which is a regular bus stop of a resident student, the fee shall be set at a rate of \$.\_\_\_\_ for the first mile and \$.\_\_\_\_ for the additional mile per stop.~~

~~If the option student resides a distance greater than two miles but less than or equal to three miles from the route used to reach a homestead which is a regular bus stop of a resident student, the fee shall be set at a rate of \$.\_\_\_\_ for the first two miles and \$.\_\_\_\_ for the additional mile, per stop.~~

~~If the option student resides a distance greater than three miles but less than or equal to four miles from the route used to reach a homestead which is a regular bus stop of a resident student, the fee shall be set at a rate of \$.\_\_\_\_ for the first three miles and \$.\_\_\_\_ for the additional mile, per stop.~~

~~If the option student resides a distance greater than four miles but less than or equal to five miles from the route used to reach a homestead which is a regular bus stop of a resident student, the fee shall be set at a rate of \$.\_\_\_\_ for the first four miles and \$.\_\_\_\_ for the additional mile, per stop.~~

~~For distances greater than five miles from the route used to reach a homestead which is a regular bus stop for a resident student, the same formula used to determine the above quoted rates will be used to determine the fee.~~

~~Students who qualify for free lunch may be entitled to transportation or mileage reimbursement pursuant to state law.~~

Adopted on: June 14, 2010\_\_\_\_\_

Revised on: \_\_\_\_\_

Reviewed on: \_\_\_\_\_

~~NOTE TO BE DELETED: This policy satisfies the minimum requirements of the *Healthy, Hunger-Free Kids Act of 2010* and its final rule. Schools that wish to adopt a more “aggressive” policy with higher standards may do so and should contact KSB for policy language that is in line with their goals.~~

## **5052 School Wellness**

The school district is committed to providing a school environment that enhances learning and the development of lifelong wellness. The goals outlined in this policy were determined and selected after reviewing and considering evidence-based strategies.\*

### **1. Goals for Nutrition Promotion and Education**

- a. The district will promote healthy food and beverage choices for all students, as well as encourage participation in school meal programs by such methods as implementing evidence-based healthy food promotion techniques through the school meal programs and promoting foods and beverages that meet or exceed the USDA Smart Snacks in School nutrition standards.
- b. The health curriculum will include information on good nutrition and healthy living habits.
- c. Teachers will incorporate information on nutrition and wellness into the classroom curriculum as appropriate.
- d. The district will collaborate with public and private entities to promote student wellness.
- e. Water will be made available to students throughout the school day.

### **2. Goals for Physical Activity**

- a. The school district’s curriculums shall include instruction on physical activity and habits for healthy living.
- b. Students will be encouraged to engage in physical activities throughout the school day and will be provided with opportunities to do so.

- c. The district encourages parents and guardians to support their children's participation in physical activity, to be physically active role models, and to include physical activity in family events.

**3. Goals for Other School-Based Activities Designed to Promote Student Wellness**

- a. The district will participate in state and federal child nutrition programs as appropriate.
- b. The district will provide professional development, support, and resources for staff about student wellness.
- c. Students will be provided sufficient time in which to eat school-provided meals.
- d. The district's lunchrooms will be attractive and well-lighted.
- e. The district will allow other health-related entities to use school facilities for activities such as health clinics and screenings so long as the activities meet the district's requirements and criteria for the use of facilities.
- f. The district may partner with other individuals or entities in the community to support the implementation of this policy.
- g. The district will strive to provide physical activity breaks for all students, recess for elementary students, and before and after school activities, as well as encourage students to use active transport (walking, biking, etc.)
- h. The district will use evidence-based strategies to develop, structure, and support student wellness.

**4. Standards and Nutrition Guidelines for All Foods and Beverages Sold to Students on the School Campus and During the School Day**

- a. The district will ensure that student access to foods and beverages meet federal, state and local laws and guidelines including, but not limited to:

- i. USDA National School Lunch and School Breakfast nutrition standards
  - ii. USDA Smart Snacks in School nutrition standards.
- b. The district will offer students a variety of age-appropriate, healthy food and beverage selections with plenty of fruits, vegetables, and whole grains aimed at meeting the nutrition needs of students within their calorie requirements in order to promote student health and reduce childhood obesity.

**5. Standards for All Foods and Beverages Provided, But Not Sold to Students During the School Day**

The district may provide a list of healthy party ideas or food and beverage alternatives to parents, teachers, and students for classroom parties, rewards and incentives, or classroom snacks. The district discourages the use of food and beverages as a reward or incentive for performance or behavior.

**6. Food and Beverage Marketing**

Marketing and advertising is only allowed on school grounds or at school activities for foods and beverages that meet or exceed the USDA Smart Snacks in School nutrition standards, except as follows:

- a. This requirement does not apply to marketing that occurs at events outside of school hours such as after school sporting or any other events, including school fundraising events.
- b. The district will not immediately replace menu boards, coolers, tray liners, beverage cups, and other food service equipment with depictions of noncompliant products or logos to comply with the new USDA Smart Snacks in Schools nutrition requirements. All previously purchased products will be used, and all existing contracts honored.
- c. All equipment that currently displays noncompliant marketing materials will not be removed or replaced (e.g., a score board with a Coca-Cola logo). However, as the district reviews and considers new contracts, and as scoreboards or other such durable equipment are replaced or updated over time, any products that are marketed and

advertised will meet or exceed the USDA Smart Snacks in School nutrition standards

## 7. Public Participation

Parents, students, representatives of the school food authority, teachers, school health professionals, board members, school administrators, and members of the general public shall be allowed to provide their input to the school district during the wellness policy adoption and review process.

## 8. Competitive Foods (Includes Food and Beverages Sold in Vending Machines, School Stores, and Fundraisers ~~or in Competition with the National School Lunch and Breakfast Programs~~)

a. Definitions. "Competitive food" means all food and beverages other than meals reimbursed under programs authorized by the Richard B. Russell National School Lunch Act and the Child Nutrition Act of 1966 available for sale to students on the school campus during the school day. For the purpose of competitive food standards implementation, "school day" means the period from the midnight before to 30 minutes after the end of the official school day.

b. Applicability. Except as otherwise allowed by the Nebraska Department of Education (NDE) or applicable law, all competitive foods and beverages sold during the school day as part of a fundraiser or for any other purpose in competition with the National School Lunch and Breakfast Programs must meet the USDA Smart Snacks Standards and the nutrition standards found in 7 CFR § 210.11 ~~nutrition standards of those programs.~~ The competitive food restrictions do not apply to food sold during non-school day hours, weekends, and off-campus fundraising events such as concessions during after-school sporting events, school plays or concerts; or to bulk food items that are sold for consumption at home. (Ex: frozen pizzas, cookie dough tubs, etc.)

c. Fundraiser Exemptions. A special exemption is allowed for the sale of food and/or beverages that do not meet the competitive food standards as required in this section for the purpose of conducting an infrequent school-sponsored fundraiser. The specially exempted fundraisers must not take place more than the frequency specified by NDE during

such periods that schools are in session. No specially exempted fundraiser foods or beverages may be sold in competition with school meals in the food service area during the meal service.

d. Other Exemptions. The only other nutrition exemptions from the competitive food requirements are those found in 7 CFR § 210.11.

e. Other Limitations. No competitive food can be sold to children anywhere on school premises beginning one half hour before breakfast and/or lunch service until one half hour after meal service unless all proceeds earned during these time periods go to the school nutrition program.

a.

~~b. Fundraiser food or beverages are NOT exempt from the USDA Smart Snacks in School nutrition standards. Therefore, if food is sold as a fundraiser:~~

~~(1) It shall not be sold in competition with school meals in the food service area during the meal service.~~

~~(2) It shall not be sold or otherwise made available to students anywhere on school premises during the period beginning one half hour prior to the serving period for breakfast and/or lunch and lasting until one half hour after the serving of breakfast and/or lunch.~~

~~(3) The sale of food items during the school day shall meet the USDA Smart Snacks in School nutrition requirements~~

~~(4) This restriction does not apply to food sold during non-school hours, weekends, and off-campus fundraising events such as concessions during after-school sporting events, school plays or concerts; or to bulk food items that are sold for consumption at home. (Ex: frozen pizzas, cookie dough tubs, etc.)~~

## **9. Triennial Assessment**

The school board shall assess and review this policy at least every three years to determine:

- a. Compliance with this policy;

- b. How this policy compares to NDE model wellness policies;
- c. Progress made in attaining the goals of this policy.

The school board will update or modify this policy as appropriate.

**10. Public Notice**

In addition to identifying the topic on its meeting agenda as required by the Open Meetings Act, the school district will provide notice of this policy at least annually to the public and other stakeholders identified in this policy by one or more of the following methods: on its webpage, in its newsletter, in the student and employee handbooks, newspaper advertisements, direct mailings, electronic mail, and public postings.

In addition to identifying the topic on its meeting agenda as required by the Open Meetings Act, the school district will provide notice of the Triennial Assessment and progress reports towards meeting the goals in this policy using one or more of those same methods.

**11. Recordkeeping**

The District will retain records to document compliance with the requirements of the wellness policy at its central office.

**12. Operational Responsibility**

The superintendent is responsible for coordinating the implementation of this policy and for monitoring the district’s progress in meeting the goals established by this policy. The superintendent will periodically report to the board on the district’s progress in implementing this policy.

\* These strategies include, but are not necessarily limited to, those cited in the Alliance for a Healthier Generation’s Model Wellness Policy (Updated June 2020 to Reflect the USDA Final Rule) [found at https://api.healthiergeneration.org/resource/2](https://api.healthiergeneration.org/resource/2).

Adopted on: September 14, 2015  
 Revised on: June 12, 2017, August 14, 2023  
 Reviewed on: \_\_\_\_\_

**6025**  
**Student Cell Phone and Other Electronic Devices**

~~[THIS POLICY CONTAINS SEVERAL OPTIONS. THERE ARE MORE PERMISSIVE OPTIONS AND MORE RESTRICTIVE OPTIONS. YOU SHOULD SELECT AND MAKE ANY NECESSARY CHANGES TO ONLY ONE OPTION AND DELETE THE REST]~~

~~(USE AT SCHOOL OPTION)~~

Students ~~can use~~ ~~may use~~ cell phones or other electronic devices only as outlined in the student handbook while at school, so long as they do so safely, responsibly and respectfully and comply with all other school rules while using these devices.

By bringing their cell phones and other electronic communication devices to school, students consent to the search of said devices by school staff when permitted by law.

Students may not have cell phones or electronic devices on while they are in locker rooms, restrooms, or any other area in which others may have a reasonable expectation of privacy.

The taking, disseminating, transferring, or sharing of obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (including things like texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person engaged in these activities while on school grounds, in a school vehicle or at a school activity will be subject to the disciplinary procedures of the student code of conduct.

While on school property, at a school activity, or in a school vehicle, students may not use their cell phones or electronic devices to bully, harass, or intimidate any other person as governed by the student code of conduct.

Students shall be personally and solely responsible for the security of their electronic devices. The district is not responsible for theft, loss or damage of any electronic device, including any calls or downloads.

Students who violate this policy may have their cell phones or electronic devices confiscated immediately. The administration will return confiscated devices to the parent or guardian of the offending student, after meeting with the parent or guardian to discuss the rule violation. Students who violate this

policy may, at the discretion of the school's administration, be subject to additional discipline, up to and including suspension or expulsion.

**~~(ONLY BEFORE/AFTER SCHOOL AND DURING PASSING AND LUNCH OPTION)~~**

~~Students are prohibited from using cellular phones or other electronic devices while at school, except as provided in this policy or as deemed appropriate by a student's education team.~~

~~Students may use cell phones or other electronic devices on school sidewalks and in the common areas of the school before and after school, during passing periods, and during lunch so long as they do not create a distraction or a disruption and comply with all other policies and handbook provisions.~~

~~By bringing their cell phones and other electronic communication devices to school, students consent to the search of said devices by school staff when the staff determines that such a search is reasonable or necessary.~~

~~Students may not have cell phones or electronic devices while they are in locker rooms, classrooms, or restrooms. During school hours student cell phones or electronic devices must remain in lockers, backpacks, or be locked in a personal vehicle. Students may use cell phones or other technology in classrooms only with the express permission of the classroom teacher.~~

~~Students are strictly prohibited from sending, sharing, viewing, or possessing pictures, text messages, emails or other material of a sexual nature in electronic or any other form on a computer, cell phone, or other electronic device while at school. Students who possess prohibited material on their cell phone or other electronic device while at school shall be subject to disciplinary consequences as articulated by the student handbook.~~

~~Students may not use cell phones or electronic communication devices while riding in school vehicles, including listening to music, unless they have permission to do so from the driver or other adult responsible for their supervision.~~

~~Students shall be personally and solely responsible for the security of their cell phones and pagers. The district is not responsible for theft, loss or damage of a cell phone or any calls made on a cell phone.~~

~~Students who violate this policy or other school rules will have their cell phones or electronic devices confiscated immediately. The administration will return confiscated devices to the parent or guardian of the offending student, after discussing the rule violation with the student and parent or guardian.~~

~~Students who violate this policy may, at the discretion of the school's administration, be subject to additional discipline, up to and including suspension or expulsion.~~

### **~~(YONDR BAG OR OTHER STORAGE SYSTEM OPTION)~~**

~~Students may use cellular phones or other electronic devices while at school, so long as they do so safely, responsibly and respectfully and comply with all other school rules while using these devices.~~

~~By bringing their cell phones and other electronic communication devices to school, students consent to the search of said devices by school staff when permitted by law.~~

~~Students may not have cell phones or electronic devices on while they are in locker rooms, restrooms, or any other area in which others may have a reasonable expectation of privacy.~~

~~Students may not use cellular phones in any classroom unless deemed appropriate by a student's education team. [INSERT YOUR STORAGE SYSTEM HERE; FOR EXAMPLE: The District will provide each student with a Yondr bag, and students must lock their cellular phone in the Yondr bag upon entering a classroom. The student may unlock the bag upon exiting the classroom at the end of the class period.]~~

~~The taking, disseminating, transferring, or sharing of obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (including things like texting, sexting, e-mailing, etc.) may constitute a crime under state and/or federal law. Any person engaged in these activities while on school grounds, in a school vehicle or at a school activity will be subject to the disciplinary procedures of the student code of conduct.~~

~~While on school property, at a school activity, or in a school vehicle, students may not use their cell phones or electronic devices to bully, harass, or intimidate any other person as governed by the student code of conduct.~~

~~Students shall be personally and solely responsible for the security of their electronic devices. The district is not responsible for theft, loss or damage of any electronic device, including or any calls or downloads.~~

~~Students who violate this policy may have their cell phones or electronic devices confiscated immediately. The administration will return confiscated devices to the parent or guardian of the offending student, after meeting with~~

~~the parent or guardian to discuss the rule violation. Students who violate this policy may, at the discretion of the school's administration, be subject to additional discipline, up to and including suspension or expulsion.~~

(COMPLETE BAN OPTION)

~~Students may NOT use cellular phones or other electronic devices while at school during school hours.~~

~~Any student who is found to be in possession of any cellular phone, or other electronic device (AirPods, personally owned tablet, gaming device, etc) during school hours is in violation of this policy and the student code of conduct.~~

~~Staff who discover students in possession of a cellular phone or electronic device while at school during the school day will immediately confiscate the device and turn it into the administration.~~

~~In addition to the disciplinary consequences imposed, a parent or legal guardian of the offending student must pick up the confiscated devices from the office in person. The administration will return the device to the parent or guardian, after meeting with the parent or guardian to discuss the rule violation.~~

~~Students who repeatedly violate this policy may, at the discretion of the school's administration, be subject to additional discipline, up to and including expulsion.~~

Adopted on: July 11, 2011\_\_\_\_\_

Revised on: \_\_\_\_\_

Reviewed on: \_\_\_\_\_

## **6031 Emergency Exclusion**

**Grounds for Emergency Exclusion.** Any student may be excluded from school in the following circumstances subject to the procedural provisions governing short term suspension found elsewhere in these policies or state law:

(a) If the student has a dangerous communicable disease transmissible through normal school contacts and poses an imminent threat to the health or safety of the school community; or

(b) If the student's conduct presents a clear threat to the physical safety of himself, herself, or others, or is so extremely disruptive as to make temporary removal necessary to preserve the rights of other students to pursue an education.

Any emergency exclusion shall be based upon a clear factual situation warranting it and shall last no longer than is necessary to avoid the dangers that prompted the exclusion.

**Extension of Exclusion.** Pursuant to the Student Discipline Act, the principal has the authority to exclude a student from school for up to five school days on an emergency basis. If the superintendent or superintendent's designee determines that it is appropriate to consider the extension of an exclusion beyond five days, such consideration shall be made according to the procedures set forth below.

**Notification of Student's Parent(s) or Guardian(s).** The superintendent or the superintendent's designee shall notify the student's parent(s) or guardian(s) that the principal has proposed the extension of the exclusion. If the initial notice is oral, the superintendent shall confirm it in writing. The notice shall include notice of a recommended hearing examiner and an alternate hearing examiner for consideration by the parent(s) or guardian(s) if a hearing is requested.

**Opportunity to Request a Hearing.** The student's parent(s) or guardian(s) may submit an ~~oral~~ request for a hearing on the proposed extension of the exclusion within one school day~~two school days~~ of receiving the ~~initial~~ notice of the proposed extension. ~~If the initial request for a hearing is oral, they shall confirm the request in writing.~~

**Failure to Request a Hearing.** If the parent(s) or guardian(s) do not request a hearing within two school days of receiving oral or written notice, the proposed extension of the exclusion shall automatically go into effect.

**Appointment and Qualifications of a Hearing Examiner.** The parent(s) or guardian(s) shall notify the superintendent within one school day of receiving notice of the recommended extension and proposed hearing examiner and alternate hearing examiner if the alternate hearing examiner is preferred.

~~If the parent(s) or guardian(s) request a hearing, the superintendent shall appoint a hearing examiner upon receiving a request for a hearing. The hearing examiner may be any person who did not bring charges against the student, is not to be a witness at the hearing, and has no involvement in the charge.~~

**Hearing Examiner's Notice to Parent(s) or Guardian(s).** The hearing examiner shall promptly give written notice of the time, date and place of the hearing. The hearing will be held within tenfive school days after the initial date of exclusion; school district receives the initial oral or written request; provided, the hearing may be held more than five school days after receipt of the request upon a showing of good cause. No hearing will be held on less than two (2) school days' notice unless otherwise agreed to by the student's parent(s) or guardian(s) and school officials.

**Continued Exclusion.** If a hearing is requested, the principal may determine in his or her sole discretion that the student shall remain excluded from school until the hearing officer makes a recommendation to the superintendent.

**Examination of Student's Records and Affidavits.** Prior to the hearing, the student and his/her parent(s) or guardian(s) shall have the right to examine and have school officials explain the student's records and any affidavits that will be used by school officials at the hearing.

**Attendance at Hearing.** The hearing may be attended by the hearing examiner, the principal (or designee), the student, and the student's parents or guardian(s). The student may be represented at this hearing by a representative of the family's choice.

**Student's Witness(es).** The student and his/her parent(s) or guardian(s) may ask any person with knowledge of the events leading up to the sanction or with general knowledge of the student's character to testify on behalf of the student. If school personnel or other students are requested to testify by the student's parent(s) or guardian(s), the hearing officer shall endeavor to help obtain the presence of such witnesses at the hearing.

**Right to Know Issues and Nature of Testimony.** The student and his/her parent(s) or guardian(s) have the right to request in advance of the hearing the issues which the administration will propose in support of the extension, and the general nature of the testimony of any administrative or expert witnesses.

**Presence of Student and Witnesses at the Hearing.** The student and witnesses may be excluded at the discretion of the hearing examiner in accordance with state statutes. The student may speak in his/her own defense and may be questioned on such testimony, but may choose not to testify. The school district shall make available to testify at the hearing any employee who is a witness to the matter upon request from the parent(s) or guardian(s).

**Sworn or Affirmed Testimony.** The principal or his or her designee shall present evidence supporting the recommended extension ~~of the exclusion~~. Witnesses will give testimony under oath of affirmation, and may be questioned.

**Hearing Examiner's Report and Recommendations.** The hearing examiner shall prepare a report of his or her findings and recommendations, and forward the report to the superintendent.

**Superintendent's Decision.** The superintendent will review the hearing examiner's report and determine whether to extend the exclusion. He or she shall have the decision delivered or sent by registered or certified mail to the student, student's parent(s), or guardian(s). If the superintendent decides to extend the exclusion, the extension will take effect immediately.

Adopted on: June 14, 2010

Revised on: August 11, 2014, August 13, 2018

Reviewed on: \_\_\_\_\_

## 6040

### Prekindergarten (Preschool or Early Childhood) Program

The school board establishes a program to provide prekindergarten services to resident students, also referred to as an early childhood or preschool program. The school district will provide the program in compliance with state law and 92 NAC 11 (Nebraska Department of Education "Rule 11"). The availability of the program is subject to the district being able to employ and retain appropriate and qualified personnel.

**Purpose.** The purpose of the program is to promote the social, emotional, intellectual, language, physical, and aesthetic development and learning for the children served and to promote family development and support.

**Age Participation.** The program will be available to children of the following ages:

- Children who are 3 years of age before July 31 of the enrollment year;
- Children who are 4 years of age at the start of the enrollment year; and
- Children who are 5 years of age at the start of the enrollment year, so long as they do not turn 6 years of age prior to January 1 of that year (subject to the participation limitation below).

All enrollment is subject to capacity limitations and enrollment priorities established in this policy.

**Five-Year-Old Participation.** Five-Year-Old Participation.

Participation of 5-year-old students who will not turn 6 prior to January 1 of the enrollment year will be further limited to those **students who have consistently "not yet" met skills in their age band on GOLD but who are not suspected of having a disability.**

**Capacity Limitation.** The maximum capacity for the program is 20 children. In the event where the total number of children registered for the program by July 15 rises above 20, the district will only offer the program to children with the following priority for enrollment:

- 4-year-olds;
- "At-risk" children (as defined by Rule 11);
- Qualified five-year-old students; and
- Three-year-olds.

If the program is at capacity after July 15, further enrollment applications will be denied. Exception: If an "at-risk child" (as defined by Rule 11) moves into

the district and the program is at capacity, the child will be enrolled in the program. The youngest child in the class that is not "at risk" will be withdrawn from the program.

**Program Coordinator.** The program will be coordinated by a an individual qualified by law to be a Program Coordinator.

**Program and Staff Requirements.** All teachers and administrators in prekindergarten programs must hold a valid certificate or permit to teach issued by NDE except as otherwise allowed by law or Rule 11.

**Participation and Inclusion.** Participation of children and families in the program will be voluntary. The program will not exclude children verified as having disabilities and will include to the extent possible children of diverse social and economic characteristics.

**Birth Certificates.** Within 30 days of enrollment, parents or guardians must submit a certified copy of the child's birth certificate or other documentation in compliance with the Missing Children Identification Act (sections 43-2001 through 43-2012).

**Instructional Hours.** Each class in the program will operate a minimum of 12 instructional hours per week during the school year. Programs receiving grant funds pursuant to state law will operate a minimum of 450 instructional hours per school year.

**Fees.** The district may charge a fee for its program in accordance with the Policy 5045 - Student Fees, provided that the fee may not exceed the actual cost of the program. If the district charges a fee, it will also use a sliding fee scale in order to maximize the participation of economically and categorically diverse groups. The district may waive fees on the basis of need.

**General Reports.** The head administrator will include information about the program in the NDE approved data system. All early childhood data is due as specified by the data system calendar.

**Early Childhood Program Report.** An Early Childhood Program Report Form will be submitted annually by October 15 on the form required by NDE.

**Planning.** Each program will have a planning period that complies with the requirements of Rule 11.

**Coordination with Existing Programs and Funding Sources.** The district will develop, and keep on file, a written plan to show that the program will be

coordinated or contracted with existing programs in compliance with Rule 11 requirements. The district will develop and keep on file a written plan to coordinate and use a combination of local, state, and federal funding sources including, but not limited to, those listed in Rule 11 in order to maximize the participation of economically and categorically diverse groups of children and to ensure that participating children and families have access to knowledge of comprehensive services that may be available.

**Additional Rule 11 Requirements.** Rule 11 includes additional requirements that are not included in this policy, including but not limited to requirements addressing family development and support; developmentally and culturally appropriate curriculum, practices, and assessment; evaluation and quality assurance; program staff; child/staff ration and group size; facilities, equipment, health, and safety; meals and snacks, immunizations; supervision; toileting; infants and toddlers; Sixpence programs; and home-based programs. The district will comply with these additional requirements that are applicable to the program.

**Special Education Act Compliance.** Nothing in this policy allows the school district to fail to meet its responsibilities under the Special Education Act (section 79-1110 through 79-1167). To the extent there is any conflict between this policy or Rule 11 with the Special Education Act, the Act shall control.

Adopted on: \_\_\_\_\_

Revised on: \_\_\_\_\_

Reviewed on: \_\_\_\_\_

**6041**  
**Malcolm X Day Education**

Each year on May 19<sup>th</sup>, designated as El-Hajj Malik ElShabazz, Malcolm X Day, the school district will hold suitable exercises in recognition of the sacrifices of the late Nebraska Hall of Fame inductee El-Hajj Malik El-Shabazz, Malcolm X, and his contributions to the betterment of society. When May 19<sup>th</sup> falls on a Saturday or Sunday, the district will provide the suitable exercises during the preceding or following week. The program shall be implemented within any applicable laws and/or regulations.

Adopted on: \_\_\_\_\_

Revised on: \_\_\_\_\_

Reviewed on: \_\_\_\_\_

## **6042 Projection Maps**

The school district will only use the Gall-Peters projection map or a similar cylindrical equal-area projection map or the AuthaGraph projection map for display or use in the classroom. Use of the Mercator projection map is prohibited unless:

1. The Mercator projection map is used in conjunction with other projection maps in a teaching exercise to demonstrate that all maps are flawed in some way and different map projections serve different functions and may affect how individuals view the world; or
2. The Mercator projection map is part of any:
  - a. book or material obtained prior to July 19, 2024; or geographic information system; or computer program that renders a three-dimensional representation of Earth based primarily on satellite imagery, such as Google Earth or similar software; and
  - b. a Gall-Peters projection map or similar cylindrical equal-area projection map or an AuthaGraph projection map is displayed in the classroom or shown to students during the lesson in which a Mercator projection map is used.

Adopted on: \_\_\_\_\_

Revised on: \_\_\_\_\_

Reviewed on: \_\_\_\_\_

## 6043 Sharing Mapping Data

This policy shall provide for the sharing of information to public safety agencies in order to implement effective emergency response protocols.

**Definition.** Mapping data means maps relating to the school buildings or school property with data for an efficient emergency response.

**Sharing of Mapping Data.** Mapping data shall be shared in an electronic or printable format with public safety agencies that provide emergency services to district property to assist those agencies in responding to an emergency on district property.

**Requirements Related to Mapping Data.** Mapping data shared with public safety agencies pursuant to this policy shall meet the following requirements:

- The mapping data shall be compatible with and able to be integrated into software platforms used by public safety that provide emergency services to the specific school for which the data is provided without requiring:
  - The purchase of additional software by such public safety agencies; or
  - The integration of third-party software to view the data;
- The mapping data shall be a finished map product in a file format easily accessible using a standard or open-source file reader, depending on the needs of the school and the public safety agency;
- The mapping data shall be provided in a printable format;
- The mapping data shall be verified for accuracy, during production and annually, through a walk-through of the school campus;
- The mapping data shall give an indication of what direction is true north;
- The mapping data shall include accurate floor plans overlaid on accurate, verified aerial imagery of the school campus;
- The mapping data shall contain site-specific labeling that matches the structure of school buildings, including room labels, hallway names, external door or stairwell numbers, locations of hazards, key utility locations, key boxes, automated external defibrillators, and trauma kits using standard labeling rules set by the State Department of Education;
- The mapping data shall contain site-specific labeling that matches the school grounds, including parking areas, athletic fields, surrounding roads, and neighboring properties using standard labeling rules set by the State Department of Education; and
- The mapping data shall be overlaid with a grid and coordinates.

**Annual Certification or Updates.** The district shall annually:

- Certify to the appropriate public safety agencies that the mapping data provided pursuant to this policy is accurate; or
- If such information has changed, provide the appropriate public safety agencies with updated mapping data.

**Reimbursement.** The Superintendent shall apply to the State Department of Education in the manner prescribed by the Commissioner of Education for a grant to cover the costs of providing payment to vendors on behalf of the school district to facilitate the implementation of mapping data in accordance with this policy. Such application shall include a copy of this school policy, an estimate from a vendor on the cost of providing such mapping data that meets the requirements of this policy, and any other information the department may require. Alternatively, the Superintendent may apply to and contract with the district's educational service unit in the manner prescribed by the educational service unit for purposes of covering the costs of facilitating mapping data in accordance with this policy.

Adopted on: \_\_\_\_\_

Revised on: \_\_\_\_\_

Reviewed on: \_\_\_\_\_




# Curriculum Storyboards:

Focus

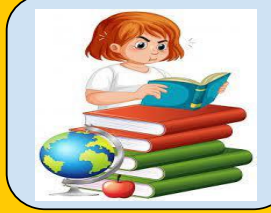
Me and My World

## Social Studies

Kindergarten

Quarter 1   1 Week	Quarter 1   3 Weeks	Quarter 2   1 Week	Quarter 2   1 Week	Quarter 2   1 Week
Unit 1 History Lesson 1	Unit 2 Civics Lesson 4-7	Unit 1 History Lesson 2	Unit 2 Civics Lesson 8	Unit 3 Geography Lesson 11
				
<b>The Focus of the Story:</b>	<b>The Focus of the Story:</b>	<b>The Focus of the Story:</b>	<b>The Focus of the Story:</b>	<b>The Focus of the Story:</b>
In this lesson, students will learn the "Everyone is Special" song, where they will share their names and describe themselves based on appearance, hobbies, feelings, and abilities. We will focus on developing key vocabulary, "feelings" and "special". Students will discover what makes their classmates unique and engage in role-playing scenarios that encourage caring for others. Additionally, we will explore our emotions by using facial expressions to guess how someone might feel in various situations.	In this lesson, students will learn to distinguish between appropriate times for speaking and listening. We will achieve this through engaging activities, including the telephone game. Additionally, students will practice making friends and demonstrating empathy via role play. They will also identify interpersonal conflicts and apply the four-step "Let's Talk It Out!" method to resolve them. Our "Good Helper" song will motivate everyone to contribute positively to the school environment. Key vocabulary such as "get along", "introduce", "calm down", "problem", "solve", "vote", and "directions" will be emphasized throughout the lesson.	In this lesson, students will learn about the concept of family and the emotions family members have for one another through the song "Every Family is Special". We will focus on key vocabulary, "family" and "tradition". Students will analyze and compare different families to their own. In addition, we will explore and learn about family traditions during six holidays: Independence Day, Chinese New Year, Thanksgiving, Divali, Christmas, and Day of the Dead.	In this lesson, students will learn to read a calendar and understand the chronological order of U.S. national holidays. We will focus on the key vocabulary words "federal holiday" and "patriotic." Students will watch videos about five federal holidays in the United States and choose a badge to represent each, which will be added to their individual sashes. Additionally, we will look at photographs of statues representing historical Americans commemorated with federal holidays and select a badge for each to add to our sashes.	In this lesson, students will learn to say "hello" in four different languages and will practice greeting their classmates using these new words. We will focus on key vocabulary such as "language" and "law". Additionally, students will explore how children around the world eat, learn, play, and listen to music. To conclude, we will read the book "Galimoto" and use recycled materials to create their own toy "galimoto".

<b>Learning Goals/ Standards:</b>	<b>Learning Goals/ Standards:</b>	<b>Learning Goals/ Standards:</b>	<b>Learning Goals/ Standards:</b>	<b>Learning Goals/ Standards:</b>
-The students will be able to identify similarities and differences among students in their class. -The students will be able to learn ways to care for others. - The students will be able to identify different feelings and interpret facial expressions. - The students will be able to appreciate the many things one can do.	-The students will be able to understand what it means to get along. -The students will be able to identify helpful, courteous, fair, compassionate, and responsible behaviors. -The students will be able to identify reasons for rules at home and at school. -The students will be able to define what it means to be a friend. -The students will be able to identify situations in which conflict resolution is needed. -The students will be able to identify behaviors that are helpful to others. -The students will be able to describe four responsibilities in our classroom community.	-The students will be able to define what makes a family. - The students will be able to show that families are alike and different. -The students will be able to learn empathy and caring for others. -The students will be able to learn many ways families do things together. -The students will be able to identify family traditions from a variety of cultures.	-The students will be able to identify 11 federal holidays celebrated by the United States. -The students will be able to identify the flag as a symbol of the United States.	-The students will be able to describe similarities and differences among people and their daily activities. - The students will be able to compare written words, family meals, games, music, and laws in different cultures. -The students will be able to compare technology used today with how things were done long ago. -The students will be able to describe how technology helps people accomplish specific tasks.

<b>Quarter 3   1 Week</b>	<b>Quarter 3   2 Weeks</b>	<b>Quarter 4   2 Weeks</b>		
<b>Unit 1 History Lesson 3</b>	<b>Unit 3 Geography Lesson 9-10</b>	<b>Unit 4 Economics Lesson 12-13</b>		
				
<b>The Focus of the Story:</b>	<b>The Focus of the Story:</b>	<b>The Focus of the Story:</b>	<b>The Focus of the Story:</b>	<b>The Focus of the Story:</b>
In this lesson, students will compare photographs of families from the past and the present. We will focus on key vocabulary, "travel" and "well". While watching "What will happen next?", students will make	In this lesson, students will glide high above a beach neighborhood for a bird's-eye view of the ground and identify landmarks on a map. We will use a map key to identify eight places in a neighborhood and fill in our	In this lesson, students will learn to distinguish between needs and wants. They will participate in a "shopping trip" activity where they choose items they need and want, limited to 10 shopping tokens to emphasize		

<p>predictions to learn about how people obtained water in the past compared to today. Additionally, we will explore the differences in clothing and transportation between the past and the present.</p>	<p>own map key to show these locations on a neighborhood map. Students will also learn about their location within a city, state, country, and the world. We will sing "Where I Am" to reinforce these concepts musically and with body movements. Additionally, students will create a telescope that shows their city, state, country, and the world, and use it to look at images and explain what they see. We will also play a game that challenges us to categorize images as belonging to a city, state, country, or the world. The key vocabulary for this lesson includes "map," "neighbor," "neighborhood," "city," "country," "state," and "world."</p>	<p>prioritizing needs over wants. We will discuss these concepts using an interactive drag-and-drop slide. Additionally, students will discover how to protect our environment by using their "superhero powers" to reduce, reuse, and recycle everyday items. Key vocabulary for this lesson includes "needs", "shelter", "wants", "garbage", "recycle", "reduce", and "reuse".</p>		
<b>Learning Goals/ Standards:</b>				
<p>-The students will be able to identify similarities and differences among time periods. -The students will be able to analyze images to learn about the past. -The students will be able to analyze images to learn about today.</p>	<p>-The students will be able to identify characteristics of a neighborhood. -The students will be able to plan and create a model and map of a neighborhood. -The students will be able to identify map symbols. -The students will be able to create a map key and use it to color code eight places in a neighborhood. -The students will be able to identify one's own city and state, and locate them on a map. -The students will be able to name the country in which we live. -The students will be able to distinguish between land and water on a globe and a map.</p>	<p>-The students will be able to identify the basic human needs of food, clothing, and shelter. -The students will be able to explain the differences between wants and needs. -The students will be able to explain various ways needs can be met in different places. -The students will be able to identify prices of products and make economic decisions. -The students will be able to name three ways to help save natural resources and take care of the world. -The students will be able to identify and sort recyclable items into four categories. -The students will be able to identify shopping choices that will help reduce waste.</p>		

	SELF		Unit	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard	Unwrap			
Strand: Civics	<b>Forms and Functions of Government</b> <b>SS K.1.1</b> Communicate the purpose of rules and the roles within learning and living environments.	Purpose of Rules, Roles within Learning environments, Roles within living environments	Forms and Functions of Government SS K.1.1 Communicate the purpose of rules and the roles within learning and living environments.	citizen, responsibility, right, vote, law, leader, government, governor, president, symbol	Informal Observation
	<b>SS K.1.a</b> Describe a rule and analyze its purpose. <i>For example: safety, to make learning possible, protect freedoms, to ensure consistency for all</i>	Understand what a rule is, identify different types of rules, Describe the purpose of a rule	Social Studies Alive! Me and My World - Third Edition  Lesson - How Can I Be a Good Helper at School? Lesson - How Do People Live Around the World? Lesson Unit - Civics	citizen, responsibility, right, vote, law, leader, government, governor, president, symbol	
	<b>SS K.1.b</b> Identify roles in a family structure and explain their importance. <i>For example: head of household, primary caregiver, parent/guardian, elders, siblings</i>	Family structure, roles within a family, importance of roles.	Social Studies Alive! Me and My World - Third Edition  Lesson 2 - What Is a Family?  Lesson Unit - Civics	citizen, responsibility, right, vote, law, leader, government, governor, president, symbol	
	<b>Civic Participation</b> <b>SS K.1.2</b> Demonstrate positive and productive citizenship skills.	Citizenship skills, Positive behaviors, Productive behaviors	SS K.1.2.a Model citizenship skills. Social Studies Alive! Me and My World - Third Edition Lesson - How Can I Be a Good Helper at School? Student Text - 1 - Taking Care of Things Student Text - 2 - Cleaning Up Student Text - 3 - Following Directions Student Text - 4 - Doing My Work Student Text - Introduction Student Text - Summary Lesson - How Do Americans Celebrate? Student Text - 3 - We Tell Stories Lesson - How Do I Get Along with Others? Student Text - 4 - Making Choices Student Text - Explore - Good Citizenship Lesson Biographies King Jr., Martin Luther (1929–1968)	citizen, responsibility, right, vote, law, leader, government, governor, president, symbol	Informal Observation
	<b>SS K.1.2.a</b> Model citizenship skills. <i>For example: respect, courtesy, honesty, voting, cultural virtues</i>	Citizenship skills	SS K.1.2.a Model citizenship skills. <i>For example: respect, courtesy, honesty, voting, cultural virtues</i>	citizen, responsibility, right, vote, law, leader, government, governor, president, symbol	
	<b>SS K.1.2.b</b> Communicate patriotic symbols, songs, actions, and cultural celebrations. <i>For example: U.S. Flag, Pledge of Allegiance, "Star-Spangled Banner," and "America the Beautiful," cultural songs</i>	Patriotic symbols, Patriotic songs, Patriotic actions, Cultural celebrations	Lesson - How Do Americans Celebrate? Student Text - 4 - We Sing Songs Student Text - Introduction Lesson - How Do I Get Along with Others? Student Text - Explore - Good Citizenship Lesson 8 - How Do Americans Celebrate? Classroom Activity - Slideshow Lesson Unit - Geography Unit Project - Social Studies Stories - Symbols of Our Country Lesson Unit - History Unit Project - Social Studies Stories - Our Country's Birthday Unit Project - Social Studies Stories - The Story of Our Flag	citizen, responsibility, right, vote, law, leader, government, governor, president, symbol	

	SELF		Unit	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard	Unwrap			
	<b>SS K.1.2.c</b> Communicate historical background and significance of national holidays. <i>For example: George Washington's Birthday, Abraham Lincoln's Birthday, Dr. Martin Luther King, Jr.'s Birthday, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, Thanksgiving Day</i>	Communication, Historical Background, Significance, National Holidays	Lesson - How Do Americans Celebrate? Student Text - 1 - We Celebrate Holidays Student Text - 2 - We Celebrate Great Leaders Student Text - Introduction Student Text - Summary Lesson - What Is a Family? Student Text - 4 - Traditions Student Text - 6 - A Fall Tradition Student Text - 7 - Valentine's Day Traditions Lesson 2 - What Is a Family? Classroom Activity - Slideshow Lesson 8 - How Do Americans Celebrate? Classroom Activity - Slideshow Lesson Biographies King Jr., Martin Luther (1929–1968) Lesson Unit - History Unit Project - Social Studies Stories - Birthdays Then and Now Unit Project - Social Studies Stories - Our Country's Birthday Unit Project - Social Studies Stories - The First Thanksgiving		
Strand: Economics	<b>Economic Decision Making</b> <b>SS K.2.1</b> Differentiate between wants and needs in decision-making.	Understanding wants and needs, Identifying wants and needs in decision-making	Economic Decision Making SS K. 2.1 Differentiate between wants and needs in decision-making.	needs, wants, money, job, goods, services	Informal Observation
	<b>SS K.2.1.a</b> Classify wants and needs and explain subsequent choices.	Classification of wants and needs, Explanation of choices	Lesson - What Do People Need and Want? Student Text - 1 - We Have Needs Student Text - 2 - We Need Food Student Text - 3 - We Need Clothing Student Text - 4 - We Need Shelter Student Text - 5 - We Have Wants Student Text - 6 - We Want Different Things Student Text - Introduction Student Text - Literature - People at Work Student Text - Summary Lesson 12 - What Do People Need and Want? Classroom Activity - Slideshow Lesson Unit - Economics Unit Project - Social Studies Stories - I Make Choices When I Shop Unit Project - Unit Inquiry Project: Economics	needs, wants, money, job, goods, services	
	<b>Financial Literacy</b> <b>SS K.2.2</b> Recognize money is used to purchase goods and services to satisfy economic wants and needs. <b>SS K.2.2.a</b> Explain the purposes of money.	Recognition of money. Understanding that money is used for buying goods and services. Understanding the concept of money, Identifying the purposes of money	Recognize money is used to purchase goods and services to satisfy economic wants and needs.	Lesson Unit - Economics Unit Project - Social Studies Stories - Saving Money	needs, wants, money, job, goods, services
	<b>Exchange and Markets</b> <b>SS K.2.3</b> Not addressed at this level		Not addressed at this level		
	<b>National Economy</b> <b>SS K.2.4</b> Not addressed at this level		Not addressed at this level		
	<b>Global Economy</b> <b>SS K.2.5</b> Not addressed at this level		Not addressed at this level		

	SELF		Unit	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard	Unwrap			
Strand: Geography	<b>Location and Place</b> <b>SS K.3.1</b> Explore where (spatial) and why people, places and environments are organized in the world.	Understanding spatial organization, Exploring reasons for organization of people, places, and environments	Explore where (spatial) and why people, places and environments are organized in the world.	map, hill, mountain, plain, river, lake	Informal Observation
	<b>SS K.3.1.a</b> Communicate personal directions to describe relative locations of people and objects. <i>For example: next to, over there, close to</i>	Communication of personal directions, Describing relative locations of people and objects	Lesson - How Do Americans Celebrate? Student Text - Explore - Honest Abe Lincoln Lesson - Where Am I in the World? Student Text - Explore - The Responsibility of Sacagawea Student Text - Summary Lesson 9 - What Is in My Neighborhood? Classroom Activity - Slideshow	map, hill, mountain, plain, river, lake	
	<b>SS K.3.1.b</b> Identify locations in the school and around the classroom. <i>For example: left, right, up/down, front/back, over/under, near/far, supplies, trash can, pencil sharpener, other students, library, gym, office, restroom, cafeteria</i>	Identifying locations, School and classroom environments	Identify locations in the school and around the classroom.	map, hill, mountain, plain, river, lake	
	<b>SS K.3.1.c</b> Identify geographic tools as representations of local and distant places. <i>For example: maps, globes, photographs, GPS (Global Positioning System)</i>	Geographic tools, Representations of local places, Representations of distant places	Identify geographic tools as representations of local and distant places. Social Studies Alive! Me and My World - Third Edition Lesson - How Do Americans Celebrate? Student Text - Explore - Honest Abe Lincoln Lesson - What Is in My Neighborhood? Student Text - 3 - Neighborhood Maps Lesson - Where Am I in the World? Student Text - 4 - Living in the World Student Text - Explore - The Responsibility of Sacagawea Student Text - Summary Lesson 9 - What Is in My Neighborhood? Classroom Activity - Slideshow	map, hill, mountain, plain, river, lake	
	<b>SS K.3.1.d</b> Identify the difference between land and water on a globe.	Identifying land and water. Using a globe.	Identify the difference between land and water on a globe. Social Studies Alive! Me and My World - Third Edition Lesson - What Is in My Neighborhood? Student Text - Explore - Water and Land Places Lesson - Where Am I in the World? Student Text - Introduction Student Text - Summary	map, hill, mountain, plain, river, lake	
	<b>Regions</b> <b>SS K.3.2</b> Explore places and regions.	Identifying different types of places and regions.	Explore places and regions.	map, hill, mountain, plain, river, lake	Informal Observation
	<b>SS K.3.2.a</b> Identify physical characteristics of place. <i>For example: landforms, bodies of water, weather</i>	Identifying physical characteristics, Describing places	Identify physical characteristics of place. Social Studies Alive! Me and My World - Third Edition Lesson - What Is in My Neighborhood? Student Text - Explore - Water and Land Places	map, hill, mountain, plain, river, lake	

	SELF		Unit	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard	Unwrap			
	<b>SS K.3.2.b</b> Identify human characteristics of place. <i>For example: cities, buildings, farms, roads, highways</i>	Human characteristics of a place	Identify human characteristics of place. Social Studies Alive! Me and My World - Third Edition Lesson - How Do People Live Around the World? Student Text - Introduction Student Text - Summary Lesson - What Is in My Neighborhood? Student Text - 1 - Buildings Where I Live Student Text - 2 - Outdoors Where I Live Student Text - 3 - Neighborhood Maps Student Text - Explore - Where Is It? Student Text - Introduction Student Text - Summary Lesson 9 - What Is in My Neighborhood? Classroom Activity - Slideshow Lesson Unit - Geography Unit Project - Unit Inquiry Project: Geography	map, hill, mountain, plain, river, lake	
	<b>Human-environment Interaction</b> <b>SS K.3.3</b> Explore the relationship between humans and their physical environment.	Understanding the relationship between humans and their physical environment.	Explore the relationship between humans and their physical environment.	map, hill, mountain, plain, river, lake	Informal Observation
	<b>SS K.3.3.a</b> Identify types of weather and the impact of weather on everyday life. <i>For example: rainy, snowy, sunny, cloudy, foggy- choice of clothing, rainouts</i>	Types of weather, Impact of weather on everyday life	Identify types of weather and the impact of weather on everyday life.	map, hill, mountain, plain, river, lake	
	<b>SS K.3.3.b</b> Identify the four seasons.	Identification of the four seasons	Identify the four seasons.	map, hill, mountain, plain, river, lake	
	<b>SS K.3.3.c</b> Inquire about how people prepare and respond to severe weather. <i>For example: weather forecasting, tornado drills, winter clothing</i>	Inquiring about people's preparations for severe weather, Inquiring about people's responses to severe weather	Inquire about how people prepare for and respond to severe weather.	map, hill, mountain, plain, river, lake	
	<b>Movement</b> <b>SS K.3.4</b> Recognize that people belong to different groups and live in different settings.	Recognizing people belong to different groups, Recognizing people live in different settings	Recognize that people belong to different groups and live in different settings.	map, hill, mountain, plain, river, lake	Informal Observation
	<b>SS K.3.4.a</b> Identify students as members of various groups. <i>For example: scouts, sports, classrooms, families</i>	Identifying students as members of different groups	Identify students as members of various groups. Social Studies Alive! Me and My World - Third Edition Lesson - Who Am I? Student Text - 4 - Doing Many Things Lesson 1 - Who Am I? Classroom Activity - Slideshow Lesson 7 - How Can I Be a Good Helper at School? Classroom Activity - Slideshow Lesson Unit - Civics Unit Project - Unit Inquiry Project: Civics Lesson Unit - Geography Unit Project - Social Studies Stories - Who Works at My School?	map, hill, mountain, plain, river, lake	

	SELF		Unit	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard	Unwrap			
	<b>SS K.3.4.b</b> Identify places in the community where people may live. <i>For example: farms, houses, apartments</i>	Identifying places in the community where people may live.	Identify places in the community where people may live. Social Studies Alive! Me and My World - Third Edition Lesson - What Is in My Neighborhood? Student Text - 1 - Buildings Where I Live Student Text - 4 - My Neighbors Student Text - Introduction Student Text - Summary Lesson - Where Am I in the World? Student Text - Introduction Student Text - Summary Lesson 9 - What Is in My Neighborhood? Classroom Activity - Slideshow	map, hill, mountain, plain, river, lake	
	<b>Geospatial Skills and Geo-literacy</b> <b>SS K.3.5</b> Use geographic skills to make connections to students' lives.	Geographic skills, connections to students' lives.	Use geographic skills to make connections to students' lives.	map, hill, mountain, plain, river, lake	Informal Observation
	<b>SS K.3.5.a</b> Apply geographic knowledge and techniques to navigate the classroom. <i>For example: Locate people or places in relation to each other, or make a fire evacuation plan for your home.</i>	Geographic knowledge Techniques for navigation	Apply geographic knowledge and techniques to navigate the classroom.	map, hill, mountain, plain, river, lake	
				map, hill, mountain, plain, river, lake	
				map, hill, mountain, plain, river, lake	
<b>Strand: History</b>	<b>Change, Continuity, and Context</b> <b>SS K.4.1</b> Recognize patterns of continuity and change over time in themselves and others.	Recognizing patterns, Continuity and change over time, Self and others	Recognize patterns of continuity and change over time in themselves and others.	family, custom, celebrate, holiday, tradition, culture, picture, calendar, timeline, past, hero, community	Informal Observation
	<b>SS K.4.1.a</b> Identify concepts of time and chronology. <i>For example: yesterday, today, tomorrow</i>	Concepts of time, Chronology	Identify concepts of time and chronology. Social Studies Alive! Me and My World - Third Edition Lesson - What Is a Family? Student Text - 4 - Traditions	family, custom, celebrate, holiday, tradition, culture, picture, calendar, timeline, past, hero, community	
	<b>SS K.4.1.b</b> Identify the sequence of personal events and their impact. <i>For example: daily schedule, timelines</i>	Identifying personal events, Understanding the sequence of events, Recognizing the impact of events	Identify the sequence of personal events and their impact. Social Studies Alive! Me and My World - Third Edition Lesson - What Is a Family? Student Text - 4 - Traditions Lesson - Who Am I? Student Text - Literature - The 100th Day	family, custom, celebrate, holiday, tradition, culture, picture, calendar, timeline, past, hero, community	
	<b>Multiple Perspectives</b> <b>SS K.4.2</b> Recognize different perspectives of events.	Recognizing different perspectives, understanding events.	Recognize different perspectives of events.	family, custom, celebrate, holiday, tradition, culture, picture, calendar, timeline, past, hero, community	Informal Observation

	SELF		Unit	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard	Unwrap			
	<b>SS K.4.2.a</b> Compare perspectives of self and others. <i>For example: events that occurred on the playground</i>	Comparing perspectives, self, others.	Compare perspectives of self and others. Social Studies Alive! Me and My World - Third Edition Lesson - How Can I Be a Good Helper at School? Student Text - Primary Source - A Newspaper from Long Ago Lesson - How Can I Help Take Care of the World? Student Text - Primary Source - Johnny Appleseed Lesson - How Do Americans Celebrate? Student Text - Primary Source - Susan B. Anthony Speech About Women's Voting Rights Lesson - How Do I Solve Problems with Others? Student Text - 6 - Voting Lesson - Where Am I in the World? Student Text - Primary Source - President Nixon Calls the Astronauts Lesson Biographies King Jr., Martin Luther (1929–1968)	family, custom, celebrate, holiday, tradition, culture, picture, calendar, timeline, past, hero, community	
	<b>Historical Analysis and Interpretation</b> <b>SS K.4.3</b> Identify historical people, events, and symbols.	Historical people Historical events Symbols	Identify historical people, events, and symbols.	family, custom, celebrate, holiday, tradition, culture, picture, calendar, timeline, past, hero, community	Informal Observation
	<b>SS K.4.3.a</b> Recognize historical people from a variety of cultures. <i>For example: George Washington, Harriet Tubman, Crazy Horse, Martin Luther King, Jr.</i>	Historical people Variety of cultures	Recognize historical people from a variety of cultures. Lesson - How Can I Help Take Care of the World? Student Text - Primary Source - Johnny Appleseed Lesson - How Do Americans Celebrate? Student Text - 3 - We Tell Stories Student Text - Explore - Honest Abe Lincoln Student Text - Literature - George Washington Tells the Truth Student Text - Primary Source - Susan B. Anthony Speech About Women's Voting Rights Lesson - Where Am I in the World? Student Text - Explore - The Responsibility of Sacagawea Student Text - Primary Source - President Nixon Calls the Astronauts	family, custom, celebrate, holiday, tradition, culture, picture, calendar, timeline, past, hero, community	
	<b>SS K.4.3.b</b> Identify symbols of the United States. <i>For example: American flag, bald eagle, Washington Monument, Statue of Liberty</i>	Identification of symbols of the United States	Identify symbols of the United States. Social Studies Alive! Me and My World - Third Edition Lesson 8 - How Do Americans Celebrate? Classroom Activity - Slideshow Lesson Unit - Geography Unit Project - Social Studies Stories - Symbols of Our Country Lesson Unit - History Unit Project - Social Studies Stories - The Story of Our Flag	family, custom, celebrate, holiday, tradition, culture, picture, calendar, timeline, past, hero, community	

	SELF		Unit	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard	Unwrap			
	<p><b>SS K.4.3.c</b> Differentiate between stories from the present and the past. <i>For example: literary and informational, history vs. historical fiction, past and present including different cultural perspectives.</i></p>	Differentiation between stories from the present and stories from the past.	<p>Differentiate between stories from the present and the past.            Social Studies Alive! Me and My World - Third Edition            Lesson - How Can I Help Take Care of the World?            Student Text - Primary Source - Johnny Appleseed            Lesson - How Do Americans Celebrate?            Student Text - 3 - We Tell Stories            Student Text - Explore - Honest Abe Lincoln            Student Text - Literature - George Washington Tells the Truth            Student Text - Primary Source - Susan B. Anthony Speech About Women's Voting Rights            Lesson - How Is Our Life Different from Long Ago?            Student Text - 4 - We Work            Lesson - Where Am I in the World?            Student Text - Explore - The Responsibility of Sacagawea            Student Text - Primary Source - President Nixon Calls the Astronauts            Lesson 3 - How Is Our Life Different from Long Ago?            Classroom Activity - Slideshow</p>	family, custom, celebrate, holiday, tradition, culture, picture, calendar, timeline, past, hero, community	
	<p><b>Historical Inquiry and Research</b>  <b>SS K.4.4</b> Develop historical inquiry and research skills.</p>	Historical inquiry skills, research skills	Develop historical inquiry and research skills.	family, custom, celebrate, holiday, tradition, culture, picture, calendar, timeline, past, hero, community	Informal Observation
	<p><b>SS K.4.4.a</b> Construct questions about personal history. <i>For example: "how did my family come to live in this place?" "Where were other members of my family born?"</i></p>	Question construction, personal history reflection.	<p>Construct questions about personal history.            Social Studies Alive! Me and My World - Third Edition            Lesson - What Is a Family?            Student Text - 4 - Traditions            Lesson - Who Am I?            Student Text - Literature - The 100th Day</p>	family, custom, celebrate, holiday, tradition, culture, picture, calendar, timeline, past, hero, community	

	SELF		Unit	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard	Unwrap			
	<p><b>SS K.4.4.b</b> Identify and cite appropriate sources when conducting historical research. <i>For example: "my family member gave me this picture"</i></p>	Differentiating between sources that are reliable and unreliable.	<p>Identify and cite appropriate sources when conducting historical research. Social Studies Alive! Me and My World - Third Edition                      Lesson - How Can I Be a Good Helper at School?                      Student Text - Primary Source - A Newspaper from Long Ago                      Lesson - How Can I Help Take Care of the World?                      Student Text - Primary Source - Johnny Appleseed                      Lesson - How Do Americans Celebrate?                      Student Text - Primary Source - Susan B. Anthony Speech About Women's Voting Rights                      Lesson - How Do I Get Along with Others?                      Student Text - Primary Source - Good Manners                      Lesson - How Is Our Life Different from Long Ago?                      Student Text - Primary Source - School Books                      Lesson - Where Am I in the World?                      Student Text - Primary Source - President Nixon Calls the Astronauts                      Lesson - Who Am I?                      Student Text - Explore - Library and Information Literacy</p>	<p>family, custom, celebrate, holiday, tradition, culture, picture, calendar, timeline, past, hero, community</p>	
	<p><b>SS K.4.4.c</b> Gather and communicate historical information. <i>For example: pictures, posters and oral narratives</i></p>	Gathering historical information, Communicating historical information	<p>Gather and communicate historical information. Social Studies Alive! Me and My World - Third Edition                      Lesson - How Can I Help Take Care of the World?                      Student Text - Primary Source - Johnny Appleseed                      Lesson - How Do Americans Celebrate?                      Student Text - 3 - We Tell Stories                      Student Text - Explore - Honest Abe Lincoln                      Student Text - Literature - George Washington Tells the Truth                      Student Text - Primary Source - Susan B. Anthony Speech About Women's Voting Rights                      Lesson - How Is Our Life Different from Long Ago?                      Student Text - 4 - We Work                      Lesson - Where Am I in the World?                      Student Text - Explore - The Responsibility of Sacagawea                      Student Text - Primary Source - President Nixon Calls the Astronauts                      Lesson - Who Am I?                      Student Text - Explore - Library and Information Literacy                      Lesson 3 - How Is Our Life Different from Long Ago?                      Classroom Activity - Slideshow</p>	<p>family, custom, celebrate, holiday, tradition, culture, picture, calendar, timeline, past, hero, community</p>	
				<p>family, custom, celebrate, holiday, tradition, culture, picture, calendar, timeline, past, hero, community</p>	
				<p>family, custom, celebrate, holiday, tradition, culture, picture, calendar, timeline, past, hero, community</p>	

	SELF		Unit	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard	Unwrap			
				family, custom, celebrate, holiday, tradition, culture, picture, calendar, timeline, past, hero, community	
				family, custom, celebrate, holiday, tradition, culture, picture, calendar, timeline, past, hero, community	


# Curriculum Storyboards:

Focus



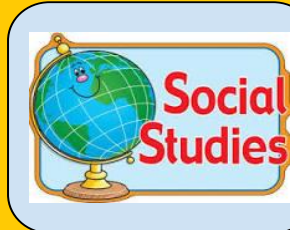
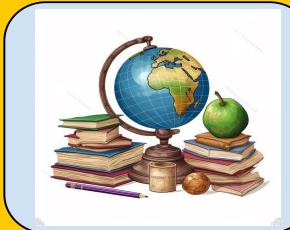

My School and Family

## Social Studies

1st Grade

Quarter 1   4 Weeks	Quarter 1   1 Week	Quarter 2   1 Week	Quarter 2   2 Weeks	Quarter 2   1 Week
Unit 1 Civics Lesson 1-4	Unit 1 Civics Lesson 5	Unit 2 Economics Lesson 6	Unit 2 Economics Lesson 7-8	Unit 2 Economics Lesson 9
				
<p><b>The Focus of the Story:</b></p>	<p><b>The Focus of the Story:</b></p>	<p><b>The Focus of the Story:</b></p>	<p><b>The Focus of the Story:</b></p>	<p><b>The Focus of the Story:</b></p>
<p>In these lessons students will learn about the importance of getting along with others at school. They will do this through singing and acting out scenarios. They will also understand the value of learning from their peers by practicing listening and talking with a partner. Students will understand the importance of rules at school and reinforce this understanding with a game. Finally, students will explore ways to be helpful and responsible at school by piecing together puzzles about cooperation</p>	<p>In this lesson, students will learn about the different groups they are apart of. These may include a friend group, family group, class, sports team, or even club. They will learn how these groups are similar to one another and how they are different. They will be able to identify groups they are apart of and how those make up a community. They will do this through book work and by visiting stations to learn about types of groups.</p>	<p>In this lesson, students will learn about different jobs at our school. They will do this through our text and through curriculum imbedded videos. They will also learn how school jobs relate to the vocabulary words: income, job, service, and skill. They will fill out a questionnaire to decide what type of school service job might fit their skills and interests.</p>	<p>In these lessons, students will explore the difference between needs and wants. They will experience "purchasing" items in a marketplace based on their needs and wants. They will also read about needs and wants in the context of their own families. Students will also learn how family members care for one another. They will create a chorebot to identify ways that they help their own family. They</p>	<p>In this lesson, students will learn who qualifies as a neighbor and what good neighbors/citizens do. They will observe neighbors doing good things for one another. They will also identify ways to be a good neighbor in the text.</p>

<b>Learning Goals/ Standards:</b>	<b>Learning Goals/ Standards:</b>	<b>Learning Goals/ Standards:</b>	<b>Learning Goals/ Standards:</b>	<b>Learning Goals/ Standards:</b>
SS 1.1.1 Analyze the relationship between roles and rules within learning and living environments S.S 1.1.2 Demonstrate positive and productive citizenship skills. SS 1.1.1.a Explain how rules reduce and help resolve conflicts between people with different perspectives. For example: classroom rules, playground rules, family rules	SS 1.1.1.a Explain how rules reduce and help resolve conflicts between people with different perspectives. For example: classroom rules, playground rules, schools rules, family rules, SS 1.1.1.b Identify leaders within a school community and explain the importance of their roles. For example: teachers, administrators, nurse, playground supervisor, support staff. SS 1.1.2.a Model and communicate citizenship skills. For example: responsibility, voting or decision-making within a family structure, obeying civic laws, obeying family rules, cultural virtues.	SS. 1.1.1.b Identify leaders within a school community and explain the importance of their roles. For example: teachers, administrators, nurse, playground supervisor, support staff. SS 1.2.3.a Categorize human and natural resources used to create goods and services. For example: iron ore (a natural resource) is made into steel, which the factory worker (a human resource) uses to build a bike (a good)	SS 1.2.1.a Identify gains and losses when choices are made. For example: tradeoff, opportunity cost. SS 1.2.2 Compare spending and saving opportunities SS 1.2.3.a Categorize human and natural resources used to create goods and services. For example: iron ore (a natural resource) is made into steel, which the factory worker (a human resource) uses to build a bike (a good)	SS 1.2.3.a Categorize human and natural resources used to create goods and services. For example: iron ore (a natural resource) is made into steel, which the factory worker (a human resource) uses to build a bike (a good) SS 1.1.2.a Model and communicate citizenship skills. For example: responsibility, voting or decision-making within a family structure, obeying civic laws, obeying family rules, cultural virtues.

<b>Quarter 3   2 Week</b>	<b>Quarter 3   3 Weeks</b>	<b>Quarter 4   4 Weeks</b>		
<b>Unit 3 Geography Lesson 10</b>	<b>Unit 3 Geography Lessons 11-13</b>	<b>Unit 4 History Lesson 14-15</b>		
				
<b>The Focus of the Story:</b>	<b>The Focus of the Story:</b>	<b>The Focus of the Story:</b>	<b>The Focus of the Story:</b>	<b>The Focus of the Story:</b>
In this lesson students will learn about maps. They will learn about the parts of a map and how to use them. They will learn about different types of maps and why they are used. Students will be asked to use cardinal directions to locate places on a map.	In these lessons students will learn about families. They will learn about how families have different members, live in different homes, and enjoy different activities. They will do this by visiting stations to learn about 6 different families. They will identify the family's name, the civt. and state they live in.	In these lessons, students will discover ways that school was different from and the same as today. They will do this by matching pictures of items from long ago to modern day items. They will explre photos from long ago and comare them to their classroom today. Students will also explore how families		

	<p>city, and state they live in. Students will also learn more about where families live. They will identify landforms and resources that can be found where they live. They will participate in a hands on activity where they will discover how geography affects the way people live. They will also write about places around the United states and the weather and activities they do there. Finally, students will identify family traditions. They will learn about how families celebrate and why they have traditions.</p>	<p>will also explore how families change over time. They will analyze objects from the past to discover what life might have been like for their family when they were kids. They will create timelines to put life events in order for different families</p>		
Learning Goals/ Standards:	Learning Goals/ Standards:	Learning Goals/ Standards:	Learning Goals/ Standards:	Learning Goals/ Standards:
<p>SS 1.3.1.a Identify the four cardinal directions. SS 1.3.1.b Identify and describe locations in schools and homes and explain reasons for the locations. For example: Why is the cafeteria next to the kitchen? Why is the office by the front door? Why is the nurse's office often located near the main office? Why is the water fountain near the restroom? SS 1.3.5.a Apply geographic knowledge and techniques to navigate the school. For example: make a map of the school or playground</p>	<p>SS 1.3.2.a Identify and differentiate between physical features on maps, globes, graphics, and in the physical world. For example: mountains, plains, islands, hills, oceans, rivers, lakes, SS 1.3.2.b Identify and differentiate between human features. SS 1.3.3.b Identify Earth's natural resources For example: minerals, air, land, water, soil SS 1.3.4.b Describe the characteristics of individual culture. For example: foods, languages, celebrations</p>	<p>SS 1.4.1.a List and describe life events over time. For example: weekly, monthly, yearly, seasonal celebrations from different cultural perspectives. SS 1.4.1.b Compare and contrast family life from earlier times and today. For example: "How was life different for earlier generations?" SS 1.4.4.a Construct and answer questions about family history. For example: "Where was I born?" "What do my family members remember from when I was a small child?" SS 1.4.4.c Gather and communicate historical information about families. For example: picture, posters, and oral narratives</p>		

FAMILY		Unit	Vocabulary	Assessment/Benchmark/Activity	
Strand	State Standard	Unwrap			
Civics	<b>Forms and Functions of Government</b> <b>SS 1.1.1 Analyze the relationship between roles and rules within learning and living environments</b>	Roles within learning and living environments; Rules within learning and living environments; Relationship between roles and rules	Analyze the relationship between roles and rules within learning and living environments.	citizen, responsibility, right, vote, law, leader, government, governor, president, symbol neighborhood, community	Hands on Activities (in text), informal observation, Lesson 3 Show What You Know, Unit 1 Inquiry
	<b>SS 1.1.1.a Explain how rules reduce and help resolve conflicts between people with different perspectives. For exmple: classroom rules, playground rules, schools rules, family rules</b>	Understanding the purpose of rules; Identifying different perspectives; Recognizing conflict resolution with rules	Explain how rules reduce and help resolve conflicts between people with different perspectives. Social Studies Alive! My School and Family - Third Edition Lesson - How Are We Good Helpers at School? Student Text - 2 - We Do Our Best Lesson - Why Do Schools Have Rules? Student Text - 1 - Rules Help Us Get Along Student Text - 2 - Rules Help Us Be Safe Student Text - 3 - Rules Help Us Be Fair Student Text - 4 - Rules Help Us Learn Student Text - Introduction Student Text - Literature - Rules All Around Student Text - Summary Lesson Unit - Civics Unit Project - Social Studies Stories - Who Makes the Rules?	citizen, responsibility, right, vote, law, leader, government, governor, president, symbol rule, conflict	
	<b>SS 1.1.1.b Identify leaders within a school community and explain the imprtance of their roles. For example: teachers, administrators, nurse, playground supervisor, support staff.</b>	Identifying leaders within a school community; Explaining the importance of their roles	<b>Identify leaders within a school community and explain the importance of their roles. Social Studies Alive! My School and Family - Third Edition</b>	citizen, responsibility, right, vote, law, leader, government, governor, president, symbol	
	<b>S.S 1.1.2 Demonstrate positive and productive citizenship skills</b>	Positive citizenship skills Productive citizenship skills	Demonstrate positive and productive citizenship skills.	citizen, responsibility, right, vote, law, leader, government, governor, president, symbol, patriotic	Hands on Activities (in text), informal observation, Lesson 1 Show What you know, Lesson 4 Show What You Know, Unit 1 Inquiry
	<b>SS 1.1.2.a Model and communicate citizenship skills. For example: responsibility, voting or decision-making within a family structure, obeying civic laws, obeying family rules, cultural virtues.</b>	Skills: Citizenship skills (responsibility, voting, decision-making, obeying civic laws, obeying family rules, cultural virtues). Knowledge: Understanding of citizenship concepts within a family structure. Concepts: Role and importance of citizenship in society and family life.	Model and communicate citizenship skills. Social Studies Alive! My School and Family - Third Edition Lesson - How Are We Good Helpers at School? Student Text - 1 - We Take Care of Our Things Student Text - 2 - We Do Our Best Student Text - 3 - We Respect Others Student Text - 4 - We Are Responsible Student Text - 5 - We Are Leaders Student Text - Introduction Student Text - Summary Lesson - How Do We Get Along in School? Student Text - 1 - We Share Student Text - 2 - We Talk Student Text - 3 - We Listen Student Text - 4 - We Take Turns Student Text - 5 - We Play Fairly Student Text - 6 - We Are Good Sports Student Text - Introduction Student Text - Summary Lesson - What Do Good Neighbors Do? Student Text - 2 - Good Neighbors Help Each Other Student Text - 3 - Good Neighbors Take Care of Their Neighborhood Student Text - Introduction Student Text - Summary Lesson - Why Do Schools Have Rules? Student Text - 1 - Rules Help Us Get Along Student Text - 2 - Rules Help Us Be Safe Student Text - 3 - Rules Help Us Be Fair Lesson Biographies King Jr., Martin Luther (1929–1968) Lesson Unit - Civics Unit Project - Social Studies Stories - A Place to Share Unit Project - Unit Inquiry Project: Civics Lesson Unit - History Unit Project - Social Studies Stories - Clara Barton Helped Others	citizen, responsibility, right, vote, law, leader, government, governor, president, symbol, justice, equality	

	FAMILY		Unit	Vocabulary	Assessment/Benchmark/Activity	
Strand	State Standard	Unwrap				
	<p><b>SS 1.1.2.b Identify patriotic symbols, songs, actions, holidays and national celebrations. For example: U.S Flag, bald eagle, Pledge of Allegiance, national holidays, cultural songs</b></p>	<p>Skills: Identification of patriotic symbols, songs, actions, holidays, and cultural celebrations.</p> <p>Knowledge: Understanding the significance of patriotic symbols, songs, actions, holidays, and cultural celebrations.</p> <p>Concepts: Patriotism, national identity, cultural heritage.</p>	<p>Identify patriotic symbols, songs, actions, holidays, and cultural celebrations. Social Studies Alive! My School and Family - Third Edition</p> <p>Lesson - What Are Family Traditions?</p> <p>Student Text - 1 - Traditions Are Special Ways of Doing Things</p> <p>Student Text - Explore - Symbols of California</p> <p>Student Text - Introduction</p> <p>Student Text - Literature - America the Beautiful</p> <p>Student Text - Literature - Two Birthdays</p> <p>Student Text - Summary</p> <p>Lesson - What Do Good Neighbors Do?</p> <p>Student Text - Primary Source - Statue of Liberty Poem</p> <p>Lesson - Why Do Schools Have Rules?</p> <p>Student Text - Explore - The Flag of the United States</p> <p>Lesson Unit - Civics</p> <p>Unit Project - Social Studies Stories - U.S. Symbols and Traditions</p>	<p>citizen, responsibility, right, vote, law, leader, government, governor, president, symbol, pledge, holiday</p>		
	<p><b>SS 1.1.2.c Communicate historical background and significance of national holidays. For example: George Washington's Birthday, Abraham Lincoln's Birthday, Dr. Martin Luther King, Jr's Birthday, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, and Thanksgiving day, and the roles that different cultures played in our community/nation.</b></p>	<p>Communicate historical background of national holidays</p> <p>Communicate significance of national holidays</p> <p>Identify national holidays like George Washington's Birthday, Abraham Lincoln's Birthday, Dr. Martin Luther King, Jr.'s Birthday, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, and Thanksgiving Day</p> <p>Recognize the roles different cultures played in the community/nation</p>	<p>Communicate historical background and significance of national holidays.</p> <p>Social Studies Alive! My School and Family - Third Edition</p> <p>Lesson - What Are Family Traditions?</p> <p>Student Text - 1 - Traditions Are Special Ways of Doing Things</p> <p>Student Text - 2 - Traditions Connect to the Past</p> <p>Student Text - 3 - Families Celebrate Special Days in Different Ways</p> <p>Student Text - 4 - Families Celebrate Different Holidays</p> <p>Student Text - Introduction</p> <p>Student Text - Literature - Two Birthdays</p> <p>Student Text - Summary</p> <p>Lesson - What Groups Do We Belong To?</p> <p>Student Text - Explore - Wedding Traditions</p> <p>Lesson 13 - What Are Family Traditions?</p> <p>Classroom Activity - Slideshow</p> <p>Lesson Biographies</p> <p>King Jr., Martin Luther (1929–1968)</p> <p>Lesson Unit - Civics</p> <p>Unit Project - Social Studies Stories - U.S. Symbols and Traditions</p>	<p>citizen, responsibility, right, vote, law, leader, government, governor, president, symbol, civic engagement</p>		
	<p><b>SS 1.1.2.d Compare and contrast historical and current government figures that exemplify civic engagement. For example: governors, civic leaders of marginalized groups such as Susan B Anthony, Martin Luther King, Jr, Rosa Parks, Chief Standing Bear</b></p>	<p>Identify historical government figures</p> <p>Identify current government figures</p> <p>Compare historical and current government figures</p> <p>Contrast historical and current government figures</p> <p>Understand civic engagement</p>	<p>Compare and contrast historical and current government figures that exemplify civic engagement. Social Studies Alive! My School and Family - Third Edition</p> <p>Lesson Biographies</p> <p>Adams, Samuel (1722–1803)</p> <p>Chu, Steven (1948–)</p> <p>Franklin, Benjamin (1706–1790)</p> <p>King Jr., Martin Luther (1929–1968)</p> <p>Marshall, Thurgood (1908–1993)</p> <p>Martinez, Bob (1934–)</p> <p>Saund, Dalip Singh (1899–1973)</p> <p>Walls, Josiah T. (1842–1905)</p> <p>Washington, George (1732–1799)</p> <p>Wheatley, Phillis (about 1753–1784)</p> <p>Lesson Unit - Civics</p> <p>Unit Project - Social Studies Stories - Working Together in Government</p>	<p>citizen, responsibility, right, vote, law, leader, government, governor, president, symbol, civic engagement</p>		
Economics	<p><b>Economic Decision Making SS 1.2.1 Explain how scarcity necessitates making choices.</b></p>	<p>Students should be able to explain why people need to make choices because of scarcity in economic decision making.</p>	<p>Explain how scarcity necessitates making choices.</p>	<p>needs, wants, choice, scarce, goods, services, producer, consumer, market, job</p>	<p>Hands on Activities (in text), informal observation, Lesson 7 Show What You Know, Unit 2 Inquiry Project</p>	

	FAMILY	Unit	Vocabulary	Assessment/Benchmark/Activity	
<b>Strand</b>	<b>State Standard</b>	<b>Unwrap</b>			
	<b>SS 1.2.1.a Identify gains and losses when choices are made. For example: tradeoff, opportunity cost.</b>	Identify gains and losses Choices Tradeoff Opportunity cost	Identify gains and losses when choices are made. Social Studies Alive! My School and Family - Third Edition Lesson - How Do Families Change over Time? Student Text - Literature - Abraham Lincoln's "My Childhood Home I See Again" Lesson - What Do Families Need and Want? Student Text - 10 - Families Make Choices Student Text - 9 - You Make Choices Student Text - Explore - Not Enough Money Student Text - Literature - Choosing One Present Student Text - Literature - Saving Up Lesson - Where Do Families Live? Student Text - Primary Source - Homestead Act Lesson - Why Is It Important to Learn from Each Other? Student Text - Explore - Not Enough Money Lesson Unit - Economics Unit Project - Social Studies Stories - The Grasshopper's Choice	needs, wants, choice, scarce, goods, services, producer, consumer, market, job	
	<b>SS 1.2.2 Compare spending and saving opportunities.</b>		SS 1.2.2 Compare spending and saving opportunities.	Hands on Activities (in text), informal observation, Lesson 7 Show What You Know, Unit 2 Inquiry Project	
			SS 1.2.2.a Give examples of situations where students and families could choose to save for future purchases. Social Studies Alive! My School and Family - Third Edition Lesson - What Do Families Need and Want? Student Text - Literature - Saving Up		
	<b>Financial Literacy SS 1.2.3 Explain that resources are used to produce goods and services.</b>	Students should learn to explain how resources such as materials, tools, and human labor are utilized in the creation of goods (items made to be sold) and services (actions performed for others).	Explain that resources are used to produce goods and services.	needs, wants, choice, scarce, goods, services, producer, consumer, market, job natural resource	Hands on Activities (in text), informal observation, Lesson 6 Show What You Know, Unit 2 Inquiry Project
	<b>SS 1.2.3.a Categorize human and natural resources used to create goods and services. For example: iron ore (a natural resource) is made into steel, which the factory worker (a human resource) uses to build a bike (a good)</b>	Students should be able to categorize human and natural resources in the context of creating goods and services.	Categorize human and natural resources used to create goods and services. Social Studies Alive! My School and Family - Third Edition Lesson - What Do Families Need and Want? Student Text - Literature - Saving Up Lesson - What Do Good Neighbors Do? Student Text - Explore - Making a Trade Lesson Unit - Economics Unit Project - Social Studies Stories - Trading for Apples	needs, wants, choice, scarce, goods, services, producer, consumer, market, job natural resource	
	<b>National Economy SS 1.2.4 Not addressed at this level</b>		Not addressed at this level		
	<b>Global Economy SS 1.2.5 Not addressed at this level</b>		Not addressed at this level		
<b>Geography</b>	<b>Location and Place SS 1.3.1 Explore where (spatial) and why people, places and environments are organized in the world.</b>	Spatial organization Reasons for organization of people, places, and environments	Explore where (spatial) and why people, places, and environments are organized in the world.	map, globe, mountain, desert, ocean, lake, continent, reduce, reuse, recycle environment	Hands on Activities (in text), informal observation, Lesson 10 Show What You Know, Unit 3 Inquiry Project
	<b>SS 1.3.1.a Identify the four cardinal directions</b>	Students should learn and achieve the ability to identify and differentiate between the four cardinal directions (north, south, east, west).	Identify the four cardinal directions. Social Studies Alive! My School and Family - Third Edition Lesson - What Is a Map? Student Text - 1 - A Place Looks Different from Above Student Text - 3 - A Map Has Symbols Student Text - 4 - A Map Has a Key Student Text - 5 - A Compass Rose Shows Directions Student Text - Explore - Finding Places with Maps and Words Student Text - Explore - Maps of Places I Live Student Text - Explore - Using Maps to Locate Places Student Text - Explore - Where on Earth Are We? Student Text - Introduction Student Text - Summary Lesson - Where Do Families Live? Student Text - Explore - Living in California Lesson 10 - What Is a Map? Classroom Activity - Slideshow Lesson Unit - Geography Unit Project - Social Studies Stories - The Right Kind of Map	map, globe, mountain, desert, ocean, lake, continent, reduce, reuse, recycle directions	

	FAMILY		Unit	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard	Unwrap			
	<p><b>SS 1.3.1.b Identify and describe locations in schools and homes and explain reasons for the locations. For example: Why is the cafeteria next to the kitchen? Why is the office by the front door? Why is the nurse's office often located near the main office? Why is the water fountain near the restroom?</b></p>	<p>Students in 1st grade are expected to be able to identify and describe various locations within schools and homes. They should also be able to explain the reasons behind why certain areas or rooms are located where they are.</p>	<p>Identify and describe locations in schools and homes and explain reasons for the locations. Social Studies Alive! My School and Family - Third Edition                      Lesson - What Do Good Neighbors Do?                      Student Text - Introduction                      Student Text - Summary                      Lesson - What Is a Map?                      Student Text - 2 - A Map Is a Drawing of a Place                      Student Text - 3 - A Map Has Symbols                      Student Text - 4 - A Map Has a Key                      Student Text - 5 - A Compass Rose Shows Directions                      Student Text - 6 - There Are Different Kinds of Maps                      Student Text - Explore - Maps of Places I Live                      Student Text - Introduction                      Student Text - Summary                      Lesson 12 - Where Do Families Live?                      Classroom Activity - Slideshow                      Lesson 9 - What Do Good Neighbors Do?                      Classroom Activity - Slideshow                      Lesson Unit - Geography                      Unit Project - Social Studies Stories - The Right Kind of Map</p>	<p>map, globe, mountain, desert, ocean, lake, continent, reduce, reuse, recycle locations, positional words: next to, in front of, etc.</p>	

Strand	FAMILY	Unit	Vocabulary	Assessment/Benchmark/Activity	
	<p><b>State Standard</b></p>	<p><b>Unwrap</b></p>			
	<p><b>SS 1.3.1.c Create and use maps. For example: maps of the home and school.</b></p>	<p>Creating maps Using maps Mapping the home and school</p>	<p>Create and use maps. Social Studies Alive! My School and Family - Third Edition Lesson - What Is a Map? Student Text - 1 - A Place Looks Different from Above Student Text - 2 - A Map Is a Drawing of a Place Student Text - 3 - A Map Has Symbols Student Text - 4 - A Map Has a Key Student Text - 5 - A Compass Rose Shows Directions Student Text - 6 - There Are Different Kinds of Maps Student Text - Explore - Finding Places with Maps and Words Student Text - Explore - Maps of Places I Live Student Text - Explore - Using Maps to Locate Places Student Text - Explore - Where on Earth Are We? Student Text - Introduction Student Text - Summary Lesson - Where Do Families Live? Student Text - Explore - Living in California Student Text - Introduction Student Text - Summary Lesson 10 - What Is a Map? Classroom Activity - Slideshow Lesson Unit - Geography Unit Project - Social Studies Stories - The Right Kind of Map</p>	<p>map, globe, mountain, desert, ocean, lake, continent, reduce, reuse, recycle</p>	
	<p><b>SS 1.3.1.d Distinguish between continents and oceans.</b></p>	<p>Students should be able to differentiate between continents and oceans by understanding their characteristics and identifying examples of each.</p>	<p>Distinguish between continents and oceans. Social Studies Alive! My School and Family - Third Edition Lesson Unit - Geography Unit Project - Social Studies Stories - The Right Kind of Map</p>	<p>map, globe, mountain, desert, ocean, lake, continent, reduce, reuse, recycle</p>	
<p><b>Regions</b> <b>Explore places and regions.</b></p>	<p><b>SS 1.3.2</b> Places Regions</p>	<p>Explore places and regions.</p>	<p>map, globe, mountain, desert, ocean, lake, continent, reduce, reuse, recycle</p>	<p>Hands on Activities (in text), informal observation, Lesson 10 Show What You Know, Unit 3 Inquiry Project</p>	

	FAMILY	Unit	Vocabulary	Assessment/Benchmark/Activity	
Strand	State Standard	Unwrap			
	<p><b>SS 1.3.2.a Identify and differentiate between physical features on maps, globes, graphics, and in the physical world. For example: mountains, plains, islands, hills, oceans, rivers, lakes</b></p>	<p>Identifying physical features Differentiating between physical features on maps, globes, graphics, and the physical world</p>	<p>Identify and differentiate between physical features on maps, globes, graphics, and in the physical world. Social Studies Alive! My School and Family - Third Edition Lesson - What Is a Map? Student Text - 1 - A Place Looks Different from Above Student Text - 2 - A Map Is a Drawing of a Place Student Text - 3 - A Map Has Symbols Student Text - 4 - A Map Has a Key Student Text - 5 - A Compass Rose Shows Directions Student Text - 6 - There Are Different Kinds of Maps Student Text - Explore - Finding Places with Maps and Words Student Text - Explore - Maps of Places I Live Student Text - Explore - Using Maps to Locate Places Student Text - Explore - Where on Earth Are We? Student Text - Introduction Student Text - Summary Lesson - Where Do Families Live? Student Text - 1 - We Live in Different Places Student Text - 2 - Places Have Different Water and Landforms Student Text - Explore - Living in California Student Text - Introduction Student Text - Summary Lesson 10 - What Is a Map? Classroom Activity - Slideshow Lesson 12 - Where Do Families Live? Classroom Activity - Slideshow Lesson Unit - Geography Unit Project - Social Studies Stories - The Right Kind of Map</p>	<p>map, globe, mountain, desert, ocean, lake, continent, reduce, reuse, recycle places, regions</p>	
	<p><b>SS 1.3.2.b Identify and differentiate between human features.</b></p>		<p>Social Studies Alive! My School and Family - Third Edition Lesson - What Do Good Neighbors Do? Student Text - Introduction Student Text - Summary Lesson - What Is a Map? Student Text - Explore - Maps of Places I Live Lesson 12 - Where Do Families Live? Classroom Activity - Slideshow Lesson 9 - What Do Good Neighbors Do? Classroom Activity - Slideshow Lesson Unit - Geography Unit Project - Social Studies Stories - The Right Kind of Map</p>		

Strand	FAMILY	Unit	Vocabulary	Assessment/Benchmark/Activity	
	<p><b>State Standard</b></p>	<p><b>Unwrap</b></p>			
	<p><b>SS 1.3.2.c Explain how places change over time. For example: new building, a bigger road.</b></p>	<p>Understanding changes in places over time Identifying examples of changes in a place</p>	<p>Explain how places change over time. Social Studies Alive! My School and Family - Third Edition Lesson - How Do Families Change over Time? Student Text - Explore - What They Remember Lesson - What Do Good Neighbors Do? Student Text - Explore - Making a Trade Lesson - What Was School Like Long Ago? Student Text - Literature - An Old Church Student Text - Primary Source - Communities in the Past Lesson 9 - What Do Good Neighbors Do? Classroom Activity - Slideshow</p>	<p>map, globe, mountain, desert, ocean, lake, continent, reduce, reuse, recycle physical features</p>	
	<p><b>Human-Environment Interaction SS 1.3.3 Explore the relationship between humans and their physical environment.</b></p>	<p>Students should learn about how humans interact with and are influenced by their physical environment. They should understand that the environment provides resources for humans and that humans also impact the environment.</p>	<p>Explore the relationship between humans and their physical environment.</p>	<p>map, globe, mountain, desert, ocean, lake, continent, reduce, reuse, recycle human features, cities, buildings, farms</p>	<p>Hands on Activities (in text), informal observation, Lesson 12 Show What You Know, Unit 3 Inquiry Project</p>
<p><b>SS 1.3.3.b Identify Earth's natural resources For example: minerals, air, land, water, soil</b></p>	<p>Students should learn to recognize and name Earth's natural resources, including minerals, air, land, water, and soil. They should also comprehend the significance of these resources for life on Earth.</p>	<p>SS 1.3.3.a Interpret the impact of environmental hazards and severe weather on everyday life. Social Studies Alive! My School and Family - Third Edition Lesson - Where Do Families Live? Student Text - 3 - We Live in Places with Different Weather Lesson 12 - Where Do Families Live? Classroom Activity - Slideshow SS 1.3.3.b Identify Earth's natural resources. Social Studies Alive! My School and Family - Third Edition Lesson - Where Do Families Live? Student Text - 6 - We Need to Take Care of Where We Live Lesson 12 - Where Do Families Live? Classroom Activity - Slideshow</p>	<p>map, globe, mountain, desert, ocean, lake, continent, reduce, reuse, recycle</p>		

	FAMILY		Unit	Vocabulary	Assessment/Benchmark/Activity	
Strand	State Standard	Unwrap				
	<b>SS 1.3.3.c Describe how people adapt to their physical environment. For example: housing, reservations, land use, recreational activities, soil conservation, build dams</b>	Students should learn about different ways people adapt to their physical environment, including how they build homes, set aside reservations, use land, engage in recreational activities, conserve soil, and construct dams.	SS 1.3.3.c Describe how people adapt to their physical environment. Social Studies Alive! My School and Family - Third Edition Lesson - How Do Family Members Care for Each Other? Student Text - Literature - Deer in Town Lesson - Where Do Families Live? Student Text - 1 - We Live in Different Places Student Text - 2 - Places Have Different Water and Landforms Student Text - 3 - We Live in Places with Different Weather Student Text - 4 - Where We Live Affects How We Travel Student Text - 5 - Where We Live Affects What We Do for Fun Student Text - Introduction Student Text - Summary Lesson 12 - Where Do Families Live? Classroom Activity - Slideshow	map, globe, mountain, desert, ocean, lake, continent, reduce, reuse, recycle natural processes		
	<b>Movement SS1.3.4 Describe the characteristics of culture.</b>	Students should learn to describe the characteristics of culture, including traditions, clothing, food, languages, and celebrations.	SS 1.3.4 Describe the characteristics of culture.	culture, celebrate, custom, hero, shelter, tradition, president, holiday, family, language	Hands on Activities (in text), informal observations, Lesson 5 Show What You Know	

	FAMILY		Unit	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard	Unwrap			
	<b>SS 1.3.4.a Identify cultural traits For example: languages, religions, foods, music, sports, clothing</b>	Languages Religions Foods Music Sports Clothing	SS 1.3.4.a identify cultural traits. Social Studies Alive! My School and Family - Third Edition Lesson - What Are Family Traditions? Student Text - 1 - Traditions Are Special Ways of Doing Things Student Text - 2 - Traditions Connect to the Past Student Text - 4 - Families Celebrate Different Holidays Student Text - Introduction Student Text - Summary Lesson - What Groups Do We Belong To? Student Text - Explore - Good Luck on Moving Day! Student Text - Explore - How Do Many People Make One Nation? Student Text - Explore - Wedding Traditions Student Text - Literature - How the Zebra Got Stripes Student Text - Literature - No More Snakes Student Text - Literature - Seven Girls and a Bear Student Text - Literature - The Dog Who Brought Rice Student Text - Literature - The Spirit of the Forest Student Text - Literature - The Wombat's Gift Student Text - Primary Source - First- Person Narrative Lesson - Where Do Families Live? Student Text - Explore - Aisha's Village Lesson 12 - Where Do Families Live? Classroom Activity - Slideshow	culture, celebrate, custom, hero, shelter, tradition, president, holiday, family, language	

	FAMILY		Unit	Vocabulary	Assessment/Benchmark/Activity	
Strand	State Standard	Unwrap				
	<p><b>SS 1.3.4.b Describe the characteristics of individual culture. For example: foods, languages, celebrations</b></p>	<p>Students should be able to describe the characteristics of individual culture, such as foods, languages, and celebrations.</p>	<p>Describe the characteristics of individual culture.            Social Studies Alive! My School and Family - Third Edition            Lesson - What Are Family Traditions?            Student Text - 1 - Traditions Are Special Ways of Doing Things            Student Text - 2 - Traditions Connect to the Past            Student Text - 4 - Families Celebrate Different Holidays            Student Text - Introduction            Student Text - Summary            Lesson - What Groups Do We Belong To?            Student Text - Explore - Good Luck on Moving Day!            Student Text - Explore - How Do Many People Make One Nation?            Student Text - Explore - Wedding Traditions            Student Text - Literature - How the Zebra Got Stripes            Student Text - Literature - No More Snakes            Student Text - Literature - Seven Girls and a Bear            Student Text - Literature - The Dog Who Brought Rice            Student Text - Literature - The Spirit of the Forest            Student Text - Literature - The Wombat's Gift            Student Text - Primary Source - First-Person Narrative            Lesson - Where Do Families Live?            Student Text - Explore - Aisha's Village            Lesson 12 - Where Do Families Live?            Classroom Activity - Slideshow</p>	<p>culture, celebrate, custom, hero, shelter, tradition, president, holiday, family, language</p>		
	<p><b>Geospatial Skills and Geo-literacy SS 1.3.5 Use geographic skills to make connections to students' lives</b></p>	<p>Students should be able to use basic geographic skills in a way that relates to their own lives and experiences.</p>	<p>Use geographic skills to make connections to students' lives.</p>	<p>map, globe, mountain, desert, ocean, lake, continent, reduce, reuse, recycle culture, community, celebrations, language</p>	<p>Hands on Activities (in text), informal observation, Lesson 12 Show What You Know, Unit 3 Inquiry Project</p>	
	<p><b>SS 1.3.5.a Apply geographic knowledge and techniques to navigate the school. For example: make a map of the school or playground</b></p>	<p>Geographic knowledge            Techniques for navigation            Mapping skills</p>	<p>SS 1.3.5.a Apply geographic knowledge and techniques to navigate the school.            Social Studies Alive! My School and Family - Third Edition            Lesson - What Is a Map?            Student Text - 2 - A Map Is a Drawing of a Place            Student Text - 6 - There Are Different Kinds of Maps            Student Text - Introduction            Student Text - Summary</p>	<p>map, globe, mountain, desert, ocean, lake, continent, reduce, reuse, recycle</p>		

	FAMILY		Unit	Vocabulary	Assessment/Benchmark/Activity	
<b>Strand</b>	<b>State Standard</b>	<b>Unwrap</b>				
<b>Strand: History</b>	<b>Change, Continuity, and Context SS1.4.1 Recognize patterns of continuity and change over time in families.</b>	Students should learn how to observe and describe patterns in families that stay the same or change over time. They should be able to recognize similarities and differences in how families look and function in the past and present.	Recognize patterns of continuity and change over time in families.	culture, celebrate, custom, hero, shelter, tradition, president, holiday, family, language	Hands on Activities (in text), informal observation, Lesson 13 Show What You Know, Unit 3 Inquiry Project	
	<b>SS 1.4.1.a List and describe life events over time. For example: weekly, monthly, yearly, seasonal celebrations from different cultural perspectives.</b>	Students should be able to identify various life events such as weekly, monthly, yearly, and seasonal celebrations from different cultural viewpoints. They should also describe these events in a way that showcases an understanding of cultural diversity.	List and describe life events over time. Social Studies Alive! My School and Family - Third Edition Lesson - What Was School Like Long Ago? Student Text - Literature - The 100th Day Lesson - Why Is it Important to Learn from Each Other? Student Text - Summary Lesson Unit - History Unit Project - Social Studies Stories - From Buggies to Blastoff!	culture, celebrate, custom, hero, shelter, tradition, president, holiday, family, language		
	<b>SS 1.4.1.b Compare and contrast family life from earlier times and today. For example: "How was life different for earlier generations?"</b>	Students should learn about family life in earlier times, contrast it with family life today, and develop the ability to compare and contrast different aspects of family life across time periods.	Compare and contrast family life from earlier times and today. Social Studies Alive! My School and Family - Third Edition Lesson - What Was School Like Long Ago? Student Text - 1 - Schoolhouses Were Different Student Text - 2 - Classrooms Were Different Student Text - 3 - Classwork Was Different Student Text - 4 - Children's Lives Were Different Student Text - Introduction Student Text - Summary Lesson 15 - How Do Families Change over Time? Classroom Activity - Slideshow Lesson Unit - History Unit Project - Social Studies Stories - From Buggies to Blastoff! Unit Project - Social Studies Stories - Old Family Pictures Unit Project - Unit Inquiry Project: History	clock, calendar, past, present, future, history, document, explorer, electricity, invention, communicate, transportation,		
	<b>Multiple Perspectives SS 1.4.2 Identify multiple perspectives of diverse family traditions</b>	Students in 1st grade should be able to identify and differentiate between various family traditions or customs. They should also understand that these traditions may be perceived differently by individuals or groups within a community.	Identify multiple perspectives of diverse family traditions.	culture, celebrate, custom, hero, shelter, tradition, president, holiday, family, language	Hands on Activity (in text), Lesson 2 Show What You Know, informal observation	

	FAMILY	Unit	Vocabulary	Assessment/Benchmark/Activity	
Strand	State Standard	Unwrap			
	<p><b>SS 1.4.2.a Compare and contrast family traditions across cultures. For example: holidays, celebrations, milestones</b></p>	<p>Students should learn about different family traditions, understand how to compare and contrast these traditions, and recognize the cultural significance of holidays, celebrations, and milestones across various cultures.</p>	<p>Compare and contrast family traditions across cultures.            Social Studies Alive! My School and Family - Third Edition            Lesson - What Are Family Traditions?            Student Text - 1 - Traditions Are Special Ways of Doing Things            Student Text - 2 - Traditions Connect to the Past            Student Text - 3 - Families Celebrate Special Days in Different Ways            Student Text - 4 - Families Celebrate Different Holidays            Student Text - Introduction            Student Text - Literature - Two Birthdays            Student Text - Summary            Lesson - What Groups Do We Belong To?            Student Text - Explore - Good Luck on Moving Day!            Student Text - Explore - Wedding Traditions            Lesson 13 - What Are Family Traditions?            Classroom Activity - Slideshow</p>	<p>culture, celebrate, custom, hero, shelter, tradition, president, holiday, family, language</p>	
	<p><b>Historical Analysis and Interpretation SS 1.4.3 Describe historical people, events and symbols.</b></p>	<p>Students should learn to describe historical figures, events, and symbols in a simple and age-appropriate manner.</p>	<p>Describe historical people, events, and symbols.</p>	<p>clock, calendar, past, present, future, history, document, explorer, electricity, invention, communicate, transportation,</p>	<p>Hands on Activities (in text), informal observation, Lesson 14 Show What You Know, Unit 4 Inquiry Project</p>
	<p><b>SS 1.4.3.a Identify the contributions of historical people. For example: Abraham Lincoln, Fredrick Douglass, Martin Luther King, Jr, Standing Bear, Willa Cather, susan LaFlesche</b></p>	<p>Students should learn to recognize and acknowledge the contributions made by historical figures such as Abraham Lincoln, Frederick Douglass, Martin Luther King Jr, Standing Bear, Willa Cather, and Susan LaFlesche.</p>	<p>Identify the contributions of historical people.            Social Studies Alive! My School and Family - Third Edition            Lesson - How Are We Good Helpers at School?            Student Text - Primary Source - A Speech by Clara Barton            Lesson - How Do Families Change over Time?            Student Text - Literature - Abraham Lincoln's "My Child-hood Home I See Again"            Lesson - How Do We Get Along in School?            Student Text - Primary Source - President Johnson's Speech "The American Promise"            Lesson - What Do Good Neighbors Do?            Student Text - Primary Source - Johnny Appleseed            Student Text - Primary Source - Statue of Liberty Poem            Lesson - What Groups Do We Belong To?            Student Text - Explore - Thank You to the First Californians            Lesson - Where Do Families Live?            Student Text - Primary Source - Homestead Act</p>	<p>clock, calendar, past, present, future, history, document, explorer, electricity, invention, communicate, transportation,</p>	
	<p><b>SS 1.4.3.b Identify symbols of the United States For example: national anthem, other patriotic songs</b></p>	<p>Students should be able to identify symbols of the United States, such as the national anthem and other patriotic songs.</p>	<p>Identify symbols of the United States.            Social Studies Alive! My School and Family - Third Edition            Lesson - What Are Family Traditions?            Student Text - Explore - Symbols of California            Lesson - What Do Good Neighbors Do?            Student Text - Primary Source - Statue of Liberty Poem            Lesson - Why Do Schools Have Rules?            Student Text - Explore - The Flag of the United States            Lesson Unit - Civics            Unit Project - Social Studies Stories - U.S. Symbols and Traditions</p>	<p>clock, calendar, past, present, future, history, document, explorer, electricity, invention, communicate, transportation,</p>	

	FAMILY		Unit	Vocabulary	Assessment/Benchmark/Activity	
Strand	State Standard	Unwrap				
	<p><b>SS 1.4.3.c Describe how oral traditions, books, letters, and other artifacts help us to understand the past. For example: show and tell of an artifact from the past, visiting a museum</b></p>	<p>Students should be able to explain how oral traditions, books, letters, and artifacts provide insight into the past. They should understand the value of these sources in recounting history. Skills: Describing, understanding, connecting to the past</p>	<p>Describe how oral traditions, books, letters, and other artifacts help us to understand the past. Social Studies Alive! My School and Family - Third Edition            Lesson - How Are We Good Helpers at School?            Student Text - Primary Source - A Speech by Clara Barton            Lesson - How Do Families Change over Time?            Student Text - Explore - What They Remember            Lesson - How Do Family Members Care for Each Other?            Student Text - Explore - Save the Rainforests            Student Text - Literature - Deer in Town            Lesson - How Do We Get Along in School?            Student Text - Explore - Library and Information Literacy            Student Text - Primary Source - President Johnson's Speech "The American Promise"            Lesson - What Do Families Need and Want?            Student Text - Primary Source - Poster            Lesson - What Do Good Neighbors Do?            Student Text - Primary Source - Johnny Appleseed            Student Text - Primary Source - Statue of Liberty Poem            Lesson - What Groups Do We Belong To?            Student Text - Primary Source - First-Person Narrative            Lesson - What Was School Like Long Ago?            Student Text - Primary Source - Communities in the Past            Student Text - Primary Source - George Washington's Picture            Lesson - Where Do Families Live?            Student Text - 2 - Places Have Different Water and Landforms            Student Text - 3 - We Live in Places with Different Weather            Student Text - 4 - Where We Live Affects How We Travel            Student Text - 5 - Where We Live Affects What We Do for Fun            Student Text - Introduction            Student Text - Primary Source - Homestead Act            Student Text - Summary</p>	<p>clock, calendar, past, present, future, history, document, explorer, electricity, invention, communicate, transportation,</p>		

	FAMILY		Unit	Vocabulary	Assessment/Benchmark/Activity	
Strand	State Standard	Unwrap				
	<b>Historical Inquiry and Research SS.1.4.4</b> <b>Develop historical inquiry and research skills.</b>	Students are expected to develop foundational historical inquiry and research skills to begin investigating historical events and figures. They should learn how to ask questions, analyze information, and communicate their findings effectively.	Develop historical inquiry and research skills.	clock, calendar, past, present, future, history, document, explorer, electricity, invention, communicate, transportation,	Hands on Activities (in text), informal observation, Lesson 15 Show What You Know, Unit 4 Inquiry Project	
	<b>SS 1.4.4.a Construct and answer questions about family history. For example: "Where was I born?" "What do my family members remember from when I was a small child?"</b>	Students should be able to ask and answer questions related to their family history. They should understand elements like birthplace and early memories that contribute to their personal history.	Construct and answer questions about family history. Social Studies Alive! My School and Family - Third Edition Lesson - How Do Families Change over Time? Student Text - 2 - Family Members Grow Older Lesson - What Are Family Traditions? Student Text - 2 - Traditions Connect to the Past Lesson - What Groups Do We Belong To? Student Text - 4 - Families Belong to Groups	clock, calendar, past, present, future, history, document, explorer, electricity, invention, communicate, transportation,		

Strand	FAMILY	Unit	Vocabulary	Assessment/Benchmark/Activity	
	<p><b>State Standard</b></p> <p><b>SS 1.4.4.b Identify and cite appropriate text, letters, and other artifacts for research. For example: the title and author of the text from which information was taken</b></p>	<p><b>Unwrap</b></p> <p>Students should learn how to locate and select suitable text, letters, and artifacts for research purposes. They should also understand the significance of citing their sources properly by including details like the title and author of the text from which information was retrieved.</p>	<p>SS 1.4.4.b Identify and cite appropriate texts, letters, and other artifacts for research.</p> <p>Social Studies Alive! My School and Family - Third Edition Lesson - How Are We Good Helpers at School?</p> <p>Student Text - Primary Source - A Speech by Clara Barton</p> <p>Lesson - How Do Families Change over Time?</p> <p>Student Text - Explore - What They Remember</p> <p>Lesson - How Do Family Members Care for Each Other?</p> <p>Student Text - Explore - Save the Rainforests</p> <p>Student Text - Literature - Deer in Town</p> <p>Lesson - How Do We Get Along in School?</p> <p>Student Text - Explore - Library and Information Literacy</p> <p>Student Text - Primary Source - President Johnson's Speech "The American Promise"</p> <p>Lesson - What Do Families Need and Want?</p> <p>Student Text - Primary Source - Poster</p> <p>Lesson - What Do Good Neighbors Do?</p> <p>Student Text - Primary Source - Johnny Appleseed</p> <p>Student Text - Primary Source - Statue of Liberty Poem</p> <p>Lesson - What Groups Do We Belong To?</p> <p>Student Text - Primary Source - First-Person Narrative</p> <p>Lesson - What Was School Like Long Ago?</p> <p>Student Text - Primary Source - Communities in the Past</p> <p>Student Text - Primary Source - George Washington's Picture</p> <p>Lesson - Where Do Families Live?</p> <p>Student Text - 2 - Places Have Different Water and Landforms</p> <p>Student Text - 3 - We Live in Places with Different Weather Student Text - 4 - Where We Live Affects How We Travel</p> <p>Student Text - 5 - Where We Live Affects What We Do for Fun Student Text - Introduction</p> <p>Student Text - Primary Source - Homestead Act</p> <p>Student Text - Summary</p> <p>Lesson - Why Is It Important to Learn from Each Other?</p> <p>Student Text - Primary Source - President Obama's Back to School Speech</p> <p>Lesson 14 - What Was School Like Long Ago?</p> <p>Classroom Activity - Slideshow</p>	<p>clock, calendar, past, present, future, history, document, explorer, electricity, invention, communicate, transportation,</p>	

	FAMILY		Unit	Vocabulary	Assessment/Benchmark/Activity	
Strand	State Standard	Unwrap				
	<p><b>SS 1.4.4.c Gather and communicate historical information about families. For example: picture, posters, and oral narratives</b></p>	<p>Students should be able to gather historical information about families through various sources such as pictures, posters, and oral narratives. They should also be able to effectively communicate this information.</p>	<p>SS 1.4.4.c Gather and communicate historical information about families. Social Studies Alive! My School and Family - Third Edition                      Lesson - How Do Families Change over Time?                      Student Text - 2 - Family Members Grow Older                      Lesson - What Are Family Traditions?                      Student Text - 2 - Traditions Connect to the Past                      Lesson - What Groups Do We Belong To?                      Student Text - 4 - Families Belong to Groups</p>	<p>clock, calendar, past, present, future, history, document, explorer, electricity, invention, communicate, transportation,</p>		

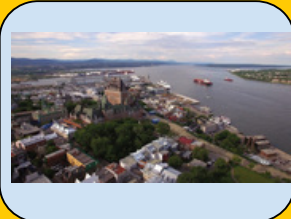
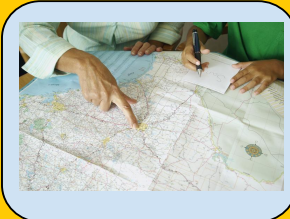



# Curriculum Storyboards:

Focus

How does geography affect our community? How do people decide what they want, and how do they get it? How can I be a historian? How do communities change? Why should you do the right thing even when no one is watching? How do leaders help their communities?

