Americanism Meeting

Monday, November 17, 2025 6:45 PM
Shelby-Rising City School Conf. Room 402, 650 N. Walnut, Shelby, NE 68662-0218

Kasey Hopwood:	Absent
Joe Noyd:	Absent
Geoffrey Ruth:	Present
Denise Thelen:	Absent
Chris Whitmore:	Present
Crystal Zimmerman:	Present

1. **Call to Order**
2. **Pledge of Allegiance**
3. **Announce Open Meeting Act Posting and Location**
4. **Recognition of Visitors**
5. **Discussion Items**
6. **Adjournment**

   Action(s):
   Motion to adjourn at 6:55pm Passed with a motion by Geoffrey Ruth and a second by Chris Whitmore.
   Voting Detail:

Kasey Hopwood:	Absent
Joe Noyd:	Absent
Geoffrey Ruth:	Yea
Denise Thelen:	Absent
Chris Whitmore:	Yea
Crystal Zimmerman:	Yea

   Voting Summary: Yea: 3, Nay: 0, Absent: 3
7. **Item #1: Review of Americanism Standards set by the Nebraska Department of Education and Shelby-Rising City Public Schools**

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Board Secretary

Curriculum Map - Social Studies - Ancient Civilization

Unit	Benchmarks	Outcomes	Skills / Objectives	Optional - Essential Questions/Outcomes	Assessments	Resources
Quarter 1						
What Historians Do *(updated 10/30/21)*	SS.H.6.4.2.A(A) Identify evidence from multiple perspectives and sourcesto better understand the complexities of world history. SS.H.6.4.2.B(A) Explain the use of primary and secondary sources to better understand multiple perspectives of the same event. SS.H.6.4.4.A(A) Compare and contrast primary and secondary sources of history.		**Schoenrock, John:** Students will know: 1. Why people study history. 2. What artifacts historians use to understand the past. 3. Guidelines for researching. 4. How to work safely using the internet.	**Schoenrock, John:** Students will be able to answer: 1. Why history is important? 2. How do we learn about the past? 3. How do you research history?	**Schoenrock, John:** Lesson Quizzes	**Schoenrock, John:** Discovering Our Past: A History of the World--Early Ages Canvas Selected outside resources
Geography, Economics, and Citizenship *(updated 10/30/21)*	SS.C.6.1.2.A(A) Describe ways individuals participate in the political process. SS.G.6.3.1.A(A) Identify and illustrate the locations of the first cities, civilizations, and empires and the reasoning for their locations.		**Schoenrock, John:** Students will know: 1. The Six Essential Elements of Geography and how geography relates to history. 2. The uses of longitude and latitude, map projections, and types of maps. 3. Basic principles of economic and trade. 4. The meaning of representative government and the responsibilities of citizenship.	**Schoenrock, John:** Students will be able to answer: 1. How does geography influence the way people live? 2. Why do people trade? 3. Why do people form governments?	**Schoenrock, John:** Lesson Quizzes	**Schoenrock, John:** Discovering Our Past: A History of the World--Early Ages Canvas Selected outside resources
Early Humans and Agricultural Revolution *(updated 10/30/21)*	SS.G.6.3.1.B(A) Investigate the human and physical characteristics of early patterns of civilizations and empires. SS.G.6.3.3.A(A) Describe the impact of natural processes on the human and physical environments. SS.G.6.3.3.B(A) Summarize how early humans utilized and adapted to their physical environment. SS.H.6.4.4.A(A) Compare and contrast primary and secondary sources of history.		**Schoenrock, John:** Students will know: 1. How Paleolithic humans adapted to their environment? 2. How advances during the Paleolithic Age made it possible for humans to survive the Ice Ages. 3. Why some historians consider the Agricultural Revolution the most important event in human history. 4. Why people created permanent settlements when they began to farm. 5. How tools and roles changed as a result of permanent communities.	**Schoenrock, John:** Students will be able to answer: 1. How do people adapt to their environment?	**Schoenrock, John:** Lesson Quizzes Chapter 3 Test	**Schoenrock, John:** Discovering Our Past: A History of the World--Early Ages Canvas Selected outside resources
Mesopotamia *(updated 10/30/21)*	SS.C.6.1..B(A) Identify the development of written laws and artifacts. SS.G.6.3.1.A(A) Identify and illustrate the locations of the first cities, civilizations, and empires and the reasoning for their locations. SS.G.6.3.3.A(A) Describe the impact of natural processes on the human and physical environments. SS.G.6.3.3.B(A) Summarize how early humans utilized and adapted to their physical environment. SS.H.6.4.3.B(A) Interpret perspectives of marginalized and underrepresented regions around the world. SS.H.6.4.4.B(A) Analyze the relationships among historical events in the world and relevant contemporary issues.		**Schoenrock, John:** Students will know: 1. Why people settled in Mesopotamia. 2. How Gilgamesh relates to modern-day literature pieces. 3. What it was like to live in Sumer. 4. The Sumerian ideas and inventions that have been passed on to other civilizations. 5. The themes found in epic poem genre. 6. What contributions the Assyrians made to Southwest Asia. 7. Why Babylon was an important city in the ancient world.	**Schoenrock, John:** Students will be able to answer: 1. How does geography influence the way people live? 2. Why does conflict develop?	**Schoenrock, John:** Lesson Quizzes Chapter 4 Test	**Schoenrock, John:** Discovering Our Past: A History of the World--Early Ages Canvas Selected outside resources
Unit	**Benchmarks**	**Outcomes**	**Skills / Objectives**	**Optional - Essential Questions/Outcomes**	**Assessments**	**Resources**
Quarter 2						