## Social Studies


2nd Grade

<p><b>Quarter 1   3 Weeks</b>  <b>Unit 1.A Geography</b>                  Lessons 1-2</p>	<p><b>Quarter 1   2 Weeks</b>  <b>Unit 1.B Geography</b>                  Lessons 3-4</p>	<p><b>Quarter 1   4 Weeks</b>  <b>Unit 2. A Economics</b>                  Lesson 5-6</p>	<p><b>Quarter 2   5 Weeks</b>  <b>Unit 2.B Economics</b>                  Lesson 7-8</p>	<p><b>Quarter 3   6 Weeks</b>  <b>Unit 3.A History</b>                  Lessons 9-10</p>
				

The Focus of the Story:	The Focus of the Story:	The Focus of the Story:	The Focus of the Story:	The Focus of the Story:
<p>-The student will learn about their community by identifying key places like schools, parks, and libraries, and understanding the roles people play in their community. They'll observe their local area, design a fictional community, and present their ideas to the class. In their language arts activities, they'll gather information through reading, listening, and singing, then research and organize their findings. They'll also practice speaking skills by presenting their plans and use writing to create and label illustrations for a badge. -The student will learn about different types of communities—rural, suburban, and urban.</p>	<p>-The student will learn how to locate places on a map, use tools like map grids, keys, and compass roses, follow cardinal directions, trace routes, and create their own maps. They'll read and interpret map labels and symbols, and practice writing by creating labels for their maps and map keys. -The student will learn to identify and locate geographic features on physical maps, use this knowledge in a game, and use a political map to find different U.S. states. They'll practice gathering information from songs and writing labels.</p>	<p>-The student will learn to distinguish between natural and man-made items, analyze how people adapt to different environments, and understand how natural resources are used for essentials like food, clothing, and shelter. They'll also explore the causes and effects of pollution on land, water, and air. They'll practice organizing information in tables, and recall or gather information from various sources to answer questions through writing. -the student will learn how goods are made and delivered to us by creating process diagrams, identifying important natural resources that drive</p>	<p>-The student will explore who provides services in a community. They'll look at examples of community service jobs, role-play different service roles to understand their duties, and learn about the importance of these jobs in our economy. They'll also study how specialization in work has developed over time. The student will practice presenting reasons for their choices, discuss and debate with others, and use questioning skills to understand and explain key details from texts. -The student will learn how to be a smart consumer by connecting new concepts to their own family activities.</p>	<p>-The student will explore Native American cultures by examining artifacts, using historical evidence to make claims, and comparing past and present cultures. They'll gain an appreciation for how these cultures have persevered and continue to thrive. They'll learn how images enhance and clarify texts and practice recounting key ideas from media presentations. They'll discover how art can tell stories about familiar places or objects and use art vocabulary to describe their creative choices. -The student will learn about how families discover their past by locating important places on a map, identifying unique aspects of communities, and</p>

<p>suburban, and urban—by identifying their features, comparing them, and understanding their locations and population densities. They'll also explore the advantages and disadvantages of each community type. They'll practice comparing and contrasting items or concepts and expressing their opinions about different types of communities through listening and speaking activities.</p>		<p>natural resources that drive economic growth, and using flowcharts to show how these resources are transformed into the products we use. They'll practice reading process diagrams and connecting economic terms with symbols, then write sentences using both.</p>	<p>their own family activities and analyzing the costs and benefits of purchasing goods. They'll practice presenting their reasons for making choices, discussing and debating others' choices, and recounting or describing key ideas from texts or presentations. They'll also work on explaining the logic behind their opinions and reasoning.</p>	<p>aspects of communities, and analyzing images to understand how people express pride in their culture. They'll practice explaining how images enhance texts and create a museum plaque to present their findings in writing and art.</p>
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Learning Goals/ Standards:	Learning Goals/ Standards:	Learning Goals/ Standards:	Learning Goals/ Standards:	Learning Goals/ Standards:
<p>SS 2.3.1 Explore where (spatial) and why people, places, and environments are organized in the world.                      SS 2.3.1.b Identify and describe locations in neighborhoods.                      SS 2.3.1.e Explain why things are located where they are in neighborhoods.                      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 2.3.5 Use geographic skills to make connections to students' lives.                      SS 2.3.5.a Apply geographic</p>	<p>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.c Identify and apply map elements.                      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.</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.                      SS 2.2.3 Describe how producers deliver products/services, earn an income, and satisfy economic needs and wants.                      SS 2.2.3.a Explain the role of goods and services and supply and demand in a community.</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 the role of goods and services and supply and demand in a community.                      SS 2.2.4 Identify the goods and services governments provide.                      SS 2.2.4.a Identify goods and services that local governments provide.</p>	<p>SS 2.4.1 Recognize patterns of continuity and change over time in neighborhoods.                      SS 2.4.1.a Describe how a neighborhood has changed over the course of time using maps and other artifacts.                      SS 2.4.1.b Compare and contrast how different neighborhoods have changed over time.</p>

<p><b>Quarter 3   2 Weeks</b>  <b>Unit 3.B History</b>                      Lessons 11-12</p>	<p><b>Quarter 4   3 Weeks</b>  <b>Unit 4.A Civics</b>                      Lessons 13-14</p>	<p><b>Quarter 4   2 Weeks</b>  <b>Unit 4.B Civics</b>                      Lessons 15-16</p>
		

The Focus of the Story:				
<p>-The student will explore how communities change by identifying factors that lead to growth or decline, understanding reasons for these changes, and examining their effects on the local community. They'll practice using evidence to support their opinions and reasoning and create an acrostic poem to express their ideas in writing. -The student will explore how a community has changed over time by analyzing historical photographs and illustrations and placing historical events on a timeline. They'll describe how historical events are connected in texts and explain how specific images help to clarify and enhance these texts.</p>	<p>The student will learn to identify problems and possible solutions in different communities and understand how individuals have contributed to U.S. history and culture. They'll practice discussing and comparing problems and solutions, and write an award to summarize someone's impactful actions. -The student will engage in activities to understand community involvement by voting in a class election, predicting the abilities of community leaders, conducting a mock demonstration, and proposing solutions to community problems. They'll debate the pros and cons of various issues and practice writing an email.</p>	<p>-The student will learn about good citizenship by identifying ways to be responsible community members, evaluating specific actions to determine if they reflect good citizenship, and brainstorming actions they can take to contribute positively to their community. They'll engage in group discussions about various topics and texts, and practice recalling information from their experiences to answer questions in writing. -The student will explore what communities share by locating places on a political map, understanding how communities work together to meet their economic needs, and identifying unique aspects of their own community. They'll also analyze community celebrations to see how people express pride in their country. They'll practice reading maps and writing postcards.</p>		
Learning Goals/ Standards:				
<p>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</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</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</p>		

<p>neighborhoods have changed over the course of time using maps and other artifacts.</p> <p>SS 2.4.1.b Compare and contrast how different neighborhoods have changed over time. SS 2.4.2 Compare multiple perspectives of events within neighborhoods.</p> <p>SS 2.4.2.a Compare and contrast perspectives from multiple sources regarding the same event.</p> <p>SS 2.4.3 Determine past and current events, issues, and people relevant to a neighborhood.</p> <p>SS 2.4.3.a Describe historical people, events, ideas, and symbols (including various cultures and ethnic groups) that impacted a neighborhood.</p> <p>SS 2.4.4 Develop historical inquiry and research skills.</p> <p>SS 2.4.4.a Construct and answer questions about neighborhood history.</p>	<p>responsibilities that are important to individuals and their communities.</p> <p>SS 2.1.2.d Investigate ways to be actively engaged to improve family, school, and community.</p>	<p>responsibilities that are important to individuals and their communities.</p> <p>SS 2.1.2.d Investigate ways to be actively engaged to improve family, school, and community. SS 2.3.1 Explore where (spatial) and why people, places, and environments are organized in the world.</p> <p>SS 2.3.1.a Compare and contrast maps and globes.</p> <p>SS 2.3.1.c Identify and apply map elements.</p> <p>SS 2.3.1.d Locate communities, Nebraska, and the United States on maps and globes.</p>		
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NEIGHBORHOOD		Unit	Vocabulary	Assessment/Benchmark/Activity	
Strand	State Standard				Unwrap
	<b>Forms and Functions of Government. SS 2.1.1 Investigate and defend the responsibilities and rights of citizens in their communities.</b>	Forms and Functions of Government, Responsibilities of Citizens, Rights of Citizens, Communities	Investigate and defend the responsibilities and rights of citizens in their communities.	Citizen, respect, responsible, government, rights, law, court, congress, symbol, independence	classroom observation, informal assessment including class discussion, work samples, interactive activities and student check-ins
	<b>SS 2.1.1.a Contribute to developing rules by considering multiple points of view. For example: classroom meetings, voting, consensus building activities</b>	Contributing to developing rules, considering multiple points of view, classroom meetings, voting, consensus building activities	Contribute to developing rules by considering multiple points of view. Social Studies Alive! My Community - Third Edition Lesson 14 - How Do Leaders Help Their Communities? Student Text - Explore - Leaders Help Us Live and Work Together	Citizen, respect, responsible, government, rights, law, court, congress, symbol, independence	classroom observation, informal assessment including class discussion, work samples, interactive activities and student check-ins
	<b>SS 2.1.1.b Demonstrate conflict management strategies as individuals, groups and communities. For example: respectful conversations, active participation, restating others' views, checking for understanding</b>	Conflict management strategies, individuals, groups and communities	Demonstrate conflict management strategies as individuals, groups, and communities. Social Studies Alive! My Community - Third Edition Lesson 15 - What Does a Good Citizen Do? Student Text - 6 - Good Citizens Get Along with Others	Citizen, respect, responsible, government, rights, law, court, congress, symbol, independence	classroom observation, informal assessment including class discussion, work samples, interactive activities and student check-ins
	<b>Participation SS 2.1.2 Contribute to making decisions using democratic traditions based on established rules.</b>	Understanding democratic traditions, participating in decision-making, following established rules	Contribute to making decisions using democratic traditions based on established rules.	Citizen, respect, responsible, government, rights, law, court, congress, symbol, independence, democratic traditions	classroom observation, informal assessment including class discussion, work samples, interactive activities and student check-ins

NEIGHBORHOOD			Unit	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard	Unwrap			
			Social Studies Alive! My Community - Third Edition Lesson 1 - What Is a Community? Student Text - 4 - A Place to Solve Problems Lesson 11 - How Do Communities Change? Student Text - 4 - People Work to Make Their Communities Better Student Text - Introduction Lesson 13 - How Can One Person Make a Difference? Classroom Activity - Slideshow Student Text - 1 - Jane Addams Gave Children a Place to Play Student Text - Explore - Solving Problems in School and Your Community Student Text - Explore - Who Makes a Difference in Your Community? Student Text - Introduction Student Text - Summary Lesson 14 - How Do Leaders Help Their Communities? Classroom Activity - Slideshow Student Text - 1 - Communities Have Leaders Student Text - 2 - Leaders Form a Government Student Text - Explore - Leaders Help Us Live and Work Together Student Text - Explore - What's Fair? Student Text - Introduction Student Text - Summary Lesson 15 - What Does a Good Citizen Do? Classroom Activity - Slideshow Student Text - 1 - Good Citizens at School Student Text - 2 - Communities Need Good Citizens Student Text - 4 - Good Citizens Learn About Their Community Student Text - 5 - Good Citizens Hold Leaders to Their Promises Student Text - 6 - Good Citizens Get Along with Others Student Text - 7 - Good Citizens Help Others Student Text - 8 - Good Citizens Help Care for Their Community Student Text - Explore - A Group Can Help the Community Student Text - Explore - Being a Responsible Citizen Student Text - Explore - Good Citizens Take Care of the Flag Student Text - Explore - Taxes Help Our Country Student Text - Introduction Student Text - Literature - Play by the Rules Student Text - Summary Lesson 16 - What Do Communities Share? Student Text - 6 - Communities Share Happy and Sad Times Lesson 2 - How Are Communities Different? Student Text - Literature - Different Times, Different Rules Lesson 5 - How Do People Use Our Environment? Student Text - Explore - Making Good Choices Lesson Biographies King Jr., Martin Luther (1929–1968)		

NEIGHBORHOOD		Unit	Vocabulary	Assessment/Benchmark/Activity	
Strand	State Standard				Unwrap
	<p><b>SS 2.1.2.b Explain how patriotic symbols, songs, actions, celebrations, and holidays reflect democratic traditions. For example: what the colors of the US Flag represent, symbolism of the bald eagle, reasons for reciting the Pledge of Allegiance, why national holidays were established and celebrated, the origination of tribal songs, how cultural songs and symbols unify communities.</b></p>	<p>patriotic symbols, patriotic songs, patriotic actions, celebrations, holidays, democratic traditions</p>	<p>SS 2.1.2.b Explain how patriotic symbols, songs, actions, celebrations, and holidays reflect democratic traditions. Social Studies Alive! My Community - Third Edition Lesson 15 - What Does a Good Citizen Do? Student Text - Explore - Good Citizens Take Care of the Flag Lesson 16 - What Do Communities Share? Student Text - 7 - Communities Share Their Pride Student Text - 8 - Communities Share Our Country's History Lesson Unit - Civics Unit Project - Social Studies Stories - Happy Birthday, USA!</p>	<p>Citizen, respect, responsible, government, rights, law, court, congress, symbol, independence</p>	<p>classroom observation, informal assessment including class discussion, work samples, interactive activities and student check-ins</p>
	<p><b>SS 2.1.2.c Communicate historical background and significance of national holidays. For example: George Washington's Birthday, Abraham Lincoln's Birthday, Presidents Day, Dr Martin Luther King, Jr. Day, Native American Heritage Day, Memorial Day, Veterans Day and Thanksgiving Day</b></p>	<p>Skills: Communicate historical background. Knowledge: Understanding the significance of national holidays. Concepts: National holidays, historical background, significance.</p>	<p>Social Studies Alive! My Community - Third Edition Lesson 16 - What Do Communities Share? Student Text - 6 - Communities Share Happy and Sad Times Student Text - 8 - Communities Share Our Country's History Student Text - Explore - Celebrating Traditions Lesson Biographies King Jr., Martin Luther (1929–1968) Lesson Unit - Civics Unit Project - Social Studies Stories - Happy Birthday, USA!</p>	<p>Citizen, respect, responsible, government, rights, law, court, congress, symbol, independence</p>	<p>classroom observation, informal assessment including class discussion, work samples, interactive activities and student check-ins</p>

NEIGHBORHOOD		Unit	Vocabulary	Assessment/Benchmark/Activity	
Strand	State Standard				Unwrap
Civics	<p><b>SS 2.1.2.d Investigate ways to be actively engaged to improve family, school, and community.</b>  <i>For example: volunteerism, participation in school clubs and organizations, classroom jobs, following rules, bully prevention</i></p>	<p>Skills: Investigating, engagement                      Knowledge: Ways to improve family, school, community                      Concepts: Active participation, community involvement</p>	<p>Social Studies Alive! My Community - Third Edition                      Lesson 1 - What Is a Community?                      Student Text - 4 - A Place to Solve Problems                      Lesson 11 - How Do Communities Change?                      Student Text - 4 - People Work to Make Their Communities Better                      Student Text - Introduction                      Lesson 13 - How Can One Person Make a Difference?                      Classroom Activity - Slideshow                      Student Text - Explore - Solving Problems in School and Your Community                      Student Text - Explore - Who Makes a Difference in Your Community?                      Student Text - Introduction                      Student Text - Summary                      Lesson 14 - How Do Leaders Help Their Communities?                      Classroom Activity - Slideshow                      Student Text - Explore - Leaders Help Us Live and Work Together                      Lesson 15 - What Does a Good Citizen Do?                      Classroom Activity - Slideshow                      Student Text - 1 - Good Citizens at School                      Student Text - 3 - Good Citizens Follow Rules                      Student Text - 7 - Good Citizens Help Others                      Student Text - 8 - Good Citizens Help Care for Their Community                      Student Text - Explore - A Group Can Help the Community                      Student Text - Explore - Being a Responsible Citizen                      Student Text - Introduction                      Student Text - Literature - Play by the Rules                      Student Text - Summary                      Lesson 16 - What Do Communities Share?                      Student Text - 6 - Communities Share Happy and Sad Times                      Lesson 5 - How Do People Use Our Environment?                      Classroom Activity - Slideshow                      Student Text - 10 - Polluting Our Air                      Student Text - 8 - Polluting Our Water                      Student Text - 9 - Polluting Our Land                      Lesson 8 - How Can I Be a Smart Consumer?                      Classroom Activity - Slideshow                      Lesson Biographies                      King Jr., Martin Luther (1929–1968)                      Lesson Unit - Civics                      Unit Project - Social Studies Stories - Leaders Vote for the Community                      Unit Project - Social Studies Stories - Save the Park Day                      Unit Project - Unit Inquiry Project: Civics                      Lesson Unit - Economics                      Unit Project - Social Studies Stories - Working in Central Park                      Lesson Unit - Geography                      Unit Project - Social Studies Stories - Riding for Climate</p>	<p>Citizen, respect, responsible, government, rights, law, court, congress, symbol, independence, justice, tolerance</p>	<p>classroom observation, informal assessment including class discussion, work samples, interactive activities and student check-ins</p>

NEIGHBORHOOD		Unit	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard			
	<b>SS 2.1.2.e Model and communicate characteristics of good citizenship. For example: establishing beliefs and justice, truth, equality, personal responsibilities for the common good, respect for diversity of opinions, cultural virtues.</b>	Modeling characteristics of good citizenship Communicating characteristics of good citizenship		classroom observation, informal assessment including class discussion, work samples, interactive activities and student check-ins
	<b>Economic Decision Making. SS2.2.1 Evaluate choices about how to use scarce resources that involve prioritizing wants and needs.</b>	Skills: Evaluating choices, prioritizing wants and needs. Knowledge: Understanding the concept of scarce resources. Concepts: Scarcity of resources. Wants vs. needs. Decision-making based on priorities.	SS 2.2.1 Evaluate choices about how to use scarce resources that involve prioritizing wants and needs.	Needs, wants, resource, cost, goods, producer, consumer, skill, trade, savings, borrow, loan, opportunity cost,
	<b>SS 2.2.1.a Justify a decision made by providing evidence of possible gains and losses. For example: tradeoff, opportunity cost, delayed gratification, savins</b>	Justifying a decision Providing evidence Possible gains and losses	Social Studies Alive! My Community - Third Edition Lesson 5 - How Do People Use Our Environment? Student Text - 1 - Nature Is Important to Us Lesson 6 - How Are Goods Made and Brought to Us? Classroom Activity - Slideshow Lesson 7 - Who Provides Services in a Community? Classroom Activity - Slideshow Lesson 8 - How Can I Be a Smart Consumer? Classroom Activity - Slideshow Student Text - 5 - There Are Costs and Benefits Student Text - Summary	Needs, wants, resource, cost, goods, producer, consumer, skill, trade, savings, borrow, loan, labor
	<b>Financial Literacy SS 2.2.2 Demonstrate knowledge of currency, its denominations and use</b>	Skills: Identifying different denominations of currency, understanding the value of each denomination, and knowing how to use currency for simple transactions.  Knowledge: Recognizing various coins and bills, knowing their values, and understanding how to make purchases using currency.  Concepts: Understanding the concept of money as a medium of exchange, the importance of different denominations, and how to count money accurately.	SS 2.2.2 Demonstrate knowledge of currency, its denominations, and use.	Needs, wants, resource, cost, goods, producer, consumer, skill, trade, savings, borrow, loan

NEIGHBORHOOD		Unit	Vocabulary	Assessment/Benchmark/Activity	
Strand	State Standard				
	<p><b>SS 2.2.2.a Make transactions using currency emphasizing its use as a medium exchange. For example: via school store, buying pencils, purchases via debit card or Apple pay as a way to make transactions (medium of exchange)</b></p>	<p><b>Unwrap</b></p> <p>Skills: Identifying different denominations of currency, understanding the value of each denomination, and knowing how to use currency for simple transactions.</p> <p>Knowledge: Recognizing various coins and bills, knowing their values, and understanding how to make purchases using currency.</p> <p>Concepts: Understanding the concept of money as a medium of exchange, the importance of different denominations, and how to count money accurately.</p>	<p>SS 2.2.2.a Make transactions using currency emphasizing its use as a medium of exchange.</p> <p>Social Studies Alive! My Community - Third Edition Lesson 6 - How Are Goods Made and Brought to Us? Student Text - 1 - What Is a Good? Lesson 8 - How Can I Be a Smart Consumer? Student Text - 1 - We Need Money to Buy Things Student Text - 3 - We Have Many Wants Student Text - Explore - Busy at the Bank Lesson Unit - Economics Unit Project - Social Studies Stories - Shopping for School</p>	<p>Needs, wants, resource, cost, goods, producer, consumer, skill, trade, savings, borrow, loan</p>	<p>classroom observation, informal assessment including class discussion, work samples, interactive activities and student check-ins</p>
	<p><b>Exchange and Markets. SS 2.2.3 Describe how producers deliver products/services, earn and income and satisfy economic needs and wants.</b></p>	<p>Skills: Describing how producers deliver products/services, earn income, and satisfy economic needs and wants.</p> <p>Knowledge: Understanding the roles of producers, income generation, and meeting economic needs and wants.</p> <p>Concepts: Producers, products/services delivery, income, economic needs, economic wants.</p>	<p>Describe how producers deliver products/services, earn an income, and satisfy economic needs and wants</p>	<p>Needs, wants, resource, cost, goods, producer, consumer, skill, trade, savings, borrow, loan</p>	<p>classroom observation, informal assessment including class discussion, work samples, interactive activities and student check-ins</p>
	<p><b>SS 2.2.3.a Explain the role of goods and services and supply and demand in a community. For example: meet wants and needs</b></p>	<p>Role of goods and services in a community Role of supply and demand in a community</p>	<p>Explain the role of goods and services and supply and demand in a community.</p> <p>Social Studies Alive! My Community - Third Edition Lesson 6 - How Are Goods Made and Brought to Us? Classroom Activity - Slideshow Student Text - 1 - What Is a Good? Student Text - 6 - Consuming Goods Student Text - 7 - Goods in Stores Student Text - Introduction Lesson 7 - Who Provides Services in a Community? Classroom Activity - Slideshow Student Text - 1 - What Is a Service? Student Text - 2 - People Give Us Ideas Student Text - 3 - People Fix Things Student Text - 4 - People Take Care of Us and Our Pets Student Text - 5 - People Take Care of Our Community Student Text - 6 - Paying for Services Student Text - Introduction Student Text - Summary Lesson 8 - How Can I Be a Smart Consumer? Student Text - 1 - We Need Money to Buy Things Student Text - Explore - Using a Bar Graph</p>	<p>Needs, wants, resource, cost, goods, producer, consumer, skill, trade, savings, borrow, loan</p>	<p>classroom observation, informal assessment including class discussion, work samples, interactive activities and student check-ins</p>

NEIGHBORHOOD		Unit	Vocabulary	Assessment/Benchmark/Activity	
Strand	State Standard				Unwrap
	<b>SS 2.2.3.b Describe how people in their communities earn income/wages through work.</b> <i>For example: babysitter, teacher, firefighter, grocery store clerk, librarian, banker, lawyer, rancher, farmer, laborer</i>	Understanding different jobs in the community, how people earn income or wages through work.	Describe how people in their communities earn income/wages through work. Social Studies Alive! My Community - Third Edition Lesson 6 - How Are Goods Made and Brought to Us? Classroom Activity - Slideshow Student Text - 2 - Producing Goods Student Text - Introduction Lesson 7 - Who Provides Services in a Community? Student Text - Explore - Working and Earning Money	Needs, wants, resource, cost, goods, producer, consumer, skill, trade, savings, borrow, loan	classroom observation, informal assessment including class discussion, work samples, interactive activities and student check-ins
	<b>National Economy</b> <b>SS 2.2.4 Identify the goods and services governments provide.</b>	Identifying goods provided by governments Identifying services provided by governments	Identify the goods and services governments provide.	Needs, wants, resource, cost, goods, producer, consumer, skill, trade, savings, borrow, loan, currency	classroom observation, informal assessment including class discussion, work samples, interactive activities and student check-ins
	<b>SS 2.2.4a Identify goods and services that local governments provide.</b> <i>For example: water, fire department, police, educational programs</i>	Identifying goods provided by local governments Identifying services provided by local governments	Identify goods and services that local governments provide. Social Studies Alive! My Community - Third Edition Lesson 14 - How Do Leaders Help Their Communities? Student Text - 4 - Leaders Spend Money for Services Student Text - 5 - Leaders Decide What to Build Lesson 7 - Who Provides Services in a Community? Student Text - 5 - People Take Care of Our Community Student Text - 6 - Paying for Services Student Text - Introduction Student Text - Summary	Needs, wants, resource, cost, goods, producer, consumer, skill, trade, savings, borrow, loan, currency	classroom observation, informal assessment including class discussion, work samples, interactive activities and student check-ins
	<b>SS 2.2.4.b Explain how the local government uses taxes to pay for goods and services it provides.</b> <i>For example: roads, fire, and law enforcement, libraries, schools.</i>	Understanding of local government, taxes, goods and services provided by local government	Explain how the local government uses taxes to pay for goods and services it provides. Social Studies Alive! My Community - Third Edition Lesson 15 - What Does a Good Citizen Do? Student Text - Explore - Taxes Help Our Country Lesson 7 - Who Provides Services in a Community? Student Text - 6 - Paying for Services Student Text - Explore - Tax Time	Needs, wants, resource, cost, goods, producer, consumer, skill, trade, savings, borrow, loan	classroom observation, informal assessment including class discussion, work samples, interactive activities and student check-ins

		NEIGHBORHOOD		Unit	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard	Unwrap				
Economics	Global Economy SS2.2.5 Not addressed at this level.				Needs, wants, resource, cost, goods, producer, consumer, skill, trade, savings, borrow, loan	classroom observation, informal assessment including class discussion, work samples, interactive activities and student check-ins
	Location and Place SS 2.3.1 Explore where (spatial) and why people, places and environments are organized in the world.	Understanding spatial organization Exploring reasons behind the organization of people, places, and environments in the world		Explore where (spatial) and why people, places, and environments are organized in the world.	Symbol, continent, ocean, landform, weather, environment, rural, natural resource, renewable, conserve, technology, transportation	classroom observation, informal assessment including class discussion, work samples, interactive activities and student check-ins

NEIGHBORHOOD		Unit	Vocabulary	Assessment/Benchmark/Activity	
Strand	State Standard				Unwrap
	<p><b>SS 2.3.1.a Compare and contrast maps and globes. For example: The shape of a globe makes it look more realistic. You can't see all of the continents and oceans on the globe like you can on a map unless you turn it. Maps can be transported more easily. Globes might have texture for landforms that maps do not have.</b></p>	<p>Skills: Comparing and contrasting.                      Knowledge: Understanding maps and globes.                      Concepts: Differences between maps and globes.</p>	<p>Lesson 1 - What Is a Community?                      Classroom Activity - Slideshow                      Student Text - 1 - A Place to Live                      Student Text - 2 - A Place to Work                      Student Text - 3 - A Place to Play                      Student Text - 4 - A Place to Solve Problems                      Student Text - Introduction                      Student Text - Summary                      Lesson 11 - How Do Communities Change?                      Student Text - Introduction                      Student Text - Summary                      Lesson 16 - What Do Communities Share?                      Classroom Activity - Slideshow                      Lesson 2 - How Are Communities Different?                      Classroom Activity - Slideshow                      Student Text - 1 - Cities Are Urban Communities                      Student Text - 2 - Living in Urban Communities                      Student Text - 3 - Small Towns Are Rural Communities                      Student Text - 4 - Living in Rural Communities                      Student Text - 5 - Communities Outside Cities Are Suburbs                      Student Text - 6 - Living in a Suburb                      Student Text - Explore - Different Communities in California                      Student Text - Introduction                      Lesson 4 - What is Geography?                      Student Text - 1 - Earth's Features                      Student Text - 3 - Rivers and Lakes                      Student Text - 4 - Mountains and Valleys                      Student Text - 5 - Deserts and Plains                      Student Text - Explore - How Geography Helps Cities Grow                      Student Text - Introduction                      Student Text - Summary                      Lesson 5 - How Do People Use Our Environment?                      Student Text - 2 - There Are Many Different Environments</p>	<p>Symbol, continent, ocean, landform, weather, environment, rural, natural resource, renewable, conserve, technology, transportation</p>	<p>classroom observation, informal assessment including class discussion, work samples, interactive activities and student check-ins</p>

NEIGHBORHOOD		Unit	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard			
		Social Studies Alive! My Community - Third Edition Lesson 1 - What Is a Community? Classroom Activity - Slideshow Student Text - 1 - A Place to Live Student Text - 2 - A Place to Work Student Text - 3 - A Place to Play Student Text - 4 - A Place to Solve Problems Student Text - Introduction Student Text - Summary Lesson 11 - How Do Communities Change? Student Text - Introduction Student Text - Summary Lesson 16 - What Do Communities Share? Classroom Activity - Slideshow Lesson 2 - How Are Communities Different? Classroom Activity - Slideshow Student Text - 1 - Cities Are Urban Communities Student Text - 2 - Living in Urban Communities Student Text - 3 - Small Towns Are Rural Communities Student Text - 4 - Living in Rural Communities Student Text - 5 - Communities Outside Cities Are Suburbs Student Text - 6 - Living in a Suburb Student Text - Explore - Different Communities in California Student Text - Introduction Lesson 4 - What is Geography? Student Text - 1 - Earth's Features Student Text - 3 - Rivers and Lakes Student Text - 4 - Mountains and Valleys Student Text - 5 - Deserts and Plains Student Text - Explore - How Geography Helps Cities Grow Student Text - Introduction Student Text - Summary Lesson 5 - How Do People Use Our Environment? Student Text - 2 - There Are Many Different Environments Student Text - 3 - We Live in Different Environments	Symbol, continent, ocean, landform, weather, environment, rural, natural resource, renewable, conserve, technology, transportation	classroom observation, informal assessment including class discussion, work samples, interactive activities and student check-ins
	<b>SS 2.3.1.b Identify and describe locations in your neighborhoods. For example: home, the park, friend's house, fire station, grocery store</b>	Identifying locations in neighborhoods Describing locations in neighborhoods		

NEIGHBORHOOD		Unit	Vocabulary	Assessment/Benchmark/Activity	
Strand	State Standard				Unwrap
	<p><b>SS 2.3.1.c Identify and apply map elements.</b> <i>For example: title, symbols, legend, and cardinal directions</i></p>	<p>Skills: Identifying map elements.                      Knowledge: Understanding map features such as title, symbols, legend, and cardinal directions.                      Concepts: How to apply map elements effectively.</p>	<p>SS 2.3.2.c Explain how places and regions change over time.                      Social Studies Alive! My Community - Third Edition                      Lesson 1 - What Is a Community?                      Classroom Activity - Slideshow                      Student Text - Explore - People Come to Marshall, Texas                      Lesson 11 - How Do Communities Change?                      Classroom Activity - Slideshow                      Student Text - 1 - Communities Change Over Time                      Student Text - 2 - People Move to a Community                      Student Text - 3 - People Move Away from a Community                      Student Text - Introduction                      Student Text - Summary                      Lesson 12 - How Did One Community Change?                      Classroom Activity - Slideshow                      Student Text - 5 - The Earthquake                      Student Text - Introduction                      Lesson 16 - What Do Communities Share?                      Classroom Activity - Slideshow                      Student Text - 8 - Communities Share Our Country's History                      Lesson 2 - How Are Communities Different?                      Student Text - Explore - It Happened in Our Town . . . or Did It?                      Student Text - Literature - Different Times, Different Rules                      Student Text - Summary                      Lesson Unit - History                      Unit Project - Social Studies Stories - Instant Suburbs                      Unit Project - Social Studies Stories - One Community's History</p>	<p>Symbol, continent, ocean, landform, weather, environment, rural, natural resource, renewable, conserve, technology, transportation, legend, cardinal directions</p>	<p>classroom observation, informal assessment including class discussion, work samples, interactive activities and student check-ins</p>
	<p><b>SS 2.3.1.d Locate communities, Nebraska and the United States on maps and globes.</b></p>	<p>Locating communities on maps and globes.                      Identifying Nebraska and the United States on maps and globes.</p>		<p>Symbol, continent, ocean, landform, weather, environment, rural, natural resource, renewable, conserve, technology, transportation</p>	<p>classroom observation, informal assessment including class discussion, work samples, interactive activities and student check-ins</p>

NEIGHBORHOOD		Unit	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard			
	<b>SS 2.3.1.e</b> Explain why things are located where they are in neighborhoods. <i>For example: Why are stores on a main street?</i>	Understanding of neighborhoods Understanding of the purpose of different locations within neighborhoods Ability to explain reasons for the placement of things in neighborhoods	Symbol, continent, ocean, landform, weather, environment, rural, natural resource, renewable, conserve, technology, transportation	classroom observation, informal assessment including class discussion, work samples, interactive activities and student check-ins
	<b>Regions</b> <b>SS 2.3.2 Compare places and regions</b>	Key Components: Comparison of places and regions. Skills: Comparing characteristics of different places and regions. Knowledge: Understanding the similarities and differences between places and regions.	Symbol, continent, ocean, landform, weather, environment, rural, natural resource, renewable, conserve, technology, transportation, countries	classroom observation, informal assessment including class discussion, work samples, interactive activities and student check-ins
	<b>SS 2.3.2.a Identify and differentiate between physical and human features of neighborhoods and communities.</b> <i>For example: vegetation, ravines, housing, streets, sewers, road signs</i>	Identify physical features of neighborhoods and communities Differentiate between physical and human features Identify human features of neighborhoods and communities	Symbol, continent, ocean, landform, weather, environment, rural, natural resource, renewable, conserve, technology, transportation, region	classroom observation, informal assessment including class discussion, work samples, interactive activities and student check-ins
	<b>SS 2.3.2.b Describe local places and regions.</b> <i>For example: prairie, forest, farm land, ranch land, local community</i>	Identify and describe local places and regions such as prairies, forests, farmland, and ranch land. Recognize and describe characteristics of their local community.	Symbol, continent, ocean, landform, weather, environment, rural, natural resource, renewable, conserve, technology, transportation, human features, physical features	classroom observation, informal assessment including class discussion, work samples, interactive activities and student check-ins

NEIGHBORHOOD		Unit	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard			
	<b>SS 2.3.2.c</b> Explain how places and regions change over time.	Understanding change in places and regions Identifying factors influencing change over time	Symbol, continent, ocean, landform, weather, environment, rural, natural resource, renewable, conserve, technology, transportation	classroom observation, informal assessment including class discussion, work samples, interactive activities and student check-ins
	<b>Human-Environment Interaction. SS 2.3.3</b> Describe relationships between humans and the physical environment.	Relationships between humans and the physical environment	SS 2.3.3 Describe relationships between humans and the physical environment.	Symbol, continent, ocean, landform, weather, environment, rural, natural resource, renewable, conserve, technology, transportation
	<b>SS 2.3.3.a</b> Identify examples of Earth's physical processes. <i>For example: wind and water erosion/deposition</i>	Key Components: Earth's physical processes Skills: Identifying examples of wind and water erosion/deposition Knowledge: Understanding how wind and water shape the Earth's surface	SS 2.3.3.a Identify examples of Earth's physical processes. Social Studies Alive! My Community - Third Edition Lesson 4 - What is Geography? Student Text - 5 - Deserts and Plains Student Text - Explore - How's the Weather? Lesson 5 - How Do People Use Our Environment? Student Text - 2 - There Are Many Different Environments Student Text - 3 - We Live in Different Environments Lesson Unit - Geography Unit Project - Social Studies Stories - Riding for Climate	Symbol, continent, ocean, landform, weather, environment, rural, natural resource, renewable, conserve, technology, transportation

NEIGHBORHOOD		Unit	Vocabulary	Assessment/Benchmark/Activity	
Strand	State Standard				Unwrap
	<p><b>SS 2.3.3.b</b> Describe how seasonal weather patterns, natural hazards, and natural resources affect human activities.  <i>For example: seasonal jobs (landscaping, street/grounds maintenance, construction) seasonal foods, drought causing water shortages.</i></p>	<p>Skills: Describing, identifying, understanding            Knowledge: Seasonal weather patterns, natural hazards, natural resources, human activities            Concepts: Interdependence between weather, hazards, resources, and human activities</p>	<p>SS 2.3.3.b Describe how seasonal weather patterns, natural hazards, and natural resources affect human activities. Social Studies Alive! My Community - Third Edition            Lesson 12 - How Did One Community Change?            Classroom Activity - Slideshow            Student Text - 1 - Learning About the Past            Student Text - 2 - Timeline of San Francisco            Student Text - 3 - Studying Primary Sources            Student Text - 5 - The Earthquake            Student Text - 6 - History and the Future            Student Text - Summary            Lesson 13 - How Can One Person Make a Difference?            Student Text - Explore - Who Makes a Difference in Your Community?            Lesson 4 - What is Geography?            Student Text - 5 - Deserts and Plains            Student Text - Explore - How's the Weather?            Lesson 5 - How Do People Use Our Environment?            Classroom Activity - Slideshow            Student Text - 1 - Nature Is Important to Us            Student Text - 3 - We Live in Different Environments            Student Text - 5 - Using Nature for Food            Student Text - 6 - Using Nature for Clothing            Student Text - 7 - Using Nature to Make Shelters            Student Text - Explore - Changes to Our Environment            Student Text - Introduction            Lesson Unit - Geography            Unit Project - Social Studies Stories - Riding for Climate            Lesson Unit - History            Unit Project - Social Studies Stories - Family Stories</p>	<p>Symbol, continent, ocean, landform, weather, environment, rural, natural resource, renewable, conserve, technology, transportation</p>	<p>classroom observation, informal assessment including class discussion, work samples, interactive activities and student check-ins</p>

NEIGHBORHOOD		Unit	Vocabulary	Assessment/Benchmark/Activity	
Strand	State Standard				Unwrap
	<p><b>SS 2.3.3.c Match resources to their sources.</b> <i>For example: food from farms, wood from trees, minerals from the ground, fish from bodies of water</i></p>	<p>Key Components: Matching resources to their sources.                      Skills: Identifying sources of different types of resources.                      Knowledge: Understanding where various resources come from.</p>	<p>SS 2.3.3.c Match resources to their sources.                      Social Studies Alive! My Community - Third Edition Lesson 16 - What Do Communities Share?                      Student Text - 2 - Communities Share What They Have                      Student Text - 3 - Communities Share Their Food                      Lesson 5 - How Do People Use Our Environment?                      Classroom Activity - Slideshow                      Student Text - 1 - Nature Is Important to Us                      Student Text - 3 - We Live in Different Environments                      Student Text - 4 - The Environment Affects Jobs                      Student Text - 5 - Using Nature for Food                      Student Text - 6 - Using Nature for Clothing                      Student Text - 7 - Using Nature to Make Shelters                      Student Text - Explore - The Trees of Texas                      Student Text - Introduction                      Student Text - Summary                      Lesson 6 - How Are Goods Made and Brought to Us?                      Classroom Activity - Slideshow                      Lesson Unit - Geography                      Unit Project - Social Studies Stories - Using Plants in New Ways</p>	<p>Symbol, continent, ocean, landform, weather, environment, rural, natural resource, renewable, conserve, technology, transportation</p>	<p>classroom observation, informal assessment including class discussion, work samples, interactive activities and student check-ins</p>
	<p><b>SS 2.3.3.d Describe how people adapt to their physical environment.</b> <i>For example: soil conservation, build levees, grow plants and raise animals.</i></p>	<p>Skills: Describing, observing, and explaining how people adjust to where they live.                      Knowledge: Understanding the relationship between people and their surroundings.                      Concepts: Adaptation, physical environment, living conditions.</p>	<p>SS 2.3.3.d Describe how people adapt to their physical environment.                      Social Studies Alive! My Community - Third Edition Lesson 4 - What is Geography?                      Student Text - 3 - Rivers and Lakes                      Student Text - 5 - Deserts and Plains                      Student Text - Explore - How Geography Helps Cities Grow                      Lesson 5 - How Do People Use Our Environment?                      Classroom Activity - Slideshow                      Student Text - 1 - Nature Is Important to Us                      Student Text - 3 - We Live in Different Environments                      Student Text - 4 - The Environment Affects Jobs                      Student Text - 5 - Using Nature for Food                      Student Text - 6 - Using Nature for Clothing                      Student Text - 7 - Using Nature to Make Shelters                      Student Text - Explore - Changes to Our Environment                      Student Text - Introduction</p>	<p>Symbol, continent, ocean, landform, weather, environment, rural, natural resource, renewable, conserve, technology, transportation</p>	<p>classroom observation, informal assessment including class discussion, work samples, interactive activities and student check-ins</p>

NEIGHBORHOOD		Unit	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard			
	<p><b>Movement</b>  <b>SS 2.3.4</b> Describe different groups of people and the different settings where they live.</p>	<p>Skills: Describing groups of people and settings where they live.            Knowledge: Understanding different communities and their living environments.            Concepts: Diversity, community, types of living environments.</p>	<p>SS 2.3.4 Describe different groups of people and the different settings where they live.</p>	<p>Symbol, continent, ocean, landform, weather, environment, rural, natural resource, renewable, conserve, technology, transportation</p> <p>classroom observation, informal assessment including class discussion, work samples, interactive activities and student check-ins</p>
	<p><b>SS 2.3.4. a Describe cultures of the local community and other communities.</b> <i>For example: foods, languages, celebrations, religions, music, sports</i></p>	<p>Skills: Describing cultures            Knowledge: Local and other communities' cultures, including foods, languages, celebrations, religions, music, and sports            Concepts: Community diversity, cultural similarities and differences</p>	<p>SS 2.3.4.a Describe cultures of the local community and other communities.            Social Studies Alive! My Community - Third Edition Lesson 1 - What Is a Community?            Student Text - Explore - Cultures in Our Community Lesson 16 - What Do Communities Share?            Student Text - 6 - Communities Share Happy and Sad Times            Student Text - Explore - Celebrating Traditions.            SS 2.3.4.b Identify examples of cultural markers in the community.            Social Studies Alive! My Community - Third Edition Lesson 1 - What Is a Community?            Student Text - Explore - Cultures in Our Community</p>	<p>Symbol, continent, ocean, landform, weather, environment, rural, natural resource, renewable, conserve, technology, transportation</p> <p>classroom observation, informal assessment including class discussion, work samples, interactive activities and student check-ins</p>
	<p><b>Geospatial Skills and Geo-Literacy.</b> <b>SS 2.3.5 Use geographic skills to make connections to students' lives.</b></p>	<p>Geographic skills            Making connections            Students' lives</p>	<p>SS 2.3.5 Use geographic skills to make connections to students' lives.</p>	<p>Symbol, continent, ocean, landform, weather, environment, rural, natural resource, renewable, conserve, technology, transportation</p> <p>classroom observation, informal assessment including class discussion, work samples, interactive activities and student check-ins</p>

NEIGHBORHOOD		Unit	Vocabulary	Assessment/Benchmark/Activity	
Strand	State Standard				Unwrap
	<p><b>SS 2.3.5a</b> Apply geographic knowledge and techniques to navigate students' homes and neighborhoods. <i>For example: Use navigation tools to map out shortest route to school. Map the route of a school field trip to multiple destinations.</i></p>	<p>Applying geographic knowledge. Using navigation techniques.</p>	<p>SS 2.3.5.a Apply geographic knowledge and techniques to navigate students' homes and neighborhoods. Social Studies Alive! My Community - Third Edition                      Lesson 1 - What Is a Community?                      Classroom Activity - Slideshow                      Student Text - 1 - A Place to Live                      Student Text - 2 - A Place to Work                      Student Text - 3 - A Place to Play                      Student Text - 4 - A Place to Solve Problems                      Student Text - Introduction                      Student Text - Summary                      Lesson 11 - How Do Communities Change?                      Student Text - Introduction                      Student Text - Summary                      Lesson 16 - What Do Communities Share?                      Classroom Activity - Slideshow                      Lesson 2 - How Are Communities Different?                      Classroom Activity - Slideshow                      Student Text - 1 - Cities Are Urban Communities                      Student Text - 2 - Living in Urban Communities                      Student Text - 3 - Small Towns Are Rural Communities                      Student Text - 4 - Living in Rural Communities                      Student Text - 5 - Communities Outside Cities Are Suburbs                      Student Text - 6 - Living in a Suburb                      Student Text - Explore - Different Communities in California                      Student Text - Introduction                      Lesson 3 - How Do We Use Maps?                      Student Text - Explore - Finding Places with Maps and Words                      Student Text - Introduction                      Student Text - Summary                      Lesson 4 - What is Geography?                      Student Text - 8 - Uses of Maps                      Student Text - Summary</p>	<p>Symbol, continent, ocean, landform, weather, environment, rural, natural resource, renewable, conserve, technology, transportation</p>	<p>classroom observation, informal assessment including class discussion, work samples, interactive activities and student check-ins</p>
				<p>Symbol, continent, ocean, landform, weather, environment, rural, natural resource, renewable, conserve, technology, transportation</p>	<p>classroom observation, informal assessment including class discussion, work samples, interactive activities and student check-ins</p>

NEIGHBORHOOD		Unit	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard			
Geography			Symbol, continent, ocean, landform, weather, environment, rural, natural resource, renewable, conserve, technology, transportation	classroom observation, informal assessment including class discussion, work samples, interactive activities and student check-ins
				classroom observation, informal assessment including class discussion, work samples, interactive activities and student check-ins
				Symbol, continent, ocean, landform, weather, environment, rural, natural resource, renewable, conserve, technology, transportation
	<p><b>Change, Continuity and Context. SS 2.4.1</b> Recognize patterns of contumuity and change over time in neighborhoods</p>	<p>Key Components: Patterns of community, change over time, neighborhoods Skills: Observing, recognizing, and describing patterns and changes in a community over time. Knowledge: Understanding how neighborhoods evolve and change over time.</p>	SS 2.4.1Recognize patterns of continuity and change over time in neighborhoods.	<p>culture, language, tradition, artifact, festival, custom, holiday, hero, veteran, landmark, ruins, folk tale, tall tale, history, monument, explorer, settler, immigrant, pioneer, ancient, invention, civil rights, innovator</p> <p>classroom observation, informal assessment including class discussion, work samples, interactive activities and student check-ins</p>

NEIGHBORHOOD			Unit	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard	Unwrap			
	<p><b>SS 2.4.1.a</b> Describe how a neighborhood has changed over the course of time using maps and other artifacts. <i>For example: pictures from school library/media center</i></p>	<p>Describing changes in a neighborhood over time Utilizing maps and artifacts such as pictures</p>	<p>SS 2.4.1.a Describe how a neighborhood has changed over the course of time using maps and other artifacts. Social Studies Alive! My Community - Third Edition Lesson 1 - What Is a Community? Classroom Activity - Slideshow Student Text - Explore - People Come to Marshall, Texas Lesson 11 - How Do Communities Change? Classroom Activity - Slideshow Student Text - 1 - Communities Change Over Time Student Text - 2 - People Move to a Community Student Text - 3 - People Move Away from a Community Student Text - Introduction Student Text - Summary Lesson 12 - How Did One Community Change? Classroom Activity - Slideshow Student Text - Introduction Lesson 16 - What Do Communities Share? Classroom Activity - Slideshow Student Text - 8 - Communities Share Our Country's History Lesson 2 - How Are Communities Different? Student Text - Explore - It Happened in Our Town . . . or Did It? Student Text - Literature - Different Times, Different Rules Student Text - Summary Lesson Unit - History Unit Project - Social Studies Stories - Instant Suburbs Unit Project - Social Studies Stories - One Community's History</p>	<p>culture, language, tradition, artifact, festival, custom, holiday, hero, veteran, landmark, ruins, folk tale, tall tale, history, monument, explorer, settler, immigrant, pioneer, ancient, invention, civil rights, innovator</p>	<p>classroom observation, informal assessment including class discussion, work samples, interactive activities and student check-ins</p>

NEIGHBORHOOD		Unit	Vocabulary	Assessment/Benchmark/Activity	
Strand	State Standard				Unwrap
	<p><b>SS 2.4.1.b</b> Compare and contrast how different neighborhoods have changed over time. <i>For example: photographs of school building, materials from local historical society</i></p>	<p>Comparing and contrasting Changes in neighborhoods over time Use of photographs and historical materials</p>	<p>SS 2.4.1.b Compare and contrast how different neighborhoods have changed over time. Social Studies Alive! My Community - Third Edition Lesson 1 - What Is a Community? Classroom Activity - Slideshow Student Text - Explore - People Come to Marshall, Texas Lesson 11 - How Do Communities Change? Classroom Activity - Slideshow Student Text - 1 - Communities Change Over Time Student Text - 2 - People Move to a Community Student Text - 3 - People Move Away from a Community Student Text - Introduction Student Text - Summary Lesson 12 - How Did One Community Change? Classroom Activity - Slideshow Student Text - Introduction Lesson 16 - What Do Communities Share? Classroom Activity - Slideshow Student Text - 8 - Communities Share Our Country's History Lesson 2 - How Are Communities Different? Student Text - Explore - It Happened in Our Town . . . or Did It? Student Text - Literature - Different Times, Different Rules Student Text - Summary Lesson Unit - History Unit Project - Social Studies Stories - Instant Suburbs Unit Project - Social Studies Stories - One Community's History</p>	<p>culture, language, tradition, artifact, festival, custom, holiday, hero, veteran, landmark, ruins, folk tale, tall tale, history, monument, explorer, settler, immigrant, pioneer, ancient, invention, civil rights, innovator</p>	<p>classroom observation, informal assessment including class discussion, work samples, interactive activities and student check-ins</p>
	<p><b>Multiple Perspectives</b> <b>SS2.4.2</b> Compare multiple perspectives of events within neighborhoods.</p>		<p>SS 2.4.2 Compare multiple perspectives of events within neighborhoods.</p>	<p>culture, language, tradition, artifact, festival, custom, holiday, hero, veteran, landmark, ruins, folk tale, tall tale, history, monument, explorer, settler, immigrant, pioneer, ancient, invention, civil rights, innovator</p>	<p>classroom observation, informal assessment including class discussion, work samples, interactive activities and student check-ins</p>

NEIGHBORHOOD		Unit	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard			
		<p>Classroom Activity - SS 2.4.2.a Compare and contrast perspectives from multiple sources regarding the same event.</p> <p>Social Studies Alive! My Community - Third Edition Lesson 1 - What Is a Community?</p> <p>Classroom Activity - Slideshow</p> <p>Student Text - Explore - People Come to Marshall, Texas Lesson 11 - How Do Communities Change?</p> <p>Classroom Activity - Slideshow</p> <p>Student Text - 1 - Communities Change Over Time</p> <p>Student Text - 2 - People Move to a Community</p> <p>Student Text - 3 - People Move Away from a Community</p> <p>Student Text - Introduction</p> <p>Student Text - Summary</p> <p>Lesson 12 - How Did One Community Change?</p> <p>Classroom Activity - Slideshow</p> <p>Student Text - Introduction</p> <p>Lesson 13 - How Can One Person Make a Difference?</p> <p>Student Text - 1 - Jane Addams Gave Children a Place to Play</p> <p>Student Text - 2 - Garrett A. Morgan Made His Community Safer</p> <p>Student Text - 3 - Susan La Flesche Picotte Helped Sick People</p> <p>Student Text - 4 - Luis Valdez Helped Farmworkers</p> <p>Lesson 16 - What Do Communities Share?</p> <p>Classroom Activity - Slideshow</p> <p>Student Text - 8 - Communities Share Our Country's History</p> <p>Lesson 2 - How Are Communities Different?</p> <p>Student Text - Explore - It Happened in Our Town . . . or Did It?</p> <p>Student Text - Literature - Different Times, Different Rules</p> <p>Student Text - Summary</p> <p>Lesson Biographies</p> <p>King Jr., Martin Luther (1929–1968)</p> <p>Lesson Unit - History</p> <p>Unit Project - Social Studies Stories - Instant Suburbs</p> <p>Unit Project - Social Studies Stories - One Community's History</p>		
		<p>Student Text - Introduction</p> <p>Lesson 16 - What Do Communities Share?</p> <p>Classroom Activity - Slideshow</p> <p>Student Text - 8 - Communities Share Our Country's History</p> <p>Lesson 2 - How Are Communities Different?</p> <p>Student Text - Explore - It Happened in Our Town . . . or Did It?</p> <p>Student Text - Literature - Different Times, Different Rules</p> <p>Student Text - Summary</p> <p>Lesson Unit - History</p> <p>Unit Project - Social Studies Stories - Instant Suburbs</p>		

NEIGHBORHOOD		Unit	Vocabulary	Assessment/Benchmark/Activity	
Strand	State Standard				Unwrap
	<p><b>Historical Analysis and Interpretation. SS 2.4.3</b> Determine past and current events, issues, and people relevant to a neighborhood.</p>	<p>Identifying past events, issues, and people. Identifying current events, issues, and people. Relevance to a neighborhood.</p>	<p>SS 2.4.3Determine past and current events, issues, and people relevant to a neighborhood.</p>	<p>culture, language, tradition, artifact, festival, custom, holiday, hero, veteran, landmark, ruins, folk tale, tall tale, history, monument, explorer, settler, immigrant, pioneer, ancient, invention, civil rights, innovator</p>	<p>classroom observation, informal assessment including class discussion, work samples, interactive activities and student check-ins</p>
	<p><b>SS 2.4.3.a</b> Describe historical people, events, ideas, and symbols (including various cultures and ethnic groups) that impacted a neighborhood. <i>For example: library, police station, schools, local monuments, city hall and tribal headquarters.</i></p>	<p>Historical people Events Ideas Symbols Various cultures and ethnic groups</p>	<p>SS 2.4.3.aDescribe historical people, events, ideas, and symbols (including various cultures and ethnic groups) that impacted a neighborhood. Social Studies Alive! My Community - Third Edition Lesson 1 - What Is a Community? Classroom Activity - Slideshow Student Text - Explore - Cultures in Our Community Student Text - Explore - People Come to Marshall, Texas Lesson 11 - How Do Communities Change? Classroom Activity - Slideshow Student Text - 1 - Communities Change Over Time Student Text - 2 - People Move to a Community Student Text - 3 - People Move Away from a Community Student Text - Introduction Student Text - Summary Lesson 12 - How Did One Community Change? Classroom Activity - Slideshow Student Text - Introduction Lesson 16 - What Do Communities Share? Classroom Activity - Slideshow Student Text - 8 - Communities Share Our Country's History Lesson 2 - How Are Communities Different? Student Text - Explore - It Happened in Our Town . . . or Did It? Student Text - Literature - Different Times, Different Rules Student Text - Summary Lesson Unit - History Unit Project - Social Studies Stories - Instant Suburbs Unit Project - Social Studies Stories - One Community's History</p>	<p>culture, language, tradition, artifact, festival, custom, holiday, hero, veteran, landmark, ruins, folk tale, tall tale, history, monument, explorer, settler, immigrant, pioneer, ancient, invention, civil rights, innovator</p>	<p>classroom observation, informal assessment including class discussion, work samples, interactive activities and student check-ins</p>

NEIGHBORHOOD			Unit	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard	Unwrap			
	<p><b>Historical Inquiry and Research. SS 2.4.4</b> Develop historical inquiry and research skills.</p>	<p>Skills: Developing historical inquiry and research skills Knowledge: Understanding how to conduct historical research Concepts: Inquiry process in history, researching historical events</p>	<p>SS 2.4.4Develop historical inquiry and research skills.</p>	<p>culture, language, tradition, artifact, festival, custom, holiday, hero, veteran, landmark, ruins, folk tale, tall tale, history, monument, explorer, settler, immigrant, pioneer, ancient, invention, civil rights, innovator</p>	<p>classroom observation, informal assessment including class discussion, work samples, interactive activities and student check-ins</p>
	<p><b>SS 2.4.4.a Construct and answer questions about neighborhood history. For example: What parks or community buildings are there? When were they built?</b></p>	<p>Constructing questions Answering questions Neighborhood history</p>	<p>SS 2.4.4.aConstruct and answer questions about neighborhood history. Social Studies Alive! My Community - Third Edition Lesson 1 - What Is a Community? Classroom Activity - Slideshow Student Text - Explore - People Come to Marshall, Texas Lesson 11 - How Do Communities Change? Classroom Activity - Slideshow Student Text - 1 - Communities Change Over Time Student Text - 2 - People Move to a Community Student Text - 3 - People Move Away from a Community Student Text - Introduction Student Text - Summary Lesson 12 - How Did One Community Change? Classroom Activity - Slideshow Student Text - Introduction Lesson 16 - What Do Communities Share? Classroom Activity - Slideshow Student Text - 8 - Communities Share Our Country's History Lesson 2 - How Are Communities Different? Student Text - Explore - It Happened in Our Town . . . or Did It? Student Text - Literature - Different Times, Different Rules Student Text - Summary Lesson Unit - History Unit Project - Social Studies Stories - Instant Suburbs Unit Project - Social Studies Stories - One Community's History</p>	<p>culture, language, tradition, artifact, festival, custom, holiday, hero, veteran, landmark, ruins, folk tale, t all tale, history, monument, explorer, settler, immigrant, pioneer, ancient, invention, civil rights, innovator</p>	<p>classroom observation, informal assessment including class discussion, work samples, interactive activities and student check-ins</p>

NEIGHBORHOOD			Unit	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard	Unwrap			
	<p><b>SS 2.4.4.b</b> Identify, obtain, and cite appropriate primary and secondary sources for research.  <i>For example: identifying titles and authors of texts where students located information</i></p>	<p>Identify appropriate primary sources for research.            Obtain primary and secondary sources for research.            Cite primary and secondary sources in their research</p>	<p>SS 2.4.4.b Identify, obtain, and cite appropriate primary and secondary sources for research.            Social Studies Alive! My Community - Third Edition            Lesson 1 - What Is a Community?            Student Text - Explore - Library and Information Literacy            Lesson 11 - How Do Communities Change?            Student Text - Primary Source - Rosa Parks Breaks a Law and Changes the Country            Lesson 12 - How Did One Community Change?            Classroom Activity - Slideshow            Student Text - 3 - Studying Primary Sources            Lesson 13 - How Can One Person Make a Difference?            Student Text - Primary Source - Johnny Appleseed: Was He Real?            Student Text - Primary Source - Remarks to Marie Curie by President Harding            Lesson 15 - What Does a Good Citizen Do?            Student Text - Primary Source - Lincoln's First Inaugural Address            Student Text - Primary Source - Song About Lincoln and Douglas            Lesson 6 - How Are Goods Made and Brought to Us?            Student Text - Primary Source - Working in a Factory in Lowell, Massachusetts</p>	<p>culture, language, tradition, artifact, festival, custom, holiday, hero, veteran, landmark, ruins, folk tale, history, monument, explorer, settler, immigrant, pioneer, ancient, invention, civil rights, innovator</p>	<p>classroom observation, informal assessment including class discussion, work samples, interactive activities and student check-ins</p>

NEIGHBORHOOD		Unit	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard			
		Lesson Biographies Adams, Abigail (1744–1818) Adams, Samuel (1722–1803) Addams, Jane (1860–1935) Anderson, Marian (1897–1993) Ansari, Anousheh (1966–) Anthony, Susan B. (1820–1906) Armistead Lafayette, James (1748–1830) Atahualpa (about 1502–1533) Banneker, Benjamin (1731–1806) Barton, Clara (1821–1912) Bhutto, Benazir (1953–2007) Caesar, Julius (about 100–44 B.C.E.) Carson, Rachel (1907–1964) Carver, George Washington (about 1861–1943) Chu, Steven (1948–) Chávez, César (1927–1993) Cobb, Jewel Plummer (1924–2017) Coleman, Bessie (1892–1926) Curie, Marie (1867–1934) Darwin, Charles (1809–1882) Douglass, Frederick (about 1818–1895) Du Bois, W. E. B. (1868–1963) Earhart, Amelia (1897–1937) Edison, Thomas Alva (1847–1931) Einstein, Albert (1879–1955) Escalante, Jaime (1930–2010) Franklin, Benjamin (1706–1790) Galilei, Galileo (1564–1642) Garcia, Hector P. (1914–1996) Goodall, Jane (1934–) Hammurabi (ruled 1792–1750 B.C.E.) Hawking, Stephen (1942–2018) Hays, Mary Ludwig (1754–1832) Heumann, Judy (1947–2023) Hubble, Edwin (1889–1953) Huerta, Dolores (1930–) Itliong, Larry (1913–1977) Johnson, Katherine (1918–2020) Keller, Helen (1880–1968) Lincoln, Abraham (1809–1865) Mandela, Nelson (1918–2013) Marshall, Thurgood (1908–1993) Martinez, Bob (1934–) Massasoit (about 1580–1660) Molina, Mario J. (1943–2020) Montezuma (1466–1520) Muir, John (1838–1914) Newton, Isaac (1642–1727) Osceola, Chief (about 1804–1838) Parks, Rosa (1913–2005) Ride, Sally (1951–2012) Robinson, Jackie (1919–1972) Rudolph, Wilma (1940–1994) Saund, Dalip Singh (1899–1973) Schneiderman, Rose (1882–1972) Sina, Ibn (980–1037)	culture, language, tradition, artifact, festival, custom, holiday, hero, veteran,	classroom observation, informal



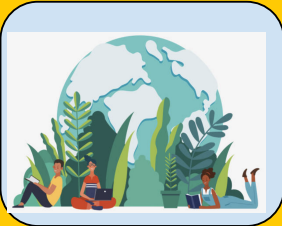



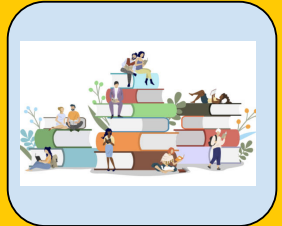
# Curriculum Storyboards:

Focus

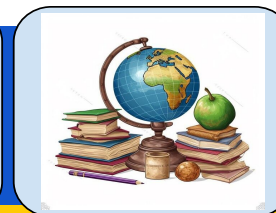
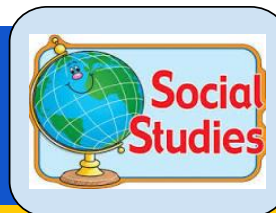
Our Community and Beyond

## Social Studies

3rd Grade

Quarter 1   3 Weeks	Quarter 1   2 Weeks	Quarter 2   2 Weeks	Quarter 2   3 Weeks	Quarter 3   3 Weeks
Unit 1:A Geography	Unit 1:B Geography	Unit 2:A History	Unit 2:B History	Unit 3:A Economics
Lesson 1 and 2	Lesson 3 and 4	Lesson 5 and 6	Lesson 7 and 8	Lesson 9 and 10
				
<b>The Focus of the Story:</b>	<b>The Focus of the Story:</b>	<b>The Focus of the Story:</b>	<b>The Focus of the Story:</b>	<b>The Focus of the Story:</b>
<p>In this lesson, students will learn to locate key geographic features on a map of Earth, including the equator, the prime meridian, the four hemispheres, the five oceans, and the seven continents. They will then move on to identifying countries on a map of North America, enhancing their understanding of our continent's geography. Additionally, students will focus on identifying states and communities on a map of the southeastern United States. This comprehensive approach will provide students with a solid foundation in geography, helping them better understand the world and their place within it.</p>	<p>In this lesson, students will learn to identify and describe the physical features, climate, and natural resources of various geographic areas, including their local community. They will compare and contrast different regions in terms of their geographic characteristics. Additionally, students will use map tools such as scale, grid, key (legend), symbols, title, and compass rose. This comprehensive approach will enhance students' understanding of geography and improve their map-reading skills.</p>	<p>In this lesson, students will learn to analyze why and how people immigrate to the United States. They will compare the benefits and drawbacks of immigrating to the United States. Additionally, students will draw conclusions from primary and secondary sources. This comprehensive approach will provide students with a nuanced understanding of immigration and enhance their critical thinking skills through the analysis of diverse sources.</p>	<p>In this lesson, students will learn to identify how six individuals solved problems to improve the lives of people in their own community and in communities around the country. They will explain why all individuals share a responsibility for making their community a better place to live. Additionally, students will research and describe the contributions of someone who has improved life in the local community. This comprehensive approach will inspire students to recognize the importance of community involvement and the impact of individual contributions on society.</p>	<p>In this lesson, students will learn how goods and services are bought and sold in the market. They will explore how scarcity forces people to make decisions, understanding that every choice has both benefits and costs. Additionally, students will describe the free market economy of the United States. This approach will help students grasp key economic concepts and understand how economic systems impact daily life.</p>

<p>Furthermore, students will learn to identify cardinal and intermediate directions and use a compass rose. They will apply their map skills to locate communities on a map, determine directions, and measure distances between various locations. Additionally, students will single out a landmark for which their community is known and commemorate it with a drawing. This comprehensive approach will enhance students' navigational abilities and deepen their appreciation for their local environment.</p>	<p>Furthermore, students will learn to identify and describe the diverse environments of North America that were home to a variety of Native American groups. They will discuss the ways in which physical geography, including climate, influenced how Native Americans adapted to their natural environment. Additionally, students will describe the identities, religious beliefs, customs, and various folklore traditions of Native American groups. This comprehensive approach will deepen students' understanding of Native American cultures and the significance of their relationship with the land.</p>	<p>Furthermore, students will learn to identify specific examples of cultural diversity. They will also identify the cultural contributions of diverse groups to our communities. This comprehensive approach will help students appreciate the richness of cultural diversity and understand the significant impact that various groups have on shaping our communities.</p>	<p>Furthermore, students will learn to identify the locations of continents and countries around the world. They will analyze cultural artifacts to understand what these items reveal about different ways of life. Additionally, students will compare and contrast various ways of life to gain a deeper appreciation of cultural diversity. This comprehensive approach will enhance students' global awareness and critical thinking skills.</p>	<p>Furthermore, students will learn about the interests of buyers and sellers in a market, particularly with respect to price. They will explore how supply and demand affect prices and predict how changes in supply or demand might impact pricing. Additionally, students will analyze reasons for high and low prices of goods and services in their local community. This comprehensive approach will help students understand key economic principles and how they apply to real-world situations.</p>
<b>Learning Goals/ Standards:</b>	<b>Learning Goals/ Standards:</b>	<b>Learning Goals/ Standards:</b>	<b>Learning Goals/ Standards:</b>	<b>Learning Goals/ Standards:</b>
SS 3.3.1.e Identify the continents, oceans, and hemispheres.	SS 3.3.2.a Identify and differentiate between physical and human features of neighborhoods and communities.	SS 3.1.2.c Communicate the background of national holidays or historical events, their significance and how they are recognized in the local community.	SS 3.1.1.c Investigate and summarize the roles that leaders and other citizens serve in local communities.	SS 3.2.1.a Identify goods and services funded through state or local taxes.
SS 3.3.1.a Identify and apply map elements.	SS 3.3.1.c Determine why things are located where they are in the community.	SS 3.3.3.4.a Compare and contrast cultural traits within a community.	SS 3.1.2.a Identify and model rights and responsibilities of citizens at the community level.	SS 3.2.2 evaluate choices and consequences for spending and saving.
SS 3.3.1.d Locate specific places on maps and globes.	SS 3.3.2.b Compare and contrast local places and regions with other places and regions.	SS 3.4.2.a Describe the role of diverse groups of people, events and ideas in the development of a community.	SS 3.3.4 Compare and contrast the characteristics of local cultures.	SS 3.2.3.a Indicate various markets where buyers and sellers meet.
SS 3.3.1.b Use a map to identify location and distribution of physical and human features.	SS 3.3.3.a Describe how the environment influences human activities and how humans alter the environments to suit their needs.		SS 3.4.3.b Identify how decisions affected events in a community.	SS 3.2.4 Describe how the local community trades with other communities.



Quarter 3- 2 Weeks

Unit 3B Economics  
Lesson 11 and 12

Quarter 4 | 2 weeks

Unit 4:A Civics  
Lesson 13 and 14

Quarter 4 | 2 3 weeks

Unit 4:B Civics  
Lesson 15 and 16

Quarter 4 | 3 Weeks

Quarter 4 | 6 Weeks

The Focus of the Story:	Focus of the story	Focus of the story	Focus of the story	focus of the story
<p>In this lesson, students will learn why and how people save money. They will analyze various financial situations and debate the best course of action for managing finances. Additionally, students will practice deciding how to allocate money to different budget categories. This approach will help students develop practical financial skills and make informed decisions about managing money.</p>	<p>In this lesson, students will distinguish between public and private services, learning how they differ and their roles in the community. They will analyze images related to various public services to understand their functions and importance. Additionally, students will evaluate the relative importance of different public services. They will also use bar graphs and pictographs to represent numerical data, helping them develop skills in data visualization. This approach will enhance students understanding of community services and improve their ability to interpret and present data.</p>	<p>In this lesson, students will learn four ways people can have a voice in their community, such as voting, attending town meetings, participating in community groups, and engaging in public discussions. They will evaluate arguments for opposing positions on an issue to develop critical thinking skills and understand different perspectives. Additionally, students will describe a step-by-step process for preparing to vote responsibly in an election, which will help them become informed and engaged citizens.</p>		
<p>In this lesson, students will analyze a simulated pattern of global trade to understand how goods move around the world. They will explore different perspectives on global trade and identify products sold in their local community that are part of this global network. Additionally, students will annotate world maps with examples of trade to visualize these concepts. This engaging approach will help students grasp the complexities of global trade and its impact on local communities.</p>	<p>In this lesson, students will identify the three main levels of government in the United States—local, state, and federal—and learn about the basic law, the Constitution, that all levels must obey. They will also describe the main responsibilities of individuals at each level of government. This approach will help students understand how government functions and the roles and duties of government officials at different levels.</p>	<p>In this lesson, students will identify specific ways of showing public virtue, such as volunteering, being respectful, and actively participating in community activities. They will develop a detailed proposal for a community project aimed at making a positive impact on the world around them. Additionally, students will evaluate and compare different ideas for community projects to choose the most effective and impactful one. This approach will help students understand the value of civic responsibility and foster their ability to contribute meaningfully to their community.</p>		
<p><b>Learning Goals/ Standards:</b> SS 3.2.2 evaluate choices and consequences for spending and saving.</p>				
<p>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><b>Learning Goals/ Standards:      Learning Goals/ Standards:      Learning Goals/ Standards:      Learning Goals/ Standards:</b></p>			
<p>SS 3.2.4.a Identify local goods and services that could be traded with people everywhere.</p>	<p>SS 3.1.1.c Investigate and summarize the roles that leaders and other citizens serve in local communities</p>	<p>SS 3.1.2.e Engage in discourse that demonstrates respect and consideration of multiple points of view.</p>		
<p>SS 3.2.4 Describe how the local community trades with other communities.</p>	<p>SS 3.1.1.a Compare and contrast the structure and function of roles commonly found in local governments.</p>	<p>SS 3.1.2.d Identify and engage in opportunities to serve the local community.</p>		
	<p>SS 3.1.1 Analyze the structure and function of local governments</p>	<p>SS 3.1.1.c Investigate and summarize the roles that leaders and other citizens serve in local communities.</p>		

		SS 3.1.2.f Describe the decisions of local leaders and how they affect public policy.	SS 3.1.2.d Identify and engage in opportunities to serve the local community.			
			SS 3.1.2.a Identify and model rights and responsibilities of citizens at the community level.			

COMMUNITY		Unit	Vocabulary	Assessment/Benchmark/Activity	
Strand	State Standard				Unwrap
	<b>Forms and Functions of Government.</b> <b>SS 3.1.1</b> Analyze the structure and fuction of local governments	Structure of local governments Function of local governments	SS 3.1.1 Analyze the structure and function of local governments.	Mayor, council,governor, census, legislative, executive, judicial, Congress, Bill, veto, Cabinet, democracy, liberty	show what you know, unit assessments and informal assessments: class discussion, work samples, interactive activities, etc.
	<b>SS 3.1.1.a</b> Compare and contrast the structure and function of roles commonly found in local governments. <i>For example: mayor, city manager, city council, village board, tribal council.</i>	Structure and function of roles in local governments (mayor, city manager, city council, village board, tribal council)	SS 3.1.1.a Compare and contrast the structure and function of roles commonly found in local governments. Social Studies Alive! Our Community and Beyond - Third Edition Lesson - Government in the United States Student Text - Introduction Student Text - Section 1 - Local Government Student Text - Summary Lesson - Providing Public Services Student Text - Study Your Community - How Do Service Organizations Help Our Community? Lesson 14 - Government in the United States Classroom Activity - Slideshow	Mayor, council,governor, census, legislative, executive, judicial, Congress, Bill, veto, Cabinet, democracy, liberty	
	<b>SS 3.1.1.b</b> Communicate how and why a community creates laws. <i>For example: civil discourse, active participation, apply knowledge to address meaningful issues within our society</i>	Community rules and expectations, Importance of laws in maintaining order and safety	SS 3.1.1.b Communicate how and why a community creates laws. Social Studies Alive! Our Community and Beyond - Third Edition Lesson - Making Communities Better Student Text - Section 1 - Good Citizens Help Their Community Student Text - Section 7 - Billy Frank Jr. Helps Native Americans Lesson - Providing Public Services Student Text - Section 1 - Why We Form Communities Lesson Unit - Civics Unit Project - Social Studies Stories - The Constitution Protects Our Rights	community, location, natural resource, region, diverse, culture	

COMMUNITY		Unit	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard			
		<p>SS 3.1.1.c Investigate and summarize the roles that leaders and other citizens serve in local communities. Social Studies Alive! Our Community and Beyond - Third Edition Lesson - Citizenship and Participation Student Text - Introduction Student Text - Section 1 - People Choose Our Leaders Student Text - Section 2 - Going to Public Meetings Student Text - Section 4 - Supporting a Candidate Student Text - Study Your Community - How Can We Take a Stand in Our Community? Student Text - Summary Lesson - Government in the United States Student Text - Introduction Student Text - Section 1 - Local Government Student Text - Summary Lesson - Making Communities Better Student Text - Introduction Student Text - Section 1 - Good Citizens Help Their Community Student Text - Summary Lesson - Making a Difference in the World Student Text - Section 6 - Share with Other People Student Text - Section 7 - Lend a Helping Hand Student Text - Section 9 - Help Make Changes to Improve the World Student Text - Study Your Community - How Does Our Community Help the World Around Us? Lesson - Providing Public Services Student Text - Section 1 - Why We Form Communities Student Text - Section 3 - Police Student Text - Section 6 - Firefighting Lesson 13 - Providing Public Services Classroom Activity - Slideshow Lesson 15 - Citizenship and Participation Classroom Activity - Slideshow Lesson 16 - Making a Difference in the World Classroom Activity - Slideshow Lesson 7 - Making Communities Better Classroom Activity - Slideshow Lesson Biographies King Jr., Martin Luther (1929–1968) Lesson Unit - Civics Unit Project - Social Studies Stories - Helping a Community in Need Unit Project - Social Studies Stories - Making Your Voice Count Unit Project - Unit Inquiry Project: Civics</p>	<p>community, location, natural resource, region, diverse, culture</p>	
	<p><b>SS 3.1.1.c</b> Investigate and summarize the roles that leaders and other citizens serve in local communities. For example: city council, mayor, city manager, village clerk, county commissioner, sheriff's office, school board, neighborhood associations, PTA, tribal council</p>	<p>Investigate roles of leaders and citizens, summarize findings, local communities</p>		

COMMUNITY		Unit	Vocabulary	Assessment/Benchmark/Activity	
Strand	State Standard				Unwrap
	<p><b>SS 3.1.1.d</b> Justify the importance of roles that leaders and citizens serve in local government. <i>For example: creation of local laws, safety, transportation (roads department) economic development, management of public funds, enforcement of laws.</i></p>	<p>Roles of leaders in local government, Roles of citizens in local government, Importance of these roles</p>	<p>SS 3.1.1.d Justify the importance of roles that leaders and citizens serve in local government. Social Studies Alive! Our Community and Beyond - Third Edition                      Lesson - Citizenship and Participation                      Student Text - Introduction                      Student Text - Section 1 - People Choose Our Leaders                      Student Text - Section 2 - Going to Public Meetings                      Student Text - Section 4 - Supporting a Candidate                      Student Text - Study Your Community - How Can We Take a Stand in Our Community?                      Student Text - Summary                      Lesson - Government in the United States                      Student Text - Introduction                      Student Text - Section 1 - Local Government                      Student Text - Summary                      Lesson - Making Communities Better                      Student Text - Introduction                      Student Text - Section 1 - Good Citizens Help Their Community                      Student Text - Summary                      Lesson - Making a Difference in the World                      Student Text - Section 6 - Share with Other People                      Student Text - Section 7 - Lend a Helping Hand                      Student Text - Section 9 - Help Make Changes to Improve the World                      Student Text - Study Your Community - How Does Our Community Help the World Around Us?                      Lesson - Providing Public Services                      Student Text - Section 1 - Why We Form Communities                      Student Text - Section 3 - Police                      Student Text - Section 6 - Firefighting                      Lesson 13 - Providing Public Services                      Classroom Activity - Slideshow                      Lesson 15 - Citizenship and Participation                      Classroom Activity - Slideshow                      Lesson 16 - Making a Difference in the World                      Classroom Activity - Slideshow                      Lesson 7 - Making Communities Better                      Classroom Activity - Slideshow                      Lesson Biographies                      King Jr., Martin Luther (1929–1968)                      Lesson Unit - Civics                      Unit Project - Social Studies Stories - Helping a Community in Need                      Unit Project - Social Studies Stories - Making Your Voice Count                      Unit Project - Unit Inquiry Project: Civics</p>	<p>Mayor, council, governor, census, legislative, executive, judicial, Congress, Bill, democracy, liberty</p>	
	<p><b>Civic Participation</b>  <b>SS 3.1.2</b> Describe the impact of individual and groups decisions at the community level.</p>	<p>Impact of individual decisions                      Impact of group decisions                      Community level</p>	<p>SS 3.1.2 Describe the impact of individual and group decisions at the community level.</p>	<p>Mayor, council, governor, census, legislative, executive, judicial, Congress, Bill, democracy, liberty</p>	<p>show what you know, unit assessments and informal assessments: class discussion, work samples, interactive activities, etc.</p>

COMMUNITY		Unit	Vocabulary	Assessment/Benchmark/Activity	
Strand	State Standard				Unwrap
	<p><b>SS 3.1.2.a</b> Identify and model rights and responsibilities of citizens at the community level. <i>For example: voting, public service, service learning projects</i></p>	<p>rights and responsibilities of citizens, community level</p>	<p>SS 3.1.2.a identify and model rights and responsibilities of citizens at the community level. Social Studies Alive! Our Community and Beyond - Third Edition            Lesson - Citizenship and Participation            Student Text - Introduction            Student Text - Section 1 - People Choose Our Leaders            Student Text - Section 2 - Going to Public Meetings            Student Text - Section 3 - Taking Part in Peaceful Demonstrations            Student Text - Section 4 - Supporting a Candidate            Student Text - Section 5 - Voting            Student Text - Study Your Community - How Can We Take a Stand in Our Community?            Student Text - Summary            Lesson - Government in the United States            Student Text - Section 1 - Local Government            Lesson - Making Communities Better            Student Text - Introduction            Student Text - Section 1 - Good Citizens Help Their Community            Student Text - Summary            Lesson - Making a Difference in the World            Student Text - Section 6 - Share with Other People            Student Text - Section 7 - Lend a Helping Hand            Student Text - Section 9 - Help Make Changes to Improve the World            Student Text - Study Your Community - How Does Our Community Help the World Around Us?            Lesson 15 - Citizenship and Participation            Classroom Activity - Slideshow            Lesson 16 - Making a Difference in the World            Classroom Activity - Slideshow            Lesson 7 - Making Communities Better            Classroom Activity - Slideshow            Lesson Biographies            King Jr., Martin Luther (1929–1968)            Lesson Unit - Civics            Unit Project - Social Studies Stories - Helping a Community in Need            Unit Project - Social Studies Stories - Making Your Voice Count            Unit Project - Unit Inquiry Project: Civics</p>	<p>Mayor, council, governor, census, legislative, executive, judicial, Congress, Bill, democracy, liberty</p>	

		COMMUNITY				
Strand	State Standard	Unwrap	Unit	Vocabulary	Assessment/Benchmark/Activity	
	<p><b>SS 3.1.2.b</b> Explain how patriotic symbols, songs, actions, celebrations, and holidays are recognized in local communities. <i>For example: flag etiquette, bald eagle, Pledge of Allegiance, national holidays</i></p>	Patriotic symbols, songs, actions, celebrations, holidays	<p>SS 3.1.2.b Explain how patriotic symbols, songs, actions, celebrations, and holidays are recognized in local communities. Social Studies Alive! Our Community and Beyond - Third Edition                      Lesson - Finding Places in the United States                      Student Text - Introduction                      Student Text - Section 3 - The Statue of Liberty                      Student Text - Summary                      Lesson - Settling in the United States                      Student Text - Explore - Becoming a Citizen                      Student Text - Explore - Coming to America                      Lesson Unit - Civics                      Unit Project - Social Studies Stories - Eagles, Flags, and Midnight Parades</p>	<p>deed, amendment, volunteer, suffrage, civil rights, segregate, union, strike, boycott, diversity,</p>		
	<p><b>SS 3.1.2.c</b> Communicate the background of national holidays or historical events, their significance and how they are recognized in the local community. <i>For example: George Washington's Birthday, Abraham Lincoln's Birthday, Presidents Day, Dr Martin Luther King Jr day, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, Thanksgiving Day, Patriot's Day (Recognition of 9/11)</i></p>	Local community, significance of holidays/events	<p>SS 3.1.2.c Communicate the background of national holidays or historical events, their significance, and how they are recognized in the local community. Social Studies Alive! Our Community and Beyond - Third Edition                      Lesson - Citizenship and Participation                      Student Text - Explore - Celebrating Holidays                      Lesson - Diversity in the United States                      Student Text - Explore - Juneteenth                      Student Text - Introduction                      Student Text - Section 1 - Our Community Shares Different Cultures                      Student Text - Section 4 - Our Community Shares Different Holidays                      Student Text - Summary                      Lesson - Settling in the United States                      Student Text - Explore - Becoming a Citizen                      Lesson 6 - Diversity in the United States                      Classroom Activity - Slideshow                      Lesson Biographies                      King Jr., Martin Luther (1929–1968)                      Lesson Unit - Civics                      Unit Project - Social Studies Stories - Eagles, Flags, and Midnight Parades                      Lesson Unit - History                      Unit Project - Unit Inquiry Project: History</p>	<p>deed, amendment, volunteer, suffrage, civil rights, segregate, union, strike, boycott, diversity,</p>		

		COMMUNITY			
Strand	State Standard	Unwrap	Unit	Vocabulary	Assessment/Benchmark/Activity
Civics	<p><b>SS 3.1.2.d</b> Identify and engage in opportunities to serve the local community. <i>For example: volunteerism, service learning, participation in community clubs and organizations.</i></p>	<p>identifying community service opportunities, engaging in community service.</p>	<p>SS 3.1.2.d Identify and engage in opportunities to serve the local community.            Social Studies Alive! Our Community and Beyond - Third Edition            Lesson - Citizenship and Participation            Student Text - Section 2 - Going to Public Meetings            Student Text - Section 4 - Supporting a Candidate            Student Text - Study Your Community - How Can We Take a Stand in Our Community?            Lesson - Government in the United States            Student Text - Section 1 - Local Government            Lesson - Making Communities Better            Student Text - Introduction            Student Text - Section 1 - Good Citizens Help Their Community            Student Text - Summary            Lesson - Making a Difference in the World            Student Text - Section 6 - Share with Other People            Student Text - Section 7 - Lend a Helping Hand            Student Text - Section 9 - Help Make Changes to Improve the World            Student Text - Study Your Community - How Does Our Community Help the World Around Us?            Lesson 15 - Citizenship and Participation            Classroom Activity - Slideshow            Lesson 16 - Making a Difference in the World            Classroom Activity - Slideshow            Lesson 7 - Making Communities Better            Classroom Activity - Slideshow            Lesson Biographies            King Jr., Martin Luther (1929–1968)            Lesson Unit - Civics            Unit Project - Social Studies Stories - Helping a Community in Need            Unit Project - Social Studies Stories - Making Your Voice Count            Unit Project - Unit Inquiry Project: Civics</p>	<p>Mayor, council, governor, census, legislative, executive, judicial, Congress, Bill, democracy, liberty</p>	
	<p><b>SS 3.1.2.e</b> Engage in discourse that demonstrates respect and consideration of multiple points of view. <i>For example: class meetings, observe a city council meeting, schools board meeting, class debate</i></p>	<p>Engage in discourse, Demonstrate respect, Consider multiple points of view</p>	<p>SS 3.1.2.e Engage in discourse that demonstrates respect and consideration of multiple points of view.            Social Studies Alive! Our Community and Beyond - Third Edition            Lesson - Citizenship and Participation            Student Text - Introduction            Student Text - Section 2 - Going to Public Meetings            Student Text - Summary            Lesson - Making a Difference in the World            Student Text - Introduction            Student Text - Section 9 - Help Make Changes to Improve the World            Student Text - Summary            Lesson 12 - The United States and Global Trade            Classroom Activity - Slideshow</p>	<p>democracy, mayor, council, governor, census</p>	

COMMUNITY		Unit	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard			
	<p><b>SS 3.1.2.f</b> Describe the decisions of local leaders and how they affect public policy. <i>For example: recycling/trash hauling plan, chity snow removal, disaster relief</i></p>	<p>Impact of local leaders on public policy</p>	<p>SS 3.1.2.f Describe the decisions of local leaders and how they affect public policy. Social Studies Alive! Our Community and Beyond - Third Edition Lesson - Government in the United States Student Text - Introduction Student Text - Section 1 - Local Government Student Text - Summary</p>	<p>democracy, mayor, council, governor, census</p>
	<p><b>Economic Decision Making</b> <b>SS 3.2.1</b> Explain that people choose and decide what services they ask their local and state government to provide and pay for.</p>	<p>Decision-making in selecting and funding government services.</p>	<p>SS 3.2.1 Explain that people choose and decide what services they ask their local and state government to provide and pay for.</p>	<p>needs, wants, scarcity, abundance, opportunity cost, value, goods , service, producer, profit, import, export, barter, trade, human resource, capital resource, supply, demand, free market</p> <p>show what you know, unit assessments and informal assessments: class discussion, work samples, interactive activities, etc.</p>
	<p><b>SS 3.2.1.a</b> Identify goods and services funded through state or laocal taxes. <i>For example: snow removal, waste management, law enforcement</i></p>	<p>Identifying goods and services funded through state or local taxes</p>	<p>SS 3.2.1.a Identify goods and services funded through state or local taxes. Social Studies Alive! Our Community and Beyond - Third Edition Lesson - Providing Public Services Student Text - Introduction Student Text - Section 1 - Why We Form Communities Student Text - Section 2 - Paying for Public Services Student Text - Section 3 - Police Student Text - Section 4 - Health Care Student Text - Section 5 - Public Schools Student Text - Section 6 - Firefighting Student Text - Section 7 - Public Transportation Student Text - Section 8 - Public Parks Student Text - Study Your Community - How Do Service Organizations Help Our Community? Student Text - Summary Lesson 13 - Providing Public Services Classroom Activity - Slideshow Lesson 14 - Government in the United States Classroom Activity - Slideshow</p>	<p>needs, wants, scarcity, abundance, opportunity cost, value, goods , service, producer, profit, import, export, barter, trade, human resource, capital resource, supply, demand, free market</p>
	<p><b>Financial Literacy</b> <b>SS 3.2.2</b> evaluate choices and consequences for spending and saving.</p>	<p>Choices for spending and saving, Consequences of spending and saving</p>	<p>SS 3.2.2 Evaluate choices and consequences for spending and saving.</p>	<p>needs, wants, scarcity, abundance, opportunity cost, value, goods , service, producer, profit, import, export, barter, trade, human resource, capital resource, supply, demand, free market, credit, credit card, savings, bank, interest, deposit, loan, budget,</p> <p>show what you know, unit assessments and informal assessments: class discussion, work samples, interactive activities, etc.</p>

COMMUNITY		Unit	Vocabulary	Assessment/Benchmark/Activity	
Strand	State Standard				Unwrap
	<p><b>SS 3.2.2.a</b> Given a budget, make choices as to what to purchase, what to give up, and what to save.</p>	<p>Budgeting, Decision-making, Choices (purchasing, giving up, saving)</p>	<p>SS 3.2.2.a Given a budget, make choices as to what to purchase, what to give up, and what to save.                      Social Studies Alive! Our Community and Beyond - Third Edition                      Lesson - Choices in a Free Market                      Student Text - Explore - Making Economic Decisions                      Student Text - Explore - Yogi's Yogurt                      Lesson - Understanding Our Economy                      Student Text - Explore - Scarcity: Not Enough Resources                      Student Text - Introduction                      Student Text - Section 1 - We Buy and Sell Things                      Student Text - Section 3 - The Things We Buy Are Scarce                      Student Text - Section 4 - There Are Costs and Benefits to What We Buy                      Student Text - Section 5 - The Free Market Economy                      Student Text - Summary                      Lesson - Using Money Wisely                      Student Text - Explore - Making a Budget                      Student Text - Explore - Understanding Money                      Student Text - Introduction                      Student Text - Summary                      Lesson 10 - Choices in a Free Market                      Classroom Activity - Slideshow                      Lesson 11 - Using Money Wisely                      Classroom Activity - Slideshow                      Lesson Unit - Economics                      Unit Project - Social Studies Stories - Creating a Budget                      Unit Project - Unit Inquiry Project: Economics</p>	<p>needs, wants, scarcity, abundance, opportunity cost, value, goods , service, producer, profit, import, export, barter, trade, human resource, capital resource, supply, demand, free market, credit, credit card, savings, bank, interest, deposit, loan, budget,</p>	
	<p><b>Exchange and Markets</b>  <b>SS 3.2.3</b> Explain that markets are places where buyers and sellers exchange goods and services.</p>	<p>Market as a place of exchange, Goods and services, Buyers and sellers</p>	<p>SS 3.2.3 Explain that markets are places where buyers and sellers exchange goods and services.</p>	<p>needs, wants, scarcity, abundance, opportunity cost, value, goods , service, producer, profit, import, export, barter, trade, human resource, capital resource, supply, demand, free market, credit, credit card, savings, bank, interest, deposit, loan, budget,</p>	<p>show what you know, unit assessments and informal assessments: class discussion, work samples, interactive activities, etc.</p>
	<p><b>SS 3.2.3.a</b> Indicate various markets where buers and sellers meet. <i>For example: grocery store, buy things online, mall, fast food places</i></p>	<p>Markets, Buyers and sellers</p>	<p>SS 3.2.3.a Indicate various markets where buyers and sellers meet.                      Social Studies Alive! Our Community and Beyond - Third Edition                      Lesson - Choices in a Free Market                      Student Text - Introduction                      Student Text - Summary                      Lesson - Understanding Our Economy                      Student Text - Introduction                      Student Text - Section 1 - We Buy and Sell Things                      Student Text - Summary                      Lesson 10 - Choices in a Free Market                      Classroom Activity - Slideshow                      Lesson 9 - Understanding Our Economy                      Classroom Activity - Slideshow</p>	<p>needs, wants, scarcity, abundance, opportunity cost, value, goods , service, producer, profit, import, export, barter, trade, human resource, capital resource, supply, demand, free market, credit, credit card, savings, bank, interest, deposit, loan, budget,</p>	

Strand	COMMUNITY		Unit	Vocabulary	Assessment/Benchmark/Activity
	State Standard	Unwrap			
Economics	<b>SS 3.2.4</b> Describe how the local community trades with other communities.	Understanding of local community, Knowledge of trade, Understanding of interactions between local community and other communities	SS 3.2.4 Describe how the local community trades with other communities.	needs, wants, scarcity, abundance, opportunity cost, value, goods , service, producer, profit, import, export, barter, trade, human resource, capital resource, supply, demand, free market, credit, credit card, savings, bank, interest, deposit, loan, budget,	show what you know, unit assessments and informal assessments: class discussion, work samples, interactive activities, etc.
	<b>SS 3.2.4.a</b> Identify local goods and services that could be traded with people everywhere. <i>For example: corn, soybeans, beef, irrigation systems, dry edible beans, art, buffalo hids, fish</i>	Identifying local goods, Identifying local services, Understanding trade with people everywhere	SS 3.2.4.a Identify local goods and services that could be traded with people everywhere. Social Studies Alive! Our Community and Beyond - Third Edition Lesson - The United States and Global Trade Student Text - Introduction Student Text - Section 1 - Countries Trade What They Have for What They Want Student Text - Section 3 - Countries Trade Goods That They Make Student Text - Section 5 - Benefits and Costs of Global Trade Student Text - Summary Lesson - Understanding Our Economy Student Text - Explore - All About Money	needs, wants, scarcity, abundance, opportunity cost, value, goods , service, producer, profit, import, export, barter, trade, human resource, capital resource, supply, demand, free market, credit, credit card, savings, bank, interest, deposit, loan, budget,	
	<b>Global Economy</b> <b>SS 3.2.5</b> Not addressed at this level				
	<b>Location and Place</b> <b>SS 3.3.1</b> Explore where (spatial) and why people, places , and environments are organized in the world.	Understanding of spatial organization, Knowledge of reasons for the organization of people, places, and environments in the world	SS 3.3.1 Explore where (spatial) and why people, places, and environments are organized in the world.	rural , urban, suburban	show what you know, unit assessments and informal assessments: class discussion, work samples, interactive activities, etc.

COMMUNITY		Unit	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard			
		SS 3.3.1. identify and apply map elements. Social Studies Alive! Our Community and Beyond - Third Edition Lesson - Finding Places in the United States Student Text - Introduction Student Text - Section 1 - The 50 States Student Text - Section 2 - Mapping the United States Student Text - Section 3 - The Statue of Liberty Student Text - Section 4 - The Everglades Student Text - Section 5 - The Willis Tower Student Text - Section 6 - Mount Rushmore Student Text - Section 7 - The Grand Canyon Student Text - Section 8 - The Golden Gate Bridge Student Text - Summary Lesson - Geography and the Way We Live Student Text - Explore - Mapping Oklahoma Student Text - Explore - Using Political and Physical Maps Student Text - Introduction Student Text - Section 3 - The Geography of Roseburg, Oregon Student Text - Section 4 - The Geography of Las Cruces, New Mexico Student Text - Section 5 - The Geography of Gloucester, Massachusetts Student Text - Section 6 - The Geography of Galveston, Texas Lesson - Native Americans and Their Environments Student Text - Section 1 - Chinooks Student Text - Section 2 - Utes Student Text - Section 3 - Seminoles Student Text - Section 4 - Yaquis Student Text - Section 5 - Cherokees Student Text - Section 6 - Sioux Lesson - The United States and Global Trade Student Text - Introduction Student Text - Summary Lesson - Understanding the Geography of the World Student Text - Biography - Around the World in 90 Minutes Student Text - Explore - Into the Wilderness: Explorers and Settlers Student Text - Introduction Student Text - Section 1 - Our Community Is on Planet Earth Student Text - Section 2 - Our Community Is on a Continent Student Text - Section 3 - Our Community Is in a Country Student Text - Section 4 - Our Community Is in a State Student Text - Section 5 - Finding Communities in a State Student Text - Summary Lesson 1 - Understanding the Geography of the World Classroom Activity - Slideshow Lesson 2 - Finding Places in the United States Classroom Activity - Slideshow Lesson 3 - Geography and the Way We Live Classroom Activity - Slideshow Lesson Unit - Civics Unit 1 - Social Studies Station - Explore		

COMMUNITY		Unit	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard			
		SS 3.3.1.b Use a map to identify location and distribution of physical and human features. Social Studies Alive! Our Community and Beyond - Third Edition Lesson - Finding Places in the United States Student Text - Introduction Student Text - Section 1 - The 50 States Student Text - Section 2 - Mapping the United States Student Text - Section 3 - The Statue of Liberty Student Text - Section 4 - The Everglades Student Text - Section 5 - The Willis Tower Student Text - Section 6 - Mount Rushmore Student Text - Section 7 - The Grand Canyon Student Text - Section 8 - The Golden Gate Bridge Student Text - Summary Lesson - Geography and the Way We Live Student Text - Explore - Mapping Oklahoma Student Text - Explore - Using Political and Physical Maps Student Text - Introduction Student Text - Section 1 - What Is Geography? Student Text - Section 2 - Adapting to Geography Student Text - Section 3 - The Geography of Roseburg, Oregon Student Text - Section 4 - The Geography of Las Cruces, New Mexico Student Text - Section 5 - The Geography of Gloucester, Massachusetts Student Text - Section 6 - The Geography of Galveston, Texas Student Text - Study Your Community - How Do Natural Features and Resources Affect Our Community? Student Text - Summary Lesson - Native Americans and Their Environments Student Text - Section 1 - Chinooks Student Text - Section 2 - Utes Student Text - Section 3 - Seminoles Student Text - Section 4 - Yaquis Student Text - Section 5 - Cherokees Student Text - Section 6 - Sioux Lesson - The United States and Global Trade Student Text - Introduction Student Text - Summary Lesson - Understanding the Geography of the World Student Text - Biography - Around the World in 90 Minutes Student Text - Explore - Into the Wilderness: Explorers and Settlers Student Text - Introduction Student Text - Section 1 - Our Community Is on Planet Earth Student Text - Section 2 - Our Community Is on a Continent Student Text - Section 3 - Our Community Is in a Country Student Text - Section 4 - Our Community Is in a State Student Text - Section 5 - Finding Communities in a State Student Text - Summary Lesson 1 - Understanding the Geography of the World Classroom Activities - Click here		

		COMMUNITY			
Strand	State Standard	Unwrap	Unit	Vocabulary	Assessment/Benchmark/Activity
	<p><b>SS 3.3.1.c</b> Determine why things are located where they are in the community. <i>For example: Why are stores located on main streets? Why are schools near homes? What might be a better location for a school?</i></p>	<p>Understanding community geography, reasons for location of things in the community.</p>	<p>SS 3.3.1.c Determine why things are located where they are in the community.            Social Studies Alive! Our Community and Beyond - Third Edition            Lesson - Finding Places in the United States            Student Text - Introduction            Student Text - Section 1 - The 50 States            Student Text - Study Your Community - What Special Places Tell Our Community's Story?            Student Text - Summary            Lesson - Understanding the Geography of the World            Student Text - Section 5 - Finding Communities in a State            Student Text - Study Your Community - Where in the World Is Our Community?</p>	<p>cardinal direction, intermediate direction, symbol, relative location, absolute location</p>	

COMMUNITY		Unit	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard			
		SS 3.3.1.d.Locate specific places on maps and globes. Social Studies Alive! Our Community and Beyond - Third Edition Lesson - Finding Places in the United States Student Text - Introduction Student Text - Section 1 - The 50 States Student Text - Section 2 - Mapping the United States Student Text - Section 3 - The Statue of Liberty Student Text - Section 4 - The Everglades Student Text - Section 5 - The Willis Tower Student Text - Section 6 - Mount Rushmore Student Text - Section 7 - The Grand Canyon Student Text - Section 8 - The Golden Gate Bridge Student Text - Summary Lesson - Geography and the Way We Live Student Text - Explore - Mapping Oklahoma Student Text - Explore - Using Political and Physical Maps Student Text - Introduction Student Text - Section 3 - The Geography of Roseburg, Oregon Student Text - Section 4 - The Geography of Las Cruces, New Mexico Student Text - Section 5 - The Geography of Gloucester, Massachusetts Student Text - Section 6 - The Geography of Galveston, Texas Lesson - Native Americans and Their Environments Student Text - Section 1 - Chinooks Student Text - Section 2 - Utes Student Text - Section 3 - Seminoles Student Text - Section 4 - Yaquis Student Text - Section 5 - Cherokees Student Text - Section 6 - Sioux Lesson - The United States and Global Trade Student Text - Introduction Student Text - Summary Lesson - Understanding the Geography of the World Student Text - Biography - Around the World in 90 Minutes Student Text - Explore - Into the Wilderness: Explorers and Settlers Student Text - Introduction Student Text - Section 1 – Our Community Is on Planet Earth Student Text - Section 2 - Our Community Is on a Continent Student Text - Section 3 - Our Community Is in a Country Student Text - Section 4 - Our Community Is in a State Student Text - Section 5 - Finding Communities in a State Student Text - Summary Lesson 1 - Understanding the Geography of the World Classroom Activity - Slideshow Lesson 2 - Finding Places in the United States Classroom Activity - Slideshow Lesson 3 - Geography and the Way We Live Classroom Activity - Slideshow		

COMMUNITY		Unit	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard			
		Unwrap SS 3.3.1. Identify the continents, oceans, and hemispheres. Social Studies Alive! Our Community and Beyond - Third Edition Lesson - Finding Places in the United States Student Text - Introduction Student Text - Section 1 - The 50 States Student Text - Section 2 - Mapping the United States Student Text - Section 3 - The Statue of Liberty Student Text - Section 4 - The Everglades Student Text - Section 5 - The Willis Tower Student Text - Section 6 - Mount Rushmore Student Text - Section 7 - The Grand Canyon Student Text - Section 8 - The Golden Gate Bridge Student Text - Summary Lesson - Geography and the Way We Live Student Text - Explore - Mapping Oklahoma Student Text - Explore - Using Political and Physical Maps Student Text - Introduction Student Text - Section 3 - The Geography of Roseburg, Oregon Student Text - Section 4 - The Geography of Las Cruces, New Mexico Student Text - Section 5 - The Geography of Gloucester, Massachusetts Student Text - Section 6 - The Geography of Galveston, Texas Lesson - Native Americans and Their Environments Student Text - Section 1 - Chinooks Student Text - Section 2 - Utes Student Text - Section 3 - Seminoles Student Text - Section 4 - Yaquis Student Text - Section 5 - Cherokees Student Text - Section 6 - Sioux Lesson - The United States and Global Trade Student Text - Introduction Student Text - Summary Lesson - Understanding the Geography of the World Student Text - Biography - Around the World in 90 Minutes Student Text - Explore - Into the Wilderness: Explorers and Settlers Student Text - Introduction Student Text - Section 1 - Our Community Is on Planet Earth Student Text - Section 2 - Our Community Is on a Continent Student Text - Section 3 - Our Community Is in a Country Student Text - Section 4 - Our Community Is in a State Student Text - Section 5 - Finding Communities in a State Student Text - Summary Lesson 1 - Understanding the Geography of the World Classroom Activity - Slideshow Lesson 2 - Finding Places in the United States Classroom Activity - Slideshow Lesson 3 - Geography and the Way We Live Classroom Activity - Slideshow		

COMMUNITY		Unit	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard			
	<p><b>Regions</b>  <b>SS 3.3.2</b> Compare the characteristics of places and regions.</p>	<p>Identifying characteristics of places and regions            Comparing characteristics between different places and regions</p>	<p>continent, landform, mine, adobe</p>	<p>show what you know, unit assessments and informal assessments: class discussion, work samples, interactive activities, etc.</p>
	<p><b>SS 3.3.2.a</b> Identify and differentiate between physical and human features of neighborhoods and communities.  <i>For example: vegetation, hills, waterways, housing, streets, business/residential areas</i></p>	<p>Identifying physical features of neighborhoods and communities, Differentiating between physical and human features, Identifying human features of neighborhoods and communities</p>	<p>SS 3.3.2.a Identify and differentiate between physical and human features of neighborhoods and communities. Social Studies Alive! Our Community and Beyond - Third Edition            Lesson - Finding Places in the United States            Student Text - Introduction            Student Text - Section 1 - The 50 States            Student Text - Study Your Community - What Special Places Tell Our Community's Story?            Student Text - Summary            Lesson - Geography and the Way We Live            Student Text - Introduction            Student Text - Section 1 - What Is Geography?            Lesson - Settling in the United States            Student Text - Study Your Community - How Has Our Community Changed Over Time?            Lesson - Understanding the Geography of the World            Student Text - Section 5 - Finding Communities in a State            Student Text - Study Your Community - Where in the World Is Our Community?</p>	<p>rural, urban, suburban</p>

COMMUNITY		Unit	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard			
	<p><b>SS 3.3.2.b</b> Compare and contrast local places and regions with other places and regions. <i>For example: prairie and forests, local community with another community, life on and off a reservation, products from Nebraska and another state, crops grown in Nebraska and another state.</i></p>	<p>Comparison and contrast of local places and regions with other places and regions.</p>	<p>continent, landform, mine, adobe</p>	
	<p><b>SS 3.3.2.c</b> Explain how and why places and regions change over time. <i>For example: population growth (more housing, schools) demolition/renovation of old/unsafe structures, flood control measures.</i></p>	<p>Understanding of how places and regions change over time Explanation of reasons behind these changes</p>	<p>continent, landform, mine, adobe</p>	
	<p><b>Human-Environment Interaction</b> <b>SS 3.3.3</b> Explain relationships between humans and the physical environment</p>	<p>Understanding relationships between humans and the physical environment.</p>	<p>continent, landform, mine, adobe</p>	<p>show what you know, unit assessments and informal assessments: class discussion, work samples, interactive activities, etc.</p>

Strand	COMMUNITY		Unit	Vocabulary	Assessment/Benchmark/Activity
	State Standard	Unwrap			
	<p><b>SS 3.3.3.a</b> Describe how the environment influences human activities and how humans alter the environments to suit their needs. <i>For example: climate, water cycle, soil fertility impact agricultural productions, usage of land and energy- land formation impacts transportation and communication, agriculture, transportation, industry, use of natural resources, regulations/practices to protect the environment.</i></p>	<p>Understanding the influence of the environment on human activities Recognizing how humans modify the environment to meet their needs</p>	<p>SS 3.3.3.a Describe how the environment influences human activities and how humans alter the environment to suit their needs. Social Studies Alive! Our Community and Beyond - Third Edition Lesson - Cultures Around the World Student Text - Explore - Living on Earth Lesson - Geography and the Way We Live Student Text - Section 2 - Adapting to Geography Student Text - Study Your Community - How Do Natural Features and Resources Affect Our Community? Student Text - Summary Lesson - Making Communities Better Student Text - Study Your Community - How Have People in Our Community Used the Land Over Time? Lesson - Making a Difference in the World Student Text - Explore - Changing Oklahoma's Environment Student Text - Explore - Improving Air Pollution Student Text - Explore - Keeping Schools Safe from Toxic Waste Student Text - Explore - Preventing Oil Spills Student Text - Explore - Saving Our Earth Student Text - Introduction Student Text - Section 1 - Help Fight Air Pollution Student Text - Section 2 - Make Less Waste Student Text - Section 3 - Help Save Energy and Water Student Text - Section 4 - Help Keep Animals Safe Student Text - Section 5 - Help Save Animal Habitats Student Text - Summary Lesson - Understanding the Geography of the World Student Text - Explore - Spaceship Earth Lesson 3 - Geography and the Way We Live Classroom Activity - Slideshow Lesson 4 - Native Americans and Their Environments Classroom Activity - Slideshow Lesson 8 - Cultures Around the World Classroom Activity - Slideshow Lesson Biographies Carson, Rachel (1907–1964) Chu, Steven (1948–) Molina, Mario J. (1943–2020) Lesson Unit - Geography Unit Project - Social Studies Stories - Finding New Sources of Energy</p>	<p>weather, climate, elevation, vegetation, ecosystem</p>	

COMMUNITY		Unit	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard			
	<b>SS 3.3.3b</b> Identify ecosystems <i>For example: forests, deserts, grasslands</i>	Understanding of ecosystems Identification of different ecosystems	<p>SS 3.3.3.b Identify ecosystems. Social Studies Alive! Our Community and Beyond - Third Edition Lesson - Cultures Around the World Student Text - Explore - Living on Earth Lesson - Finding Places in the United States Student Text - Section 4 - The Everglades Lesson - Geography and the Way We Live Student Text - Explore - Climate and Vegetation in North America Lesson - Making a Difference in the World Student Text - Section 4 - Help Keep Animals Safe Student Text - Section 5 - Help Save Animal Habitats</p>	continent, landform, mine, adobe
	<b>SS 3.3.3.c</b> Explain the importance of Earth's natural resources. <i>For example: minerals, air, water, land</i>	Earth's natural resources	<p>SS 3.3.3.c Explain the importance of Earth's natural resources. Social Studies Alive! Our Community and Beyond - Third Edition Lesson - Diversity in the United States Student Text - Explore - Los Angeles: The Making of a Super-City, Part Two Lesson - Geography and the Way We Live Student Text - Explore - Oklahoma's Natural Resources and Natural Hazards Student Text - Section 1 - What Is Geography? Student Text - Section 2 - Adapting to Geography Student Text - Section 3 - The Geography of Roseburg, Oregon Student Text - Section 4 - The Geography of Las Cruces, New Mexico Student Text - Section 5 - The Geography of Gloucester, Massachusetts Student Text - Section 6 - The Geography of Galveston, Texas Student Text - Study Your Community - How Do Natural Features and Resources Affect Our Community? Lesson - Making a Difference in the World Student Text - Explore - Preventing Oil Spills Student Text - Section 2 - Make Less Waste Lesson - The United States and Global Trade Student Text - Section 2 - Countries Trade Natural Resources Lesson - Using Money Wisely Student Text - Section 3 - Businesses Use Their Money Wisely Lesson 3 - Geography and the Way We Live Classroom Activity - Slideshow Lesson Unit - Geography Unit Project - Social Studies Stories - Finding New Sources of Energy Lesson Unit - History Unit Project - Social Studies Stories - The Story of Mexico City</p>	continent, landform, mine, adobe

COMMUNITY		Unit	Vocabulary	Assessment/Benchmark/Activity	
Strand	State Standard				Unwrap
	<b>SS 3.3.3.d</b> Describe how humans develop communities in local settings. <i>For example: roads, landfills, utilities, land use patterns</i>	human development, communities, local settings.	SS 3.3.3.d Describe how humans develop communities in local settings. Social Studies Alive! Our Community and Beyond - Third Edition Lesson - Cultures Around the World Student Text - Section 1 - Cultures in Different Countries Lesson - Geography and the Way We Live Student Text - Introduction Student Text - Section 2 - Adapting to Geography Lesson 8 - Cultures Around the World Classroom Activity - Slideshow	reservation, government, tradition, continent, landform, mine, adobe	
	<b>Movement</b> <b>SS 3.3.4</b> Compare and contrast the characteristics of local cultures.	Comparing and contrasting characteristics	SS 3.3.4 Compare and contrast the characteristics of local cultures.	custom, longhouse, confederacy, cooperate, reservation, government, tradition	show what you know, unit assessments and informal assessments: class discussion, work samples, interactive activities, etc.
	<b>SS 3.3.3.4.a</b> Compare and contrast cultural traits within a community. <i>For example: languages, religions, foods, music, sports</i>	Cultural traits Comparison and contrast Community	SS 3.3.4.a Compare and contrast cultural traits within a community. Social Studies Alive! Our Community and Beyond - Third Edition Lesson - Settling in the United States Student Text - Study Your Community - How Has Our Community Changed Over Time? Lesson 6 - Diversity in the United States Classroom Activity - Slideshow Lesson Unit - History Unit Project - Unit Inquiry Project: History	custom, longhouse, confederacy, cooperate, reservation, government, tradition	

Strand	COMMUNITY		Unit	Vocabulary	Assessment/Benchmark/Activity
	State Standard	Unwrap			
	<p><b>SS 3.3.4.b Describe examples of how and why cultures change in a community.</b> <i>for example: technology, education, employment, migration</i></p>	<p>Examples of cultural changes Reasons for cultural changes Community context</p>	<p>SS 3.3.4.b Describe examples of how and why cultures change in a community. Social Studies Alive! Our Community and Beyond - Third Edition Lesson - Cultures Around the World Student Text - Section 2 - Josie Lives in Canada Student Text - Section 3 - Luis Lives in Paraguay Student Text - Section 4 - Kazuo Lives in Japan Student Text - Section 5 - Emma Lives in Hungary Student Text - Section 6 - Paul Lives in Australia Student Text - Section 7 - Miriam Lives in Nigeria Lesson - Making Communities Better Student Text - Study Your Community - How Have People in Our Community Used the Land Over Time? Lesson - Making a Difference in the World Student Text - Explore - Changing Oklahoma's Environment Lesson - Native Americans and Their Environments Student Text - Study Your Community - Who Were the First People in Our Region? Lesson - Providing Public Services Student Text - Section 5 - Public Schools Lesson - Settling in the United States Student Text - Study Your Community - How Has Our Community Changed Over Time? Lesson - Understanding the Geography of the World Student Text - Study Your Community - Where in the World Is Our Community?</p>	<p>custom, longhouse, confederacy, cooperate, reservation, government, tradition</p>	
	<p><b>Geospatial Skills and Geo-literacy</b> <b>SS 3.3.5 Use geographic skills to make connections to issues and events</b></p>	<p>Geographic skills Making connections to issues and events</p>	<p>SS 3.3.5 Use geographic skills to make connections to issues and events.</p>	<p>community, location, natural resource, region, mineral, diverse, culture</p>	<p>show what you know, unit assessments and informal assessments: class discussion, work samples, interactive activities, etc.</p>
	<p><b>SS 3.3.5.a Identify and evaluate how changes in human and physical geography have shaped the community.</b> <i>For example: placement of schools/hospitals, building of roads, access to water sources, suitable soil for farming.</i></p>	<p>Identify changes in human geography Identify changes in physical geography Evaluate how these changes have shaped the community</p>	<p>SS 3.3.5.a Identify and evaluate how changes in human and physical geography have shaped the community. Social Studies Alive! Our Community and Beyond - Third Edition Lesson - Finding Places in the United States Student Text - Introduction Student Text - Section 1 - The 50 States Student Text - Study Your Community - What Special Places Tell Our Community's Story? Student Text - Summary Lesson - Geography and the Way We Live Student Text - Introduction Student Text - Section 1 - What Is Geography? Lesson - Understanding the Geography of the World Student Text - Section 5 - Finding Communities in a State Student Text - Study Your Community - Where in the World Is Our Community?</p>	<p>community, location, natural resource, region, mineral, diverse, culture</p>	

COMMUNITY		Unit	Vocabulary	Assessment/Benchmark/Activity	
Strand	State Standard				Unwrap
Geography	<b>Change, Continuity and Context</b> <b>SS 3.4.1</b> Detect and apply patterns of continuity and change over time in communities (town or city)	Detecting patterns of community Applying patterns of change over time in communities Focusing on a town or city	SS 3.4.1 Detect and apply patterns of continuity and change over time in communities (town or city).	community, location, natural resource, region, mineral, diverse, culture	show what you know, unit assessments and informal assessments: class discussion, work samples, interactive activities, etc.
	<b>SS 3.4.1.a</b> Describe community events over time using maps and other artifacts. <i>For example: weekly, monthly, yearly, seasonal happenings</i>	Describing community events Using maps and artifacts	SS 3.4.1.a Describe community events over time using maps and other artifacts. Social Studies Alive! Our Community and Beyond - Third Edition Lesson - Native Americans and Their Environments Student Text - Study Your Community - Who Were the First People in Our Region? Lesson - Settling in the United States Student Text - Study Your Community - How Has Our Community Changed Over Time? Lesson - Understanding the Geography of the World Student Text - Study Your Community - Where in the World Is Our Community?	community, location, natural resource, region, mineral, diverse, culture	
	<b>SS 3.4.1.b</b> Compare and contrast how different communities have changed over time. <i>For example: parks and playground equipment, different economic communities, different kinds of schools, compare rural and urban communities</i>	comparison, contrast, change over time, communities	SS 3.4.1.b Compare and contrast how different communities have changed over time. Social Studies Alive! Our Community and Beyond - Third Edition Lesson - Cultures Around the World Student Text - Section 2 - Josie Lives in Canada Student Text - Section 3 - Luis Lives in Paraguay Student Text - Section 4 - Kazuo Lives in Japan Student Text - Section 5 - Emma Lives in Hungary Student Text - Section 6 - Paul Lives in Australia Student Text - Section 7 - Miriam Lives in Nigeria Lesson - Making Communities Better Student Text - Study Your Community - How Have People in Our Community Used the Land Over Time? Lesson - Making a Difference in the World Student Text - Explore - Changing Oklahoma's Environment Lesson - Native Americans and Their Environments Student Text - Study Your Community - Who Were the First People in Our Region? Lesson - Providing Public Services Student Text - Section 5 - Public Schools Lesson - Settling in the United States Student Text - Study Your Community - How Has Our Community Changed Over Time? Lesson - Understanding the Geography of the World Student Text - Study Your Community - Where in the World Is Our Community?	community, location, natural resource, region, mineral, diverse, culture	
	<b>Multiple Perspectives</b> <b>SS 3.4.2</b> Describe and explain multiple perspectives of events within a community.	Describing events within a community Explaining multiple perspectives	SS 3.4.2 Describe and explain multiple perspectives of events within a community.	tradition, custom	show what you know, unit assessments and informal assessments: class discussion, work samples, interactive activities, etc.

COMMUNITY		Unit	Vocabulary	Assessment/Benchmark/Activity	
Strand	State Standard				Unwrap
	<b>SS 3.4.2.a</b> Describe the role of diverse groups of people, events and ideas in the development of a community. <i>For example: local cultural figures, landmarks, celebrations, cultural events</i>	role of diverse groups of people, events, and ideas, development of a community	SS 3.4.2.a Describe the role of diverse groups of people, events, and ideas in the development of a community. Social Studies Alive! Our Community and Beyond - Third Edition Lesson - Native Americans and Their Environments Student Text - Study Your Community - Who Were the First People in Our Region? Lesson - Settling in the United States Student Text - Study Your Community - How Has Our Community Changed Over Time? Lesson - Understanding the Geography of the World Student Text - Study Your Community - Where in the World Is Our Community? Lesson 6 - Diversity in the United States Classroom Activity - Slideshow Lesson Unit - History Unit Project - Unit Inquiry Project: History	custom, longhouse, confederacy, cooperate, reservation, government, tradition	
	<b>SS 3.4.2.b</b> Compare and contrast conflicting perspectives about a past event in the community <i>For example: widening a street, where to construct a park or building</i>	Compare and contrast conflicting perspectives Past event in the community	SS 3.4.2.b Compare and contrast conflicting perspectives about a past event in a community. Social Studies Alive! Our Community and Beyond - Third Edition Lesson - Native Americans and Their Environments Student Text - Study Your Community - Who Were the First People in Our Region? Lesson - Settling in the United States Student Text - Study Your Community - How Has Our Community Changed Over Time? Lesson - Understanding the Geography of the World Student Text - Study Your Community - Where in the World Is Our Community?	government, decisions	
	<b>Historical Analysis and Interpretation SS 3.4.3</b> Select past and current events and people relevant to the community.	Selecting past and current events, selecting relevant people, relevance to the community.	SS 3.4.3 Select past and current events and people relevant to the community.	explorer, route, legend, fort, colony, colonize, mission, citizen, expedition, territory	show what you know, unit assessments and informal assessments: class discussion, work samples, interactive activities, etc.
	<b>SS 3.4.3.a</b> Determine factual information about community historical events through use of a variety of sources such as artifacts, pictures and documents. <i>For example: local cultural figures, landmarks, celebrations, cultural events</i>	Determine factual information Community historical events Use of a variety of sources such as artifacts, pictures, and documents	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. Social Studies Alive! Our Community and Beyond - Third Edition Lesson - Native Americans and Their Environments Student Text - Study Your Community - Who Were the First People in Our Region? Lesson - Settling in the United States Student Text - Study Your Community - How Has Our Community Changed Over Time? Lesson - Understanding the Geography of the World Student Text - Study Your Community - Where in the World Is Our Community?	explorer, route, legend, fort, colony, colonize, mission, citizen, expedition, territory	

Strand	COMMUNITY		Unit	Vocabulary	Assessment/Benchmark/Activity
	State Standard	Unwrap			
	<p><b>SS 3.4.3.b</b> Identify how decisions affected events in a community. <i>For example: decisions on location, growth, etc</i></p>	<p>Determine factual information Community historical events Use of a variety of sources such as artifacts, pictures, and documents</p>	<p>SS 3.4.3.b Identify how decisions affected events in a community. Social Studies Alive! Our Community and Beyond - Third Edition Lesson - Cultures Around the World Student Text - Study Your Community - How Does Our Community Compare with Others? Lesson - Finding Places in the United States Student Text - Section 1 - The 50 States Student Text - Study Your Community - What Special Places Tell Our Community's Story? Lesson - Government in the United States Student Text - Study Your Community - How Are Native American Governments Like Our Government? Lesson - Making a Difference in the World Student Text - Study Your Community - How Does Our Community Help the World Around Us? Lesson - Native Americans and Their Environments Student Text - Study Your Community - Who Were the First People in Our Region? Lesson - Providing Public Services Student Text - Section 1 - Why We Form Communities Student Text - Study Your Community - How Do Service Organizations Help Our Community? Lesson - Settling in the United States Student Text - Study Your Community - How Has Our Community Changed Over Time? Lesson - The United States and Global Trade Student Text - Study Your Community - What Does Our Community Trade with the World? Lesson - Understanding Our Economy Student Text - Study Your Community - How Has Our Community's Economy Changed Over Time? Lesson - Understanding the Geography of the World Student Text - Section 5 - Finding Communities in a State Student Text - Study Your Community - Where in the World Is Our Community? Lesson - Using Money Wisely Student Text - Study Your Community - What Economic Issues Are Important to Our Community? Lesson 11 - Using Money Wisely Classroom Activity - Slideshow Lesson 13 - Providing Public Services Classroom Activity - Slideshow</p>	<p>explorer, route, legend, fort, colony, colonize, mission, citizen, expedition, territory</p>	
	<p><b>Historical Inquiry and Research</b> <b>SS 3.4.4</b> Develop historical inquiry and research skills.</p>	<p>Historical inquiry skills Research skills</p>	<p>SS 3.4.4 Develop historical inquiry and research skills.</p>	<p>explorer, route, legend, fort, colony, colonize, mission, citizen, expedition, territory</p>	<p>show what you know, unit assessments and informal assessments: class discussion, work samples, interactive activities, etc.</p>



	COMMUNITY				
Strand	State Standard	Unwrap	Unit	Vocabulary	Assessment/Benchmark/Activity
Strand: History					

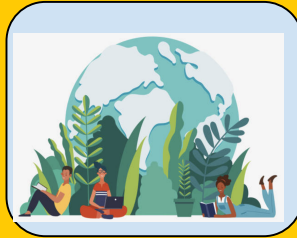




# Curriculum Storyboards:

Focus


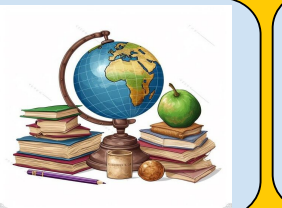

Nebraska History and Regions of the US

## Social Studies

4th Grade

Quarter 1   2 Weeks	Quarter 1   3 Weeks	Quarter 1   4 Weeks	Quarter 2   5 Weeks	Quarter 2   6 Weeks
Ch. 1 - The Land We Call Home	Ch. 2 - First People	Ch. 3 - Explores, Fur Traders, and Missionaries	Ch. 4 - Go West!	Ch. 5 - Becoming a State
				
<b>The Focus of the Story:</b>	<b>The Focus of the Story:</b>	<b>The Focus of the Story:</b>	<b>The Focus of the Story:</b>	<b>The Focus of the Story:</b>
- Students will learn about Nebraska's geographical and environmental makeup, starting with its location on a map and progressing to explore its diverse physical features, including plains, rivers, and other landmarks. They'll also study Nebraska's weather patterns, climate, and abundant natural resources, understanding their importance for the state's economy and ecosystem.	- Students will learn about the historic Indian tribes who came to Nebraska and made it their home. Tribes like the Omaha, Ponca, and Pawnee moved to Nebraska because of its good land and resources. They lived in villages and grew crops such as corn, beans, and squash. These tribes created communities with special traditions and ways of life that they shared with their children, ensuring their history and culture lived on.	- Students will learn about the explorers, fur traders, and missionaries who were important in Nebraska's history. Early explorers came to Nebraska to map the land and meet the Native American tribes. Fur traders set up trading posts where they exchanged goods with the tribes, which helped Nebraska's economy grow. Missionaries came to Nebraska to share their religious beliefs and offer education. These people helped connect Nebraska to the rest of the world and made it an important place.	- Students will learn about the exciting westward journey and how Nebraska became a territory. People moved west in search of new opportunities and land. Nebraska became a territory in 1854, which meant it was officially recognized as part of the United States and more settlers started coming. These settlers built homes, farms, and towns, helping Nebraska grow and develop	- Students will learn about how Nebraska became a state. In 1867, Nebraska officially became the 37th state in the United States. This was an exciting time as more people moved to Nebraska to start new lives. The Homestead Act of 1862 helped a lot with this because it gave people 160 acres of land if they promised to live on it and farm it for at least five years. This act brought many settlers to Nebraska, eager to build homes and create communities.

<p>- Furthermore, students will examine human interactions with Nebraska's land, from agricultural practices to industrial development, and analyze the impact of these activities on the state's landscape. Through this study, they'll gain a comprehensive understanding of Nebraska's geography, environment, and the intricate relationship between humans and their surroundings.</p>	<p>- These tribes also hunted and gathered food to survive. They hunted animals like buffalo and deer for meat and used their hides for clothing and tools. They also gathered wild plants, fruits, and nuts to eat. By sharing stories, rituals, and ceremonies, they taught important lessons and traditions to the younger generations. This way, their culture and history were preserved and passed down through time.</p>	<p>- Students will also learn another important part of Nebraska's history is the Louisiana Purchase. In 1803, the United States bought a large area of land from France, and Nebraska was part of this land. This purchase made Nebraska part of the United States and allowed more people to explore and settle here. Famous explorers Lewis and Clark traveled through Nebraska during their expedition from 1804 to 1806. They learned a lot about the land and its resources, which helped future settlers and development in Nebraska.</p>	<p>- Students also learn about how slavery and the Underground Railroad divided the country. Slavery was a very unfair system where some people were forced to work without pay and had no freedom. The Underground Railroad was a secret network that helped enslaved people escape to freedom in the North. This caused a lot of tension and disagreement between the northern and southern states. As Nebraska grew, the city of Omaha became the capital because it was a central and important place for government and business activities.</p>	<p>- Students also learn about the challenges homesteaders faced. Life was not easy for the homesteaders; they had to build their own houses, often from sod, and find ways to get food and water. The weather could be very harsh, with hot summers, cold winters, and sometimes dangerous storms. They also had to protect their crops from pests and deal with illnesses without nearby doctors. Despite these challenges, the homesteaders worked hard to make Nebraska their home, and their efforts helped shape the state we know today.</p>
<p><b>Learning Goals/ Standards:</b></p>	<p><b>Learning Goals/ Standards:</b></p>	<p><b>Learning Goals/ Standards:</b></p>	<p><b>Learning Goals/ Standards:</b></p>	<p><b>Learning Goals/ Standards:</b></p>
<p>- The student will be able to identify Nebraska's location on a map and explain how to locate places and read a map.</p> <p>- The student will be able to describe Nebraska's physical features and land regions, as well as the natural events that shaped them.</p> <p>- The student will be able to describe Nebraska's weather and climate, as well as Nebraska's natural resources and their importance.</p> <p>- The student will be able to describe how people use and change the land in Nebraska, as well as the natural events and environmental issues that impact the state.</p>	<p>- The student will be able to explain how big game hunters came to Nebraska.</p> <p>- The student will be able to describe how Plains tribes hunted, gathered food, and passed down lessons and traditions through oral histories.</p> <p>- The student will be able to identify farming and migrating tribes in Nebraska and how each lived and understood the world around them.</p>	<p>- The student will be able to describe how the Spanish and French became the first non-Indian people to explore Nebraska, and how they brought change to the American Indians living there.</p> <p>- The student will be able to explain how Nebraska became part of the United States with the Louisiana Purchase, and be able to describe the journeys of American explorers, including the Lewis and Clark expedition that traveled through Nebraska.</p> <p>- The student will be able to identify the fur trade as the first industry in Nebraska, and describe the role and impact of missionaries and Indian agents on American Indians.</p>	<p>- The student will be able to describe how groups moved west using the Oregon Trail, and how the increase in settlers caused problems and conflicts with Plains Indians.</p> <p>- The student will be able to explain how Nebraska became a territory, and how slavery and the Underground Railroad divided the country.</p> <p>- The student will be able to describe how Omaha became the capital of the Nebraska territory, and how transportation and the Great Railroad affected settlers and towns.</p>	<p>- The student will be able to describe the impact of Homestead Act, how it provided land, and what life was like for Nebraska's early settlers.</p> <p>- The student will be able to describe the challenges faced by homesteaders, and the decisions and conflicts that shaped Nebraska's statehood.</p>

Quarter 3   2 Weeks	Quarter 3   3 Weeks	Quarter 4   2 Weeks	Quarter 4   3 Weeks	Quarter 4   6 Weeks
Ch. 6 - Strangers in Their Own Land	Ch. 7 - Our Growing, Changing State	Ch. 8 - Government for All of Us	Ch. 9 - Making a Living in Nebraska	
				
<b>The Focus of the Story:</b>	<b>The Focus of the Story:</b>	<b>The Focus of the Story:</b>	<b>The Focus of the Story:</b>	<b>The Focus of the Story:</b>
<p>- Students will learn about the impacts of settlers and immigrants on American Indians. When settlers and immigrants moved to Nebraska, they took over the land that the American Indian tribes had lived on for many years. This caused many problems for the tribes because they lost their homes, hunting grounds, and resources they needed to survive. The new settlers built towns and farms, which changed the land and made it hard for the tribes to continue their traditional way of life.</p> <p>- Students also learn about how American Indian tribes were forced to move to reservations and the Plains Wars. The government made the tribes leave their land and live on reservations, which were smaller areas of land set aside for them. This was very difficult for the tribes because they had to leave their homes and adapt to new places with fewer resources. The Plains Wars were conflicts between American Indian tribes and the U.S. government as</p>	<p>- Students will understand how Nebraska changed over the 20th and 21st centuries. Over these years, Nebraska grew and developed in many ways. Cities became bigger, and new buildings and roads were built. Farmers started using new inventions like tractors and modern machinery to make farming easier and more productive. Technology also improved, making life more convenient for everyone. Nebraska became a mix of busy cities and peaceful countryside, with many people working in different kinds of jobs.</p> <p>- Students also learn about the challenges farmers faced and the rise of the Populist Party. Farming wasn't always easy; farmers had to deal with problems like bad weather, pests, and changing prices for their crops. These challenges made it hard for some farmers to make a living. In response to these difficulties, many farmers joined the Populist</p>	<p>- Students will learn what makes a good citizen and the role they play in government. A good citizen follows the laws, helps others, and cares about their community. They participate in local activities, respect others, and work together to make their community a better place. Good citizens also stay informed about what's happening in their government and speak up about issues that matter to them. By doing these things, they help make sure their community and country are fair and strong.</p> <p>- Students also learn about the structure of government and how to elect government representatives. The government is divided into three branches: the legislative branch makes the laws, the executive branch enforces the laws, and the judicial branch interprets the laws. Each branch has its own important job to keep the</p>	<p>- Students will understand how the economy of Nebraska works. The economy is all about how people make and use money and resources. In Nebraska, farming is a big part of the economy, with many people growing crops and raising animals. There are also factories that make things, businesses that sell products, and services like schools and hospitals that help people. To make these things happen, Nebraska uses different types of resources: human resources, like workers; natural resources, like soil and water; and capital resources, like machines and tools.</p> <p>- Students also learn about the study of supply and demand and how businesses make a profit. Supply is how much of something is available, and demand is how much people want it. If there's a lot of demand for a product but not enough</p>	

<p>the tribes tried to resist being moved to reservations and protect their way of life. These wars caused a lot of hardship and sadness for the American Indian tribes as they struggled to keep their land and culture.</p>	<p>Party in the late 1800s. This political group worked to make things fairer for farmers and ordinary people, fighting for better prices and working conditions. The Populist Party played an important role in giving farmers a voice and bringing attention to their struggles.</p>	<p>government running smoothly. When it's time to elect government representatives, citizens vote for people they think will do a good job in these roles. Elections happen at different levels, like local, state, and national, and each vote helps decide who will represent the people and make important decisions. Learning about this process helps students understand how they can be active and responsible citizens.</p>	<p>supply, the price goes up. If there's a lot of supply but not enough demand, the price goes down. Businesses try to make a profit by selling their products or services for more money than it costs to produce them. They pay attention to supply and demand to decide how much to make and how much to charge. By understanding these ideas, students can see how businesses and the economy work together to meet people's needs and wants.</p>	
Learning Goals/ Standards:				
<p>- The student will be able to identify how tribes were forced to move to reservations, and how the Plains Wars and conflicts in the Black Hills were started.</p> <p>- The student will be able to identify why Native tribes were forced to move, as well as the significance of important events and figures surrounding the forced removals.</p>	<p>- The student will be able to identify and describe challenges that farmers and cattle drivers faced, as well as the inventions that changed life on the plains.</p> <p>- The student will be able to describe the rise of the populist party and why people saw Nebraska as the land of opportunity.</p> <p>- The student will be able to identify and explain how war, hard times, and the fight for Civil Rights began, as well as how Nebraska and the United States were affected.</p> <p>- The student will be able to identify and describe improvements to the country, as well as how immigrants and sports have shaped the culture in Nebraska today.</p>	<p>- The student will be able to explain the structure of the US government and how American citizens can elect government representatives.</p> <p>- The student will be able to describe the structure of our state government, as well as the roles of local and tribal governments in Nebraska.</p> <p>- The student will be able to explain the responsibilities of a good citizen, as well as identify ways people can be involved and make an impact on state issues.</p>	<p>- The student will be able to identify and understand the key elements of economics, including the difference between human, natural, and capital resources; the principles of supply and demand; and how businesses make a profit.</p> <p>- The student will be able to identify and explain the concepts of scarcity and surplus, as well as how to make good economic choices.</p> <p>- The student will be able to understand the various industries that are important to Nebraska, including transportation and trade, agriculture, and tourism.</p>	

	NEBRASKA		Chapter	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard	Unwrap			
Civics	<b>Forms and Functions of Government</b>	<b>SS</b>			
	<b>4.1.1</b> Synthesize and justify the structure and function of Nebraska's government.	Understanding the legislative process, sequencing steps of how a bill becomes law, identifying key roles in the Nebraska unicameral system.	Ch. 5, 7, 8	government, democracy, republic, constitution, checks and balances, unicameral, nonpartisan, veto	Chapter 5, 7, 8 Assessment
	<b>SS 4.1.1.a</b> Investigate and summarize the historical foundation and events that led to the formation and structure of Nebraska's Constitution and government. <i>For example: modeled from US government, three branches of government.</i>	Historical foundation of Nebraska's Constitution and government, Events leading to the formation and structure of Nebraska's Constitution and government	Ch. 5, 8	government, democracy, republic, constitution, checks and balances, unicameral, nonpartisan, veto	Chapter 5, 8 Assessment
	<b>SS 4.1.1.b</b> Analyze the origin, structure, and function of Nebraska's state government. <i>For example: Unicameral vs. Bicameral structure, journey from territory status to statehood, state services/responsibilities vs. national or local services/ responsibilities, three branches of Nebraska government</i>	Origin of Nebraska's state government, Structure of Nebraska's state government, Function of Nebraska's state government	Ch. 5, 7, 8	government, democracy, republic, constitution, checks and balances, unicameral, nonpartisan, veto	Chapter 5, 7, 8 Assessment
	<b>SS 4.1.1.c</b> Communicate how a bill becomes a law in the Nebraska unicameral. <i>For example: introduction of a bill, committee hearings, legislative governor approval/veto, ratification.</i>	Understanding the process of how a bill becomes a law, Specifically in the context of the Nebraska unicameral system	Ch. 8	government, democracy, republic, constitution, checks and balances, unicameral, nonpartisan, veto	Chapter 8 Assessment
	<b>SS 4.1.1.d</b> Investigate and summarize the roles that leaders and other citizens serve in Nebraska to equitably represent all residents in the state. <i>For example: legislative districts, cultural advocacy groups</i>	Understanding the roles of leaders and citizens in Nebraska, Exploring how these roles contribute to equitable representation of all residents in the state.	Ch. 8	government, democracy, republic, constitution, checks and balances, unicameral, nonpartisan, veto	Chapter 8 Assessment
	<b>SS 4.1.1.e</b> Justify the importance of roles that leaders and citizens serve in Nebraska government. <i>For example: governor, state senators, judiciary, tribal leaders, advocacy group participants.</i>	Roles of leaders in Nebraska government, Roles of citizens in Nebraska government, Importance of these roles	Ch. 8	government, democracy, republic, constitution, checks and balances, unicameral, nonpartisan, veto	Chapter 8 Assessment
	<b>Civic Participation</b>				
	<b>SS 4.1.2</b> Investigate how different perspectives impact government decisions at the state level.	Government decisions at the state level, Different perspectives and their impact	Ch. 1, 8	citizen, jury, vote, lobby, social media, petition, compromise	Chapter 1 and 8 Assessment
<b>SS 4.1.2.a</b> Identify and model rights and responsibilities of citizens at the state level. <i>For example: voting, public service, service learning projects</i>	Identifying rights and responsibilities of citizens at the state level, Modeling rights and responsibilities of citizens at the state level	Ch. 8	citizen, jury, vote, lobby, social media, petition, compromise	Chapter 8 Assessment	
<b>SS 4.1.2.b</b> Investigate the meaning of state symbols, songs and holidays. <i>For example: Nebraska state flag, "Beautiful Nebraska", state and national holidays</i>	Understanding of state symbols, Understanding of state songs, Understanding of state holidays	Ch. 8	symbol, tradition, heritage, veteran, powwow, landmark, rodeo, arts	Chapter 8 Assessment	

	NEBRASKA		Chapter	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard	Unwrap			
	<b>SS 4.1.2.c</b> Communicate background of Nebraska state holidays or historical events, their significance, and how they are recognized. <i>For example: Arbor Day, George Norris Day, and Nebraska Statehood Day, Native American Heritage Day</i>	Knowledge of Nebraska state holidays and historical events, Understanding the significance of these holidays and events, Ability to communicate how they are recognized	Ch. 1, 5, 8	symbol, tradition, heritage, veteran, powwow, landmark, rodeo, arts	Chapter 1, 5, and 8 Assessment
	<b>SS 4.1.2.d</b> Identify and engage in opportunities to serve the state. <i>For example: volunteerism, service learning, participation in state clubs and organizations</i>	Identification of opportunities to serve the state, Engagement in serving the state	Ch. 8	citizen, jury, vote, lobby, social media, petition, compromise	Chapter 8 Assessment
	<b>SS 4.1.2.e</b> Explain how individuals and groups influence the way a state issue is viewed and resolved. <i>For example: lobbying, petitions, media, social media</i>	Understanding of how individuals and groups can impact the perception and resolution of a state issue	Ch. 7, 8	government, democracy, republic, constitution, checks and balances, unicameral, nonpartisan, veto	Chapter 7 and 8 Assessment
	<b>SS 4.1.2.f</b> Analyze the decisions of state leaders and how they impact public policy. <i>For example: seatbelt law, state testing, speed limits, state parks</i>	Analyzing decisions of state leaders, Understanding the impact on public policy	Ch. 8	government, democracy, republic, constitution, checks and balances, unicameral, nonpartisan, veto	Chapter 8 Assessment
<b>Economics</b>	<b>Economic Decision Making</b> <b>SS 4.2.1</b> Describe how scarcity requires the consumer and producer to make choices and identify costs associated with them.	Scarcity, Consumer and producer choices, Costs associated with choices	Ch. 9	currency, barter, inflation, profit, income, supply, demand	Chapter 9 Assessment
	<b>SS 4.2.1.a</b> Predict how consumers would react if the price of a good or service changed. <i>For example: Price of gasoline increases; price of haircuts increases; price of milk/bread/sugar increases- would buy less or start to change behavior toward buying less, i.e., place a carpool and get hair cut less often. Price of something decreases and buy more of it.</i>	Prediction skills, Consumer behavior, Price changes for goods and services	Ch. 9	currency, barter, inflation, profit, income, supply, demand	Chapter 9 Assessment
	<b>SS 4.2.1.b</b> Predict how producers would react if the profit from selling a good or service changed. <i>For example: You produce widgets and they have become very popular and the price is rising, what would you do- produce more. In a natural disaster, because of scarcity prices tend to rise for things like water and lumber, if you produced water and/or lumber, the increased price would incentivize you to get more of things where they were needed.</i>	Predicting producer reactions to changes in profit, Understanding the relationship between profit and producer behavior	Ch. 9	currency, barter, inflation, profit, income, supply, demand	Chapter 9 Assessment
	<b>Financial Literacy</b> <b>SS 4.2.2</b> Investigate various financial institutions in Nebraska and the reasons for people's spending and saving choices.	Types of financial institutions in Nebraska, Reasons for people's spending choices, Reasons for people's saving choices	Ch. 9	producer, consumer, free enterprise system, market economy, command economy, private property	Chapter 9 Assessment

	NEBRASKA		Chapter	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard	Unwrap			
	<b>SS 4.2.2.a</b> Identify financial institutions in the community and their purposes, <i>For example: a field trip to a bank/credit union or a representative to discuss how banks ensure your money is safe and how they loan money to help businesses grow and help people buy housing among other things.</i>	Identifying financial institutions, Understanding the purposes of financial institutions	Ch. 9	producer, consumer, free enterprise system, market economy, command economy, private property	Chapter 9 Assessment
	<b>Exchange and Markets</b> <b>SS 4.2.3</b> Investigate how resources are used to make other goods and produce services	Understanding of different types of resources, Knowledge of how resources are used to create goods, Understanding of how resources are used to produce services	Ch. 9	economics, agribusiness, interdependence, investment, entrepreneur, telemarketing	Chapter 9 Assessment
	<b>SS 4.2.3.a</b> Give examples of human, natural, capital, and entrepreneurial resources used in making goods and services in Nebraska and the United States. <i>For example: human resources (labor), tools used in agriculture, laboratories, equipment, and machinery, game/video designers</i>	Human resources, Natural resources, Capital resources, Entrepreneurial resources	Ch. 9	currency, barter, inflation, profit, income, supply, demand	Chapter 9 Assessment
	<b>National Economy</b> <b>SS 4.2.4</b> Identify and explain specialization and trade and why different regions produce different goods and services.	Identification of specialization and trade, Explanation of why different regions produce different goods and services	Ch. 9	producer, consumer, free enterprise system, market economy, command economy, private property, currency, barter, inflation, profit, income, supply, demand, scarcity, opportunity cost, incentives, advertising, interest, innovations, imports, exports, division of labor, specialization, productivity, outsourcing,	Chapter 9 Assessment
	<b>SS 4.2.4.a</b> Compare Nebraska with different regions and the goods and services each region produces. <i>For example: beef, wheat, telemarketing, cotton, coal, beekeeping, tribal traditional art (beading)</i>	Comparing Nebraska with different regions, Identifying goods and services produced in each region	Ch. 9		Chapter 9 Assessment
	<b>SS 4.2.4.b</b> Discuss how technology has affected the specialization of Nebraska's economy and surrounding states. <i>For example: irrigation, agriculture and farm equipment, online trading, geospatial technology (GIS (Geographic Information Systems) and GPS (Global Positioning Systems))</i>	Technology, Specialization of economy, Nebraska's economy and surrounding states	Ch. 9		Chapter 9 Assessment
	<b>Global Economy</b> <b>SS 4.2.5</b> Not addressed at this level		--		--
<b>Geography</b>	<b>Location and Place</b> <b>SS 4.3.1</b> Explore where (spatial) and why people, places, and environments are organized in the state and around the world.	Understanding spatial organization, Exploring reasons for organizational patterns of people, places, and environments	Ch. 1, 7, 8	panhandle, loess, tributary, reservoir, survey, suburb	Chapter 1, 7, and 8 Assessment

	NEBRASKA		Chapter	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard	Unwrap			
	<b>SS 4.3.1.a</b> Use local and state maps and atlases to locate physical and human features in Nebraska. <i>For example: major cities, bodies of water, landforms, interstate/highways, railroads, state parks, tribal reservations.</i>	Use of local and state maps, Use of atlases, Locating physical features in Nebraska, Locating human features in Nebraska,	Ch. 1, 7	Great Plains, Prairie, central plains, blizzard, tornado, badlands	Chapter 1 and 7 Assessment
	<b>SS 4.3.1.b</b> Apply map skills to analyze physical/political maps of the state. <i>For example: Utilize grid systems to find locations, identify the location and purpose of time zones, and identify and locate cities using relative and absolute locations.</i>	Map skills, Physical/political maps of the state	Ch. 1	panhandle, loess, tributary, reservoir, survey, suburb	Chapter 1 Assessment
	<b>SS 4.3.1.c</b> Determine why things are located where they are in Nebraska. <i>For example: Why are large cattle ranches found in the Sandhills? Why are major airports located near large cities? What determined the route of I-80?</i>	Identifying locations in Nebraska, Explaining reasons for specific locations in Nebraska	Ch. 1, 7	nutrients, arable, crop roation	Chapter 1 and 7 Assessment
	<b>SS 4.3.1.d</b> Differentiate between classifications of bodies of water, cities, and land masses. <i>For example: lakes, rivers, capital city, county seats, major urban centers, plains, river valleys, Sandhills</i>	Classifications of bodies of water, Classifications of cities, Classifications of land masses	Ch. 1, 8		Chapter 1 and 8 Assessment
	<b>Regions</b> <b>SS 4.3.2</b> Compare the characteristics of places and regions and their impact on human decisions.	Characteristics of places and regions, Impact on human decisions	Ch. 1	semi-arid, drought, infestation, weathering, erosion, ecosystem,	Chapter 1 Assessment
	<b>SS 4.3.2.a</b> Identify criteria used to define regions in the state of Nebraska and the United States. <i>For example: soil, climate, precipitation, population, natural vegetation, land and agricultural usage.</i>	Identify criteria for defining regions, Regions in the state of Nebraska, Regions in the United States	Ch. 1	nutrients, arable, crop roation	Chapter 1 Assessment
	<b>SS 4.3.2.b</b> Classify regions and places within the state of Nebraska using physical and human features. <i>For example: Sandhills, Pine Ridge, Loess Hills, Platte River Valley, rural/urban/suburban, counties and cities.</i>	Classifying regions and places, Physical features, Human features	Ch. 1	panhandle, loess, tributary, reservoir, survey, suburb	Chapter 1 Assessment
	<b>Human- Environment Interaction</b> <b>SS 4.3.3</b> Explain how human and natural forces have modified different environments in Nebraska and how humans have adapted.	Human forces modifying environments, Natural forces modifying environments, Human adaptation to environments	Ch. 1, 2, 7	semi-arid, drought, infestation, weathering, erosion, ecosystem,	Chapter 1, 2, and 7 Assessment
	<b>SS 4.3.3.a</b> Identify physical processes that shape Nebraska's features and patterns. <i>For example: weathering, erosion, deposition, drought</i>	Identifying physical processes, Shaping features and patterns	Ch. 1, 2	Great Plains, Prairie, central plains, blizzard, tornado, badlands	Chapter 1 and 2 Assessment

	NEBRASKA		Chapter	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard	Unwrap			
	<b>SS 4.3.3.b</b> Identify examples of ecosystems in Nebraska and describe related environmental issues. <i>For example: forests, wetlands, grasslands, and rivers, runoff, flooding, erosion, wildfires</i>	Identifying examples of ecosystems in Nebraska, Describing related environmental issues	Ch. 1	drought, erosion	Chapter 1 Assessment
	<b>SS 4.3.3.c</b> Describe the impact of extreme natural events on the human and physical environment in Nebraska. <i>For example: tornadoes, floods, dust storms, insect infestations result in changes to agricultural/construction/public safety practices</i>	Describing extreme natural events, Understanding the impact on the human environment, Understanding the impact on the physical environment, Focus on Nebraska	Ch. 1, 2, 7	semi-arid, drought, infestation, weathering, erosion, ecosystem,	Chapter 1, 2, and 7 Assessment
	<b>SS 4.3.3.d</b> Describe how humans have adapted to Nebraska's physical environment and use available natural resources. <i>For example: progression of home construction materials, agriculture, irrigation, introduction of trees, soil conservation, soil, timber, surface water and ground water</i>	adaptation to physical environment in Nebraska, use of natural resources	Ch. 1, 2, 7		Chapter 1, 2, and 7 Assessment
	<b>Movement</b> <b>SS 4.3.4</b> Compare and contrast the characteristics of culture statewide.	Characteristics of culture, Comparison and contrast, Statewide	Ch. 1, 2, 6, 7	deonimation, kolach, ethnic group, rural, urban, pedestrian	Chapter 1, 2, 6, and 7 Assessment
	<b>SS 4.3.4.a</b> Compare and contrast patterns of culture within the state of Nebraska. <i>For example: languages, religions, foods, music, sports, celebrations</i>	Understanding of what culture encompasses, Ability to identify patterns within a culture, Skill to compare and contrast cultural patterns	Ch. 2, 5, 6, 7	deonimation, kolach, ethnic group, rural, urban, pedestrian	Chapter 2, 5, 6, and 7 Assessment
	<b>SS 4.3.4.b</b> Compare and contrast population characteristics of the state of Nebraska. <i>For example: density, distribution, growth rates due to available jobs, resources.</i>	Population characteristics, State of Nebraska, Compare and contrast	Ch. 1	deonimation, kolach, ethnic group, rural, urban, pedestrian	Chapter 1 Assessment
	<b>Geospatial Skills and Geo-literacy</b> <b>SS 4.3.5</b> Use geographic skills to make connections to issues and events.	Geographic skills, Making connections to issues and events	Ch. 1, 3, 4, 6	semi-arid, drought, infestation, weathering, erosion, ecosystem,	Chapter 1, 3, 4, and 6 Assessment
	<b>SS 4.3.5.a</b> Identify and evaluate how changes in human and physical geography have shaped Nebraska. <i>For example: map major tornado paths, blizzards, floods, or droughts; how the construction of the Transcontinental Railroad and Interstate Highway system have impacted the way Nebraskans live, locations and reasons for tribal reservations.</i>	Identifying changes in human geography, Identifying changes in physical geography, Evaluating the impact of these changes on Nebraska	Ch. 1, 3, 4, 6	semi-arid, drought, infestation, weathering, erosion, ecosystem,	Chapter 1, 3, 4, 6 Assessment

	NEBRASKA		Chapter	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard	Unwrap			
	<b>SS 4.3.5.b</b> Explain the interrelationships of human or physical geographic characteristics of places in Nebraska. <i>For example: A community is located on a river floodplain with fertile soil and water for transportation, irrigation and human consumption</i>	Human geographic characteristics, Physical geographic characteristics, Interrelationships	Ch. 1, 3, 4	nutrients, arable, crop rotation	Chapter 1, 3, 4 Assessment
				watershed	
				irrigation	
				aquifer	
				technology	
				natural resource, conserve	
<b>Strand: History</b>	<b>Change, Continuity, and Context</b> <b>SS4.4.1</b> Investigate patterns of continuity and change over time in Nebraska.	Patterns, continuity, change over time, Nebraska history.	Ch. 2, 3, 5, 7		Chapter 2, 3, 5, and 7 Assessment
	<b>SS4.4.1.a</b> Analyze the chronology of key state and/or regional events and communicate their impact on the past, present, and future. <i>For example: timelines, before and after statehood</i>	Analyzing chronology of key state and/or regional events, Understanding the impact of events on the past, present, and future	Ch. 2, 3, 5, 7		Chapter 2, 3, 5, and 7 Assessment
	<b>Multiple Perspectives</b> <b>SS4.4.2</b> Analyze and explain multiple perspectives of events in Nebraska, including historically marginalized and underrepresented groups.	Analyze multiple perspectives of events in Nebraska, Explain multiple perspectives of events in Nebraska, Focus on historically marginalized and underrepresented groups	Ch. 2, 3, 4, 5, 6, 7	tanned, ceremony, reservation, oral tradition,	Chapter 2, 3, 4, 5, 6, and 7 Assessment
	<b>SS 4.4.2.a</b> Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event. <i>For example: The Homestead Act, Oregon Trail diaries, military journal of Ponca Removal, Standing Bear testimony</i>	Compare and contrast primary sources, Compare and contrast secondary sources, Understanding multiple perspectives of the same event	Ch. 3, 4, 5, 6, 7	tanned, ceremony, reservation, oral tradition,	Chapter 3, 4, 5, 6, and 7 Assessment
	<b>SS 4.4.2.b</b> Identify and describe how various sources relate their perspectives of Nebraska history. <i>For example: texts and primary documents, primary documents from differing groups of people.</i>	Identifying various sources related to Nebraska history, Describing how these sources present their perspectives	Ch. 2, 3, 4, 5, 6	tanned, ceremony, reservation, oral tradition,	Chapter 2, 3, 4, 5, and 6 Assessment
	<b>Historical Analysis and Interpretation</b> <b>SS 4.4.3</b> Analyze past and current events throughout Nebraska history	Analyzing past events, Analyzing current events, Nebraska history	Ch. 2, 3, 4, 5, 6, 7, 8, 9		Chapter 2, 3, 4, 5, 6, 7, 8, and 9 Assessment

NEBRASKA		Chapter	Vocabulary	Assessment/Benchmark/Activity	
Strand	State Standard				Unwrap
	<b>SS 4.4.3.a</b> Analyze key sources in Nebraska history to determine credibility and context. <i>For example: accounts from settlers and Nebraska tribes, foundational documents in Nebraska</i>	Analyzing key sources, Nebraska history, Determining credibility and context	Ch. 2, 3, 4, 5, 6, 7, 8, 9	homesteader, dugout, secede, civil war, transcontinental, constitution, depression	Chapter 2, 3, 4, 5, 6, 7, 8, and 9 Assessment
	<b>SS 4.4.3.b</b> Identify key events in American history that shaped or were shaped by Nebraskans. <i>For example: Kansas-Nebraska Act, Homestead Act, Ponca Trail of Tears, Santee Exile and Winnebago Removal, North Platte Canteen, Orphan Train, Native American Boarding schools, World War 1, Will Brown, World War II, Tuskegee Airman, Great Depression, Cold War, Civil Rights Movement, September 11, 2001</i>	Identification of key events in American history, Connection of key events to Nebraskans	Ch. 2, 3, 4, 5, 6, 7	civil war, barb wire, windmills	Ch. 2, 3, 4, 5, 6 and 7 Assessment
	<b>Historical Inquiry and Research</b> <b>SS 4.4.4</b> Develop historical inquiry and research skills.	Historical inquiry skills, Research skills	Ch. 4, 5, 8, 9		Chapter 4, 5, 8 and 9 Assessment
	<b>SS 4.4.4.a</b> Construct and answer questions about Nebraska history. <i>For example: Why did people migrate and/or relocate to Nebraska?</i>	Constructing questions, Nebraska history	Ch. 5, 8, 9		Chapter 5, 8, and 9 Assessment
	<b>SS 4.4.4.b</b> Identify and cite primary and secondary sources to research the history of Nebraska. <i>For example: documents archives, newspapers, interviews</i>	Identification of primary and secondary sources, Research skills, Historical context of Nebraska	Ch. 4, 5, 8, 9		Ch. 4, 5, 8, and 9 Assessment
	<b>SS 4.4.4.c</b> Gather, analyze, and communicate historical information about Nebraska. <i>For example: collect oral histories from community members, research newspaper archives</i>	Gathering historical information, Analyzing historical information, Communicating historical information About Nebraska	Ch. 8, 9		Chapter 8 and 9 Assessment
				tradition, conquistador	
				US regions	
				World War II Missouri River Basin Project	
				government, democracy, republic, veto, unicameral	
				Kansas-Nebraska Act, Ponca Trail of Tears	
				Regions Project	
			statehood, William Jennings Bryan		






Curriculum Storyboards:

Focus

America's Past

Social Studies

5th Grade

<p>Quarter 1   3 Weeks</p> <p>Unit 1 A - Lesson 1</p> <p>United States Geography</p>	<p>Quarter 1   4 Weeks</p> <p>Unit 1 B - Lessons 2-3</p> <p>Native Americans Land &amp; Culture</p>	<p>Quarter 1 &amp; 2   5 Weeks</p> <p>Unit 1 C - Lessons 4-5</p> <p>Age of Exploration</p>	<p>Quarter 2   6 Weeks</p> <p>Unit 2 A - Lessons 6-7</p> <p>Colonial Times</p>	<p>Quarter 3   2 Weeks</p> <p>Unit 2 B - Lessons 8-9</p> <p>Slavery in the Americas</p>
				
<p><b>The Focus of the Story:</b></p> <p>Students learn about world maps and geography terms. They study continents, oceans, and countries, using latitude and longitude lines to pinpoint locations such as the Equator and Prime Meridian. This helps them understand exact positions on Earth's surface.</p> <p>They also explore the geography of the United States, identifying major features like the Rockies, Mississippi River, Great Lakes, and deserts. Through map drawing and labeling exercises, students practice accurately representing these features and learning state boundaries and key city locations. These activities provide a foundational understanding of both global and national geography, connecting them to the broader world and their own country's landscape.</p>	<p><b>The Focus of the Story:</b></p> <p>Native Americans migrated into North America through diverse routes, adapting to environments like forests, deserts, and plains. In the Arctic, the Inuit adapted by using seals and ice to create warm clothing and sturdy homes, showcasing their resourcefulness in harsh conditions.</p> <p>Across North America, Native American tribes developed distinct cultural regions such as the Northeast, Southeast, Plains, Southwest, Northwest Coast, Great Basin, and Arctic. Each region had unique customs and lifestyles, revealing their diverse ways of life and resource utilization. Artifacts like tools and pottery offer insights into their daily lives and cultural practices, highlighting their ingenuity and adaptation strategies.</p>	<p><b>The Focus of the Story:</b></p> <p>In the 1400s and 1500s, European explorers sailed to find new lands and trade routes. They used tools like compasses and astrolabes for navigation. These voyagers sought riches and trade routes to Asia, and brought back products like potatoes and tomatoes from the Americas. Famous explorers included Christopher Columbus, who found the Caribbean, and Hernan Cortes, who conquered the Aztec Empire.</p> <p>Early explorers had a big impact on North America, leading to colonization and changes in Native American societies. Their discoveries opened trade and cultural exchanges that continue to shape our world.</p>	<p><b>The Focus of the Story:</b></p> <p>Early English settlements include Roanoke, Jamestown, and Plymouth. Roanoke, the first attempt in 1585, disappeared mysteriously. Jamestown, founded in 1607 in Virginia, was the first successful settlement and thrived by growing tobacco. Plymouth, established in 1620 in Massachusetts, was settled by Pilgrims seeking religious freedom and is known for the first Thanksgiving.</p> <p>Key colonies include Massachusetts Bay, known for Puritan strictness; Rhode Island, for religious freedom; New York, as a trade center; Pennsylvania, founded for Quakers; Maryland, a refuge for Catholics; and Georgia, for debtors and as a buffer against Spanish Florida. New England had cold winters and focused on shipbuilding, the Middle Colonies had a milder climate and diverse trade, and</p>	<p><b>The Focus of the Story:</b></p> <p>In the 1500s, West Africa was rich in trade, but Europeans began capturing Africans and selling them into slavery, starting the Triangular Trade. This system involved shipping enslaved people from Africa to the Americas and bringing goods like sugar back to Europe. The Middle Passage was a brutal journey, but many Africans survived by preserving their culture and resisting in small ways.</p> <p>Colonial Williamsburg, a historic area in Virginia, shows life in the 1700s with basic education, trades like blacksmithing, and community-focused social events. Slavery was a harsh reality, and religion was very important. Comparing this to today's life shows how much has changed, from technology and education to the end of slavery and different social norms.</p>

			climate and diverse trade, and the Southern Colonies were warm and focused on large	
<b>Learning Goals/ Standards:</b>	<b>Learning Goals/ Standards:</b>	<b>Learning Goals/ Standards:</b>	<b>Learning Goals/ Standards:</b>	<b>Learning Goals/ Standards:</b>
The student will be able to identify key elements of a world map and key geographic terms.	The student will be able to trace the migration routes of Native Americans into North America.	The student will be able to make connections between exploration in the 1400's and 1500's and exploration today.	The student will be able to compare and contrast the first English settlements of Roanoke, Jamestown, and Plymouth.	The students will be able to describe life in West Africa in the 1500s and how the trade of enslaved people began.
The student will be able to use latitude and longitude to determine absolute locations on Earth.	The student will be able to summarize key features of environments that Native Americans settled.	The student will be able to identify, record and categorize objects of exploration.	The student will be able to identify key features of colonies.	The students will be able to identify the components of triangular trade.
The student will be able to label major physical features of North America with emphasis on the United States of America.	The student will be able to identify, compare, and contrast Native American cultural regions.	The student will be able to identify, organize, and analyze key facts about early European explorers who led expeditions to the Americas.	The student will be able to compare and contrast the New England, Middle, and Southern colonies.	The students will be able to analyze how Africans survived the Middle Passage and responded to a life of slavery in the colonies.
The student will be able to draw and label a map.	The student will be able to analyze artifacts to identify which ones Native Americans may have used as they adapted to each region's environment.	The student will be able to label explorers' routes, identify the motives for the explorations of early European explorers and recognize the level of impact they had on North America and its inhabitants.	The student will be able to explore historical events from multiple perspectives.	The students will be able to describe six aspects of life in colonial Williamsburg: education, trades, social life, government, slavery, and religion.

<b>Quarter 3   3 Weeks</b>	<b>Quarter 3   3 Weeks</b>	<b>Quarter 4   4 Weeks</b>	<b>Quarter 4   2 Weeks</b>	<b>Quarter 4   3 Weeks</b>
Unit 3 A - Lessons 10-11	Unit 3 B - Lessons 12-13	Unit 4 A - Lessons 14-15	Unit 4 B - Lesson 16	Unit 4 C - Lesson 17
<b>Causes of the American Revolution</b>	<b>The American Revolution</b>	<b>The U.S. Constitution</b>	<b>Civics</b>	<b>Shaping America's Economy</b>
				
<b>The Focus of the Story:</b>	<b>The Focus of the Story:</b>	<b>The Focus of the Story:</b>	<b>The Focus of the Story:</b>	<b>The Focus of the Story:</b>
After the French and Indian War, the American colonies faced new challenges as Britain imposed taxes and laws, leading to growing tension and eventually the American Revolution. King George III wanted to maintain control over the colonies, but if a	In the 1700s, American colonists were upset about British taxes and laws they had no voice in, leading to protests. By 1776, the Continental Congress decided it was time to declare independence, creating the Declaration of Independence. This document	The Articles of Confederation, the first U.S. government plan, had problems like the inability to collect taxes and a lack of unity among states. In 1787, delegates met in Philadelphia to create a new plan, resulting in the U.S. Constitution, which set	Being a U.S. citizen means taking part in important duties like voting, obeying laws, serving on a jury, paying taxes, and helping others in the community. These actions help keep our country running smoothly and make us active	In the U.S., our free market economy allows people to buy and sell goods and services freely. Businesses decide what to make and how much to charge based on what people want, and competition helps keep prices fair and products better.

<p>more understanding king had been in charge, the outcome might have been different.</p> <p>The colonists were divided into two main groups: Patriots, who wanted independence from Britain, and Loyalists, who wanted to stay part of the British Empire. By exploring their arguments you can better understand their different viewpoints. Creating slogans like "No Taxation Without Representation!" for Patriots and "Loyal to the Crown!" for Loyalists can also help illustrate their perspectives.</p>	<p>states that "all men are created equal" and everyone has the right to "Life, Liberty, and the pursuit of Happiness." Copies of the Declaration were sent to other countries and displayed in important places, showing its significance in the fight for freedom.</p> <p>The American Revolution was like a tug-of-war. The British had a strong army and navy but struggled with distance. The Americans knew the land and were motivated, though they had fewer soldiers and less money. Both sides had strengths and weaknesses in their fight for independence.</p>	<p>up a stronger government with three branches: Legislative (makes laws), Executive (enforces laws), and Judicial (reviews laws).</p> <p>During the Constitutional Convention, delegates agreed on having a stronger national government and creating three branches to share power. However, they debated issues like representation and counting slaves. To protect individual freedoms, they added the Bill of Rights, which includes important rights like freedom of speech, the right to a fair trial, and protection from unfair searches.</p>	<p>participants in our democracy.</p> <p>The Founders, like George Washington and Benjamin Franklin, emphasized values such as the government serving the people and the importance of education. These ideas are still relevant today. If there's a local problem, like littering or a need for a new park, you can help by learning about the issue, talking to others, planning a solution, and taking action to improve your community.</p>	<p>The Constitution helps shape our economy by protecting private property and allowing the government to create laws that ensure fairness and safety in business. This creates a stable and fair environment for everyone involved.</p>
Learning Goals/ Standards:				
<p>The student will be able to make connections between a class experience and the historical events in the colonies after the French and Indian War.</p> <p>The student will be able to identify how key events created tensions between the colonists and Great Britain between 1754 and 1774.</p> <p>The student will be able to analyze the character traits of King George III and predict how a different kind of king might have changed the history of the British colonies.</p> <p>The student will be able to identify the positions of Loyalists or Patriots and summarize the personal backgrounds prominent colonists.</p>	<p>The student will be able to identify the major events that led to the creation and approval of the Declaration of Independence.</p> <p>The student will be able to examine and paraphrase key passages from the Declaration of Independence and analyze its historical significance.</p> <p>The student will be able to identify the strengths and weaknesses of the American and British forces in the American Revolution.</p> <p>The student will be able to identify the contributions of key individuals in the American Revolution.</p>	<p>The student will be able to identify the weaknesses in the Articles of Confederation and explain why the Constitutional Convention created the U.S. Constitution.</p> <p>The student will be able to examine and list the key powers of the three branches of government created by the Constitution and identify which branch(es) of the government can act in certain situations.</p> <p>The student will be able to identify issues that the delegates to the Constitutional Convention agreed on and ones that they debated.</p> <p>The student will be able to identify and explain key rights protected under the Bill of Rights.</p>	<p>The student will be able to explain the civic responsibilities of U.S. citizens.</p> <p>The student will be able to analyze quotations from the Founders about civic values and discuss if they are still relevant today.</p> <p>The student will be able to analyze options and take informed action to address a local or regional problem.</p>	<p>The student will be able to explain how the U.S. free market economy works.</p> <p>The student will be able to understand how the Constitution influences our economic system.</p> <p>The student will be able to identify and understand key elements of economics.</p>



	UNITED STATES		Unit	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard	Unwrap			
Civics	<b>Forms and Functions of Government SS 5.1.1</b> Synthesize and justify the structure and function of the United States government.	Structure of the United States government Functions of the United States government	SS 5.1.1 Synthesize and justify the structure and function of the United States government.	-legislative -executive -judicial -delegate -constitution -compromise -Preamble -separation of powers -checks and balances -veto -Bill of Rights -amendment	

UNITED STATES		Unit	Vocabulary	Assessment/Benchmark/Activity	
Strand	State Standard	Unwrap			
	<p><b>SS 5.1.1.a</b> Investigate and summarize contributions that resulted in the historical foundation and formation of the United States constitutional government. <i>For example: early state constitutions, Declaration of Independence, and the Articles of the Confederation, Magna Carta, english Bill of Rights, tribal constitutions.</i></p>	<p>Knowledge of historical foundations of the United States constitutional government                      Early state constitutions                      Declaration of Independence                      Articles of the Confederation                      Magna Carta                      English Bill of Rights                      Tribal constitutions</p>	<p>SS 5.1.1.a Investigate and summarize contributions that resulted in the historical foundation and formation of the United States constitutional government.                      Social Studies Alive! America's Past - Third Edition                      Lesson - Comparing the Colonies                      Student Text - Explore - Taking Part in Politics: Colonial Times to Today                      Student Text - Introduction                      Student Text - Section 2 - Massachusetts Bay: New England Colony                      Student Text - Section 4 - New York: Middle Colony                      Student Text - Section 5 - Pennsylvania: Middle Colony                      Student Text - Section 6 - Maryland: Southern Colony                      Student Text - Section 7 - Georgia: Southern Colony                      Student Text - Summary                      Lesson - Early English Settlements                      Student Text - Explore - What Happened in Jamestown?                      A Fictional Interview with True Facts                      Lesson - Life in Colonial Williamsburg                      Student Text - Section 1 - Colonial Williamsburg                      Student Text - Section 5 - Government: The Governor's Palace                      Lesson - Shaping America's Economy                      Student Text - Explore - The U.S. Free Enterprise Economy                      Student Text - Section 2 - Creating a Free Market Economy                      Lesson - Tensions Grow Between the Colonies and Great Britain                      Student Text - Introduction                      Student Text - Summary                      Lesson - The Bill of Rights                      Student Text - Explore - Changing the Constitution                      Student Text - Introduction                      Student Text - Section 1 - The Need for a Bill of Rights                      Student Text - Summary                      Lesson - The Constitution                      Student Text - Biography - The Great Compromise: How Roger Sherman Saved the Constitution                      Student Text - Explore - Crafting the Constitution: The Art of Compromise                      Student Text - Explore - Establishing a Limited Government                      Student Text - Explore - Federalist and Anti-Federalist Views of Government                      Student Text - Explore - Our Federal System of Government                      Student Text - Explore - Who Are "We the People"?                      Student Text - Introduction                      Student Text - Primary Source - Our Constitutions: Foundations of Democracy                      Student Text - Section 1 - The First Government: The Articles of Confederation                      Student Text - Section 2 - A New Government: The Constitutional Convention                      Student Text - Section 3 - Making the Laws: The Legislative Branch                      Student Text - Section 4 - Carrying Out the Laws: The Executive Branch                      Student Text - Section 5 - Interpreting the Laws: The Judicial Branch                      Student Text - Section 6 - Limiting Power: Checks and Balances                      Student Text - Summary</p>	<p>-petition                      -Declaration of Independence                      -rights                      -Articles of Confederation - ordinance</p>	<p>unit tests and activities</p>

	UNITED STATES		Unit	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard	Unwrap			
	<p><b>SS 5.1.1.b</b> Identify and explain the structure and functions of the three branches of government. <i>For example: legislative, executive, judicial</i></p>	<p>Structure of the three branches of government (legislative, executive, judicial) Functions of each branch</p>	<p>SS 5.1.1.b Identify and explain the structure and functions of the three branches of government. Social Studies Alive! America's Past - Third Edition Lesson - The Constitution Student Text - Explore - Establishing a Limited Government Student Text - Explore - Our Federal System of Government Student Text - Section 2 - A New Government: The Constitutional Convention Student Text - Section 3 - Making the Laws: The Legislative Branch Student Text - Section 4 - Carrying Out the Laws: The Executive Branch Student Text - Section 5 - Interpreting the Laws: The Judicial Branch Student Text - Section 6 - Limiting Power: Checks and Balances Lesson - The Modern United States Student Text - Explore - Leaders and Leadership in Modern America Lesson 14 - The Constitution Classroom Activity - Slideshow</p>	<p>-legislative -executive -judicial -delegate -constitution -separation of powers -checks and balances -veto</p>	<p>unit assessment, icivics and Ben's Guide activities</p>

UNITED STATES		Unit	Vocabulary	Assessment/Benchmark/Activity	
Strand	State Standard	Unwrap			
	<p><b>SS 5.1.1.c</b> Analyze how colonial and new states' governments' laws affected majority groups within their population. <i>For example: citizens, enslaved persons, Native American tribes, immigrants, women, class systems</i></p>	<p>Analyzing governmental laws Impact on majority groups within populations (e.g., citizens, enslaved persons, Native American tribes, immigrants, women, class systems)</p>	<p>SS 5.1.1.c Analyze how colonial and new states' governments' laws affected majority groups and marginalized groups within their population. Social Studies Alive! America's Past - Third Edition Lesson - Comparing the Colonies Student Text - Explore - Taking Part in Politics: Colonial Times to Today Student Text - Introduction Student Text - Section 2 - Massachusetts Bay: New England Colony Student Text - Section 4 - New York: Middle Colony Student Text - Section 5 - Pennsylvania: Middle Colony Student Text - Section 6 - Maryland: Southern Colony Student Text - Section 7 - Georgia: Southern Colony Student Text - Summary Lesson - Early English Settlements Student Text - Explore - What Happened in Jamestown? A Fictional Interview with True Facts Lesson - Life in Colonial Williamsburg Student Text - Section 1 - Colonial Williamsburg Student Text - Section 5 - Government: The Governor's Palace Lesson - Tensions Grow Between the Colonies and Great Britain Student Text - Introduction Student Text - Summary Lesson - The Constitution Student Text - Explore - Crafting the Constitution: The Art of Compromise Student Text - Explore - Who Are "We the People"? Student Text - Section 1 - The First Government: The Articles of Confederation Lesson 6 - Early English Settlements Classroom Activity - Slideshow Lesson 7 - Comparing the Colonies Classroom Activity - Slideshow Lesson 8 - Slavery in the Americas Classroom Activity - Slideshow Lesson 9 - Life in Colonial Williamsburg Classroom Activity - Slideshow Lesson Unit - Colonial Times Unit Project - Unit Inquiry Project: Colonial Times</p>	<p>-dissent -proprietor -diverse -artisan -class -treaty -Pontiac's Rebellion -Proclamation of 1763</p>	<p>unit tests</p>

	UNITED STATES		Unit	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard	Unwrap			
	<b>SS 5.1.1.d</b> Evaluate how the decisions of the national government affect local and state government and citizens of diverse backgrounds. <i>For example: three-fifths clause, treaties, voting requirements, slavery</i>	Understanding how decisions of the national government impact local and state governments. Understanding how decisions of the national government impact citizens of diverse backgrounds. Examples like the three-fifths clause, treaties, voting requirements, and slavery.	SS 5.1.1.dEvaluate how the decisions of the national government affect local and state government and citizens of diverse backgrounds. Social Studies Alive! America's Past - Third Edition Lesson - The Bill of Rights Student Text - Explore - Our Living Constitution Lesson - The Constitution Student Text - Explore - Our Federal System of Government Student Text - Section 3 - Making the Laws: The Legislative Branch Student Text - Section 5 - Interpreting the Laws: The Judicial Branch Lesson - To Declare Independence or Not Student Text - Explore - Public Policy: Why, How, Who? Lesson Unit - Civics and Economics in America Unit Project - Social Studies Stories - Individual Rights vs. Society's Needs	-national government -state government -local government - powers -levels of government	unit tests
	<b>SS 5.1.1.e</b> Justify the principles of the American Republic. <i>For example: liberty, representative democracy, United States Constitution, Bill of Rights</i>	Principles of the American Republic (e.g., liberty, representative democracy, United States Constitution, Bill of Rights)	SS 5.1.1.eJustify the principles of the American Republic. Social Studies Alive! America's Past - Third Edition Lesson - Our Role in Government Student Text - Introduction Student Text - Section 5 - Civic Values Student Text - Summary Lesson - The Constitution Student Text - Primary Source - Our Constitutions: Foundations of Democracy Lesson 16 - Our Role in Government Classroom Activity - Slideshow	-Constitution -Bill of Rights - amendments -liberty -democracy - separation of powers -checks and balances -veto	unit tests, bill of rights activities
	<b>SS 5.1.1.f</b> Analyze and contrast forms of government. <i>For example: Tribal, British monarchy, early American colonial governments</i>	Forms of government analysis and comparison Analyze forms of government Contrast different forms of government		-government -council -league - chief	unit tests
	<b>Civic Participation</b> <b>SS 5.1.2</b> Analyze democratic principles that are the foundation of the United States government systems in daily life.	Democratic principles Foundation of the United States government systems Application in daily life	SS 5.1.2Analyze democratic principles that are the foundation of the United States government systems in daily life.	-individual rights -common good -political party -candidate -Bill of Rights -voting	

	UNITED STATES		Unit	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard	Unwrap			
	<p><b>SS 5.1.2.a</b> Explore and communicate the constitutional rights and civic responsibilities of US citizens. <i>For example: freedom of speech, voting, staying informed of issues, respecting the rights, opinions, and beliefs of others, joining a civic group</i></p>	<p>Constitutional rights and civic responsibilities                      Rights such as freedom of speech and voting                      Responsibilities including staying informed of issues and respecting others' rights and beliefs                      Participation in civic groups</p>	<p>SS 5.1.2.a Explore and communicate the constitutional rights and civic responsibilities of U.S. citizens.                      Social Studies Alive! America's Past - Third Edition                      Lesson - Comparing the Colonies                      Student Text - Explore - Taking Part in Politics: Colonial Times to Today                      Lesson - Our Role in Government                      Student Text - Introduction                      Student Text - Section 1 - The Need for Laws                      Student Text - Section 2 - Education                      Student Text - Section 3 - Participation                      Student Text - Section 5 - Civic Values                      Student Text - Summary                      Lesson - The Bill of Rights                      Student Text - Explore - Our Living Constitution                      Student Text - Introduction                      Student Text - Section 1 - The Need for a Bill of Rights                      Student Text - Section 2 - The First Amendment                      Student Text - Section 3 - The Second Amendment                      Student Text - Section 4 - The Fourth Amendment                      Student Text - Section 5 - The Fifth Amendment                      Student Text - Section 6 - The Sixth Amendment                      Student Text - Section 7 - The Eighth Amendment                      Student Text - Section 8 - Other Rights Protected by the Bill of Rights                      Student Text - Summary                      Lesson - The Civil War                      Student Text - Explore - The Era of Reconstruction                      Lesson - The Constitution                      Student Text - Explore - Establishing a Limited Government                      Student Text - Explore - Voting Rights                      Lesson - To Declare Independence or Not                      Student Text - Explore - Public Policy: Why, How, Who?                      Lesson 15 - The Bill of Rights                      Classroom Activity - Slideshow                      Lesson 16 - Our Role in Government                      Classroom Activity - Slideshow                      Lesson Biographies                      King Jr., Martin Luther (1929–1968)                      Lesson Unit - Civics and Economics in America                      Unit Project - Social Studies Stories - How Students Make a Difference                      Unit Project - Social Studies Stories - Individual Rights vs. Society's Needs                      Unit Project - Unit Inquiry Project: Civics and Economics in America</p>	<p>-individual rights                      -common good                      -political party                      -candidate -Bill of Rights -voting</p>	<p>unit test, civics activities</p>

	UNITED STATES		Unit	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard	Unwrap			
	<p><b>SS 5.1.2.b</b> Communicate origins of national and state holidays including historical background and significance. <i>For example: George Washington's birthday, Abraham Lincoln's Birthday, Presidents Day, Dr. Martin Luther King, Jr. Day, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, Thanksgiving Day, Citizenship Day, tribal flag songs, Native American Day</i></p>	<p>Concepts: Understanding the importance of celebrating national and state holidays, honoring historical figures and events</p>	<p>SS 5.1.2.b Communicate origins of national and state holidays including historical background and significance. Social Studies Alive! America's Past - Third Edition Lesson - Early English Settlements Student Text - Section 3 - The Settlement of Plymouth Lesson - Our Role in Government Student Text - Section 5 - Civic Values Lesson - Slavery in the Americas Student Text - Explore - Juneteenth Lesson - The Declaration of Independence Student Text - Explore - Independence Day and Other Holidays Celebrated by Americans Lesson Biographies King Jr., Martin Luther (1929–1968)</p>	<p>-Star Spangled Banner -U.S. flag -liberty -Constitution Day - Presidents' Birthdays: George Washington, Abraham Lincoln - Native American Heritage Day - Martin Luther King Jr. -Veterans Day -Thanksgiving</p>	<p>state and national holiday activities</p>
	<p><b>SS 5.1.2.c</b> Interpret and communicate the significance of patriotic symbols, songs, and activities. <i>For example: significance of the flag, Forth of July, Constitution Day, George Washington's birthday, military songs from Revolutionary War, tribal songs, the Liberty Bell</i></p>	<p>Understanding patriotic symbols, songs, and activities Interpreting the significance of these symbols and activities</p>	<p>SS 5.1.2.c Interpret and communicate the significance of patriotic symbols, songs, and activities. Social Studies Alive! America's Past - Third Edition Lesson - Our Role in Government Student Text - Section 5 - Civic Values Lesson - The Declaration of Independence Student Text - Explore - Independence Day and Other Holidays Celebrated by Americans Student Text - Explore - Symbols of the United States</p>	<p>-Independence Hall -Star Spangled Banner -U.S. flag - liberty -Forth of July - Constitution Day -George Washington's birthday -Liberty Bell - National Bird Eagle -National monuments -popular sovereignty -democracy -civic responsibility -rule of law</p>	<p>unit test, patriotic symbols research project</p>

	UNITED STATES		Unit	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard	Unwrap			
	<p><b>SS 5.1.2.d</b> Explore models of groups and individual actions that illustrate civic ideas in the founding of the United States. <i>For example: George Washington, Boston Tea Party, Continental Congress, Federalist papers, Sons of Liberty, Common Sense by Thomas Paine, Mayflower Compact</i></p>	<p>Models of groups and individual actions Civic ideas in the founding of the United States Examples such as George Washington, Boston Tea Party, Continental Congress, Federalist papers, Sons of Liberty, Common Sense by Thomas Paine, Mayflower Compact</p>	<p>SS 5.1.2.d Explore models of group and individual actions that illustrate civic ideas in the founding of the United States. Social Studies Alive! America's Past - Third Edition Lesson - Shaping America's Economy Student Text - Section 2 - Creating a Free Market Economy Lesson - The Constitution Student Text - Biography - The Great Compromise: How Roger Sherman Saved the Constitution Student Text - Explore - Establishing a Limited Government Student Text - Explore - Federalist and Anti-Federalist Views of Government Student Text - Explore - Who Are "We the People"? Student Text - Introduction Student Text - Section 2 - A New Government: The Constitutional Convention Student Text - Summary Lesson - The Declaration of Independence Student Text - Introduction Student Text - Section 2 - Thomas Paine and Common Sense Student Text - Section 3 - Writing the Declaration of Independence Student Text - Section 4 - Approving the Declaration of Independence Student Text - Summary Lesson - To Declare Independence or Not Student Text - Introduction Student Text - Primary Source - Patrick Henry's "Give Me Liberty or Give Me Death" (1775) Student Text - Primary Source - Speeches by William Pitt and Edmund Burke Student Text - Section 1 - Who Were the Loyalists and Patriots? Student Text - Section 2 - Thomas Hutchinson: Loyalist Governor Student Text - Section 3 - Joseph Brant: Native American Loyalist Student Text - Section 4 - Jonathan Boucher: Loyalist Religious Leader Student Text - Section 5 - Lord Dunmore: Loyalist Governor of Virginia Student Text - Section 6 - Benjamin Franklin: The Thoughtful Patriot Student Text - Section 7 - Crispus Attucks: Patriot Hero Student Text - Section 8 - Mercy Otis Warren: Patriot with a Pen Student Text - Section 9 - Samuel Adams: Dedicated Patriot Student Text - Summary Lesson 11 - To Declare Independence or Not Classroom Activity - Slideshow Lesson 16 - Our Role in Government Classroom Activity - Slideshow Lesson 17 - Shaping America's Economy Classroom Activity - Slideshow Lesson Biographies Adams, Abigail (1744–1818) Adams, Samuel (1722–1803) Franklin, Benjamin (1706–1790) Washington, George (1732–1799) Wheatley, Phillis (about 1753–1784) Lesson Unit - Civics and Economics in America Unit Project - Social Studies Stories - Inside the Constitutional Convention</p>	<p>-petition -independence -rights -treason -Patriot -Loyalist -neutral</p>	<p>unit tests</p>

	UNITED STATES		Unit	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard	Unwrap			
	<p><b>SS 5.1.2.e</b> Examine how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States. <i>For example: communication through civil discourse historically and presently, constitutional compromises, Continental Congress</i></p>	<p>Cooperation and conflict among people Contribution to political, economic, and social events in the United States Examples such as communication through civil discourse, constitutional compromises, Continental Congress</p>	<p>SS 5.1.2.e Examine how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States. Social Studies Alive! America's Past - Third Edition Lesson - Manifest Destiny and Settling the West Student Text - Introduction Student Text - Section 6 - Acquisition of Oregon Country (1846) Student Text - Section 8 - The Impact of Manifest Destiny Student Text - Summary Lesson - Tensions Grow Between the Colonies and Great Britain Student Text - Explore - Taxes, Then and Now Student Text - Introduction Student Text - Primary Source - The Stamp Act of 1765 Student Text - Section 2 - The Proclamation of 1763 - Student Text - Section 3 - The Quartering Act Student Text - Section 4 - The Stamp Act Student Text - Section 5 - The Boston Massacre Student Text - Section 6 - The Boston Tea Party Student Text - Section 7 - The Intolerable Acts Student Text - Summary Lesson - The American Revolution Student Text - Explore - Military Organizations from Revolutionary Times Student Text - Explore - Native Americans and Colonists in the American Revolution Student Text - Introduction Student Text - Primary Source - Money and the Revolution Student Text - Section 1 - The Continental Army Student Text - Section 2 - The British Army Student Text - Section 3 - The British Army Is Far from Home Student Text - Section 4 - The Continental Army Is Motivated to Win Student Text - Section 5 - Different War Strategies Student Text - Section 6 - The Continental Army Gains Allies Student Text - Section 7 - The Treaty of Paris, 1783 Student Text - Summary Lesson - The Causes of the Civil War Student Text - Explore - Ohio's Role in the Anti-Slavery Movement and the Underground Railroad Student Text - Introduction Student Text - Section 1 - Differences Grow Between the North and the South Student Text - Section 2 - The Missouri Compromise Student Text - Section 3 - Abolitionists and the Underground Railroad Student Text - Summary Lesson - The Civil War Student Text - Explore - Native Americans, Then and Now Student Text - Explore - The Civil War: Stories from Two States Student Text - Introduction Student Text - Section 1 - The Union and the Confederate Armies Student Text - Section 2 - Key Battles in the North Student Text - Section 3 - Military Tactics and Technology Student Text - Section 4 - Combat Conditions Student Text - Section 5 - Medical Care Student Text - Section 6 - Food and Drink Student Text - Section 7 - Conditions on the Home Front Student Text - Section 8 - From Gettysburg to Appomattox</p>	<p>-George Washington -ally - continental army -independence - John Adams -Sons of Liberty - Declaration of Independence -Great Compromise -3/5 Compromise - Continental Congress</p>	<p>unit tests, icivics activities</p>

	UNITED STATES		Unit	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard	Unwrap			
	<b>SS 5.1.2.f</b> Determine how the roles of individuals and groups influenced government. <i>For example: George Wahsington, John Adams, Abigail Adams, THomas Jefferson, Benjamin Franklin, severeign Native Americans, Patriots, Loyalists, European governments.</i>	Roles of individuals and groups Influence on government Historical figures such as George Washington, John Adams, Abigail Adams, Thomas Jefferson, Benjamin Franklin Sovereign Native Americans, Patriots, Loyalists, European governments	SS 5.1.2.fDetermine how the roles of individuals and groups influenced government. Social Studies Alive! America's Past - Third Edition Lesson - Comparing the Colonies Student Text - Explore - Taking Part in Politics: Colonial Times to Today Lesson - Our Role in Government Student Text - Introduction Student Text - Section 2 - Education Student Text - Section 3 - Participation Student Text - Section 4 - Working Together Student Text - Summary Lesson - The Constitution Student Text - Explore - Voting Rights Lesson - To Declare Independence or Not Student Text - Explore - Public Policy: Why, How, Who? Lesson 16 - Our Role in Government Classroom Activity - Slideshow Lesson Unit - Civics and Economics in America Unit Project - Social Studies Stories - How Students Make a Difference	-George Washington -John Adams - Thomas Jefferson -Ben Franklin -Patriots -Loyalists	unit tests
Economics	<b>Economic Decision Making</b> SS 5.2.1 Not addressed at this level	yes			
	<b>Financial Literacy</b> SS 5.2.2 Not addressed at this level				
	<b>Exchange and Markets</b> SS 5.2.3 Explain how human capital can be improved by education and training and thereby increase standards of living.	Human capital Education and training Improved standards of living	SS 5.2.3Explain how human capital can be improved by education and training and thereby increase standards of living.	-apprentice -journeyman -master - artisan	
	<b>SS 5.2.3.a</b> List examples of how additional education/training improves productivity and increases standards of living. <i>For example: On the job training, education can all lead to higher wages.</i>	Additional education/training Productivity improvement Increase in standards of living	SS 5.2.3.aList examples of how additional education/training improves productivity and increases standards of living. Social Studies Alive! America's Past - Third Edition Lesson - Geography of the United States Student Text - Explore - Geography and Jobs in Ohio Lesson - Slavery in the Americas Student Text - Explore - Labor in Virginia, Then and Now	-apprentice -journeyman -master - artisan -on the job training	unit tests and future smart acitivity
	<b>SS 5.2.4</b> Explain how specialization, division of labor, and technology increase productivity and interdependence.	Specialization Division of labor Technology Productivity Interdependence	SS 5.2.4Explain how specialization, division of labor, and technology increase productivity and interdependence.		