Ancient Egypt and Kush *(updated 4/10/22)*	SS.C.6.1.1.A(A) Analyze the different forms of government through the study of early civilizations. SS.C.6.1.1.C(A) Communicate the various ways governmental decisions have impacted people, places, and history. SS.G.6.3.1.A(A) Identify and illustrate the locations of the first cities, civilizations, and empires and the reasoning for their locations. SS.G.6.3.3.B(A) Summarize how early humans utilized and adapted to their physical environment. SS.H.6.4.1.A(A) Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.		**Schoenrock, John:** Students will know: 1. Why the Nile River was important to the ancient Egyptians. 2. The characteristics of ancient Egyptians religions and society. 3. The factors that led to the rise and fall of the ancient Egyptian empire. 4. How Kush and Egypt influenced each other.	**Schoenrock, John:** Students will be able to answer: 1. How does geography influence the way people live? 2. What makes a culture unique? 3. Why do civilizations rise and fall?	**Schoenrock, John:** Guided Reading assignments. Performance tasks Chapter Test	**Schoenrock, John:** Lesson Guided Readings Chapter Projects
Israelites *(updated 4/10/22)*	SS.C.6.1..B(A) Identify the development of written laws and artifacts. SS.C.6.1.1.C(A) Communicate the various ways governmental decisions have impacted people, places, and history. SS.H.6.4.1.A(A) Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world. SS.H.6.4.1.B(A) Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts. SS.H.6.4.2.B(A) Explain the use of primary and secondary sources to better understand multiple perspectives of the same event.		**Schoenrock, John:** Students will know: 1. The differences between monotheism and polytheism. 2. The beliefs of the ancient Israelites. 3. The key leaders of the ancient Israelites 4. About the Jewish exile in Babylon and the Jews' return to Judah. 5. What life was like for Jews during the Greek and Roman rule.	**Schoenrock, John:** Students will be able to answer: 1. How do religions develop. 2. What are characteristics of a leader. 3. How does religion shape society. 4. Why does conflict develop.	**Schoenrock, John:** Guided Readings Chapter test	**Schoenrock, John:** Textbook Guided Readings
Rise of Christianity *(updated 4/10/22)*	SS.H.6.4.1.A(A) Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world. SS.H.6.4.1.B(A) Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts. SS.H.6.4.2.B(A) Explain the use of primary and secondary sources to better understand multiple perspectives of the same event.		**Schoenrock, John:** Students will know: 1. The message of Jesus and its connection to Jewish thought. 2. Why Christianity spread in the Roman Empire. 3. The role of Constantine played in the acceptance of Christianity in the Roman Empire. 4. The causes of the split of the Christian church into eastern and western branches.	**Schoenrock, John:** Students will be able to answer: 1. What are the characteristics of a leader? 2. How do religions develop?	**Schoenrock, John:** Guided Readings Chapter Test	**Schoenrock, John:** Guided Readings Chapter Test
Unit	**Benchmarks**	**Outcomes**	**Skills / Objectives**	**Optional - Essential Questions/Outcomes**	**Assessments**	**Resources**
Quarter 3						
Ancient Greece			**Schoenrock, John:** Students will know: 1. How geography affected the early Greeks. 2. What contributed to the development of the Minoan civilization. 3. How the Mycenaeans became a powerful military force. 4. How the Greek culture spread to other parts of the world. 5. The different types of government that developed among the Greek city-states. 6. Why Sparta became a military society.	**Schoenrock, John:** Students will be able to answer: 1. How does geography influence the way people live? 2. Why do people form governments? 3. Why does conflict develop? 4. How do governments change?	**Schoenrock, John:** Lesson Guided Readings Chapter Test Vocabulary Projects	**Schoenrock, John:** Guided Readings Projects