	UNITED STATES		Unit	Vocabulary	Assessment/Benchmark/Activity
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	<b>SS 5.2.4.a</b> Describe the historical role of innovation and entrepreneurship in a market economy. <i>For example: apprentice, journeyman, early inventors and entrepreneurs</i>	Historical role of innovation, historical role of entrepreneurship, market economy	SS 5.2.4.a Describe the historical role of innovation and entrepreneurship in a market economy. Social Studies Alive! America's Past - Third Edition Lesson - Early English Settlements Student Text - Explore - Resources, Factors of Production, Scarcity, and Choice Lesson - Routes of Exploration to the Americas Student Text - Explore - Exploration and Trade Lesson - The Causes of the Civil War Student Text - Explore - Industrialization in the North: Productivity Student Text - Explore - Reforms During the Antebellum Period Student Text - Section 1 - Differences Grow Between the North and the South Lesson - The Modern United States Student Text - Explore - How the Factory System Changed Work in the United States Student Text - Section 1 - Industrialization Lesson - To Declare Independence or Not Student Text - Explore - New Inventions in the Early Days of the United States Lesson 22 - The Modern United States Reading - Social Studies Stories - Buying Goods: Then and Now Lesson Biographies Ansari, Anousheh (1966–) Schneiderman, Rose (1882–1972) Lesson Unit - Civics and Economics in America Unit Project - Social Studies Stories - The Rise of Cotton in the South	-consumer -scarcity -bank account -interest -credit card -store of value -medium of exchange -unit of accounting	unit test, future smart activity
	<b>National Economy SS 5.2.5</b> Summarize characteristics of economic institutions in the United States.	Characteristics of economic institutions United States	SS 5.2.5 Summarize characteristics of economic institutions in the United States.	-bank account -interest -credit card -deposit	unit test, future smart activity
	<b>SS 5.2.5.a</b> Describe the importance of financial institutions to households and businesses. <i>For example: loans to agriculture, business, and individuals in order to provide capital; importance of rule of law to enforce contracts and provide for private property</i>	Financial institutions Importance to households and businesses Types of loans provided Rule of law to enforce contracts Protection of private property		-contract -agreement	unit review, future smart activity
	<b>SS 5.2.5.b</b> Explain the rules and laws that protect and support consumers. <i>For example: contracts, agreements, and product safety</i>	Rules and laws, consumer protection, contracts, agreements, product safety		-bank account -interest -credit card -store of value -medium of exchange -unit of accounting	unit review, future smart activity
	<b>SS 5.2.5.c</b> Identify goods and services funded through federal taxes. <i>For example: military and armed forces, parks</i>	Identification of goods and services Connection of goods and services to federal taxes	SS 5.2.5.c identify goods and services funded through federal taxes. Social Studies Alive! America's Past - Third Edition Lesson - Tensions Grow Between the Colonies and Great Britain Student Text - Explore - Taxes, Then and Now Lesson - The Constitution Student Text - Explore - Our Federal System of Government	-bank account -interest -credit card -store of value -medium of exchange -unit of accounting	unit test, future smart activity

	UNITED STATES		Unit	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard	Unwrap			
	<b>Global Economy</b> <b>SS</b> <b>5.2.6</b> Summarize how specialization and trade impact the global market and relationships with other countries.	Specialization Trade Global market Relationships with other countries	SS 5.2.6 Summarize how specialization and trade impact the global market and relationships with other countries.	-taxes -goods -services -tariffs	
	<b>SS 5.2.6.a</b> Describe how international trade promotes specialization and division of labor and increases the productivity of labor, output and consumption. <i>For example: New England specialized in ship building and fishing, South Carolina grew rice, the Middle Colonies had grad, and the Upper South grew tobacco and got finished goods like books from Great Britain</i>	International trade Specialization and division of labor Increased productivity of labor, output, and consumption	SS 5.2.6.a Describe how international trade promotes specialization and division of labor and increases the productivity of labor, output, and consumption. Social Studies Alive! America's Past - Third Edition Lesson - Comparing the Colonies Student Text - Explore - Answering the Three Basic Economic Questions in the American Colonies Lesson - Native American Cultural Regions Student Text - Explore - Native American Governments Lesson - Routes of Exploration to the Americas Student Text - Explore - Exploration and Trade Lesson - Shaping America's Economy Student Text - Explore - Making Economic Choices: Opportunity Costs, Benefits, and Incentives Student Text - Section 4 - The Constitution and Trade Lesson - Slavery in the Americas Student Text - Explore - Labor in Virginia, Then and Now Lesson - The Modern United States Student Text - Explore - International Relations	-taxes -public and private goods and services. -13 Colonies Natural Resources Land/Crops	unit review
	<b>SS 5.2.6.b</b> Explain how trade impacts relationships between countries. <i>For example: fur, tobacco, cotton, lumber, triangle trade, tribal trading with settlers</i>	Understanding of trade Impact of trade on relationships between countries Examples of trade products (fur, tobacco, cotton, lumber) Examples of historical trade practices (triangle trade, tribal trading with settlers)	SS 5.2.6.b Explain how trade impacts relationships between countries. Social Studies Alive! America's Past - Third Edition Lesson - Comparing the Colonies Student Text - Explore - Answering the Three Basic Economic Questions in the American Colonies Lesson - Routes of Exploration to the Americas Student Text - Explore - Exploration and Trade Lesson - Shaping America's Economy Student Text - Section 4 - The Constitution and Trade Lesson - The Modern United States Student Text - Explore - International Relations	-export -import -raw materials -mercantilism -triangular trade -fur -tobacco -lumber -cotton	unit review/test
<b>Strand: Geography</b>	<b>Location and Place</b> <b>SS</b> <b>5.3.1</b> Explore where (spatial) and why people, places and environments are organized in the United States.	Understanding spatial organization in the United States Exploring reasons behind the organization of people, places, and environments	SS 5.3.1 Explore where (spatial) and why people, places, and environments are organized in the United States.		

	UNITED STATES		Unit	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard	Unwrap			
	<p><b>SS 5.3.1.a</b> Use maps and atlases to locate major human and physical features in the United States. <i>For example: states, capitals and major cities, Rocky Mountains, Appalachian Mountains, Great Lakes</i></p>	<p>Skills: Map reading, atlas usage            Knowledge: Major human and physical features in the United States            Concepts: Geographical locations, states, capitals, major cities, mountain ranges, lakes</p>	<p>SS 5.3.1.a Use maps and atlases to locate major human and physical features in the United States.            Social Studies Alive! America's Past - Third Edition            Lesson - Geography of the United States            Student Text - Introduction            Student Text - Section 1 - Understanding the Globe            Student Text - Section 3 – Political Geography of the United States            Student Text - Section 5 - The Physical Features of the United States            Student Text - Section 6 - Climate in the United States            Student Text - Section 8 - Geography Affects Where People Live            Student Text - Summary            Lesson - Native American Cultural Regions            Student Text - Introduction            Student Text - Section 1 - Native Americans of the Northwest Coast            Student Text - Section 2 - Native Americans of the California/Intermountain Region            Student Text - Section 3 - Native Americans of the Southwest            Student Text - Section 4 - Native Americans of the Plateau            Student Text - Section 5 - Native Americans of the Great Plains            Student Text - Section 6 - Native Americans of the Eastern Woodlands            Student Text - Section 7 - Native Americans of the Southeast            Student Text - Summary</p>	<p>-compass rose            -map key            -locator map            -political map            -physical map            -relief            -elevation map -states, capitals, major cities. -Rocky Mountains - Appalachian Mountains. -Great Lakes. -Missouri River. -Mississippi River. etc.</p>	<p>unit test, seterra map review</p>

UNITED STATES		Unit	Vocabulary	Assessment/Benchmark/Activity	
Strand	State Standard	Unwrap			
	<p><b>SS 5.3.1.b</b> Apply map skills to analyze physical/political maps of the United States.  <i>For example: Identify latitude/longitude and the global grid, and the ocean currents, trade winds.</i></p>	<p>Map skills            Physical maps of the United States            Political maps of the United States            Latitude and longitude            Global grid            Ocean currents            Trade winds</p>	<p>SS 5.3.1.b Apply map skills to analyze physical/political maps of the United States.            Social Studies Alive! America's Past - Third Edition            Lesson - Geography of the United States            Student Text - Introduction            Student Text - Section 1 - Understanding the Globe            Student Text - Section 3 – Political Geography of the United States            Student Text - Section 5 - The Physical Features of the United States            Student Text - Section 6 - Climate in the United States            Student Text - Section 8 - Geography Affects Where People Live            Student Text - Summary            Lesson - Native American Cultural Regions            Student Text - Introduction            Student Text - Section 1 - Native Americans of the Northwest Coast            Student Text - Section 2 - Native Americans of the California/Intermountain Region            Student Text - Section 3 - Native Americans of the Southwest            Student Text - Section 4 - Native Americans of the Plateau            Student Text - Section 5 - Native Americans of the Great Plains            Student Text - Section 6 - Native Americans of the Eastern Woodlands            Student Text - Section 7 - Native Americans of the Southeast            Student Text - Summary</p>	<p>-compass rose            -map key            -scale            -latitude            -longitude. -global grid            -locator map            -political map            -physical map            -relief            -elevation map            -elevation            -region            -time zones</p>	<p>unit test, seterra map review</p>

	UNITED STATES		Unit	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard	Unwrap			
	<p><b>SS 5.3.1.c</b> Determine why things are located where they are in the United States. <i>For example: Why were the 13 colonies located on the eastern side of the United States? Why was corn raised in Pennsylvania and Ohio and cotton in Virginia and Georgia?</i></p>	Analyzing reasons for the specific locations of geographical or economic factors in the United States.	<p>SS 5.3.1.c Determine why things are located where they are in the United States.            Social Studies Alive! America's Past - Third Edition            Lesson - Geography of the United States            Student Text - Introduction            Student Text - Section 1 - Understanding the Globe            Student Text - Section 3 – Political Geography of the United States            Student Text - Section 5 - The Physical Features of the United States            Student Text - Section 6 - Climate in the United States            Student Text - Section 7 - Vegetation in the United States            Student Text - Section 8 - Geography Affects Where People Live            Student Text - Summary            Lesson - Manifest Destiny and Settling the West            Student Text - Explore - Tribal Governments and the United States            Lesson - Native American Cultural Regions            Student Text - Introduction            Student Text - Section 1 - Native Americans of the Northwest Coast            Student Text - Section 2 - Native Americans of the California/Intermountain Region            Student Text - Section 3 - Native Americans of the Southwest            Student Text - Section 4 - Native Americans of the Plateau            Student Text - Section 5 - Native Americans of the Great Plains            Student Text - Section 6 - Native Americans of the Eastern Woodlands            Student Text - Section 7 - Native Americans of the Southeast            Student Text - Summary            Lesson 1 - Geography of the United States            Classroom Activity - Slideshow            Lesson 3 - Native American Cultural Regions            Classroom Activity - Slideshow            Lesson Unit - America's Geographic Setting            Unit Project - Social Studies Stories - Where Geography Meets History            Unit Project - Unit Inquiry Project: America's Geographic Setting</p>	-region -climate	unit test,
	<p><b>Regions</b> <b>SS 5.3.2</b> Compare the characteristics of places and regions and draw conclusions on their impact on human decisions.</p>	Comparing characteristics of places and regions Drawing conclusions on the impact of these characteristics on human decisions	SS 5.3.2 Compare the characteristics of places and regions and draw conclusions on their impact on human decisions.	-regions	unit test

	UNITED STATES		Unit	Vocabulary	Assessment/Benchmark/Activity
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	<b>SS 5.3.2.a</b> Identify criteria used to define regions within the United States. <i>For example: location, climate, industry, landforms, bodies of water</i>	Criteria used to define regions within the United States Location Climate Industry Landforms Bodies of water	SS 5.3.2.a. identify criteria used to define regions within the United States. Social Studies Alive! America's Past - Third Edition Lesson - Geography of the United States Student Text - Introduction Student Text - Section 3 – Political Geography of the United States Student Text - Section 5 - The Physical Features of the United States Student Text - Section 6 - Climate in the United States Student Text - Section 7 - Vegetation in the United States Student Text - Section 8 - Geography Affects Where People Live Student Text - Summary Lesson - Manifest Destiny and Settling the West Student Text - Explore - Tribal Governments and the United States Lesson 1 - Geography of the United States Classroom Activity - Slideshow Lesson 3 - Native American Cultural Regions Classroom Activity - Slideshow Lesson Unit - America's Geographic Setting Unit Project - Social Studies Stories - Where Geography Meets History Unit Project - Unit Inquiry Project: America's Geographic Setting	-regions    -Bread Basket	
	<b>SS 5.3.2.b</b> Identify and classify regions and places within the United States using physical and human features. <i>For example: Tidewater, New England, Hudson Valley, Congressional districts</i>	Identifying regions and places within the United States Using physical and human features for classification	SS 5.3.2.b. identify and classify regions and places within the United States using physical and human features. Social Studies Alive! America's Past - Third Edition Lesson - Geography of the United States Student Text - Introduction Student Text - Section 3 – Political Geography of the United States Student Text - Section 5 - The Physical Features of the United States Student Text - Section 6 - Climate in the United States Student Text - Section 7 - Vegetation in the United States Student Text - Section 8 - Geography Affects Where People Live Student Text - Summary Lesson - Manifest Destiny and Settling the West Student Text - Explore - Tribal Governments and the United States Lesson 1 - Geography of the United States Classroom Activity - Slideshow Lesson 3 - Native American Cultural Regions Classroom Activity - Slideshow Lesson Unit - America's Geographic Setting Unit Project - Social Studies Stories - Where Geography Meets History Unit Project - Unit Inquiry Project: America's Geographic Setting	-regions, Northeast, Midwest, Southeast, Southwest, & West - Rocky Mountain -Great Plains	unit test, seterra review  unit test
	<b>Human- Environment Interaction SS 5.3.3</b> Explain how human and natural forces have modified different environments in the United States and how humans have adapted.	Human modification of environments, adaptation to environmental changes	SS 5.3.3 Explain how human and natural forces have modified different environments in the United States and how humans have adapted.	-regions    -cities    -states	

	UNITED STATES		Unit	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard	Unwrap			
	<p><b>SS 5.3.3.a</b> Identify examples of ecosystems and analyze issues related to the natural setting in the United States. <i>For example: forests, deserts, grasslands, deforestation, wildfires, urban sprawl, flooding, erosion, strip mining</i></p>	<p>Identifying examples of ecosystems in the United States. Analyzing issues related to the natural setting in the United States.</p>	<p>SS 5.3.3.a. identify examples of ecosystems and analyze issues related to the natural setting in the United States. Social Studies Alive! America's Past - Third Edition Lesson - The Diverse Peoples of the West Student Text - Explore - People and the Environment</p>	<p>-forests -deserts -grasslands -climate -plate tectonics -glaciers</p>	<p>unit review</p>
	<p><b>SS 5.3.3.b</b> Describe the impact of extreme natural events in the United States on the human and physical environment. <i>For example: lightning, blizzards, floods, drought, hurricanes, tornadoes result in changes to agricultural/construction/ public safety practices.</i></p>	<p>Skills: Describing the impact of extreme natural events Knowledge: Understanding the effects of extreme natural events on human and physical environments Concepts: Changes to agricultural, construction, and public safety practices due to natural disasters</p>	<p>SS 5.3.3.b Describe the impact of extreme natural events in the United States on the human and physical environment. Social Studies Alive! America's Past - Third Edition Lesson - Geography of the United States Student Text - Section 8 - Geography Affects Where People Live</p>	<p>-climate -plate tectonics -glaciers</p>	<p>unit review</p>
	<p><b>SS 5.3.3.c</b> Examine patterns of resource distribution and utilization in the United States. <i>For example: fisheries, forests, agricultural development, manufacturing regions</i></p>	<p>Patterns of resource distribution Patterns of resource utilization Examples of resources in the United States (fisheries, forests, agricultural development, manufacturing regions)</p>	<p>SS 5.3.3.c Examine patterns of resource distribution and utilization in the United States. Social Studies Alive! America's Past - Third Edition Lesson - Early English Settlements Student Text - Explore - Resources, Factors of Production, Scarcity, and Choice Lesson - Geography of the United States Student Text - Explore - Geography and Jobs in Ohio Student Text - Explore - How Geography Affects American Populations Lesson - Native American Cultural Regions Student Text - Explore - Native American Economic Patterns Student Text - Section 1 - Native Americans of the Northwest Coast Student Text - Section 2 - Native Americans of the California/Intermountain Region Student Text - Section 3 - Native Americans of the Southwest Student Text - Section 4 - Native Americans of the Plateau Student Text - Section 5 - Native Americans of the Great Plains Student Text - Section 6 - Native Americans of the Eastern Woodlands Student Text - Section 7 - Native Americans of the Southeast Lesson - Native Americans and Their Land Student Text - Section 2 - Native Americans and the Environment Lesson - Shaping America's Economy Student Text - Explore - Making Economic Choices: Opportunity Costs, Benefits, and Incentives Lesson - The Diverse Peoples of the West Student Text - Explore - People and the Environment</p>	<p>-forests -deserts -grasslands</p>	<p>unit review</p>
	<p><b>Movement SS 5.3.4</b> Compare, contrast, and draw conclusions about the characteristics of culture and migration in the United States.</p>	<p>Culture characteristics Migration characteristics Comparing and contrasting Drawing conclusions</p>	<p>SS 5.3.4 Compare, contrast, and draw conclusions about the characteristics of culture and migration in the United States.</p>	<p>-language -religion -food -houses -way of life</p>	

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	<b>SS 5.3.4.a</b> Compare and contrast patterns of culture within the United States over time and space. <i>For example: languages, religions, foods, music, sports, celebrations</i>	Patterns of culture within the United States Comparison and contrast over time and space Examples: languages, religions, foods, music, sports, celebrations	SS 5.3.4.a Compare and contrast patterns of culture within the United States over time and space. Social Studies Alive! America's Past - Third Edition Lesson - Slavery in the Americas Student Text - Explore - Juneteenth Lesson - The Modern United States Student Text - Explore - The Great Depression: Banking Lesson Unit - America's Geographic Setting Unit Project - Social Studies Stories - Four Young Native Americans	-language -religion -food - houses -way of life	unit test
	<b>SS 5.3.4.b</b> Compare and contrast population characteristics of the United States. <i>For example: density, distribution, growth rates</i>	Population characteristics Comparison and contrast United States Density Distribution Growth rates		-population density	unit test
	<b>SS 5.3.4.c</b> explain reasons for historical and present day migrations to and within the United States. <i>For example: economic opportunity, war, famine, natural disasters, persecution</i>	Historical migrations to and within the United States Present-day migrations to and within the United States Reasons for these migrations (economic opportunity, war, famine, natural disasters, persecution)	SS 5.3.4.c Explain reasons for historical and present day migrations to and within the United States. Social Studies Alive! America's Past - Third Edition Lesson - Routes of Exploration to the Americas Student Text - Explore - Europeans in the Americas Lesson - The Diverse Peoples of the West Student Text - Explore - Asian Immigration at the Turn of the Century Student Text - Explore - The Great Irish Famine and Emigration (1845–1850) Student Text - Primary Source - Waves of Immigrants to a New Country Lesson - The Modern United States Student Text - Explore - Immigration Then and Now	-migration -Homestead Act - homesteaders -immigrants	unit review
	<b>Geospatial SKILLS and Geo-literacy SS 5.3.5</b> Use geographic skills to interpret issues and events.	Geographic Skills Interpretation of Issues and Events	SS 5.3.5 Use geographic skills to interpret issues and events.	-Jamestown -Valley Forge -Erie Canal	

	UNITED STATES		Unit	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard	Unwrap			
	<p><b>SS 5.3.5.a</b> Explain the influences of physical and human geographic features on events in the United States. <i>For example: Developing major settlements around natural East Coast harbors such as New York City (New Amsterdam), building the Boston Post Road to improve connections and communications within the colonies, migrating through the Cumberland Gap into the Kentucky bluegrass region</i></p>	<p>Influences of physical geographic features, influences of human geographic features, events in the United States</p>	<p>SS 5.3.5.a Explain the influences of physical and human geographic features on events in the United States. Social Studies Alive! America's Past - Third Edition Lesson - Comparing the Colonies  Student Text - Section 1 - The New England, Middle, and Southern Colonial Regions  Student Text - Section 2 - Massachusetts Bay: New England Colony  Student Text - Section 3 - Rhode Island: New England Colony  Student Text - Section 4 - New York: Middle Colony  Student Text - Section 5 - Pennsylvania: Middle Colony  Student Text - Section 6 - Maryland: Southern Colony  Student Text - Section 7 - Georgia: Southern Colony  Lesson - Geography of the United States  Student Text - Explore - How Geography Affects American Populations  Student Text - Introduction  Student Text - Section 3 – Political Geography of the United States  Student Text - Section 5 - The Physical Features of the United States  Student Text - Section 6 - Climate in the United States  Student Text - Section 7 - Vegetation in the United States  Student Text - Section 8 - Geography Affects Where People Live  Student Text - Summary  Lesson - Life in Colonial Williamsburg  Student Text - Section 1 - Colonial Williamsburg  Student Text - Section 2 - Education: The College of William and Mary; Dame Schools  Student Text - Section 3 - Trades: The Shoemaker's Shop  Student Text - Section 4 - Social Life: Raleigh Tavern  Lesson - Manifest Destiny and Settling the West  Student Text - Explore - Tribal Governments and the United States  Student Text - Explore - The War of 1812  Student Text - Section 1 - The United States in 1783  Student Text - Section 2 - Louisiana Purchase (1803)  Student Text - Section 3 - Lewis and Clark Expedition (1804–1806)  Student Text - Section 5 - Texas Annexation (1845)  Student Text - Section 6 - Acquisition of Oregon Country (1846)  Student Text - Section 7 - Mexican Cession (1848) and Gadsden Purchase (1853)</p>	<p>-Jamestown -starvation -Valley Forge</p>	<p>unit review</p>

	UNITED STATES		Unit	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard	Unwrap			
	<b>SS 5.3.5.b</b> Analyze aspects of human and physical geography that have shaped the settlement and development of Early America. <i>For example: latitude and longitude in the role of early navigation, groundwater and irrigation, westward expansion of European immigrants, seeds, fertile soils, agriculture, transportation systems, water power</i>	Human geography aspects (e.g., European immigrants, transportation systems) Physical geography aspects (e.g., latitude and longitude, groundwater) Settlement and development of Early America (e.g., agriculture, water power)	SS 5.3.5.b Analyze aspects of human and physical geography that have shaped the settlement and development of Early America. Social Studies Alive! America's Past - Third Edition Lesson - Comparing the Colonies Student Text - Explore - Colonial Families Student Text - Explore - Diversity in the Middle Colonies Student Text - Introduction Student Text - Section 1 - The New England, Middle, and Southern Colonial Regions Student Text - Section 2 - Massachusetts Bay: New England Colony Student Text - Section 3 - Rhode Island: New England Colony Student Text - Section 4 - New York: Middle Colony Student Text - Section 5 - Pennsylvania: Middle Colony Student Text - Section 6 - Maryland: Southern Colony Student Text - Section 7 - Georgia: Southern Colony Student Text - Summary Lesson - Life in Colonial Williamsburg Student Text - Section 1 - Colonial Williamsburg Lesson - Routes of Exploration to the Americas Student Text - Explore - Europeans in the Americas Student Text - Section 3 - Juan Ponce de León Lesson 7 - Comparing the Colonies Classroom Activity - Slideshow Lesson 9 - Life in Colonial Williamsburg Classroom Activity - Slideshow Lesson Unit - America's Geographic Setting Unit Project - Social Studies Stories - Who Wins Florida? Lesson Unit - Colonial Times Unit Project - Social Studies Stories - King Philip's War: Native Americans and Europeans Clash in New England Unit Project - Social Studies Stories - Working in the Colonies Unit Project - Unit Inquiry Project: Colonial Times	-Erie Canal -Transcontinental Railroad -National Road	unit test
				-climate -terrain -drought	
				- forests -agriculture -plantations	
				-canal -railroad -road	
				-Erie Canal -National Road - railroads	
				-Erie Canal -National Road - railroads	
				-region -climate -coast - settlements -rich soil	
<b>Strand: History</b>	<b>Change, Continuity, and Context SS 5.4.1</b> Investigate patterns of continuity and change over time from the Pre-Columbian era through the Constitution.	Investigating patterns of continuity and change over time Pre-Columbian era The Constitution	SS 5.4.1 Investigate patterns of continuity and change over time from the Pre-Columbian era through the Constitution.	-chronological -sequence -timeline -year -graph -chart - sequential order	

	UNITED STATES		Unit	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard	Unwrap			
	<p><b>SS 5.4.1.a</b> Examine the chronology of key events in the United States and communicate their impact on various groups in the past, present, and future. <i>For example: Development of civilizations in America before Columbus, founding of colonies, Native American responses to colonization, coming of American Revolution, founding of United States, creation of the United States Constitution, Bill of Rights, the gradual abolition of slavery in the northern states.</i></p>	<p>Chronology of key events in the United States Impact on various groups in the past, present, and future</p>	<p>SS 5.4.1.a Examine the chronology of key events in the United States and communicate their impact on various groups in the past, present, and future. Social Studies Alive! America's Past - Third Edition Lesson - Routes of Exploration to the Americas Student Text - Section 1 - Christopher Columbus Student Text - Section 2 - John Cabot Student Text - Section 3 - Juan Ponce de León Student Text - Section 4 - Hernán Cortés Student Text - Section 5 - Jacques Cartier Student Text - Section 6 - Francisco Vásquez de Coronado Student Text - Section 7 - Henry Hudson Student Text - Section 8 - Robert de La Salle Lesson - The American Revolution Student Text - Section 6 - The Continental Army Gains Allies</p>	<p>-B.C (BCE) -A.D. (CE) -era -chronology -timeline -decade -century -millennium</p>	<p>unit test</p>
	<p><b>Multiple Perspectives SS 5.4.2</b> Describe and explain multiple perspectives of historical events in the Pre-Columbian era through the Constitution including marginalized and underrepresented groups</p>	<p>Describing historical events in the Pre-Columbian era through the Constitution. Explaining multiple perspectives. Including marginalized and underrepresented groups.</p>	<p>SS 5.4.2 Describe and explain multiple perspectives of historical events in the Pre-Columbian era through the Constitution including marginalized and underrepresented groups.</p>	<p>-chronological -sequence -timeline -year</p>	
	<p><b>SS 5.4.2.a</b> Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event. <i>For example: The Boston Massacre, Declaration of Independence, United States Constitution, historical biographies</i></p>	<p>Comparison of primary and secondary sources, understanding multiple perspectives</p>	<p>SS 5.4.2.a Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event. Social Studies Alive! America's Past - Third Edition Lesson - How and Why Europeans Came to the Americas Student Text - Introduction Student Text - Section 1 - Ocean Crossing Student Text - Section 2 - Directions Student Text - Section 3 - Maps Student Text - Section 4 - Claimed Lands Student Text - Section 5 - Religious Beliefs Student Text - Section 6 - Wealth Student Text - Section 7 - New Foods Student Text - Section 8 - Cash Crops Student Text - Summary Lesson - Routes of Exploration to the Americas Student Text - Introduction Student Text - Section 1 - Christopher Columbus Student Text - Section 2 - John Cabot Student Text - Section 3 - Juan Ponce de León Student Text - Section 4 - Hernán Cortés Student Text - Section 5 - Jacques Cartier Student Text - Section 6 - Francisco Vásquez de Coronado Student Text - Section 7 - Henry Hudson Student Text - Section 8 - Robert de La Salle Student Text - Summary</p>	<p>-chronological -sequence -timeline -year -graph -chart -sequential order</p>	<p>unit test, activities, research project</p>

	UNITED STATES		Unit	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard	Unwrap			
	<p><b>SS 5.4.2.b</b> Identify and describe how multiple perspectives facilitate the understanding of US History <i>For example: Battle of the Old Northwest, Atlantic Slave Trade</i></p>	<p>Identifying multiple perspectives Describing how multiple perspectives enhance understanding of US History</p>	<p>SS 5.4.2.b Identify and describe how multiple perspectives facilitate the understanding of US history. Social Studies Alive! America's Past - Third Edition Lesson - Comparing the Colonies Student Text - Explore - Answering the Three Basic Economic Questions in the American Colonies Student Text - Explore - Taking Part in Politics: Colonial Times to Today Lesson - Early English Settlements Student Text - Introduction Student Text - Summary Lesson - Life in Colonial Williamsburg Student Text - Explore - Art, Music, and Literature in Colonial America Lesson - Manifest Destiny and Settling the West Student Text - Explore - Machines and Manifest Destiny Student Text - Explore - The War of 1812 Student Text - Introduction Student Text - Summary Lesson - Native American Cultural Regions Student Text - Explore - Indigenous Economic Activity: A Case Study Student Text - Explore - Native American Economic Patterns Student Text - Explore - Native American Governments Lesson - Native Americans and Their Land Student Text - Explore - How People Modify the Environment Lesson - Routes of Exploration to the Americas Student Text - Explore - Europeans in the Americas Student Text - Explore - Exploration and Trade Lesson - Shaping America's Economy Student Text - Explore - Making Economic Choices: Opportunity Costs, Benefits, and Incentives Student Text - Explore - The U.S. Free Enterprise Economy Student Text - Section 2 - Creating a Free Market Economy Lesson - Slavery in the Americas Student Text - Explore - African Influence in North America, Then and Now Student Text - Explore - Labor in Virginia, Then and Now Lesson - Tensions Grow Between the Colonies and Great Britain Student Text - Explore - Native Americans and Europeans—Allies and Enemies Student Text - Explore - Taxes, Then and Now Lesson - The American Revolution Student Text - Biography - Women of the American Revolution Student Text - Explore - Military Organizations from Revolutionary Times Student Text - Explore - Native Americans and Colonists in the American Revolution Lesson - The Bill of Rights Student Text - Explore - Changing the Constitution Student Text - Explore - Our Living Constitution Lesson - The Causes of the Civil War Student Text - Explore - Art, Music, and Literature in the 19th-Century United States Student Text - Explore - Industrialization in the North: Productivity Student Text - Explore - Ohio's Role in the Anti-Slavery Movement and the Underground Railroad Student Text - Explore - Reforms During the Antebellum Period</p>		unit test

	UNITED STATES		Unit	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard	Unwrap			
	<b>Historical Analysis and Interpretation SS 5.4.3</b> Analyze past and current events and challenges from the Pre-Columbian era through the Constitution.	Analyzing past events and challenges Pre-Columbian era through the Constitution	SS 5.4.3 Analyze past and current events and challenges from the Pre-Columbian era through the Constitution.	-exploration -explorers -French, Dutch, English, Spanish settlements -Roanoke -Jamestown -Plymouth - Massachusetts Bay -Puritans - Pilgrims -Quakers.....	
	<b>SS 5.4.3.a</b> Compare the impact of people, events, ideas, and symbols on various culture and ethnic groups in the Pre Columbian era through the Constitution. <i>For example: Native American cultures, exoration, conflict, colonization, the emergence of democratic institutions, the Revolution, founders and founding documents, the unique nature of the creation of the United States leading to a nation based upon personal freedom, inalienable rights, and democratic ideals, and other patriotic national symbols</i>	People, events, ideas, and symbols Culture and ethnic groups Pre Columbian era through the Constitution Native American cultures Exploration, conflict, colonization Emergence of democratic institutions, the Revolution Founders and founding documents Personal freedom, inalienable rights, democratic ideals Patriotic national symbols	SS 5.4.3.a Compare the impact of people, events, ideas, and symbols on various cultures and ethnic groups in the Pre-Columbian era through the Constitution. Social Studies Alive! America's Past - Third Edition Lesson Lesson - Comparing the Colonies Student Text - Explore - Colonial Families Student Text - Explore - Diversity in the Middle Colonies Lesson - Early English Settlements Student Text - Explore - What Happened in Jamestown? A Fictional Interview with True Facts Lesson - How and Why Europeans Came to the Americas Student Text - Explore - The Columbian Exchange Lesson - Life in Colonial Williamsburg Student Text - Explore - Art, Music, and Literature in Colonial America Student Text - Section 1 - Colonial Williamsburg Student Text - Section 2 - Education: The College of William and Mary; Dame Schools Student Text - Section 3 - Trades: The Shoemaker's Shop Student Text - Section 4 - Social Life: Raleigh Tavern Student Text - Section 6 - Slavery: The Living Quarters for Enslaved People Lesson - Native American Cultural Regions Student Text - Explore - Indigenous Economic Activity: A Case Study Student Text - Explore - Mississippian Civilization Student Text - Explore - Native American Economic Patterns Student Text - Explore - Native American Governments Student Text - Introduction Student Text - Section 1 - Native Americans of the Northwest Coast Student Text - Section 2 - Native Americans of the California/Intermountain Region Student Text - Section 3 - Native Americans of the Southwest Student Text - Section 4 - Native Americans of the Plateau Student Text - Section 5 - Native Americans of the Great Plains Student Text - Section 6 - Native Americans of the Eastern Woodlands Student Text - Section 7 - Native Americans of the Southeast Student Text - Summary	-Columbian Exchange -colonization - treaties -war -historical maps - primary sources	unit test, Native American tribe project, Explorers project
	<b>Historical Inquiry and Research SS 5.4.4</b> Apply the inquiry process to construct and answer historical questions	Understanding the importance of asking questions in history, analyzing historical sources, and forming conclusions based on evidence.	SS 5.4.4 Apply the inquiry process to construct and answer historical questions.	-primary source -secondary source -photograph -letter -journal entry -newspaper article	

UNITED STATES		Unit	Vocabulary	Assessment/Benchmark/Activity	
Strand	State Standard	Unwrap			
	<p><b>SS 5.4.4.a</b> Construct and answer questions about the Pre-Columbian era through the Constitution based on multiple sources. <i>For example: Why did people migrate to the Americas?</i></p>	<p>Constructing questions Understanding the Pre-Columbian era through the Constitution Analyzing multiple sources</p>	<p>SS 5.4.4.a Construct and answer questions about the Pre-Columbian era through the Constitution based on multiple sources. Social Studies Alive! America's Past - Third Edition Lesson - How and Why Europeans Came to the Americas Student Text - Introduction Student Text - Section 1 - Ocean Crossing Student Text - Section 2 - Directions Student Text - Section 3 - Maps Student Text - Section 4 - Claimed Lands Student Text - Section 5 - Religious Beliefs Student Text - Section 6 - Wealth Student Text - Section 7 - New Foods Student Text - Section 8 - Cash Crops Student Text - Summary Lesson - Native American Cultural Regions Student Text - Explore - Indigenous Economic Activity: A Case Study Student Text - Explore - Mississippian Civilization Student Text - Explore - Native American Economic Patterns Student Text - Explore - Native American Governments Student Text - Introduction Student Text - Section 1 - Native Americans of the Northwest Coast Student Text - Section 2 - Native Americans of the California/Intermountain Region Student Text - Section 3 - Native Americans of the Southwest Student Text - Section 4 - Native Americans of the Plateau Student Text - Section 5 - Native Americans of the Great Plains Student Text - Section 6 - Native Americans of the Eastern Woodlands Student Text - Section 7 - Native Americans of the Southeast Student Text - Summary Lesson - Native Americans and Their Land Student Text - Explore - How People Modify the Environment Student Text - Introduction Student Text - Section 1 - Migration Routes of the First Americans Student Text - Section 2 - Native Americans and the Environment Student Text - Section 3 - Native Alaskans Adapt to the Environment Student Text - Summary Lesson - Routes of Exploration to the Americas Student Text - Introduction Student Text - Section 1 - Christopher Columbus Student Text - Section 2 - John Cabot Student Text - Section 3 - Juan Ponce de León Student Text - Section 4 - Hernán Cortés Student Text - Section 5 - Jacques Cartier Student Text - Section 6 - Francisco Vázquez de Coronado Student Text - Section 7 - Henry Hudson Student Text - Section 8 - Robert de La Salle Student Text - Summary Lesson - The American Revolution Student Text - Section 6 - The Continental Army Gains Allies Lesson 2 - Native Americans and Their Land Classroom Activity - Slideshow</p>	<p>-Columbus -Taino -Boston Massacre -patriots -loyalists</p>	<p>unit test, projects</p>

	UNITED STATES		Unit	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard	Unwrap			
	<p><b>SS 5.4.4.b</b> Evaluate and cite appropriate primary and secondary sources to research the Pre-Columbian era through the Constitution. <i>For example: use of appropriate citation format; determine the credibility, contextualization, and corroboration of sources.</i></p>	<p>Evaluating primary and secondary sources                      Researching the Pre-Columbian era through the Constitution                      Using appropriate citation format                      Determining credibility, contextualization, and corroboration of sources</p>	<p>SS 5.4.4.b Evaluate and cite appropriate primary and secondary sources to research the Pre-Columbian era through the Constitution. Social Studies Alive! America's Past - Third Edition                      Lesson - How and Why Europeans Came to the Americas                      Student Text - Introduction                      Student Text - Section 1 - Ocean Crossing                      Student Text - Section 2 - Directions                      Student Text - Section 3 - Maps                      Student Text - Section 4 - Claimed Lands                      Student Text - Section 5 - Religious Beliefs                      Student Text - Section 6 - Wealth                      Student Text - Section 7 - New Foods                      Student Text - Section 8 - Cash Crops                      Student Text - Summary                      Lesson - Routes of Exploration to the Americas                      Student Text - Introduction                      Student Text - Section 1 - Christopher Columbus                      Student Text - Section 2 - John Cabot                      Student Text - Section 3 - Juan Ponce de León                      Student Text - Section 4 - Hernán Cortés                      Student Text - Section 5 - Jacques Cartier                      Student Text - Section 6 - Francisco Vázquez de Coronado                      Student Text - Section 7 - Henry Hudson                      Student Text - Section 8 - Robert de La Salle                      Student Text - Summary</p>	<p>-Columbus -Taino -Boston Massacre -patriots -loyalists</p>	<p>unit research projects</p>
	<p><b>SS 5.4.4.c</b> Gather, analyze, and communicate historical information from the Pre-Columbian era through the Constitution from multiple sources. <i>For example: document archives, artifacts, newspapers, interviews, pictures, posters, oral/written narratives and electronic presentation</i></p>	<p>Gathering historical information                      Analyzing historical information                      Communicating historical information                      Pre-Columbian era through the Constitution                      Multiple sources such as document archives, artifacts, newspapers, interviews, pictures, posters, oral/written narratives, and electronic presentations</p>	<p>SS 5.4.4.c Gather, analyze, and communicate historical information from the Pre-Columbian era through the Constitution from multiple sources. Social Studies Alive! America's Past - Third Edition                      Lesson - How and Why Europeans Came to the Americas                      Student Text - Introduction                      Student Text - Section 1 - Ocean Crossing                      Student Text - Section 2 - Directions                      Student Text - Section 3 - Maps                      Student Text - Section 4 - Claimed Lands                      Student Text - Section 5 - Religious Beliefs                      Student Text - Section 6 - Wealth                      Student Text - Section 7 - New Foods                      Student Text - Section 8 - Cash Crops                      Student Text - Summary                      Lesson - Routes of Exploration to the Americas                      Student Text - Introduction                      Student Text - Section 1 - Christopher Columbus                      Student Text - Section 2 - John Cabot                      Student Text - Section 3 - Juan Ponce de León                      Student Text - Section 4 - Hernán Cortés                      Student Text - Section 5 - Jacques Cartier                      Student Text - Section 6 - Francisco Vázquez de Coronado                      Student Text - Section 7 - Henry Hudson                      Student Text - Section 8 - Robert de La Salle                      Student Text - Summary                      Lesson - The American Revolution                      Student Text - Section 6 - The Continental Army Gains Allies</p>	<p>-Boston Massacre -patriots -loyalists -Paul Revere</p>	<p>unit activities and projects</p>

	UNITED STATES		Unit	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard	Unwrap			
				-boycott -massacre -quarter -Boston Tea Party -Patriot -Loyalist -neutral -militia	
				-Boston Massacre -Paul Revere -patriots -loyalists	
				-boycott -massacre -quarter -Boston Tea Party -Patriot -Loyalist -neutral -militia	
				-Continental Army -petition -independence -rights -retreat -strategy -negotiate -Treaty of Paris -cause, effect	
				-Continental Army -petition -independence -rights -retreat -strategy -negotiate -Treaty of Paris -cause, effect	
				-current events -cause, effect -Bill of Rights -Constitution -independence -Branches of Government	
				-primary source -secondary source -cite	
				-boycott -massacre -quarter -Boston Tea Party -Patriot -Loyalist -neutral -militia	

Curriculum Storyboards:		Focus			The Ancient World	
Social Studies						
6th Grade						
Quarter 1   2 Weeks		Quarter 1   2 Weeks		Quarter 1   3 Weeks	Quarter 2   4 Weeks	Quarter 2   2 Weeks
Unit 1		Unit 2a		Unit 2B	Unit 3A	Unit 3 B
Early Hominids/Hunters and Gatherers		Sumer and Mesopotamia		Persia	Egypt and Kush	Judaism
<b>The Focus of the Story:</b>		<b>The Focus of the Story:</b>		<b>The Focus of the Story:</b>	<b>The Focus of the Story:</b>	<b>The Focus of the Story:</b>
<p>In our 6th-grade social studies class, we explore how social scientists like archaeologists, historians, and geographers investigate the past. Archaeologists study artifacts and fossils, historians examine written records, and geographers analyze landscapes to understand how human societies and cultures developed over time. By using these methods, students learn about the scientific process and evidence-based reasoning, helping them to piece together the history of human civilization.</p> <p>We also delve into the lives of prehistoric humans by hypothesizing about their daily activities and comparing our ideas with those of social scientists. One engaging activity involves interpreting cave paintings using observational skills and critical thinking to understand their significance. This hands-on approach not only brings ancient history to life but also teaches students how to think like social scientists, developing a deeper appreciation for the past.</p>		<p>In unit 2A we will explore the fascinating region of Mesopotamia, known as the "land between the rivers" due to its location between the Tigris and Euphrates rivers. This fertile area, with its rich soil and access to water, allowed early civilizations to thrive. We will learn how the development of agricultural techniques, like irrigation systems, helped the Sumerians create prosperous city-states. These innovations allowed them to produce a stable food supply, leading to the growth of a complex society. We'll also examine the significant inventions and achievements of the Sumerian city-states, including advanced agricultural tools and systems that supported their economy. Additionally, we will discuss how religion influenced the social and political structures in Sumer, where rulers often claimed divine support to legitimize their power. Finally, we'll evaluate the importance of Mesopotamian achievements such as Hammurabi's Code, one of the earliest written legal systems, which played a crucial role in the development of justice and governance.</p>		<p>In unit 2B we will study the sequence of empires that ruled over ancient Persia, including the Achaemenid, Parthian, and Sassanian empires. We'll explore their similarities, such as strong centralized governments and advanced infrastructure, and their differences in culture, governance, and military strategies. Understanding these empires helps us see how power shifted and how each contributed to the rich tapestry of Persian history.</p> <p>We will also learn about the resources historians use to study ancient Persia, such as archaeological finds, ancient texts, and inscriptions. These resources reveal Persian achievements in areas like architecture, art, and science. Additionally, we'll consider how writing developed across various civilizations, including Persia, and how it played a crucial role in recording history, administering empires, and fostering</p>	<p>In Unit 3A we will explore the physical geography of ancient Egypt, Kush, and Canaan, focusing on their major river systems like the Nile River, which was crucial for agriculture and transportation. Understanding the geography helps us see how these civilizations developed and interacted with their environments. We will also learn about the accomplishments of four key pharaohs of ancient Egypt: Khufu, known for building the Great Pyramid, Senusret I, a patron of the arts, Hatshepsut, a powerful female ruler who expanded trade, and Ramses the Great, a military leader and prolific builder.</p> <p>We will also examine the social structure of ancient Egypt, which is organized like a pyramid with the pharaoh at the top, followed by priests, nobles, scribes, artisans, and farmers at the base. This structure was heavily</p>	<p>In Unit 3B we will explore the origins of Judaism, the first monotheistic religion, which began with the belief in one God. We'll learn about key figures like Abraham, who is considered the father of Judaism; Moses, who led the Israelites out of slavery in Egypt during the Exodus and received the Ten Commandments; David, the king who united the Israelites; and Solomon, who built the First Temple in Jerusalem. We will also study the Torah, the central religious text of Judaism, which contains the basic teachings and laws of the religion as well as the history of the Israelites, also known as Hebrews. Additionally, we will examine the central laws and teachings of Judaism, such as the Ten Commandments, and understand how Judaism survived and developed through the Jewish Diaspora, maintaining its identity and traditions despite being dispersed across different regions.</p>



	<p>subcontinent, including the Himalayan Mountains and major river systems such as the Indus, Ganges, and Brahmaputra Rivers. Understanding these geographical features helps us see how the landscape influenced where people settled and how civilizations developed in ancient India. We will also learn how geography affected early settlements in India, with fertile river valleys like those of the Indus and Ganges supporting agriculture and the rise of civilization. By analyzing artifacts from the Indus Valley Civilization, such as pottery, tools, and seals, we will draw conclusions about daily life, including aspects of their economy, social structure, and culture. This exploration helps us understand how geography and natural resources shaped the development of early Indian societies.</p>	<p>such as karma, dharma, and reincarnation, and discuss how these beliefs influence daily life and social practices in the Indian subcontinent and beyond. We'll also assess how Hinduism shapes cultural and societal norms in modern India and its impact globally. Additionally, we will study the life of Siddhartha Gautama, who became the Buddha after seeking enlightenment, and summarize the main teachings of Buddhism, including the Four Noble Truths and the Eightfold Path. We will also learn about the Mauryan Empire's expansion and the political and moral achievements of King Ashoka, who played a significant role in spreading Buddhism through his edicts promoting peace and non-violence. Furthermore, we will delve into the rich traditions of ancient India, covering advancements in literature, medicine, metallurgy, and mathematics. These contributions highlight the innovative spirit of ancient Indian civilization and its lasting influence on the world.</p>	<p>analyze how each region's physical features affect daily life. We will locate the Huang He (Yellow River) Valley and understand why Chinese civilization originated there due to its fertile soil and access to water. We will also discuss how China's geographic features, like mountains and deserts, isolated it from the rest of the world, allowing a unique culture to develop. We will also study the Shang dynasty's government, social structure, religion, writing, art, and technology, noting their contributions to Chinese civilization. We will also examine the political and cultural issues at the end of the Zhou dynasty and learn about the lives and teachings of Confucius, Laozi, and Hanfeizi. By understanding their philosophies—Confucianism, Daoism, and Legalism—we will apply their principles to contemporary situations, gaining insight into how these ancient ideas can still be relevant today.</p>	<p>united northern China under the Qin dynasty. He established a centralized government, standardized laws, currencies, weights, measures, and even the writing system, bringing the diverse regions of China together. We will also explore the Han dynasty's political contributions, particularly their development of the imperial bureaucratic state, which created a more efficient and organized government that lasted for centuries. We will also study the Silk Road, a network of trade routes that connected China to the rest of the world, allowing for the exchange of goods, ideas, and beliefs. We'll discuss the various goods traded, such as silk and spices, and the challenges travelers faced, including harsh deserts and high mountains. Additionally, we will examine how Buddhism spread from India to China along the Silk Road, influencing Chinese culture and beliefs, and creating a lasting impact on the region's religious landscape.</p>	<p>peninsula, characterized by its mountainous terrain and numerous islands, which led to the development of independent city-states like Athens and Sparta. These geographical features influenced the political and social structures of ancient Greece, fostering a sense of independence and competition among the city-states. We will discuss the various forms of government used in ancient Greece, including monarchy, oligarchy, tyranny, and democracy, and identify their advantages and disadvantages. We will compare and contrast the governments, economies, education systems, and treatment of women and enslaved people in Athens and Sparta. Athenian democracy, known for its direct involvement of citizens, differed significantly from Sparta's oligarchic and militaristic society. Furthermore, we will examine the roles of Athens and Sparta in the Greco-Persian Wars, highlighting key battles like Marathon, Thermopylae, and Salamis. By understanding these historical events and differences, students will gain insight into how geography and governance shaped the ancient Greek world and influenced Western civilization.</p>	
	<p><b>Learning Goals/ Standards:</b> Locate and describe eight key physical features of the Indian subcontinent, including the major river systems. Explain how geography affected the location of early settlement in India and supported the rise of civilization there. Analyze artifacts to draw conclusions about daily life in the Indus valley civilization.</p>	<p><b>Learning Goals/ Standards:</b> Describe important beliefs in Hinduism and discuss their influence on daily life. Assess the impact of Hinduism on life in the modern Indian subcontinent and across the world. Describe the life of Siddhartha Gautama and explain how he became the Buddha. Summarize the main teachings of Buddhism. Describe the expansion of the Mauryan Empire and the political and moral achievements of King Ashoka. Explain how King Ashoka and his edicts contributed to the spread of Buddhism. Describe the important traditions of ancient India, including</p>	<p><b>Learning Goals/ Standards:</b> Describe the geography of China's regions and analyze how each region's physical features, affect daily life. Locate the Huang He Valley and explain why Chinese civilization originated there and explain how China's geographic features isolated it from the rest of the world. Describe the government, social structure, religion, writing, art, and technology of the Shang dynasty. Identify political and cultural issues at the end of the Zhou dynasty. Describe the lives and fundamental teachings of Confucius, Laozi, and Hanfeizi. Apply Confucian, Daoist, and Legalist principles to contemporary situations.</p>	<p><b>Learning Goals/ Standards:</b> Explain how the emperor Shi Huangdi unified northern China under the Qin dynasty. Describe the political contributions of the Han dynasty to the development of the imperial bureaucratic state. Explain how the Silk Road led to an exchange of goods, ideas, and beliefs and identify travel difficulties along the Silk Road. Describe the diffusion of Buddhism northward from India to China.</p>	<p><b>Learning Goals/ Standards:</b> Examine the physical geography of the Greek peninsula. Discuss connections between the geography of Greece and the development of ancient Greek city-states. Explain key differences between direct and representative democracy. Identify the advantages and disadvantages of monarchy, oligarchy, tyranny, and democracy as ways of governing in ancient Greece. Describe Athenian and Spartan government, economy, education, and treatment of women and people who were enslaved and we</p>	

	literature, medicine, metallurgy, and mathematics.		will Compare and contrast life in Athens and Sparta. Describe the roles of Athens and Sparta in the Greco-Persian Wars and Summarize the details of key battles in the Greco-Persian Wars.
<b>Quarter 4   3 Weeks</b>	<b>Quarter 4   3 Weeks</b>		
Unit 6B	Unit 7		
<b>Golden Age of Greece</b>	<b>Origins of Christianity</b>		
<b>The Focus of the Story:</b>	<b>The Focus of the Story:</b>		
In unit 6B we will learn about Pericles and his pivotal role in leading Athens into its Golden Age. Pericles, an influential statesman and orator, promoted democracy and oversaw a period of unprecedented cultural and intellectual flourishing in Athens. Under his leadership, Athenian achievements in architecture, sculpture, drama, philosophy, and sports reached new heights, shaping the city's identity and contributing to its Golden Age. Furthermore, we will explore the significance of religion in the everyday life of the ancient Greeks. Religion played a central role in Greek society, influencing everything from politics to daily rituals. The Greeks worshipped a pantheon of gods and goddesses, believing in their power to influence human affairs. Temples and festivals dedicated to these deities were integral parts of Greek life, fostering a sense of community and cultural identity. Through studying religion in ancient Greece, we will gain insight into the beliefs and values that shaped this influential civilization.	In unit 7 we will explore the contribution of early Christian leaders to the spread of Christian beliefs. Early Christian leaders helped spread the teachings of Jesus Christ across the Roman Empire and beyond. Through their missionary journeys, writings, and teachings, they helped establish Christian communities and convert individuals to the new faith, laying the foundation for the growth of Christianity in the ancient world. We will also examine the role of the Roman Empire in both the persecution and spread of Christianity. Initially, Christians faced persecution from Roman authorities due to their refusal to worship the emperor and adhere to traditional Roman religious practices. However, despite efforts to suppress Christianity, the religion continued to spread, aided by factors such as the Pax Romana and the extensive network of Roman roads.		
<b>Learning Goals/ Standards:</b>	<b>Learning Goals/ Standards:</b>		
Describe the role of Pericles in leading Athens into its Golden Age. Discuss the significance of religion in the everyday life of the ancient Greeks. Explain how Athenian achievements in architecture, sculpture, drama, philosophy, and sports contributed to its Golden Age.	Identify the contribution of early Christian leaders to the spread of Christian beliefs. Describe the role of the Roman Empire in the persecution and spread of Christianity. Explain the roots of the Christian calendar and major Christian holidays.		



	The Ancient WORLD		Unit	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard	Unwrap			
Civics	<b>Forms and Functions of Government</b> <b>SS 6.1.1</b> Investigate the foundations, structures, and functions of governmental institutions.	1. Foundations of governmental institutions 2. Structures of governmental institutions 3. Functions of governmental institutions	SS 6.1.1 Investigate the foundations, structures, and functions of governmental institutions.	division of labor, rural, urban, city-state, Gilgamesh, Sargon, empire, priests, social hierarchy, scribe, ziggurat, monarch, Hammurabi's Code	Create Maps, take Chapter Test/classroom projects and Journaling
	<b>SS 6.1.1.a</b> Analyze the different forms of government through the study of early civilizations. <i>For example: tribal, monarchy, democracy, republic, theocracy, tyranny and oligarchy</i>	Forms of government Early civilizations	SS 6.1.1.a Analyze the different forms of government through the study of early civilizations. History Alive! The Ancient World - Third Edition Lesson 12 - The Ancient Egyptian Pharaohs Classroom Activity - Slideshow Reading - Explore - Analyzing Images of Pharaohs Reading - Introduction Reading - Section 1 - Ancient Egypt and Its Rulers Lesson 13 - Daily Life in Ancient Egypt Reading - Lesson Summary Reading - Section 2 - Government Officials Lesson 14 - The Kingdom of Kush Classroom Activity - Slideshow Reading - Section 2 - Kush Conquers Egypt Reading - Section 3 - The Kush Capital of Meroë Lesson 2 - Themes of World History Classroom Activity - Slideshow Reading - Section 1 - Thematic Approach Reading - Summary Lesson 21 - The First Unification of India Classroom Activity - Slideshow Reading - Section 1 - The Mauryas Unify India Reading - Section 2 - Ashoka's Rule Reading - Summary Lesson 22 - The Achievements of the Gupta Empire Classroom Activity - Slideshow Lesson 24 - The Shang Dynasty Classroom Activity - Slideshow Reading - Section 2 - Shang Government Reading - Summary Lesson 25 - Three Chinese Philosophies Classroom Activity - Slideshow Classroom Activity - Slideshow Reading - Explore - Confucianism: One Man's Great Vision for Ancient China	cuneiform, pictographs, scribe, monarch, Hammurabi's Code	

	The Ancient WORLD		Unit	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard	Unwrap			
	<p><b>SS 6.1.1.b</b> Identify the development of written laws and artifacts. <i>For example: Code of Hammurabi, Greek Democracy, Axumite, Confucius, Ten Commandments, Indian deities</i></p>	<p>Identify the development of written laws Identify the development of artifacts</p>	<p>SS 6.1.1.b Identify the development of written laws and artifacts. History Alive! The Ancient World - Third Edition            Lesson 12 - The Ancient Egyptian Pharaohs            Classroom Activity - Slideshow            Reading - Explore - Analyzing Images of Pharaohs            Reading - Introduction            Reading - Section 1 - Ancient Egypt and Its Rulers            Lesson 13 - Daily Life in Ancient Egypt            Reading - Lesson Summary            Reading - Section 2 - Government Officials            Lesson 14 - The Kingdom of Kush            Classroom Activity - Slideshow            Reading - Section 2 - Kush Conquers Egypt            Reading - Section 3 - The Kush Capital of Meroë            Lesson 2 - Themes of World History            Classroom Activity - Slideshow            Reading - Section 1 - Thematic Approach            Reading - Summary            Lesson 21 - The First Unification of India            Classroom Activity - Slideshow            Reading - Section 1 - The Mauryas Unify India            Reading - Section 2 - Ashoka's Rule            Reading - Summary            Lesson 22 - The Achievements of the Gupta Empire            Classroom Activity - Slideshow            Lesson 24 - The Shang Dynasty            Classroom Activity - Slideshow            Reading - Section 2 - Shang Government            Reading - Summary            Lesson 25 - Three Chinese Philosophies            Classroom Activity - Slideshow            Classroom Activity - Slideshow            Reading - Explore - Confucianism: One Man's Great Vision for Ancient China            Reading - Introduction            Reading - Section 1 - The Zhou Dynasty            Lesson 26 - The First Emperor of China            Classroom Activity - Slideshow            Reading - Introduction            Reading - Section 1 - Creating an Empire            Reading - Section 2 - Standardizing the Culture            Reading - Section 3 - Protecting the Northern Border            Reading - Section 4 - Ending Opposition            Reading - Section 5 - The Emperor's Death and the End of the Qin Dynasty            Reading - Summary            Lesson 27 - The Han Dynasty            Classroom Activity - Slideshow            Classroom Activity - Slideshow            Reading - Biography - The Life of an Emperor During the Han Dynasty            Reading - Introduction            Reading - Section 2 - Government            Reading - Summary            Lesson 30 - The Rise of Democracy            Classroom Activity - Slideshow            Classroom Activity - Slideshow            Reading - Explore - Case Study of Government in Athens            Reading - Introduction            Reading - Section 1 - Monarchy: One Person Inherits Power            Reading - Section 2 - Oligarchy: A Few People Share Power            Reading - Section 3 - Tyranny: One Person Takes Power by Force            Reading - Section 4 - Democracy: All Citizens Share Power            Reading - Summary            Lesson 31 - Life in Two City-States: Athens and Sparta            Reading - Section 2 - Athenian Government            Reading - Section 6 - Spartan Government            Reading - Summary            Lesson 33 - The Golden Age of Athens            Reading - Biography - A Model Citizen: The Life of</p>	<p>monarch, Hammurabi's Code</p>	

	The Ancient WORLD		Unit	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard	Unwrap			
	<p><b>SS 6.1.1.c</b> Communicate the various ways governmental decisions have impacted people, places, and history. <i>For example: invasions, conquests, laws, public works, religious tolerance, censorship, hierarchy</i></p>	<p>Impact of governmental decisions People, places, and history Examples: invasions, conquests, laws, public works, religious tolerance, censorship, hierarchy</p>	<p>SS 6.1.1.c Communicate the various ways governmental decisions have impacted people, places, and history. History Alive! The Ancient World - Third Edition            Lesson 12 - The Ancient Egyptian Pharaohs            Classroom Activity - Slideshow            Reading - Explore - Analyzing Images of Pharaohs            Reading - Introduction            Reading - Section 1 - Ancient Egypt and Its Rulers            Lesson 13 - Daily Life in Ancient Egypt            Reading - Lesson Summary            Reading - Section 2 - Government Officials            Lesson 14 - The Kingdom of Kush            Classroom Activity - Slideshow            Reading - Section 2 - Kush Conquers Egypt            Reading - Section 3 - The Kush Capital of Meroë            Lesson 2 - Themes of World History            Classroom Activity - Slideshow            Reading - Section 1 - Thematic Approach            Reading - Summary            Lesson 21 - The First Unification of India            Classroom Activity - Slideshow            Reading - Section 1 - The Mauryas Unify India            Reading - Section 2 - Ashoka's Rule            Reading - Summary            Lesson 22 - The Achievements of the Gupta Empire            Classroom Activity - Slideshow            Lesson 24 - The Shang Dynasty            Classroom Activity - Slideshow            Reading - Section 2 - Shang Government            Reading - Summary            Lesson 25 - Three Chinese Philosophies            Classroom Activity - Slideshow            Classroom Activity - Slideshow            Reading - Explore - Confucianism: One Man's Great Vision for Ancient China            Reading - Introduction            Reading - Section 1 - The Zhou Dynasty            Lesson 26 - The First Emperor of China            Classroom Activity - Slideshow            Reading - Introduction            Reading - Section 1 - Creating an Empire            Reading - Section 2 - Standardizing the Culture            Reading - Section 3 - Protecting the Northern Border            Reading - Section 4 - Ending Opposition            Reading - Section 5 - The Emperor's Death and the End of the Qin Dynasty            Reading - Summary            Lesson 27 - The Han Dynasty            Classroom Activity - Slideshow            Classroom Activity - Slideshow            Reading - Biography - The Life of an Emperor During the Han Dynasty            Reading - Introduction            Reading - Section 2 - Government            Reading - Summary            Lesson 30 - The Rise of Democracy            Classroom Activity - Slideshow            Classroom Activity - Slideshow            Reading - Explore - Case Study of Government in Athens            Reading - Introduction            Reading - Section 1 - Monarchy: One Person Inherits Power            Reading - Section 2 - Oligarchy: A Few People Share Power            Reading - Section 3 - Tyranny: One Person Takes Power by Force            Reading - Section 4 - Democracy: All Citizens Share Power            Reading - Summary            Lesson 31 - Life in Two City-States: Athens and Sparta            Reading - Section 2 - Athenian Government            Reading - Section 6 - Spartan Government            Reading - Summary            Lesson 33 - The Golden Age of Athens            Reading - Biography - A Model Citizen: The Life of Pericles            Lesson 34 - Alexander the Great and His Empire            Classroom Activity - Slideshow            Classroom Activity - Slideshow            Reading - Section 1 - The Peloponnesian War and the</p>	<p>Judaism, Abraham, Moses, Exodus, Ten Commandments, David, Solomon, Diaspora, monotheism, Torah, Synagogue, prophets, Talmud, Dead Sea Scrolls, Zealots, rabbis, Passover, High Holy Days</p>	

	The Ancient WORLD		Unit	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard	Unwrap			
	<b>SS 6.1.1.d</b> Investigate important government principles. <i>For example: democracy, rule of law, justice, equality, toleration</i>	Government principles Democracy Rule of law Justice Equality Toleration	SS 6.1.1.d Investigate important government principles. History Alive! The Ancient World - Third Edition Lesson Biographies Heumann, Judy (1947–2023) Itliong, Larry (1913–1977)	oasis, caravan, Muhammad, Islam, Muslim, Qur'an, pilgrimage, mosque, jihad, Sunnah, five pillars of Islam, Abu Bakr, Caliph, tolerancer, Janissaries, Mehmed II, Suleyman I, Shia, Sunni, Ibn Battutah, Sufism, Omar Khayyam, patrons, minaret, Calligraphy	Create Maps, take Chapter Test/classroom projects and Journaling
	<b>Civic Participation</b> <b>SS 6.1.2</b> Investigate the roles, responsibilities, and rights of citizens	Roles of citizens Responsibilities of citizens Rights of citizens	SS 6.1.2 Investigate the roles, responsibilities, and rights of citizens.	Aeneas, Romulus and Remus, republic, dictators, Cincinnatus, plebeians, patricians, magistrates, consuls, Roman Senate, veto, Latin, checks and balances, Forum, legions, Punic Wars, Hannibal, Gaius Marius, Lucius Cornelius Sulla, Spartacus	Create Maps, take Chapter Test/classroom projects and Journaling
	<b>SS 6.1.2.a</b> Describe ways individuals participate in the political process. <i>For example: tribal/family institutions, city-state, voting, contacting officials, civic engagement, decision making, leadership</i>	Tribal/family institutions City-state Voting Contacting officials Civic engagement Decision making Leadership		polis, classical, acropolis, democracy, aristocrats, oligarchy, citizens, tyrant, Pericles, mythology, Homer, Sappho, Aesop, fable	Create Maps, take Chapter Test/classroom projects and Journaling
	<b>SS 6.1.2.b</b> Compare and contrast the roles and rights of individuals in Ancient Civilizations to those in the United States today. <i>For example: military service, voting, civic engagement, decision making, leadership</i>	roles and rights of individuals, Ancient Civilizations, United States	SS 6.1.2.b Compare and contrast the roles and rights of individuals in Ancient Civilizations to those in the United States today. History Alive! The Ancient World - Third Edition Lesson 30 - The Rise of Democracy Classroom Activity - Slideshow Lesson 31 - Life in Two City-States: Athens and Sparta Classroom Activity - Slideshow Classroom Activity - Slideshow Reading - Introduction Reading - Primary Source - Athens vs. Sparta Reading - Section 1 - Comparing Two City-States Reading - Section 2 - Athenian Government Reading - Section 3 - Athenian Economy Reading - Section 4 - Education in Athens Reading - Section 5 - Women and Enslaved People in Athens Reading - Section 6 - Spartan Government Reading - Section 7 - Spartan Economy Reading - Section 8 - Education in Sparta Reading - Section 9 - Women and Enslaved People in Sparta Reading - Summary Lesson 33 - The Golden Age of Athens Classroom Activity - Slideshow Reading - Primary Source - Pericles' Funeral Oration Lesson Biographies Solon (c. 630 B.C.E.–c.560 B.C.E) Lesson Unit - Ancient Greece Unit Project - Geography Challenge	polis, classical, acropolis, democracy, aristocrats, oligarchy, citizens, tyrant, Pericles, mythology, Homer, Sappho, Aesop, fable	Create Maps, take Chapter Test/classroom projects and Journaling
<b>Economics</b>	<b>Economic Decision Making</b> <b>SS 6.2.1</b> Investigate how economic decisions affect the well-being of individuals and society.	Economic decisions Well-being of individuals Well-being of society	SS 6.2.1 Investigate how economic decisions affect the well-being of individuals and society.	trade routes, Queen Hathepsut, Ramses the Great, hieroglyphics, papyrus, Rosetta Stone, trade network, merchants, exports, imports,	Create Maps, take Chapter Test/classroom projects and Journaling

	The Ancient WORLD		Unit	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard	Unwrap			
	<p><b>SS 6.2.1.a</b> Compare the benefits and costs of economic decisions made by Ancient Civilizations. <i>For example: marginal benefits of the migration of the Swahili people throughout southern Africa, Constantine the Great's decision to convert the Roman Empire to Christianity, Ancient Mesopotamians that settled along the Tigris and Euphrates to sustain life in a desert</i></p>	<p>Benefits and costs of economic decisions Economic decisions made by Ancient Civilizations Examples: marginal benefits of Swahili migration, Constantine the Great's conversion of Roman Empire, settlement of Ancient Mesopotamians along Tigris and Euphrates</p>	<p>SS 6.2.1.a Compare the benefits and costs of economic decisions made by Ancient Civilizations. History Alive! The Ancient World - Third Edition Lesson 12 - The Ancient Egyptian Pharaohs Reading - Explore - Egyptian Trade Reading - Section 4 - Pharaoh Hatshepsut: Promoter of Egyptian Trade Lesson 14 - The Kingdom of Kush Classroom Activity - Slideshow Reading - Explore - Exploring Kushite Trade Reading - Explore - Something Borrowed: Kush Transforms Egyptian Ideas Reading - Explore - The Kingdom of Axum Reading - Explore - Using the Nile Ecosystem Reading - Section 1 - Kush's Early Interactions with Egypt Reading - Section 3 - The Kush Capital of Meroë Lesson 18 - Unlocking the Secrets of Mohenjodaro Reading - Section 2 - A Scale and Weights Lesson 2 - Themes of World History Reading - Section 4 - An Age of Empires and Interactions: 1000 B.C.E. to 300 C.E. Reading - Summary Lesson 21 - The First Unification of India Reading - Explore - Trade and Exchange: Two Time Periods in Ancient India Lesson 27 - The Han Dynasty Classroom Activity - Slideshow Lesson 28 - The Silk Road Classroom Activity - Slideshow Classroom Activity - Slideshow Lesson 29 - Geography and the Settlement of Greece Classroom Activity - Slideshow Classroom Activity - Slideshow Reading - Section 2 - Farming in Ancient Greece Reading - Section 4 - Trading for Needed Goods Lesson 31 - Life in Two City-States: Athens and Sparta Reading - Section 3 - Athenian Economy Reading - Section 7 - Spartan Economy Reading - Summary Lesson 34 - Alexander the Great and His Empire Reading - Explore - Hellenism Lesson 38 - From Republic to Empire Reading - Explore - Trade Routes and Currency Help the Romans Build a Stronger Empire Lesson 5 - The Rise of Sumerian City-States Classroom Activity - Slideshow Lesson 7 - Exploring Four Empires of Mesopotamia Reading - Section 4 - Life in the Babylonian Empire Reading - Summary Lesson 8 - Ancient Persia and Its Context Reading - Summary Lesson 9 - The Achievements of Ancient Persia Classroom Activity - Slideshow Reading - Section 1 - Ancient Persian Economics and Networks Reading - Summary</p>	<p>trade routes, trade network, merchants, exports, imports,</p>	<p>Create Maps, take Chapter Test/classroom projects and Journaling</p>
	<p><b>SS 6.2.1.b</b> Examine how social and governmental decisions impact economic well-being. <i>For example: Under constant invasion, Chinese dynasties built the Great Wall. Europeans and Asians were able to establish trade through the Silk Road to attain resources not native to their own continents. The caste system of Ancient India established order in government but at the sake of the liberty of those in lower castes. Use democratic process established in Greece to make a classroom decision.</i></p>	<p>Social and governmental decisions Impact on economic well-being</p>		<p>jade, silk, Silk Road, diffusion</p>	<p>Create Maps, take Chapter Test/classroom projects and Journaling</p>
	<p><b>Financial Literacy</b> <b>SS 6.2.2</b> Not addressed at this level</p>	<p>No</p>			
	<p><b>Exchange and Markets</b> <b>SS 6.2.3</b> Explain the interdependence of producers and consumers.</p>	<p>Understanding producers and consumers Explaining interdependence between them</p>	<p>SS 6.2.3 Explain the interdependence of producers and consumers.</p>	<p>jade, silk, Silk Road, diffusion</p>	<p>Create Maps, take Chapter Test/classroom projects and Journaling</p>

	The Ancient WORLD		Unit	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard	Unwrap			
	<p><b>SS 6.2.3.a</b> Identify producers and consumers for Ancient civilizations. <i>For example: Examine the independence and interdependence of social classes in ancient societies. List items sold and traded among various medieval societies.</i></p>	<p>Identifying producers and consumers in Ancient civilizations Understanding the independence and interdependence of social classes in ancient societies Listing items sold and traded among various medieval societies</p>	<p>SS 6.2.3.aldentify producers and consumers for Ancient civilizations. History Alive! The Ancient World - Third Edition Lesson 12 - The Ancient Egyptian Pharaohs Reading - Explore - Egyptian Trade Reading - Section 4 - Pharaoh Hatshepsut: Promoter of Egyptian Trade Lesson 14 - The Kingdom of Kush Classroom Activity - Slideshow Reading - Explore - Exploring Kushite Trade Reading - Explore - Something Borrowed: Kush Transforms Egyptian Ideas Reading - Explore - The Kingdom of Axum Reading - Explore - Using the Nile Ecosystem Reading - Section 1 - Kush's Early Interactions with Egypt Reading - Section 3 - The Kush Capital of Meroë Lesson 18 - Unlocking the Secrets of Mohenjodaro Reading - Section 2 - A Scale and Weights Lesson 2 - Themes of World History Reading - Section 4 - An Age of Empires and Interactions: 1000 B.C.E. to 300 C.E. Reading - Summary Lesson 21 - The First Unification of India Reading - Explore - Trade and Exchange: Two Time Periods in Ancient India Lesson 27 - The Han Dynasty Classroom Activity - Slideshow Lesson 28 - The Silk Road Classroom Activity - Slideshow Classroom Activity - Slideshow Lesson 29 - Geography and the Settlement of Greece Classroom Activity - Slideshow Classroom Activity - Slideshow Reading - Section 2 - Farming in Ancient Greece Reading - Section 4 - Trading for Needed Goods Lesson 31 - Life in Two City-States: Athens and Sparta Reading - Section 3 - Athenian Economy Reading - Section 7 - Spartan Economy Reading - Summary Lesson 34 - Alexander the Great and His Empire Reading - Explore - Hellenism Lesson 38 - From Republic to Empire Reading - Explore - Trade Routes and Currency Help the Romans Build a Stronger Empire Lesson 5 - The Rise of Sumerian City-States Classroom Activity - Slideshow Lesson 7 - Exploring Four Empires of Mesopotamia Reading - Section 4 - Life in the Babylonian Empire Reading - Summary Lesson 8 - Ancient Persia and Its Context Reading - Summary Lesson 9 - The Achievements of Ancient Persia Classroom Activity - Slideshow Reading - Section 1 - Ancient Persian Economics and Networks</p>	<p>jade, silk, Silk Road, diffusion</p>	<p>Create Maps, take Chapter Test/classroom projects and Journaling</p>
	<p><b>SS 6.2.3.b</b> Explain how the interaction between producers and consumers satisfied economic wants and needs. <i>For example: Research the various resources that were utilized as mediums of exchange like animals, cowry shells, gold, and porcelain. Examine how societies without currency differed from those with currency.</i></p>	<p>Interaction between producers and consumers Satisfying economic wants and needs Various resources used as mediums of exchange Comparison between societies with and without currency</p>		<p>jade, silk, Silk Road, diffusion</p>	<p>Create Maps, take Chapter Test/classroom projects and Journaling</p>
	<p><b>National Economy</b> <b>SS 6.2.4</b> Not addressed at this level</p>	<p>No</p>			
	<p><b>Global Economy</b> <b>SS 6.2.5</b> Not addressed at this level</p>	<p>No</p>			

	The Ancient WORLD		Unit	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard	Unwrap			
Geography	<b>Location and Place</b> <b>SS 6.2.1</b> Identify where (spatial) and why people, place, and environments are organized on the Earth's surface.	Identifying spatial organization of people, place, and environments Recognizing reasons for the organization on Earth's surface		Fertile Crescent, silt, irrigation, canals, surplus, division of labor, rural, urban, city-state, Gilgamesh, Sargon, empire, polytheism, priests, social hierarchy, cuneiform, pictographs, scribe, epics, architecture, ziggurat, monarch, Hammurabi's Code, chariot, Nebuchadnezzar, alphabet	Chapter Test/classroom projects and Journaling

	The Ancient WORLD		Unit	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard	Unwrap			
	<p><b>SS 6.3.1.a</b> Identify and illustrate the locations of the first cities, civilizations, and empires and the reasoning for their locations. <i>For example: river, civilizations (Tigris/Euphrates, Yellow, Indus, Nile, Mesopotamia), early cities (Memphis, Ur, Babylon)</i></p>	<p>Identifying first cities, civilizations, and empires            Illustrating the locations of these cities, civilizations, and empires            Understanding the reasoning for their locations</p>	<p>SS 6.3.1.a Identify and illustrate the locations of the first cities, civilizations, and empires and the reasoning for their locations. History Alive! The Ancient World - Third Edition            Lesson 10 - Early Civilizations in the Americas            Classroom Activity - Slideshow            Reading - Section 1 - Early Indigenous Cultures            Lesson 11 - Geography and the Early Settlement of Egypt, Kush, and Canaan Classroom Activity - Slideshow            Classroom Activity - Slideshow            Reading - Introduction            Reading - Section 1 - Environmental Factors and Early Human Settlement Reading - Section 2 - Environmental Factors and the Early Settlement of Egypt and Kush Reading - Section 3 - Environmental Factors and the Early Settlement of Canaan Reading - Summary            Lesson 12 - The Ancient Egyptian Pharaohs            Classroom Activity - Slideshow            Lesson 13 - Daily Life in Ancient Egypt            Classroom Activity - Slideshow            Lesson 14 - The Kingdom of Kush            Classroom Activity - Slideshow            Reading - Explore - Exploring Kushite Trade            Reading - Explore - Something Borrowed: Kush Transforms Egyptian Ideas Reading - Explore - Using the Nile Ecosystem            Reading - Introduction            Reading - Section 2 - Kush Conquers Egypt            Lesson 15 - The Origins of Judaism            Classroom Activity - Slideshow            Lesson 16 - Learning About World Religions: Judaism            Classroom Activity - Slideshow            Lesson 17 - Geography and the Early Settlement of India            Classroom Activity - Slideshow            Classroom Activity - Slideshow            Reading - Introduction            Reading - Section 1 - Brahmaputra River            Reading - Section 2 - Deccan Plateau            Reading - Section 3 - Eastern and Western Ghats            Reading - Section 4 - Ganges River            Reading - Section 5 - Himalaya Mountains            Reading - Section 6 - Hindu Kush Mountains            Reading - Section 7 - Indus River            Reading - Section 8 - Thar Desert            Reading - Section 9 - Early Settlements in India            Reading - Summary            Lesson 18 - Unlocking the Secrets of Mohenjodaro            Classroom Activity - Slideshow            Reading - Introduction            Lesson 19 - Learning About World Religions: Hinduism            Classroom Activity - Slideshow            Lesson 2 - Themes of World History            Classroom Activity - Slideshow            Reading - Introduction            Reading - Section 3 - Kingdoms and Innovations: 4000â€”1000 B.C.E.            Lesson 20 - Learning About World Religions: Buddhism            Classroom Activity - Slideshow            Lesson 21 - The First Unification of India            Classroom Activity - Slideshow            Lesson 22 - The Achievements of the Gupta Empire            Classroom Activity - Slideshow            Lesson 23 - Geography and the Early Settlement of China            Classroom Activity - Slideshow            Classroom Activity - Slideshow            Reading - Introduction            Reading - Section 1 - An Overview of Chinaâ€™s Geography            Reading - Section 2 - The Tibet-Qinghai Plateau            Reading - Section 3 - The Northwestern Deserts            Reading - Section 4 - The Northeastern Plain            Reading - Section 5 - The North China Plain            Reading - Section 6 - The Chang Jiang Basins            Reading - Section 7 - Early Settlement in Ancient China            Reading - Summary</p>	<p>history, culture, archaeology, fossil, artifacts, primary source, secondary source, geography, landforms, climate, environment, region, resources</p>	

	The Ancient WORLD		Unit	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard	Unwrap			
	<b>SS 6.3.1.b</b> Investigate the human and physical characteristics of early patterns of civilizations and empires. <i>Fore example: agricultural societies (agricultural hearths for crops and livestock) , deposits of copper and iron.</i>		SS 6.3.1 Identify where (spatial) and why people, places, and environments are organized on the Earth's surface.	history, culture, archaeology, fossil, artifacts, primary source, secondary source, geography, landforms, climate, environment, region, resources	Create Maps, take Chapter Test/classroom projects and Journaling
	<b>Regions</b> <b>SS 6.3.2</b> Not addressed at this level				
	<b>Human Environments Interaction</b> <b>SS 6.3.3</b> Identify how the natural environment is changed by natural human forces, and how humans adapt to their surroundings.	Identifying changes to the natural environment caused by humans, recognizing how humans adapt to their surroundings.	SS 6.3.3 Identify how the natural environment is changed by natural and human forces, and how humans adapt to their surroundings.	history, culture, archaeology, fossil, artifacts, primary source, secondary source, geography, landforms, climate, environment, region, resources	Create Maps, take Chapter Test/classroom projects and Journaling
	<b>SS 6.3.3.a</b> Describe the impact of natural processes on the human and physical environments. <i>For example: precipitation, drought, earthquakes, tonadoes, floods, hurricanes, volcanic eruptions, mudslides</i>	Natural processes Impact on human environment Impact on physical environment	SS 6.3.3.a Describe the impact of natural processes on the human and physical environments. History Alive! The Ancient World - Third Edition Lesson 11 - Geography and the Early Settlement of Egypt, Kush, and Canaan Reading - Introduction Reading - Section 1 - Environmental Factors and Early Human Settlement Reading - Section 2 - Environmental Factors and the Early Settlement of Egypt and Kush Reading - Section 3 - Environmental Factors and the Early Settlement of Canaan Reading - Summary Lesson 23 - Geography and the Early Settlement of China Reading - Section 1 - An Overview of China's Geography Reading - Section 2 - The Tibet-Qinghai Plateau Reading - Section 3 - The Northwestern Deserts Reading - Section 4 - The Northeastern Plain Reading - Section 5 - The North China Plain Reading - Section 6 - The Chang Jiang Basins Reading - Section 7 - Early Settlement in Ancient China Reading - Section 8 - Ancient China's Isolation Reading - Summary Lesson 29 - Geography and the Settlement of Greece Reading - Section 1 - Isolated Communities and the Difficulties of Travel Lesson 4 - From Hunters and Gatherers to Farmers Reading - Explore - Neolithic Societies Around the World	prehistory, hominid, ancestor, tool, Paleolithic Era, society, hunter-gatherers, migrate, ice ages, land bridge, Mesolithic Era, Neolithic Era, domestication, agriculture, megaliths	Create Maps, take Chapter Test/classroom projects and Journaling

	The Ancient WORLD		Unit	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard	Unwrap			
	<p><b>SS 6.3.3.b</b> Summarize how early humans utilized and adapted to their physical environments. <i>For example: irrigation, levees, terraces, fertile soils, mechanized agriculture, changes in land use, clothing, sewage systems, scarcity or resources.</i></p>	<p>Summarizing, analyzing historical information, understanding human adaptation to environments</p>	<p>SS 6.3.3.b Summarize how early humans utilized and adapted to their physical environment.            History Alive! The Ancient World - Third Edition            Lesson 10 - Early Civilizations in the Americas            Classroom Activity - Slideshow            Reading - Section 1 - Early Indigenous Cultures            Lesson 11 - Geography and the Early Settlement of Egypt, Kush, and Canaan Classroom Activity - Slideshow            Classroom Activity - Slideshow            Reading - Introduction            Reading - Section 1 - Environmental Factors and Early Human Settlement            Reading - Section 2 - Environmental Factors and the Early Settlement of Egypt and Kush Reading - Section 3 - Environmental Factors and the Early Settlement of Canaan Reading - Summary            Lesson 12 - The Ancient Egyptian Pharaohs            Classroom Activity - Slideshow            Lesson 14 - The Kingdom of Kush            Classroom Activity - Slideshow            Reading - Explore - Exploring Kushite Trade            Reading - Explore - Something Borrowed: Kush Transforms Egyptian Ideas            Reading - Explore - Using the Nile Ecosystem            Reading - Introduction            Reading - Section 2 - Kush Conquers Egypt            Lesson 17 - Geography and the Early Settlement of India            Classroom Activity - Slideshow            Classroom Activity - Slideshow            Reading - Introduction            Reading - Section 1 - Brahmaputra River            Reading - Section 2 - Deccan Plateau            Reading - Section 3 - Eastern and Western Ghats            Reading - Section 4 - Ganges River            Reading - Section 5 - Himalaya Mountains            Reading - Section 6 - Hindu Kush Mountains            Reading - Section 7 - Indus River            Reading - Section 8 - Thar Desert            Reading - Section 9 - Early Settlements in India            Reading - Summary            Lesson 18 - Unlocking the Secrets of Mohenjodaro            Reading - Introduction            Lesson 22 - The Achievements of the Gupta Empire            Classroom Activity - Slideshow            Lesson 23 - Geography and the Early Settlement of China            Classroom Activity - Slideshow            Classroom Activity - Slideshow            Reading - Introduction            Reading - Section 1 - An Overview of China's Geography            Reading - Section 2 - The Tibet-Qinghai Plateau            Reading - Section 3 - The Northwestern Deserts            Reading - Section 4 - The Northeastern Plain            Reading - Section 5 - The North China Plain            Reading - Section 6 - The Chang Jiang Basins            Reading - Section 7 - Early Settlement in Ancient China            Reading - Summary            Lesson 27 - The Han Dynasty            Classroom Activity - Slideshow            Classroom Activity - Slideshow            Lesson 28 - The Silk Road            Classroom Activity - Slideshow            Reading - Investigating Primary Sources - How Did Geography Affect Travelers Along the Silk Road?            Lesson 29 - Geography and the Settlement of Greece            Classroom Activity - Slideshow            Classroom Activity - Slideshow            Reading - Introduction            Reading - Section 1 - Isolated Communities and the Difficulties of Travel            Reading - Section 2 - Farming in Ancient Greece            Reading - Section 3 - Starting Colonies            Reading - Section 4 - Trading for Needed Goods            Reading - Summary            Lesson 30 - The Rise of Democracy            Reading - Introduction            Lesson 31 - Life in Two City-States: Athens and Sparta</p>	<p>Fertile Crescent, silt, irrigation, canals, surplus</p>	

	The Ancient WORLD		Unit	Vocabulary	Assessment/Benchmark/Activity
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	<b>Movement</b> <b>SS 6.3.4</b> Interpret and summarize patterns of culture around the world.	Interpretation of patterns of culture Summarization of patterns of culture	SS 6.3.4.a Compare and contrast characteristics of groups of people/settlements. History Alive! The Ancient World - Third Edition Lesson 11 - Geography and the Early Settlement of Egypt, Kush, and Canaan Reading - Introduction Reading - Section 1 - Environmental Factors and Early Human Settlement Reading - Section 2 - Environmental Factors and the Early Settlement of Egypt and Kush Reading - Section 3 - Environmental Factors and the Early Settlement of Canaan Reading - Summary Lesson 23 - Geography and the Early Settlement of China Reading - Section 1 - An Overview of China's Geography Reading - Section 2 - The Tibet-Qinghai Plateau Reading - Section 3 - The Northwestern Deserts Reading - Section 4 - The Northeastern Plain Reading - Section 5 - The North China Plain Reading - Section 6 - The Chang Jiang Basins Reading - Section 7 - Early Settlement in Ancient China Reading - Section 8 - Ancient China's Isolation Reading - Section 9 - Different Regions, Different Ways of Life Reading - Summary Lesson 28 - The Silk Road Reading - Section 4 - Cultural Exchanges and the Silk Road Lesson 29 - Geography and the Settlement of Greece Reading - Section 1 - Isolated Communities and the Difficulties of Travel Lesson 4 - From Hunters and Gatherers to Farmers Reading - Explore - Neolithic Societies Around the World	Fertile Crescent, silt, irrigation, canals, surplus, division of labor, rural, urban, city-state, Gilgamesh, Sargon, empire, polytheism, priests, social hierarchy, cuneiform, pictographs, scribe, epics, architecture, ziggurat, monarch, Hammurabi's Code, chariot, Nebuchadnezzar, alphabet	Create Maps, take Chapter Test/classroom projects and Journaling

	The Ancient WORLD		Unit	Vocabulary	Assessment/Benchmark/Activity
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	<b>SS 6.3.4.a</b> Compare and contrast characteristics of groups of people/settlements. <i>For example: characteristics of river civilizations</i>	Comparing and contrasting characteristics Groups of people/settlements	SS 6.3.4.a Compare and contrast characteristics of groups of people/settlements. History Alive! The Ancient World - Third Edition Lesson 11 - Geography and the Early Settlement of Egypt, Kush, and Canaan Reading - Introduction Reading - Section 1 - Environmental Factors and Early Human Settlement Reading - Section 2 - Environmental Factors and the Early Settlement of Egypt and Kush Reading - Section 3 - Environmental Factors and the Early Settlement of Canaan Reading - Summary Lesson 23 - Geography and the Early Settlement of China Reading - Section 1 - An Overview of China's Geography Reading - Section 2 - The Tibet-Qinghai Plateau Reading - Section 3 - The Northwestern Deserts Reading - Section 4 - The Northeastern Plain Reading - Section 5 - The North China Plain Reading - Section 6 - The Chang Jiang Basins Reading - Section 7 - Early Settlement in Ancient China Reading - Section 8 - Ancient China's Isolation Reading - Section 9 - Different Regions, Different Ways of Life Reading - Summary Lesson 28 - The Silk Road Reading - Section 4 - Cultural Exchanges and the Silk Road Lesson 29 - Geography and the Settlement of Greece Reading - Section 1 - Isolated Communities and the Difficulties of Travel Lesson 4 - From Hunters and Gatherers to Farmers Reading - Explore - Neolithic Societies Around the World	Fertile Crescent, silt, irrigation, canals, surplus, division of labor, rural, urban, city-state, Gilgamesh, Sargon, empire, polytheism, priests, social hierarchy, cuneiform, pictographs, scribe, epics, architecture, ziggurat, monarch, Hammurabi's Code, chariot, Nebuchadnezzar, alphabet	Create Maps, take Chapter Test/classroom projects and Journaling
	<b>SS 6.3.4.b</b> Explain how cultural diffusion occurs. <i>For example: trade routes, migration, conquest/empire building</i>	Understanding of cultural diffusion Knowledge of different ways cultural diffusion occurs (trade routes, migration, conquest/empire building)	SS 6.3.4.b Explain how cultural diffusion occurs. History Alive! The Ancient World - Third Edition Lesson 23 - Geography and the Early Settlement of China Reading - Section 8 - Ancient China's Isolation Reading - Section 9 - Different Regions, Different Ways of Life Lesson 28 - The Silk Road Reading - Introduction Reading - Investigating Primary Sources - How Did Geography Affect Travelers Along the Silk Road? Reading - Section 2 - The Eastern Silk Road Reading - Section 3 - The Western Silk Road Reading - Section 4 - Cultural Exchanges and the Silk Road Reading - Summary Lesson 34 - Alexander the Great and His Empire Reading - Section 4 - How Alexander Spread Greek Ideas Reading - Section 6 - How Alexander Adopted the Ways of Conquered Cultures Reading - Summary	prehistory, hominid, ancestor, tool, Paleolithic Era, society, hunter-gatherers, migrate, ice ages, land bridge, Mesolithic Era, Neolithic Era, domestication, agriculture, megaliths	Create Maps, take Chapter Test/classroom projects and Journaling
	<b>Geospatial Skills</b> <b>SS 6.3.5</b> Not addressed at this level	No			
Strand: US History					
Strand: World History	<b>Change, Continuity, and Context</b> <b>SS 6.4.1</b> Analyze patterns of continuity and change over time in world history.	Analyzing patterns, continuity, change over time, world history.	SS 6.4.1 Analyze patterns of continuity and change over time in world history.	polis, classical, acropolis, democracy, aristocrats, oligarchy, citizens, tyrant, Pericles, mythology, Homer, Sappho, Aesop, fable	Create Maps, take Chapter Test/classroom projects and Journaling

	The Ancient WORLD		Unit	Vocabulary	Assessment/Benchmark/Activity
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	<p><b>SS 6.4.1.a</b> Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world. <i>For example: Chavin, Zapotec, Olmec, Mesopotamia, Egypt, Indus, Greco-Roman, early Chinese and Japanese dynasties, Hinduism, Taoism, Buddhism, Judaism, Christianity, Islam</i></p>	<p>Impact of people, events, and ideas            Various cultures and ethnic groups            Specific examples: Chavin, Zapotec, Olmec, Mesopotamia, Egypt, Indus, Greco-Roman, early Chinese and Japanese dynasties, Hinduism, Taoism, Buddhism, Judaism, Christianity, Islam</p>	<p>SS 6.4.1.a Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world. History Alive! The Ancient World - Third Edition            Lesson 1 - Investigating the Past Through Inquiry            Classroom Activity - Slideshow            Classroom Activity - Slideshow            Reading - Biography - The Life of Archaeologist Kathleen Kenyon            Reading - Explore - Library and Information Literacy Skills            Reading - Explore - What Is History?            Reading - Introduction            Reading - Section 1 - Detectives Who Study the Past            Reading - Section 10 - Planning Your Own Inquiry About Your Community's History            Reading - Section 2 - Cave Art: Treasures of the Past            Reading - Section 3 - Cave Painting of Humans            Reading - Section 4 - Cave Painting of Animals            Reading - Section 5 - Cave Painting of Shapes and Handprints            Reading - Section 6 - Spear Thrower Top            Reading - Section 7 - Clay Sculpture            Reading - Section 8 - Cave Art Tools            Reading - Section 9 - How to Study the Past            Reading - Summary            Lesson 10 - Early Civilizations in the Americas            Classroom Activity - Slideshow            Reading - Introduction            Reading - Section 1 - Early Indigenous Cultures            Reading - Section 2 - Traditions of Early Societies            Reading - Section 3 - Olmec            Reading - Section 4 - Maya            Reading - Section 5 - Caral            Reading - Section 6 - Mississippian            Reading - Summary            Lesson 11 - Geography and the Early Settlement of Egypt, Kush, and Canaan Classroom Activity - Slideshow            Classroom Activity - Slideshow            Reading - Explore - Who Were the Phoenicians?            Reading - Introduction            Reading - Section 1 - Environmental Factors and Early Human Settlement Reading - Section 2 - Environmental Factors and the Early Settlement of Egypt and Kush Reading - Section 3 - Environmental Factors and the Early Settlement of Canaan Reading - Summary            Lesson 12 - The Ancient Egyptian Pharaohs            Classroom Activity - Slideshow            Reading - Explore - Analyzing Images of Pharaohs            Reading - Explore - Egyptian Trade            Reading - Exploring the Social Sciences - The Egyptian Mummy Project Reading - Introduction            Reading - Lesson Summary            Reading - Section 1 - Ancient Egypt and Its Rulers            Reading - Section 2 - Khufu: The Pyramid Pharaoh            Reading - Section 3 - Pharaoh Senusret I: Patron of the Arts            Reading - Section 4 - Pharaoh Hatshepsut: Promoter of Egyptian Trade Reading - Section 5 - Ramses II: Leader and Planner            Lesson 13 - Daily Life in Ancient Egypt            Classroom Activity - Slideshow            Classroom Activity - Slideshow            Reading - Explore - Comparing the Written Languages of Egypt and Mesopotamia Reading - Explore - The Decline of Ancient Egypt            Reading - Introduction            Reading - Investigating Primary Sources - What Was It Like to Be a Scribe in Ancient Egypt? Reading - Lesson Summary            Reading - Section 1 - Ancient Egypt's Social Pyramid            Reading - Section 2 - Government Officials            Reading - Section 3 - Priests            Reading - Section 4 - Scribes            Reading - Section 5 - Artisans            Reading - Section 6 - Peasants            Lesson 14 - The Kingdom of Kush            Classroom Activity - Slideshow            Reading - Explore - Exploring Kushite Trade</p>	<p>history, culture, archaeology, fossil, artifacts, primary source, secondary source, geography, landforms, climate, environment, region, resources</p>	

	The Ancient WORLD		Unit	Vocabulary	Assessment/Benchmark/Activity
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	<p><b>SS 6.4.1.b</b> Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts. <i>For example: Hammurabi's Code, symbols of world religions</i></p>	<p>Analyzing historical events Impact of historical events Use of symbols, maps, documents, and artifacts</p>	<p>SS 6.4.1.b Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts. History Alive! The Ancient World - Third Edition Lesson 1 - Investigating the Past Through Inquiry Classroom Activity - Slideshow Classroom Activity - Slideshow Reading - Biography - The Life of Archaeologist Kathleen Kenyon Reading - Section 1 - Detectives Who Study the Past Reading - Section 10 - Planning Your Own Inquiry About Your Community's History Reading - Section 2 - Cave Art: Treasures of the Past Reading - Section 3 - Cave Painting of Humans Reading - Section 4 - Cave Painting of Animals Reading - Section 5 - Cave Painting of Shapes and Handprints Reading - Section 6 - Spear Thrower Top Reading - Section 7 - Clay Sculpture Reading - Section 8 - Cave Art Tools Reading - Section 9 - How to Study the Past Reading - Summary Lesson 10 - Early Civilizations in the Americas Classroom Activity - Slideshow Reading - Section 1 - Early Indigenous Cultures Lesson 11 - Geography and the Early Settlement of Egypt, Kush, and Canaan Classroom Activity - Slideshow Classroom Activity - Slideshow Reading - Section 2 - Environmental Factors and the Early Settlement of Egypt and Kush Reading - Section 3 - Environmental Factors and the Early Settlement of Canaan Reading - Summary Lesson 12 - The Ancient Egyptian Pharaohs Classroom Activity - Slideshow Reading - Exploring the Social Sciences - The Egyptian Mummy Project Reading - Introduction Reading - Section 1 - Ancient Egypt and Its Rulers Reading - Section 3 - Pharaoh Senusret I: Patron of the Arts Reading - Section 4 - Pharaoh Hatshepsut: Promoter of Egyptian Trade Lesson 13 - Daily Life in Ancient Egypt Reading - Investigating Primary Sources - What Was It Like to Be a Scribe in Ancient Egypt? Lesson 14 - The Kingdom of Kush Classroom Activity - Slideshow Reading - Explore - Exploring Kushite Trade Reading - Primary Source - Through the Eyes of a Historian: Herodotus Writes About Kush Lesson 15 - The Origins of Judaism Classroom Activity - Slideshow Reading - Section 1 - What We Know About the Ancient Israelites Reading - Section 3 - The Life of Abraham: Father of the Jews Reading - Section 4 - The Life of Moses: Leader of the Israelites Lesson 16 - Learning About World Religions: Judaism Reading - Section 2 - Foreign Rule and the Jewish Diaspora Reading - Section 3 - Preserving the Teachings of Judaism Lesson 17 - Geography and the Early Settlement of India Classroom Activity - Slideshow Reading - Section 1 - Brahmaputra River Reading - Section 2 - Deccan Plateau Reading - Section 3 - Eastern and Western Ghats Reading - Section 4 - Ganges River Reading - Section 5 - Himalaya Mountains Reading - Section 6 - Hindu Kush Mountains Reading - Section 7 - Indus River Reading - Section 8 - Thar Desert Reading - Section 9 - Early Settlements in India Lesson 18 - Unlocking the Secrets of Mohenjodaro Classroom Activity - Slideshow Classroom Activity - Slideshow Reading - Introduction Reading - Section 1 - The Mystery of Mohenjodaro</p>	<p>Aeneas, Romulus and Remus, republic, dictators, Cincinnatus, plebeians, patricians, magistrates, consuls, Roman Senate, veto, Latin, checks and balances, Forum, legions, Punic Wars, Hannibal, Gaius Marius, Lucius Cornelius Sulla, Spartacus</p>	

	The Ancient WORLD		Unit	Vocabulary	Assessment/Benchmark/Activity
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	<b>Multiple Perspectives</b> <b>SS 6.4.2</b> Use multiple perspectives to identify the historical, social, and cultural context of past and current events.	Identifying historical context Identifying social context Identifying cultural context		Aeneas, Romulus and Remus, republic, dictators, Cincinnatus, plebeians, patricians, magistrates, consuls, Roman Senate, veto, Latin, checks and balances, Forum, legions, Punic Wars, Hannibal, Gaius Marius, Lucius Cornelius Sulla, Spartacus	Create Maps, take Chapter Test/classroom projects and Journaling

	The Ancient WORLD	Unit	Vocabulary	Assessment/Benchmark/Activity	
<b>Strand</b>	<b>State Standard</b>	<b>Unwrap</b>			
	<p><b>SS 6.4.2.a</b> Identify evidence from multiple perspectives and sources to better understand the complexities of world history. <i>For example: Macedonian Empire, Persian Empire</i></p>		<p>SS 6.4.2.aldentify evidence from multiple perspectives and sources to better understand the complexities of world history. History Alive! The Ancient World - Third Edition            Lesson 1 - Investigating the Past Through Inquiry            Classroom Activity - Slideshow            Classroom Activity - Slideshow            Reading - Biography - The Life of Archaeologist Kathleen Kenyon            Reading - Explore - Library and Information Literacy Skills            Reading - Explore - What Is History?            Reading - Introduction            Reading - Section 1 - Detectives Who Study the Past            Reading - Section 10 - Planning Your Own Inquiry About Your Community's History            Reading - Section 2 - Cave Art: Treasures of the Past            Reading - Section 3 - Cave Painting of Humans            Reading - Section 4 - Cave Painting of Animals            Reading - Section 5 - Cave Painting of Shapes and Handprints            Reading - Section 6 - Spear Thrower Top            Reading - Section 7 - Clay Sculpture            Reading - Section 8 - Cave Art Tools            Reading - Section 9 - How to Study the Past            Reading - Summary            Lesson 10 - Early Civilizations in the Americas            Classroom Activity - Slideshow            Reading - Introduction            Reading - Section 1 - Early Indigenous Cultures            Reading - Section 2 - Traditions of Early Societies            Reading - Section 3 - Olmec            Reading - Section 4 - Maya            Reading - Section 5 - Caral            Reading - Section 6 - Mississippian            Reading - Summary            Lesson 11 - Geography and the Early Settlement of Egypt, Kush, and Canaan            Classroom Activity - Slideshow            Classroom Activity - Slideshow            Reading - Explore - Who Were the Phoenicians?            Reading - Introduction            Reading - Section 1 - Environmental Factors and Early Human Settlement            Reading - Section 2 - Environmental Factors and the Early Settlement of Egypt and Kush            Reading - Section 3 - Environmental Factors and the Early Settlement of Canaan            Reading - Summary            Lesson 12 - The Ancient Egyptian Pharaohs            Classroom Activity - Slideshow            Reading - Explore - Analyzing Images of Pharaohs            Reading - Explore - Egyptian Trade            Reading - Exploring the Social Sciences - The Egyptian Mummy Project Reading - Introduction            Reading - Lesson Summary            Reading - Section 1 - Ancient Egypt and Its Rulers            Reading - Section 2 - Khufu: The Pyramid Pharaoh            Reading - Section 3 - Pharaoh Senusret I: Patron of the Arts            Reading - Section 4 - Pharaoh Hatshepsut: Promoter of Egyptian Trade Reading - Section 5 - Ramses II: Leader and Planner            Lesson 13 - Daily Life in Ancient Egypt            Classroom Activity - Slideshow            Classroom Activity - Slideshow            Reading - Explore - Comparing the Written Languages of Egypt and Mesopotamia Reading - Explore - The Decline of Ancient Egypt            Reading - Introduction            Reading - Investigating Primary Sources - What Was It Like to Be a Scribe in Ancient Egypt? Reading - Lesson Summary            Reading - Section 1 - Ancient Egypt's Social Pyramid            Reading - Section 2 - Government Officials            Reading - Section 3 - Priests            Reading - Section 4 - Scribes            Reading - Section 5 - Artisans            Reading - Section 6 - Peasants            Lesson 14 - The Kingdom of Kush            Classroom Activity - Slideshow</p>	<p>jade, oracle, lords, peasants, Confucius, ethics, Confucianism, Daoism, Laozi, Legalism, Shi Huangdi, Great Wall, sundial, seismograph, acupuncture, silk, Silk Road, diffusion</p>	

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	<p><b>SS 6.4.2.b</b> Explain the use of primary and secondary sources to better understand multiple perspectives of the same event. <i>For example: foundational texts of world religions,</i></p>	<p>Understanding primary and secondary sources Gaining multiple perspectives on the same event</p>	<p>SS 6.4.2.b Explain the use of primary and secondary sources to better understand multiple perspectives of the same event. History Alive! The Ancient World - Third Edition Lesson 1 - Investigating the Past Through Inquiry Classroom Activity - Slideshow Reading - Explore - Library and Information Literacy Skills Reading - Explore - What Is History? Reading - Section 9 - How to Study the Past Lesson 13 - Daily Life in Ancient Egypt Classroom Activity - Slideshow Classroom Activity - Slideshow Reading - Investigating Primary Sources - What Was It Like to Be a Scribe in Ancient Egypt? Lesson 14 - The Kingdom of Kush Reading - Primary Source - Through the Eyes of a Historian: Herodotus Writes About Kush Lesson 15 - The Origins of Judaism Reading - Biography - The Power of Friendship: The Lives of Naomi and Ruth Lesson 16 - Learning About World Religions: Judaism Reading - Literature - The Historical Migration of the Jews: Psalm 137 Lesson 20 - Learning About World Religions: Buddhism Classroom Activity - Slideshow Classroom Activity - Slideshow Reading - Explore - Jainism: Another Religious Tradition in India Reading - Investigating Primary Sources - What Are Different Ways Buddhist Principles Were Passed Down? Lesson 22 - The Achievements of the Gupta Empire Reading - Primary Source - Travels in India Lesson 25 - Three Chinese Philosophies Classroom Activity - Slideshow Reading - Primary Source - Lessons for Women Lesson 27 - The Han Dynasty Reading - Biography - The Life of an Emperor During the Han Dynasty Lesson 28 - The Silk Road Classroom Activity - Slideshow Classroom Activity - Slideshow Reading - Investigating Primary Sources - How Did Geography Affect Travelers Along the Silk Road? Lesson 31 - Life in Two City-States: Athens and Sparta Reading - Primary Source - Athens vs. Sparta Lesson 33 - The Golden Age of Athens Classroom Activity - Slideshow Classroom Activity - Slideshow Reading - Biography - A Model Citizen: The Life of Pericles Reading - Biography - In Search of a Perfect World: The Life of Plato Reading - Investigating Primary Sources - What Do Dramas of Ancient Greece Reveal About Its Society? Lesson 38 - From Republic to Empire Reading - Biography - Cicero and the Roman Republic Reading - Biography - Reform in the Roman Republic: The Lives of Tiberius and Gaius Gracchus Lesson 39 - Daily Life in the Roman Empire Classroom Activity - Slideshow Classroom Activity - Slideshow Reading - Investigating Primary Sources - Why Did Gladiators Fight? Reading - Investigating Primary Sources - Why Did Gladiators Fight? Lesson 5 - The Rise of Sumerian City-States Classroom Activity - Slideshow Lesson 6 - Ancient Sumer Classroom Activity - Slideshow Classroom Activity - Slideshow Reading - Investigating Primary Sources - How Did the Different Social Classes of Sumer Interact with One Another? Lesson 8 - Ancient Persia and Its Context Reading - Primary Source - Darius's Right to Rule Lesson Biographies</p>	<p>jade, oracle, lords, peasants, Confucius, ethics, Confucianism, Daoism, Laozi, Legalism, Shi Huangdi, Great Wall, sundial, seismograph, acupuncture, silk, Silk Road, diffusion</p>	<p>Create Maps, take Chapter Test/classroom projects and Journaling</p>

	The Ancient WORLD		Unit	Vocabulary	Assessment/Benchmark/Activity
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	<b>SS 6.4.3</b> Examine historical events from the perspectives of marginalized and underrepresented groups.	Understanding historical events Perspective-taking Marginalized and underrepresented groups		history, culture, archaeology, fossil, artifacts, primary source, secondary source, geography, landforms, climate, environment, region, resources	
	<b>SS 6.4.3.a</b> Identify how differing experiences can lead to the development of perspectives. <i>For examples: religious, ethnic and racial groups.</i>	Identifying differing experiences Understanding perspectives development Examples: religious, ethnic, and racial groups	SS 6.4.3. identify how differing experiences can lead to the development of perspectives. History Alive! The Ancient World - Third Edition Lesson 14 - The Kingdom of Kush Reading - Primary Source - Through the Eyes of a Historian: Herodotus Writes About Kush Lesson 15 - The Origins of Judaism Reading - Biography - The Power of Friendship: The Lives of Naomi and Ruth Lesson 20 - Learning About World Religions: Buddhism Reading - Explore - Jainism: Another Religious Tradition in India Lesson 27 - The Han Dynasty Reading - Biography - The Life of an Emperor During the Han Dynasty Lesson 33 - The Golden Age of Athens Reading - Biography - A Model Citizen: The Life of Pericles Reading - Biography - In Search of a Perfect World: The Life of Plato Lesson 38 - From Republic to Empire Reading - Biography - Reform in the Roman Republic: The Lives of Tiberius and Gaius Gracchus Lesson 39 - Daily Life in the Roman Empire Reading - Investigating Primary Sources - Why Did Gladiators Fight? Lesson Biographies King Jr., Martin Luther (1929–1968)	history, culture, archaeology, fossil, artifacts, primary source, secondary source, geography, landforms, climate, environment, region, resources	Create Maps, take Chapter Test/classroom projects and Journaling
	<b>SS 6.4.3.b</b> Interpret perspectives of marginalized and underrepresented regions around the world. <i>For example: inclusion of non-Eurasian civilizations</i>	Perspectives of marginalized and underrepresented regions Interpretation Non-Eurasian civilizations		Aeneas, Romulus and Remus, republic, dictators, Cincinnatus, plebeians, patricians, magistrates, consuls, Roman Senate, veto, Latin, checks and balances, Forum, legions, Punic Wars, Hannibal, Gaius Marius, Lucius Cornelius Sulla, Spartacus	Create Maps, take Chapter Test/classroom projects and Journaling
	<b>Historical Analysis and Interpretation</b> <b>SS 6.4.4</b> Interpret and evaluate sources for historical context.	Interpretation of historical sources Evaluation of historical sources Understanding historical context		polis, classical, acropolis, democracy, aristocrats, oligarchy, citizens, tyrant, Pericles, mythology, Homer, Sappho, Aesop, fable	Create Maps, take Chapter Test/classroom projects and Journaling

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Strand	State Standard	Unwrap			
	<p><b>SS 6.4.4.a</b> Compare and contrast primary and secondary sources of history. <i>For example: compare Lascaux cave paintings with historia's interpretation of the Paleolithic Era</i></p>	<p>Primary sources Secondary sources Comparison and contrast</p>	<p>SS 6.4.4.a Compare and contrast primary and secondary sources of history. History Alive! The Ancient World - Third Edition Lesson 1 - Investigating the Past Through Inquiry Classroom Activity - Slideshow Reading - Explore - Library and Information Literacy Skills Reading - Explore - What Is History? Reading - Section 9 - How to Study the Past Lesson 13 - Daily Life in Ancient Egypt Classroom Activity - Slideshow Classroom Activity - Slideshow Reading - Investigating Primary Sources - What Was It Like to Be a Scribe in Ancient Egypt? Lesson 14 - The Kingdom of Kush Reading - Primary Source - Through the Eyes of a Historian: Herodotus Writes About Kush Lesson 16 - Learning About World Religions: Judaism Reading - Literature - The Historical Migration of the Jews: Psalm 137 Lesson 20 - Learning About World Religions: Buddhism Classroom Activity - Slideshow Classroom Activity - Slideshow Reading - Explore - Jainism: Another Religious Tradition in India Reading - Investigating Primary Sources - What Are Different Ways Buddhist Principles Were Passed Down? Lesson 22 - The Achievements of the Gupta Empire Reading - Primary Source - Travels in India Lesson 25 - Three Chinese Philosophies Classroom Activity - Slideshow Reading - Primary Source - Lessons for Women Lesson 28 - The Silk Road Classroom Activity - Slideshow Classroom Activity - Slideshow Reading - Investigating Primary Sources - How Did Geography Affect Travelers Along the Silk Road? Lesson 31 - Life in Two City-States: Athens and Sparta Reading - Primary Source - Athens vs. Sparta Lesson 33 - The Golden Age of Athens Classroom Activity - Slideshow Classroom Activity - Slideshow Reading - Investigating Primary Sources - What Do Dramas of Ancient Greece Reveal About Its Society? Lesson 38 - From Republic to Empire Reading - Biography - Cicero and the Roman Republic Lesson 39 - Daily Life in the Roman Empire Classroom Activity - Slideshow Classroom Activity - Slideshow Reading - Investigating Primary Sources - Why Did Gladiators Fight? Reading - Investigating Primary Sources - Why Did Gladiators Fight? Lesson 5 - The Rise of Sumerian City-States Classroom Activity - Slideshow Lesson 6 - Ancient Sumer Classroom Activity - Slideshow Classroom Activity - Slideshow Reading - Investigating Primary Sources - How Did the Different Social Classes of Sumer Interact with One Another? Lesson 8 - Ancient Persia and Its Context Reading - Primary Source - Darius's Right to Rule Lesson Biographies Adams, Abigail (1744–1818) Adams, Samuel (1722–1803) Addams, Jane (1860–1935) Anderson, Marian (1897–1993) Ansari, Anousheh (1966–) Anthony, Susan B. (1820–1906) Armistead Lafayette, James (1748–1830) Atahualpa (about 1502–1533) Banneker, Benjamin (1731–1806) Barton, Clara (1821–1912) Bhutto, Benazir (1953–2007) Caesar, Julius (about 100–44 B.C.E.) Carson, Rachel (1907–1964) Carver, George Washington (about 1861–1943) Chu, Steven (1948–)</p>	<p>jade, oracle, lords, peasants, Confucius, ethics, Confucianism, Daoism, Laozi, Legalism, Shi Huangdi, Great Wall, sundial, seismograph, acupuncture, silk, Silk Road, diffusion</p>	

	The Ancient WORLD		Unit	Vocabulary	Assessment/Benchmark/Activity
Strand	State Standard	Unwrap			
	<p><b>SS 6.4.4.b</b> Analyze the relationships among historical events in the world and relevant contemporary issues. <i>For example: agriculture, technology, written laws</i></p>	<p>Analyzing historical events Understanding contemporary issues Identifying relationships between historical events and current issues</p>	<p>SS 6.4.4.b Analyze the relationships among historical events in the world and relevant contemporary issues. History Alive! The Ancient World - Third Edition Lesson 1 - Investigating the Past Through Inquiry Classroom Activity - Slideshow Classroom Activity - Slideshow Reading - Biography - The Life of Archaeologist Kathleen Kenyon Reading - Explore - Library and Information Literacy Skills Reading - Explore - What Is History? Reading - Introduction Reading - Section 1 - Detectives Who Study the Past Reading - Section 10 - Planning Your Own Inquiry About Your Community's History Reading - Section 2 - Cave Art: Treasures of the Past Reading - Section 3 - Cave Painting of Humans Reading - Section 4 - Cave Painting of Animals Reading - Section 5 - Cave Painting of Shapes and Handprints Reading - Section 6 - Spear Thrower Top Reading - Section 7 - Clay Sculpture Reading - Section 8 - Cave Art Tools Reading - Section 9 - How to Study the Past Reading - Summary Lesson 10 - Early Civilizations in the Americas Classroom Activity - Slideshow Reading - Introduction Reading - Section 1 - Early Indigenous Cultures Reading - Section 2 - Traditions of Early Societies Reading - Section 3 - Olmec Reading - Section 4 - Maya Reading - Section 5 - Caral Reading - Section 6 - Mississippian Reading - Summary Lesson 11 - Geography and the Early Settlement of Egypt, Kush, and Canaan Classroom Activity - Slideshow Classroom Activity - Slideshow Reading - Explore - Who Were the Phoenicians? Reading - Introduction Reading - Section 1 - Environmental Factors and Early Human Settlement Reading - Section 2 - Environmental Factors and the Early Settlement of Egypt and Kush Reading - Section 3 - Environmental Factors and the Early Settlement of Canaan Reading - Summary Lesson 12 - The Ancient Egyptian Pharaohs Classroom Activity - Slideshow Reading - Explore - Analyzing Images of Pharaohs Reading - Explore - Egyptian Trade Reading - Exploring the Social Sciences - The Egyptian Mummy Project Reading - Introduction Reading - Lesson Summary Reading - Section 1 - Ancient Egypt and Its Rulers Reading - Section 2 - Khufu: The Pyramid Pharaoh Reading - Section 3 - Pharaoh Senusret I: Patron of the Arts Reading - Section 4 - Pharaoh Hatshepsut: Promoter of Egyptian Trade Reading - Section 5 - Ramses II: Leader and Planner Lesson 13 - Daily Life in Ancient Egypt Classroom Activity - Slideshow Classroom Activity - Slideshow Reading - Explore - Comparing the Written Languages of Egypt and Mesopotamia Reading - Explore - The Decline of Ancient Egypt Reading - Introduction Reading - Investigating Primary Sources - What Was It Like to Be a Scribe in Ancient Egypt? Reading - Lesson Summary Reading - Section 1 - Ancient Egypt's Social Pyramid Reading - Section 2 - Government Officials Reading - Section 3 - Priests Reading - Section 4 - Scribes Reading - Section 5 - Artisans Reading - Section 6 - Peasants Lesson 14 - The Kingdom of Kush Classroom Activity - Slideshow</p>		

	The Ancient WORLD		Unit	Vocabulary	Assessment/Benchmark/Activity
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	<b>Historical Inquiry and Research</b> <b>SS 6.4.5</b> Apply the inquiry process to construct and answer historical questions.	Application of the inquiry process Construction of historical questions Ability to answer historical questions	SS 6.4.5.a Construct and answer inquiry questions using multiple historical sources. History Alive! The Ancient World - Third Edition Lesson 1 - Investigating the Past Through Inquiry Classroom Activity - Slideshow Classroom Activity - Slideshow Reading - Biography - The Life of Archaeologist Kathleen Kenyon Reading - Explore - Library and Information Literacy Skills Reading - Explore - What Is History? Reading - Introduction Reading - Section 1 - Detectives Who Study the Past Reading - Section 10 - Planning Your Own Inquiry About Your Community's History Reading - Section 2 - Cave Art: Treasures of the Past Reading - Section 3 - Cave Painting of Humans Reading - Section 4 - Cave Painting of Animals Reading - Section 5 - Cave Painting of Shapes and Handprints Reading - Section 6 - Spear Thrower Top Reading - Section 7 - Clay Sculpture Reading - Section 8 - Cave Art Tools Reading - Section 9 - How to Study the Past Reading - Summary Lesson 10 - Early Civilizations in the Americas Classroom Activity - Slideshow Reading - Introduction Reading - Section 1 - Early Indigenous Cultures Reading - Section 2 - Traditions of Early Societies Reading - Section 3 - Olmec Reading - Section 4 - Maya Reading - Section 5 - Caral Reading - Section 6 - Mississippian Reading - Summary Lesson 11 - Geography and the Early Settlement of Egypt, Kush, and Canaan Classroom Activity - Slideshow Classroom Activity - Slideshow Reading - Explore - Who Were the Phoenicians? Reading - Introduction Reading - Section 1 - Environmental Factors and Early Human Settlement Reading - Section 2 - Environmental Factors and the Early Settlement of Egypt and Kush Reading - Section 3 - Environmental Factors and the Early Settlement of Canaan Reading - Summary Lesson 12 - The Ancient Egyptian Pharaohs Classroom Activity - Slideshow Reading - Explore - Analyzing Images of Pharaohs Reading - Explore - Egyptian Trade Reading - Exploring the Social Sciences - The Egyptian Mummy Project Reading - Introduction Reading - Lesson Summary Reading - Section 1 - Ancient Egypt and Its Rulers Reading - Section 2 - Khufu: The Pyramid Pharaoh Reading - Section 3 - Pharaoh Senusret I: Patron of the Arts Reading - Section 4 - Pharaoh Hatshepsut: Promoter of Egyptian Trade Reading - Section 5 - Ramses II: Leader and Planner Lesson 13 - Daily Life in Ancient Egypt Classroom Activity - Slideshow Classroom Activity - Slideshow Reading - Explore - Comparing the Written Languages of Egypt and Mesopotamia Reading - Explore - The Decline of Ancient Egypt Reading - Introduction Reading - Investigating Primary Sources - What Was It Like to Be a Scribe in Ancient Egypt? Reading - Lesson Summary Reading - Section 1 - Ancient Egypt's Social Pyramid Reading - Section 2 - Government Officials Reading - Section 3 - Priests Reading - Section 4 - Scribes Reading - Section 5 - Artisans Reading - Section 6 - Peasants Lesson 14 - The Kingdom of Kush Classroom Activity - Slideshow Reading - Explore - Exploring Kushite Trade Reading - Explore - Something Borrowed: Kush	history, culture, archaeology, fossil, artifacts, primary source, secondary source, geography, landforms, climate, environment, region, resources	

	The Ancient WORLD	Unit	Vocabulary	Assessment/Benchmark/Activity
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	<p><b>SS 6.4.5.a</b> Construct and answer inquiry questions using multiple historical sources. <i>For example: What defines an empire?</i></p>	<p>Constructing inquiry questions Using multiple historical sources</p>	<p>SS 6.4.5.a Construct and answer inquiry questions using multiple historical sources. History Alive! The Ancient World - Third Edition Lesson 1 - Investigating the Past Through Inquiry Classroom Activity - Slideshow Classroom Activity - Slideshow Reading - Biography - The Life of Archaeologist Kathleen Kenyon Reading - Explore - Library and Information Literacy Skills Reading - Explore - What Is History? Reading - Introduction Reading - Section 1 - Detectives Who Study the Past Reading - Section 10 - Planning Your Own Inquiry About Your Community's History Reading - Section 2 - Cave Art: Treasures of the Past Reading - Section 3 - Cave Painting of Humans Reading - Section 4 - Cave Painting of Animals Reading - Section 5 - Cave Painting of Shapes and Handprints Reading - Section 6 - Spear Thrower Top Reading - Section 7 - Clay Sculpture Reading - Section 8 - Cave Art Tools Reading - Section 9 - How to Study the Past Reading - Summary Lesson 10 - Early Civilizations in the Americas Classroom Activity - Slideshow Reading - Introduction Reading - Section 1 - Early Indigenous Cultures Reading - Section 2 - Traditions of Early Societies Reading - Section 3 - Olmec Reading - Section 4 - Maya Reading - Section 5 - Caral Reading - Section 6 - Mississippian Reading - Summary Lesson 11 - Geography and the Early Settlement of Egypt, Kush, and Canaan Classroom Activity - Slideshow Classroom Activity - Slideshow Reading - Explore - Who Were the Phoenicians? Reading - Introduction Reading - Section 1 - Environmental Factors and Early Human Settlement Reading - Section 2 - Environmental Factors and the Early Settlement of Egypt and Kush Reading - Section 3 - Environmental Factors and the Early Settlement of Canaan Reading - Summary Lesson 12 - The Ancient Egyptian Pharaohs Classroom Activity - Slideshow Reading - Explore - Analyzing Images of Pharaohs Reading - Explore - Egyptian Trade Reading - Exploring the Social Sciences - The Egyptian Mummy Project Reading - Introduction Reading - Lesson Summary Reading - Section 1 - Ancient Egypt and Its Rulers Reading - Section 2 - Khufu: The Pyramid Pharaoh Reading - Section 3 - Pharaoh Senusret I: Patron of the Arts Reading - Section 4 - Pharaoh Hatshepsut: Promoter of Egyptian Trade Reading - Section 5 - Ramses II: Leader and Planner Lesson 13 - Daily Life in Ancient Egypt Classroom Activity - Slideshow Classroom Activity - Slideshow Reading - Explore - Comparing the Written Languages of Egypt and Mesopotamia Reading - Explore - The Decline of Ancient Egypt Reading - Introduction Reading - Investigating Primary Sources - What Was It Like to Be a Scribe in Ancient Egypt? Reading - Lesson Summary Reading - Section 1 - Ancient Egypt's Social Pyramid Reading - Section 2 - Government Officials Reading - Section 3 - Priests Reading - Section 4 - Scribes Reading - Section 5 - Artisans Reading - Section 6 - Peasants Lesson 14 - The Kingdom of Kush Classroom Activity - Slideshow Reading - Explore - Exploring Kushite Trade Reading - Explore - Something Borrowed: Kush</p>	<p>subcontinent, monsoons, missionaries, Candragupta Maurya, Asoka, Candra Gupta II, metallurgy, alloys</p>

	The Ancient WORLD		Unit	Vocabulary	Assessment/Benchmark/Activity
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	<b>SS 6.4.5.b</b> Identify and cite appropriate sources for research about world history, including primary and secondary sources. <i>For example: Hammurabi's Code, Twelve Tables</i>	Identifying appropriate sources for research about world history (primary and secondary sources)		missionaries, Candragupta Maurya, Asoka, Candra Gupta II	Create Maps, take Chapter Test/classroom projects and Journaling

	The Ancient WORLD		Unit	Vocabulary	Assessment/Benchmark/Activity
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	<p><b>SS 6.4.5.c</b> Gather, analyze, and communicate historical information about the world from multiple sources. <i>For example: document archives, artifacts, newspapers, interviews, pictures, posters, oral/written narratives, and electronic presentation</i></p>	<p>Gathering historical information Analyzing historical information Communicating historical information Using multiple sources like document archives, artifacts, newspapers, interviews, pictures, posters, oral/written narratives, and electronic presentations</p>	<p>SS 6.4.5.c Gather, analyze, and communicate historical information about the world from multiple sources. History Alive! The Ancient World - Third Edition Lesson 1 - Investigating the Past Through Inquiry Classroom Activity - Slideshow Classroom Activity - Slideshow Reading - Biography - The Life of Archaeologist Kathleen Kenyon Reading - Explore - Library and Information Literacy Skills Reading - Explore - What Is History? Reading - Introduction Reading - Section 1 - Detectives Who Study the Past Reading - Section 10 - Planning Your Own Inquiry About Your Community's History Reading - Section 2 - Cave Art: Treasures of the Past Reading - Section 3 - Cave Painting of Humans Reading - Section 4 - Cave Painting of Animals Reading - Section 5 - Cave Painting of Shapes and Handprints Reading - Section 6 - Spear Thrower Top Reading - Section 7 - Clay Sculpture Reading - Section 8 - Cave Art Tools Reading - Section 9 - How to Study the Past Reading - Summary Lesson 10 - Early Civilizations in the Americas Classroom Activity - Slideshow Reading - Introduction Reading - Section 1 - Early Indigenous Cultures Reading - Section 2 - Traditions of Early Societies Reading - Section 3 - Olmec Reading - Section 4 - Maya Reading - Section 5 - Caral Reading - Section 6 - Mississippian Reading - Summary Lesson 11 - Geography and the Early Settlement of Egypt, Kush, and Canaan Classroom Activity - Slideshow Classroom Activity - Slideshow Reading - Explore - Who Were the Phoenicians? Reading - Introduction Reading - Section 1 - Environmental Factors and Early Human Settlement Reading - Section 2 - Environmental Factors and the Early Settlement of Egypt and Kush Reading - Section 3 - Environmental Factors and the Early Settlement of Canaan Reading - Summary Lesson 12 - The Ancient Egyptian Pharaohs Classroom Activity - Slideshow Reading - Explore - Analyzing Images of Pharaohs Reading - Explore - Egyptian Trade Reading - Exploring the Social Sciences - The Egyptian Mummy Project Reading - Introduction Reading - Lesson Summary Reading - Section 1 - Ancient Egypt and Its Rulers Reading - Section 2 - Khufu: The Pyramid Pharaoh Reading - Section 3 - Pharaoh Senusret I: Patron of the Arts Reading - Section 4 - Pharaoh Hatshepsut: Promoter of Egyptian Trade Reading - Section 5 - Ramses II: Leader and Planner Lesson 13 - Daily Life in Ancient Egypt Classroom Activity - Slideshow Classroom Activity - Slideshow Reading - Explore - Comparing the Written Languages of Egypt and Mesopotamia Reading - Explore - The Decline of Ancient Egypt Reading - Introduction Reading - Investigating Primary Sources - What Was It Like to Be a Scribe in Ancient Egypt? Reading - Lesson Summary Reading - Section 1 - Ancient Egypt's Social Pyramid Reading - Section 2 - Government Officials Reading - Section 3 - Priests Reading - Section 4 - Scribes Reading - Section 5 - Artisans Reading - Section 6 - Peasants Lesson 14 - The Kingdom of Kush Classroom Activity - Slideshow Reading - Explore - Exploring Kushite Trade</p>	<p>republic, dictators, Punic Wars, Hannibal, Gaius Marius, Lucius Cornelius Sulla, Spartacus</p>	

	The Ancient WORLD		Unit	Vocabulary	Assessment/Benchmark/Activity
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Ancient Civilizations		Assessment/Benchmark/Activity
Strand	State Standard	Unwrapped
		Unit # Vocabulary
	<p><b>Forms and Functions of Government</b>  <b>SS 7.1.1 Analyze the foundations, structures and functions of governmental institutions.</b></p> <p><b>Forms and structures of government</b>  <b>Functions of government</b>  <b>Types of government (e.g., republic, monarchy, authoritarian/dictatorship)</b>  <b>How governments address citizens' needs</b>  <b>How nation-states interact</b>  <b>Imperialism and governmental institutions</b></p> <p><b>SS 7.1.1.b Identify and report significant historic events and documents that have influenced governmental institutions and their function.</b>  <i>For example, any governments of major ancient or post-ancient societies up to present that could include Phoenician, Sumerian, Egyptian, Greek, Roman, Islamic, Chinese, American, British, French, American, Mexican, and others.</i></p> <p><b>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.</b>  <i>For example, the impact of technology on society, impact of global conflicts on local communities.</i></p> <p><b>Civic Participation</b>  <b>SS 7.1.1 Analyze the roles, responsibilities, and rights of citizens and groups in interrelation societies.</b></p> <p><b>SS 7.1.2.a Examine ways in which individuals and groups participate in the political process in different regions of the globe.</b>  <i>For example, recognize multiple perspectives on issues, active use of information, service learning, volunteerism, and movements, voting.</i></p> <p><b>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.</b>  <i>For example, printing press, digital platform, media literacy, media conglomerates, social media platforms, cyber security concerns.</i></p>	<p>Lesson 1 Studying History: history, culture, archeology, fossil, artifacts, primary source, secondary source. Lesson 2 Studying Geography: geography, landforms, climate, environment, region, resources. Lesson 3 Studying Economics: economy, scarcity, profit, entrepreneur, mixed economy, trade, wealth. Lesson 4 Studying Civics: civics, constitution, democracy, republic, tax.</p> <p>Lesson 1 Studying History: history, culture, archeology, fossil, artifacts, primary source, secondary source. Lesson 2 Studying Geography: geography, landforms, climate, environment, region, resources. Lesson 3 Studying Economics: economy, scarcity, profit, entrepreneur, mixed economy, trade, wealth. Lesson 4 Studying Civics: civics, constitution, democracy, republic, tax.</p> <p>Lesson 1 The Protestant Reformation: Reformation, indulgences, purgatory, Martin Luther, Protestants, John Calvin, King Henry the VIII. Lesson 2 The Catholic Reformation: Catholic Reformation, Ignatius of Loyola, Jesuits, Francis Xavier. Lesson 3 Effects of the Reformation: Huguenots, Edict of Nantes, Thirty Years War, congregation, federalism. Lesson 1 Europe After the Fall of Rome: Eurasia, Middle Ages, medieval, Patrick, monks, monasteries, Benedict, Charlemagne. Lesson 2 Feudalism: Manors and Towns, Knights, vassal, feudalism, William the Conqueror, manor, serfs, Eleanor of Aquitaine. Lesson 3 Popes and Kings: excommunicate, Pope George the VII, Emperor Henry IV. Lesson 4 Crusades: Holy Land, Pope Urban the II, King Richard I, Saladin. Lesson 5 Christianity and Medieval Society: clergy, religious order, Francis of Assisi, friars, Thomas Aquinas, natural law. Lesson 6 Political and Social Change: Magna Carta, Parliament, Hundred years' War, Joan of Arc, Black Death, heresy, Reconquista, King Ferdinand, Queen Isabella, Spanish Inquisition.</p> <p>Lesson 1 Europe After the Fall of Rome: Eurasia, Middle Ages, medieval, Patrick, monks, monasteries, Benedict, Charlemagne. Lesson 2 Feudalism: Manors and Towns, Knights, vassal, feudalism, William the Conqueror, manor, serfs, Eleanor of Aquitaine. Lesson 3 Popes and Kings: excommunicate, Pope George the VII, Emperor Henry IV. Lesson 4 Crusades: Holy Land, Pope Urban the II, King Richard I, Saladin. Lesson 5 Christianity and Medieval Society: clergy, religious order, Francis of Assisi, friars, Thomas Aquinas, natural law. Lesson 6 Political and Social Change: Magna Carta, Parliament, Hundred years' War, Joan of Arc, Black Death, heresy, Reconquista, King Ferdinand, Queen Isabella, Spanish Inquisition.</p> <p>Lesson 1 Origins of the Renaissance: Marco Polo, interest, Cosimo de Medici, Renaissance. Lesson 2 The Italian Renaissance: humanism, Dante, Alighieri, Niccolò Machiavelli, Petrarch, perspective, Michelangelo, Leonardo da Vinci. Lesson 3 Johann Gutenberg, Christian humanism, Desiderius Erasmus, Albrecht Dürer, Miguel de Cervantes, William Shakespeare.</p> <p>Lesson 1 Europe After the Fall of Rome: Eurasia, Middle Ages, medieval, Patrick, monks, monasteries, Benedict, Charlemagne. Lesson 2 Feudalism: Manors and Towns, Knights, vassal, feudalism, William the Conqueror, manor, serfs, Eleanor of Aquitaine. Lesson 3 Popes and Kings: excommunicate, Pope George the VII, Emperor Henry IV. Lesson 4 Crusades: Holy Land, Pope Urban the II, King Richard I, Saladin. Lesson 5 Christianity and Medieval Society: clergy, religious order, Francis of Assisi, friars, Thomas Aquinas, natural law. Lesson 6 Political and Social Change: Magna Carta, Parliament, Hundred years' War, Joan of Arc, Black Death, heresy, Reconquista, King Ferdinand, Queen Isabella, Spanish Inquisition.</p>
	<p><b>Economic Decision Making</b>  <b>SS 7.2.1 Not addressed at this level.</b></p> <p><b>Financial Literacy</b>  <b>SS 7.2.2 Not addressed at this level.</b></p> <p><b>Exchange and Markets</b>  <b>SS 7.2.3 Not addressed at this level.</b></p>	
	<p><b>National Economy</b>  <b>SS 7.2.4 Investigate how varying economic systems impact individuals and civilization/society.</b></p>	<p>Lesson 1 Europe After the Fall of Rome: Eurasia, Middle Ages, medieval, Patrick, monks, monasteries, Benedict, Charlemagne. Lesson 2 Feudalism: Manors and Towns, Knights, vassal, feudalism, William the Conqueror, manor, serfs, Eleanor of Aquitaine. Lesson 3 Popes and Kings: excommunicate, Pope George the VII, Emperor Henry IV. Lesson 4 Crusades: Holy Land, Pope Urban the II, King Richard I, Saladin. Lesson 5 Christianity and Medieval Society: clergy, religious order, Francis of Assisi, friars, Thomas Aquinas, natural law. Lesson 6 Political and Social Change: Magna Carta, Parliament, Hundred years' War, Joan of Arc, Black Death, heresy, Reconquista, King Ferdinand, Queen Isabella, Spanish Inquisition.</p>

Strand	State Standard	Ancient Civilizations	Unit #	Vocabulary	Assessment/Benchmark/Activity
Economics	<p><b>SS 7.2.4.a</b> Compare and contrast characteristics of different socio-economic groups in economic systems. For example: <i>feudalism, manorialism, command economies, socialism, feudalism, or caste systems. Examine the daily life of the indigenous people of Cahokia as depicted in their urban areas.</i></p> <p><b>SS 7.2.4.b</b> Identify the relationships between diverse socio-economic groups and their economic systems in the modern world. For example: <i>Compare tax structures in various countries and how the people are impacted.</i></p> <p><b>SS 7.2.5</b> Analyze information using appropriate data to draw conclusions about the total production, income, and economic growth in various economies.</p> <p><b>SS 7.2.5.a</b> Define the government's role in various economic systems. For example: <i>democratic governments, mixed capitalism and dictators' impact on command economies, tobacco industry and how rules come about in the US vs. tobacco industry in Cuba.</i></p> <p><b>SS 7.2.5.b</b> Identify various economic indicators that governments use to measure modern world societies, nations, and cultures. For example: <i>Explore consumption, government spending, business investment, balance of trade, exports, imports, life expectancy, literacy rates, income, etc.</i></p> <p><b>SS 7.2.5.c</b> Categorize goods and services provided in modern societies, nations, and cultures into the four factors of production. For example: <i>Identify the four factors of production (land, labor, capital, and entrepreneurship) and how they contribute to a diverse mix from culture to culture and over time.</i></p> <p><b>Global Economy</b>  <b>SS 7.2.6</b> Illustrate how international trade impacts individuals, organizations and nations/societies.</p> <p><b>SS 7.2.6.a</b> Explain how individuals gain through specialization and voluntary trade and how international trade affects the domestic economy. For example: <i>Business owners are able to explore the world to find their customers but help economies of the Americas see their economic price rise if the development and processing of sugar cane. Corporations cheered for colonial settlement Dutch East India Company, Virginia Company, etc.</i></p>	<p><b>Unwrapped</b></p> <p>Key Components:            Characteristics of different socio-economic groups            Economic systems (feudalism, manorialism, command economies, socialism, feudalism, caste systems)            Comparison and contrast            Skills:            Identify relationships between diverse socio-economic groups.            Analyze economic systems in the modern world.            Compare tax structures in various countries.            Understand the impact of tax structures on people.            Knowledge:            Socio-economic diversity.            Modern economic systems.            Tax structures in different countries.            Impact of tax structures on individuals and society.            Concepts:            Interconnection between socio-economic groups and economic systems.            Global economic interdependence.            Equity and fairness in taxation.</p> <p>Key Components:            Analyzing information            Using appropriate data            Drawing conclusions            Total production            Income            Economic growth            Various economies            Skills:            Data analysis            Critical thinking            Drawing conclusions</p> <p>Key Components: government's role in economic systems, impact of democratic governments on capitalism, impact of dictators on command economies, comparison of rules affecting the tobacco industry in the US and Cuba.            Skills: defining, analyzing, comparing, evaluating.            SS 7.2.5.b Identify various economic indicators that governments use to measure modern world societies, nations, and cultures. For example: Explore consumption, government spending, business investment, balance of trade, exports, imports, life expectancy, literacy rates, income, etc.</p>	<p>Lesson 1 Europe After the Fall of Rome: Eurasia, Middle Ages, medieval, Patrick, monks, monasteries, Benedict, Charlemagne, Lesson 2 Feudalism Manors and Towns, Knights, vassal, feudalism, William the Conqueror, manor, serfs, Eleanor of Aquitaine Lesson 3 Popes and Kings: excommunicate, Pope George the VII, Emperor Henry IV, Lesson 4 Crusades Holy Land, Pope Urban the II, King Richard I, Saladin, Lesson 5 Christianity and Medieval Society: clergy, religious order, Francis of Assisi, friars, Thomas Aquinas, natural law, Lesson 6 Political and Social Change: Magna Carta, Parliament, Hundred year War, Joan of Arc, Black Death, heresy, Reconquista, King Ferdinand, Queen Isabella, Spanish Inquisition</p> <p>Lesson 1 The Geography of Eastern Europe: Ural Mountains, Carpathians, Balkan Peninsula, Danube, Volga, baga, Rus, Lesson 2 The Byzantine Empire: Justinian, Theodora, Byzantine Empire, mosaic Lesson 3 Early Russia: Ivan III, czar, principalities, icons</p> <p>Lesson 1 Great Voyages of Discovery: Henry the Navigator, Vasco Degama, Christopher Columbus, Ferdinand Magellan, circumnavigate, Francis Drake, Spanish Armada, Lesson 2 The Columbian Exchange: Columbian Exchange, plantations, Bartolome de Las Cases, racism, Lesson 3 Origins of Capitalism: mercantilism balance of trade, cottage industry, atlas, capitalism, market economy.</p>	<p>Lesson 1 Studying History: history, culture, archeology, fossil, artifacts, primary source, secondary source, Lesson 2 Studying Geography: geography, landforms, climate, environment, region, resources, Lesson 3 Studying Economics: economy, scarcity, profit, entrepreneur, mixed economy, trade, wealth, Lesson 4 Studying Civics: civics, constitution, democracy, republic, tax</p> <p>Lesson 1 Great Voyages of Discovery: Henry the Navigator, Vasco Degama, Christopher Columbus, Ferdinand Magellan, circumnavigate, Francis Drake, Spanish Armada, Lesson 2 The Columbian Exchange: Columbian Exchange, plantations, Bartolome de Las Cases, racism, Lesson 3 Origins of Capitalism: mercantilism balance of trade, cottage industry, atlas, capitalism, market economy.</p> <p>Lesson 1 Geography and Life in Arabia: sand dunes, oasis, sedentary, caravan, souk, Lesson 2 Origins of Islam: Muhammed, Islam, Muslim, Quran, shrine, pilgrimage, mosque, Jihad, Sunnah, Five Pillars of Islam, Lesson 3 Expansion of Islam: Abu Bakr, caliph, tolerance, Lesson 4 Muslim Cultural Achievements: Ibn Battulah, Sufism, Omar Khayyam, patron, minaret, calligraphy</p>	<p>Unit/Chapter Assessments</p> <p>Unit/Chapter Assessments</p>
		<p><b>Location and Place</b>  <b>SS 7.3.1</b> Not addressed at this level.  <b>Regions</b>  <b>SS 7.3.2</b> Evaluate how regions form and change over time.</p>	<p>Lesson 1 Studying History: history, culture, archeology, fossil, artifacts, primary source, secondary source, Lesson 2 Studying Geography: geography, landforms, climate, environment, region, resources, Lesson 3 Studying Economics: economy, scarcity, profit, entrepreneur, mixed economy, trade, wealth, Lesson 4 Studying Civics: civics, constitution, democracy, republic, tax</p>	<p>Unit/Chapter Assessments</p>	

Ancient Civilizations		Assessment/Benchmark/Activity	
Strand	State Standard	Unit #	
Human Environment Interaction	<p><b>SS 7.3.2.b</b> Interpret the impact of land and water features on human decisions. For example: location of settlements and transportation with respect to physical features.</p>	<p>Lesson 1 Geography of Early Africa: rifts, sub-Saharan Africa, Sahel savannah, rain forests, kinship system, extended family, patrilineal, matrilineal, animism Lesson 2: silent barter, income Turkia Meni Lesson 3: Sundiata, Mansa Musa, Sunni Ali, Askia the Great Lesson 4: oral history, griots, proverbs, kente, Lesson 5: Ethiopia, Coptic Christianity, Bantu, Great Zimbabwe, Swahili.</p>	
	<p><b>SS 7.3.2.c</b> Identify how humans construct major world regions and the impact on human societies. For example: geographic factors that influence economic development, trade, communication, transportation, infrastructure.</p>	<p>Lesson 1 Europe After the Fall of Rome: Eurasia, Middle Ages, medieval, Patrick, monks, monasteries, Benedict, Charlemagne, Lesson 2 Feudalism Manor and Towns: Knights, vassal, Neudalim, William the Conqueror, manor, seigns, Eleanor of Aquitaine Lesson 3 Popes and Kings: excommunicate, Pope George the VII, Emperor Henry IV Lesson 4 Crusades: Holy Land, Pope Urban the II, King Richard I, Saladin, Lesson 5 Christianity and Medieval Society: clergy, religious order, Francis of Assisi, friars, Thomas Aquinas, natural law, Lesson 6 Political and Social Change: Magna Carta, Parliament, Hundred years War, Joan of Arc, Black Death, heresy, Reconquista, King Ferdinand, Queen Isabella, Spanish Inquisition</p>	
	<p><b>SS 7.3.3.a</b> Explain the impact of natural processes on human and physical environments. For example: temperature, precipitation, drought, earthquakes, tsunamis, floods, hurricanes, volcanic eruptions, tsunamis.</p>	<p>Lesson 1 Geography and Early Cultures: Mesoamerica, Maize Lesson 2 The Mayas: obsidian, Pascal, observatories, Popol Vuh, Lesson 3 The Aztecs: causeways, codex, conquistadors, Hernan Cortes, Mochetzuma Lesson 4 The Inca Empire: Pachacuti, Quechua, Inmas, Atahualpa, Francisco Pizarro, Lesson 5 North American Cultures: adobe, pottatch, wampum, Iroquois Confederacy</p>	Unit/Chapter Assessments
	<p><b>SS 7.3.3.b</b> Research and describe how humans have utilized and adapted to their physical environment. For example: rivers, floods, precipitation, drought, use of natural resources.</p>	<p>Lesson 1 Geography and Early Cultures: Mesoamerica, Maize Lesson 2 The Mayas: obsidian, Pascal, observatories, Popol Vuh, Lesson 3 The Aztecs: causeways, codex, conquistadors, Hernan Cortes, Mochetzuma Lesson 4 The Inca Empire: Pachacuti, Quechua, Inmas, Atahualpa, Francisco Pizarro, Lesson 5 North American Cultures: adobe, pottatch, wampum, Iroquois Confederacy</p>	Unit/Chapter Assessments
	<p><b>SS 7.3.4.a</b> Compare and contrast characteristics of groups of people/settlements. For example: elements of culture including language, religion, food, arts, clothing, education, etc.</p>	<p>Lesson 1 The Ottoman Empire: Janissaries, Mehmed II, sultan, Sulyman, hareim Lesson 2 Safavid Persia: Shia, Sunni, Lesson 3 Sikhism in South Asia: langar gurdwara Lesson 4 The Mughal Empire: Babur, Akbar</p>	Unit/Chapter Assessments
	<p><b>SS 7.3.4.b</b> Develop a logical process to describe how cultural diffusion occurs and how the diffusion of ideas impacts cultures. For example: migration, competing ideas.</p>	<p>Lesson 1 Geography and Life in Arabia: sand dunes, oasis, sedentary, caravan suuk Lesson 2 Origins of Islam: Muhammed, Islam, Muslim, Qur'an, shrine, pilgrimage, mosque, jihad, Sunnah, Five Pillars of Islam, Lesson 3 Expansion of Islam: Abu Bakr, caliph, tolerance, Lesson 4 Muslim Cultural Achievements: Ibn Battulah, Sulfam, Omar Khayyam, patrons, minaret, calligraphy</p>	Unit/Chapter Assessments
	<p><b>SS 7.3.5.a</b> Classify the physical or human factors that explain the geographic patterns of world events. For example: the major characteristics/limitations/advantages/technology to track and analyze historical changes over space and time (ignores environmental factors, spatial connections through trade or political arrangements).</p>	<p>Lesson 1 Studying History: history, culture, archeology, fossils, artifacts, primary source, secondary source, Lesson 2 Studying Geography: geography, landforms, climate, environment, region, resources, Lesson 3 Studying Economics: economy, scarcity, profit, entrepreneur, mixed economy, trade, wealth, Lesson 4 Studying Civics: civics, constitution, democracy, republic, tax</p>	Unit/Chapter Assessments
	<p><b>SS 7.3.5.b</b> Develop geographic representations and analyze the role of geographic physical and human factors in determining the arrangement of economic activity and patterns of human settlement. For example: geographic concentration of manufacturing, banking or industries, water and suitable climate for farming, access to resources for development.</p>	<p>Lesson 1 Geography of Early Africa: rifts, sub-Saharan Africa, Sahel savannah, rain forests, kinship system, extended family, patrilineal, matrilineal, animism Lesson 2: silent barter, income Turkia Meni Lesson 3: Sundiata, Mansa Musa, Sunni Ali, Askia the Great Lesson 4: oral history, griots, proverbs, kente, Lesson 5: Ethiopia, Coptic Christianity, Bantu, Great Zimbabwe, Swahili.</p>	Unit/Chapter Assessments
	<p><b>SS 7.4.1.a</b> Analyze the impact of people, events, and ideas, including various cultures and ethnic groups, on the world. For example: George, Mali, Gupta Empire, the Swahili Kingdom, The Silk Road, Buddhism, Judaism, Christianity, Islam, Shinto, Six Realms, Three Kingdoms, Trade, Inca, Mayas, Aztecs</p>	<p>Lesson 1 Geography of Early Africa: rifts, sub-Saharan Africa, Sahel savannah, rain forests, kinship system, extended family, patrilineal, matrilineal, animism Lesson 2: silent barter, income Turkia Meni Lesson 3: Sundiata, Mansa Musa, Sunni Ali, Askia the Great Lesson 4: oral history, griots, proverbs, kente, Lesson 5: Ethiopia, Coptic Christianity, Bantu, Great Zimbabwe, Swahili.</p>	Unit/Chapter Assessments
	<p><b>SS 7.4.1.b</b> Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts. For example: trade routes.</p>	<p>Lesson 1 The Ottoman Empire: Janissaries, Mehmed II, sultan, Sulyman, hareim Lesson 2 Safavid Persia: Shia, Sunni, Lesson 3 Sikhism in South Asia: langar gurdwara Lesson 4 The Mughal Empire: Babur, Akbar.</p>	Unit/Chapter Assessments
Continuity, Change, and Context	<p><b>SS 7.4.1</b> Compare patterns of continuity and change over time in world history.</p>		




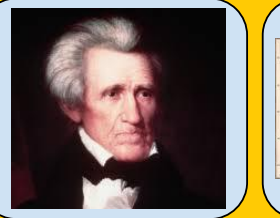
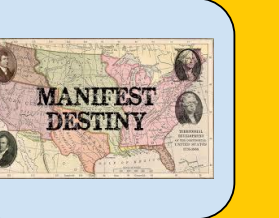
Strand	State Standard	Ancient Civilizations	Unit #	Vocabulary	Assessment/Benchmark/Activity
Ancient Civilizations	<p><b>Multiple Perspectives</b>  <b>SS 7.4.2</b> Use multiple perspectives to examine the historical, social and cultural context of past and current events.</p> <p><b>SS 7.4.2.a</b> Analyze evidence from multiple perspectives and sources to better understand the complexities of world history. For example: caste system, partition of India, Boxer Rebellion, Zheng He, Marco Polo, Mansa Musa, Mongol Empire, Berlin Conference, Arab-Israeli Conflict, Latin American revolutions, Columbian Exchange</p> <p><b>SS 7.4.2.b</b> Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event. For example: foundational texts of world religions</p> <p><b>SS 7.4.3</b> Examine historical events from the perspectives of marginalized and underrepresented groups.</p> <p><b>SS 7.4.3.a</b> Identify how differing experiences can lead to the development of perspectives. For example: religious, ethnic and racial groups.</p> <p><b>SS 7.4.3.b</b> Interpret perspectives of marginalized and underrepresented regions around the world. For example: civilizations from all regions of the world.</p> <p><b>Historical Analysis and Interpretation</b>  <b>SS 7.4.4</b> Analyze and interpret sources for perspective and historical context.</p> <p><b>SS 7.4.4.a</b> Compare and contrast primary and secondary sources of history. For example: compare evidence accounts of the Black Death with contemporary medical understandings.</p> <p><b>SS 7.4.4.b</b> Identify the cause and effect relationships among historical events in the world and relevant contemporary issues. For example: migrations, declarations of war, treaties, alliances, epidemics</p> <p><b>Historical Inquiry and Research Skills</b>  <b>SS 7.4.5</b> Apply the inquiry process to construct and answer historical questions.</p> <p><b>SS 7.4.5.a</b> Construct and answer inquiry questions using multiple historical sources. For example: Students engage in inquiry and gather evidence to provide a response.</p> <p><b>SS 7.4.5.b</b> Evaluate and cite appropriate sources for research about world history, including primary and secondary sources. For example: research primary and secondary sources. Demonstrate ethical use of information and research questions by appropriately citing or paraphrasing from a text and using the sources using available resources.</p> <p><b>SS 7.4.5.c</b> Gather, analyze, and communicate historical information about the world from multiple sources. For example: document archival, artifacts, newspapers, electronic journals, posters, oral/written narratives, and electronic presentation.</p>	<p>Unit/Chapter Assessments</p> <p>Unit/Chapter Assessments</p> <p>Unit/Chapter Assessments</p> <p>Unit/Chapter Assessments</p> <p>Unit/Chapter Assessments</p> <p>Unit/Chapter Assessments</p> <p>Unit/Chapter Assessments</p> <p>Unit/Chapter Assessments</p> <p>Unit/Chapter Assessments</p>	<p>Lesson 1 Geography and Life in Arabia: sand dunes, oasis, sedentary, caravan trade. Lesson 2 Origins of Islam: Muhammad, Islam, Muslim, Quran, shrine, pilgrimage, mosque, jihad, Sunnah, Five Pillars of Islam. Lesson 3 Expansion of Islam: Abu Bakr, caliph, tolerance. Lesson 4 Muslim Cultural Achievements: Ibn Battuta, Sufism, Omar Khayyam, patron, minaret, calligraphy</p> <p>Lesson 1 China Reunifies: Period of Disunion, Grand Canal, Empress Wu. Lesson 2 porcelain, celadon, woodblock printing, gunpowder, compass. Lesson 3 bureaucracy, civil service, scholar-official. Lesson 4 Genghis Khan, Kublai Khan, Zheng He, isolationism. Lesson 5 cultural diffusion, Trung sisters</p> <p>Lesson 1 China Reunifies: Period of Disunion, Grand Canal, Empress Wu. Lesson 2 porcelain, celadon, woodblock printing, gunpowder, compass. Lesson 3 bureaucracy, civil service, scholar-official. Lesson 4 Genghis Khan, Kublai Khan, Zheng He, isolationism. Lesson 5 cultural diffusion, Trung sisters</p> <p>Lesson 1 Great Voyages of Discovery: Henry the Navigator, Vasco Degama, Christopher Columbus, Ferdinand Magellan, circumnavigate, Francis Drake, Spanish Armada. Lesson 2 The Columbian Exchange: Columbian Exchange, plantations, Bartolome de Las Casas, racism. Lesson 3 Origins of Capitalism: mercantilism, balance of trade, cottage industry, atlas, capitalism, market economy.</p> <p>Lesson 1 Europe After the Fall of Rome: Eurasia, Middle Ages, medieval, Patrick, monks, monasteries, Benedict, Charlemagne. Lesson 2 Feudalism: Manors and Towns: Knights, vassal, feudalism, William the Conqueror, manor, serfs, Eleanor of Aquitaine Lesson 3 Popes and Kings: excommunicate, Pope George the VII, Emperor Henry IV. Lesson 4 Crusades Holy Land, Pope Urban the II, King Richard I, Saladin. Lesson 5 Christianity and Medieval Society: clergy, religious order, Francis of Assisi, friars, Thomas Aquinas, natural law. Lesson 6 Political and Social Change: Magna Carta, Parliament, Hundred years' War, Joan of Arc, Black Death, heresy, Reconquista, King Ferdinand, Queen Isabella, Spanish Inquisition</p> <p>Lesson 1 The Ottoman Empire: Janissaries, Mehmet II, Sultan, Suleyman, harem. Lesson 2 Safavid Persia: Shia, Sunni. Lesson 3 Sikhism in South Asia: langar, gurudwara. Lesson 4 The Mughal Empire: Babur, Akbar.</p> <p>Lesson 1 The Protestant Reformation: Reformation, indulgences, purgatory, Martin Luther, Protestants, John Calvin, King Henry the VIII. Lesson 2 The Catholic Reformation: Catholic Reformation, Ignatius of Loyola, Jesuits, Francis Xavier. Lesson 3 Effects of the Reformation: Huguenots, Edict of Nantes, Thirty Years War, congregation, federalism</p> <p>Lesson 1 Europe After the Fall of Rome: Eurasia, Middle Ages, medieval, Patrick, monks, monasteries, Benedict, Charlemagne. Lesson 2 Feudalism: Manors and Towns: Knights, vassal, feudalism, William the Conqueror, manor, serfs, Eleanor of Aquitaine Lesson 3 Popes and Kings: excommunicate, Pope George the VII, Emperor Henry IV. Lesson 4 Crusades Holy Land, Pope Urban the II, King Richard I, Saladin. Lesson 5 Christianity and Medieval Society: clergy, religious order, Francis of Assisi, friars, Thomas Aquinas, natural law. 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Lesson 6 Political and Social Change: Magna Carta, Parliament, Hundred years' War, Joan of Arc, Black Death, heresy, Reconquista, King Ferdinand, Queen Isabella, Spanish Inquisition</p> <p>The vocabulary for this standard will vary with the module we will be exploring.</p> <p>The vocabulary for this standard will vary with the module we will be exploring.</p> <p>Lesson 1 The Protestant Reformation: Reformation, indulgences, purgatory, Martin Luther, Protestants, John Calvin, King Henry the VIII. Lesson 2 The Catholic Reformation: Catholic Reformation, Ignatius of Loyola, Jesuits, Francis Xavier. Lesson 3 Effects of the Reformation: Huguenots, Edict of Nantes, Thirty Years War, congregation, federalism</p> <p>Lesson 1 A New View of the World: Scientific Revolution, science, theories, Ptolemy, rationalists, alchemy. Lesson 2 Discoveries and Inventions: Nicolaus Copernicus, Tycho Brahe, Johannes Kepler, Galileo Galilei, Sir Isaac Newton, barometer. Lesson 3 Science and Society: Francis Bacon, Rene Descartes, scientific method, hypothesis</p>		

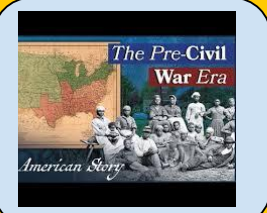




Curriculum Storyboards:

Essential Question(s): US through Industrialism

Social Studies

8th Grade

1st Quarter/Weeks 1-4	Quarter 1 Weeks 4-9	Quarter 2 Weeks 1-4	Quarter 2 Weeks 5-7	Quarter 2 Weeks 8-9
Unit 3: Revolution in the Colonies	Unit 4: The U.S. Constitution	Unit 5: Launching the New Republic (Jefferson Era)	Unit 5: Launching the New Republic (Jackson Era)	Unit 6: An Expanding Nation
				
<b>The Focus of the Story:</b>	<b>The Focus of the Story:</b>	<b>The Focus of the Story:</b>	<b>The Focus of the Story:</b>	<b>The Focus of the Story:</b>
The American Revolution began because the thirteen colonies felt unfairly treated by Britain, leading to protests & clashes with British soldiers. In 1776, the colonies declared freedom from British rule, starting a war that led to the United States becoming an independent country.	After the American Revolution, leaders gathered to write the US Constitution. They added the Bill of Rights to protect freedoms such as speech, religion, & fair trials. These documents form the basis of America's laws, ensuring fairness & freedom for all citizens.	Thomas Jefferson's presidency, from 1801 to 1809, was marked by achievements like the Louisiana Purchase, which doubled the nation's size, & challenges such as conflicts with Britain & France. His leadership spurred debates over states' rights & federal power.	Andrew Jackson, President from 1829 to 1837, had strong support for & from ordinary citizens. He gave more power to the President & the government but moved Native American tribes from their lands. His time as President led to debates about rights & how much power the government should have.	In the 1800s, Manifest Destiny inspired America to expand from the Atlantic to the Pacific Ocean. As people moved west, they faced challenges with Native Americans while chasing dreams of owning land & shaping America's growth.
<b>Learning Goals/ Standards:</b>	<b>Learning Goals/ Standards:</b>	<b>Learning Goals/ Standards:</b>	<b>Learning Goals/ Standards:</b>	<b>Learning Goals/ Standards:</b>
Causes & Conflict: Understand why the colonies rebelled against Britain & explore pivotal moments, leaders, battles & challenges of the war.  Impact & Legacy: Examine how the Revolution established a new nation based on principles of liberty & democracy.	Constitution & Legacy: Understand why the Constitution was written & established 3 branches, & how the Constitution & Bill of Rights shape American laws & society.  Balancing Power: Learn about the division of power between the federal government & the states.  Protecting Rights: Explore the Bill of Rights which guarantees freedoms protecting citizens from government overreach.	Jefferson's Presidency: Learn about Thomas Jefferson's presidency, including the Louisiana Purchase & his efforts to reduce government size & taxes.  Impact on Expansion: Understand how Jefferson influenced America's growth through land deals & policies affecting Native Americans & others.	Jackson's Leadership: Explore Andrew Jackson's presidency, his support for ordinary citizens, controversial policies regarding removal of Native Americans, & efforts to expand presidential authority.  Federal Power and States' Rights: Explore Jackson's stance on states' rights versus federal authority & how these decisions influenced American government and economics.	Expansion & Territories: Explore how Manifest Destiny led to gaining new lands & conflicts with Native Americans.  Impact & Legacy: Examine how Manifest Destiny shaped America's growth & its lasting effects on Native Americans & the country's development.

Quarter 3 Weeks 1-4	Quarter 3 Weeks 5-9	Quarter 4 Weeks 1-3	Quarter 2 Weeks 5-7	Quarter 4 Weeks 7-9
Unit 7: America in the 1800s	Unit 8: The Union Challenged	Unit 9 Migrations & Industry (part 1) Tensions in the West	Unit 9 Migrations & Industry (part 2) Industry & Immigration Unit 10 The Progressive Era	Nebraska Economic Standards Unit
				
The Focus of the Story:	The Focus of the Story:	The Focus of the Story:	The Focus of the Story:	The Focus of the Story:
<p>In the 1800s, the Northern United States grew fast with many European immigrants coming to cities for jobs &amp; people fought for workers' rights &amp; to end slavery. In the South, society was marked by the differences between plantation owners' lives &amp; those of enslaved people.</p>	<p>The Civil War in the United States, from 1861 to 1865, pitted Northern &amp; Southern states against each other over issues like states' rights &amp; slavery, culminating in Northern victory &amp; the abolition of slavery. This era solidified federal authority &amp; reshaped the nation's governance &amp; treatment of its citizens.</p>	<p>The Wild West era in the late 1800s &amp; early 1900s was defined by exploration of people moving westward, encountering Native American tribes &amp; bustling new towns. Tensions between settlers &amp; Native American tribes often erupted into disputes over land &amp; resources, shaping the turbulent landscape of the era.</p>	<p>In the late 1800s &amp; early 1900s, America saw rapid industrial growth, making cities grow fast with new jobs. Many more immigrants from Europe came, bringing increased diversity to the crowded &amp; sometimes dirty cities. Various difficulties led to movements for social change, helping this period shape America into a strong &amp; diverse nation.</p>	<p>Nebraska's 8th Grade Social Studies Standards related to Economics, Financial Literacy, &amp; aspects of the National &amp; Global Economy, including personal financial management, how taxes are collected &amp; distributed, to the impact of international trade. Students gain foundational knowledge &amp; skills related to economics, financial literacy, &amp; the global economy.</p>
Learning Goals/ Standards:	Learning Goals/ Standards:	Learning Goals/ Standards:	Learning Goals/ Standards:	Learning Goals/ Standards:
<p>Northern Industrial Growth: Learn how cities expanded with factories in the 1800s, drawing European immigrants for jobs.</p> <p>Social Change in the North: Understand movements for workers' rights &amp; the end of slavery, &amp; their effects on Northern society.</p> <p>Southern Plantations &amp; Slavery: Discover how large Southern plantations, worked by enslaved African Americans, shaped Southern life &amp; economy</p>	<p>Causes of the Civil War: Understand why the Northern &amp; Southern states fought</p> <p>Key Events &amp; Battles: Explore important moments &amp; leaders &amp; their roles in shaping the outcome of the Civil War.</p> <p>Impact &amp; Legacy: Examine how the Civil War ended slavery how America treated its citizens &amp; governed the country</p>	<p>Frontier Exploration: Understand how &amp; why pioneers moved west</p> <p>Cultural Impact: Explore how Native Americans, settlers, &amp; immigrants interacted &amp; impacted American culture.</p> <p>Law &amp; Outlaws: Learn about challenges of establishing law &amp; order in frontier towns.</p>	<p>Industrial Expansion: Learn how industries impacted cities &amp; created jobs.</p> <p>Immigration Impact: Understand why millions immigrated to America &amp; influenced cultural diversity.</p> <p>Social Change &amp; Progress: Examine movements that aimed to improve labor, urban poverty, &amp; immigrant rights in this era.</p>	<p>Financial Literacy (SS 8.2.2) Learn managing money in daily life, covering budgeting, credit, savings, investing, &amp; fraud prevention.</p> <p>National Economy (SS 8.2.4) Explore the U.S. economy's origins &amp; their impact on banking, taxes, &amp; laws &amp; how they are used today.</p> <p>Global Economy (SS 8.2.5) Examine how international trade affects individuals, businesses, &amp; nations.</p>

	UNITED STATES/WORLD		<u>Unit</u> ( <i>History Alive! US Through Industrialism - Third Edition</i> )	Vocabulary	Assessment/ Benchmark/ Activity
Strand	State Standard	Unwrap			
Civics	<b>Forms and Functions of Government</b> <b>SS 8.1.1</b> Investigate and analyze the foundation, structure, and functions of the United States Government.	foundation, structure, functions of the United States Government	SS 8.1.1 Investigate and analyze the foundation, structure, and functions of the United States government.	3 Branches, Civil Rights, Constitution, Bill of Rights	unit test; iCivics activities;
	<b>SS 8.1.1.a</b> Identify and describe the different systems of government. <i>For example: Monarchy, Federal, Confederate, Unitary, Tribal, corporate</i>	Identify different systems of government Describe different systems of government	Lesson 31 - Linking Past to Present Reading - Section 4 - The United States Enters the World Stage	3 Branches, Civil Rights, Constitution, Bill of Rights	unit test; iCivics activities;
	<b>SS 8.1.1.b</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. <i>For example: Chinese Exclusion Act, Fugitive Slave Laws, 13th, 14th, 15th Amendments, antitrust laws, Homestead Act, Indian removal Act</i>	Analyze the structure of the United States government Analyze the roles of the United States government Understanding how the government meets the needs of citizens governed Understanding how the government manages conflict Understanding how the government establishes order and security	Lesson 10 - Creating the Constitution Reading - Section 8 - Issue: How Should the Chief Executive Be Elected? Lesson 11 - The Constitution Reading - Section 2 - The Legislative Branch Makes Laws Reading - Section 3 - The Executive Branch Carries Out the Laws Reading - Section 4 - The Judicial Branch Interprets the Law Reading - Section 5 - Checks and Balances Between the Branches Reading - Section 7 - The Federal System Connects the Nation and the States Reading - Summary Lesson 13 - Political Developments in the Early Republic Reading - Section 1 - Launching the New Government	National Finance system, Louisiana Purchase, Indian Removal Act, Fugitive Slave Law, Secession	unit test; iCivics activities;

	UNITED STATES/WORLD		<u>Unit</u> ( <i>History Alive! US Through Industrialism - Third Edition</i> )	Vocabulary	Assessment/ Benchmark/ Activity
Strand	State Standard	Unwrap			
	<p><b>SS 8.1.1.c Examine the development of foundational laws and other documents in the United States government.</b>  <i>For example: Declaration of independence, United States Constitution, Preamble, Bill of Rights</i></p>	<p>Development of foundational laws and documents                      Examples include the Declaration of Independence, United States Constitution, Preamble, and Bill of Rights</p>	<p>Lesson 1 - Studying History Through Inquiry                      Lesson 10 - Creating the Constitution                      Reading - Explore - The First State Constitutions                      Reading - Exploring Biographies -James Madison and the Long, Hot Summer of 1787                      Reading - Primary Source - The Articles of Confederation                      Reading - Section 10 - The Convention Ends                      Reading - Section 11 - The Constitution Goes to the States                      Reading - Section 3 - Opening the Constitutional Convention                      Reading - Section 4 - Issue: How Should States Be Represented in the New Government?                      Reading - Section 5 - Resolution: The Great Compromise                      Reading - Section 6 - Issue: How Should Enslaved People Be Counted?                      Reading - Section 7 - Resolution: The Three-Fifths Compromise                      Reading - Section 8 - Issue: How Should the Chief Executive Be Elected?                      Reading - Section 9 - Resolution: The Electoral College                      Reading - Summary                      Lesson 11 - The Constitution                      Reading - Explore - How a Law Gets Made                      Reading - Explore - The Florida Constitution                      Reading - Explore - Who Are "We the People"?                      Reading - Introduction                      Reading - Investigating Primary Sources - How Did State Constitutions Influence the U.S. Constitution?                      Reading - Section 1 - The Preamble Tells the Goals of Government                      Reading - Section 2 - The Legislative Branch Makes Laws                      Reading - Section 3 - The Executive Branch Carries Out the Laws                      Reading - Section 4 - The Judicial Branch Interprets the Law                      Reading - Section 5 - Checks and Balances Between the Branches                      Reading - Section 6 - The Amendment Process                      Reading - Section 7 - The Federal System Connects the Nation and the States                      Reading - Section 8 - Popular Participation in Government                      Reading - Summary                      Lesson 12 - The Bill of Rights                      Reading - Explore - Responsibilities of U.S. Citizens                      Reading - Exploring Connections to Today - What Is Religious Freedom?                      Reading - Geography Challenge                      Reading - Inquiry Project                      Reading - Introduction                      Reading - Section 1 - Creating the Bill of Rights                      Reading - Section 2 - First Amendment Rights                      Reading - Section 3 - Protected Rights                      Reading - Section 4 - Legal Rights and Protections                      Reading - Section 5 - Other Rights and Powers                      Reading - Summary                      Unit Project - Timeline Challenge                      Lesson 13 - Political Developments in the Early Republic                      Reading - Primary Source - President Thomas Jefferson's First Inaugural Address (1801)                      Lesson 2 - Key Themes in History                      Reading - Section 7 - Spiritual Life and Moral Codes                      Lesson 8 - The Declaration of Independence                      Reading - Introduction                      Reading - Primary Source - Thomas Jefferson's Drafts of the Declaration of Independence (1776) Reading - Section 3 - Drafting the Declaration                      Reading - Section 4 - The Final Break                      Reading - Summary                      Lesson 9 - The American Revolution                      Reading - Inquiry Project                      Unit Project - Timeline Challenge                      Lesson Biographies                      Franklin, Benjamin (1706–1790)                      Washington, George (1732–1799)</p>	<p>3 Branches, Civil Rights, Constitution, Bill of Rights</p>	<p>unit test; iCivics activities;</p>

	UNITED STATES/WORLD		Unit ( <i>History Alive! US Through Industrialism - Third Edition</i> )	Vocabulary	Assessment/ Benchmark/ Activity
Strand	State Standard	Unwrap			
	<p><b>SS 8.1.1.d</b> Evaluate how various United States government decisions impact people, place, and history. <i>For example: taxation, distribution of resources, acquisition of territories, Trail of Tears, Indian Removal Act, Dred Scott decision, treaties, Louisiana Purchase, census, Civil War, War of 1812, Mexican- American War</i></p>	<p>Examples include the Declaration of Independence, United States Constitution, Preamble, and Bill of Rights</p>	<p>Lesson 10 - Creating the Constitution                      Reading - Introduction                      Reading - Primary Source - Federalist and Anti-Federalist Writings                      Reading - Primary Source - The Articles of Confederation                      Reading - Section 1 - Early Quarrels and Accomplishments                      Reading - Section 10 - The Convention Ends                      Reading - Section 11 - The Constitution Goes to the States                      Reading - Section 2 - Shays' Rebellion and the Need for Change                      Reading - Section 3 - Opening the Constitutional Convention                      Reading - Section 4 - Issue: How Should States Be Represented in the New Government?                      Reading - Section 5 - Resolution: The Great Compromise                      Reading - Section 6 - Issue: How Should Enslaved People Be Counted?                      Reading - Section 7 - Resolution: The Three-Fifths Compromise                      Reading - Section 8 - Issue: How Should the Chief Executive Be Elected?                      Reading - Section 9 - Resolution: The Electoral College                      Lesson 11 - The Constitution                      Reading - Introduction                      Reading - Section 1 - The Preamble Tells the Goals of Government                      Reading - Section 2 - The Legislative Branch Makes Laws                      Reading - Section 3 - The Executive Branch Carries Out the Laws                      Reading - Section 4 - The Judicial Branch Interprets the Law                      Reading - Section 5 - Checks and Balances Between the Branches                      Reading - Section 6 - The Amendment Process                      Reading - Section 7 - The Federal System Connects the Nation and the States                      Reading - Section 8 - Popular Participation in Government                      Reading - Summary                      Lesson 12 - The Bill of Rights                      Reading - Geography Challenge                      Reading - Introduction                      Reading - Section 1 - Creating the Bill of Rights                      Reading - Section 2 - First Amendment Rights                      Reading - Section 3 - Protected Rights                      Reading - Section 4 - Legal Rights and Protections                      Reading - Section 5 - Other Rights and Powers                      Unit Project - Timeline Challenge                      Lesson 13 - Political Developments in the Early Republic                      Lesson 23 - A Dividing Nation                      Reading - Section 6 - The Dred Scott Decision                      Lesson 31 - Linking Past to Present                      Reading - Explore - Making Political History in America (2008-2016)                      Lesson 8 - The Declaration of Independence                      Lesson Unit- Forming a New Nation                      Unit Project - Geography Challenge                      Unit Project - Timeline Challenge</p>	<p>Louisiana Purchase, War of 1812, Mexican/American War, Nationalism, Sectionalism, Dred Scot decision, Indian Removal Acst</p>	<p>unit test; iCivics activities;</p>

	UNITED STATES/WORLD		Unit ( <i>History Alive! US Through Industrialism - Third Edition</i> )	Vocabulary	Assessment/ Benchmark/ Activity
Strand	State Standard	Unwrap			
	<b>SS 8.1.1.e</b> Describe how important government principles are shown in American government. <i>For example: freedom, individual rights representative democracy, equality, rule of law, popular sovereignty, justice, tribal sovereignty, justice, tribal sovereignty</i>	Importance of government principles Application in American government Examples of government principles (freedom, individual rights, representative democracy, equality, rule of law, popular sovereignty, justice, tribal sovereignty)	Lesson 10 - Creating the Constitution Reading - Explore - Roots of American Democracy Reading - Section 11 - The Constitution Goes to the States Reading - Section 3 - Opening the Constitutional Convention Lesson 11 - The Constitution Reading - Explore - How a Law Gets Made Reading - Explore - The Florida Constitution Reading - Explore - Who Are "We the People"? Reading - Introduction Reading - Investigating Primary Sources - How Did State Constitutions Influence the U.S. Constitution? Reading - Section 1 - The Preamble Tells the Goals of Government Reading - Section 2 - The Legislative Branch Makes Laws Reading - Section 3 - The Executive Branch Carries Out the Laws Reading - Section 4 - The Judicial Branch Interprets the Law Reading - Section 5 - Checks and Balances Between the Branches Reading - Section 6 - The Amendment Process Reading - Section 7 - The Federal System Connects the Nation and the States Reading - Section 8 - Popular Participation in Government Reading - Summary Lesson 12 - The Bill of Rights Reading - Exploring Connections to Today - What Is Religious Freedom? Reading - Inquiry Project Reading - Section 5 - Other Rights and Powers Reading - Summary Unit Project - Timeline Challenge Lesson 15 - A Growing Sense of Nationhood Reading - Primary Source - Alexis de Tocqueville's Democracy in America (1835/1840) Lesson Unit- Forming a New Nation Unit Project - Applying World History Themes Unit Project - Inquiry Project Unit Project - Timeline Challenge	3 Branches, Civil Rights, Constitution, Bill of Rights	unit test; iCivics activities;
	<b>SS 8.1.1.f</b> Analyze the development and significance of political parties in the United States. <i>For example: Federalists and Antifederalists</i>	Development of political parties Significance of political parties in the United States Federalists and Antifederalists	History Alive! US Through Industrialism - Third Edition Lesson 11 - The Constitution Reading - Section 8 - Popular Participation in Government Reading - Summary Lesson 13 - Political Developments in the Early Republic Reading - Introduction Reading - Investigating Primary Sources - How Did Conflicts Within Washington's Cabinet Affect American Politics? Reading - Section 3 - Alexander Hamilton and the Federalist Party Reading - Section 4 - Thomas Jefferson and the Democratic-Republican Party Reading - Section 5 - The Presidency of John Adams Reading - Section 6 - The Election of 1800 Lesson 14 - Foreign Affairs in the Young Nation Reading - Section 3 - Pursuing Peace with France Lesson 15 - A Growing Sense of Nationhood Reading - Primary Source - Alexis de Tocqueville's Democracy in America (1835/1840) Reading - Section 2 - Politics: The Era of Good Feelings Lesson 16 - The Rise of Jacksonian Democracy	Federalists, Antifederalists, Democratic Republicans, Republican, Democrat, Libertarian	unit test; iCivics activities; Jefferson vs Hamilton project

	UNITED STATES/WORLD		<u>Unit</u> ( <i>History Alive! US Through Industrialism - Third Edition</i> )	Vocabulary	Assessment/ Benchmark/ Activity
Strand	State Standard	Unwrap			
	<b>Civic Participation</b> <b>SS 8.1.2</b> Evaluate the roles, responsibilities, and rights as local, state, national, and international citizens.	roles, responsibilities, rights of citizens at different levels (local, state, national, international)	SS 8.1.2 Evaluate the roles, responsibilities, and rights as local, state, national, and international citizens.	3 Branches, Civil Rights, Constitution, Bill of Rights, rights, responsibilities	iCivics activities, election unit
	<b>SS 8.1.12.a</b> Demonstrate ways individuals participate in the political process. <i>For example: registering and voting, elections, contacting government officials, campaign involvement, demonstrating ethical use of information</i>	ways individuals participate in the political process	Lesson 11 - The Constitution Reading - Section 8 - Popular Participation in Government Reading - Summary Lesson 15 - A Growing Sense of Nationhood Reading - Primary Source - Alexis de Tocqueville's Democracy in America (1835/1840) Lesson 21 - The Worlds of North and South Reading - Explore - From Immigrant to Citizen	vote, civic responsibilities, Bill of Rights	iCivics activities, election unit
	<b>SS 8.1.2.b</b> Analyze the significance of patriotic symbols, songs and activities in terms of historical, social, and cultural contexts. <i>For example: Pledge of Allegiance, "The Star-Spangled Banner," "America the Beautiful," recognition of Memorial Day, Independence Day, Veterans Day, Martin Luther King Jr. Day, Constitution Day, Patriot's Day-9/11, Native American Day, tribal flag songs</i>	Significance of patriotic symbols, songs, and activities Historical context Social context Cultural context	Lesson 12 - The Bill of Rights Classroom Activity - Slideshow Lesson 15 - A Growing Sense of Nationhood Reading - Introduction Reading - Section 1 - Developing a Nation in a Land of Differences Reading - Section 3 - Early American Art Reading - Section 4 - Early American Music Lesson 29 - The Progressive Era Lesson 8 - The Declaration of Independence Reading - Section 4 - The Final Break	Confederate, Union; flags of the Revolution, Civil War, various songs	classroom activities, lyric analysis
	<b>SS 8.1.2.c</b> Demonstrate civic engagement. <i>For example: engaging in service learning projects, volunteerism, student government participation, participation in simulations of democratic process (mock trials, elections, etc.) USCIS Citizenship test, communicating through civil discourse.</i>	Civic engagement Service learning projects Volunteerism Student government participation Participation in simulations of democratic processes USCIS Citizenship test Communicating through civil discourse	Lesson 11 - The Constitution Reading - Section 8 - Popular Participation in Government Reading - Summary Lesson 15 - A Growing Sense of Nationhood Reading - Primary Source - Alexis de Tocqueville's Democracy in America (1835/1840) Lesson 21 - The Worlds of North and South Reading - Explore - From Immigrant to Citizen Lesson 31 - Linking Past to Present Reading - Inquiry Project Lesson Unit- A Modern Nation Emerges Unit Project - Inquiry Project	volunteerism, civil discourse, citizenship	US Citizenship test; 3 Branches Simulation; classroom discussions
	<b>SS 8.1.2.d</b> Describe how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States. <i>For example: Louisiana Purchase, Civil War, Civil Disobedience, NAACP movement, women's movement, slave rebellions, Jim Crow laws</i>	Cooperation and conflict among people Contribution to political, economic, and social events	Lesson 11 - The Constitution Reading - Explore - Who Are "We the People"? Lesson 16 - The Rise of Jacksonian Democracy Reading - Exploring Perspectives - The Trail Where They Cried Reading - Section 6 - Jackson's Indigenous Policy Lesson 17 - Manifest Destiny and the Growing Nation	National Finance system, Louisiana Purchase, Indian Removal Act, Fugitive Slave Law, Secession	unit tests & activities

	UNITED STATES/WORLD		<u>Unit</u> ( <i>History Alive! US Through Industrialism - Third Edition</i> )	Vocabulary	Assessment/ Benchmark/ Activity
Strand	State Standard	Unwrap			
	<p><b>SS 8.1.2.e</b> Compare and contrast the roles and influences of individuals, groups, and the media on American government. <i>For example: Seneca Falls Convention, Underground Railroad, Horace Greeley, Harriet Beecher Stowe, Jane Addams, Muckrakers, Booker T Washington, Chief Standing Bear, Susan La Flesche</i></p>	<p>Roles of individuals and groups in American government Influences of individuals and groups on American government Influence of the media on American government</p>	<p>Lesson 11 - The Constitution Reading - Section 8 - Popular Participation in Government Reading - Summary Lesson 15 - A Growing Sense of Nationhood Reading - Primary Source - Alexis de Tocqueville's Democracy in America (1835/1840) Lesson 21 - The Worlds of North and South Reading - Explore - From Immigrant to Citizen Lesson 5 - Comparing the English Colonies Reading - Section 8 - Virginia: A Southern Colony</p>	<p>women's suffrage, nativists, romanticism, temperance movement, abolitionist, Underground Railroad, Seneca Falls Convention, Susan B. Anthony</p>	<p>unit tests &amp; activities</p>
Economics	<p><b>Economic Decision Making</b> <b>SS 8.2.1</b> Not addressed at this level</p>				
	<p><b>Financial Literacy</b> <b>SS 8.2.2</b> Understand personal and business financial management.</p>	<p>Personal financial management Business financial management</p>	<p>Financial Unit Lessons</p>	<p><i>consumer, producer, supply, demand</i></p>	<p>financial unit activities &amp; lessons</p>
	<p><b>SS 8.2.2.a</b> Identify skills for future financial success. <i>For example: Identify key terms associated with budgeting, credit, savings, credit score, investing, fraud, and risk management.</i></p>	<p>Identify key terms associated with budgeting, credit, savings, credit score, investing, fraud, and risk management</p>	<p>Financial Unit Lessons</p>	<p><i>consumer, producer, supply, demand, market economy</i></p>	<p>financial unit activities &amp; lessons</p>
	<p><b>SS 8.2.2.b Understand tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources.</b> <i>For example: Analyze the impact of credit on an individual's ability to acquire goods and services, charitable contributions.</i></p>	<p>Tools, strategies, and systems for financial resource management Impact of credit on acquiring goods and services Impact of credit on charitable contributions</p>	<p>Financial Unit Lessons</p>	<p><i>productivity, industry, innovation, assembly line, specialization</i></p>	<p>financial unit activities &amp; lessons</p>
	<p><b>Exchange and Markets</b> <b>SS 8.2.3</b> Not addressed at this level</p>				
	<p><b>National Economy</b> <b>SS 8.2.4</b> Justify and debate economic decisions made by North American societies.</p>	<p>Justifying economic decisions Debating economic decisions North American societies</p>	<p>SS 8.2.4 Justify and debate economic decisions made by North American societies.</p>	<p>National Finance system, Louisiana Purchase, Northern economy, Southern economy, Homestead Act, Robber Barons,</p>	<p>unit tests; unit activities &amp; lessons</p>

	UNITED STATES/WORLD		Unit ( <i>History Alive! US Through Industrialism - Third Edition</i> )	Vocabulary	Assessment/ Benchmark/ Activity
Strand	State Standard	Unwrap			
	<p><b>SS 8.2.4.a</b> Research the origins and development of the economic system, banks, and financial institutions in the United States. <i>For example: Examine the work of Alexander Hamilton and his influence on the banking system in the U.S. economy.</i></p>	<p>Origins and development of the economic system in the United States Origins and development of banks and financial institutions Influence of Alexander Hamilton on the U.S. banking system</p>	<p>Lesson 13 - Political Developments in the Early Republic Reading - Section 1 - Launching the New Government Reading - Section 3 - Alexander Hamilton and the Federalist Party Lesson 15 - A Growing Sense of Nationhood Reading - Summary Lesson 16 - The Rise of Jacksonian Democracy Reading - Lesson Summary Reading - Section 5 - Jackson Battles the Bank of the United States Unit Project - Timeline Challenge Lesson 29 - The Progressive Era Reading - Primary Source - Congressman William Jennings Bryan's "A Cross of Gold" Speech (1896) Lesson 5 - Comparing the English Colonies Reading - Explore - America, Land of Opportunity: The Origins of the Free Enterprise System Reading - Explore - Mercantilism Reading - Exploring Perspectives - Four Stories from the Colonies Reading - Introduction Reading - Section 1 - The New England, Middle, and Southern Colonies Reading - Section 2 - Massachusetts: A New England Colony Reading - Section 3 - Rhode Island: A New England Colony Reading - Section 4 - Connecticut: A New England Colony Reading - Section 5 - New York: A Middle Colony Reading - Section 6 - Pennsylvania: A Middle Colony Reading - Section 7 - Maryland: A Southern Colony Reading - Section 8 - Virginia: A Southern Colony Reading - Section 9 - Georgia: A Southern Colony Reading - Summary Lesson 6 - Life in the Colonies Reading - Explore - Slavery in the Americas Reading - Section 1 - Life on a Farm Reading - Summary Lesson Unit- America Before and After Colonization Unit Project - Applying Themes Through Writing Unit Project - Geography Challenge Unit Project - Inquiry Project Unit Project - Timeline Challenge Lesson Unit- Launching the New Republic Unit Project - Applying Themes Through Writing Unit Project - Timeline Challenge</p>	<p>national debt, bonds, speculators, tariffs, National bank</p>	<p>unit tests; unit activities &amp; lessons</p>
	<p><b>SS 8.2.4.b</b> Explain how tax revenues are collected and distributed. <i>For example: Review the Constitution to understand the roles of each branch in establishing a national budget and how the separation of powers is structured.</i></p>	<p>Understanding tax revenues Collection of tax revenues Distribution of tax revenues Roles of each branch of government in establishing a national budget Structure of separation of powers in the context of tax revenues</p>		<p>income tax, property tax, sales tax, tax distribution, Internal Revenue Service, tax write-offs, tax shelter</p>	<p>financial unit activities &amp; lessons</p>

	UNITED STATES/WORLD		Unit ( <i>History Alive! US Through Industrialism - Third Edition</i> )	Vocabulary	Assessment/ Benchmark/ Activity
Strand	State Standard	Unwrap			
	<p><b>SS 8.2.4.c</b> Describe the progression of money and its role in early United States history. <i>For example: Identify what forms of currency/bartering were used as a medium for exchange among various Native American tribes. Examine what services and regulations were established during th Progressive Era as urban areas' populations boomed. Examine the National Banking Act of 1863.</i></p>	<p>Progression of money Role of money in early United States history</p>	<p>Lesson 13 - Political Developments in the Early Republic Reading - Section 1 - Launching the New Government Reading - Section 3 - Alexander Hamilton and the Federalist Party Lesson 16 - The Rise of Jacksonian Democracy Unit Project - Timeline Challenge Lesson 5 - Comparing the English Colonies Reading - Explore - America, Land of Opportunity: The Origins of the Free Enterprise System Reading - Explore - Mercantilism Reading - Exploring Perspectives - Four Stories from the Colonies Reading - Introduction Reading - Section 1 - The New England, Middle, and Southern Colonies Reading - Section 2 - Massachusetts: A New England Colony Reading - Section 3 - Rhode Island: A New England Colony Reading - Section 4 - Connecticut: A New England Colony Reading - Section 5 - New York: A Middle Colony Reading - Section 6 - Pennsylvania: A Middle Colony Reading - Section 7 - Maryland: A Southern Colony Reading - Section 8 - Virginia: A Southern Colony Reading - Section 9 - Georgia: A Southern Colony Reading - Summary Lesson 6 - Life in the Colonies Reading - Explore - Slavery in the Americas Reading - Section 1 - Life on a Farm Reading - Summary Lesson Unit- America Before and After Colonization Unit Project - Applying Themes Through Writing Unit Project - Geography Challenge Unit Project - Inquiry Project Unit Project - Timeline Challenge Lesson Unit- Launching the New Republic Unit Project - Timeline Challenge</p>	<p>bartering, trade, currency</p>	<p>unit tests; unit activities &amp; lessons</p>
	<p><b>Global Economy</b> <b>SS 8.2.5</b> Illustrate how international trade impacts individuals, organizations, and nations.</p>	<p>Understanding of international trade Impact on individuals Impact on organizations Impact on nations</p>	<p>SS 8.2.5Illustrate how international trade impacts individuals, organizations, and nations.</p>	<p>Northern factories, Triangular trade, etc.; Southern agriculture, slave trade, etc</p>	<p>unit tests; unit activities &amp; lessons</p>
	<p><b>SS 8.2.5.a</b> Explain that currency must be converted to make purchases in other countries. <i>For example: Trace the conversion of products and currency between the French and the indigenous tribes of the Midwest.</i></p>	<p>Understanding currency conversion Explaining the need to convert currency for purchases in other countries Tracing the conversion of products and currency between specific parties</p>		<p>Louisiana Purchase, currency conversion, exchange rate</p>	<p>unit tests; unit activities &amp; lessons</p>

	UNITED STATES/WORLD		<u>Unit</u> ( <i>History Alive! US Through Industrialism - Third Edition</i> )	Vocabulary	Assessment/ Benchmark/ Activity
Strand	State Standard	Unwrap			
	<b>SS 8.2.5.b</b> Recognize how trade barriers impact the prices and quantity of goods. <i>For example: Examine the impact of the Sugar and Molasses Act of 1733 and the Stamp Act of 1765.</i>	Understanding of trade barriers Knowledge of how trade barriers affect prices and quantity of goods Analysis of historical trade barriers: Sugar and Molasses Act of 1733 and Stamp Act of 1765	SS 8.2.5.b Recognize how trade barriers impact the prices and quantity of goods. History Alive! US Through Industrialism - Third Edition Lesson 2 - Key Themes in History Reading - Section 3 - Worlds of Exchange Lesson 31 - Linking Past to Present Reading - Section 3 - America's Changing Economy	interstate commerce; Louisiana Purchase, Northern factories, trade, etc.; Southern agriculture, slave trade, etc	unit tests; unit activities & lessons
<b>Geography</b>	<b>Geography Location and Place SS 8.3.1</b> Not addressed at this level				
	<b>Regions SS 8.3.2</b> Examine how regions form and change over time.	Understanding of what regions are Knowledge of how regions are formed Understanding of how regions change over time	SS 8.3.2 Examine how regions form and change over time.	place, location, region, movement, human environment interaction, refugees, migration, dialect,	unit tests; unit activities & lessons
	<b>SS 8.3.2.a</b> Evaluate physical and human characteristics of places and regions. <i>For example: climate, landforms, religious groups, ethnic groups</i>	Physical characteristics of places and regions (e.g., climate, landforms). Human characteristics of places and regions (e.g., religious groups, ethnic groups)	Lesson 21 - The Worlds of North and South Reading - Explore - Comparing the North, the South, and the West Reading - Section 1 - Geography of the North Reading - Section 2 - Geography of the South Reading - Summary Lesson 3 - Indigenous Peoples of North America	Homestead Act, Indian Removal Act, mountain range, Great Plains, bodies of water	unit tests; unit activities & lessons
	<b>SS 8.3.2.b</b> Determine the impact of land and water features on human decisions. <i>For example: location of settlements and transportation with respect to physical features</i>	Understanding of different land and water features Effects of these features on human decisions Relationship between physical features and settlements or transportation	Lesson 18 - Life in the West Reading - Explore - Water in the West	Homestead Act, Indian Removal Act, mountain range, Great Plains, bodies of water	unit tests; unit activities & lessons
	<b>SS 8.3.2.c</b> Identify and justify how humans develop major world regions and the impact on human societies. <i>For example: geographic factors that influence international relationships and economic development-trade, communication, transportation, infrastructure.</i>	Identify how humans develop major world regions Justify the impact on human societies Geographic factors influencing international relationships and economic development Examples: trade, communication, transportation, infrastructure	Lesson 21 - The Worlds of North and South Reading - Explore - Comparing the North, the South, and the West Reading - Section 1 - Geography of the North Reading - Section 2 - Geography of the South Reading - Section 6 - Transportation in the South Lesson 24 - The Civil War Reading - Section 1 - North Versus South Lesson 3 - Indigenous Peoples of North America Classroom Activity - Slideshow Lesson 6 - Life in the Colonies Reading - Section 2 - Life in Cities Reading - Summary	international trade, slave trade, Louisiana Purchase, Monroe Doctrine, Texas Revolution	unit tests; unit activities & lessons

	UNITED STATES/WORLD		Unit ( <i>History Alive! US Through Industrialism - Third Edition</i> )	Vocabulary	Assessment/ Benchmark/ Activity
Strand	State Standard	Unwrap			
	<b>Human Environment Interaction</b> <b>SS 8.3.3</b> Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings	Understanding changes to the natural environment caused by natural and human forces. Exploring how humans adapt to their surroundings.	SS 8.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings.	Homestead Act, Indian Removal Act, mountain range, Great Plains, bodies of water	unit tests; unit activities & lessons
	<b>SS 8.3.3.a</b> Interpret the impact of natural processes on human and physical environments. <i>For example: precipitation, drought, earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides</i>	Skills: Interpretation Knowledge: Impact of natural processes on human and physical environments Concepts: Precipitation, drought, earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides		Homestead Act, Indian Removal Act, mountain range, Great Plains, bodies of water	unit tests; unit activities & lessons
	<b>SS 8.3.3.b</b> Analyze how humans have utilized and adapted to their physical environment. <i>For example: rivers, wetlands, forests, treeless plains, precipitation, drought</i>	Analyzing human utilization of the physical environment Adapting to the physical environment Examples of physical environments: rivers, wetlands, forests, treeless plains, precipitation, drought	Lesson 21 - The Worlds of North and South Reading - Explore - Comparing the North, the South, and the West Reading - Section 1 - Geography of the North Reading - Section 2 - Geography of the South Reading - Section 6 - Transportation in the South Lesson 29 - The Progressive Era Reading - Explore - Conservation in the United States Reading - Section 10 - John Muir: Protector of the Environment Lesson 3 - Indigenous Peoples of North America Reading - Section 2 - Early Groups Adapt to the Environment Lesson 31 - Linking Past to Present Classroom Activity - Slideshow Reading - Exploring Connections to Today - Questions for the Future Lesson 6 - Life in the Colonies Reading - Section 2 - Life in Cities Reading - Summary Lesson Biographies Carson, Rachel (1907–1964) Chu, Steven (1948–) Molina, Mario J. (1943–2020)	Homestead Act, Indian Removal Act, mountain range, Great Plains, bodies of water	unit tests; unit activities & lessons
	<b>Movement</b> <b>SS 8.3.4</b> Not addressed at this level				
	<b>Geospatial Skills and Geoliteracy</b> <b>SS 8.3.5</b> Not addressed at this level				
<b>Strand: US History</b>	<b>Continuity, Change and Context</b>				

	UNITED STATES/WORLD		<u>Unit</u> ( <i>History Alive! US Through Industrialism - Third Edition</i> )	Vocabulary	Assessment/ Benchmark/ Activity
Strand	State Standard	Unwrap			
	<b>SS 8.4.1</b> Analyze patterns of continuity and change over time in United States history.	Analyzing patterns Continuity and change over time United States history	SS 8.4.1 Analyze patterns of continuity and change over time in United States history.	revolution; Civil War; trade; negotiation; treaty, etc	unit tests; unit activities & lessons

	UNITED STATES/WORLD		<u>Unit</u> ( <i>History Alive! US Through Industrialism - Third Edition</i> )	Vocabulary	Assessment/ Benchmark/ Activity
Strand	State Standard	Unwrap			
	<p><b>SS 8.4.1.a Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States. For example: Columbian Exchange, European colonization and Native aA</b></p>	<p>Evaluating the impact of people, events, and ideas on the United States Including various cultures and ethnic groups Examples like the Columbian Exchange, European colonization, and Native Americans</p>	<p>Lesson 1 - Studying History Through Inquiry Lesson 10 - Creating the Constitution Reading - Explore - Land Ordinances and the Settlement of the Northwest Territory Reading - Explore - Roots of American Democracy Reading - Explore - The First State Constitutions Reading - Exploring Biographies -James Madison and the Long, Hot Summer of 1787 Reading - Introduction Reading - Primary Source - Federalist and Anti-Federalist Writings Reading - Primary Source - The Articles of Confederation Reading - Section 1 - Early Quarrels and Accomplishments Reading - Section 10 - The Convention Ends Reading - Section 11 - The Constitution Goes to the States Reading - Section 2 - Shays' Rebellion and the Need for Change Reading - Section 3 - Opening the Constitutional Convention Reading - Section 4 - Issue: How Should States Be Represented in the New Government? Reading - Section 5 - Resolution: The Great Compromise Reading - Section 6 - Issue: How Should Enslaved People Be Counted? Reading - Section 7 - Resolution: The Three-Fifths Compromise Reading - Section 8 - Issue: How Should the Chief Executive Be Elected? Reading - Section 9 - Resolution: The Electoral College Reading - Summary Lesson 11 - The Constitution Reading - Explore - How a Law Gets Made Reading - Explore - The Florida Constitution Reading - Explore - Who Are "We the People"? Reading - Introduction Reading - Investigating Primary Sources - How Did State Constitutions Influence the U.S. Constitution? Reading - Section 1 - The Preamble Tells the Goals of Government Reading - Section 2 - The Legislative Branch Makes Laws Reading - Section 3 - The Executive Branch Carries Out the Laws Reading - Section 4 - The Judicial Branch Interprets the Law Reading - Section 5 - Checks and Balances Between the Branches Reading - Section 6 - The Amendment Process Reading - Section 7 - The Federal System Connects the Nation and the States Reading - Section 8 - Popular Participation in Government Reading - Summary Lesson 12 - The Bill of Rights Reading - Explore - Responsibilities of U.S. Citizens Reading - Exploring Connections to Today - What Is Religious Freedom? Reading - Geography Challenge Reading - Inquiry Project Reading - Introduction Reading - Section 1 - Creating the Bill of Rights Reading - Section 2 - First Amendment Rights Reading - Section 3 - Protected Rights Reading - Section 4 - Legal Rights and Protections Reading - Section 5 - Other Rights and Powers Reading - Summary Unit Project - Timeline Challenge Lesson 13 - Political Developments in the Early Republic Reading - Explore - Daily Life in the New Nation Reading - Explore - Early U.S. Indigenous Policies Reading - Explore - The President's House Reading - Introduction Reading - Investigating Primary Sources - How Did Conflicts Within Washington's Cabinet Affect American Politics? Reading - Primary Source - President George Washington's Farewell Address (1796) Reading - Primary Source - President Thomas Jefferson's First</p>		<p>unit tests; unit activities &amp; lessons</p>

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Strand	State Standard	Unwrap			
	<p><b>SS 8.4.1.b</b> Evaluate the impact of historical events in the United States using symbols, maps, documents, and artifacts. <i>For example: foundations and founding documents, national symbols</i></p>	<p>Evaluating the impact of historical events in the United States Utilizing symbols, maps, documents, and artifacts Specific examples include foundations and founding documents, national symbols</p>	<p>Lesson 1 - Studying History Through Inquiry            Reading - Section 2 - How to Study the Past            Lesson 10 - Creating the Constitution            Reading - Primary Source - Federalist and Anti-Federalist Writings            Reading - Primary Source - The Articles of Confederation            Reading - Section 1 - Early Quarrels and Accomplishments            Lesson 12 - The Bill of Rights            Reading - Geography Challenge            Lesson 13 - Political Developments in the Early Republic            Reading - Investigating Primary Sources - How Did Conflicts Within Washington's Cabinet Affect American Politics? Reading - Primary Source - President George Washington's Farewell Address (1796)            Lesson 14 - Foreign Affairs in the Young Nation            Reading - Primary Source - Secretary of State John Quincy Adams's July Fourth Address (1821) Reading - Section 1 - President Washington Creates a Foreign Policy            Reading - Section 7 - The War of 1812            Lesson 15 - A Growing Sense of Nationhood            Reading - Section 1 - Developing a Nation in a Land of Differences            Lesson 16 - The Rise of Jacksonian Democracy            Reading - Geography Challenge            Reading - Section 6 - Jackson's Indigenous Policy            Lesson 17 - Manifest Destiny and the Growing Nation            Reading - Explore - Westward on the Santa Fe Trail            Reading - Introduction            Reading - Investigating Primary Sources - What Inspired Americans to Move West?            Reading - Section 4 - Oregon Country            Reading - Section 5 - The Mexican-American War            Reading - Summary            Lesson 19 - Mexicano Contributions to the Southwest            Reading - Geography Challenge            Lesson 2 - Key Themes in History            Lesson 20 - An Era of Reform            Reading - Investigating Primary Sources - What Were the Priorities for Education in the 19th Century?            Lesson 21 - The Worlds of North and South            Reading - Explore - Comparing the North, the South, and the West            Reading - Primary Source - Charles Dickens's "American Notes" (1842)            Reading - Section 3 - Economy of the South            Reading - Section 4 - Economy of the North            Reading - Section 5 - Transportation in the North            Lesson 22 - African Americans in the Mid-1800s            Reading - Geography Challenge            Reading - Primary Source - Documents on the Slave Rebellions of Denmark Vesey and Nat Turner Reading - Section 2 - The Economics of Slavery            Lesson 23 - A Dividing Nation            Reading - Primary Source - Downtown Boston: Site of Struggles for Liberty            Reading - Section 2 - The Missouri Compromise            Reading - Section 4 - The Compromise of 1850            Reading - Section 5 - The Compromise of 1850 Fails            Reading - Section 6 - The Dred Scott Decision            Lesson 24 - The Civil War            Reading - Explore - What Were the Causes of the Civil War?            Reading - Primary Source - Historical Documents of Lincoln's Presidency            Reading - Section 7 - Appomattox: Total War Brings an End            Lesson 25 - The Reconstruction Era            Reading - Geography Challenge            Reading - Inquiry Project            Reading - Primary Source - Reactions to Reconstruction            Reading - Section 2 - Congressional Reconstruction            Lesson 26 - Tensions in the West            Reading - Explore - "The Indian Problem": The American Indian</p>	<p>primary source, secondary source;</p>	<p>unit activities &amp; lessons</p>

	UNITED STATES/WORLD		<u>Unit</u> ( <i>History Alive! US Through Industrialism - Third Edition</i> )	Vocabulary	Assessment/ Benchmark/ Activity
Strand	State Standard	Unwrap			
	<b>Multiple Perspectives</b> <b>SS 8.4.2</b> Use multiple perspective to evaluate the historical, social, and cultural context of past and current events.	Understanding of multiple perspectives Evaluation of historical, social, and cultural context Application of multiple perspectives to past and current events	SS 8.4.2 Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events.	eyewitness account; disenfranchise;	unit activities & lessons

	UNITED STATES/WORLD		<u>Unit</u> ( <i>History Alive! US Through Industrialism - Third Edition</i> )	Vocabulary	Assessment/ Benchmark/ Activity
Strand	State Standard	Unwrap			
	<p><b>SS 8.4.2.a</b> Compare and interpret evidence from multiple perspectives and sources to better understand the complexities of US history. <i>For example: Dawes Act, Santee Mankato Executions (Dakota Uprising), Chinese Exclusion Act, Treaty of Guadalupe Hidalgo, Reconstruction Acts and Amendments, the Emancipation Proclamation, organized labor, Womens Suffrage Movement.</i></p>	<p>Comparing and interpreting evidence Multiple perspectives and sources Understanding the complexities of US history</p>	<p>Lesson 1 - Studying History Through Inquiry Lesson 10 - Creating the Constitution Reading - Explore - Land Ordinances and the Settlement of the Northwest Territory Reading - Explore - Roots of American Democracy Reading - Explore - The First State Constitutions Reading - Exploring Biographies -James Madison and the Long, Hot Summer of 1787 Reading - Introduction Reading - Primary Source - Federalist and Anti-Federalist Writings Reading - Primary Source - The Articles of Confederation Reading - Section 1 - Early Quarrels and Accomplishments Reading - Section 10 - The Convention Ends Reading - Section 11 - The Constitution Goes to the States Reading - Section 2 - Shays' Rebellion and the Need for Change Reading - Section 3 - Opening the Constitutional Convention Reading - Section 4 - Issue: How Should States Be Represented in the New Government? Reading - Section 5 - Resolution: The Great Compromise Reading - Section 6 - Issue: How Should Enslaved People Be Counted? Reading - Section 7 - Resolution: The Three-Fifths Compromise Reading - Section 8 - Issue: How Should the Chief Executive Be Elected? Reading - Section 9 - Resolution: The Electoral College Reading - Summary Lesson 11 - The Constitution Reading - Explore - How a Law Gets Made Reading - Explore - The Florida Constitution Reading - Explore - Who Are "We the People"? Reading - Introduction Reading - Investigating Primary Sources - How Did State Constitutions Influence the U.S. Constitution? Reading - Section 1 - The Preamble Tells the Goals of Government Reading - Section 2 - The Legislative Branch Makes Laws Reading - Section 3 - The Executive Branch Carries Out the Laws Reading - Section 4 - The Judicial Branch Interprets the Law Reading - Section 5 - Checks and Balances Between the Branches Reading - Section 6 - The Amendment Process Reading - Section 7 - The Federal System Connects the Nation and the States Reading - Section 8 - Popular Participation in Government Reading - Summary Lesson 12 - The Bill of Rights Reading - Explore - Responsibilities of U.S. Citizens Reading - Exploring Connections to Today - What Is Religious Freedom? Reading - Geography Challenge Reading - Inquiry Project Reading - Introduction Reading - Section 1 - Creating the Bill of Rights Reading - Section 2 - First Amendment Rights Reading - Section 3 - Protected Rights Reading - Section 4 - Legal Rights and Protections Reading - Section 5 - Other Rights and Powers Reading - Summary Unit Project - Timeline Challenge Lesson 13 - Political Developments in the Early Republic Reading - Explore - Daily Life in the New Nation Reading - Explore - Early U.S. Indigenous Policies Reading - Explore - The President's House Reading - Introduction Reading - Investigating Primary Sources - How Did Conflicts Within Washington's Cabinet Affect American Politics? Reading - Primary Source - President George Washington's Farewell Address (1796) Reading - Primary Source - President Thomas Jefferson's First</p>	<p>revolution, terrorism, expansionism, imperialism, Progressivism,</p>	<p>unit activities &amp; lessons</p>

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	<p><b>SS 8.4.2.b</b> Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event. <i>For example: The Bill of Rights, slavery, Gettysburg Address, "The New Colossus" poem</i></p>	<p>Evaluation of relevancy, accuracy, and completeness of primary and secondary sources Understanding multiple perspectives of the same event</p>	<p>Lesson Unit- A Modern Nation Emerges Unit Project - Inquiry Project Lesson Unit- America Before and After Colonization Unit Project - Inquiry Project Lesson Unit- Americans in the Mid-1800s Unit Project - Inquiry Project Lesson Unit- An Expanding Nation Unit Project - Inquiry Project Lesson Unit- Forming a New Nation Unit Project - Inquiry Project Lesson Unit- Foundations of History Unit Project - Applying Themes Through Writing Unit Project - Inquiry Project Lesson Unit- Launching the New Republic Unit Project - Inquiry Project Lesson Unit- Migration and Industry Unit Project - Inquiry Project Lesson Unit- Revolution in the Colonies Unit Project - Inquiry Project Lesson Unit- The Union Challenged Unit Project - Inquiry Project</p>	<p>US Constitution, Bill of Rights, Homestead Act, Louisiana Purchase, etc</p>	<p>unit activities &amp; lessons</p>
	<p><b>SS 8.4.3</b> Examine historical events from the perspectives of marginalized and underrepresented groups.</p>	<p>Historical events, perspectives, marginalized groups, underrepresented groups.</p>	<p>SS 8.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.</p>	<p>primary source, secondary source, reliability</p>	

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	<p><b>SS 8.4.3.a</b> Identify how differing experiences can lead to the development of perspectives.  <i>For example: Compare primary accounts by American Indian peoples and American settlers regarding the expansion of the United States.</i></p>	<p>Identifying differing experience            Development of perspectives            Comparing primary accounts            American Indian peoples vs. American settlers            Expansion of the United States</p>	<p>SS 8.4.3.a Identify how differing experiences can lead to the development of perspectives.            History Alive! US Through Industrialism - Third Edition            Lesson 11 - The Constitution            Reading - Explore - Who Are "We the People"?            Lesson 13 - Political Developments in the Early Republic            Reading - Explore - Daily Life in the New Nation            Lesson 15 - A Growing Sense of Nationhood            Reading - Section 3 - Early American Art            Lesson 18 - Life in the West            Reading - Section 4 - The Missionaries            Lesson 19 - Mexicano Contributions to the Southwest            Classroom Activity - Slideshow            Reading - Exploring Connections to Today - Mexicano Culture            Today Reading - Introduction            Reading - Section 6 - Food            Reading - Section 9 - Entertainment            Reading - Summary            Lesson 20 - An Era of Reform            Reading - Introduction            Reading - Section 4 - The Movement to End Slavery            Reading - Section 5 - Equal Rights for Women            Lesson 21 - The Worlds of North and South            Reading - Explore - Comparing the North, the South, and the West            Reading - Section 1 - Geography of the North            Reading - Section 2 - Geography of the South            Reading - Summary            Lesson 22 - African Americans in the Mid-1800s            Reading - Introduction            Reading - Section 10 - African American Culture            Lesson 24 - The Civil War            Reading - Section 1 - North Versus South            Lesson 25 - The Reconstruction Era            Classroom Activity - Slideshow            Classroom Activity - Slideshow            Reading - Exploring Perspectives - The Long Road to Equal Rights            Reading - Section 2 - Congressional Reconstruction            Reading - Section 5 - Reconstruction Reversed            Lesson 26 - Tensions in the West            Classroom Activity - Slideshow            Reading - Explore - "The Indian Problem": The American Indian Quest for Civil Rights            Reading - Introduction            Reading - Section 1 - The Nimiipuu            Lesson 27 - The Rise of Industry            Reading - Summary            Lesson 28 - The Great Wave of Immigration            Reading - Biography - Alfred Levitt: The Biography of a Child Immigrant            Reading - Inquiry Project            Reading - Primary Source - Neighborhoods in 19th-Century New York City            Reading - Section 1 - Immigration from Around the Globe            Reading - Section 2 - Italian Immigrants            Reading - Section 3 - Jewish Immigrants from Eastern Europe            Reading - Section 4 - Chinese Immigrants            Reading - Section 5 - Mexican Immigrants            Lesson 29 - The Progressive Era            Reading - Section 7 - W. E. B. Du Bois: Spokesman for Equal Rights            Reading - Section 9 - Laura Cornelius Kellogg: Advocate for Indigenous Sovereignty            Lesson 3 - Indigenous Peoples of North America            Classroom Activity - Slideshow            Reading - Explore - Library and Information Literacy Skills            Reading - Explore - Native Americans in Florida            Reading - Explore - What Is History?            Reading - Exploring Biographies - Digging Up the Past            Reading - Exploring the Social Sciences - Early Mississippian Civilization            Reading - Introduction            Reading - Literature - "May their roads home be on the trail of peace"            Reading - Section 10 - Indigenous Groups of the Eastern Woodlands            Reading - Section 11 - Indigenous Groups of the Southeast</p>	<p>perspective, viewpoint, bias</p>	<p>unit activities &amp; lessons</p>

	UNITED STATES/WORLD		<u>Unit</u> ( <i>History Alive! US Through Industrialism - Third Edition</i> )	Vocabulary	Assessment/ Benchmark/ Activity
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	<p><b>SS 8.4.3.b</b> Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently. <i>For example: Compare how differing Native American groups and Spanish-speaking peoples responded to the Indian Removal Act and the Mexican-American War.</i></p>	<p>Interpretation of historical events Understanding similarities and differences in perspectives of marginalized and underrepresented groups Comparison of responses of different groups to specific historical events</p>	<p>SS 8.4.3.b Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently. History Alive! US Through Industrialism - Third Edition Lesson 11 - The Constitution Reading - Explore - Who Are "We the People"? Lesson 13 - Political Developments in the Early Republic Reading - Explore - Daily Life in the New Nation Lesson 15 - A Growing Sense of Nationhood Reading - Section 3 - Early American Art Lesson 18 - Life in the West Reading - Section 4 - The Missionaries Lesson 19 - Mexicano Contributions to the Southwest Classroom Activity - Slideshow Reading - Exploring Connections to Today - Mexicano Culture Today Reading - Introduction Reading - Section 6 - Food Reading - Section 9 - Entertainment Reading - Summary Lesson 20 - An Era of Reform Reading - Introduction Reading - Section 4 - The Movement to End Slavery Reading - Section 5 - Equal Rights for Women Lesson 21 - The Worlds of North and South Reading - Explore - Comparing the North, the South, and the West Reading - Section 1 - Geography of the North Reading - Section 2 - Geography of the South Reading - Summary Lesson 22 - African Americans in the Mid-1800s Reading - Introduction Reading - Section 10 - African American Culture Lesson 24 - The Civil War Reading - Section 1 - North Versus South Lesson 25 - The Reconstruction Era Classroom Activity - Slideshow Classroom Activity - Slideshow Reading - Exploring Perspectives - The Long Road to Equal Rights Reading - Section 2 - Congressional Reconstruction Reading - Section 5 - Reconstruction Reversed Lesson 26 - Tensions in the West Classroom Activity - Slideshow Reading - Explore - "The Indian Problem": The American Indian Quest for Civil Rights Reading - Introduction Reading - Section 1 - The Nimiipuu Lesson 27 - The Rise of Industry Reading - Summary Lesson 28 - The Great Wave of Immigration Reading - Biography - Alfred Levitt: The Biography of a Child Immigrant Reading - Inquiry Project Reading - Primary Source - Neighborhoods in 19th-Century New York City Reading - Section 1 - Immigration from Around the Globe Reading - Section 2 - Italian Immigrants Reading - Section 3 - Jewish Immigrants from Eastern Europe Reading - Section 4 - Chinese Immigrants Reading - Section 5 - Mexican Immigrants Lesson 29 - The Progressive Era Reading - Section 7 - W. E. B. Du Bois: Spokesman for Equal Rights Reading - Section 9 - Laura Cornelius Kellogg: Advocate for Indigenous Sovereignty Lesson 3 - Indigenous Peoples of North America Classroom Activity - Slideshow Reading - Explore - Library and Information Literacy Skills Reading - Explore - Native Americans in Florida Reading - Explore - What Is History?</p>	<p>perspective, viewpoint, bias</p>	<p>unit activities &amp; lessons</p>

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Strand	State Standard	Unwrap			
	<b>Historical Analysis and Interpretation</b> <b>SS 8.4.4</b> Evaluate and interpret sources for perspective and historical context.	Perspective in historical analysis Historical context in understanding events	SS 8.4.4 Evaluate and interpret sources for perspective and historical context.	perspective, viewpoint, bias	

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	<b>SS 8.4.4.a</b> Compare and contrast primary and secondary sources of history. <i>For example: Compare what texts say about Wounded Knee Massacre to Black Elk's account of the same event.</i>	Primary sources Secondary sources Comparison and contrast	<p>Lesson 1 - Studying History Through Inquiry Reading - Section 2 - How to Study the Past Reading - Section 3 - Planning Your Own Inquiry About Your Community's History Reading - Summary</p> <p>Lesson 10 - Creating the Constitution Reading - Primary Source - Federalist and Anti-Federalist Writings Reading - Primary Source - The Articles of Confederation Lesson 11 - The Constitution Classroom Activity - Slideshow Classroom Activity - Slideshow Reading - Investigating Primary Sources - How Did State Constitutions Influence the U.S. Constitution? Lesson 12 - The Bill of Rights Reading - Inquiry Project Lesson 13 - Political Developments in the Early Republic Reading - Investigating Primary Sources - How Did Conflicts Within Washington's Cabinet Affect American Politics? Reading - Primary Source - President George Washington's Farewell Address (1796) Reading - Primary Source - President Thomas Jefferson's First Inaugural Address (1801) Lesson 14 - Foreign Affairs in the Young Nation Reading - Exploring Biographies - Tecumseh, the Shooting Star Reading - Primary Source - President James Monroe's Monroe Doctrine from his Seventh Annual Address to Congress (1823) Reading - Primary Source - Secretary of State John Quincy Adams's July Fourth Address (1821) Lesson 15 - A Growing Sense of Nationhood Reading - Primary Source - Who Has the Ultimate Authority: The States or the Federal Government? Lesson 16 - The Rise of Jacksonian Democracy Reading - Inquiry Project Reading - Primary Source - Broken Promises: Treaties with American Indians Lesson 17 - Manifest Destiny and the Growing Nation Reading - Investigating Primary Sources - What Inspired Americans to Move West? Reading - Primary Source - American Perspectives on the Mexican-American War Lesson 18 - Life in the West Reading - Biography - The Explorations of Jedediah Smith and Kit Carson Lesson 19 - Mexicano Contributions to the Southwest Reading - Inquiry Project Lesson 2 - Key Themes in History Lesson 20 - An Era of Reform Reading - Investigating Primary Sources - What Were the Priorities for Education in the 19th Century? Reading - Primary Source - Elizabeth Cady Stanton's Address on Women's Rights (1848) Reading - Primary Source - Sojourner Truth: One Speech, Two Versions Reading - Primary Source - The Declaration of Sentiments" Adopted by the Women's Rights Convention in Seneca Falls, New York (1848) Lesson 21 - The Worlds of North and South Classroom Activity - Slideshow Reading - Biography - American Scientists and Inventors Reading - Explore - Comparing the North, the South, and the West Reading - Explore - The Market Revolution Reading - Primary Source - Charles Dickens's "American Notes" (1842) Lesson 22 - African Americans in the Mid-1800s Reading - Inquiry Project Reading - Primary Source - Documents on the Slave Rebellions of Denmark Vesey and Nat Turner Reading - Primary Source - Slave Community and Family Structure</p>	primary source, secondary source, reliability	unit activities & lessons

	UNITED STATES/WORLD		<u>Unit</u> ( <i>History Alive! US Through Industrialism - Third Edition</i> )	Vocabulary	Assessment/ Benchmark/ Activity
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	<p><b>SS 8.4.4.b</b> Evaluate the relationships among historical events in the United States and relevant contemporary issues. <i>For example: political party platforms, continuing debates about role of government.</i></p>	<p>Cause and effect in history Continuity and change in political ideologies Impact of history on present-day issues</p>	<p>Lesson 1 - Studying History Through Inquiry Lesson 10 - Creating the Constitution Reading - Explore - Land Ordinances and the Settlement of the Northwest Territory Reading - Explore - Roots of American Democracy Reading - Explore - The First State Constitutions Reading - Exploring Biographies -James Madison and the Long, Hot Summer of 1787 Reading - Introduction Reading - Primary Source - Federalist and Anti-Federalist Writings Reading - Primary Source - The Articles of Confederation Reading - Section 1 - Early Quarrels and Accomplishments Reading - Section 10 - The Convention Ends Reading - Section 11 - The Constitution Goes to the States Reading - Section 2 - Shays' Rebellion and the Need for Change Reading - Section 3 - Opening the Constitutional Convention Reading - Section 4 - Issue: How Should States Be Represented in the New Government? Reading - Section 5 - Resolution: The Great Compromise Reading - Section 6 - Issue: How Should Enslaved People Be Counted? Reading - Section 7 - Resolution: The Three-Fifths Compromise Reading - Section 8 - Issue: How Should the Chief Executive Be Elected? Reading - Section 9 - Resolution: The Electoral College Reading - Summary Lesson 11 - The Constitution Reading - Explore - How a Law Gets Made Reading - Explore - The Florida Constitution Reading - Explore - Who Are "We the People"? Reading - Introduction Reading - Investigating Primary Sources - How Did State Constitutions Influence the U.S. Constitution? Reading - Section 1 - The Preamble Tells the Goals of Government Reading - Section 2 - The Legislative Branch Makes Laws Reading - Section 3 - The Executive Branch Carries Out the Laws Reading - Section 4 - The Judicial Branch Interprets the Law Reading - Section 5 - Checks and Balances Between the Branches Reading - Section 6 - The Amendment Process Reading - Section 7 - The Federal System Connects the Nation and the States Reading - Section 8 - Popular Participation in Government Reading - Summary Lesson 12 - The Bill of Rights Reading - Explore - Responsibilities of U.S. Citizens Reading - Exploring Connections to Today - What Is Religious Freedom? Reading - Geography Challenge Reading - Inquiry Project Reading - Introduction Reading - Section 1 - Creating the Bill of Rights Reading - Section 2 - First Amendment Rights Reading - Section 3 - Protected Rights Reading - Section 4 - Legal Rights and Protections Reading - Section 5 - Other Rights and Powers Reading - Summary Unit Project - Timeline Challenge Lesson 13 - Political Developments in the Early Republic Reading - Explore - Daily Life in the New Nation Reading - Explore - Early U.S. Indigenous Policies Reading - Explore - The President's House Reading - Introduction Reading - Investigating Primary Sources - How Did Conflicts Within Washington's Cabinet Affect American Politics? Reading - Primary Source - President George Washington's Farewell Address (1796) Reading - Primary Source - President Thomas Jefferson's First Inaugural Address (1801) Reading - Section 1 - Launching the</p>	<p>political parties, communism, socialism, capitalism, intervention, et</p>	<p>unit activities &amp; lessons</p>

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	<b>Historical Inquiry and Research Skills</b> <b>SS 8.4.5</b> Apply the inquiry process to construct and answer historical questions.	Historical inquiry process Construction of historical questions Answering historical questions	SS 8.4.5 Apply the inquiry process to construct and answer historical questions.	alternative, viewpoint	

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	<p><b>SS 8.4.5.a</b> Identify areas of inquiry by using student-generated questions about multiple historical sources. <i>For example: Why is the Gettysburg Address considered an important statement of American national ideals?</i></p>	<p>Identifying areas of inquiry Using student-generated questions Multiple historical sources</p>	<p>Lesson 1 - Studying History Through Inquiry Reading - Section 2 - How to Study the Past Reading - Section 3 - Planning Your Own Inquiry About Your Community's History Reading - Summary Lesson 10 - Creating the Constitution Reading - Primary Source - Federalist and Anti-Federalist Writings Reading - Primary Source - The Articles of Confederation Lesson 11 - The Constitution Reading - Investigating Primary Sources - How Did State Constitutions Influence the U.S. Constitution? Lesson 12 - The Bill of Rights Reading - Inquiry Project Lesson 13 - Political Developments in the Early Republic Reading - Investigating Primary Sources - How Did Conflicts Within Washington's Cabinet Affect American Politics? Reading - Primary Source - President George Washington's Farewell Address (1796) Reading - Primary Source - President Thomas Jefferson's First Inaugural Address (1801) Lesson 14 - Foreign Affairs in the Young Nation Reading - Exploring Biographies - Tecumseh, the Shooting Star Reading - Primary Source - President James Monroe's Monroe Doctrine from his Seventh Annual Address to Congress (1823) Reading - Primary Source - Secretary of State John Quincy Adams's July Fourth Address (1821) Lesson 15 - A Growing Sense of Nationhood Reading - Primary Source - Who Has the Ultimate Authority: The States or the Federal Government? Lesson 16 - The Rise of Jacksonian Democracy Reading - Inquiry Project Reading - Primary Source - Broken Promises: Treaties with American Indians Lesson 17 - Manifest Destiny and the Growing Nation Reading - Investigating Primary Sources - What Inspired Americans to Move West? Reading - Primary Source - American Perspectives on the Mexican-American War Lesson 18 - Life in the West Reading - Biography - The Explorations of Jedediah Smith and Kit Carson Lesson 19 - Mexican Contributions to the Southwest Reading - Inquiry Project Lesson 2 - Key Themes in History Lesson 20 - An Era of Reform Reading - Investigating Primary Sources - What Were the Priorities for Education in the 19th Century? Reading - Primary Source - Elizabeth Cady Stanton's Address on Women's Rights (1848) Reading - Primary Source - Sojourner Truth: One Speech, Two Versions Reading - Primary Source - The Declaration of Sentiments" Adopted by the Women's Rights Convention in Seneca Falls, New York (1848) Lesson 21 - The Worlds of North and South Classroom Activity - Slideshow Reading - Biography - American Scientists and Inventors Reading - Explore - Comparing the North, the South, and the West Reading - Explore - The Market Revolution Reading - Primary Source - Charles Dickens's "American Notes" (1842) Lesson 22 - African Americans in the Mid-1800s Reading - Inquiry Project Reading - Primary Source - Documents on the Slave Rebellions of Denmark Vesey and Nat Turner Reading - Primary Source - Slave Community and Family Structure Lesson 23 - A Dividing Nation Reading - Investigating Primary Sources - How Did Slavery</p>	<p>relevance, importance, continuity</p>	<p>unit activities &amp; lessons</p>

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	<p><b>SS 8.4.5.b</b> Locate, analyze, and cite appropriate sources for research about United States history, including primary and secondary sources. <i>For example: classroom texts, Gettysburg Address, tribal treaties, major online historical archives like Library of Congress, National Archives, and local and state archives.</i></p>	<p>Locate appropriate sources for research about United States history Analyze sources for research about United States history Cite sources for research about United States history Identify primary and secondary sources</p>	<p>Lesson 1 - Studying History Through Inquiry Lesson 10 - Creating the Constitution Reading - Primary Source - Federalist and Anti-Federalist Writings Reading - Primary Source - The Articles of Confederation Lesson 13 - Political Developments in the Early Republic Reading - Investigating Primary Sources - How Did Conflicts Within Washington's Cabinet Affect American Politics? Reading - Primary Source - President George Washington's Farewell Address (1796) Lesson 14 - Foreign Affairs in the Young Nation Reading - Primary Source - Secretary of State John Quincy Adams's July Fourth Address (1821) Lesson 17 - Manifest Destiny and the Growing Nation Reading - Investigating Primary Sources - What Inspired Americans to Move West? Lesson 2 - Key Themes in History Lesson 20 - An Era of Reform Reading - Investigating Primary Sources - What Were the Priorities for Education in the 19th Century? Lesson 21 - The Worlds of North and South Reading - Explore - Comparing the North, the South, and the West Reading - Primary Source - Charles Dickens's "American Notes" (1842) Lesson 22 - African Americans in the Mid-1800s Reading - Primary Source - Documents on the Slave Rebellions of Denmark Vesey and Nat Turner Lesson 24 - The Civil War Reading - Explore - What Were the Causes of the Civil War? Reading - Primary Source - Historical Documents of Lincoln's Presidency Lesson 25 - The Reconstruction Era Reading - Inquiry Project Reading - Primary Source - Reactions to Reconstruction Lesson 26 - Tensions in the West Lesson 27 - The Rise of Industry Reading - Investigating Primary Sources - What Was Thomas Edison's Impact on Industrial America? Lesson 28 - The Great Wave of Immigration Reading - Inquiry Project Lesson 29 - The Progressive Era Reading - Primary Source - Assemblyman Theodore Roosevelt's "The Duties of American Citizenship" Speech (1883) Lesson 30 - The United States Becomes a World Power Reading - Investigating Primary Sources - How Did the Yellow Press Shape Journalism in the Late 1800s? Lesson 7 - Toward Independence Reading - Primary Source - The Sugar Act (1764) Lesson 8 - The Declaration of Independence Reading - Explore - Indian Tribes and the United States Government Reading - Investigating Primary Sources - How Did Common Sense Create Tension in the Colonies? Reading - Primary Source - Patrick Henry's "Give Me Liberty or Give Me Death" (1775) Reading - Primary Source - Thomas Jefferson's Drafts of the Declaration of Independence (1776) Lesson Unit- Migration and Industry Unit Project - Inquiry Project Lesson Unit- The Union Challenged Unit Project - Inquiry Project</p>	<p>relevance, importance, continuity</p>	<p>unit activities &amp; lessons</p>

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	<p><b>SS 8.4.5.c</b> Gather, analyze, and communicate historical information about United States history from multiple sources. <i>For example: primary sources, secondary sources, popular media, scholarly perspectives.</i></p>	<p>Gathering historical information Analyzing historical information Communicating historical information United States history Multiple sources like primary sources, secondary sources, popular media, and scholarly perspectives</p>	<p>Lesson 1 - Studying History Through Inquiry Lesson 10 - Creating the Constitution Reading - Primary Source - Federalist and Anti-Federalist Writings Reading - Primary Source - The Articles of Confederation Lesson 13 - Political Developments in the Early Republic Reading - Investigating Primary Sources - How Did Conflicts Within Washington's Cabinet Affect American Politics? Reading - Primary Source - President George Washington's Farewell Address (1796) Lesson 14 - Foreign Affairs in the Young Nation Reading - Primary Source - Secretary of State John Quincy Adams's July Fourth Address (1821) Lesson 17 - Manifest Destiny and the Growing Nation Reading - Investigating Primary Sources - What Inspired Americans to Move West? Lesson 2 - Key Themes in History Lesson 20 - An Era of Reform Reading - Investigating Primary Sources - What Were the Priorities for Education in the 19th Century? Lesson 21 - The Worlds of North and South Reading - Explore - Comparing the North, the South, and the West Reading - Primary Source - Charles Dickens's "American Notes" (1842) Lesson 22 - African Americans in the Mid-1800s Reading - Primary Source - Documents on the Slave Rebellions of Denmark Vesey and Nat Turner Lesson 24 - The Civil War Reading - Explore - What Were the Causes of the Civil War? Reading - Primary Source - Historical Documents of Lincoln's Presidency Lesson 25 - The Reconstruction Era Reading - Inquiry Project Reading - Primary Source - Reactions to Reconstruction Lesson 26 - Tensions in the West Lesson 27 - The Rise of Industry Reading - Investigating Primary Sources - What Was Thomas Edison's Impact on Industrial America? Lesson 28 - The Great Wave of Immigration Reading - Inquiry Project Lesson 29 - The Progressive Era Reading - Primary Source - Assemblyman Theodore Roosevelt's "The Duties of American Citizenship" Speech (1883) Lesson 30 - The United States Becomes a World Power Reading - Investigating Primary Sources - How Did the Yellow Press Shape Journalism in the Late 1800s? Lesson 7 - Toward Independence Reading - Primary Source - The Sugar Act (1764) Lesson 8 - The Declaration of Independence Reading - Explore - Indian Tribes and the United States Government Reading - Investigating Primary Sources - How Did Common Sense Create Tension in the Colonies? Reading - Primary Source - Patrick Henry's "Give Me Liberty or Give Me Death" (1775) Reading - Primary Source - Thomas Jefferson's Drafts of the Declaration of Independence (1776) Lesson Unit- Migration and Industry Unit Project - Inquiry Project Lesson Unit- The Union Challenged Unit Project - Inquiry Project</p>	<p>relevance, importance, continuity</p>	<p>unit activities &amp; lessons</p>

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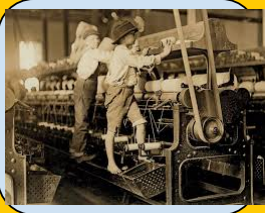

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# Curriculum Storyboards:




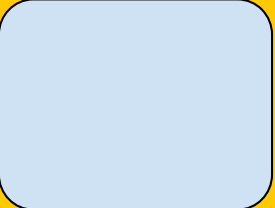
Essential Question(s): World History 1500CE to Present

## Social Studies

World History 1500 CE - Present

2 weeks	1 week	3 weeks	2 weeks	1 week
Renaissance & Reformation	Exploration	Absolutism, Enlightenment, & Revolution	Industrial Revolution	Imperialism & Nationalism
				
<b>The Focus of the Story:</b>	<b>The Focus of the Story:</b>	<b>The Focus of the Story:</b>	<b>The Focus of the Story:</b>	<b>The Focus of the Story:</b>
<p>Students will learn how the two main themes of the Renaissance, humanism and secularism, changed daily life in 1500s Europe. Students will begin by reviewing feudal societies and the political power of the Catholic Church and Holy Roman Empire. They will then examine how daily life changed as people began to embrace new ideas and the Catholic Church began to lose political and religious power.</p> <p>To achieve this, students will examine pre and post-Renaissance art and architecture. They will learn about Martin Luther's 95 Theses and how the formation of Protestantism paved the way for major political changes throughout Europe.</p>	<p>Students will begin by researching other groups who discovered the Americas pre-Columbus (Vikings, Polynesians, etc...). They will then examine the motives and expeditions of European explorers.</p> <p>Lastly students will examine the lasting effects of the colonization of new territory. They will learn how goods and resources were traded between the Americas, Africa, and Europe, including the trans-atlantic slave trade. They will also look at the effects colonization had on natives in North and South America.</p>	<p>Students will begin by identifying the power that European monarchs held in the 16th Century. Students will examine King Louis XIV and the Palace of Versailles to begin to learn academic historical research methods. They will take a virtual tour of the palace and read an excerpt about the daily life of the King written by one of his courtiers. They will use these primary documents to write a thesis statement which will be supported by evidence from their sources. They will learn to cite historical sources and write in Chicago Manual Style.</p> <p>Students will then research various Enlightenment thinkers' philosophies and will participate in a debate, role-playing their assigned philosopher.</p>	<p>Students will learn the importance of natural resources to the success of creating an industrialized society. We will discuss the importance of new technologies to the mass production of goods.</p> <p>Students will explore the effects of industrialization on society, especially the new working class. We will see the new societal reform efforts that began as a result of urban industrialization.</p> <p>Lastly, we will explore this era as a starting point for the division between communism and capitalism, understanding the concepts of both economic policies.</p>	<p>Students will begin by examining maps of present day nations and then compare them to maps of empires to understand that many of the independent nations they recognize today did not begin this way.</p> <p>Students will then examine the natural resources available in foreign empires and place these in context of the industrial revolution. Next, we will examine the effects of imperialism on native culture.</p> <p>Lastly, students will take a brief look at various revolutions to gain independence and the political ramifications that followed, in many cases, causing unrest that lingers in these nations today.</p>

		Lastly, students will examine how Enlightenment ideals led to the American and French Revolution.		
<b>Learning Goals/ Standards:</b>	<b>Learning Goals/ Standards:</b>	<b>Learning Goals/ Standards:</b>	<b>Learning Goals/ Standards:</b>	<b>Learning Goals/ Standards:</b>
<ul style="list-style-type: none"> <li>* identify the historical cause of the Renaissance</li> <li>*analyze the effect of Renaissance culture on art &amp; architecture</li> <li>*explain the origins of &amp; reactions to the Protestant Reformation</li> <li>*examine the religious, social, &amp; political impact of the Reformation</li> </ul>	<ul style="list-style-type: none"> <li>*explain the reasons for European exploration of Africa &amp; the Americas</li> <li>*recognize that explorers discovered the Americas before Columbus; compare &amp; contrast these other expeditions to that of Columbus'</li> <li>*analyze the effects of the Columbian Exchange on the Americas &amp; Europe</li> </ul>	<ul style="list-style-type: none"> <li>*describe actions taken by monarchs to establish and maintain absolute power</li> <li>*examine the philosophies of various Enlightenment thinkers to understand the movements which led to the American &amp; French Revolution</li> <li>*understand the academic methods used to research &amp; present historical findings</li> </ul>	<ul style="list-style-type: none"> <li>*explain how technological advances led to industrialization</li> <li>*explain how industrialization transformed social and economic structures in Europe and the US</li> <li>*explain how industrialization led to new political ideas</li> <li>*explain the emergence of new efforts to reform mass society</li> <li>*describe how the roles of women changed with industrialization</li> </ul>	<ul style="list-style-type: none"> <li>*describe the actions taken by European &amp; N. American countries to colonize Africa, Asia, and Latin America</li> <li>*describe the historical justifications of Western civilizations for imperialism</li> <li>*analyze the effect of imperialism on nationalism</li> <li>*explain how the ideas of Enlightenment led to revolutions across the globe</li> <li>*examine the difficulties newly independent countries faced forming new governments</li> </ul>

<b>2 weeks</b>	<b>2 weeks</b>	<b>2.5 weeks</b>	<b>2 weeks</b>	
<b>WWI</b>	<b>WWII</b>	<b>The Cold War</b>	<b>Human Rights</b>	
				

The Focus of the Story:	The Focus of the Story:	The Focus of the Story:	The Focus of the Story:	The Focus of the Story:
<p>Students will discuss how nationalism, militarism, imperialism, and alliances set the stage for Great War. They will then see how the assassination of Archduke Franz Ferdinand was the spark that ignited global war.</p> <p>Students will learn the new deadly weaponry used in WWI, trench warfare tactics, and examine the mass destruction caused by the War.</p> <p>Students will look at WWI propaganda posters from each side of the war to understand how WWI affected both soldiers and civilians at home and abroad.</p> <p>We will explore how Russia dropped out of the war during their own Revolution and the formation of their communist state.</p> <p>Lastly, we will examine the global economic depression that followed WWI and the leaders who emerged between WWI and WWII, as well as their political philosophies.</p>	<p>Students will understand the military alliances at the start of WWII. We will explore the rise of Hitler and the Nazi campaign throughout Europe. We will then explore Japanese imperialism leading to the attack on Pearl Harbor and the US's involvement in the War.</p> <p>We will explore the allied turning points in Europe as well as key battles in the Pacific, ending with the use of atomic weapons in Japan.</p>	<p>Students will explore the political tensions between democratic countries and communist regimes. They will understand both political and economic ideological differences between the USA and USSR in particular.</p> <p>We will look at the physical divide of the Berlin Wall and and life in the Soviet Union. We will discuss the idea of mutually assured destruction and how it affected the daily lives of Americans. Lastly we will explore espionage during the Cold War and the spy agencies which were created during the time, as well as the Red Scare created by the fear of Communism.</p> <p>Students will complete the historical research process on one of the topics above.</p>	<p>Students will compare and contrast the American Civil Rights Movement to Apartheid in South Africa.</p> <p>They also will recognize that genocide has been used as a political tool throughout history and will complete a project on an assigned genocide from the time periods we discussed through the semester. They will place the genocide in historical context with the events we studied and then present the 8 stages of genocide for their assigned event. Topics to be researched include the Armenian Genocide, Cambodian Genocide, Bosnian Genocide, Native American Genocide, Rwandan Genocide, Guatemalan Genocide, Syrian Genocide, Darfurian Genocide, Syrian Genocide, North Korean Genocide, Belgian Congo Genocide, the Holocaust, and the Holodomor.</p>	
Learning Goals/ Standards:	Learning Goals/ Standards:	Learning Goals/ Standards:	Learning Goals/ Standards:	Learning Goals/ Standards:
<ul style="list-style-type: none"> <li>*identify the 4 main causes of WWI</li> <li>*analyze the effect of new military technology during WWI</li> <li>*analyze the effect of the Russian Revolution on society and government</li> <li>*describe the factors that led to the Great Depression</li> <li>*describe the rise of dictatorship in Germany &amp; Italy</li> </ul>	<ul style="list-style-type: none"> <li>*identify the goals of the major powers during WWII</li> <li>*explain how civilians around the globe were affected by the war</li> <li>*analyze how German &amp; Japanese beliefs about racial superiority led to the dehumanization of minority groups during WWII</li> <li>*describe the human, environmental, &amp; political consequences of WWII</li> </ul>	<ul style="list-style-type: none"> <li>*analyze the motivations of the USSR &amp; USA during the Cold War</li> <li>*explain how the Berlin Wall served as an apt symbol of the Cold War</li> <li>*explain how the effects of the Cold War differed in various regions of the world</li> <li>*explain the effects of the Cold War on the daily lives of US citizens</li> <li>*complete the historical process by performing research, discerning sources, compiling evidence, and presenting findings</li> </ul>	<ul style="list-style-type: none"> <li>*describe the challenges to achieve democracy, individual rights, and economic growth in various regions</li> <li>*describe the major economic, political, and social trends of the post-Cold War world</li> <li>*recognize similarities and differences between Apartheid in South Africa and the Civil Rights Movement in the USA</li> </ul>	

		Unwrap	Unit	Vocab	Assessment
World History	<b>Change, Continuity, and Context</b>			glasnost, perestroika	
	<b>SS HS.4.1.a</b> (WLD) Evaluate the cause and effect of historical events in the world. <i>For example: How did the rise of totalitarianism lead to war?</i>	Identifying historical events Analyzing causes and effects	Student Edition: Check For Understanding 457 #2, 462 #1, 489 #2, 491 #2, 500, 501 #2, 504 #1, 516 #1, 534 bottom, 537, 550, 562, 570, 574, 584, 608, 618, 620, 628, 654, 660, 716, 724, 730, 738, 756, 766, 785, 804, 815, 822, 849 right, 852, 855 Teacher Edition: HTS 452, 501, 547; RS 456; WS 538	enlightenment, scientific revolution	Unit/Chapter Assessments
	<b>SS HS.4.1.b</b> (WLD) Select, record, and interpret key global events in chronological order. <i>For example: emergence of new states, and cultures, increased inter-regional trade, colonization and expansion, global interactions, industrialization, Age of Revolutions, Imperialism, global conflict, Holocaust, globalization, decolonization, Cold War, contemporary events</i>	Selecting key global events Recording key global events Interpreting key global events in chronological order	Student Edition: Key Events of the 424, 454, 530, 560, 604, 650, 708, 752, 798, 844, 888 Sequencing Time 424, 454, 530, 560, 604, 650, 708, 752, 798, 844, 888	Ottoman, Empire, Safavids	
	<b>SS HS.4.1.c</b> (WLD) Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the world. <i>For example: trade networks, empires, revolutions, treaties, warfare, diplomacy, migration and immigration.</i>	Evaluating the impact of people, events, and ideas. Various cultures and ethnic groups. World history context.	Student Edition: Check For Understanding 567 #2 Examine The Source 485 #2, 497 #2, 580 #2, 622B #2 Lesson Activities 610 #2 Teacher Edition: HTS 497, 542; RS 504, 596	terrorism, jihad, ISIS	

	Unwrap	Unit	Vocab	Assessment
<p><b>Multiple Perspectives</b>  <b>SS HS.4.2</b> (WLD) Analyze the complexity of the interaction of multiple perspectives to investigate causes and effect of significant events in the development of history.</p>	<p>Analyzing complexity of interactions  Considering multiple perspectives  Investigating causes and effects of significant events  Understanding historical development</p>	<p>Student Edition:  Understanding  Multiple Perspectives  417, 447, 524, 553,  597, 644, 701, 746,  791, 837, 881, 923  Teacher Edition: GO  474; HTS 441, 450</p>	<p>imperialism,  colony,  commonwealth</p>	<p>Unit/Chapter  Assessments</p>
<p><b>SS HS.4.2.a</b> (WLD) Identify and evaluate how considering multiple perspectives facilitates an understanding of history. <i>For example: Scramble for Africa and indigenous response, Arab-Israeli Conflict, French Revolution , Haitian Revolution</i></p>	<p>Skills: Identifying and evaluating multiple perspectives.  Knowledge: Historical events including Scramble for Africa, indigenous responses, Arab-Israeli Conflict, French Revolution, and Haitian Revolution.  Concepts: Understanding how considering multiple perspectives enhances historical understanding.</p>	<p>Student Edition:  Understanding  Multiple Perspectives  417, 447, 524, 553,  597, 644, 701, 746,  791, 837, 881, 923  Teacher Edition: GO  474; HTS 441, 450</p>	<p>nationalism,  unification,  industrialization</p>	
<p><b>SS HS.4.2.b</b> (WLD) Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event. <i>For example: compare accounts from colonizers and colonized, impact of trade on different population groups</i></p>	<p>Key Components: Evaluation of primary and secondary sources, understanding multiple perspectives  Skills: Analyzing relevancy, accuracy, and completeness of sources  Knowledge: Different perspectives on historical events</p>	<p>Student Edition:  Inquiry Activity 442,  443, 444, 472, 473,  474, 482, 483, 484,  485, 486, 494, 495,  496, 497, 498, 510,  511, 512, 513, 514,  544, 545, 546, 578,  579, 580, 590, 591,  592, 593, 594, 622,  623, 624, 638, 639,  640, 662, 663, 664,  665, 666 Teacher  Edition: HTS 435, 451,  483, 512, 545, 590; RS  578</p>	<p>independence,  nationalism,  mandate</p>	

	Unwrap	Unit	Vocab	Assessment
<b>SS HS.4.3</b> (WLD) Examine historical events from the perspectives of diverse groups.	Key Components: Historical events, perspectives, diverse groups Skills: Analysis, critical thinking, empathy Knowledge: Different viewpoints, biases, historical context	Student Edition: Understanding Multiple Perspectives 417, 447, 524, 553, 597, 644, 701, 746, 791, 837, 881, 923 Teacher Edition: GO 474; HTS 441, 450	holocaust, genocide, atomic bomb	Unit/Chapter Assessments
<b>SS HS.4.3.a</b> (WLD) Identify how differing experiences can lead to the development of perspectives. <i>For example: diverse groups of historical figures and examples from political, religious, and ethnic groups</i>	Identifying differing experiences Development of perspectives Diverse groups of historical figures Examples from political, religious, and ethnic groups	Student Edition: Understanding Multiple Perspectives 417, 447, 524, 553, 597, 644, 701, 746, 791, 837, 881, 923 Teacher Edition: GO 474; HTS 441, 450	caliphate	
<b>SS HS.4.3.b</b> (WLD) Interpret how and why diverse groups and/or individuals might understand historical events similarly or differently. <i>For example: diverse groups of historical actors and examples from national, religious, and ethnic groups</i>	Skills: Interpretation, analysis Knowledge: Historical events, perspectives Concepts: Diversity, understanding, historical context	Student Edition: Understanding Multiple Perspectives 417, 447, 524, 553, 597, 644, 701, 746, 791, 837, 881, 923 Teacher Edition: GO 474; HTS 441, 450	middle east, zionism	

	Unwrap	Unit	Vocab	Assessment
<b>Historical Analysis and Interpretation SS HS.4.4</b> (WLD) Evaluate sources for perspective, limitations, accuracy, and historical context.	Analyzing sources Considering perspective Identifying limitations Assessing accuracy Understanding historical context	Student Edition: Examine the Source 443C #1, 471B #2, 482A #2, 482B #1, 495B #2, 513F #2, 594 #1, 678E #2, 719D #2 Your Inquiry Analysis 474 #3, 486 #3, 498 #3, 580 #3, 624 #3, 640 #3, 680 #3, 698 #3, 720 #3, 780 #3, 826 #3	nuremberg laws, Nazi	Unit/Chapter Assessments
<b>SS HS.4.4.a</b> (WLD) Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media. <i>For example: written documents, radio broadcasts, news broadcasts, film, newspapers, photographs, oral histories, virtual museum exhibits, works of art.</i>	Skills: Comparing, contrasting, critiquing central arguments in primary and secondary sources of history. Knowledge: Understanding historical arguments presented in various media formats. Concepts: Analyzing written documents, radio broadcasts, news broadcasts, film, newspapers, photographs, oral histories, virtual museum exhibits, and works of art as historical sources.	Student Edition: Examine the Source 443C #1, 471B #2, 482A #2, 482B #1, 495B #2, 513F #2, 594 #1, 678E #2, 719D #2 Your Inquiry Analysis 474 #3, 486 #3, 498 #3, 580 #3, 624 #3, 640 #3, 680 #3, 698 #3, 720 #3, 780 #3, 826 #3	Shah, caliph	
<b>SS HS.4.4.b</b> (WLD) Evaluate strengths and limitations of a variety of primary and secondary historical sources. <i>For example: written and visual documents</i>	Key Components: Evaluation of strengths and limitations of primary and secondary historical sources.  Skills: Analyzing written and visual documents critically.  Knowledge: Understanding the value and constraints of different historical sources.  Concepts: Differentiating between primary and secondary sources.	Student Edition: Examine the Source 580 #2 Your Inquiry Analysis 444 #2, 474 #2, 486 #2, 498 #2, 514 #2, 546 #2, 580 #2, 594 #2, 624 #2, 640 #2, 666 #2, 680 #2, 698 #2, 720 #2, 736 #2, 770 #2, 780 #2, 826 #2	compromise, ultimatum	

	Unwrap	Unit	Vocab	Assessment
<b>SS HS.4.4.c</b> (WLD) Determine the relationship between multiple causes and effects of events and developments in the past. <i>For example: patterns of migration and immigration, wars, diplomacy, government structures, religious movements</i>	Understanding multiple causes and effects of events and developments in the past. Identifying relationships between causes and effects. Analyzing patterns related to migration and immigration, wars, diplomacy, government structures, and religious movements.	Student Edition: Check For Understanding 457 #2, 460, 462 #1, 489 #2, 491 #2, 501 #2, 502 #1, 504 #1, 534 bottom, 570 #1, 574, 584 right, 608 #2 Teacher Edition: HTS 452, 455, 501, 503, 534, 561, 575, 576; RS 456	cold war, arms race, containment	
<b>SS HS.4.4.d</b> (WLD) Synthesize the relationships among historical events in the world and relevant contemporary issues. <i>For example: current events from various international news sources.</i>	Synthesizing the relationships among historical events worldwide Connecting historical events to contemporary issues Analyzing current events from international news sources	Student Edition: Making Connections to Today 448, 524, 554, 598, 643, 702, 746, 792, 838, 882, 924	revolution, 14 points,	
<b>Historical Inquiry and Research</b> <b>SS HS.4.5</b> (WLD) Apply the inquiry process to construct and answer historical questions.	Inquiry Process Construction of Historical Questions Answering Historical Questions	Student Edition: Compelling Questions 424, 454, 530, 560, 604, 650, 708, 752, 798 Developing Questions 471, 481, 493, 509, 543, 577, 589, 621, 637 Teacher Edition: HTS 509	land, labor, capital	Unit/Chapter Assessments
<b>SS HS.4.5.a</b> (WLD) Construct meaningful questions that initiate and inquiry. <i>For example: "Can peace lead to war?"</i>	Constructing meaningful questions Initiating inquiry	Student Edition: Compelling Questions 424, 454, 530, 560, 604, 650, 708, 752, 798 Developing Questions 471, 481, 493, 509, 543, 577, 589, 621, 637 Teacher Edition: HTS 509	suicide bombers, Islam	

	Unwrap	Unit	Vocab	Assessment
<p><b>SS HS.4.5.b</b> (WLD) Locate, evaluate, and cite appropriate sources for research about selected topics in world history, including primary and secondary sources. <i>For example: Examine the Treaty of Versailles and the League of Nations founding documents, examine maps from before and after treaty, examine contemporary responses to the treaty from a variety of countries.</i></p>	<p>Selecting relevant historical information Organizing historical information Corroborating historical information Comparing sources Developing an initial answer to an inquiry</p>	<p>Student Edition: Lesson Activities 564 #1, 726 #1 Your Inquiry Analysis 474 #1, 486 #1, 498 #1, 514 #1, 546 #1, 580 #1, 594 #1, 624 #1, 640 #1, 666 #1, 680 #1, 698 #1, 720 #1, 736 #1 Teacher Edition: WS 427, 468, 479, 505, 684, 701, 705, 721, 743, 749</p>	<p>ottomans</p>	
<p><b>SS HS.4.5.c</b> (WLD) Select, organize, and corroborate relevant historical information about selected topics in world history. <i>For example: Compare the sources and determine an initial answer to the inquiry.</i></p>	<p>Key Components: Select, organize, corroborate historical information, compare sources, determine initial answer. Skills: Research and analysis skills, critical thinking, source evaluation. Knowledge: Historical events, themes, and topics in world history. Concepts: Evidence, historical inquiry, perspective.</p>	<p>Student Edition: Lesson Activities 564 #1, 726 #1 Your Inquiry Analysis 474 #1, 486 #1, 498 #1, 514 #1, 546 #1, 580 #1, 594 #1, 624 #1, 640 #1, 666 #1, 680 #1, 698 #1, 720 #1, 736 #1 Teacher Edition: WS 427, 468, 479, 505, 684, 701, 705, 721, 743, 74</p>	<p>protestant, reformation, theses</p>	
<p><b>SS HS.4.5.d</b> (WLD) Synthesize historical information to create new understandings. <i>For example: Compare the answer students have created to secondary sources and potentially revise students' answers</i></p>	<p>Skills: Synthesizing historical information, comparing information, revising answers based on secondary sources. Knowledge: Historical events, primary and secondary sources. Concepts: Creating new understandings by combining historical information.</p>	<p>Student Edition: Your Inquiry Analysis 514 #3, 546 #3, 594 #3, 666 #3, 736 #3, 770 #3, 834 #3, 874 #3, 898 #3</p>	<p>nuclear weapons, genocide</p>	

		<b>Unwrap</b>	<b>Unit</b>	<b>Vocab</b>	<b>Assessment</b>
	<p><b>SS HS.4.5.e</b> (WLD) Communicate inquiry results within a historical context. <i>For example: Provide an evidence-based answer to the inquiry. "How do countries make decisions about war and peace?"</i></p>	<p>Key Components: Communication skills, historical context understanding.            Knowledge: Research and analysis skills, historical events related to war and peace decisions.            Concepts: Inquiry results presentation, historical perspective.</p>	<p>Student Edition:            Lesson Activities 430 #1, 436 #1, 440 #1, 460 #1, 464 #1, 470 #1, 480 #1, 492 #1, 502 #1, 508 #1, 520 #1, 536 #1, 542 #1, 550 #1, 564 #1, 570 #1, 584 #1, 588 #1, 610 #1, 616 #1, 636 #1, 674 #1, 692 #1, 742 #1 Teacher Edition: WS 442, 446, 450, 453, 462, 467, 476, 482, 505, 510, 513, 528, 540, 618</p>	<p>estates, regime</p>	
				<p>developing nation, anarchy</p>	

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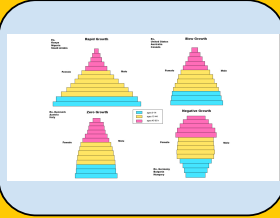

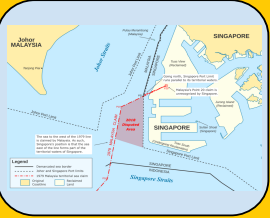

# Curriculum Storyboards:

Essential Question(s):

AP Human Geography

## Social Studies

AP Human Geography

1.5 Weeks	2 Weeks	2.5 Weeks	2 Weeks	2.5 Weeks
<b>Thinking Geographically</b>	<b>Population and Migration Patterns and Processes</b>	<b>Cultural Patterns and Processes</b>	<b>Political Patterns and Processes</b>	<b>Social Studies</b>
				
<b>The Focus of the Story:</b>	<b>The Focus of the Story:</b>	<b>The Focus of the Story:</b>	<b>The Focus of the Story:</b>	<b>The Focus of the Story:</b>
We'll start with an introduction to maps, learning to interpret different types such as political, physical, and thematic maps. We'll also discuss map projections, GIS tools, and how they help visualize geographic information. Understanding maps and geographic data, including how it's collected and used, is essential for analyzing spatial information and making informed decisions about our world.	In this unit, we'll explore Population Distribution, examining how and why people are spread across the globe, and the Consequences of Population Distribution on social, economic, and environmental levels. We'll also study Population Composition using population pyramids to analyze age and gender structures, giving us insights into demographic patterns.  We'll delve into Population Dynamics, including birth rates	We'll explore Cultural Landscapes, which are the visible imprints of human activity on the landscape. We'll learn how cultural practices and values shape these landscapes and how they vary across different regions. We'll also study Cultural Patterns, focusing on how culture influences everything from architecture to land use, and how cultural traits and complexes are distributed across space.  Next, we'll delve into the Types	We'll start by exploring Political Geography, which examines how political processes and structures influence geographical spaces and vice versa. We'll look at Political Processes like state formation, nation-building, and the impact of political decisions on the landscape. We'll discuss Political Power and Territoriality, focusing on how states assert control over territories and the implications of territorial disputes.	We'll start by exploring the foundations of Agriculture, understanding its importance and the different types of agricultural practices around the world. We'll examine Settlement Patterns and Survey Methods to see how agricultural activities influence the layout of communities and land use. We'll trace Agricultural Origins and Diffusions, learning how farming practices spread from their points of origin to different parts of the globe.

We'll explore spatial concepts like the gravity model to understand the movement of people, goods, and ideas. Human-environment interaction will be a key focus, examining how humans adapt to and modify their environments, with case studies on issues like deforestation and urbanization. We'll also discuss scales of analysis, from local to global, to accurately interpret geographic patterns, and conduct regional analysis to define and differentiate regions based on physical and human factors. These topics will provide a comprehensive understanding of the complex relationships between people and places.

Dynamics, including birth rates, death rates, and migration trends, and explore the Demographic Transition Model to understand stages of population growth and development. The Malthusian Theory will help us discuss the potential for population growth to outpace food production. We'll examine Population Policies that governments use to manage populations, and the impact of Women on Demographic Change, particularly focusing on how women's rights and education influence demographic trends.

Additionally, we'll cover Aging Populations and the challenges they bring to societies. We'll explore the causes and effects of both Forced and Voluntary Migration, understanding why people move and the economic, social, and cultural impacts on both origin and destination areas. This unit will provide a comprehensive understanding of population issues and their importance in human geography.

Next, we'll delve into the types of Diffusion, such as relocation, expansion, hierarchical, and contagious diffusion, to understand how cultural traits spread. We'll examine the Historical Causes of Diffusion, like trade, conquest, and colonization, and Contemporary Causes of Diffusion, including globalization, technology, and media. We'll also explore the Diffusion of Religion and Language, looking at how these key cultural elements spread across the world and shape societies.

Finally, we'll discuss the Effects of Diffusion, both positive and negative, on societies, including cultural blending, conflict, and the creation of hybrid cultures.

We'll then delve into Political Boundaries, learning about their definition, function, and significance. We'll explore how boundaries are drawn and the impact they have on political and social interactions. This includes Internal Boundaries within countries, such as administrative divisions, and their role in governance and resource allocation. We'll also study different Forms of Governance, from democracies to authoritarian regimes, and how they affect political stability and development.

Additionally, we'll cover Devolution, the process where regions within a state gain political strength and autonomy at the expense of the central government. We'll examine the Challenges to Sovereignty that states face, such as globalization, supranational organizations, and internal conflicts. Finally, we'll explore Centrifugal and Centripetal Forces that either divide (centrifugal) or unify (centripetal) states, influencing national cohesion and stability.

We'll delve into significant agricultural advancements, including the Second Agricultural Revolution, which increased productivity through technological innovations, and the Green Revolution, which introduced high-yield crops and modern farming techniques. We'll study Agricultural Production Regions, identifying where specific crops and livestock are produced and why. We'll also analyze the Spatial Organization of Agriculture using the Von Thunen Model, which explains how distance from markets affects agricultural activities.

Lastly, we'll explore the Global System of Agriculture, focusing on how global trade and policies shape farming practices. We'll discuss the Consequences of Agricultural Practices, such as environmental impacts, sustainability issues, and socio-economic effects. We'll also highlight the role of Women in Agriculture, examining their contributions and the challenges they face.

Learning Goals/ Standards:	Learning Goals/ Standards:	Learning Goals/ Standards:	Learning Goals/ Standards:	Learning Goals/ Standards:
Students will analyze patterns and relationships among and between places.	Students will identify the factors that influence the distribution of human populations at different scales.	Students will define the characteristics, attitudes, and traits that influence geographers when they study culture.	Students will define the different types of political entities.	Students will explain the connection between physical geography and agricultural practices.
Students will identify different methods of geographic data collection.	Students will explain how population distribution and density affect society and the environment.	Students will describe the characteristics of cultural landscapes.	Students will explain the processes that have shaped contemporary political geography.	Students will identify different rural settlement patterns and methods of surveying rural settlements.
Students will define major geographic concepts that illustrate spatial relationships.	Students will describe elements of population composition used by geographers.	Students will explain patterns and landscapes of language, religion, ethnicity, and gender.	Students will define types of political boundaries used by geographers.	Students will explain how economic forces influence agricultural practices.
Students will explain what scales of analysis reveal.	Students will explain theories of population growth and decline.	Students will define the types of diffusion.	Students will explain the nature and function of international and internal boundaries.	Students will explain the interdependence among regions of agricultural production and consumption

2 Weeks

1.5 Weeks

Cities and Urban Land-Use  
Patterns and Processes

Industrial and Economic  
Development Patterns  
and Processes



**The Focus of the Story:**

**The Focus of the Story:**

We'll begin by exploring The Origin and Influences of Urbanization, tracing how cities developed from ancient times to the present and the factors that drove their growth. We'll study various types of cities across the world, including Megacities, World Cities, and Metacities, understanding their characteristics and significance in the global context. We'll also discuss the relationship between Cities and Globalization, examining the role of cities as hubs of economic, cultural, and political activities in a globalized world.

Next, we'll delve into the Size and Distribution of Cities, focusing on concepts like the Rank-Size Rule to understand urban hierarchies and distribution patterns. We'll explore the Internal Structure of Cities, studying models that explain how cities are organized and how different land uses are distributed. We'll look at Density and Land Use to see how population density impacts urban planning and development.

We'll start by exploring The Industrial Revolution, understanding its origins, major innovations, and profound impacts on society and the global economy. We'll examine Economic Sectors and Patterns, looking at how different industries are classified and distributed across the world, and how these patterns shape economic activities and regional development.

We'll also study Measures of Development, such as GDP, HDI, and other indicators that help us assess the economic and social progress of countries. We'll discuss the role of Women in Economic Development, highlighting how gender equality and women's participation in the economy are crucial for sustainable growth. We'll delve into Theories of Development by examining Wallerstein's World Systems Theory and Rostow's Stages of Economic Growth, which offer different perspectives on how countries develop over

<p>planning and development. Additionally, we'll discuss Infrastructure and its importance in supporting urban life, including transportation, utilities, and public services.</p> <p>We'll also cover Urban Sustainability, exploring strategies to make cities more livable and environmentally friendly. Finally, we'll address the Challenges of Urban Changes, such as congestion, pollution, and social inequality, and discuss potential solutions to these issues.</p>	<p>on how countries develop over time.</p> <p>Additionally, we'll cover Trade and the World Economy, exploring how international trade shapes economic relationships and influences development. We'll discuss the Changes as a Result of the World Economy, including globalization, economic disparities, and shifting economic power. Finally, we'll focus on Sustainable Development, examining strategies to promote economic growth while ensuring environmental protection and social equity.</p>					
<p><b>Learning Goals/ Standards:</b></p>		<p>Students will explain the processes that initiate and drive urbanization and suburbanization.</p> <p>Students will explain how cities embody processes of globalization.</p> <p>Students will identify the different urban concepts such as hierarchy, interdependence, relative size, and spacing that are useful for explaining the distribution, size, and interaction of cities.</p> <p>Students will explain how a city's infrastructure relates to local politics, society, and the environment.</p>	<p>Students will explain how the Industrial Revolution facilitated the growth and diffusion of industrialization.</p> <p>Students will explain the spatial patterns of industrial production and development.</p> <p>Students will describe social and economic measures of development.</p> <p>Students will explain different theories of economic and social development.</p>			






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# Curriculum Storyboards:

Essential Question(s): Progressive Era to Today

## Social Studies

US History - Progressive Era to Today

1.5 Weeks	2 Weeks	3 Weeks	3 Weeks	3 Weeks
<b>New Industry and a Changing Society</b>	<b>Expansion and War</b>	<b>The 1920s and the 1930s</b>	<b>World War II</b>	<b>The Cold War</b>
				

The Focus of the Story:	The Focus of the Story:	The Focus of the Story:	The Focus of the Story:	The Focus of the Story:
<p>We'll explore the significant economic and social changes that occurred in the United States between 1865 and 1914. We'll start by examining the Growth of Big Business, focusing on how industrialists like Andrew Carnegie and John D. Rockefeller built powerful empires in steel and oil. These industries not only drove economic growth but also led to the formation of monopolies and trusts, concentrating wealth and power in the hands of a few.</p> <p>We'll also look at the impact of this industrial growth on workers and the rise of Labor Unions, which fought for better wages, working conditions, and hours. As we discuss the surge of immigration in the late 1800s, we'll see how millions of people</p>	<p>We'll explore the pivotal events and policies that shaped the United States from 1865 to 1920, starting with the concept of seeking new frontiers. This period saw America expanding its influence beyond its continental borders, driven by a belief in Manifest Destiny and the desire for new economic opportunities. We'll examine how this expansionism led to increased involvement in global affairs, setting the stage for significant conflicts and policy decisions.</p> <p>We'll delve into the Spanish-American War of 1898, a key turning point where the U.S. emerged as a world power by defeating Spain and acquiring territories like Puerto Rico, Guam, and the Philippines. This war marked America's transition</p>	<p>We'll delve into the transformative period of U.S. history from 1920 to 1939. We'll start by exploring the Red Scare, a time when fear of communism and radical political ideas gripped the nation. We'll discuss how this fear led to widespread paranoia, government crackdowns on suspected radicals, and significant violations of civil liberties, including the infamous Palmer Raids.</p> <p>We'll also examine the Racial Tension of the era, marked by the resurgence of the Ku Klux Klan, the enforcement of Jim Crow laws, and violent race riots. We'll explore the Great Migration, during which millions of African Americans moved from the South to Northern cities</p>	<p>We'll focus on the crucial period of 1939 to 1945, starting with the outbreak of World War II. We'll discuss how global tensions escalated into a full-scale war, with the rise of totalitarian regimes in Germany, Italy, and Japan. We'll explore the events leading up to the war, including the invasion of Poland, and the early years of conflict in Europe and Asia.</p> <p>A significant turning point for the United States was The Attack on Pearl Harbor on December 7, 1941. We'll examine how this surprise attack by Japan led to America's entry into the war and the subsequent mobilization of the nation. On the home front, we'll look at how American society transformed to support the war effort, including</p>	<p>We will study the significant events and developments in U.S. history from 1946 to 1975. We'll begin by examining the causes of the Cold War, exploring how ideological differences between the United States and the Soviet Union led to a prolonged period of tension and competition. We'll look at the early confrontations, the Iron Curtain, and the policy of containment aimed at preventing the spread of communism.</p> <p>We'll discuss the era of McCarthyism, where fear of communist infiltration led to widespread paranoia, accusations, and the persecution of alleged communists in government, entertainment, and other</p>

<p>We'll see how millions of people from Europe, Asia, and other regions sought new opportunities in America, contributing to the rapid expansion of cities. This urban growth, however, also led to overcrowded and unsanitary tenements where many working-class families lived.</p> <p>Finally, we'll cover the significant changes in education during this period, including efforts to make education more accessible and improve literacy rates. We'll conclude by studying the Progressive movement, which sought to address the social and economic challenges of the time through reforms aimed at curbing corporate power, improving labor conditions, and promoting social justice. Through these topics, we'll gain a comprehensive understanding of how the United States evolved during this transformative period.</p>	<p>War marked America's transition from isolationism to a more interventionist foreign policy. Following this, we'll study Latin American Policies, including the Roosevelt Corollary to the Monroe Doctrine and the construction of the Panama Canal, highlighting how the U.S. asserted its influence in the Western Hemisphere to protect its interests.</p> <p>Our discussions will also cover the United States' involvement in World War I and how it shifted the nation's role on the global stage. We'll look at the causes of the U.S. entering the war, the impact on the home front, and the contributions of American forces to the Allied victory. Finally, we'll explore America's Role in War and Peace, focusing on President Woodrow Wilson's efforts to shape the post-war world through initiatives like the League of Nations, despite facing challenges at home and abroad. These topics will help us understand how the U.S. navigated its growing international responsibilities during this transformative era.</p>	<p>from the South to Northern cities in search of better opportunities, and the challenges they faced in their fight for civil rights.</p> <p>Additionally, we'll look at the Booming Economy and Changing Culture of the 1920s, known as the Roaring Twenties. This era saw significant economic growth, technological advancements, and cultural shifts, including the rise of jazz, flappers, and new forms of entertainment. However, this prosperity came to a sudden halt with the onset of the Great Depression. We'll examine the causes of the economic collapse, the widespread unemployment and poverty that followed, and the government's response through the New Deal.</p> <p>We'll discuss how the New Deal aimed to provide relief, recovery, and reform, and its lasting impact on American society. Finally, we'll explore what Life During the Depression was like for ordinary Americans, highlighting their resilience and the ways they adapted to survive these challenging times.</p>	<p>the war effort, including rationing, war bond drives, and the roles of women and minorities in the workforce.</p> <p>We'll also study Americans at War, focusing on the experiences of soldiers and the major campaigns they fought in. In the European Theater, we'll cover key battles such as D-Day and the liberation of Europe from Nazi control. In the War in the Pacific, we'll discuss the island-hopping strategy and pivotal battles like Midway and Iwo Jima.</p> <p>Finally, we'll address The Decision to Drop the Atomic Bomb, analyzing the reasons behind President Truman's decision and its devastating impact on Hiroshima and Nagasaki, ultimately leading to Japan's surrender and the end of World War II. Through these topics, we'll gain a comprehensive understanding of the war's causes, key events, and its profound impact on the world and American society.</p>	<p>entertainment, and other sectors. Moving forward, we'll study Cold War Politics and the Korean War, focusing on how the U.S. engaged in military and diplomatic efforts to counter communist influence in Asia and around the world. We'll also explore JFK's Foreign Policy, including the Cuban Missile Crisis and the efforts to establish peace and contain communism during his presidency.</p> <p>The Vietnam War will be a major focus, examining the reasons for U.S. involvement, key events and battles, and the challenges faced by American soldiers. We'll also explore the domestic impact of the war, particularly the War and Protest movements that saw widespread opposition and demonstrations against U.S. involvement in Vietnam. Finally, we'll look at Life in the 1950s and 1960s, highlighting the economic prosperity, cultural changes, and social movements that defined these decades, including the Civil Rights Movement, the rise of youth culture, and shifts in societal norms. Through these topics, we'll gain a deeper understanding of the complexities and dynamics of this transformative period in American history.</p>
<p><b>Learning Goals/ Standards:</b></p>	<p><b>Learning Goals/ Standards:</b></p>	<p><b>Learning Goals/ Standards:</b></p>	<p><b>Learning Goals/ Standards:</b></p>	<p><b>Learning Goals/ Standards:</b></p>
<p>Students will analyze and describe various reforms in society and government during late 1800s and early 1900s in the</p>	<p>Students will understand the United States' growing interest in overseas acquisitions in the Pacific</p>	<p>Students will describe the political fears and turmoil that existed in the United States following WWI.</p>	<p>Students will understand the economic and political origins of WWII</p>	<p>Students will understand the fear of communism that developed in the United States</p>

<p>United States.</p> <p>Students will understand the impact of immigration on population change and urbanization.</p> <p>Students will discuss changes in business, industry, work, and daily life in the late 1800s in the United States</p>	<p>Students will analyze the events and outcomes of the Spanish-American War and how they influenced American foreign policy.</p> <p>Students will describe United States' interest and policies in Latin America, including the Panama Canal</p> <p>Students will analyze the United States' role in World War I, including the social, cultural, and political effects at home.</p>	<p>Students will understand the booming economy of the 1920s and the social and cultural changes that occurred during the period.</p> <p>Students will analyze the economic reasons behind the onset of the Great Depression.</p> <p>Students will analyze the New Deal and its affects on all Americans.</p>	<p>Students will describe the effects of the war on the home front.</p> <p>Students will identify major leaders, events, and battles of WWII.</p> <p>Students will analyze the events related to the end of the war, including dropping the atomic bomb.</p>	<p>Students will understand the events and results of the Korean War.</p> <p>Students will analyze events of the Cold War in the Western Hemisphere, including the Bay of Pigs invasion and the Cuban Missile Crisis</p> <p>Students will discuss and understand cultural and social changes in the United States in the 1950s and 1960s</p>
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<p><b>3 Weeks</b></p> <p><b>Civil Rights and American Society</b></p>  <p><b>The Focus of the Story:</b></p>	<p><b>3 Weeks</b></p> <p><b>America Since the 1970s</b></p>  <p><b>The Focus of the Story:</b></p>	<p><b>Quarter 4   2 Weeks</b></p> <p><b>Social Studies</b></p>  <p><b>The Focus of the Story:</b></p>	<p><b>Quarter 4   3 Weeks</b></p> <p><b>Social Studies</b></p>  <p><b>The Focus of the Story:</b></p>	<p><b>Quarter 4   6 Weeks</b></p> <p><b>Social Studies</b></p>  <p><b>The Focus of the Story:</b></p>
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<p>We will focus on the transformative period of 1954 to 1975, starting with the Civil Rights Movement. We'll explore the struggle for racial equality and justice, led by influential figures like Martin Luther King Jr., Rosa Parks, and Malcolm X. We'll examine key events such as the Montgomery Bus Boycott, the March on Washington, and the Selma to Montgomery marches, highlighting the efforts and sacrifices made to end segregation and secure civil rights for African Americans.</p> <p>A pivotal moment in this movement was the landmark Supreme Court case <i>Brown v. Board of Education</i> in 1954. We'll discuss how this decision declared state laws establishing separate public schools for black and white students to be unconstitutional, effectively overturning the "separate but equal" doctrine established by <i>Plessy v. Ferguson</i>. We'll analyze the impact of this ruling on the desegregation of schools and the broader push for equality in other areas of American life.</p> <p>In addition to the Civil Rights Movement, we'll explore how other groups sought rights during this period. We'll study the Women's Liberation Movement, the fight for Hispanic and Latino rights led by figures like Cesar Chavez and Dolores Huerta, and the American Indian Movement. These movements, inspired by the successes of the Civil Rights Movement, aimed to address issues of discrimination, inequality, and social justice within their communities. By examining these struggles, we'll gain a comprehensive understanding of the diverse and interconnected efforts to achieve equality and justice in the United</p>	<p>We will cover the significant events and developments in U.S. history from 1970 to 2020. We'll start with Nixon and Watergate, examining the Watergate scandal that led to President Nixon's resignation in 1974. We'll explore the events surrounding the break-in at the Democratic National Committee headquarters, the subsequent cover-up, and the impact this scandal had on American politics and public trust in government.</p> <p>We'll then move on to The United States in the Late Twentieth Century, discussing the major political, economic, and social changes from the 1970s through the 1990s. This includes the end of the Cold War, economic challenges, technological advancements, and cultural shifts. We'll also delve into the Global War on Terror, focusing on the events of September 11, 2001, the subsequent wars in Afghanistan and Iraq, and the broader efforts to combat terrorism worldwide.</p> <p>Moving into the 21st century, we'll discuss the Obama Presidency, highlighting key initiatives such as the Affordable Care Act, efforts to address climate change, and the significance of electing the first African American president. We'll then look at Trump Takes Office, examining the policies and controversies of Donald Trump's presidency, including immigration, trade, and the impeachment proceedings. We'll also cover resistance and protest during the Trump years, exploring the various movements that emerged in response to his administration, such as the Women's March, Black Lives Matter, and other forms of civic activism. Finally, we'll discuss the beginning of the 2020s, addressing the major events and challenges that have shaped the early part of this decade, including the COVID-19 pandemic, political polarization, and ongoing social justice movements. Through these</p>			
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<p>equality and justice in the United States during this era.</p>	<p>movements. Through these topics, we'll gain a</p>			
<p><b>Learning Goals/ Standards:</b></p>	<p><b>Learning Goals/ Standards:</b></p>	<p><b>Learning Goals/ Standards:</b></p>	<p><b>Learning Goals/ Standards:</b></p>	<p><b>Learning Goals/ Standards:</b></p>
<p>Students will analyze the activities and accomplishments of the civil rights movement.</p> <p>Students will understand the influence of Martin Luther King Jr. and other leaders of the civil rights movement.</p> <p>Students will describe the movements for equal right among other groups in American society, including women, Latinos, Native Americans, and people with disabilities.</p>	<p>Students will describe the evolving relations between the United States and the world's Communist nations, including the Soviet Union and China</p> <p>Students will analyze the changing domestic policies and issues of the period, especially those related to the economy and population and immigration.</p> <p>Students will understand the war of terrorism, at home and around the world.</p> <p>Students will describe the</p>			



	<b>Unwrap</b>	<b>Unit</b>	<b>Vocab</b>	<b>Assessment</b>
<p><b>Change, Continuity and Context</b>  <b>HS.4.1</b> (US) Analyze and evaluate patterns of continuity and change over time in American history</p>	<p>Key Components: patterns of continuity and change over time in American history  Skills: analysis, evaluation  Knowledge: understanding historical events and their impact</p>	<p>Change, Continuity and Context HS.4.1 (US) Analyze and evaluate patterns of continuity and change over time in American history.</p>		Unit/Chapter Assessments
<p><b>SS HS.4.5.1.a</b> (US) Evaluate the cause and effect of historical events on various groups on the United States. <i>For example: To which conditions were Progressives responding? Why did the United States enter World War I? What caused the Great Depression? What caused the interpretation of "separate but equal" to change over time?</i></p>	<p>Understanding historical events  Identifying causes and effects  Analyzing impact on various groups in the US</p>	<p>Student Edition: HT13 Check for Understanding HT14 #1, 120 #1, 289 #1, 485 Teacher Edition: ACA 418; HTS HT13, 5, 6, 197, 281, 560; RS 78</p>		
<p><b>SS HS.4.1.b</b> (US) Select, record, and interpret key national events in chronological order. For example: Progressive Era, Women's Suffrage, World War I, Great Migrations, Great Depression and New Deal, Naziism, World War II, Holocaust, Cold War, Civil Rights Era, Contemporary United States</p>	<p>Key Components: Selecting, recording, and interpreting key national events  Skills: Chronological ordering, research, analysis, interpretation  Knowledge: Historical events such as Progressive Era, Women's Suffrage, World War I, Great Migrations, Great Depression and New Deal, Naziism, World War II, Holocaust, Cold War, Civil Rights Era, Contemporary United States</p>	<p>Student Edition: HT8 Check for Understanding HT8 #1 Key Events 6, 156, 196, 280, 372, 410, 482, 562 Teacher Edition: HTS HT8, 6, 196, 421, 424; RS 65; SEL 562; SLS 83; SN 281; WS 136</p>		
<p><b>SS HS.4.1.c</b> (US) Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States. For example: 19th Amendment, Brown V Board of Education of Topeka, Dolores Huerta, desegregation of the military following WWII, March on Washington, Movement for the Restoration of Tribal Status, continuing struggle for equality</p>	<p>Key Components: People, events, ideas, cultures, ethnic groups impacting the United States.  Skills: Evaluation, understanding historical significance, analyzing impact.  Knowledge: Understanding key historical moments and figures.</p>	<p>Student Edition: 51, 195, 200-201, 391, 409, 417-422, 425, 439-440, 492-493, 495-496, 587-588, 611-612 Analyzing Supreme Court Cases 418 Biography 493 Check for Understanding 201 Lesson Activity 440 #1 Teacher Edition: BI 418; CS 425; HTS 200, 588; WS 418</p>		
<p><b>Multiple Perspectives</b>  <b>SS HS.4.2</b> (US) Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history.</p>	<p>Skills: Analyzing, investigating, understanding multiple perspectives.  Knowledge: Causes and effects of significant historical events.  Concepts: Complexity of interactions between multiple perspectives in history.</p>	<p>Student Edition: 125-130, 293-298, 411-416, 589-591 Your Inquiry Activity 130, 298, 416, 594 Teacher Edition: CS 126; HTS 125, 295, 413, 414; RS 127, 293, 592; WS 590</p>		Unit/Chapter Assessments
<p><b>SS HS.4.2.a</b> (US) Identify and evaluate how considering multiple perspectives facilitates an understanding of history. <i>For example: Nineteenth Amendment, 1924 National Origins Act, Indian Reorganization Act of 1934, Bracero program, Civil Rights Movement</i></p>	<p>Identify multiple perspectives in history  Evaluate how considering multiple perspectives aids in understanding history</p>	<p>Student Edition: 125-130, 293-298, 411-416, 589-591 Your Inquiry Activity 130, 298, 416, 594 Teacher Edition: CS 126; HTS 125, 295, 413, 414; RS 127, 293, 592; WS 590</p>		

	Unwrap	Unit	Vocab	Assessment
<p><b>SS HS.4.2.b</b> (US) evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event. <i>For example: Theodore Roosevelt's New Nationalism and Woodrow Wilson's New Freedom, Indian Reorganization Act and responses from tribal leaders, differing strategies in the struggle to gain black equality</i></p>	<p>Evaluating relevancy Evaluating accuracy Evaluating completeness Primary and secondary sources Understanding multiple perspectives</p>	<p>Student Edition: 183-186, 345-350, 395-400, 505-510 Your Inquiry Activity 186, 350, 400, 510 Teacher Edition: HTS 184, 345, 350, 398, 509; RS 185, 508; SLS 396</p>		
<p><b>SS HS.4.3</b> (US) Examine historical events from the perspectives of marginalized and underrepresented groups.</p>	<p>Key Components:  Analyzing historical events Understanding perspectives of marginalized and underrepresented groups Skills:  Analytical thinking Empathy Research skills Knowledge:  Marginalized and underrepresented groups in history Different perspectives on historical events Concepts:  Empathy in historical analysis Multiple narratives in history</p>	<p>SS HS.4.3 (US) Examine historical events from the perspectives of marginalized and underrepresented groups</p>	<p>separate but equal, de facto segregation</p>	<p>Unit/Chapter Assessments</p>
<p><b>SS HS.4.3.a</b> (US) Identify how differing experiences can lead to the development of perspectives. <i>For example: religious, racial or ethnic groups, immigrants, women, LGBTQ persons, and Native American nations</i></p>	<p>Key Components: Identifying differing experiences Understanding how experiences shape perspectives Examples of groups influencing perspectives Skills: Critical thinking Analysis Empathy Understanding diversity and inclusion Knowledge: Various societal groups and their experiences Impact of perspectives on society Concepts: Perception Bias Cultural awareness</p>	<p>Student Edition: Understanding Multiple Perspectives 85, 149, 189, 231, 273, 325, 365, 403, 443, 475, 513, 555, 625 Teacher Edition: A 85, 149, 189, 231, 273, 325, 365, 403, 443, 475, 513, 555, 625</p>	<p>Annexation, Bay of Pigs, Shah of Iran,</p>	

US History		Unwrap	Unit	Vocab	Assessment
	<p><b>SS HS.4.3.b</b> (US) Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently. <i>For example: Immigration and Naturalization Act of 1965, Sotnewall Riots, American Indian Movement, Equal Rights AMendment, Civil Rights Act of 1964, West Virginia v. Barnette, United Farm Workers</i></p>	<p>Key Components:</p> <p>Understanding perspectives of marginalized and underrepresented groups Analyzing historical events Comparing similarities and differences in interpretations Skills:</p> <p>Critical thinking Analysis Empathy Knowledge:</p> <p>Historical context of events Impact on marginalized groups Different perspectives Concepts:</p> <p>Marginalized and underrepresented groups Historical events Interpretations</p>	<p>Student Edition: 423-427, 478, 480-482, 483-488, 496-497, 532-533, 607 Biography 425, 485 Check for Understanding 427 #2 Teacher Edition: CS 425, 427, 480; GO 481; HTS 423; RS 486; SLS 485</p>		
	<p><b>Historical Analysis and Interpretation</b> <b>SS HS.4.4</b> (US) Evaluate sources for perspective, limitations, accuracy, and historical context.</p>	<p>Skills: Evaluating sources for perspective, limitations, accuracy, and historical context. Knowledge: Understanding how to critically analyze historical sources. Concepts: Perspective, limitations, accuracy, historical context.</p>	<p>SS HS.4.4 (US) Evaluate sources for perspective, limitations, accuracy, and historical context.</p>	<p>Annexation of Philippines, Cuban Missile Crisis</p>	<p>Unit/Chapter Assessments</p>
	<p><b>SS HS.4.4.a</b> (US) Compare, contrast, and critique the central arguments in primary and secondary sources of history from lultiple media. <i>For example: written documents, radio broadcasts, news broadcasts, film, mewspapers, photographs, oral histories, virtual muesum exhibits</i></p>	<p>Key Components: Comparison, contrast, critique of central arguments. Skills: Analyzing primary and secondary historical sources, evaluating arguments, identifying biases. Knowledge: Understanding different forms of historical sources (written documents, radio broadcasts, news broadcasts, film, etc.). Concepts: Central arguments in history, multiple media types.</p>	<p>Student Edition: 55-60, 183-186, 265-270, 345-350, 505-510, 617-622 Analyzing Primary Sources 403 Your Inquiry Activity 60, 186, 270, 350, 510, 622 Teacher Edition: HTS 184, 265, 267, 346, 617; RS 55, 508; WS 184</p>	<p>Tinker v De Moines, Miranda v Arizona, New York Times v U. S.</p>	
	<p><b>SS HS.4.4.b</b> (US) Evaluate strengths and limitations of a variety of primary and secondary historical sources. <i>For example: Jane Addams on settlements houses, Franklin Roosevelt's "Four Freedoms" Speech, Martin Luther King, Jr.'s "Letter from Birmingham Jail," Equal Rights Amendment</i></p>	<p>Skills: Evaluating historical sources, identifying strengths and limitations, analyzing perspectives. Knowledge: Understanding primary and secondary sources, historical context, purpose of sources. Concepts: Historical analysis, perspectives, credibility of sources.</p>	<p>Student Edition: 285-286, 296, 424-425, 478, 485-486 Biography 136 Teacher Edition: ACA 296; CS 486; HTS 296, 478, 479; SLS 425</p>	<p>MAIN, propaganda, armistice, fascism, concentration camp, conspiracy theory (Kennedy assasination)</p>	

	Unwrap	Unit	Vocab	Assessment
<b>SS HS.4.4.c (US)</b> Determine the relationship between multiple causes and effects of events and developments in the past. <i>For example: patterns of immigration and migration, presidential leadership strategies, tactics among different civil rights organizations.</i>	<p>Skills: Determining relationships between causes and effects Analyzing events and developments in the past Knowledge: Patterns of immigration and migration Presidential leadership strategies Tactics of different civil rights organizations Concepts: Cause and effect Historical significance</p>	<p>Student Edition: 121-122, 213-214, 417-419, 483-485 Check for Understanding 123 #2, 427 #1, 485 Geography Connection 214 Teacher Edition: ACA 418; ES 213; HTS 121, 421, 424</p>		
<b>SS HS.4.4.d (US)</b> Synthesize the relationships among historical events in the United States and relevant contemporary issues. <i>For example: voting behavior, political party platforms, economic trends, place relevant current events in historical context, the relationship between Native Americans living on and off the reservation</i>	<p>Synthesizing historical events in the United States Exploring relevant contemporary issues Analyzing relationships between historical events and contemporary issues Understanding voting behavior, political party platforms, economic trends Placing current events in historical context Studying the relationship between Native Americans living on and off the reservation</p>	<p>Student Edition: Making Connections to Today 86, 150, 232, 325, 404, 514, 626 Teacher Edition: A 86, 150, 232, 325, 404, 514, 626; ES 194; HTS 16, 112; MCT 139, 240, 302, 334</p>		
<b>Historical Inquiry and Research</b> <b>SS HS.4.5 (US)</b> Apply the inquiry process to construct and answer historical questions.	<p>Synthesizing historical events in the United States Exploring relevant contemporary issues Analyzing relationships between historical events and contemporary issues Understanding voting behavior, political party platforms, economic trends Placing current events in historical context Studying the relationship between Native Americans living on and off the reservation</p>	<p>SS HS.4.5 (US) Apply the inquiry process to construct and answer historical questions.</p>	<p>Containment, Crisis in Iran, 9/11</p>	<p>Unit/Chapter Assessments</p>
<b>SS HS.4.5.a (US)</b> Construct meaningful questions about topics in U.S. history. <i>For example: "Why did the United States enter World War I?"</i>	<p>Key Components: Question construction, U.S. history topics. Skills: Critical thinking, historical analysis. Knowledge: Understanding of U.S. history events.</p>	<p>Student Edition: HT9 Teacher Edition: CRC HT9, 10</p>		
<b>SS HS.4.5.b (US)</b> Locate, evaluate, and cite appropriate sources for research about selected topics in U.S. History, including primary and secondary sources. <i>For example: Examine speeches from President Woodrow Wilson leading up to World War I, examine internal communications within Wilson administration, examine press coverage of events leading up to American entry.</i>	<p>Skills: Locating appropriate sources for research. Evaluating the credibility and relevance of sources. Citing sources properly. Knowledge: Primary and secondary sources in U.S. History. Research methods in history. Concepts: Understanding the value of primary sources. Differentiating between primary and secondary sources</p>	<p>Student Edition: HT10-HT12 Lesson Activities 12 #1, 216 #2, 500 #1 Teacher Edition: ACA 312; GC 104; GS 202; HTS 517, 617; WS 211, 307, 430</p>	<p>Foreign Policy issues</p>	
<b>SS HS.4.5.c (US)</b> Selected, organize, and corroborate relevant historical information about selected topics in U.S. History. <i>For example: Compare the sources and determine an initial answer to the inquiry.</i>	<p>Selecting historical information Organizing historical information Corroborating historical information Comparing sources Providing initial answers to historical inquiries</p>	<p>Student Edition: HT10-HT12 Lesson Activities 114 #1, 310 #2, 422 #2 Teacher Edition: CS 527; HOTP 409; HTS 16, 200, 308; WS 108</p>		

	<b>Unwrap</b>	<b>Unit</b>	<b>Vocab</b>	<b>Assessment</b>
<b>SS HS.4.5.d</b> (US) Synthesize historical information to create new understandings. <i>For example: Compare the answer students have created to secondary sources and potentially revise students' answers.</i>	Key Components: synthesis of historical information, creation of new understandings Skills: analyzing, comparing, revising Knowledge: historical events, primary and secondary sources	Student Edition: HT11-HT14 Teacher Edition: CS 307; ES 213; HTS 218, 524, 616; RS 512; SLS 115, 603; WS 408	WWII newspapers	
<b>SS HS.4.5.e</b> (US) Communicate inquiry results within a historical context. <i>For example: Provide an evidence-based answer to the inquiry, "Why did the United States enter World War I?"</i>	Key Components: Communication skills, historical context Knowledge: Understanding historical events, ability to communicate effectively Concepts: Analyzing and interpreting historical information within context	Student Edition: HT16 Your Inquiry Activity 60, 186, 270, 350, 510, 622 Teacher Edition: HTS 17; WS 110, 208	I Movie presentation (Decade Blues)	

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# Curriculum Storyboards:

Focus

American Government

## Social Studies

American Government

4 Weeks	3.5 Weeks	3.5 Weeks	3 Weeks	3 Weeks
Foundations of American Gov	The Legislative Branch	The Executive Branch	The Judicial Branch	Participating in Government
				
<p><b>The Focus of the Story:</b></p>	<p><b>The Focus of the Story:</b></p>	<p><b>The Focus of the Story:</b></p>	<p><b>The Focus of the Story:</b></p>	<p><b>The Focus of the Story:</b></p>
<p>In our Foundations of American Government unit, we're diving into the fundamental principles that shape our nation's governance. We'll begin with the concept of democracy, exploring how it emerged in ancient Greece and evolved through history, culminating in its implementation in the United States. Understanding democracy involves studying the ideals of popular sovereignty, where the authority of the government comes from the consent of the governed.</p> <p>Next, we'll examine the structure of our government, focusing on the separation of powers and checks and balances. These principles, enshrined in our Constitution, ensure that no single branch of government becomes too powerful and that each branch serves as a check on the others. This unit will also delve into the Bill of Rights and the concept of individual rights and liberties guaranteed to all citizens. We'll analyze the significance of these</p>	<p>In the American government unit "The Legislative Branch," students learn about the structure and functions of Congress, which is divided into two houses: the Senate and the House of Representatives. The Senate is made up of 100 members, with two senators from each state, serving six-year terms. The House of Representatives, on the other hand, has 435 members, with the number of representatives from each state based on population, and members serving two-year terms. We discuss the unique roles and powers of each house, such as the Senate's authority to confirm presidential appointments and ratify treaties, and the House's power to initiate revenue bills and impeach federal officials.</p> <p>Additionally, we explore the process of how a bill becomes a law, highlighting the various steps involved, from introduction and committee review to debates, voting, and presidential approval. This</p>	<p>In the American government unit "The Executive Branch," students learn about the role and responsibilities of the President of the United States, who serves as both the head of state and the head of government. We examine the powers granted to the President by the Constitution, such as executing and enforcing laws, vetoing legislation, acting as commander-in-chief of the armed forces, and conducting foreign policy. Students also explore the significance of the President's Cabinet, which includes the Vice President and the heads of 15 executive departments, who advise the President on various issues and help implement policies.</p> <p>Furthermore, we delve into the various agencies and offices within the executive branch that play essential roles in government administration, such as the Executive Office of the President, the Office of Management and Budget, and various independent</p>	<p>In the American government unit "The Judicial Branch," students learn about the structure and functions of the federal court system, with a particular focus on the Supreme Court, the highest court in the land. We discuss how the judiciary interprets laws and ensures they are applied fairly, emphasizing the importance of judicial review, which allows the courts to declare laws or executive actions unconstitutional. This power of judicial review is a critical check on the other branches of government, ensuring that no law or action can violate the Constitution.</p> <p>Additionally, students explore the process by which Supreme Court justices and other federal judges are appointed, including the roles of the President and the Senate in these appointments. We examine landmark Supreme Court cases that have shaped American law and society, such as <i>Brown v. Board of Education</i> to illustrate the judiciary's</p>	<p>In the American government unit "Participating in Government," students learn about the various ways they can engage with and influence their government. We discuss the importance of voting, highlighting how it is a fundamental right and responsibility of citizens in a democracy. Students explore the electoral process, from registering to vote to understanding the significance of local, state, and national elections. We also cover the role of political parties and how they help organize and mobilize voters, as well as the impact of primary and general elections on the political landscape.</p> <p>Additionally, we examine other forms of civic participation beyond voting, such as volunteering for campaigns, joining interest groups, participating in protests, and engaging in community service. Students learn about the importance of staying informed on political issues, contacting their</p>

<p>rights in maintaining a balance between governmental power and personal freedoms.</p> <p>Throughout the unit, students will critically evaluate the historical contexts and philosophical underpinnings that influenced the Founding Fathers as they crafted the framework of our government. By understanding these foundational principles, students will gain insights into the functioning of our democracy today and the ongoing relevance of these ideas in shaping our political discourse and civic engagement.</p>	<p>includes understanding the checks and balances that ensure no single branch of government becomes too powerful. Students also learn about the roles of committees and subcommittees, the importance of compromise and negotiation, and the impact of political parties and interest groups on the legislative process. By examining real-life examples and historical case studies, students gain a comprehensive understanding of how the legislative branch operates and its crucial role in American democracy.</p>	<p>agencies. Students learn about the processes of presidential elections, including the Electoral College system, as well as the President's role in shaping public policy and responding to national crises. By analyzing case studies and historical examples, students gain insights into the challenges and complexities of presidential leadership and the impact of executive actions on the country.</p>	<p>impact on civil rights and liberties. By studying these cases and the reasoning behind the Court's decisions, students gain an understanding of how judicial interpretation can evolve over time and influence significant social and political change.</p>	<p>elected representatives, and using social media to raise awareness and advocate for causes they care about. By understanding these various methods of participation, students are encouraged to become active, informed citizens who contribute to the democratic process and work towards positive change in their communities and beyond.</p>
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<b>Learning Goals/ Standards:</b>	<b>Learning Goals/ Standards:</b>	<b>Learning Goals/ Standards:</b>	<b>Learning Goals/ Standards:</b>	<b>Learning Goals/ Standards:</b>
<p>Students will be able to describe the core principles of American democracy, including popular sovereignty, separation of powers, checks and balances, and federalism, and explain how these principles are embedded in the Constitution.</p> <p>Students will be able to define federalism and explain how power is divided between national and state governments, including the roles and responsibilities of each level of government.</p> <p>Students will be able to describe the roles and functions of the three branches of government (legislative, executive, and judicial) and how they work together to govern the country while maintaining a system of checks and balances.</p> <p>Students will be able to analyze how American government has evolved over time through amendments, landmark legislation, and judicial interpretations, and understand the ongoing changes and debates that shape the government today.</p>	<p>Students will be able to describe the structure of Congress, including the two chambers—the House of Representatives and the Senate—how they are organized, and the roles and responsibilities of each chamber.</p> <p>Students will be able to outline the steps in the legislative process, from the introduction of a bill to its passage through Congress and eventual signing into law by the President, including the roles of committees and floor debates.</p> <p>Students will be able to list and explain the key powers granted to Congress by the Constitution, such as the power to tax, spend, regulate commerce, and declare war, and how these powers impact governance.</p> <p>Students will be able to describe the roles and responsibilities of key congressional leaders, including the Speaker of the House, the Majority and Minority Leaders, and the Senate Majority Leader, and understand how leadership positions influence legislative priorities and decision-making.</p>	<p>Students will be able to describe the structure of the executive branch, including the role of the President, Vice President, and the Cabinet, and explain how these roles contribute to government.</p> <p>Students will be able to identify and explain the formal powers granted to the President by the Constitution, such as Commander-in-Chief, veto power, and treaty negotiation, and discuss the President's responsibilities in domestic and foreign affairs.</p> <p>Students will be able to explain the process of electing a President, including the role of the Electoral College, primary elections, and general elections, and discuss how this process affects the executive branch.</p> <p>Students will be able to assess how the system of checks and balances limits and oversees presidential power, including the role of Congress in approving appointments and treaties, and the judicial branch in reviewing executive actions.</p>	<p>Students will be able to describe the structure of the federal judiciary, including the roles of the Supreme Court, the Courts of Appeals, and the District Courts, and understand how each level fits into the judicial system.</p> <p>Students will be able to identify and explain the key powers and functions of the Supreme Court, including judicial review, interpreting the Constitution, and resolving disputes between states or between the federal government and states.</p> <p>Students will be able to explain the concept of judicial review, including its origins in <i>Marbury v. Madison</i>, and understand how it allows the judiciary to evaluate the constitutionality of legislative and executive actions.</p> <p>Students will be able to evaluate the impact of landmark Supreme Court cases on American law and society, including decisions related to civil rights, liberties, and the balance of powers between branches of government.</p>	<p>Students will be able to identify and compare the major political parties in the U.S., including the Democratic and Republican parties, and understand their historical development, platforms, and key issues.</p> <p>Students will be able to outline the steps in the electoral process, from primaries and caucuses to general elections, and understand the mechanisms for electing public officials at various levels of government.</p> <p>Students will be able to explain the process of voter registration, the requirements for eligibility, and the importance of voter participation in maintaining a representative democracy.</p> <p>Students will be able to describe the role and functions of political parties in the American political system, including how they organize elections, influence policy, and represent many interests.</p>

The diagram shows a table structure with a yellow header, a blue footer, and a central grid of white cells with black borders. The table is composed of several rows and columns. The top row is a solid yellow header. Below it is a thin yellow horizontal bar. The main body of the table consists of five columns and two rows of white cells. A thick blue horizontal bar is positioned below the first row of white cells. At the bottom, there is a thick blue horizontal bar that spans the width of the table. The entire table structure is flanked by two vertical yellow bars on the left and right sides.

Header				

Strand	UNITED STATES/WORLD		Unit	Vocabulary	Assessment/Benchmark/Activity
	State Standard	Unwrap			
	<b>Forms and Functions of Government</b> <b>SS HS.1.1</b> Analyze the foundation, structures, and functions of the United States government as well as local, state and international governments.	Foundation, structures, functions of the United States government, local government, state government, international governments.		government, constitution, communism, socialism, and capitalism	Unit/Chapter Assessments
	<b>SS HS.1.1.a</b> Examine the historical foundation that influenced the creation of the United States Constitution. <i>For example: philosophers, social contract theory, natural rights, Constitutional Convention, Federalist, and Anti-Federalist Papers, Iroquois Confederation, and the imbalance of representation</i>	-Knowledge of historical events leading to the creation of the United States Constitution. -Understanding of the key influences on the framers of the Constitution. -Awareness of the significance of historical foundations in shaping the Constitution.		Limited government, representative government, boycott, & unicameral.	
	<b>SS HS.1.1.b</b> Evaluate the structure of American constitutional government. <i>For example: federalism, democracy, representative government, branches of the government, separation of powers, checks and balances, amendment process, concurrent/enumerated/implied powers, electoral college, Bill of rights, Reconstruction amendments, Prohibition, women's vote.</i>	-Understanding the branches of American government (legislative, executive, judicial) -Knowledge of the separation of powers and checks and balances -Recognizing the roles and responsibilities of each branch -Familiarity with the Constitution and its significance		federalism, expressed powers, bill, & pocket veto	
	<b>SS HS.1.1.c</b> Analyze the functions of United States government and its outcomes. <i>For example: national security, legislative law-making, executive implementation, judicial interpretation, constitutionalism, taxation, naturalization of citizens, environmental implications</i>	-Key Components: functions of the United States government, outcomes -Skills: analysis, critical thinking -Knowledge: understanding of the structure and roles of the U.S. government		jurisdiction, gerrymandering, majority leader, and perjury	
	<b>SS HS.1.1.d</b> Analyze the foundation, structures, and functions of local government and its outcomes. <i>For example: city council, school board, county government, regional boards, grassroots, local organizations, community organizations</i>	-Foundation of local government -Structures of local government -Functions of local government -Outcomes of local government		mayor, city council, county supervisors, department of roads	
	<b>SS HS.1.1.e</b> Analyze the foundation, structures, and functions of state government and its outcomes. <i>For example: bicameral/unicameral, reapportionment/redistricting, branches of government, judiciary process, penal system</i>	-Skills: Analyzing the foundation, structures, and functions of state government and its outcomes. -Knowledge: Understanding bicameral/unicameral systems, reapportionment/redistricting, branches of government, judiciary process, and penal system. -Concepts: State government organization, state government processes and functions, impact of state government actions.		governor, state supreme court, unicameral, state legislatures	Unit/Chapter Assessments
	<b>SS HS.1.1.f</b> Analyze the foundation, structures, and functions of supranational organizations. <i>For example: United Nations, NATO, European Union, treaties, trade organizations, Native American Treaties</i>	-Key Components: Foundation, structures, functions of supranational organizations -Skills: Analyzing and evaluating information, understanding complex organizational systems -Knowledge: Understanding of key supranational organizations such as United Nations, NATO, European Union, treaties, trade organizations, Native American Treaties		foreign policy, separation of powers, & terrorism	
	<b>SS HS.1.1.g</b> Analyze the roles that political parties have played in the United States. <i>For example: Republican Party-Civil War, Populist Party- Progressive movement, Democratic Party-New Deal, S'Outhern Strategy- Dixiecrats, emergence of the Tea Party Movement, hyperpartisanship</i>	-Key Components: Roles of political parties in the United States -Skills: Analyzing, evaluating, comparing, and contrasting -Knowledge: Understanding historical events and political movements related to different political parties		two-party system, third party, & single-member district	

<p><b>Civics</b></p>	<p><b>SS HS.1.1.h</b> Analyze United States foreign policy issues. <i>For example: methods, approaches, events, and their outcomes on various groups of people</i></p>	<p>-Skills: Analyzing, evaluating, and interpreting foreign policy issues.                  -Knowledge: Understanding methods, approaches, events, and outcomes of U.S. foreign policy.                  -Concepts: Impact of U.S. foreign policy on diverse groups of people</p>		<p>cnn news, upfront magazine, &amp; local papers</p>	
	<p><b>Civic Participation</b>  <b>SS HS.1.2</b> Demonstrate meaningful civic participation by analyzing local, state, national, or international issues and policies.</p>	<p>-Skills:                  Analyzing local, state, national, or international issues and policies                  Demonstrating meaningful civic participation                  -Knowledge:                  Understanding civic engagement                  Awareness of different levels of government and their roles                  -Concepts:                  Importance of civic participation                  Impact of policies on communities and society</p>		<p>primary, closed primary, mid-term election, &amp; suffrage.</p>	<p>Unit/Chapter Assessments</p>
	<p><b>SS HS.1.2.a</b> Investigate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy. <i>For example: lobbying, voting, contacting government officials, analyze past voting patterns and discuss methods to increase participation in voting</i></p>	<p>-Skills: Investigating, analyzing, shaping, discussing                  -Knowledge: Understanding structure and functions of government, policy-making processes                  -Concepts: Influence of individuals and groups, civic engagement</p>		<p>Pledge of Allegiance, The Star Spangled Banner, Veteran's Day, MLK Day, American Indian Day, &amp; Constitution Day</p>	
	<p><b>SS HS.1.2.b</b> Analyze and communicate the significance and impacts of patriotic symbols, songs, holidays, and activities in terms of historical, social, and cultural contexts. <i>For example: Pledge of Allegiance, "The Star-Spangled Banner", "American the Beautiful", Dr. Martin Luther King, Jr. Day and "I Have a Dream" speech, George Washington's Birthday, Abraham Lincoln's Birthday, Presidents Day, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, and Thanksgiving Day, 4th of July, Hispanic Heritage month, tribal flag songs</i></p>	<p>-Analyze patriotic symbols, songs, holidays, and activities                  -Communicate significance and impacts                  -Historical, social, and cultural contexts</p>		<p>Volunteering in the community</p>	
	<p><b>SS HS.1.2.c</b> Engage and reflect on participation in civic activities. <i>For example: discussing current issues, advocating for personal rights and the rights of others, influencing governmental actions, participating in civil discourse, registering for selective service, registering to vote, and voting when reaching the age of majority, participating in community improvement activities, service learning</i></p>	<p>-Skills: Engaging in civic activities, reflecting on participation, advocating for rights, influencing governmental actions.                  -Knowledge: Current issues, personal rights, rights of others, governmental processes, civil discourse, voting procedures, community improvement activities.                  -Concepts: Civic engagement, civil rights, governmental influence, community service.</p>		<p>Local, State, Federal governments. Legislative, Judicial, &amp; Executive Branches</p>	
	<p><b>SS HS.1.2.d</b> Investigate an issue and and communicate with level of government is not appropriate to utilize in addressing the issue. <i>For example: students communicate which level of government is most appropriate to utilize in addressing the issue. For example: students communicate through an editorial, public service announcement, pamphlet, public presentation, tribal council, community entities</i></p>	<p>-Key Components: Investigate an issue, determine appropriate level of government, communication.                  -Skills: Research, critical thinking, communication.                  -Knowledge: Understanding different levels of government, effective communication methods.</p>		<p>Super Pacs, soft money, &amp; hard money</p>	
	<p><b>SS HS.1.2.e</b> Demonstrate how individuals, groups, and the media check governmental practices. <i>For example: Watergate, Civil Rights movement, Suffrage movement</i></p>	<p>-Understanding of governmental practices                  -Knowledge of historical events (Watergate, Civil Rights movement, Suffrage movement)                  -Ability to demonstrate how individuals, groups, and the media check governmental practices</p>		<p>cnn news &amp; upfront magazine</p>	

	<p><b>SS HS.1.2.f</b> Analyze various media sources for accuracy and perspective. <i>For example: news media literacy, online civic reasoning</i></p>	<p>-Skills: Analyzing media sources -Knowledge: Understanding accuracy and perspective in media -Concepts: Media literacy, civic reasoning</p>			
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# Curriculum Storyboards:

Essential Question(s):

## Social Studies

### Psychology

4 Weeks	3 Weeks	3 Weeks	4 Weeks	4 Weeks
<b>Foundations of Psychology</b>	<b>Body and Mind</b>	<b>Learning and Thought</b>	<b>Development and Personality</b>	<b>Cognition and Motivation</b>
				
<b>The Focus of the Story:</b>	<b>The Focus of the Story:</b>	<b>The Focus of the Story:</b>	<b>The Focus of the Story:</b>	<b>The Focus of the Story:</b>
<p>In the "Foundations of Psychology," unit, students are introduced to the scientific study of behavior and mental processes. We start by exploring the history of psychology and its evolution from a branch of philosophy to a distinct scientific discipline. Students learn about the major perspectives in psychology, such as behavioral, cognitive, biological, humanistic, each offering different insights into human thought and behavior. We discuss the contributions of pioneering psychologists like Sigmund Freud and B.F. Skinner and how their theories continue to influence contemporary psychology.</p> <p>Furthermore, students are introduced to the research methods used in psychology to study behavior and mental processes scientifically. We cover the basics of experimental design, surveys, case studies, and naturalistic observation, emphasizing the importance of ethics in psychological research. By learning about these methods, students understand how psychologists gather data, test hypotheses, and draw conclusions about human behavior.</p>	<p>In the psychology unit "Body and Mind," students learn about the intricate relationship between our physical bodies and mental processes. We explore the central nervous system, focusing on the brain's structure and functions, and how different parts of the brain are responsible for various behaviors and cognitive functions. Students learn about neurons, neurotransmitters, and how these chemical messengers influence mood, thought, and behavior.</p> <p>Additionally, we delve into the concepts of sensation and perception, examining how our sensory organs gather information from the environment and how our brains interpret these signals to form our conscious experience of the world. Students learn about the ways in which our perception can be influenced by factors such as attention, expectations, and past experiences. By understanding the connections between the body and mind, students gain a deeper appreciation for how biological processes underpin our thoughts, feelings, and behaviors.</p>	<p>In the psychology unit "Learning and Cognition," students explore how we acquire, process, and store information. We begin by examining the different types of learning, such as classical conditioning, operant conditioning, and observational learning. Students learn about key experiments, like Pavlov's dogs and Skinner's box, to understand how behaviors are learned and reinforced. We also discuss the role of reinforcement and punishment in shaping behavior, and how cognitive processes such as attention, memory, and motivation influence learning.</p> <p>Students explore the intricate connection between thinking and communication. We start by examining how we form concepts, solve problems, and make decisions. Students learn about cognitive processes such as categorization, pattern recognition, and the use of heuristics and algorithms in problem-solving. We discuss how mental sets and cognitive biases can influence our thinking, sometimes leading to errors in judgment and decision-making. Understanding these processes helps students appreciate how we navigate complex information and make sense of the world around us.</p>	<p>In the psychology unit "Development and Personality," students learn about the stages of human development from infancy through adulthood. Students understand how physical, cognitive, and social development interact and influence each other throughout a person's life. We also discuss the impact of early childhood experiences on later development and how factors such as family, culture, and environment shape growth and behavior.</p> <p>Additionally, we study personality, which involves the unique patterns of thoughts, feelings, and behaviors that characterize an individual. Students learn about major personality theories the humanistic approach by psychologists. We explore how personality can influence behavior and interactions with others. By examining development and personality, students gain a comprehensive understanding of how people grow, change, and develop their individual characteristics over time.</p>	<p>In the psychology unit "Cognitive and Motivation," students learn about the mental processes involved in understanding, thinking, and problem-solving, as well as what drives us to act and pursue goals. We explore how memory works, including the processes of encoding, storage, and retrieval, and the different types of memory, such as short-term and long-term memory. Students also examine how we solve problems and make decisions, looking at strategies and cognitive biases that can affect our thinking. We discuss how cognitive processes like perception, attention, and reasoning shape our interactions with the world and influence our behavior.</p> <p>Additionally, we delve into the study of motivation, exploring the various factors that drive human behavior. Students learn about different theories of motivation, such as Maslow's hierarchy of needs, which outlines how people are motivated by a progression of needs from basic physiological ones to self-actualization. We also cover intrinsic and extrinsic motivation, examining how internal desires and external rewards influence our actions. By understanding both cognitive processes and</p>

		the world around us.		both cognitive processes and motivational forces, students gain insights into what drives human behavior and how we can optimize our thinking and actions to achieve our goals.
Learning Goals/ Standards:	Learning Goals/ Standards:	Learning Goals/ Standards:	Learning Goals/ Standards:	Learning Goals/ Standards:
<p>Students will understand that the goal of psychology is to describe, explain, predict, and influence human behavior.</p> <p>Students will analyze historical and contemporary perspectives employed to understand behavior and mental processes.</p> <p>Students will analyze the role of the scientific method in psychology.</p> <p>Students will compare and contrast how psychologists conduct different types of research to test hypothesis, solve problems, or confirm findings.</p>	<p>Students will understand the basic parts of the brain and the nervous system and how the messages they send influence our behavior.</p> <p>Students will analyze how heredity and environment affect our bodies and behavior.</p> <p>Students will be able to explain the processes of different types of sensation and perception and how they interact.</p> <p>Students will understand the way we interpret sensations and organize them in to meaningful experiences is call perception.</p>	<p>Students will compare and contrast classical and operant conditioning.</p> <p>Students will understand that social learning involves how people make decisions and act upon the information available to them.</p> <p>Students will be able to explain how thinking can result in problem-solving strategies and creativity.</p>	<p>Students will be able to explain the physical, cognitive, and social changes that occur throughout the human lifespan, from infancy to old age, and how these changes impact behavior and personality.</p> <p>Students will be able to evaluate the roles of genetic inheritance (nature) and environmental factors (nurture) in shaping personality and development, providing examples of how both interact to influence individual differences.</p> <p>Students will be able to describe and compare major theories of human development.</p> <p>Students will understand that personality theories provide a way of organizing the many characteristics that people have.</p>	<p>Students will be able to differentiate between different types of memory (e.g., sensory, short-term, and long-term memory) and explain the processes involved in encoding, storage, and retrieval of information.</p> <p>Students will be able to describe and evaluate various theories of motivation, including drive theory, Maslow's hierarchy of needs, and self-determination theory, and explain how these theories account for different types of motivated behavior.</p> <p>Students will be able to describe key cognitive processes such as perception, attention, memory, problem-solving, and decision-making, and explain how these processes interact to influence behavior and thought.</p> <p>Students will be able to compare and contrast major theories of cognitive development and functioning, such as Piaget's stages of cognitive development.</p>

<b>Quarter 3   2 Weeks</b>	<b>Quarter 3   3 Weeks</b>	<b>Quarter 4   2 Weeks</b>	<b>Quarter 4   3 Weeks</b>	<b>Quarter 4   6 Weeks</b>
<b>Social Studies</b>	<b>Social Studies</b>	<b>Social Studies</b>	<b>Social Studies</b>	<b>Social Studies</b>
				

The Focus of the Story:	The Focus of the Story:	The Focus of the Story:	The Focus of the Story:	The Focus of the Story:
Learning Goals/ Standards:	Learning Goals/ Standards:	Learning Goals/ Standards:	Learning Goals/ Standards:	Learning Goals/ Standards:

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# Curriculum Storyboards:

Essential Question(s):

## Social Studies

### Sociology

3 Weeks	4 Weeks	4 Weeks	4 Weeks	3 Weeks
Introduction and Foundations of Sociology	Culture and Social Structure	Socializing the individual in soc	Groups and Formal Organizatic	Population/Urbanization



The Focus of the Story:	The Focus of the Story:	The Focus of the Story:	The Focus of the Story:	The Focus of the Story:
<p>In the psychology unit "Introduction to Sociology," students are introduced to the study of society and social behavior. We begin by exploring the foundational concepts of sociology, including the roles and functions of social institutions like family, education, religion, and government. Students learn about the importance of culture, norms, and values in shaping social interactions and behaviors. We discuss how sociologists use scientific methods to study social phenomena, employing tools like surveys, observations, and experiments to gather data and draw conclusions about societal trends and patterns.</p> <p>Additionally, we examine the different theoretical perspectives in sociology, such as functionalism, conflict theory, and symbolic interactionism. These perspectives help students understand various aspects of society and social issues from different angles. We explore topics like socialization, social stratification, and the impact of social forces on individual behavior. By studying these concepts, students gain a deeper understanding of how societies operate, the factors that influence social behavior, and the importance of considering multiple viewpoints when analyzing social</p>	<p>In the sociology unit "Culture and Social Structure," students explore how cultural norms and social frameworks shape individual behaviors and societal functions. We start by examining the concept of culture, including its key components such as values, beliefs, symbols, and customs. Students learn how culture influences daily life, from communication styles to social practices, and how it varies across different societies. We also discuss cultural relativism, which emphasizes understanding and appreciating cultural differences without judgment, and the impact of globalization on cultural exchange and adaptation.</p> <p>Additionally, we study social structure and how it organizes society. This includes looking at social institutions like family, education, and government, and understanding the roles and statuses individuals occupy within these structures. Students learn how social structures create patterns of behavior and social order, and how they impact social interactions and relationships. By examining the interplay between culture and social structure, students gain insight into how these elements work together to shape individual experiences and societal</p>	<p>In the sociology unit "Socializing the Individual," students learn about the process through which individuals learn and internalize the norms, values, and behaviors of their society. We start by exploring the concept of socialization and its importance in shaping personality and social identity. Students examine how primary agents of socialization, such as family, peers, schools, and media, influence our development and help us understand our roles within society. We discuss how these agents teach individuals the expectations and behaviors necessary to function effectively in social settings.</p> <p>Additionally, we delve into the various stages of socialization, including childhood, adolescence, and adulthood, and how each stage involves different learning experiences and social expectations. Students also explore the concept of resocialization, which occurs when individuals undergo significant changes in their social roles or environments, such as entering a new profession or adapting to life changes. By understanding these processes, students gain insight into how socialization shapes individual behavior and identity, and how societal norms and</p>	<p>In the sociology unit "Groups and Formal Organizations," students explore how people come together in various types of social groups and organizations and how these structures influence behavior and interaction. We begin by examining the different types of groups, such as primary groups, which are characterized by close, personal relationships like those in families and close friends, and secondary groups, which are larger and more impersonal, such as work colleagues or classmates. Students learn about group dynamics, including how roles, norms, and cohesiveness impact group functioning and individual behavior.</p> <p>Additionally, we focus on formal organizations, which are structured groups with established rules and roles, such as businesses, government agencies, and non-profits. Students explore concepts like bureaucracy, which refers to the organizational model designed to achieve efficiency and effectiveness, and how it can impact employee interactions and organizational outcomes. We discuss the benefits and challenges of formal organizations, including issues related to hierarchy, communication, and authority. By</p>	<p>In the sociology unit "Population and Urbanization," students explore the dynamics of population growth and the effects of urbanization on society. We begin by examining population trends, such as birth rates, death rates, and migration patterns, and how these factors influence the size and composition of populations over time. Students learn about demographic concepts like population density, age distribution, and population pyramids, which help in understanding how populations evolve and the implications for resources and social services.</p> <p>Additionally, we delve into the process of urbanization, which refers to the growth of cities and the movement of people from rural to urban areas. Students study the causes and consequences of urbanization, including the impact on social structures, housing, transportation, and the environment. We discuss issues related to urban growth, such as overcrowding, infrastructure challenges, and social inequality. By exploring these topics, students gain insight into how population changes and urban development shape societal dynamics and influence quality of life in both urban and rural settings.</p>

multiple viewpoints when analyzing social issues. This foundation prepares students to think critically about their own social experiences and the broader societal context.	shape individual experiences and societal organization, and how changes in one aspect can affect the other.	and identity, and how societal norms and values are perpetuated across generations.	communication, and authority. By studying these group and organizational structures, students gain a comprehensive understanding of how social groups and formal organizations shape individual experiences and contribute to societal functioning.	both urban and rural settings.
<b>Learning Goals/ Standards:</b>	<b>Learning Goals/ Standards:</b>	<b>Learning Goals/ Standards:</b>	<b>Learning Goals/ Standards:</b>	<b>Learning Goals/ Standards:</b>
<p>Students will be able to describe and differentiate between major sociological perspectives, such as functionalism, conflict theory, and symbolic interactionism, and explain how each perspective views society and social behavior.</p> <p>Students will be able to identify and describe various research methods used in sociology, including surveys, observations, and experiments, and understand how these methods are applied to study social phenomena and gather empirical data.</p> <p>Students will be able to explain the process of socialization and its impact on individual development, including the roles of primary agents of socialization such as family, peers, and media in shaping behavior and social identity.</p> <p>Students will be able to define and explain fundamental sociological concepts such as social structure, roles, norms, values, and institutions, and understand their relevance in analyzing social interactions and societal organization.</p>	<p>Students will be able to define culture and its components, including values, norms, beliefs, and symbols, and analyze how these elements shape individual behavior and societal interactions.</p> <p>Students will be able to define social structure and its key components, such as roles, statuses, and institutions, and analyze how these structures organize society and affect individual behavior and social interactions.</p> <p>Students will be able to examine how culture and social structure interact to shape individual experiences and societal organization, including how cultural values influence social roles and institutions.</p> <p>Students will be able to explain the process of socialization and how cultural norms and values are transmitted through social institutions such as family, education, and media, influencing individual identity and behavior.</p>	<p>Students will be able to define socialization and explain its importance in the development of individual identities and social skills within various societal contexts.</p> <p>Students will be able to explain the different stages of socialization, including childhood, adolescence, and adulthood, and how each stage involves different learning experiences and social expectations.</p> <p>Students will be able to discuss how individuals learn and internalize societal roles and norms through socialization, and how these roles influence behavior and social interactions.</p> <p>Students will be able to examine how socialization contributes to cultural transmission, including the ways in which cultural values, norms, and practices are passed down from one generation to the next.</p>	<p>Students will be able to define and distinguish between different types of social groups, such as primary groups (e.g., family, close friends) and secondary groups (e.g., work groups, study groups), and explain their characteristics and functions.</p> <p>Students will be able to analyze key aspects of group dynamics, including group roles, norms, cohesiveness, and leadership, and understand how these elements influence group behavior and performance.</p> <p>Students will be able to describe how social influence processes, such as conformity, compliance, and obedience, affect behavior within groups and how individuals respond to group pressure.</p> <p>Students will be able to identify common challenges faced by groups and formal organizations, such as conflict, power struggles, and communication issues, and evaluate potential solutions and strategies for improving group and organizational effectiveness.</p>	<p>Students will be able to define and explain key demographic concepts such as population density, birth rates, death rates, and migration patterns, and understand their implications for societal development and individual experiences.</p> <p>Students will be able to describe the process of urbanization, including the movement of people from rural to urban areas, and explore its causes, such as economic opportunities and technological advancements.</p> <p>Students will be able to evaluate how urbanization affects social structures, including changes in family dynamics, social interactions, and community organization within urban settings.</p> <p>Students will be able to identify and analyze key issues associated with urban growth, such as overcrowding, housing shortages, transportation challenges, and environmental concerns.</p>

<b>Quarter 3   2 Weeks</b>	<b>Quarter 3   3 Weeks</b>	<b>Quarter 4   2 Weeks</b>	<b>Quarter 4   3 Weeks</b>	<b>Quarter 4   6 Weeks</b>
<b>Social Studies</b>	<b>Social Studies</b>	<b>Social Studies</b>	<b>Social Studies</b>	<b>Social Studies</b>

The Focus of the Story:	The Focus of the Story:	The Focus of the Story:	The Focus of the Story:	The Focus of the Story:
Learning Goals/ Standards:	Learning Goals/ Standards:	Learning Goals/ Standards:	Learning Goals/ Standards:	Learning Goals/ Standards:



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# Curriculum Storyboards:

Essential Question(s):

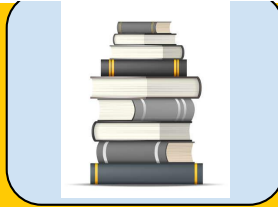
## Social Studies

AP US History

1 Week	2 Weeks	2 Weeks	2 Weeks	2 Weeks
Europeans Make Contact	Colonial American	The Revolutionary Era	Industrialization and Reform	Expansion and Civil War
				
<b>The Focus of the Story:</b>	<b>The Focus of the Story:</b>	<b>The Focus of the Story:</b>	<b>The Focus of the Story:</b>	<b>The Focus of the Story:</b>
<p>We'll start by exploring the diverse Native American societies before European contact, including North American tribes like the Iroquois. We'll then analyze the Columbian Exchange and its transformative effects on both European and Native American societies, focusing on the exchange of crops, animals, ideas, and diseases.</p> <p>We'll also study the Spanish Caste System in colonial Latin America and its impact on social hierarchy and colonial life. Additionally, we'll examine the varied interactions between European settlers and Native Americans, covering trade, cooperation, conflict, and displacement by the Spanish, French, Dutch, and English colonizers.</p>	<p>We will explore the European colonization of America, focusing on the motivations, methods, and impacts of Spanish, French, Dutch, and British colonizers. We will examine how different European powers established their colonies and interacted with Native American populations.</p> <p>We will then study the distinct regions of the British colonies—New England, Middle, and Southern—and their unique economic, social, and political characteristics. This will be followed by an examination of the interactions between British colonies and Native Americans, highlighting trade, cooperation, and conflict. We will also delve into the development and impact of slavery in the British colonies, analyzing its economic and social effects. Finally, we will explore</p>	<p>We will cover the major events and ideas leading to the formation of the United States. We'll begin with the Seven Years' War, examining its causes, key battles, and its impact on the American colonies. Following this, we will discuss the period of "taxation without representation," focusing on British policies and colonial reactions that fueled revolutionary sentiments.</p> <p>We will then delve into revolutionary ideas that inspired the American Revolution, studying key figures and documents that articulated the quest for independence. Post-revolution, we will analyze the Articles of Confederation, its strengths and weaknesses, and why it was replaced by the U.S. Constitution. Lastly, we will</p>	<p>We will explore the politics and economies of the early republic, starting with Thomas Jefferson's presidency. We will examine his policies, including the Louisiana Purchase and his views on federal power. Moving forward, we will study the Market Revolution, focusing on the technological advancements and economic changes that transformed American society.</p> <p>Next, we will delve into Andrew Jackson's presidency and his use of federal power, including his controversial policies like the Indian Removal Act and the Bank War. We will also cover the Second Great Awakening, analyzing its religious revival and its impact on social reforms. Finally, we will examine the society of the South, focusing on the institution of slavery, its</p>	<p>This unit will explore the expansionist ideology of Manifest Destiny and its impact on American territorial expansion. We will examine the causes and consequences of the Mexican-American War, including the acquisition of territory such as California and Texas.</p> <p>Following this, we will analyze the events leading up to the Civil War, including the debates over slavery expansion, the Kansas-Nebraska Act, and the formation of the Republican Party. Additionally, we will delve into the complex dynamics of Reconstruction following the Civil War, examining the efforts to rebuild the South and the challenges and failures of Reconstruction policies.</p>

	colonial culture, including religious practices, education.	study the formation of the early republic, including the challenges faced by the new nation and the establishment of foundational government institutions.	economic implications, and the social structure of the antebellum South.	
<b>Learning Goals/ Standards:</b>	<b>Learning Goals/ Standards:</b>	<b>Learning Goals/ Standards:</b>	<b>Learning Goals/ Standards:</b>	<b>Learning Goals/ Standards:</b>
<p>Students will be able to describe the diverse social structures, economies, and belief systems of Native American societies before European contact, focusing on civilizations such as the Aztec, Maya, Inca, and various North American tribes.</p> <p>Students will be able to analyze the Columbian Exchange, explaining its transformative effects on both European and Native American societies, including the exchange of crops, animals, ideas, and diseases.</p> <p>Students will be able to explain the Spanish Caste System in colonial Latin America and its impact on social hierarchy and colonial life.</p> <p>Students will be able to evaluate the interactions between European settlers and Native Americans, detailing the different approaches taken by Spanish, French, Dutch, and English colonizers, and the resulting trade, cooperation, conflict, and displacement.</p>	<p>Students will be able to analyze the motivations, methods, and impacts of European colonization in America, particularly the differences among Spanish, French, Dutch, and British colonizers.</p> <p>Students will be able to compare and contrast the economic, social, and political characteristics of the New England, Middle, and Southern regions of the British colonies.</p> <p>Students will be able to evaluate the interactions between British colonies and Native Americans, focusing on trade, cooperation, and conflict, and how these relationships influenced colonial development.</p> <p>Students will be able to examine the development and impact of slavery in the British colonies, understanding its economic and social effects and its role in shaping colonial society and culture.</p>	<p>Students will be able to explain the causes, key events, and outcomes of the Seven Years' War, and its impact on the relationship between Britain and the American colonies.</p> <p>Students will be able to analyze the concept of "taxation without representation" and evaluate the British policies and colonial responses that led to increased revolutionary sentiments.</p> <p>Students will be able to identify and discuss the key revolutionary ideas and figures that inspired the American Revolution, focusing on influential documents like the Declaration of Independence.</p> <p>Students will be able to describe the major events and strategies of the American Revolution, assess its outcomes, and explain the transition from the Articles of Confederation to the U.S. Constitution, including the establishment of the early republic and its challenges.</p>	<p>Students will be able to analyze the politics and economic policies of the early republic, particularly during Thomas Jefferson's presidency, and their impact on the nation, including the Louisiana Purchase.</p> <p>Students will be able to explain the causes and effects of the Market Revolution, focusing on technological advancements, changes in labor systems, and economic growth in the early 19th century.</p> <p>Students will be able to evaluate Andrew Jackson's presidency, his use of federal power, and the implications of his policies, including the Indian Removal Act and the Bank War.</p> <p>Students will be able to discuss the causes and effects of the Second Great Awakening, its influence on American religion and social reforms, and examine the social and economic structure of the South, with a focus on the institution of slavery and its impact on Southern society.</p>	<p>Students will be able to explain the concept of Manifest Destiny and its role in American territorial expansion, including the acquisition of land through the Mexican-American War.</p> <p>Students will be able to analyze the causes and consequences of the Mexican-American War, including the acquisition of territory and its impact on sectional tensions.</p> <p>Students will be able to identify and discuss the key events leading up to the Civil War, including debates over slavery expansion, the Kansas-Nebraska Act, and the formation of the Republican Party.</p> <p>Students will be able to evaluate the goals, achievements, and failures of Reconstruction policies following the Civil War, including efforts to rebuild the South and address issues of racial equality.</p>

<b>2 Weeks</b>	<b>3 Weeks</b>	<b>2 Weeks</b>	<b>1 Week</b>
<b>The Gilded Age</b>	<b>Imperialism and Global Conflicts</b>	<b>Cold War America</b>	<b>Challenges in a Global Society</b>



The Focus of the Story:	The Focus of the Story:	The Focus of the Story:	The Focus of the Story:	
<p>In this unit, we will explore the profound changes and challenges faced by the United States during the period of westward expansion and the rise of the "New South." We will analyze the factors driving westward expansion, including the impact on Native American communities and the transformation of the frontier.</p> <p>Following this, we will examine the economic and social changes in the South after the Civil War, often referred to as the "New South," focusing on industrialization, urbanization, and racial tensions. Additionally, we will discuss the labor movement and immigration during the Gilded Age, exploring the experiences of workers, the rise of industrialization, and the influx of immigrants from Europe and Asia. Lastly, we will delve into the politics of the Gilded Age, characterized by political corruption, economic inequality, and the emergence of powerful business interests. We will analyze the role of political machines, reform movements, and the impact of rapid industrialization on American society and politics.</p>	<p>This unit will explore the dynamic period of American history encompassing imperialism, progressive reforms, two world wars, and the Great Depression. We will begin by examining the expansionist policies of the United States during the late 19th and early 20th centuries, focusing on its impact on foreign territories and international relations.</p> <p>Following this, we will delve into the Progressive Movement, analyzing its goals, key figures, and achievements in addressing social, economic, and political reforms. Next, we will study World War I and its impact on American society, including the country's entry into the war, the home front, and the Treaty of Versailles.</p> <p>We will then examine the causes and consequences of the Great Depression, exploring its economic, social, and political ramifications and the government's response through the New Deal policies. Additionally, we will analyze the interwar period, including the Roaring Twenties, the rise of consumer culture, and the challenges of prohibition. Lastly, we will delve into World War II, examining its causes, major events, and the role of the United States in the global conflict, including the home front, military strategies, and the aftermath of the war.</p>	<p>This unit will examine the pivotal period of the Cold War, during which the United States emerged as a superpower facing off against the Soviet Union in a global ideological conflict. We will analyze the origins, key events, and consequences of the Cold War, including the arms race, space race, and proxy wars.</p> <p>Following this, we will explore the Red Scare and McCarthyism, examining the fear of communism and the impact of anti-communist hysteria on American society and politics. Next, we will delve into the Civil Rights Movement, tracing its origins, key figures, and achievements in challenging racial segregation and discrimination.</p> <p>We will then analyze America's role as a world power, examining its foreign policy decisions and interventions in various regions around the world, including the Vietnam War and the Cold War conflicts in Korea and Cuba. Lastly, we will discuss the societal changes and transitions in American society during this period, including the counterculture movement, changing gender roles, and the impact of technology on daily life.</p>	<p>This unit will focus on the presidency of Ronald Reagan and the rise of conservatism in American politics during the 1980s. We will analyze Reagan's policies and their impact on domestic affairs, including economic deregulation, tax cuts, and the conservative agenda.</p> <p>Following this, we will examine the end of the Cold War and the collapse of the Soviet Union, analyzing the factors that contributed to the decline of communism and the implications for US foreign policy and global affairs.</p> <p>Lastly, we will discuss the challenges of the 21st century, including issues such as globalization, terrorism, climate change, and the role of the United States in addressing these challenges.</p>	

Learning Goals/ Standards:	Learning Goals/ Standards:	Learning Goals/ Standards:	Learning Goals/ Standards:	Learning Goals/ Standards:
<p>Students will be able to analyze the causes and consequences of westward expansion, including its impact on Native American communities and the transformation of the frontier.</p> <p>Students will be able to discuss the economic and social changes in the South during the "New South" era, including industrialization, urbanization, and racial tensions.</p> <p>Students will be able to examine the labor movement during the Gilded Age, including the experiences of workers, labor strikes, and the rise of industrialization.</p> <p>Students will be able to evaluate the impact of immigration on American society during the Gilded Age, including the influx of immigrants from Europe and Asia and the challenges they faced.</p>	<p>Students will be able to analyze the motives and consequences of US imperialism during the late 19th and early 20th centuries, including its impact on foreign territories and international relations.</p> <p>Students will be able to discuss the goals and achievements of the Progressive Movement, including its efforts to address social, economic, and political reforms in American society.</p> <p>Students will be able to evaluate the causes and consequences of World War I, including the impact on American society, the country's entry into the war, and the Treaty of Versailles.</p> <p>Students will be able to examine the causes and consequences of the Great Depression, including its economic, social, and political ramifications, and the government's response through the New Deal policies.</p>	<p>Students will be able to analyze the origins, key events, and consequences of the Cold War, including the arms race, space race, and proxy wars, and evaluate its impact on American society and politics.</p> <p>Students will be able to discuss the Red Scare and McCarthyism, examining the fear of communism and the impact of anti-communist hysteria on American society and politics.</p> <p>Students will be able to analyze the origins, key figures, and achievements of the Civil Rights Movement, including its impact on challenging racial segregation and discrimination in American society.</p> <p>Students will be able to evaluate America's role as a world power during the Cold War era.</p>	<p>Students will be able to analyze the presidency of Ronald Reagan and the rise of conservatism in American politics during the 1980s, including Reagan's policies and their impact on domestic affairs.</p> <p>Students will be able to discuss the end of the Cold War and the collapse of the Soviet Union, analyzing the factors that contributed to the decline of communism and the implications for US foreign policy and global affairs.</p> <p>Students will be able to identify and discuss the challenges of the 21st century.</p>	

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# Curriculum Storyboards:

Essential Question(s):

## Social Studies

AP European History

2 Weeks	2 Weeks	2 Weeks	2 Weeks	2 Weeks
Renaissance and Exploration	Age of Reformation	Absolutism and Constitutions	Science and Reason	Conflict and Crisis
				

The Focus of the Story:	The Focus of the Story:	The Focus of the Story:	The Focus of the Story:	The Focus of the Story:
<p>We will begin by exploring the Renaissance, a period of renewed interest in art, culture, and intellectual pursuits in Europe. We will study the key figures, artistic achievements, and humanist philosophy that defined this era. Following this, we will examine the rise of new monarchies in Europe, focusing on the consolidation of power by rulers such as Henry VII of England, Ferdinand and Isabella of Spain, and Louis XI of France.</p> <p>We will then delve into the Age of Exploration, analyzing the motivations, key voyages, and the impact of European exploration on the world. This includes the establishment of overseas empires and the significant cultural exchanges that followed. The unit will also cover the transatlantic slave</p>	<p>We will explore the profound religious and cultural changes that shaped Europe from the 16th to the 17th centuries. We will begin with the Reformation, examining the causes, key figures like Martin Luther and John Calvin, and the impact of Protestantism on European society and politics. Following this, we will analyze the Wars of Religion, focusing on conflicts such as the French Wars of Religion, the Thirty Years' War, and the impact of these wars on European states and populations.</p> <p>We will also delve into the Catholic Reformation, also known as the Counter-Reformation, discussing the Catholic Church's response to Protestantism, including the Council of Trent and the roles of the Jesuits and other religious orders. Lastly, we will</p>	<p>We will explore significant political, economic, and cultural transformations in Europe during the 17th and 18th centuries. We will begin by examining the English Civil War and the Glorious Revolution, focusing on their causes, key events, and outcomes that reshaped English monarchy and parliamentary power. Following this, we will delve into mercantilism, analyzing its principles and its impact on European economies and colonial expansion.</p> <p>We will also study the Dutch Golden Age, highlighting the period's remarkable advancements in trade, art, and science, as well as the political and economic factors that contributed to Dutch prosperity. Lastly, we will explore absolutist approaches to power, examining</p>	<p>We will explore the intellectual and societal transformations that took place in Europe during the 17th and 18th centuries. We will begin with the Scientific Revolution, examining the major discoveries and figures that revolutionized scientific thought and laid the groundwork for modern science. Following this, we will delve into the Enlightenment, analyzing the key ideas and philosophers who promoted reason, individualism, and skepticism of traditional authority.</p> <p>We will also study 18th-century society and demographics, focusing on social structures, population changes, and economic developments that shaped European life during this period. Lastly, we will explore enlightened approaches to</p>	<p>In this unit, we will explore the dynamic political changes in Europe from the late 17th century through the early 19th century. We will begin by exploring Britain's ascendancy, focusing on its economic, political, and military developments that established it as a dominant world power. Following this, we will delve into the French Revolution, examining its causes, key events, and the profound impact it had on French society and Europe as a whole.</p> <p>We will then analyze the rise and fall of Napoleon Bonaparte, tracing his military conquests, domestic reforms, and the eventual decline of his empire. Lastly, we will study the Congress of Vienna, focusing on its goals, key figures, and the</p>

<p>trade, discussing its origins, development, and profound impact on Africa, Europe, and the Americas. Lastly, we will study the Commercial Revolution, focusing on the economic transformations in Europe.</p>	<p>study Baroque art, exploring its characteristics, key artists, and how it reflected the religious and political contexts of the time.</p>	<p>how rulers like Louis XIV of France centralized authority and the effects of absolutism on European societies and governance.</p>	<p>power, examining how some rulers attempted to apply Enlightenment principles to governance, known as enlightened absolutism, and the impact of these efforts on their societies.</p>	<p>efforts to restore stability and balance of power in Europe after the Napoleonic Wars.</p>
<p><b>Learning Goals/ Standards:</b></p>	<p><b>Learning Goals/ Standards:</b></p>	<p><b>Learning Goals/ Standards:</b></p>	<p><b>Learning Goals/ Standards:</b></p>	<p><b>Learning Goals/ Standards:</b></p>
<p>Students will be able to describe the key characteristics of the Renaissance and explain how this period represented a departure from the Middle Ages.</p> <p>Students will be able to analyze the rise of new monarchies in Europe, focusing on the strategies used by rulers like Henry VII, Ferdinand and Isabella, and Louis XI to consolidate power and centralize their states.</p> <p>Students will be able to explain the motivations behind the Age of Exploration, identify key voyages and explorers, and evaluate the impact of European exploration on global interactions and the establishment of overseas empires.</p> <p>Students will be able to discuss the origins and development of the transatlantic slave trade, examining its impact on Africa, Europe, and the Americas</p>	<p>Students will be able to explain the causes and key developments of the Reformation, including the roles of Martin Luther and John Calvin, and analyze the impact of Protestantism on European society and politics.</p> <p>Students will be able to analyze the Wars of Religion, including the French Wars of Religion and the Thirty Years' War, and evaluate their impact on European states, societies, and the balance of power.</p> <p>Students will be able to discuss the Catholic Reformation, including the goals and outcomes of the Council of Trent, the roles of the Jesuits and other religious orders, and the Catholic Church's efforts to reform and counter Protestantism.</p> <p>Students will be able to identify and describe the key characteristics of Baroque art, its major artists, and how the art reflected and influenced the religious and political contexts of the 16th and 17th centuries.</p>	<p>Students will be able to explain the causes of the English Civil War and the Glorious Revolution, analyzing the key events and figures such as Oliver Cromwell, and evaluate their outcomes on the balance of power between the monarchy and Parliament.</p> <p>Students will be able to describe the principles of mercantilism and explain how this economic policy influenced European economies, trade practices, and colonial expansion during the 17th and 18th centuries.</p> <p>Students will be able to analyze the factors contributing to the Dutch Golden Age, including advancements in trade, art, and science, and discuss the political and economic impacts of Dutch prosperity during this period.</p> <p>Students will be able to evaluate the characteristics of absolutist approaches to power, focusing on how rulers like Louis XIV of France centralized authority, and assess the effects of absolutism on European societies and governance.</p>	<p>Students will be able to describe the key discoveries and figures of the Scientific Revolution, explaining how their contributions revolutionized scientific thought and laid the foundation for modern science.</p> <p>Students will be able to analyze the main ideas of the Enlightenment and the contributions of key philosophers, such as John Locke, Voltaire, and Rousseau, focusing on their promotion of reason, individualism, and skepticism of traditional authority.</p> <p>Students will be able to discuss the characteristics of 18th-century society and demographics, including social structures, population changes, and economic developments, and how these factors influenced European life.</p> <p>Students will be able to evaluate the concept of enlightened absolutism, examining how rulers like Frederick the Great and Catherine the Great attempted to apply Enlightenment principles to governance, and assess the impact of these efforts on their societies.</p>	<p>Students will be able to analyze the factors contributing to Britain's ascendancy, including its economic, political, and military developments, and explain how these factors established it as a dominant world power.</p> <p>Students will be able to describe the causes, key events, and outcomes of the French Revolution, and evaluate its impact on French society and the broader European political landscape.</p> <p>Students will be able to trace the rise and fall of Napoleon Bonaparte, examining his military conquests, domestic reforms, and the factors that led to the decline of his empire.</p> <p>Students will be able to explain the goals and outcomes of the Congress of Vienna, identifying the key figures involved and assessing the efforts to restore stability and balance of power in Europe after the Napoleonic Wars.</p>

2 Weeks	2 Weeks	2 Weeks	2 Weeks	2 Weeks
Industrialization	Nationalism and Imperialism	20th Century Global Conflicts	Cold War and Europe today	Social Studies
				
<p><b>The Focus of the Story:</b></p>	<p><b>The Focus of the Story:</b></p>	<p><b>The Focus of the Story:</b></p>	<p><b>The Focus of the Story:</b></p>	<p><b>The Focus of the Story:</b></p>
<p>In this unit, we will explore the widespread changes brought about by the Industrial Revolution and their far-reaching impacts on European society, economy, and politics during the 19th century. We will begin by examining the spread of industry throughout Europe, focusing on the Second Wave of Industrialization and its effects, including technological advancements and economic transformations.</p> <p>Following this, we will analyze the social effects of industrialization, including urbanization, changes in labor systems, and the resulting social challenges. We will also study the Concert of Europe and European conservatism, examining the efforts to maintain stability and the conservative reactions to the changes brought by the Industrial Revolution.</p>	<p>In this unit, we will examine the key ideological and political shifts in Europe during the late 19th and early 20th centuries. We will begin by exploring the rise of nationalism, focusing on how this powerful ideology influenced the unification of countries such as Germany and Italy, as well as its impact on existing empires and the creation of new nation-states.</p> <p>Following this, we will delve into Social Darwinism, analyzing how this controversial theory applied Charles Darwin's ideas of natural selection to human societies, influencing attitudes towards race, class, and imperialism. Lastly, we will study the era of New Imperialism, examining the motivations, methods, and consequences of European powers expanding their empires across Africa and Asia.</p>	<p>In this unit, we will explore the dramatic and tumultuous events of the early to mid-20th century, focusing on the two world wars and the rise of fascism in Europe. We will begin by examining World War I, analyzing its causes, major battles, and the extensive political and social impacts on Europe and the world. Following this, we will delve into the Treaty of Versailles, discussing its terms, the key figures involved, and its profound effects on the post-war world, including its role in setting the stage for future conflicts.</p> <p>We will also dive into the impact of the great depression on Europe and the world. Next, we will study the rise of fascism, focusing on the factors that led to the emergence of totalitarian regimes in Italy and Germany, and the ideologies and actions of leaders like Mussolini and Hitler. Lastly, we will analyze World War II, exploring its causes, key events, and the</p>	<p>In this unit, we will explore the significant political, social, and ideological changes in Europe and the world during the second half of the 20th century and into the 21st century. We will begin by examining the Cold War, analyzing the origins, key events, and impact of the ideological conflict between the United States and the Soviet Union on Europe and the global order. Following this, we will delve into postwar nationalism, focusing on the resurgence of national identities and the movements for independence in various regions. We will then study the fall of communism, tracing the decline of Soviet influence in Eastern Europe, the collapse of the Soviet Union. We will also analyze the process of decolonization, examining the end of European colonial empires.</p> <p>Lastly, we will explore the phenomenon of globalization, discussing its economic, cultural, and political</p>	

		causes, key events, and the global impact of the conflict, as well as the eventual outcomes and the reshaping of the post-war world order.	cultural, and political dimensions. We will evaluate how the increasing interconnectedness of the world has impacted European societies and economies, and consider the challenges and opportunities presented by globalization in the modern era.	
Learning Goals/ Standards:	Learning Goals/ Standards:	Learning Goals/ Standards:	Learning Goals/ Standards:	Learning Goals/ Standards:
<p>Students will be able to explain the spread of industry throughout Europe during the Second Wave of Industrialization, analyzing the technological advancements and economic transformations that characterized this period.</p> <p>Students will be able to discuss the social effects of industrialization, including urbanization, changes in labor systems, and the resulting social challenges faced by different segments of society.</p> <p>Students will be able to evaluate the Concert of Europe and European conservatism, examining the efforts to maintain stability and the conservative reactions to the rapid changes brought by the Industrial Revolution.</p> <p>Students will be able to analyze the various reactions and revolutions of the 19th century, including the 1848 Revolutions, and assess the impact of ideologies of change and reform movements on European society and politics.</p>	<p>Students will be able to analyze the rise of nationalism in Europe, explaining its role in the unification of Germany and Italy, as well as its impact on existing empires and the creation of new nation-states.</p> <p>Students will be able to explain the concept of Social Darwinism and discuss how it applied Darwin's ideas of natural selection to human societies, influencing attitudes towards race, class, and imperialism.</p> <p>Students will be able to evaluate the motivations behind New Imperialism, examining the economic, political, and social factors that drove European powers to expand their empires across Africa and Asia.</p> <p>Students will be able to assess the methods and consequences of New Imperialism, including the impact on colonized regions and peoples, and the geopolitical implications for European powers.</p>	<p>Students will be able to analyze the causes of World War I, including the complex web of alliances, militarism, nationalism, and imperialism, and discuss the major battles and political and social impacts of the war.</p> <p>Students will be able to explain the terms and significance of the Treaty of Versailles, identifying the key figures involved and evaluating its effects on the post-war world and its role in contributing to future conflicts.</p> <p>Students will be able to discuss the rise of fascism in Europe, focusing on the socio-economic and political factors that led to the emergence of totalitarian regimes in Italy and Germany, and analyze the ideologies and actions of leaders like Mussolini and Hitler.</p> <p>Students will be able to evaluate the causes, key events, and global impact of World War II, including the outcomes of the conflict and the reshaping of the post-war world order.</p>	<p>Students will be able to analyze the origins, key events, and impact of the Cold War, including the ideological conflict between the United States and the Soviet Union and its effects on Europe and the global order.</p> <p>Students will be able to discuss the resurgence of national identities and the movements for independence during the postwar period, focusing on the causes and outcomes of postwar nationalism in various regions.</p> <p>Students will be able to explain the fall of communism, tracing the decline of Soviet influence in Eastern Europe, the collapse of the Soviet Union, and the transition of former communist states to new political and economic systems.</p> <p>Students will be able to evaluate the process of decolonization, examining the end of European colonial empires, the struggles for independence in Asia, Africa, and the Middle East, and the legacy of colonialism in the post-colonial world.</p>	

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# Curriculum Storyboards:

Essential Question(s):

## Social Studies

### Economics

1.5 weeks	1.5 Weeks	1.5 Weeks	1.5 Weeks	1 Week
<b>Thinking like an economist</b>	<b>Understanding Markets</b>	<b>Business &amp; Labor</b>	<b>Money, Banking, &amp; Finance</b>	<b>Economic Performance</b>
				
<b>The Focus of the Story:</b>	<b>The Focus of the Story:</b>	<b>The Focus of the Story:</b>	<b>The Focus of the Story:</b>	<b>The Focus of the Story:</b>
<p>In this unit, we will lay the foundation for understanding economics by exploring its basic principles and the different economic systems. We will start by answering the fundamental question: What is economics? We will discuss the key concepts of scarcity, opportunity cost, and the various factors of production. This will provide a framework for understanding how individuals and societies make choices about how to use limited resources.</p> <p>Following this, we will delve into different economic systems and decision-making processes. We will examine the characteristics and examples of traditional, command, market, and mixed economies. We will also explore how economic decisions are made within these systems,</p>	<p>In this unit, we will explore the fundamental concepts of demand, supply, prices, and market structures, which are essential for understanding how markets operate. We will start by examining the laws of demand and supply, learning how they interact to determine prices in a market economy. Students will understand the factors that influence demand and supply, such as consumer preferences, income levels, and production costs.</p> <p>Following this, we will delve into the concept of prices, focusing on how they serve as signals and incentives in a market economy. We will discuss how equilibrium prices are established and how they can change due to shifts in demand and supply. Lastly, we will explore different market</p>	<p>In this unit, we will explore the various forms of business organizations and the dynamics of labor and wages within an economy. We will start by examining different types of business organizations, including sole proprietorships, partnerships, and corporations. Students will learn about the advantages and disadvantages of each type, as well as their roles and contributions to the economy.</p> <p>Following this, we will delve into the labor market, discussing how wages are determined and the factors that influence them. We will analyze the supply and demand for labor, the role of human capital, and the impact of unions and labor laws. This unit will help students understand the complexities of how businesses</p>	<p>In this unit, we will explore the essential components of money and banking, along with the dynamics of financial markets. We will begin by examining the nature and functions of money, discussing how it facilitates transactions and serves as a store of value and unit of account. Students will learn about the banking system, including the roles of commercial banks and central banks in the economy.</p> <p>Following this, we will delve into financial markets, discussing their importance in allocating resources and facilitating investment. We will explore various types of financial instruments, such as stocks, bonds, and mutual funds, and how these markets operate. This unit will help students</p>	<p>In this unit, we will explore how economists evaluate the health of an economy and the factors contributing to economic instability. We will begin by examining the key indicators used to assess economic performance, such as Gross Domestic Product (GDP), unemployment rates, and inflation. Students will learn how these indicators are measured and what they reveal about the overall state of the economy.</p> <p>Following this, we will delve into the causes and effects of economic instability, including recessions, depressions, and inflationary periods. We will discuss the factors that can lead to economic instability, such as changes in consumer confidence, government policies, and external shocks.</p>

<p>considering the rôles of consumers, businesses, and governments. This unit will help students understand how different economic systems address the basic economic problems of what to produce, how to produce, and for whom to produce. We will also explore the basic principles and the different economic systems, including the American free enterprise system.</p>	<p>structures, including perfect competition, monopolistic competition, oligopoly, and monopoly. We will analyze the characteristics of each market structure and their implications for consumers and producers.</p>	<p>operate and how labor markets function, including the determination of wages and working conditions.</p>	<p>understand the crucial role that money, banking, and financial markets play in the overall economy, influencing everything from individual savings to national economic policies.</p>	<p>This unit will help students understand how economists monitor economic conditions and the challenges associated with maintaining economic stability.</p>
<p><b>Learning Goals/ Standards:</b></p>	<p><b>Learning Goals/ Standards:</b></p>	<p><b>Learning Goals/ Standards:</b></p>	<p><b>Learning Goals/ Standards:</b></p>	<p><b>Learning Goals/ Standards:</b></p>
<p>Students will be able to define economics and explain the concepts of scarcity, opportunity cost, and the factors of production.</p> <p>Students will be able to identify and describe the characteristics of traditional, command, market, and mixed economic systems.</p> <p>Students will be able to analyze how different economic systems address the basic economic questions of what to produce, how to produce, and for whom to produce.</p> <p>Students will be able to explain the rôles of consumers, businesses, and governments in economic decision-making within different economic systems.</p>	<p>Students will be able to explain the laws of demand and supply and identify the factors that cause shifts in demand and supply curves.</p> <p>Students will be able to analyze how prices are determined in a market economy and explain the role of prices as signals and incentives.</p> <p>Students will be able to describe the concept of market equilibrium and explain how changes in demand and supply can affect equilibrium prices and quantities.</p> <p>Students will be able to compare and contrast different market structures, including perfect competition, monopolistic competition, oligopoly, and monopoly, and discuss their implications for consumers and producers.</p>	<p>Students will be able to identify and describe the characteristics of different types of business organizations, including sole proprietorships, partnerships, and corporations.</p> <p>Students will be able to analyze the advantages and disadvantages of each type of business organization and explain their rôles in the economy.</p> <p>Students will be able to explain how wages are determined in the labor market, considering the factors that influence the supply and demand for labor.</p> <p>Students will be able to discuss the role of human capital, unions, and labor laws in the labor market and analyze their impact on wages and working conditions.</p>	<p>Students will be able to explain the nature and functions of money, including its role in facilitating transactions and serving as a store of value and unit of account.</p> <p>Students will be able to describe the structure of the banking system, including the rôles of commercial banks and central banks, and explain how banks contribute to the economy.</p> <p>Students will be able to analyze the importance of financial markets in allocating resources and facilitating investment, and discuss how these markets operate.</p> <p>Students will be able to identify and describe various financial instruments, such as stocks, bonds, and mutual funds, and explain their rôles in financial markets.</p>	<p>Students will be able to identify and explain key economic indicators, such as GDP, unemployment rates, and inflation, and discuss how these indicators are used to evaluate the health of an economy.</p> <p>Students will be able to describe the methods used to measure economic indicators and interpret what these measurements reveal about the economy's overall condition.</p> <p>Students will be able to analyze the causes of economic instability, including factors such as changes in consumer confidence, government policies, and external shocks.</p> <p>Students will be able to discuss the effects of economic instability, including recessions, depressions, and inflationary periods, and evaluate the challenges associated with maintaining economic stability.</p>

1 Week	1 Week	1 Week	Quarter 4   3 Weeks	Quarter 4   6 Weeks
Government and the Economy	Global Economic Development	Social Studies	Social Studies	Social Studies
				
The Focus of the Story:	The Focus of the Story:	The Focus of the Story:	The Focus of the Story:	The Focus of the Story:
<p>In this unit, we will explore the tools and strategies that governments use to influence the economy through fiscal and monetary policy. We will begin by examining fiscal policy, focusing on how governments use taxation and spending to impact economic activity. Students will learn about the objectives of fiscal policy, such as stimulating economic growth, reducing unemployment, and controlling inflation, and will analyze the effectiveness and potential consequences of different fiscal policy measures.</p> <p>Following this, we will delve into monetary policy, discussing the role of central banks, particularly the Federal Reserve, in regulating the money supply and interest rates. We will explore the tools of monetary policy, including open market operations, the discount rate, and reserve requirements, and how these tools are used to achieve macroeconomic objectives. This unit will help students understand</p>	<p>In this unit, we will explore the resources necessary for global trade and the factors influencing global economic development. We will begin by examining the fundamental resources that facilitate international trade, including natural resources, human capital, and technology. Students will learn about comparative advantage and the benefits of trade for countries, as well as the challenges that can arise, such as trade barriers and economic dependencies.</p> <p>Following this, we will delve into global economic development, discussing the differences between developed and developing economies and the indicators used to measure economic development, such as GDP per capita, literacy rates, and life expectancy. We will explore the strategies that nations use to promote economic development, including investment in education, infrastructure, and health care, and the role of international</p>			

<p>Unit will help students understand the importance of fiscal and monetary policy in managing the economy and the challenges policymakers face in balancing different economic goals.</p>	<p>and the role of international organizations in supporting development efforts. This unit will help students understand the complexities of global trade and the multifaceted nature of economic development.</p>			
Learning Goals/ Standards:	Learning Goals/ Standards:	Learning Goals/ Standards:	Learning Goals/ Standards:	Learning Goals/ Standards:
<p>Students will be able to explain the purpose and tools of fiscal policy, including government taxation and spending, and analyze their impact on economic activity.</p> <p>Students will be able to discuss the objectives of fiscal policy, such as stimulating economic growth, reducing unemployment, and controlling inflation, and evaluate the effectiveness and potential consequences of different fiscal policy measures.</p> <p>Students will be able to describe the role of central banks in monetary policy, focusing on how the Federal Reserve regulates the money supply and interest rates to achieve macroeconomic objectives.</p> <p>Students will be able to identify and explain the tools of monetary policy, including open market operations, the discount rate, and reserve requirements, and analyze how these tools are used to influence the economy.</p>	<p>Students will be able to explain the concept of comparative advantage and analyze the benefits and challenges of global trade for different countries.</p> <p>Students will be able to identify the key resources necessary for international trade, including natural resources, human capital, and technology, and discuss their roles in facilitating trade.</p> <p>Students will be able to describe the indicators used to measure economic development, such as GDP per capita, literacy rates, and life expectancy, and explain the differences between developed and developing economies.</p> <p>Students will be able to analyze the strategies that nations use to promote economic development, including investment in education, infrastructure, and health care, and discuss the role of international organizations in supporting these efforts.</p>			

		UNITED STATES/WORLD				
Strand	State Standard	Unwrap	Unit	Vocabulary	Assessment/Benchmark/Activity	
<b>ECONOMICS</b>						
<b>SS HS.2.1</b>	<b>Apply economic concepts that support rational decision making.</b>	<b>Skills: Applying economic concepts, rational decision making Knowledge: Economic principles, decision-making processes Concepts: Opportunity cost, marginal analysis, incentives</b>	Unit 1: thinking like an economist, Chapter 19: Personal financial literacy	Cost-benefit analysis, scarcity, trade off	Unit 1 Test	
SS HS.2.1.a	Make decisions by systematically considering alternatives and consequences through the use of cost benefit analysis.		Unit 1: thinking like an economist	Opportunity cost, marginal cost, marginal benefit	Unit 1 Test, cost-benefit analysis activity	
SS HS.2.1.b	Assess the incentives for investing in personal education, skills, and talents.		Chapter 19: Personal and Financial Literacy	FASFA, subsidized loan	Personal investment research activity	
<b>SS HS.2.2</b>	<b>Develop a plan to support short- and long-term goals.</b>	<b>Skills: Planning, goal-setting Knowledge: Understanding short- and long-term goals</b>	Chapter 19: Personal and Financial Literacy	Interest,	Unit 1 Test	
SS HS.2.2.a	Develop a budget using a financial record keeping tool.		Unit 1: thinking like an economist	income: fixed expense, planned expenses	Budget activity	
SS HS.2.2.b	Compare and contrast different types of banking accounts and features.		Chapter 19: Personal and Financial Literacy	Money market account, checking account, DDA, FDIC	Banking activity	
SS HS.2.2.c	Assess the effects of taxes on personal income.		Chapter 19: Personal and Financial Literacy	payroll taxes, post-tax deductions, property tax	Unit 1 Test, online tax worksheet	
SS HS.2.2.d	Compare and contrast possible career choices.		Chapter 19: Personal and Financial Literacy	Federal Work-study, scholarships, grants,	Career choice research study	
<b>SS HS.2.3</b>	<b>Critique strategies used to establish, build, maintain, monitor, and control credit.</b>	<b>Skills: Critique, establish, build, maintain, monitor, control Knowledge: Credit strategies</b>	Chapter 19: Personal and Financial Literacy	Credit score, credit report, credit monitoring	Unit 1 Test	
SS HS.2.3.a	Compare and contrast the costs and benefits of different types and sources of credit and debt.		Chapter 19: Personal and Financial Literacy	Creditors, collateral, unsecured, secured	Unit 1 Test	
SS HS.2.3.b	Investigate strategies to effectively manage debt and factors that influence credit ratings.		Chapter 19: Personal and Financial Literacy	APR, delinquent payment	Unit 1 Test	
<b>SS HS.2.4</b>	<b>Evaluate savings, investment, and risk management strategies to achieve financial goals.</b>	<b>Skills: Evaluation, financial analysis Knowledge: Savings strategies, investment strategies, risk management strategies Concepts: Financial goals, financial planning</b>	Chapter 19: Personal and Financial Literacy	Maturity, savings bond, IRA	investing activity	
SS HS.2.4.a	Explain the importance of saving and investing early to ensure financial security.		Chapter 19: Personal and Financial Literacy	Roth IRA, mutual fund	investing activity	
SS HS.2.4.b	Develop an investment strategy to achieve short- and long-term goals utilizing a variety of investment vehicles.		Chapter 19: Personal and Financial Literacy	dividends, stocks, common stock, mutual fund	investing activity	
SS HS.2.4.c	Examine appropriate and cost effective risk management strategies.		Chapter 19: Personal and Financial Literacy	portfolio diversification, avoidance, retention, transferring	investing activity	
<b>HS.2.5</b>	<b>Explain the role of markets in determining prices and allocating scarce goods and services.</b>	<b>Skills: Explain, determine, allocate Knowledge: Role of markets, prices, scarce goods and service</b>	Unit 2: Understanding Markets	Market, supply, demand	Unit 2 test	
SS HS.2.5.a	Summarize the role of competition, markets, and prices.		Unit 1: Thinking like an economist and Unit 2: understanding markets	demand curve, capitalism, profit motive	Unit 2 test	

SS HS.2.5.b	Illustrate how markets determine changing equilibrium prices through supply and demand analysis.		Unit 2: Understanding Markets	equilibrium price, surplus, supply, demand	Unit 2 test	
SS HS.2.5.c	Hypothesize how competition between sellers could result in lower prices, higher quality products, and better customer service.		Unit 1: Thinking like an economist	Competition, Market structure, Consumer choice	The Competitive Marketplace Simulation	
SS HS.2.5.d	Investigate possible causes and consequences of shortages and surpluses.		Unit 2: Understanding Markets	Surplus, Shortage, fluctuations	Unit 2 Test	
<b>SS HS.2.6</b>	<b>Explain how economic institutions impact different individuals and various groups.</b>	<b>Skills: Explanation Knowledge: Economic institutions, impact on individuals and groups Concepts: Relationship between economic institutions and individuals/groups</b>				
SS HS.2.6.a	Explain how various economic institutions have played a role in United States economic policy and practice.		Unit 5: Money, Banking and finance	Federal Reserve System, inflation	Unit 5 and 6 Test	
SS HS.2.6.a	Calculate and describe the impact of economic indicators.		Unit 6: Government and the Economy	Federal Reserve, SEC, Fiscal Policy	Unit 6 Test	
SS HS.2.6.b	Describe the functions and role of the Federal Reserve System and its influence through monetary policy.		Unit 5: Money, Banking, and finance	GDP, inflation rate, unemployment rate	Unit 5 Test, economic comparisons activity	
SS HS.2.6.c	Assess the roles of institutions such as clearly defined property rights and the rule of law in a market economy.		Unit 6: Government and the economy	Fraction Reserve system, member bank reserve	Unit 6 Test	
SS HS.2.7	Assess how property rights are defined, enforced, and limited by government.		Unit 1: Thinking like an economist	rule of law	Unit 1 Test	
SS HS.2.7.a	Compare and contrast the roles and responsibilities of government and differing outcomes from various economic systems: command/communism, mixed, socialism, market, and traditional economic systems.	Key Components: Institutions Clearly defined property rights Rule of law Market economy	Unit 1: Thinking like an economist	private property rights, incentive	Unit 1 Test	
SS HS.2.8	Examine how governments utilize taxation to provide goods and services to society.		Unit 1: Thinking like an economist	Command Economy, Mixed economy, Market economy	Unit 1 Test, Economic Systems debate	
SS HS.2.8.a	Evaluate the effectiveness of government policies altering market outcomes.		Unit 2: Understanding Markets	progressive tax, public goods, tax revenue	Unit 2 Test	
SS HS.2.8.b	Critique government policies and regulations in areas of market failure.		Unit 6: Government and the economy	Subsidy, price control, fiscal policy	Unit 6 Test	
SS HS.2.8.c	Examine the government's influence on economic systems through fiscal policy.		Unit 1: Thinking like an economist	Great leap forward, regulator,	Economic Systems debate	
SS HS.2.9	Explore various forms of taxation including income, sales, and capital gains and examine how governments can use taxing and spending policies to influence behavior.	Skills: Analyzing, evaluating, and explaining the relationship between government actions and economic systems. Knowledge: Understanding fiscal policy, government influence on economic systems, and the impact on various stakeholders. Concepts: Government intervention, fiscal tools, economic stability, and the role of government in shaping economic conditions.	Unit 6: Government and the economy	Fiscal Policy, Budget Deficit, Public Debt	Unit 6 Test	
SS HS.2.9.a	Examine the impact of fiscal policy on budget deficits/surpluses and national debt.		Unit 6: Government and the economy	Sin tax, capital gains, IRS	Taxes Debate, Unit 6 Test	
SS HS.2.9.b	Investigate how international trade affects individuals, organizations, the domestic economy, and other nations.	Skills: Research skills, critical thinking, analysis Knowledge: Understanding of international trade, its impact on individuals, organizations, domestic economy, and other nations Concepts: Interdependence, globalization, economic systems	Unit 6: Government and the economy	Budget surplus, National Debt, Automatic Stabilizers	Taxes Debate, Unit 6 Test	
SS HS.2.10	Explore comparative advantage among different countries.		Unit 7: The Global Economy	Comparative Advantage, Trade Deficit, Tarrif	Unit 7 Test	
SS HS.2.10.a	Analyze the impact on prices and quantities of various trade policies, both domestically and internationally.		Unit 7: The Global Economy	Exports, Imports, Absolute Advantage	Unit 7 Test	
SS HS.2.10.b			Unit 7: The Global Economy	Globalization, EU, WTO	Unit 7 Test	

**K-12 Visual Arts: Students will develop and apply ideas, knowledge, and skills to create, present, respond to, and connect art with the human experience**

	Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
	<b>FA 2.2.1 Students will use the creative process (glossary) to make works of art with a variety of materials (glossary).</b>	<b>FA 5.2.1 Students will use the creative process (glossary) to make works of art exploring subjects and themes (glossary) with a variety of materials (glossary).</b>	<b>FA 8.2.1 Students will use the creative process (glossary) to investigate and communicate personal voice in artwork.</b>	<b>FA 12.2.1 Students will use the creative process (glossary) to formulate a plan and implement aesthetic (glossary) choices in artwork.</b>
	FA 2.2.1.a Experiment and explore ideas and materials (glossary) (e.g., 2D, 3D).	FA 5.2.1.a Develop ideas using a variety of materials (glossary).	FA 8.2.1.a Investigate ideas and materials (glossary) to demonstrate planning and refining.	FA 12.2.1.a Analyze multiple ideas and materials (glossary) to demonstrate planning and refining.
	FA 2.2.1.b Create artworks that express unique student interpretation.	FA 5.2.1.b Use observation, imagination and interpretation in creating artworks that reflect a variety of styles, themes, (glossary) and subjects.	FA 8.2.1.b Recognize personal voice and make stylistic choices to reflect personal identity.	FA 12.2.1.b Create and communicate a personal voice, with intention, through a body of work.
	FA 2.2.1.c Explore and experience the properties of various art media (glossary) through senses and emotions.	FA 5.2.1.c Demonstrate the connections between sensory experience (glossary) and expressing emotion.	FA 8.2.1.c Engage in the sensory experience (glossary) and relate it to making expressive artwork.	FA 12.2.1.c Engage in making art to communicate and connect aesthetic theories (glossary) to self-expression (e.g., imitationalism (glossary), expressionism (glossary), institutionalism (glossary), instrumentalism (glossary), formalism (glossary), contextualism (glossary)).
	FA 2.2.1.d Explore elements of art and principles (glossary) of design to brainstorm visual possibilities. (e.g., use color and shape to create pattern).	FA 5.2.1.d Identify and use elements of art and principles of design (glossary) to brainstorm visual possibilities (e.g., create symmetrical and asymmetrical balance using line and shape).	FA 8.2.1.d Investigate and apply relationships between elements of art and principles of design (glossary) to brainstorm visual possibilities (e.g., consider a variety of images and determine how line and value create emphasis in art).	FA 12.2.1.d Demonstrate and communicate understanding of relationships between elements of art and principles of design (glossary) by developing multiple solutions to a visual problem.
	FA 2.2.1.e Explore various techniques, skills, and the importance of craftsmanship/workmanship (glossary) (e.g., properly hold scissors, while turning paper, to create a well-defined shape).	FA 5.2.1.e Apply various techniques to develop craftsmanship (glossary) skills (e.g., use cutting and gluing techniques to produce clean edges without visible glue).	FA 8.2.1.e Investigate and demonstrate the relationship between technique, skill, and craftsmanship (glossary).	FA 12.2.1.e Synthesize knowledge of relationships between advanced technique, skill, and craftsmanship (glossary).
Process/ Elements/ Aesthetic Imagine/ Plan/				

<b>Create - Art to generate ideas</b>	Craftsmanship Principles Experience Artistic Voice Material	FA 2.2.1.f Demonstrate respect for accepted procedures regarding responsible care of equipment and materials (glossary).	FA 5.2.1.f Demonstrate respect for accepted procedures regarding responsible care of equipment and materials (glossary).	FA 8.2.1.f Demonstrate respect for accepted procedures regarding responsible care of equipment and materials (glossary).	FA 12.2.1.f Demonstrate respect for accepted procedures regarding responsible care of equipment and materials (glossary).

**K-12 Visual Arts: Students will develop and apply ideas, knowledge, and skills to create, present, respond to, and connect art with the human experience.**

		Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
<b>Present –Art to communicate ideas, process, and product.</b>	Presentation Venue Selection Intent	<b>FA 2.2.2 Students will explore basic presentation methods and purposes.</b>	<b>FA 5.2.2 Students will develop presentation skills to communicate meaning.</b>	<b>FA 8.2.2 Students will understand and apply their knowledge of a variety of presentation and communication techniques.</b>	<b>FA 12.2.2 Students will integrate and apply presentation knowledge into life experiences.</b>
		FA 2.2.2.a Present an artist statement (glossary) through formal or informal communication (e.g., written, verbal).	FA 5.2.2.a Communicate artistic statements (glossary) using art terminology (e.g., product, process).	FA 8.2.2.a Analyze and present reflections of personal growth in an artist statement (glossary).	FA 12.2.2.a Design a personal artist statement (glossary) by choosing from a variety of methods (e.g., poetry, multimedia).
		FA 2.2.2.b Select a work of art for display.	FA 5.2.2.b Apply basic art presentation skills in a collaborative group display.	FA 8.2.2.b Analyze, individually and collaboratively, the selection of art collections, displays, and presentations.	FA 12.2.2.b Create a portfolio (glossary), digital collection (glossary), or community display in a professional manner.
		FA 2.2.2.c Communicate a variety of different venues (glossary) to display art (e.g., describe or dramatize to an audience).	FA 5.2.2.c Examine how the process of collecting and displaying artwork varies depending on the purpose (e.g., cultivate awareness and appreciation of ideas, beliefs, experiences).	FA 8.2.2.c Explore how the meaning of art can be affected by the presentation mode or venue (glossary) (e.g., reproduction, digital, social media (glossary), or original museum/gallery experience).	FA 12.2.2.c Compare and contrast the effectiveness of a presentation venue (glossary) and how it affects the artist, artwork, and audience (e.g., reproduction, digital, social media (glossary), museum setting, gallery experience).

**K-12 Visual Arts: Students will develop and apply ideas, knowledge, and skills to create, present, respond to, and connect art with the human experience.**

		Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
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<b>Respond – to understand and appreciate ideas</b>	Evaluate Interpret Analyze Describe	<b>FA 2.2.3</b> <b>Students will explore the critical process (glossary) to respond to works of art, learning about themselves and others.</b>	<b>FA 5.2.3</b> <b>Students will use the critical process (glossary) to examine works of art, learning about themselves and cultures.</b>	<b>FA 8.2.3</b> <b>Students will use the critical process (glossary) to compare and contrast multiple works of art, learning about themselves in the world.</b>	<b>FA 12.2.3</b> <b>Students will use the critical process (glossary) to develop and defend a logical argument supporting a contextual response to a work of art.</b>
		FA 2.2.3.a Identify and describe a piece of art (e.g., subject matter (glossary), use of color).	FA 5.2.3.a Identify and describe use of media (glossary) (e.g., paint, clay, collage) and techniques to create subject matter (glossary), visual elements (glossary) and mood.	FA 8.2.3.a Identify and describe themes (glossary) and styles in works of art.	FA 12.2.3.a Identify and describe works of art that reveal different ideas (e.g., cultures, individuals).
		FA 2.2.3.b Identify use of elements and principles (glossary) in works of art (e.g., recognize use of pattern, symmetry).	FA 5.2.3.b Categorize elements and principles (glossary) in works of art (e.g., group works of art by the use of line, shape, balance).	FA 8.2.3.b Compare and contrast works of art using elements and principles (glossary) (e.g., themes (glossary), styles, cultures).	FA 12.2.3.b Formulate a rationale addressing use of elements and principles (glossary) in a work of art.
		FA 2.2.3.c Interpret mood or feeling in a work of art.	FA 5.2.3.c Interpret the message communicated by a work of art, using knowledge of visual elements (glossary), subject matter (glossary), and mood.	FA 8.2.3.c Compare and contrast various interpretations of themes (glossary), styles, and mood.	FA 12.2.3.c Interpret and explain expressive qualities of artistic styles (glossary) and movements (e.g., contemporary/pop cultural vs. historical art movements).
		FA 2.2.3.d Articulate personal artistic choice and ideas (e.g., "I like this because...", "I chose this because...").	FA 5.2.3.d Compare personal interpretation of a work of art with the interpretations of others.	FA 8.2.3.d Explain why a work of art can evoke different interpretations and how artwork is interpreted and evaluated by the way it is displayed or presented.	FA 12.2.3.d Critique and defend how aesthetic (glossary) choices impact the visual image and/or intended message.
<b>K-12 Visual Arts: Students will develop and apply ideas, knowledge, and skills to create, present, respond to, and connect art with the human experience.</b>					
	<b>Grades K-2</b>	<b>Grades 3-5</b>	<b>Grades 6-8</b>	<b>Grades 9-12</b>	

<b>Connect - Individual perspective and identity through the study of art Purpose and Time and Artist Function Place Identity</b>	<b>FA 2.2.4 Students will identify contemporary, historical, and cultural context in art and life.</b>	<b>FA 5.2.4 Students will examine contemporary, historical, and cultural context in art and life.</b>	<b>FA 8.2.4 Students will examine the significance of art in contemporary, historical, and cultural context in art and life.</b>	<b>FA 12.2.4 Students will synthesize understanding of contemporary, historical, and cultural context in art and life.</b>	
	FA 2.2.4.a Communicate that "I can be an artist."	FA 5.2.4.a Identify ways that artists influence lives and communities.	FA 8.2.4.a Students can identify and demonstrate the role of an artist and explore art-related career opportunities.	FA 12.2.4.a Investigate how artists define, shape, and empower their lives (e.g., personal life, lifelong opportunities, careers).	
	FA 2.2.4.b Identify examples of how humans have always made art.	FA 5.2.4.b Compare and contrast works of art from a variety of contemporary, historical, and cultural contexts.	FA 8.2.4.b Investigate and classify works of art from a variety of contemporary, historical, and cultural contexts.	FA 12.2.4.b Analyze and interpret works of art from a variety of contemporary, historical, cultural contexts, time periods, and cultural settings.	
	FA 2.2.4.c Communicate that works of art are made for different purposes.	FA 5.2.4.c Identify and discuss purpose and function of different art forms (e.g., "is this object a sculpture, bowl, or decoration?").	FA 8.2.4.c Compare and contrast the purpose and function of different art forms. (e.g., artifacts (glossary) vs. fine art).	FA 12.2.4.c Synthesize how the purpose and function of art reveals aesthetic theory (glossary) (e.g., political, social, cultural, personal).	
	FA 2.2.4.d Identify how images and objects are used to convey a story, familiar experience, or connection to the world.	FA 5.2.4.d Explore how images and objects are used to convey a story, familiar experience, or connection to the world.	FA 8.2.4.d Explain how images and objects are used to convey a story, familiar experience, or connection to the world.	FA 12.2.4.d Connect images, objects, and a personal work of art to convey a story, familiar experience, or connection to the world.	

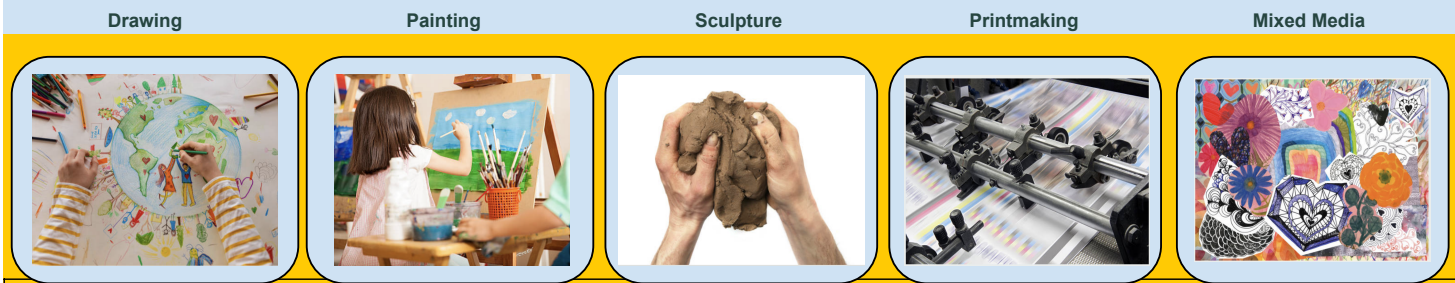
# Curriculum Storyboards:

Essential Question(s):

How can we creatively use the elements of art? How am I an artist? What stories can we share through art? Where is art in my world?

## Art: Kindergarten

Current Time Frame: One period on a 5 day rotation: Some units are on a 2 year cycle with K/1. Some units are independently designed for Kindergarten.



The Focus of the Story:	The Focus of the Story:	The Focus of the Story:	The Focus of the Story:	The Focus of the Story:
<p>Explore Imagination Through Art</p> <p>Inspiration: Explore how drawing can be utilized as a medium for storytelling, identifying how artist's create their own, unique art.</p> <p>Art Creation: Create a unique piece of artwork employing various drawing media and basic techniques.</p> <p>Mediums: Experiment with pencil, crayon, color sticks, paint sticks, bingo daubers, colored pencils and oil pastels to create two-dimensional (2D) artistic pieces of art.</p> <p>Techniques: Develop fine motor skills while using various drawing media. Introduce skills using line, shading, blending and layering. Practice using materials safely and responsibly throughout the creative process.</p>	<p>Explore Imagination Through Art</p> <p>Inspiration: Discuss how painting can be utilized as a medium for storytelling, identifying the subject matter and themes portrayed from a variety of cultures, artists and illustrators.</p> <p>Art Creation: Create a unique piece of artwork employing various painting media, focusing on elements like line, shape, and color.</p> <p>Mediums: Experiment with tempera paint and watercolor to create a two-dimensional (2D) artistic piece.</p> <p>Techniques: Develop fine motor skills while using brushes with paint. Practice using materials safely and responsibly throughout the creative process.</p>	<p>Explore Imagination Through Art</p> <p>Inspiration: Discuss how sculpture and ceramics can be utilized as mediums for storytelling, identifying the subject matter and themes portrayed from various cultures and artists.</p> <p>Art Creation: Create a unique piece of artwork employing various sculpture or clay media, focusing on elements like shape, form and texture.</p> <p>Mediums: Experiment with oil-based clay, Model Magic and air-dry clay to create a three-dimensional (3D) artistic piece. Experiment with paper, glue, cardboard and craft materials to create a three-dimensional (3D) artistic piece.</p> <p>Techniques: Develop fine motor skills while using clay and sculpture media. Introduce skills</p>	<p>Explore Imagination Through Art</p> <p>Inspiration: Discuss how printmaking can be utilized as mediums for storytelling, identifying the subject matter and themes portrayed from various cultures and artists.</p> <p>Art Creation: Create a unique piece of artwork employing various printmaking media, focusing on elements like color, shape and repetition.</p> <p>Mediums: Experiment with paint, sponges, craft items and various papers to create a two-dimensional (2D) artistic piece.</p> <p>Techniques: Develop fine motor skills while using print making skills. Practice using materials safely and responsibly throughout the creative process.</p>	<p>Explore Imagination Through Art</p> <p>Inspiration: Discuss how various mixed media art (collage, weaving, puppetry, digital art, etc.) can be utilized as mediums for storytelling, identifying how artist's create their own, unique art.</p> <p>Art Creation: Create a unique piece of artwork employing various mixed media techniques, focusing on elements like color, shape, form, texture.</p> <p>Mediums: Experiment with a combination of art media to create a two-dimensional (2D) artistic piece.</p> <p>Techniques: Develop fine motor skills while combining a choice of artistic skills listed under drawing, painting, sculpture and print making. Practice using materials safely and responsibly</p>

creative process:		sculpture media. introduce skills including: pinch pot, coil, rolling, pinching, assembling and building with materials. Practice using materials safely and responsibly throughout the creative process.		safety and responsibly throughout the creative process.
<b>Project Examples:</b>	<b>Project Examples:</b>	<b>Project Examples:</b>	<b>Project Examples:</b>	<b>Project Examples:</b>
Harold & Purple Crayon drawing with single color, Leaf sketch, Self-portrait, Memory/Wish, Illustrator inspired drawing, Illustrator inspired leaves & goldfish	Kandinsky inspired abstract to music, Autumn leaves/sunflowers, Jim Dine heart	Oil-based practice spheres & coils, pinch-pot practice, animal/food form, Model Magic (mixing primary colors) snowman (Illustrator inspired), paper sculpture	Stamping, bubble wrap, recycled materials/objects	Paper bag puppet, collage, paper weaving, mini-sculpture, popcycle stick figure
<b>Learning Goals/ Standards for K/1:</b>				
<p><b>Gr. K/1 Students will</b> explore and develop skills and techniques using a variety of 2D and 3D art media (crayon, pencil, color sticks, colored pencil, paint sticks, bingo daubers, oil pastel, marker, scissors, glue, yarn, printmaking, collage, model magic, oil based clay, air dry clay, weaving, simple sculpture materials). Students will discover the primary and secondary colors, geometric and organic shapes, types of line (thin, thick, dashed, horizontal, vertical, diagonal) and patterns (grid, checkerboard, stripes, polka dots) in their artwork and the work of others. Students will learn about artists and illustrators from around the world. Students will be introduced to different art careers (illustrator, painter, cartoonist, sculptor, video game designer, fashion designer, toy designer). Students will explore the elements of art (line, shape, color, space, value, form, texture).</p> <p><b>Gr. K/1 Vocabulary:</b> center, left/right, pattern, texture, thick/thin, up/down, over/under, shape, size, line, wavy, zigzag, straight, curvy, short/long, weaving, collage, portrait, repeat, imagine, create, diagonal, horizontal, vertical, primary, secondary, neutral, landscape, background, horizon line, assemble, texture, print, organic, geometric, 3D (three-dimensional), 2D (two-dimensional), color wheel (Roy G. BV).</p>				

# Curriculum Storyboards:

Essential Question(s):

How can we creatively use the elements of art? How am I an artist?  
What stories can we share through art? Where is art in my world?

## Art: 1st Grade

Current Time Frame: One period on a 5 day rotation: Some units are on a 2 year cycle with K/1. Some units are independently designed for First Grade.

### Drawing



### Painting



### Sculpture



### Printmaking



### Mixed Media



The Focus of the Story:	The Focus of the Story:	The Focus of the Story:	The Focus of the Story:	The Focus of the Story:
<p>Explore Imagination Through Art</p> <p>Inspiration: Explore how drawing can be utilized as a medium for storytelling, identifying how artist's create their own, unique art.</p> <p>Art Creation: Create a unique piece of artwork employing various drawing media and basic techniques.</p> <p>Mediums: Experiment with pencil, crayon, color sticks, paint sticks, bingo daubers, colored pencils and oil pastels to create two-dimensional (2D) artistic pieces of art.</p> <p>Techniques: Develop fine motor skills while using various drawing media. Introduce skills using line, shading, blending and layering. Practice using materials safely and responsibly throughout the creative process.</p>	<p>Explore Imagination Through Art</p> <p>Inspiration: Discuss how painting can be utilized as a medium for storytelling, identifying the subject matter and themes portrayed from a variety of cultures, artists and illustrators.</p> <p>Art Creation: Create a unique piece of artwork employing various painting media, focusing on elements like line, shape, and color.</p> <p>Mediums: Experiment with tempera paint and watercolor to create a two-dimensional (2D) artistic piece.</p> <p>Techniques: Develop fine motor skills while using brushes with paint. Practice using materials safely and responsibly throughout the creative process.</p>	<p>Explore Imagination Through Art</p> <p>Inspiration: Discuss how sculpture and ceramics can be utilized as mediums for storytelling, identifying the subject matter and themes portrayed from various cultures and artists.</p> <p>Art Creation: Create a unique piece of artwork employing various sculpture or clay media, focusing on elements like shape, form and texture.</p> <p>Mediums: Experiment with oil-based clay, Model Magic and air-dry clay to create a three-dimensional (3D) artistic piece. Experiment with paper, glue, cardboard and craft materials to create a three-dimensional (3D) artistic piece.</p> <p>Techniques: Develop fine motor skills while using clay and sculpture media. Introduce skills including: pinch pot, coil, rolling,</p>	<p>Explore Imagination Through Art</p> <p>Inspiration: Discuss how printmaking can be utilized as mediums for storytelling, identifying the subject matter and themes portrayed from various cultures and artists.</p> <p>Art Creation: Create a unique piece of artwork employing various printmaking media, focusing on elements like color, shape and repetition.</p> <p>Mediums: Experiment with paint, sponges, craft items and various papers to create a two-dimensional (2D) artistic piece.</p> <p>Techniques: Develop fine motor skills while using print making skills. Practice using materials safely and responsibly throughout the creative process.</p>	<p>Explore Imagination Through Art</p> <p>Inspiration: Discuss how various mixed media art (collage, weaving, puppetry, digital art, etc.) can be utilized as mediums for storytelling, identifying how artist's create their own, unique art.</p> <p>Art Creation: Create a unique piece of artwork employing various mixed media techniques, focusing on elements like color, shape, form, texture.</p> <p>Mediums: Experiment with a combination of art media to create a two-dimensional (2D) artistic piece.</p> <p>Techniques: Develop fine motor skills while combining a choice of artistic skills listed under drawing, painting, sculpture and print making. Practice using materials safely and responsibly throughout the creative process.</p>

		pinching, assembling and building with materials. Practice using materials safely and responsibly throughout the creative process.		
<b>Project Examples:</b> Beautiful Oops, Autumn animal, Self-portrait, Memory/Wish	<b>Project Examples:</b> Underwater seascape, Winter tree/scene, Jim Dine heart, Kandinsky inspired abstract color-mixing painting, Illustrator inspired painting	<b>Project Examples:</b> Oil-based practice spheres & coils, pinch-pot practice, animal/food form, Model Magic bird (Illustrator inspired), paper sculpture	<b>Project Examples:</b> Stamping, bubble wrap, recycled materials/objects	<b>Project Examples:</b> Paper bag puppet, collage, paper weaving, mini-sculpture, popcycle stick figure, Monet inspired lily pads
<b>Learning Goals/ Standards for K/1:</b>				
<p><b>Gr. K/1 Students will</b> explore and develop skills and techniques using a variety of 2D and 3D art media (crayon, pencil, color sticks, colored pencil, paint sticks, bingo daubers, oil pastel, marker, scissors, glue, yarn, printmaking, collage, model magic, oil based clay, air dry clay, weaving, simple sculpture materials). Students will discover the primary and secondary colors, geometric and organic shapes, types of line (thin, thick, dashed, horizontal, vertical, diagonal) and patterns (grid, checkerboard, stripes, polka dots) in their artwork and the work of others. Students will learn about artists and illustrators from around the world. Students will be introduced to different art careers (illustrator, painter, cartoonist, sculptor, video game designer, fashion designer, toy designer). Students will explore the elements of art (line, shape, color, space, value, form, texture).</p> <p><b>Gr. K/1 Vocabulary:</b> center, left/right, pattern, texture, thick/thin, up/down, over/under, shape, size, line, wavy, zigzag, straight, curvy, short/long, weaving, collage, portrait, repeat, imagine, create, diagonal, horizontal, vertical, primary, secondary, neutral, landscape, background, horizon line, assemble, texture, print, organic, geometric, 3D (three-dimensional), 2D (two-dimensional), color wheel (Roy G. BV).</p>				

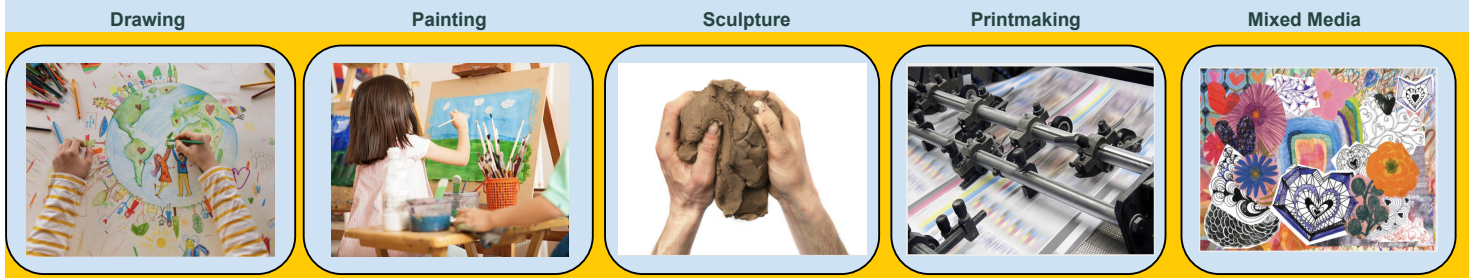
# Curriculum Storyboards:

Essential Question(s):

How can we creatively use the elements of art? How am I an artist? What stories can we share through art? Where is art in my world?

## Art: 2nd Grade

Current Time Frame: One period on a 5 day rotation: Some units are on a 2 year cycle with 2/3. Some units are independently designed for Second Grade.



The Focus of the Story:	The Focus of the Story:	The Focus of the Story:	The Focus of the Story:	The Focus of the Story:
<p>Explore Storytelling Through Art</p> <p>Inspiration: Explore how drawing can be utilized as a medium for storytelling, identifying how artist's create their own, unique stories.</p> <p>Art Creation: Create a unique piece of artwork employing various drawing media and basic techniques.</p> <p>Mediums: Experiment with pencil, crayon, color sticks, colored pencils and oil pastels to create two-dimensional (2D) artistic pieces of art.</p> <p>Techniques: Develop fine motor skills while using various drawing media . Introduce skills using line, shading, blending and</p>	<p>Explore Storytelling Through Art</p> <p>Inspiration: Discuss how painting can be utilized as a medium for storytelling, identifying the subject matter and themes portrayed from a variety of cultures, artists and illustrators.</p> <p>Art Creation: Create a unique piece of artwork employing various painting media, focusing on elements like line, shape, and color.</p> <p>Mediums: Experiment with tempera paint and watercolor to create a two-dimensional (2D) artistic piece.</p> <p>Techniques: Develop fine motor skills while using brushes with paint. Practice using materials</p>	<p>Explore Storytelling Through Art</p> <p>Inspiration: Discuss how sculpture and ceramics can be utilized as mediums for storytelling, identifying the subject matter and themes portrayed from various cultures and artists.</p> <p>Art Creation: Create a unique piece of artwork employing various sculpture or clay media, focusing on elements like shape, form and texture.</p> <p>Mediums: Experiment with oil-based clay, Model Magic and air-dry clay to create a three-dimensional (3D) artistic piece. Experiment with paper, glue, cardboard and craft materials to create a three dimensional (3D)</p>	<p>Explore Storytelling Through Art</p> <p>Inspiration: Discuss how printmaking can be utilized as mediums for storytelling, identifying the subject matter and themes portrayed from various cultures and artists.</p> <p>Art Creation: Create a unique piece of artwork employing various printmaking media, focusing on elements like color, shape and repetition.</p> <p>Mediums: Experiment with paint, sponges, craft items and various papers to create a two-dimensional (2D) artistic piece.</p> <p>Techniques: Develop fine motor skills while using print making skills. Practice using materials</p>	<p>Explore Storytelling Through Art</p> <p>Inspiration: Discuss how various mixed media art (collage, weaving, puppetry, digital art, etc.) can be utilized as mediums for storytelling, identifying how artist's create their own, unique stories.</p> <p>Art Creation: Create a unique piece of artwork employing various mixed media techniques, focusing on elements like color, shape, form, texture.</p> <p>Mediums: Experiment with a combination of art media to create a two-dimensional (2D) artistic piece.</p> <p>Techniques: Develop fine motor skills while combining a choice of</p>

line, shading, blending and layering. Practice using materials safely and responsibly throughout the creative process.	paint. Practice using materials safely and responsibly throughout the creative process.	create a three-dimensional (3D) artistic piece.  Techniques: Develop fine motor skills while using clay and sculpture media. Introduce skills including: pinch pot, coil, rolling, pinching, assembling and building with materials. Practice using materials safely and responsibly throughout the creative process.	skills. Practice using materials safely and responsibly throughout the creative process.	skills while combining a choice of artistic skills listed under drawing, painting, sculpture and print making. Practice using materials safely and responsibly throughout the creative process.
<b>Project Examples:</b>	<b>Project Examples:</b>	<b>Project Examples:</b>	<b>Project Examples:</b>	<b>Project Examples:</b>
Animal faces, Places & Spaces, Sketchbook practice for paintings, Self-portrait, Memory/Wish	Seasonal landscapes and plants, Name/Initial design, O'Keefe inspired flowers, Van Gogh inspired still-life, Illustrator inspired painting	Oil-based practice spheres & coils, pinch-pot practice, animal/food form, Model Magic hearts, air-dry clay pinch pot, paper sculpture	Stamping, bubble wrap, recycled materials/objects	Collage, paper weaving, mini-sculpture, foil creatures
<b>Learning Goals/ Standards for 2nd Grade Art:</b>				
<p><b>Gr. 2/3 Students will</b> explore and develop skills and techniques using a variety of 2D and 3D art media (crayon, pencil, color sticks, colored pencil, oil pastel, marker, scissors, glue, yarn, printmaking, collage, model magic, oil based clay, air dry clay, weaving, simple sculpture materials). Students will discover the primary, secondary and intermediate colors, warm and cool colors, tints and shades of colors, geometric and organic shapes, types of line (thin, thick, dashed, horizontal, vertical, diagonal) and patterns (grid, checkerboard, stripes, polka dots), positive and negative space, as well as symmetrical and asymmetrical balance in their artwork and the work of others. Students will learn about artists and illustrators from around the world. Students will be introduced to different art careers (illustrator, painter, cartoonist, sculptor, video game designer, fashion designer, toy designer). Students will explore the elements of art (line, shape, color, space, value, form, texture) and principles of art (pattern, balance, contrast).</p> <p><b>Gr. 2/3 Vocabulary:</b> geometric, organic, assemble, texture, portrait, horizon line, neutral, tint, shade, value, cone, cube, illustrate, media, medium, symmetry, resist, still life, observe, pattern, theme, visual, balance, cool colors, warm colors, sphere, pyramid, silhouette, architecture, artifacts, ceramics, cylinder, depth, contrast, intermediate, placement, positive space, negative space, landscape, seascape, simple machines, illusion, overlapping, 3-D (three-dimensional), 2-D (two-dimensional), tint, shade, asymmetry, color wheel.</p>				

# Curriculum Storyboards:

Essential Question(s):

How can we creatively use the elements of art? How am I an artist?  
What stories can we share through art? Where is art in my world?

## Art: 3rd Grade

Current Time Frame: One period on a 5 day rotation: Some units are on a 2 year cycle with 2/3. Some units are independently designed for Third Grade. Some units alternate every other year with 4th grade (weaving/printmaking).



The Focus of the Story:	The Focus of the Story:	The Focus of the Story:	The Focus of the Story:	The Focus of the Story:
<p>Explore Storytelling Through Art</p> <p>Inspiration: Explore how drawing can be utilized as a medium for storytelling, identifying how artist's create their own, unique stories.</p> <p>Art Creation: Create a unique piece of artwork employing various drawing media and basic techniques.</p> <p>Mediums: Experiment with pencil, crayon, color sticks, colored pencils and oil pastels to create two-dimensional (2D) artistic pieces of art.</p> <p>Techniques: Develop fine motor skills while using various drawing media . Introduce skills using line, shading, blending and layering. Practice using materials safely and responsibly throughout the creative process.</p>	<p>Explore Storytelling Through Art</p> <p>Inspiration: Discuss how painting can be utilized as a medium for storytelling, identifying the subject matter and themes portrayed from a variety of cultures, artists and illustrators.</p> <p>Art Creation: Create a unique piece of artwork employing various painting media, focusing on elements like line, shape, and color.</p> <p>Mediums: Experiment with tempera paint and watercolor to create a two-dimensional (2D) artistic piece.</p> <p>Techniques: Develop fine motor skills while using brushes with paint. Practice using materials safely and responsibly throughout the creative process.</p>	<p>Explore Storytelling Through Art</p> <p>Inspiration: Discuss how sculpture and ceramics can be utilized as mediums for storytelling, identifying the subject matter and themes portrayed from various cultures and artists.</p> <p>Art Creation: Create a unique piece of artwork employing various sculpture or clay media, focusing on elements like shape, form and texture.</p> <p>Mediums: Experiment with oil-based clay, Model Magic and air-dry clay to create a three-dimensional (3D) artistic piece. Experiment with paper, glue, cardboard and craft materials to create a three-dimensional (3D) artistic piece.</p> <p>Techniques: Develop fine motor</p>	<p>Explore Storytelling Through Art</p> <p>Inspiration: Discuss how printmaking can be utilized as mediums for storytelling, identifying the subject matter and themes portrayed from various cultures and artists.</p> <p>Art Creation: Create a unique piece of artwork employing various printmaking media, focusing on elements like color, shape and repetition.</p> <p>Mediums: Experiment with paint, sponges, craft items and various papers to create a two-dimensional (2D) artistic piece.</p> <p>Techniques: Develop fine motor skills while using print making skills. Practice using materials safely and responsibly throughout the creative process.</p>	<p>Explore Storytelling Through Art</p> <p>Inspiration: Discuss how various mixed media art (collage, weaving, puppetry, digital art, etc.) can be utilized as mediums for storytelling, identifying how artist's create their own, unique stories.</p> <p>Art Creation: Create a unique piece of artwork employing various mixed media techniques, focusing on elements like color, shape, form, texture.</p> <p>Mediums: Experiment with a combination of art media to create a two-dimensional (2D) artistic piece.</p> <p>Techniques: Develop fine motor skills while combining a choice of artistic skills listed under drawing, painting, sculpture and print making. Practice using materials</p>

		skills while using clay and sculpture media. Introduce skills including: pinch pot, coil, rolling, pinching, assembling and building with materials. Practice using materials safely and responsibly throughout the creative process.		safely and responsibly throughout the creative process.
<b>Project Examples:</b>	<b>Project Examples:</b>	<b>Project Examples:</b>	<b>Project Examples:</b>	<b>Project Examples:</b>
Human faces, geometric form shading, Imagination Machine, Sketchbook practice for paintings, Self-portrait, Memory/Wish	Seasonal landscapes and plants, Imaginary buildings and machines, Haring inspired figures, Underwater resist, Outer space collage or Illustrator inspired painting	Oil-based practice spheres & coils, pinch-pot practice, animal/food form, Model Magic 3-D forms, air-dry clay pinch pot/animal, foil sculpture, origami	Stamping, bubble wrap, recycled materials/objects, Gelli plate prints, Gyotaku fish print	Collage, yarn weaving on cardboard/plate loom, mini-sculpture, choice of mixed media creatures, architecture or other 3-D forms
<b>Learning Goals/ Standards for 3rd Grade Art:</b>				
<p><b>Gr. 2/3 Students will</b> explore and develop skills and techniques using a variety of 2D and 3D art media (crayon, pencil, color sticks, colored pencil, oil pastel, marker, scissors, glue, yarn, printmaking, collage, model magic, oil based clay, air dry clay, weaving, simple sculpture materials). Students will discover the primary, secondary and intermediate colors, warm and cool colors, tints and shades of colors, geometric and organic shapes, types of line (thin, thick, dashed, horizontal, vertical, diagonal) and patterns (grid, checkerboard, stripes, polka dots), positive and negative space, as well as symmetrical and asymmetrical balance in their artwork and the work of others. Students will learn about artists and illustrators from around the world. Students will be introduced to different art careers (illustrator, painter, cartoonist, sculptor, video game designer, fashion designer, toy designer). Students will explore the elements of art (line, shape, color, space, value, form, texture) and principles of art (pattern, balance, contrast).</p> <p><b>Gr. 2/3 Vocabulary:</b> geometric, organic, assemble, texture, portrait, horizon line, neutral, tint, shade, value, cone, cube, illustrate, media, medium, symmetry, resist, still life, observe, pattern, theme, visual, balance, cool colors, warm colors, sphere, pyramid, silhouette, architecture, artifacts, ceramics, cylinder, depth, contrast, intermediate, placement, positive space, negative space, landscape, seascape, simple machines, illusion, overlapping, 3-D (three-dimensional), 2-D (two-dimensional), tint, shade, asymmetry, color wheel.</p>				

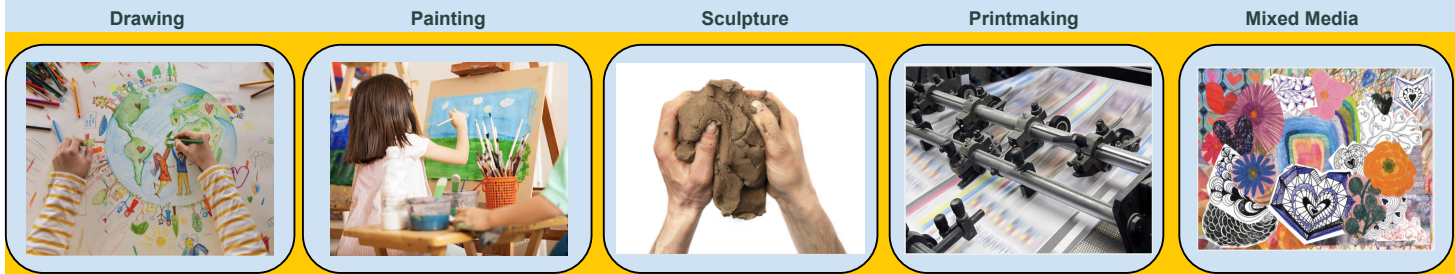
# Curriculum Storyboards:

Essential Question(s):

How can we creatively use the elements of art? How am I an artist?  
What stories can we share through art? Where is art in my world?

## Art: 4th Grade

Current Time Frame: One period on a 5 day rotation: Some units alternate every other year with 3rd grade (weaving/printmaking).



The Focus of the Story:	The Focus of the Story:	The Focus of the Story:	The Focus of the Story:	The Focus of the Story:
<p>Explore Personal Voice In Art</p> <p>Inspiration: Explore how drawing can be utilized as a medium for storytelling, identifying how artist's create their own, unique stories.</p> <p>Art Creation: Create a unique piece of artwork employing various drawing media and basic techniques.</p> <p>Mediums: Experiment with pencil, crayon, color sticks, colored pencils and oil pastels to create two-dimensional (2D) artistic pieces of art.</p> <p>Techniques: Develop fine motor skills while using various drawing media . Introduce skills using line, shading, blending and layering. Practice using materials safely and responsibly throughout the creative process.</p>	<p>Explore Personal Voice In Art</p> <p>Inspiration: Discuss how painting can be utilized as a medium for storytelling, identifying the subject matter and themes portrayed from a variety of cultures, artists and illustrators.</p> <p>Art Creation: Create a unique piece of artwork employing various painting media, focusing on elements like line, shape, and color.</p> <p>Mediums: Experiment with tempera paint and watercolor to create a two-dimensional (2D) artistic piece.</p> <p>Techniques: Develop fine motor skills while using brushes with paint. Practice using materials safely and responsibly throughout the creative process.</p>	<p>Explore Personal Voice In Art</p> <p>Inspiration: Discuss how sculpture and ceramics can be utilized as mediums for storytelling, identifying the subject matter and themes portrayed from various cultures and artists.</p> <p>Art Creation: Create a unique piece of artwork employing various sculpture or clay media, focusing on elements like shape, form and texture.</p> <p>Mediums: Experiment with oil-based clay, Model Magic and air-dry clay to create a three-dimensional (3D) artistic piece.</p> <p>Techniques: Experiment with paper, glue, cardboard and craft materials to create a three-dimensional (3D) artistic piece.</p> <p>Techniques: Develop fine motor</p>	<p>Explore Personal Voice In Art</p> <p>Inspiration: Discuss how printmaking can be utilized as mediums for storytelling, identifying the subject matter and themes portrayed from various cultures and artists.</p> <p>Art Creation: Create a unique piece of artwork employing various printmaking media, focusing on elements like color, shape and repetition.</p> <p>Mediums: Experiment with paint, sponges, craft items and various papers to create a two-dimensional (2D) artistic piece.</p> <p>Techniques: Develop fine motor skills while using print making skills. Practice using materials safely and responsibly throughout the creative process.</p>	<p>Explore Personal Voice In Art</p> <p>Inspiration: Discuss how various mixed media art (collage, weaving, puppetry, digital art, etc.) can be utilized as mediums for storytelling, identifying how artist's create their own, unique stories.</p> <p>Art Creation: Create a unique piece of artwork employing various mixed media techniques, focusing on elements like color, shape, form, texture.</p> <p>Mediums: Experiment with a combination of art media to create a two-dimensional (2D) artistic piece.</p> <p>Techniques: Develop fine motor skills while combining a choice of artistic skills listed under drawing, painting, sculpture and print making. Practice using materials</p>

		skills while using clay and sculpture media. Introduce skills including: pinch pot, coil, rolling, pinching, assembling and building with materials. Practice using materials safely and responsibly throughout the creative process.		safely and responsibly throughout the creative process.
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Project Examples:	Project Examples:	Project Examples:	Project Examples:	Project Examples:
Pop-Art name design, Ruler basics and practice one-point perspective, Human faces, Geometric form shading, Choice of Sketchbook prompts, Sketchbook practice shading values, Sketches for other projects as first steps of creative process- Brainstorming & Developing ideas, Drawing from observation	Seasonal Landscape, Walking Still-life, Neogeographical color-mixing abstract painting, Choice of Theme- resist painting	Oil-based practice spheres & coils, pinch-pot practice, animal/food form, Model Magic 3-D forms, air-dry clay choice (functional or sculptural), foil & wire sculpture, origami	Stamping, bubble wrap, recycled materials/objects, Gelli plate prints/Foam intaglio prints, Gyotaku fish print	Collage, yarn weaving on cardboard/plate loom, mini-sculpture, choice of mixed media creatures, architecture or other 3-D forms, Illustrator inspired collage/painting/sculpture

**Learning Goals/ Standards for 4th Grade Art:**

**Gr. 4 Students will** explore and develop skills and techniques using a variety of 2D and 3D art media (crayon, pencil, color sticks, colored pencil, oil pastel, marker, scissors, glue, yarn, printmaking, collage, model magic, oil based clay, air dry clay, weaving, simple sculpture materials). Students will discover the primary, secondary and intermediate colors, warm and cool colors, tints and shades of colors, monochromatic and complementary color schemes, geometric and organic shapes, 3D forms (cube, cylinder, sphere, pyramid, cone), types of line (thin, thick, dashed, horizontal, vertical, diagonal) and patterns (grid, checkerboard, stripes, polka dots), positive and negative space, as well as symmetrical, asymmetrical and radial balance, proportion and depth in their artwork and the work of others. Students will learn about artists and illustrators from around the world. Students will be introduced to different art careers (illustrator, painter, cartoonist, sculptor, video game designer, fashion designer, toy designer, set designer, architect, textile/fashion designer). Students will discover how to creatively use and identify the elements of art (line, shape, color, space, value, form, texture) and principles of art (pattern, balance, contrast, movement, emphasis, rhythm, unity).


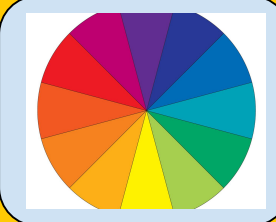
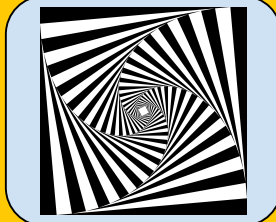


**Gr. 4 Vocabulary:** contrast, emphasis, perspective, point of view, culture, proportion, craftsmanship, hues, tone, color theory, movement, repetition, geometric, organic, assemble, texture, portrait, horizon line, neutral, tint, shade, value, cone, cube, illustrate, media, medium, symmetry, resist, still life, observe, pattern, theme, visual, balance, cool colors, warm colors, sphere, pyramid, silhouette, architecture, artifacts, ceramics, cylinder, depth, contrast, intermediate, placement, positive space, negative space, landscape, seascape, simple machines, illusion, overlapping, 3-D (three-dimensional), 2-D (two-dimensional), tint, shade, asymmetry, color wheel.

# Curriculum Storyboards:

Essential Question(s): How can we use the fundamentals of art to develop a sense of creativity?

## Art: 5th Grade

Current Time Frame: Every other day for 1 semester

Creativity and Design	Color	Elements of Art	Painting	Sculpture
				
<p><b>The Focus of the Story:</b></p> <p>Fifth graders have a unique imagination and their creativity combined with the basic fundamentals of design produce artwork that is unique to students at this stage of development. While the focus of this unit is on creativity and inventiveness, students learn how to thoughtfully strategize and develop their work so it is appealing and captures the attention of the viewer.</p>	<p><b>The Focus of the Story:</b></p> <p>We devote an entire unit to the exploration of the color wheel. Having a basic understanding of color theory provides endless opportunities for students to use their artwork to express feelings, set moods, or tell a story. Colors have emotions and understanding them opens doors to greater possibilities and lets our imaginations be seen by others.</p>	<p><b>The Focus of the Story:</b></p> <p>From lines that guide our eyes to shapes that form our visions, each element holds a key to unlocking our artistic potential. Line, shape, color, value, form, texture, and space are the building blocks of artistic composition. We take a close look at how these elements influence our artwork and have an impact on the success of our works.</p>	<p><b>The Focus of the Story:</b></p> <p>Learning how to control the brush with fine motor skill development is the first goal of this unit. We also strive to push the boundaries of what various types of paint are capable of through experimentation with different brushes, masking tape, surfaces, etc. Students get a taste of what it's like to transform a sketch into something that has a deeper meaning and more vibrant appearance.</p>	<p><b>The Focus of the Story:</b></p> <p>In our sculpture unit, we take an idea and mold it into a tangible form, which brings student work to life in a new and exciting way. With each sculpting session, we dive deeper into the world of texture and form, transforming simple clay into works of art.</p>
<p>Project Examples:</p>	<p>Project Examples:</p>	<p>Project Examples:</p>	<p>Project Examples:</p>	<p>Project Examples:</p>






Name design, scribbles, cartoons, future career portrait. displaying artwork. AI generated images based on student design.	Watercolor color wheel, 100 color mixing challenge.	3D cube, landscape patterns, paper airplane, hand composition, value studies.	Water color techniques. tempera paint winter trees. mixing activities.	Monsters, sculpt your cartoon character.
<b>Learning Goals/ Standards:</b>	<b>Learning Goals/ Standards:</b>	<b>Learning Goals/ Standards:</b>	<b>Learning Goals/ Standards:</b>	<b>Learning Goals/ Standards:</b>
Practice good craftsmanship. Focus on creativity. Experience the properties of different materials and mediums. Practice the proper use of materials and tools (specifically: ruler for measuring, ruler as a straight edge, scissors, applying tape, using liquid glue vs solid glue. Use / Identify a theme. Activate both positive and negative spaces. Critique Artwork.	Practice good craftsmanship. Explore the elements of art. Experience the properties of different materials and mediums. Practice responsible care of equipment and materials. Independently follow a set of instructions. Explore the color wheel. Focus on technique instead of ability.	Explore the elements of art. Practice the proper use of materials and tools. Independently follow a set of instructions. Demonstrate folding paper properly. Draw basic 3-D shapes using 1-point-perspective. Activate both positive and negative spaces.	Explore the elements of art. Experience the properties of different materials and mediums. Practice responsible care of equipment and materials. Explore the color wheel. Activate both positive and negative spaces. Focus on technique instead of ability. Critique Artwork.	Focus on creativity. Explore the elements of art. Experience the properties of different materials and mediums. Practice responsible care of equipment and materials. Explore the color wheel. Focus on technique instead of ability.

# Curriculum Storyboards:

Essential Question(s): How can we build on the fundamentals of art while experimenting with new concepts and mediums?

## Art: 6th Grade

Current Time Frame: Every other day for 1 semester

Representational Drawing	Perspective	Pop Art	Exploring Mediums	Sculpture
				
<p><b>The Focus of the Story:</b></p> <p>While building on the elements of art and focusing on technique, students begin to get an understanding of how proportion, value, and texture can add depth and realism to a drawing. Students step out of their comfort zone and work with subjects like people, trees, and animals. A lot of time in this unit is spent on technique and the process of creating a successful drawing.</p>	<p><b>The Focus of the Story:</b></p> <p>Our physical point-of-view changes how we see the world around us. During this unit, students often surprise themselves as they discover new angles and perspectives to draw from. They study the how-to's of drawing simple objects like a cube and they eventually progress into drawing more difficult scenes like a train following its tracks into the horizon or the inside of room that they designed.</p>	<p><b>The Focus of the Story:</b></p> <p>With Pop Art, we dive into the vibrant world of popular culture and consumerism. Exploring the works of iconic artists like Andy Warhol, we learn to appreciate the beauty in everyday objects and images. Through bold colors and repetition, we create our own pop-inspired masterpieces that reflect our current culture and time.</p>	<p><b>The Focus of the Story:</b></p> <p>As students master the more familiar mediums, it is important that we begin to explore the properties of new ones. During this experimentation process we continue to focus on the elements of art, the fundamentals of design and the development of fine motor skills.</p>	<p><b>The Focus of the Story:</b></p> <p>Sculpture brings new life to an idea or design. During this unit, students expand on their knowledge of sculpting with clay as they learn new methods of hand-building and create designs that have a specific function or utility.</p>
<p><b>Project Examples:</b></p>	<p><b>Project Examples:</b></p>	<p><b>Project Examples:</b></p>	<p><b>Project Examples:</b></p>	<p><b>Project Examples:</b></p>

Shading squares, grid drawing, portraiture, facial features, "how to draw" videos.	Aerial perspective landscape design, 3D cubes, inside of a room drawing, train.	Warhol's repeated images, Lichtenstein portraits.	Chalk, silhouettes, paint, styrofoam prints.	Closed form clay sculptures, pinch pots, clay pockets.
<b>Learning Goals/ Standards:</b>	<b>Learning Goals/ Standards:</b>	<b>Learning Goals/ Standards:</b>	<b>Learning Goals/ Standards:</b>	<b>Learning Goals/ Standards:</b>
Practice good craftsmanship. Use / Identify the elements of art . Focus on technical drawing. Refine proper use of materials and tools (specifically: ruler for measuring, ruler as a straight edge, scissors, applying tape, using liquid glue vs solid glue). Independently follow a set of instructions. Experiment with color. Improve fine motor skills while focusing on technique over ability. Critique Artwork.	Explore architectural design. Focus on technical drawing. Refine proper use of materials and tools. Demonstrate responsible care of equipment and materials. Independently follow a set of instructions. Use 1-point-perspective to show depth.	Practice good craftsmanship. Use / Identify the elements of art. Focus on technical drawing. Experiment with color. Activate both positive and negative spaces. Critique Artwork.	Practice good craftsmanship. Use / Identify the elements of art. Refine proper use of materials and tools. Demonstrate responsible care of equipment and materials. Activate both positive and negative spaces. Improve fine motor skills while focusing on technique over ability.	Use / Identify the elements of art. Demonstrate responsible care of equipment and materials. Improve fine motor skills while focusing on technique over ability.

# Curriculum Storyboards:

Essential Question(s):

What fundamental techniques and principles can we explore in drawing, design, and sculpture, to enhance our understanding and appreciation of visual arts?

## Art: 7th Grade

Current Time Frame: Every day for 7 weeks



The Focus of the Story:	The Focus of the Story:	The Focus of the Story:	The Focus of the Story:	The Focus of the Story:
<p>It is time to start taking the elements of art to the next level to show students how they can really make a drawing come to life. Discovering how a light source can effect value and how creating different textures through the use of newly discovered mediums can change the depth or feel of a drawing is the aim for this unit. As students refine basic drawing skills, they begin to realize that sometimes the difference between technique and ability can be found in the details.</p>	<p>Students expand on their knowledge of the elements of art while building their own aesthetic vision to develop a design sense that can be applied to all types of art from a painting that hangs on the wall of an office to a design commissioned for a specific product that will be purchased by consumers. Design and composition are fundamentally important in the development of a well rounded artist.</p>	<p>Mastering the illusion of depth and space on a two-dimensional surface is enhanced greatly when the artist begins to understand how to incorporate vanishing points and horizon lines. The element of perspective brings their compositions to life with realism and precision. Through careful observation and practice, students hone their skills in capturing depth, scale, and proportion, transforming simple lines into immersive scenes.</p>	<p>Students explore various materials and techniques as they craft sculptures that reflect their unique perspectives and imaginations. From sketching initial ideas to refining their designs, they demonstrate thoughtful planning and attention to detail throughout the process. They experiment with color, texture, and form. Through this journey, students not only discover the joy of sculpting but also develop valuable skills in problem-solving, critical thinking, and self-expression.</p>	

<b>Project Examples:</b>	<b>Project Examples:</b>	<b>Project Examples:</b>	<b>Project Examples:</b>	<b>Project Examples:</b>
Value scale, value mapping, draw 3D objects, shading techniques with ink, blind contour line drawing. Literal Idioms	Batik, 4-inch square composition. AI generated images based on student design.	2 point perspective. buildings, treehouse, city block.	Wire armatures, clay figures, paper mache, plaster wrap.	
<b>Learning Goals/ Standards:</b>	<b>Learning Goals/ Standards:</b>	<b>Learning Goals/ Standards:</b>	<b>Learning Goals/ Standards:</b>	<b>Learning Goals/ Standards:</b>
Work toward mastery of good craftsmanship through fine motor skills. Focus on the application of value to create depth. Work toward mastery of ruler as a straight edge and tool for measurement. Demonstrate responsible care of equipment and materials.	Work toward mastery of good craftsmanship through fine motor skills. Make informed decisions on when to use each element of art. Design with function or purpose. Work toward mastery of ruler as a straight edge and tool for measurement. Demonstrate planning and refining. Explore Art-related career opportunities.	Work toward mastery of good craftsmanship through fine motor skills. Make informed decisions on when to use each element of art. Focus on the application of value to create depth. Work toward mastery of ruler as a straight edge and tool for measurement. Use 2-point-perspective to show depth.	Make informed decisions on when to use each element of art. Design with function or purpose. Manipulate materials to create something new. Demonstrate responsible care of equipment and materials. Independently mix paint to match a skin tone. Demonstrate planning and refining.	

# Curriculum Storyboards:

Essential Question(s): How do different artistic mediums and techniques contribute to conveying an idea or telling a story?

## Art: 8th Grade

Current Time Frame: Every day for 7 weeks

Printmaking



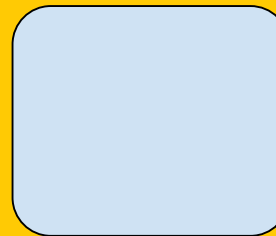
Drawing



Content and Self-Expression



Ceramics



The Focus of the Story:	The Focus of the Story:	The Focus of the Story:	The Focus of the Story:	The Focus of the Story:
<p>Through the exploration of Printmaking as a form of art, students review the importance of design, safety, proper use of tools, and craftsmanship.</p>	<p>Students are introduced to numerous drawing techniques that aid in the refining of their technical drawing skills as well as provide a platform to work with visual interpretation.</p>	<p>Artwork can tell a story, convey a message, or provide a means of self-expression. While exploring how elements such as line, color, and shape can be used to accomplish this students begin to enhance their personal voice and deepen their understanding of expression and critical thinking.</p>	<p>Functional art encompasses a wide range of topics that bridge the gap between artistic expression and practical utility. This introduction to ceramics provides an avenue for students to appreciate the beauty and craftsmanship of objects that serve practical purposes in everyday life.</p>	
Project Examples:	Project Examples:	Project Examples:	Project Examples:	Project Examples:

Linocuts, collagraphs, and monoprints.	Grid drawing, image completion, and illustration.	Self-portrait collage, mood painting, color-theory.	Slab-built box, hand-built bowl, wheel thrown mug.	
<b>Learning Goals/ Standards:</b>	<b>Learning Goals/ Standards:</b>	<b>Learning Goals/ Standards:</b>	<b>Learning Goals/ Standards:</b>	<b>Learning Goals/ Standards:</b>
Create original works of art. Explore the principles of design. Demonstrate responsible care of equipment and materials. Plan and refine.	Work toward mastery of good craftsmanship through fine motor skill development. Create original works of art. Work with layering to create depth and color variation. Plan and refine. Explore art-related career opportunities. Compare and contrast works of art using the elements and principles.	Work toward mastery of good craftsmanship through fine motor skills development. Create original works of art. Explore the principles of design. Demonstrate responsible care of equipment and materials. Plan and refine. Recognize personal voice and make stylistic choices to reflect personal identity. Compare and contrast works of art using the elements and principles. Depict emotion and expression in one's art.	Create original works of art. Explore the principles of design. Demonstrate responsible care of equipment and materials. Explore art-related career opportunities. Explore functional art.	

Curriculum Storyboards:

Essential Question(s):

Student should demonstrate an understanding of the creative process in Art, be able to develop a plan for their artwork, and effectively apply aesthetic choices in their pieces based on the Elements of Art.

Art Appreciation

Week 1-4

Week 1-4

Week 1-4

Week 5-6

Week 6-7

Week 6-7

Week 8-9

Line

Shape

Value

Color

Space

Texture

Form

The Focus of the Story:

The Focus of the Story:

The Focus of the Story:

The Focus of the Story:

The Focus of the Story:

The Focus of the Story:

The Focus of the Story:

Line, line weight, contour, leading lines

Shape, organic, geometric

Value, hatch, crosshatch, stipple, random line, illusion

Color, primary, secondary, tertiary, mood, monochromatic, tint, shade, tone, complementary colors

Space, positive, negative

Texture, surface, perceived surface, illusion, touch, visual

Form, real, perceived, illusion, perspective, volume

Students will be introduced to artwork and artists that incorporate the use of Line.

Students will be introduced to artwork and artists that incorporate the use of Shape.

Students will be introduced to artwork and artists that incorporate the use of Value.

Students will be introduced to artwork and artists that incorporate the use of Color.

Students will be introduced to artwork and artists that incorporate the use of Space.

Students will be introduced to artwork and artists that incorporate the use of Texture.

Students will be introduced to artwork and artists that incorporate the use of Form.

Students will design and create a project focusing on Line, using the concepts introduced.

Students will design and create a project focusing on Shape, using a combination of organic and geometric shapes.

Students will compose a drawing, focusing on Value. They will be encouraged to explore using different techniques of their choice.

Students will design and create a project focusing on Color, using the concepts introduced, that includes previous elements (Line, Shape, Value).

Students will design and create a project focusing on the creative use of positive and negative Space.

Students will design and create a project focusing on the creative use of Texture.

Students will design and create a project focusing on the creative use of Form.

Learning Goals

Learning Goals

Learning Goals

Learning Goals

Learning Goals

Learning Goals

Learning Goals

Students will be able to identify and define the element of Line in art, recognizing its fundamental role in visual composition. Students will demonstrate their understanding of Line by creating a visually compelling composition.

Students will be able to identify and define the element of Shape in art, recognizing its fundamental role in visual composition. Students will demonstrate their understanding of organic and geometric shapes by creating a visually compelling composition that effectively integrate both types of shapes.

Students will be able to identify and define the element of Value in art, recognizing its fundamental role in visual composition. Students will demonstrate their understanding of Value but focusing on and creating a wide range of values in their composition, using different techniques.

Students will be able to identify and define the element of Color in art, recognizing its fundamental role in visual composition. Students will demonstrate their understanding of the use of Color by creating a range of tint, shades, and tones that will be incorporated into an original composition.

Students will be able to identify and define the element of Line in art, recognizing its fundamental role in visual composition. Students will demonstrate their understanding of Space by creating an original composition that incorporates a creative use of positive and negative Space.

Students will be able to identify and define the element of Texture in art, recognizing its fundamental role in visual composition. Students will demonstrate their understanding of Texture by creating an original composition that incorporates a creative use of the Element.

Students will be able to identify and define the element of Form in art, recognizing its fundamental role in visual composition. Students will demonstrate their understanding of Form by creating an original composition that incorporates a creative use of the Element.

Curriculum Storyboards:

Essential Question(s):

Students should demonstrate an understanding of how the Elements and Principles of Art, can be effectively utilized in photographic compositions. Students should demonstrate the different functions of the camera (Aperture, Shutter, ISO, etc.) and how those functions affect a photograph. Students should demonstrate a basic knowledge of loading, editing, and printing work in Photoshop. Emphasis will be placed on understanding composition, lighting, exposure, and the creative process behind photography. Students will also explore the historical and cultural significance of photography as a medium of visual expression.

Digital Photography

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8-9
History/Camera functions	Composition/Framing	Macro/Aperture	Motion/Shutter	Landscape	Portraiture	Same Object	Theme
The Focus of the Story:	The Focus of the Story:	The Focus of the Story:	The Focus of the Story:	The Focus of the Story:	The Focus of the Story:	The Focus of the Story:	The Focus of the Story:
Photography, 3 basic styles, landscape, portrait, documentary, ISO, Aperture, Shutter Speed	Composition, framing, open vs closed, rule of thirds, balance, symmetric, asymmetric, radial, crystallographic, leading lines	Macro, aperture, f-stop, depth of field, PhotoShop	Shutter speed, capturing vs freezing motion	Landscape, aperture, depth of field, framing, composition, rural, urban	Portrait, lighting, depth of field	Same object, framing, creativity	Theme, cropping, layering, PhotoShop, saving, editing, printing
Students will be introduced to artwork and artists that incorporate the 3 styles of photography. Students will get an overview of the history and evolution of photography. Student will be introduced to digital cameras and their components, with an understanding of camera settings: aperture, shutter speed, ISO.	Students will be introduced to the basics of composition and framing.	Students will be introduced to using the aperture function on the camera.	Students will be introduced to using the shutter function on the camera.	Students will be introduced to landscape photography. Students will use their past knowledge of framing and aperture.	Students will be introduced to techniques for capturing compelling portraits, posing and directing subjects, importance of lighting, and ethical considerations in portraiture.	Students will be introduced to still life photography using the same object for all of their photos. Students will focus on creativity and originality.	Students will work on a final photography project of their choice, demonstrating the skills and techniques learned throughout the course.
Students will take photos that demonstrate the 3 types of photography.	Students will take photos, only focusing the framing aspect of the photo. Students will focus on composition and balance.	Students will take "macro" photos, focusing on the f-stop setting that produce a "shallow" depth of field.	Students will take photos using the shutter function on the camera.	Students will take photos of rural and urban landscapes, choosing the functions on the camera to yield desired results.	Students will take portrait photos, choosing the functions on the camera to yield desired results.	Students will take same object photos, choosing the framing and functions on the camera to yield desired results.	Students will take theme based photos, choosing the framing, editing, and functions on the camera to yield the desired results.
Learning Goals	Learning Goals	Learning Goals	Learning Goals	Learning Goals	Learning Goals	Learning Goals	Learning Goals
Students will demonstrate their understanding of the camera by experimenting with techniques and settings that the camera offers.	Students will demonstrate their understanding of framing and composition by taking photos and editing five.	Students will demonstrate their understanding of using the aperture function on the camera by taking and editing 5 photos.	Students will demonstrate their understanding of the shutter function on the camera by either capturing or exaggerating motion and then editing 5 photos.	Students will demonstrate their understanding of landscape photography by taking and editing 5 strongly composed photos.	Students will demonstrate their understanding of portraiture photography by taking and editing 5 strongly composed photos.	Students will demonstrate their understanding of the camera functions by taking and editing 5 strongly composed photos of the same object.	Students will demonstrate their understanding of creating theme based photos by taking, editing, printing, and framing 8 photos. They will participate in peer critiques, presentations of final projects, and reflection on personal growth.

Curriculum Storyboards:

Essential Question(s):

Students should demonstrate an understanding how the Elements of Art, such as line, shape, color, texture, value, form, and space, can be effectively utilized in 2D compositions. Students should demonstrate using the Elements to create different Principles of Art.

2D Design

Weeks 1-2	Week 3-4	Week 4	Week 5	Week 6-7	Week 8-9
Balance	Contrast	Unity/Variety/Harmony	Pattern	Emphasis	Rhythm/Movement
The Focus of the Story:	The Focus of the Story:	The Focus of the Story:	The Focus of the Story:	The Focus of the Story:	The Focus of the Story:
Balance, symmetric, asymmetric, radial, crystallographic, rule of thirds, open/closed composition, focal point, leading lines	Contrast, value, color, line, shape, texture, form, complementary colors	Unity, Variety, Harmony, color scheme, texture, organic, geometric, simplicity, repetition, proximity	Pattern, Elements, repetition, echoing	Emphasis, leading lines, focal point	Rhythm and Movement, focal point, Balance
Students will be introduced to artwork and artists that incorporate the different types of Balance in their work.	Students will be introduced to artwork and artists that incorporate the different types of Contrast in their work.	Students will be introduced to artwork and artists that incorporate the different types of Unity, Variety, and Harmony in their work.	Students will be introduced to artwork and artists that incorporate the different types of Unity, Variety, and Harmony in their work.	Students will be introduced to artwork and artists that incorporate the different types of Emphasis in their work.	Students will be introduced to artwork and artists that incorporate the different types of Rhythm and Movement in their work.
Students will design and create compositions that focus on the four types of Balance.	Students will design and create a composition that focuses on using the Elements to create Contrast.	Students will design and create a composition that focuses on using the Principles of Unity, Variety, and Harmony.	Students will design and create a composition that focuses on using the Elements to create Pattern.	Students will design and create a composition that focuses on using the Elements to create Emphasis.	Students will design and create a composition that focuses on using the Elements to create Rhythm and Movement.
Learning Goals	Learning Goals	Learning Goals	Learning Goals	Learning Goals	Learning Goals
Students will be able to identify and define the Principle of Balance in art, recognizing its fundamental role in visual composition. Students will demonstrate their understanding of Balance by creating an original compositions that incorporate a creative use of the four types of Balance.	Students will be able to identify and define the Principle of Contrast in art, recognizing its fundamental role in visual composition. Students will demonstrate their understanding of Contrast by creating an original composition that incorporates a creative use of the Elements to create Contrast.	Students will be able to identify and define the Principles of Unity, Variety, Harmony in art, recognizing its fundamental role in visual composition. Students will demonstrate their understanding of these concepts by creating an original composition that incorporates a creative use of the these Principles.	Students will be able to identify and define the Principle of Pattern in art, recognizing its fundamental role in visual composition. Students will demonstrate their understanding of Pattern by creating an original composition that incorporates a creative use of the Elements to create Pattern.	Students will be able to identify and define the Principle of Emphasis in art, recognizing its fundamental role in visual composition. Students will demonstrate their understanding of Emphasis by creating an original composition that incorporates a creative use of the Elements to create Emphasis.	Students will be able to identify and define the Principles of Rhythm and Movement in art, recognizing its fundamental role in visual composition. Students will demonstrate their understanding of these concepts by creating an original composition that incorporates a creative use of the Elements to create Rhythm and Movement.

Curriculum Storyboards:

Essential Question(s)

This course offers an exploration of the fundamentals of ceramics and sculpture, providing students with hands-on experience in creating three-dimensional artworks. Through a combination of practical studio work, demonstrations, and discussions, students will be able to demonstrate various techniques and processes involved in working with clay and other sculptural materials. Emphasis will be placed on fostering creativity, developing technical skills, and exploring the expressive potential of sculpture.

*Ceramics & Sculpture*

Week 1 Ceramics	Week 2 Ceramics (pinch/coil)	Week 3-4 Ceramics (slab)	Week 5 Sculpture (Movement)	Week 6 Sculpture (Relief)	Week 7 Sculpture (Symbolism)	Week 8 Ceramics (Glazing)	Week 9 Ceramics (Firing)
The Focus of the Story:	The Focus of the Story:	The Focus of the Story:	The Focus of the Story:	The Focus of the Story:	The Focus of the Story:	The Focus of the Story:	The Focus of the Story:
Clay, ceramics, stages of clay, raw, slip, plastic, leatherhard, bone dry, bisque, glazeware, vitrified	Handbuilding, pinch, coil, slab, slip and score, throw	Slab roller, slip and score, leatherhard, addition, subtraction, form vs function	Rhythm and Movement, focal point, Balance	Relief sculpture, low vs high, raised	Symbolism, communication, representation	Glaze, brush, dip, pour, spray, crawl, craze, wax, sgraffito	Vocabulary: Fuel, electric, wood, salt, soda, gas, reduction, oxidation, neutral, candle
Students will be introduced to the history of ceramics and it's uses. Students will understand the basics of ceramics and sculpture, including materials, tools, and basic techniques.	Students will be introduced to the pinch and coil methods to create forms.	Students will be introduced to the slab method of construction.	Students will be introduced to artwork and artists that incorporate the different types of Rhythm and Movement in their work.	Students will be introduced to artwork and artists that incorporate the relief method of sculpture.	Students will be introduced to artwork and artists that incorporate the concept of symbolism in their work.	Students will be introduced to the process of glazing ceramic work.	Students will be introduced to the firing process.
.	Students will design and construct a sculpture using the pinch and coil methods.	Students will design and construct work using the slab method.	Students will design and create a sculpture that focuses on using the Elements to create Rhythm and Movement.	Students will design and create a sculpture that focuses on using the relief method to create a sense of form.	Students will design and create a sculpture that focuses on using objects/images that symbolize something meaningful to the student.	Students will glaze their work from earlier in the quarter, using a plan they create to produce desired results.	Students will load, candle, fire, and unload their completed work.
Learning Goals	Learning Goals	Learning Goals	Learning Goals	Learning Goals	Learning Goals	Learning Goals	Learning Goals
Students will be able to identify the 7 stages of clay and recognize different construction techniques.	Students will be able to identify and use the pinch and coil techniques as a method of construction. Students will demonstrate their understanding of the concept by creating an original piece that incorporates the construction method.	Students will be able to identify and use the slab technique as a method of construction. Students will demonstrate their understanding of the concept by creating an original piece that incorporates the construction method.	Students will be able to identify and define the Principles of Rhythm and Movement in art, recognizing its fundamental role in visual composition. Students will demonstrate their understanding of these concepts by creating an original composition that incorporates a creative use of the Elements to create Rhythm and Movement.	Students will be able to identify and define the method of relief sculpture. Students will demonstrate their understanding of this concept by creating an original composition that incorporates a creative use of the method.	Students will be able to identify and define the meaning of symbolism. Students will demonstrate their understanding of this concept by creating an original composition that incorporates a creative use of the method.	Students will be able to identify and define the method of glazing ceramic work. Students will demonstrate their understanding of the concept by glazing work they created.	Students will be able to identify the different firing techniques. Students will demonstrate their understanding of the concept by firing work they created.

Curriculum Storyboards:

Essential Question(s):

This course is designed to introduce high school students to the art of pottery. Through hands-on experience, students will learn fundamental techniques in wheel throwing, glazing, and firing clay. Emphasis will be placed on developing both technical skills and creative expression. Students will also explore the historical and cultural significance of pottery as an art form.

Wheel Pottery

Week 1-4	Week 5-6	Week 7	Week 8	Week 9
Introduction to Pottery and Throwing Basics	Intermediate Wheel Throwing	Surface Decoration Techniques	Glazing and Firing	Culminating Projects and Reflection
The Focus of the Story:	The Focus of the Story:	The Focus of the Story:	The Focus of the Story:	The Focus of the Story:
Intro to the history and significance of pottery, safety procedures, equipment demonstration, clay types and preparations, guided practice sessions on the wheel.	Refinement of wheel throwing skills, exploration of different forms, intro to altering and trimming techniques.	Intro to glazing and underglazing, demonstrations of various surface decoration techniques: carving, slip trailing, sgraffito, etc., experimentation with different decorating methods	Overview of glaze chemistry and application methods, guided practice sessions, intro to kiln operation and firing processes	Completion of final projects, presentation of student work, reflection on personal growth, clean-up and studio maintenance
Students will be introduced to throwing basic forms on the wheel (cylinder, bowl, etc).	Students will be introduced to more advanced techniques through individual and guided practice sessions.	Students will be introduced to the glazing and finishing of work.	Students will be introduced to the loading, firing, and unloading of the kiln.	Students will be asked to reflect, present, and evaluate their throwing process over the last quarter.
Students will design and create work using the wheel to create their forms.	Students will design and create work using the wheel to create their forms.	Students will design and create surfaces on their work.	Students will load, fire, and unload work they have created.	Students will be asked to reflect, present, and evaluate their throwing process over the last quarter.
Learning Goals	Learning Goals	Learning Goals	Learning Goals	Learning Goals
Students will be able to identify and use wheel techniques as a method of construction. Students will demonstrate their understanding of the concept by creating an original pieces that incorporate throwing construction methods.	Students will be able to identify and use wheel techniques as a method of construction. Students will demonstrate their understanding of the concept by creating an original pieces that incorporate throwing construction methods.	Students will be able to identify and use surface and glazing techniques. Students will demonstrate their understanding of these concepts by finishing original pieces of their creation.	Students will be able to identify the different glazing and firing techniques. Students will demonstrate their understanding of the concepts by finishing original pieces of their creation.	Students will be able to identify and demonstrate the different throwing, trimming, glazing, and firing methods used for creating wheel pottery.

**Curriculum Storyboards:**

Essential Question(s):

This course is designed to introduce high school students to the fundamentals of graphic design. Students will explore various design principles, software, and techniques used in the industry. Students will develop a portfolio of their work, demonstrating their ability to create compelling and effective visual designs.

Graphic Design

Week 1	Week 2	Week 3	Week 4	Week 5-6	Week 7-8	Week 9
Intro to GD	Basic Design Principles	Typography	Color Theory	Intro to Adobe Photoshop	Composition and Layout	Building a Portfolio
The Focus of the Story:	The Focus of the Story:	The Focus of the Story:	The Focus of the Story:	The Focus of the Story:	The Focus of the Story:	The Focus of the Story:
Overview of graphic design, history, and career opportunities	Line, shape, texture, space, form, unity, balance, hierarchy	Anatomy of type, type classifications, fonts, and readability	Color wheel, color relationships, psychological effects of color	Basic tools and functions, photo editing, layers, and masks	Grids, alignment, spacing, creating visual flow	Selecting and organizing work, presentation skills
Introduction to course objectives and materials, class discussion on famous designers	Hands-on exercises exploring each principle, group critiques	Typography exercises, exploring different typefaces	Color mixing exercises, creating color palettes	Guided tutorials, hands-on practice	Layout exercises, analyzing effective compositions	Portfolio assembly, mock interviews, final critiques
Research and present a short biography of a notable graphic designer	Create a poster using basic design principles	Design a typographic poster for a fictional event	Create a color scheme and apply it to a design project	Edit and enhance a series of photos using Photoshop	Create a magazine cover layout	Submit a digital portfolio of completed projects
Learning Goals	Learning Goals	Learning Goals	Learning Goals	Learning Goals	Learning Goals	Learning Goals
Students will gain a better understanding of the history and career opportunities within the field of graphic design.	Students will gain a better understanding of using the Elements of Art to create the Principles. Students will demonstrate and apply basic design principles.	Students will gain a better understanding and demonstrate the importance of typography, color theory, and composition in design.	Students will gain a better understanding and demonstrate the importance of color theory, and composition in design.	Students will gain a better understanding and develop proficiency in industry-standard graphic design software.	Students will gain a better understanding and apply basic design principles.	Students will gain a better understanding of building a portfolio of graphic design projects.



**Curriculum Storyboards:**

Essential Question(s):

This course is designed to introduce students to the rich history of visual art from various cultures and time periods. Through a chronological approach, students will develop an understanding of the significance of art in shaping societies, cultures, and human expression. The course will explore key artistic movements, styles, and techniques, and encourage critical thinking and visual analysis.

**Art History**

Week 1-2	Week 3-4	Week 5-6	Week 7-8	Week 9-10	Week 11-12	Week 13-15	Week 16-17	Week 18
Intro to Art History	Prehistoric and Ancient Art	Classical Art	Medieval Art	Renaissance Art	Baroque and Rococo Art	18th and 19th Century Art	Modern Art	Contemporary Art and Final
The Focus of the Story:	The Focus of the Story:	The Focus of the Story:	The Focus of the Story:	The Focus of the Story:	The Focus of the Story:	The Focus of the Story:	The Focus of the Story:	The Focus of the Story:
What is art history? Methods and tools of art historians	Paleolithic, Neolithic, Ancient Near Eastern, Egyptian art	Greek and Roman art, sculpture, architecture, and pottery	Early Christian, Byzantine, Romanesque, and Gothic art	Italian and Northern Renaissance, key artists like Leonardo, Michelangelo, Raphael	Baroque art in Italy, Spain, Flanders, Holland, and France; Rococo in France	Neoclassicism, Romanticism, Realism, Impressionism	Post-Impressionism, Fauvism, Cubism, Surrealism, Abstract Expressionism	Contemporary art trends, global perspectives, digital art
Students will be introduced to the syllabus, discussions on the importance of art, and get an overview of art analysis techniques.	Students will be analyzing cave paintings, sculpture, and architecture; comparing different ancient cultures.	Students will study major works like the Parthenon, analysis of classical sculpture techniques.	Students will be examining illuminated manuscripts, cathedrals, and religious iconography.	Students will analyze Renaissance masterpieces, and explore humanism in art.	Students will study the dramatic and ornate styles, comparison of Baroque and Rococo.	Students will analyze major works, and have discussions on the impact of industrialization on art.	Students will explore major modernist artists and their techniques.	Students will explore contemporary art trends, digital art, and AI influence.
Students will write a short essay on why studying art history is important.	Students will create a timeline of prehistoric to ancient art with images and descriptions.	Students will write an analysis of a chosen Greek or Roman artwork.	Students will create an illustrated guide to Gothic cathedrals.	Students will research and present on a chosen Renaissance artist and their impact.	Students will create a visual analysis of a Baroque or Rococo painting.	Students will research and present on a chosen artist and their impact.	Students will create a modern art piece inspired by one of the movements studied	Students will review all eras and prepare for the final exam.
Learning Goals	Learning Goals	Learning Goals	Learning Goals	Learning Goals	Learning Goals	Learning Goals	Learning Goals	Learning Goals
Students will gain a better understanding of recognizing the contributions of diverse cultures and artists to the history of art.	Students will gain a better understanding of cultivating an appreciation for diverse artistic styles and cultural perspectives.	Students will gain a better understanding of classical art by analyzing major contributing works of the era.	Students will gain a better understanding of the connections between art, history, politics, philosophy, and social issues.	Students will gain a better understanding of Renaissance art by analyzing major contributing works of the era. Students will gain a better understanding of the connections between art, history, politics, philosophy, and social issues.	Students will gain a better understanding of Baroque and Rococo art by analyzing major contributing works of the era. Students will gain a better understanding of the connections between art, history, politics, philosophy, and social issues.	Students will gain a better understanding of 18th and 19th century art by analyzing major contributing works of the era. Students will gain a better understanding of the connections between art, history, politics, philosophy, and social issues.	Students will gain a better understanding of Modern Art by analyzing major contributing works of the era. Students will gain a better understanding of the connections between art, history, politics, philosophy, and social issues.	Students will gain a better understanding of Art History by analyzing major contributing works of the era. Students will gain a better understanding of the connections between art, history, politics, philosophy, and social issues. Students will gain a better understanding of recognizing the contributions of diverse cultures and artists to the history of art.

## 5018

### Parent and Guardian Involvement In Education Practices

The school district recognizes the importance of parental and guardian involvement in the education of their children. The school district will take the following steps to ensure that the rights of parents and guardians to participate in the education of their children are preserved.

1. Parents/Guardians will be provided access, as described in district procedures, to district-approved textbooks and other curricular materials and tests used in the district upon request.
  - a. A parental request to review specific approved textbooks and other district- or building-approved curricular materials (written, visual, and audio) should be made to the principal of the building where the textbooks and curriculum materials are used.
  - b. Parents may check out textbooks and may review curricular materials such as video and audio recordings within a time frame determined by the building principal to prevent disruption of the instructional process.
  - c. A parental request to review specific standardized and criterion-referenced tests used in the district should be made in writing to the building principal. Copies of the most recent tests used in the district will be available for parent review. Parents wishing to review statewide assessments will be provided with sample questions and a copy of a practice test, but will not be provided with copies of the actual assessment due to testing security. In the case of other secure tests such as the ACT, parents must contact the publisher to obtain copies of the test.
2. Parents/Guardians will be permitted, within district procedures, to attend and observe courses, assemblies, counseling sessions, and other instructional activities.
  - a. Parents/guardians are invited to make appointments with the building principal to visit classes, assemblies and other instructional activities. The principal shall give permission after determining that parental/guardian observation would not disrupt the activity. Observations that last more than 60 minutes or occur on consecutive days are typically disruptive and will not be permitted absent unusual circumstances, in the sole discretion of the building principal.

- b. Parents/guardians may contact the building principal to request permission to attend counseling sessions in which their child is involved.
- 3. Parents/guardians will be permitted, within district procedures, to ask that their children be excused from school experiences that parents find objectionable.
  - a. Building principals may excuse a student from any single school experience at the parent's written request.
  - b. When appropriate, alternative experiences will be provided for the student by the school.
- 4. Parents/guardians will be informed through the student handbook and district policies of the manner that the district will provide access to records of students.
- 5. Parents/guardians will be informed of the standardized and criterion-referenced district testing program. Parents may request additional information from the building principal.
- 6. Parents/guardians will be informed of the circumstances under which they may opt-out of state and federal assessments.
  - a. In accordance with federal law, at the beginning of the school year, the District shall provide notice of the right to request a copy of this policy to parents/guardians of students attending schools receiving Title I funds. The District will provide a copy of this policy to a requesting parent in a timely manner.

- b. State Assessments

State and federal law simultaneously require students to take state assessments, with few exceptions, but also permit parents or guardians to request to opt their students out of these assessments. Approval of opt out requests is contrary to the mandatory testing laws, so the District cannot "approve" the request. Parents who do not present their child for testing will result in the child receiving the lowest score possible on the assessment.

c. National Assessment of Educational Progress

As a condition of receiving federal funds, the District participates in the National Assessment of Educational Progress (NAEP). To help ensure that the District has a representative sample of students taking the NAEP, which will allow the District to assess the quality and effectiveness of its programming on a national level, the District strongly encourages all eligible students to participate. However, student participation in NAEP is voluntary.

The District shall provide parents/guardians of eligible students with reasonable notice prior to the exam being administered. Parents/guardians wishing to opt their students out of the NAEP assessment must notify the district in writing at least three days prior to the exam date to ensure that the District can coordinate supervision and alternative activities for students who have opted out.

7. Parents/guardians will be notified of their right to remove their children from surveys prior to district participation in surveys.
  - a. The principal must approve all surveys intended to gather information from students before they are administered to students.
  - b. Students' participation in surveys is voluntary. Parents/guardians may restrict their child from participating in any survey.

Adopted on: June 14, 2010

Revised on: August 15, 2017, November 9, 2020

Reviewed on: August 14, 2023

## **5054 Student Bullying**

**Definition of Bullying.** Nebraska statute defines bullying as “an ongoing pattern of physical, verbal or electronic abuse.” The Centers for Disease Control and Prevention defines bullying as “any unwanted aggressive behavior(s) by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated.” The District’s administrators will consider these definitions when determining whether any specific situation constitutes bullying. These definitions include both in-person and cyberbullying behaviors.

**Bullying Prohibited.** Students are prohibited from engaging in any form of bullying behavior.

**Reporting Bullying.** Students who experience or observe bullying behavior must immediately report what happened to a teacher or administrator. Students may always confer with their parents or guardians about bullying they experience or witness, but the students must also ultimately report the situation to a teacher or administrator.

**Bullying Investigations.** School district staff will investigate allegations of bullying using the same practices and procedures that the district observes for student disciplinary matters. In no circumstance will school district staff be deliberately indifferent to allegations of bullying.

**Disciplinary Consequences.** The disciplinary consequences for bullying behavior will depend on the frequency, duration, severity and effect of the behavior.

A student who engages in bullying behavior on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or his or her designee, or at school-sponsored activities or school-sponsored athletic events may be subject to disciplinary consequences including but not limited to long-term suspension, expulsion, or mandatory reassignment.

Without limiting the foregoing, a student who engages in bullying behavior that materially and substantially interferes with or disrupts the educational environment, the district’s day-to-day operations, or the education process, regardless of where the student is at the time

of engaging in the bullying behavior, may be subject to discipline to the extent permitted by law.

**Bullying Based on Protected Class Status.** Bullying based on protected class status is unique and may require additional investigation. The appropriate district staff member or coordinator will promptly investigate bullying complaints that violate the district's antidiscrimination policies.

**Support for Students Who Have Experienced Bullying.** Regardless of where the bullying occurred, the district will consider whether victims of bullying are suffering an adverse educational impact and, if appropriate, will refer those students to the district's student assistance team.

**Bullying Prevention and Education.** Students and parents are encouraged to inform teachers or administrators orally or in writing about bullying behavior or suspected bullying behavior. School employees are required to inform the administrator of all such reports. The appropriate administrator shall promptly investigate all such reports. Each building shall engage in activities which educate students about bullying, bullying prevention and digital citizenship.

**Policy Review.** The school district shall review this policy annually.

Adopted on: June 14, 2010

Revised on: August 13, 2018, August 10, 2020

Reviewed on: August 14, 2023

## Board of Education Regular Meeting Template

School District of Seward

410 South Street

Seward, NE 68434

Monday, July 8, 2024 5:30 PM

Attendance Taken at 5:31 PM.

Paul Duer:	Present
Matt Hastings:	Present
Jill Hochstein:	Present
Ryne Seaman:	Present
Danielle Shipley:	Present
Shawn Svoboda:	Present

### 1. Preliminary Procedures

1.1. Call meeting to order & announce Open Meetings Act is Posted

1.2. Public Notice as publicized per board policy

The public notice was publicized in the Seward County Independent and posted at city hall, library and courthouse. The public notice was dated July 3, 2024.

1.3. Roll Call

1.3.1. Action to excuse board members if necessary

1.4. Pledge of Allegiance

### 1.5. **1.5 Mission**

Seward Public Schools - a district rooted in excellence - in cooperation with family and community members is committed to the development of the whole student and affirms that all students will have the skills to become productive, resilient, and contributing members of their community.

## 1.6. Approval of Agenda

Motion to approve the agenda as presented Passed with a motion by Jill Hochstein and a second by Paul Duer.

Paul Duer: Yea, Matt Hastings: Yea, Jill Hochstein: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea, Shawn Svoboda: Yea

2. Public Forum: (The Board President reserves the right to place time limits on individuals and topics.)

2.1. Public Forum on Agenda Items: This is your opportunity to speak to items on the agenda. If you are not a part of the presentation of the agenda item you need to speak now. Thank you for your participation.

There was none.

2.2. Public Forum on Any Topic: This is your opportunity to speak to any topic concerning the school district. Since it is not an agenda item the board cannot discuss or take action at this time on the matter. Future discussion can be requested as an agenda item. Thank you for your participation.

There was none.

## 3. Reports

### 3.1. Superintendent's Report

There is a possibility of a Special Session this summer. Dr. Fields gave the board a recap from the governors' meeting today. Dr. Fields and our administrative team attended the Leadership Summit Summary on June 26 & 27, 2024. Dr. Fields will be posting the dues from NASB, STANCE, CHAMBER soon. The Fall Workshop for all staff will be Monday, August 12, 2024 with breakfast and an all staff convocation. [https://nasb.envisiams.com/docs/default-source/board-notes/board-notes---june-2024.pdf?sfvrsn=da74ca69\\_3](https://nasb.envisiams.com/docs/default-source/board-notes/board-notes---june-2024.pdf?sfvrsn=da74ca69_3)

## 4. Discussion Items

### 4.1. New and Revised Policy Updates

Dr. Fields discussed new and revised policy updates with the board.

### 4.2. Summer Project Update

The carpet, LVT, painting and roof are all complete at the elementary. The Pour and Play for the preschool playground is on schedule. The quiet rooms at the middle school and the bathroom at the bus garage are close to being done. Bus radios are in, and we are still working with the city to figure out the details of the repeater on the water tower. The concrete work throughout the district will be started soon and we will also have a small walking trail at the elementary school that the Elementary PTO is paying for.

#### 4.3. Year-End Substitute Teacher Discussion

Dr. Fields reported to the board the amount we have paid for subs for the 23-24 school year along with what we have paid teachers when their sick bank is maxed out.

#### 5. Action Items

##### 5.1. Substitute Teacher Pay

Motion to move the substitute teacher pay to \$161 per day for the 2024-2025 school year. Passed with a motion by Paul Duer and a second by Shawn Svoboda.

Paul Duer: Yea, Matt Hastings: Yea, Jill Hochstein: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea, Shawn Svoboda: Yea

##### 5.2. 2024-2025 Staff Handbook

Motion to approve the 2024-2025 Seward Staff Handbook inclusive to the change of 50 cents per mile rate. Passed with a motion by Paul Duer and a second by Matt Hastings.

Ryne Seaman: Nay, Paul Duer: Yea, Matt Hastings: Yea, Jill Hochstein: Yea, Danielle Shipley: Yea, Shawn Svoboda: Yea

##### 5.3. First Reading New and Revised Board Policies

Motion to approve the first reading of the new and revised policies as presented. Passed with a motion by Paul Duer and a second by Jill Hochstein.

Paul Duer: Yea, Matt Hastings: Yea, Jill Hochstein: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea, Shawn Svoboda: Yea

##### 5.4. New and Revised Policies

Motion to approve the new and revised policies as presented. Passed with a motion by Paul Duer and a second by Danielle Shipley.

Paul Duer: Yea, Matt Hastings: Yea, Jill Hochstein: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea, Shawn Svoboda: Yea

#### 6. Future Agenda Items

Policies

Budget

#### 7. Consent Agenda

##### 7.1. Approval of Minutes

##### 7.2. Approval of Financial Reports

###### 7.2.1. Treasurer

7.2.2. Budget

7.2.3. Activities

7.2.4. Athletic

7.3. Approval of Claims

7.3.1. General Fund - \$1,799,543.88

7.3.2. Special Building Fund - \$88,000.00

7.3.3. Depreciation Fund - \$60,000.00

7.3.4. Qualified Capital Purpose Undertaking Fund - \$25,200.39

7.4. Approval of Consent Agenda

Motion to approve the consent agenda as presented Passed with a motion by Danielle Shipley and a second by Shawn Svoboda.

Paul Duer: Yea, Matt Hastings: Yea, Jill Hochstein: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea, Shawn Svoboda: Yea

8. Adjournment

Motion to adjourn the meeting at 7:05 PM with the next study session and regular board meeting scheduled for Monday, August 12 at 5:30 and 7:00 PM Passed with a motion by Paul Duer and a second by Jill Hochstein.

Paul Duer: Yea, Matt Hastings: Yea, Jill Hochstein: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea, Shawn Svoboda: Yea

Prepared by:

Jill Hochstein

Heidi Covert

Secretary

**SCHOOL DISTRICT OF SEWARD  
TREASURER'S REPORT  
FOR THE MONTH  
ENDED JULY 31, 2024**

**GENERAL FUND (ACCOUNT NUMBER 100-172)**

Bank Balance		4,089,333.94
Seward County Treasurer--Local Taxes	265,116.43	
Butler County Treasurer--Local Taxes	3,006.46	
Seward Hot Lunch--Reimbursement	92,390.70	
Citty of Seward--Fines/Licenses	304.02	
Kurt Reinders--Sale of Books	46.00	
Fehlhafers--Sale of Junk	40.00	
Fehlhafers--Sale of Junk	83.00	
Concordia University--Gym Rental	3,600.00	
Jones Bank - Interest	9,364.61	
Concordia University--Dual Credit	3,964.00	
State of Nebraska--SPED	364,582.00	
State of Nebraska--State Aid	246,064.00	
State of Nebraska--Medicaid	2,135.59	
Jones Bank - Interest	1,638.21	
		<u>992,335.02</u>
		5,081,668.96
Disbursements for the Month -----		2,027,563.57
Transfer to the G.F. Money Market Account -----		0.00
Bank Balance-----		3,054,105.39
Less Outstanding Checks -----		<u>240,903.47</u>
Available Balance -----		<u>2,813,201.92</u>

**GENERAL FUND MONEY MARKET (ACCOUNT NUMBER 60037340)**

Beginning Balance -----		1,001,170.41
Transfer to General Fund for Cash Flow Purposes -----		0.00
Transfer from General Fund-----		0.00
Interest -----		<u>2,416.80</u>
Bank Balance -----		<u>1,003,587.21</u>

**GENERAL RESERVE FUND (ACCOUNT NUMBER 461-170)**

Beginning Balance -----		1,119,086.59
Transfer to General Fund for Cash Flow Purposes -----		0.00
Interest -----		<u>2,374.00</u>
Bank Balance -----		<u>1,121,460.59</u>

CD #45932 CNB--Interest Rate: 5.39%-Maturity Date 10/28/2024	1,500,000.00	
CD #70003334-JB-Interest Rate: 5.41%--Maturity Date 9/24/2024	<u>700,771.44</u>	
	2,200,771.44	

**TOTAL IN GENERAL RESERVE FUND                   3,322,232.03**

**SCHOOL DISTRICT OF SEWARD  
TREASURER'S REPORT  
FOR THE MONTH  
ENDED JULY 31, 2024**

**DEPRECIATION FUND (ACCOUNT NUMBER 154--006)**

Beginning Account Balance -----	222,824.82
Deposit: Jones Bank-----	4,008.99
Disbursements: -----	<u>60,000.00</u>
Interest-----	<u>384.23</u>
Bank Balance -----	<u>167,218.04</u>

CD#49403--CB--5.41% DATE DUE 8/02/2024-----	545,150.76
CD#70003335-JB--5.41% DATE DUE 9/24/2024-----	<u>300,000.00</u>

TOTAL CD'S	<u>845,150.76</u>
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<b><u>TOTAL IN DEPRECIATION FUND ACCOUNTS</u></b>	<b><u>1,012,368.80</u></b>
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**SPECIAL BUILDING FUND (ACCOUNT NUMBER 10-074-9)**

Beginning Balance -----	260,273.59
Deposits: Seward County Treasurer--Local Taxes-----	2,221.75
Butler County Treasurer--Local Taxes-----	18.79
Disbursements -----	<u>88,000.00</u>
Interest-----	<u>161.32</u>
Bank Balance -----	<u>174,675.45</u>

**SPECIAL BUILDING FUND MONEY MARKET(ACCOUNT NUMBER 810304)**

Beginning Balance -----	300,526.68
Deposits: Transfer from Special Building Fund acct 100749	0.00
Interest-----	<u>615.54</u>
Bank Balance -----	<u>301,142.22</u>

<b><u>TOTAL IN SPECIAL BUILDING FUND ACCOUNTS</u></b>	<b><u>475,817.67</u></b>
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**UNEMPLOYMENT FUND ACCOUNT (ACCT # 473-633)**

Beginning Balance -----	21,763.74
Interest -----	15.56
Disbursements -----	<u>0.00</u>
Bank Balance -----	<u>21,779.30</u>

**SCHOOL DISTRICT OF SEWARD  
TREASURER'S REPORT  
FOR THE MONTH  
ENDED JULY 31, 2024**

**GIFTS AND DONATIONS (ACCT # 162036)**

Beginning Balance -----	25,359.34
Interest-----	18.76
Deposit: -----	0.00
Disbursements -----	<u>0.00</u>
Bank Balance -----	<u>25,378.10</u>

**QUALITY CAPITAL PURPOSE UNDERTAKING FUND (ACCT #640-822)**

Beginning Balance -----	40,703.85
Seward County Treasurer & Butler County Treasurer --Local Taxes -----	0.00
Interest -----	13.97
Disbursements -----	<u>25,200.39</u>
Bank Balance -----	<u>15,517.43</u>

**BOARD REVOLVING FUND (ACCOUNT NUMBER 159-913)**

Beginning Balance -----	17,327.52
Interest -----	7.12
Disbursements -----	0.00
Deposit: SPS-----	0.00
Bank Balance -----	<u>17,334.64</u>

**HOT LUNCH FUND (ACCOUNT # 10 353 5)**

Beginning Balance -----	375,736.90
Interest -----	210.26
State of NE Payments -----	3,087.13
Other Receipts -----	170.00
Disbursements -----	92,420.70
Bank Balance -----	286,783.59
Amount Due District -----	<u>89,612.65</u>
Available Balance -----	<u>197,170.94</u>

**HOT LUNCH FUND MONEY MARKET (ACCOUNT #810312)**

Beginning Balance -----	300,526.68
Interest -----	615.54
Transfer from Hot Lunch Acct 103535 -----	0.00
Available Balance -----	<u>301,142.22</u>

**TOTAL IN HOT LUNCH FUND ACCOUNTS 498,313.16**

**SCHOOL DISTRICT OF SEWARD  
TREASURER'S REPORT  
FOR THE MONTH  
ENDED JULY 31, 2024**

**STUDENT FEE FUND (ACCOUNT #668-157)**

Beginning Balance -----	1,291.26
Receipts: -----	0.00
Interest -----	0.00
Disbursements -----	0.00
Bank Balance -----	<u>1,291.26</u>

**BOND FUND (ACCOUNT #60000586)**

Beginning Balance -----	1,076,074.26
Seward County Treasurer - Local Taxes -----	21,852.07
Butler County Treasurer - Local Taxes -----	176.92
Deposit - Jones -----	0.00
Interest -----	2,388.77
Disbursements -----	<u>0.00</u>
Bank Balance -----	<u>1,100,492.02</u>

CD#49101--CNB RATE OF 5.42% DATE DUE 11/26/2024 ----- 226,055.36

**TOTAL IN BOND FUND ACCOUNT 1,326,547.38**

**Heidi Covert, Treasurer**

**BUDGET PRINTOUT  
RECAPITULATION  
JULY 31, 2024**

**RECEIPTS PORTION OF THE 2023-2024 BUDGET**

	AMOUNT BUDGETED	AMOUNT RECEIVED	AMOUNT REMAINING	% RECEIVED TO DATE
RECEIPTS	23,210,000.00	21,798,494.62	1,411,505.38	93.92%
HOT LUNCH		<u>809,697.94</u>		
TOTAL RECEIPTS		22,608,192.56	601,807.44	

**EXPENDITURES PORTION OF THE 2023-2024 BUDGET**

CATEGORY	BUDGET	SPENT	REMAINING	% EXPENDED
REG INSTRUCTION	10,800,000.00	9,271,241.06	1,528,758.94	85.84%
SPECIAL ED	3,200,000.00	2,512,072.26	687,927.74	78.50%
SS--PUPILS	1,770,000.00	1,050,446.28	719,553.72	59.35%
SS-INSTRUCTION	670,000.00	486,120.79	183,879.21	72.56%
GENERAL ADM	465,000.00	318,047.66	146,952.34	68.40%
PRIN ADMIN	1,350,000.00	1,023,453.09	326,546.91	75.81%
GEN BUSINESS	400,000.00	238,921.18	161,078.82	59.73%
OPER/MAINT	2,380,000.00	1,659,674.17	720,325.83	69.73%
TRANSPORTATION	1,050,000.00	713,540.41	336,459.59	67.96%
FOUNDATION	0.00	7,998.00	-7,998.00	0.00%
TRANSFERS	40,000.00	15,684.57	24,315.43	39.21%
GEN FUND TOTALS	22,125,000.00	17,297,199.47	4,827,800.53	78.18%
FEDERAL FUNDS	1,085,000.00	650,624.45	434,375.55	59.97%
SIXPENCE		164,803.24		
GRAND TOTAL	23,210,000.00	18,112,627.16	5,097,372.84	78.04%
HOT LUNCH	1,090,720.00	871,112.77		
TOTAL	24,300,720.00	18,983,739.93		

Seward Elementary  
 Activities Account Report  
 As of June 30, 2024

Line Item:	Date:	Number:	Name:	Receipts:	Debits:	Balance:
<b>Total of All Line Items Included: Beginning Balance:</b>						
						\$16,227.77
<b>Activities Account Beginning Balance: (Not including Library balance.)</b>						
	6/4/24	2248	UNL- Embriology		125.00	\$13,881.14
	6/11/24	2254	Hobby Lobby theme decos		168.73	\$13,712.41
	6/12/24	2255	Ideal Pure Water		120.00	\$13,592.41
	6/13/24	2256	Walmart		150.23	\$13,442.18
	6/18/24	2240	Visa		135.58	\$13,306.60
	6/24/24	2252	Myeisha Brandenburg-supplements		27.02	\$13,279.58
	6/26/24	2253	Bluejay Leadership Team		186.30	\$13,093.28
	6/28/24		Interest	\$6.05		\$13,099.33

**Total Of Activities Account: Ending Balance:**

**\$13,099.33**

Lunch Donation: (Money set aside within the activities account for lunch donations.)  
 (Not to be added to the total again.)

\$688.17

Compounded Interest included in the total balance:

\$6.05 total = \$387.16

Library

Line Item:      Date:      Number:      Name:      Receipts:      Debits:      Balance:

Elementary Library Line Item: Beginning Balance:      \$2,221.63

Total of Elementary Library Line Item: Ending Balance:      \$2,221.63

Total of All Line Items Included: Ending Balance:      \$15,320.96

Principal Janice Davis

Date: 8/5/24

Bookkeeper: Traci KEO

Date: 8/5/24

**SEWARD HIGH SCHOOL**

**General Ledger Report**

**Financial Report**

**From Date:** 7/1/2024  
**To Date:** 07/31/2024

**From Acct:** 1  
**To Acct:** 999999

**Activity Accounts**

Acct	Account Name	Beg. Bal.	Recpt / JV	Disb / JV	Transfers	End. Bal.	YTD Payables	Work Bal
100	DUAL CREDIT CLASSES	\$8,278.15	\$0.00	\$0.00	\$0.00	\$8,278.15	\$0.00	\$8,278.15
105	ALTERNATIVE SCHOOL	\$268.84	\$0.00	\$0.00	\$0.00	\$268.84	\$0.00	\$268.84
110	ACT CLASS	\$379.96	\$0.00	\$0.00	\$0.00	\$379.96	\$0.00	\$379.96
115	HONOR SOCIETY	(\$341.01)	\$0.00	\$0.00	\$0.00	(\$341.01)	\$0.00	\$(341.01)
120	ALUMNI ASSOCIATION	\$738.03	\$0.00	\$0.00	\$0.00	\$738.03	\$0.00	\$738.03
125	GUIDANCE	\$1,440.82	\$0.00	\$0.00	\$0.00	\$1,440.82	\$0.00	\$1,440.82
126	AMBASSADORS	\$407.09	\$0.00	\$0.00	\$0.00	\$407.09	\$0.00	\$407.09
127	AP EXAMS	\$5,029.50	\$0.00	\$0.00	\$0.00	\$5,029.50	\$0.00	\$5,029.50
130	CAREER ACADEMY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
135	BOWLING	\$2,084.41	\$0.00	\$0.00	\$0.00	\$2,084.41	\$0.00	\$2,084.41
137	UNIFIED BOWLING	\$890.86	\$0.00	\$0.00	\$0.00	\$890.86	\$0.00	\$890.86
140	FOOTBALL	\$1,478.24	\$2,245.00	\$(44.64)	\$0.00	\$3,678.60	\$0.00	\$3,678.60
142	FOOTBALL-UNIFORMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
144	GIRLS WRESTLING	\$1,009.24	\$0.00	\$0.00	\$0.00	\$1,009.24	\$0.00	\$1,009.24
145	WRESTLING	\$5,403.13	\$0.00	\$(1,277.94)	\$0.00	\$4,125.19	\$0.00	\$4,125.19
147	X-COUNTRY	\$700.71	\$0.00	\$0.00	\$0.00	\$700.71	\$0.00	\$700.71
149	TRACK	\$1,805.40	\$0.00	\$0.00	\$0.00	\$1,805.40	\$0.00	\$1,805.40
150	GIRLS BB CAMP	\$4,657.12	\$145.00	\$(874.28)	\$0.00	\$3,927.84	\$0.00	\$3,927.84
155	BOYS BB CAMP	\$10,517.91	\$0.00	\$(825.00)	\$0.00	\$9,692.91	\$0.00	\$9,692.91
160	BOYS SOCCER	\$412.10	\$0.00	\$0.00	\$0.00	\$412.10	\$0.00	\$412.10
165	GIRLS SOCCER	\$1,334.73	\$0.00	\$0.00	\$0.00	\$1,334.73	\$0.00	\$1,334.73
170	SOFTBALL	\$2,470.75	\$0.00	\$0.00	\$0.00	\$2,470.75	\$0.00	\$2,470.75
175	VOLLEYBALL	\$4,520.04	\$505.00	\$(1,756.40)	\$0.00	\$3,268.64	\$0.00	\$3,268.64
180	VIDEO ACCOUNT	\$3,569.79	\$0.00	\$0.00	\$0.00	\$3,569.79	\$0.00	\$3,569.79
185	BASEBALL	\$17,145.08	\$0.00	\$0.00	\$0.00	\$17,145.08	\$0.00	\$17,145.08
190	GIRLS GOLF	\$1,188.45	\$0.00	\$0.00	\$0.00	\$1,188.45	\$0.00	\$1,188.45
195	BOYS GOLF	\$1,134.35	\$0.00	\$0.00	\$0.00	\$1,134.35	\$0.00	\$1,134.35
198	POWERLIFTING	\$230.60	\$0.00	\$0.00	\$0.00	\$230.60	\$0.00	\$230.60
200	SMUTNY SCHOLARSHIP	(\$200.00)	\$0.00	\$0.00	\$0.00	(\$200.00)	\$0.00	\$(200.00)
225	ACADEMIC CONTESTS	\$1,708.40	\$0.00	\$0.00	\$0.00	\$1,708.40	\$0.00	\$1,708.40
230	SCIP	\$342.50	\$0.00	\$0.00	\$0.00	\$342.50	\$0.00	\$342.50
240	THORELL SCHOLARSHIPS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
250	PEPSI SCHOLARSHIPS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
260	SCHOLARSHIP ACCT.	\$140.00	\$0.00	\$0.00	\$0.00	\$140.00	\$0.00	\$140.00
270	BOWMASTER SCHOLARSHIP	(\$775.00)	\$0.00	\$0.00	\$0.00	(\$775.00)	\$0.00	\$(775.00)
275	CONCESSIONS	\$5,078.69	\$0.00	\$0.00	\$0.00	\$5,078.69	\$0.00	\$5,078.69
300	Teacher Pop Fund	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
310	VENDING SALES	\$5,821.86	\$767.06	\$(145.51)	\$0.00	\$6,443.41	\$0.00	\$6,443.41
315	DLC ACCOUNT	\$25.81	\$0.00	\$0.00	\$0.00	\$25.81	\$0.00	\$25.81
330	DRIVER EDUCATION	\$4,340.00	\$0.00	\$0.00	\$0.00	\$4,340.00	\$0.00	\$4,340.00
400	FBLA	(\$2,977.91)	\$0.00	\$0.00	\$0.00	(\$2,977.91)	\$0.00	\$(2,977.91)
410	FFA	\$23,148.57	\$0.00	\$(116.81)	\$0.00	\$23,031.76	\$0.00	\$23,031.76
415	FCS LAB FEES	\$9,203.35	\$0.00	\$0.00	\$0.00	\$9,203.35	\$0.00	\$9,203.35
418	DISTRICT 2 FCCLA	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
420	FCCLA	\$3,822.01	\$0.00	\$0.00	\$0.00	\$3,822.01	\$0.00	\$3,822.01
425	DRILL TEAM/DANCE	\$1,936.32	\$0.00	\$0.00	\$0.00	\$1,936.32	\$0.00	\$1,936.32
430	SOCIAL MEDIA TEAM	\$7,151.98	\$0.00	\$0.00	\$0.00	\$7,151.98	\$0.00	\$7,151.98
440	LEADERSHIP TEAM	\$2,263.26	\$0.00	\$0.00	\$0.00	\$2,263.26	\$0.00	\$2,263.26
445	E SPORTS	\$406.41	\$0.00	\$0.00	\$0.00	\$406.41	\$0.00	\$406.41
450	MATH	\$44.46	\$0.00	\$0.00	\$0.00	\$44.46	\$0.00	\$44.46
460	SCIENCE LAB FEES	\$310.07	\$0.00	\$0.00	\$0.00	\$310.07	\$0.00	\$310.07

**SEWARD HIGH SCHOOL**

**General Ledger Report**

**Financial Report**

**From Date:** 7/1/2024  
**To Date:** 07/31/2024

**From Acct:** 1  
**To Acct:** 999999

**Activity Accounts**

Acct	Account Name	Beg. Bal.	Recept / JV	Disb / JV	Transfers	End. Bal.	YTD Payables	Work Bal
470	KEY CLUB	\$6,857.75	\$0.00	\$0.00	\$0.00	\$6,857.75	\$0.00	\$6,857.75
475	SPANISH ACCOUNT	\$66.94	\$0.00	\$0.00	\$0.00	\$66.94	\$0.00	\$66.94
490	ART	\$4,530.64	\$0.00	\$0.00	\$0.00	\$4,530.64	\$0.00	\$4,530.64
495	Study Abroad	\$1,182.83	\$0.00	\$0.00	\$0.00	\$1,182.83	\$0.00	\$1,182.83
500	YEARBOOK	\$2,081.13	\$0.00	\$0.00	\$0.00	\$2,081.13	\$0.00	\$2,081.13
520	BAND TRIP	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
525	SPANISH/SCIENCE TRIP	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
530	SPEECH	(\$278.34)	\$0.00	\$0.00	\$0.00	(\$278.34)	\$0.00	(\$278.34)
535	DRAMATICS	\$2,972.70	\$0.00	\$0.00	\$0.00	\$2,972.70	\$0.00	\$2,972.70
540	LIBRARY	\$1,512.32	\$0.00	\$0.00	\$0.00	\$1,512.32	\$0.00	\$1,512.32
542	EDUCATORS RISING	\$780.37	\$0.00	\$0.00	\$0.00	\$780.37	\$0.00	\$780.37
545	ALL SCHOOL READS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
550	BAND	\$5,731.36	\$0.00	\$0.00	\$0.00	\$5,731.36	\$0.00	\$5,731.36
554	CHEERLEADERS	\$5,690.98	\$0.00	\$0.00	\$0.00	\$5,690.98	\$0.00	\$5,690.98
555	CHORUS	\$33,268.71	\$0.00	\$(5.00)	\$0.00	\$33,263.71	\$0.00	\$33,263.71
557	SKILLS/TECHNICAL SCIENCE	\$1,660.00	\$0.00	\$0.00	\$0.00	\$1,660.00	\$0.00	\$1,660.00
560	INDUSTRIAL ARTS/WOODS	\$305.05	\$0.00	\$0.00	\$0.00	\$305.05	\$0.00	\$305.05
565	TECH PREP/SKILLS USA	(\$1,670.67)	\$500.00	\$(8,225.00)	\$0.00	(\$9,395.67)	\$0.00	(\$9,395.67)
570	AUTO/WELDING	\$1,139.47	\$0.00	\$0.00	\$0.00	\$1,139.47	\$0.00	\$1,139.47
575	POWER DRIVE	\$76.57	\$0.00	\$0.00	\$0.00	\$76.57	\$0.00	\$76.57
580	PAY TO PLAY	\$3,975.04	\$0.00	\$0.00	\$0.00	\$3,975.04	\$0.00	\$3,975.04
600	PHYSICAL EDUCATION	\$34.11	\$0.00	\$0.00	\$0.00	\$34.11	\$0.00	\$34.11
615	REVOLVING ACCT	\$250.12	\$0.00	\$0.00	\$0.00	\$250.12	\$0.00	\$250.12
620	NOW ACCOUNT	\$10,029.13	\$217.33	\$0.00	\$0.00	\$10,246.46	\$0.00	\$10,246.46
700	SOCIAL STUDIES SCHOL	\$50.00	\$0.00	\$0.00	\$0.00	\$50.00	\$0.00	\$50.00
800	ATHLETICS	\$76,606.10	\$1,241.40	\$(734.46)	\$0.00	\$77,113.04	\$0.00	\$77,113.04
825	WEIGHTROOM	\$129.19	\$0.00	\$0.00	\$0.00	\$129.19	\$0.00	\$129.19
850	PRIDE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
860	AOK	\$393.91	\$0.00	\$0.00	\$0.00	\$393.91	\$0.00	\$393.91
865	HOPE SQUAD	\$162.42	\$0.00	\$0.00	\$0.00	\$162.42	\$0.00	\$162.42
870	STUDENT HELP FUND	\$467.48	\$0.00	\$0.00	\$0.00	\$467.48	\$0.00	\$467.48
900	MEMORIALS	\$70.00	\$0.00	\$0.00	\$0.00	\$70.00	\$0.00	\$70.00
950	IPAD FEES	\$8,633.41	\$0.00	\$0.00	\$0.00	\$8,633.41	\$0.00	\$8,633.41
955	HORTICULTURE	\$505.00	\$0.00	\$0.00	\$0.00	\$505.00	\$0.00	\$505.00
2015	CLASS OF 2015	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2016	CLASS OF 2016	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2017	CLASS OF 2017	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2018	CLASS OF 2018	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2019	CLASS OF 2019	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2020	CLASS OF 2020	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2021	Class of 2021	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2022	CLASS OF 2022	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2023	CLASS OF 2023	\$143.23	\$0.00	\$0.00	\$0.00	\$143.23	\$0.00	\$143.23
2024	CLASS OF 2024	(\$3,463.95)	\$0.00	\$0.00	\$0.00	(\$3,463.95)	\$0.00	(\$3,463.95)
2025	CLASS OF 2025	\$2,967.52	\$0.00	\$0.00	\$0.00	\$2,967.52	\$0.00	\$2,967.52
2026	CLASS OF 2026	\$3,668.00	\$0.00	\$0.00	\$0.00	\$3,668.00	\$0.00	\$3,668.00
2027	CLASS OF 2027	\$665.00	\$0.00	\$0.00	\$0.00	\$665.00	\$0.00	\$665.00
<b>Activity Accounts Grand Total</b>		<b>\$309,738.59</b>	<b>\$5,620.79</b>	<b>\$(14,005.04)</b>	<b>\$0.00</b>	<b>\$301,354.34</b>	<b>\$0.00</b>	<b>\$301,354.34</b>

SEWARD HIGH SCHOOL

General Ledger Report

Financial Report

From Date:	7/1/2024
To Date:	07/31/2024

From Acct:	1
To Acct:	999999

GL Accounts

GL Acct	Begin Bal	Recpt / JV	Disb / JV	Transfers	End Bal	YTD Payables	Work Bal
992 CHECK ACCOUNT	\$309,738.59	\$5,620.79	\$(14,005.04)	\$0.00	\$301,354.34	\$0.00	\$301,354.34
<b>General Ledger Grand Total</b>	<b>\$309,738.59</b>	<b>\$5,620.79</b>	<b>\$(14,005.04)</b>	<b>\$0.00</b>	<b>\$301,354.34</b>	<b>\$0.00</b>	<b>\$301,354.34</b>

I have reviewed the above ledger report and attached reports for the current month. I find them accurate and complete to the best of my knowledge.

Bookkeeper: Mary E Russell Date: 8/17/24  
 Principal: [Signature] Date: 8/17/24

Bank Reconciliation Report

Date From 7/1/2024  
Date to 07/31/2024

Checking Account

992

Ending Balance on Statement Dated : 07/31/2024	\$313,251.76
Outstanding Deposits (Bank Deposits) -> +	\$0.00
Less Outstanding Checks:	\$11,897.42
Cash Balance as of : 07/31/2024	\$301,354.34 ***

Cash Balance for Checking as of 7/1/2024	\$309,738.59
Add: Total Deposits (Bank Deposits):	\$5,620.79
Less: Total Checks and Withdrawals:	(\$14,005.04)
Computer Cash Balance as of : 07/31/2024	\$301,354.34 ***

Summary of Asset Accounts

<u>Gl Acct</u>	<u>Account Name</u>	<u>Begin Bal</u>	<u>Recpt/JV</u>	<u>Disb/JV</u>	<u>Transfer</u>	<u>End Bal.</u>
992	CHECK ACCOUNT	\$309,738.59	\$5,620.79	(\$14,005.04)	\$0.00	\$301,354.34 ***
<b>Grand Total</b>		<b>\$309,738.59</b>	<b>\$5,620.79</b>	<b>(\$14,005.04)</b>	<b>\$0.00</b>	<b>\$301,354.34</b>

I have reviewed the above ledger report and attached reports for the current month. I find them accurate and complete to the best of my knowledge.

Bookkeeper: Mary S. Russell Date: 8/7/24  
Principal: [Signature] Date: 8/7/24

\*\*\* Entries Must Match

**SEWARD HIGH SCHOOL**  
**Reconciliation Activity Account Report**

**From Date:** 7/1/2024  
**To Date:** 07/31/2024

**From Acct:** 800  
**To Acct:** 800

Date	Payee Source Note	Invoice	PO	Doc Ref	Recp/JV	Disb/JV	Transfer	Balance	Offset Acct
<b>Activity Acct: 800 - ATHLETICS</b>								<b>Beginning Balance: \$76,606.10</b>	
<b>Advisor: John Moody</b>									
7/9/24	ELAN FINANCIAL SERVIC BWLNG COACH TRAINING SEMINAR		16609	61279	\$0.00	\$50.00	\$0.00	\$76,556.10	992
7/10/24	SEWARD DOWDING MUN. POOL RENTAL		16618	61280	\$0.00	\$300.00	\$0.00	\$76,256.10	992
7/10/24	SEWARD COUNTY INDEPI ACTIVITY PASSES 24/25	191889	16617	61281	\$0.00	\$80.00	\$0.00	\$76,176.10	992
7/12/24	RECEIPTS NSAA 23/24 CHAMP REIMB			8476	\$1,241.40	\$0.00	\$0.00	\$77,417.50	992
7/15/24	BSN SPORTS MOUTHGUARDS, BB SCOREBKS	925800407	16627	61285	\$0.00	\$82.66	\$0.00	\$77,334.84	992
7/17/24	HAUFF SPORTS MESH EQUIP BAGS	148854	16200	61293	\$0.00	\$221.80	\$0.00	\$77,113.04	992
<b>Totals</b>					<b>\$1,241.40</b>	<b>\$734.46</b>	<b>\$0.00</b>	<b>\$77,113.04</b>	
								<b>Accounts Payable</b>	<b>\$0.00</b>
								<b>Working Balance</b>	<b>\$77,113.04</b>
								<b>Currently Encumbered (PO)</b>	<b>\$0.00</b>

I have reviewed the above ledger report and attached reports for the current month. I find them accurate and complete to the best of my knowledge.

Bookkeeper: Mary E Russell Date: 8/7/24  
Principal: [Signature] Date: 8/7/24

**SCHOOL DISTRICT OF SEWARD  
PROPOSED WARRANTS  
AUGUST 12, 2024**

Salaries for July	Salaries	588,721.92
Jones Bank	FIT/FICA	9,265.10
Tennessee Child Support	Garnishment	9.99
Jones Bank	FIT/FICA	935.42
Jones Bank	FIT/FICA	173,205.06
Nebraska Child Support	Garnishment	583.00
ASPIRE	403b	11,000.00
Jones Bank	FIT/FICA	7,827.76
Tennessee Child Support	Garnishment	9.99
NPERS	Retirement	163,834.01
NE Dept. of Revenue	State Tax	28,556.91
Inspira Financial	Section 125	1,355.43
Allo	Phone	172.00
Amazon Capital Services	Furniture	4,505.11
American School Counselor Association	School Mental Health Grant	2,276.00
Ameritas	Vision Insurance	1,113.60
Apple Inc	Technology	816.00
Baker, Noelle	School Mental Health Grant	129.10
Beaver Hardware	Equipment	3,309.99
Bern's Body Shop	Transportation	1,700.00
BlueCross BlueShield	Health Insurance	243,161.32
Bluum	Tech. Supplies	1,683.20
Butler County Clerk	Services	100.00
Campbells Cleaning	Services	14,750.00
Carlson, Maddie	Supplies	35.98
City of Seward Utility Dept	Utilities	38,083.41
Computer Hardware	Tech. Repairs	278.00
Cornhusker International Trucks, Inc	Transportation	1,817.90
Crestline Specialties	Supplies	451.08
Crowne Plaza	Travel	2,099.25
Culligan	Maintenance	40.00
DAS	Distance Learning	267.63
Dietze Music	Supplies	293.52
Directions EAP, LLC	Services	4,140.00
Eakes	Maintenance	12,493.10
Echo Group Inc	Maintenance	1,143.09
Elan Financial Services	ESSERS III	4,004.27
Engineered Controls, Inc	Hot Lunch Repairs	240.13
ESU 6	ESU Expense	86,692.72
Farmers Coop`	Transportation	1,466.71
Fields, Kevin	School Mental Health Grant	210.38
Fisher Scientific	Supplies	98.28
Follett	Books	1,683.99
Glass Doctor	Transportation	89.95
Grainger	Maintenance	2,458.27
Inspira Financial	Section 125	112.20
JAMF	Software	3,025.00
John Deere Financial	Maint. Of Equip.	1,559.75
Johnson, Heidi	Mileage	52.50
JourneyEd.com, Inc	Subscription	1,500.00
Kratos	Services	20,000.00
KSB School Law	Legal Fees	34.00
LearningForward	Dues & Fees	190.00
Lee's Refrigeration	Maintenance	2,433.21

**SCHOOL DISTRICT OF SEWARD  
PROPOSED WARRANTS  
AUGUST 12, 2024**

Madison National Life	LTD Ins.	2,872.61
Matheson	Supplies	577.41
Meehl, Jan	Pupil Services	882.79
Menards	Maintenance	1,297.15
Midwest Alarm	Maintenance	4,270.40
Midwest Auto Parts	Transportation	165.75
Midwest Floor Covering, Inc	Maintenance	38,014.00
Midwest Technology Products	Supplies	1,116.57
Midwest Turf & Irrigation	Grounds Machinery	44,548.40
Murman, Amanda	Staff Dev	53.97
N2Y, LLC	Subscription	3,467.95
Nasco	Equipment	1,762.64
National Art & School Supplies	Supplies	4,371.01
NCS Pearson	Supplies	570.00
NCSA Region 1 Principals	Dues & Fees	225.00
Nebraska Council of School Admin	Staff Dev	5,744.00
Nebraska Department of Education	PEAK	250.00
Nebraska Safety Center	Transportation	540.00
Omnify	Insurance	41.60
One Source	Admin. Expense	63.00
O'Reilly	Transportation	128.27
Pac N Save	Maintenance	406.84
Paper Tiger	Business Support	35.00
Roth, April	Supplies	45.98
Sack Lumber	Grounds	120.00
Schlegel, Brad	School Mental Health Grant	349.68
Scholastic	Periodicals	439.57
School Dist. Of Seward-High School Activity Fur	Reimbursement	28,812.26
SchoolMate	Supplies	2,023.50
Seward County Independent	Advertising	1,021.18
Seward Lumber	Maintenance	1,035.50
Sherwin Williams	Maintenance	99.18
SiteOne Landscape Supply	Maintenance	1,576.32
Stepp, Nate	Mileage	45.54
Summit Fire Protection	Hot Lunch Repairs	479.00
Truck Center Companies	Transportation	587.63
Uline	Maintenance	393.95
Unite Private Networks, LLC	Distance Learning	3,588.09
Unity School Bus Parts	Transportation	210.73
UNUM	Life Ins.	532.80
Uribe	Services	2,277.00
USA Clean	Maint. Of Equip.	1,042.19
US Bank	Lease	1,141.71
Verizon	Telephone	208.26
Visa	Transportation	7,368.60
Ward's Science	Supplies	623.16
Waterlink	Maintenance	2,826.74
Windstream	Phone	314.96
Zultys	Phone	2,314.15
<b>TOTAL GENERAL FUND CLAIMS</b>		<b>1,616,897.27</b>

**SCHOOL DISTRICT OF SEWARD  
PROPOSED SPECIAL BUILDING FUND CLAIMS  
AUGUST 12, 2024**

<b>MIDWEST FLOOR COVERING INC</b>	<b>ELEMENTARY CARPET</b>	<b>25,489.00</b>
<b>DOUG'S HEATING &amp; AIR</b>	<b>HVAC REPAIR FROM HAIL</b>	<b>70,000.00</b>
<b>TAYLORMADE CO</b>	<b>PRESCHOOL PLAYGROUND</b>	<b>26,532.00</b>
	<b>TOTAL</b>	<b>122,021.00</b>

**School District of Seward  
Staff Item for Placement on School  
Board Agenda**

I request the following item or items be placed on the Seward Board of Education agenda for the September meeting.

The title of the agenda item and the request (may need to include what action you would like the board to take):

ECCLA National Leadership Conference - July 5<sup>th</sup> - 9<sup>th</sup>

Location: Orlando, FL

Approval for out of state travel

Pertinent Background Information:

At the conference, students will learn essential skills to enhance personal & professional growth, such as effective communication, team building, and problem solving. Students will also compete in the STAR competition.

Name of Staff Member

Celeste Brandenburgh

Date

8/15/24

Principal's Comments:

Principal's Signature

[Signature]

Date

8/15/24