			7. What characteristics made Athens unique. 8. What the Greeks did to defeat the Persians. 9. What it was like to live in Athens during the rule of Pericles.			
Greek Civilization			**Schoenrock, John:** Students will know: 1. How the ancient Greeks honored gods and goddesses. 2. The ideas that the ancient Greeks expressed in their literature, drama, art, and architecture. 3. Ancient Greek beliefs about history and science. 4. How successful Alexander was in achieving his goals. 5. How Hellenistic kingdoms spread Greek culture. 6. Ideas developed during the Hellenistic Era.	**Schoenrock, John:** Students will be able to answer: 1. What makes a culture unique? 2. How do new ideas change the way people live? 3. What are characteristics of a leader?	**Schoenrock, John:** Lesson Guided Readings Chapter Test Vocabulary Projects	**Schoenrock, John:** Textbook Textbook worksheets Supplemental materials
Ancient India			**Schoenrock, John:** Students will know: 1. How the Indus Valley civilization developed. 2. The origins of the caste system in India. 3. Fundamental concepts of Hinduism and Buddhism. 4. What Ashoka accomplished during his rule. 5. The achievements of the Golden Age of the Gupta Empire. 6. The contributions of Indian culture to literature, art, math, and science.	**Schoenrock, John:** Students will be able to answer: 1. How does geography influence the way people live? 2. How do religions develop? 3. What makes a culture unique?	**Schoenrock, John:** Guided Reading Vocab Chapter Test	**Schoenrock, John:** Textbook Guided Reading Vocab Supplemental materials
Unit	**Benchmarks**	**Outcomes**	**Skills / Objectives**	**Optional - Essential Questions/Outcomes**	**Assessments**	**Resources**
Quarter 4						
Early China			**Schoenrock, John:** Students will know: 1. How geography shaped the development of China's civilization. 2. Why Shang rulers were able to remain powerful. 3. The ways society and government were influenced by Chinese thinkers. 4. What changes the Qin emperor made to unite China. 5. How life improved under the Han rulers. 6. How China and the rest of the world benefited from the Silk Road. 7. Why Buddhism became popular in China.	**Schoenrock, John:** Students will be able to answer: 1. What makes a culture unique? 2. How do new ideas change the way people live? 3. How do government change?	**Schoenrock, John:** Chapter test Guided Readings Vocab Project	**Schoenrock, John:** Textbook Study Guide Soap carving materials
Rome: Republic to Empire			**Schoenrock, John:** Students will know: 1. The effect that geography had on the Rise of Rome. 2. How Rome gained control of the Mediterranean region. 3. How conflict between Rome's social class led to change in its government. 4. What caused the decline of the Roman Republic. 5. The events that enabled Rome to	**Schoenrock, John:** Students will be able to answer: 1. How does geography influence the way people live? 2. How do governments change? 3. Why does conflict develop? 4. What are characteristics of a leader?	**Schoenrock, John:** Guided reading Vocab Chapter Test Outside material	**Schoenrock, John:** Chapter Test Guided reading Vocab Outside material

			become an empire. 6. What caused the Roman Empire to prosper.			
Roman Civilization			**Schoenrock, John:** Students will know: 1. How the Greek influenced Roman religion, science, art, architecture and literature. 2. The reasons for the decline of the Roman Empire. 3. Why the Byzantine Empire became powerful.	**Schoenrock, John:** Students will be able to answer: 1. What makes a culture unique? 2. Why do civilizations rise and fall? 3. How does geography influence the way people live?	**Schoenrock, John:** Guided Reading Primary Source materials Chapter Test Vocab	**Schoenrock, John:** Guided Reading Chapter Test Vocab Extra History video series on the Punic Wars
Islamic Civilization (Did Not Teach)			**Schoenrock, John:** Students will know: 1. How the physical geography of the Arabian peninsula influenced Arab civilization. 2. The message Muhammad preached. 3. How Islam provides guidance to its followers. 4. How an empire was created with the spread of Islam. 5. How a split among Muslims led to a change in the Arab Empire. 6. The ways in which the Turks, Safavids, and Moguls ruled their empires. 7. What life was like in the Islamic world. 8. What contributions Muslims have made in mathematics, science, and the arts.	**Schoenrock, John:** Students will be able to answer: 1. How do religions develop? 2. How does religion shape society? 3. How do new ideas change the way people live?	**Schoenrock, John:** Assignments	**Schoenrock, John:** Textbook 5 Pillars of Islam handout

Curriculum Map - Social Studies - Civics

Unit	Outcomes	Skills / Objectives	Optional - Essential Questions/Outcomes	Assessments	Resources
Semester 1					
Sweepstakes *(updated 5/18/18)*		**Wickham, Sean:** Demonstrate their knowledge of current events.	**Wickham, Sean:** Demonstrate their knowledge of current events.	**Wickham, Sean:** Students will receive Current Events points for participating each week.	**Wickham, Sean:** Current Events Weekly Online Subscription
Unit	**Outcomes**	**Skills / Objectives**	**Optional - Essential Questions/Outcomes**	**Assessments**	**Resources**
Semester 2					
Sweepstakes					
Unit 2 The Legislative Brand					
Unit	**Outcomes**	**Skills / Objectives**	**Optional - Essential Questions/Outcomes**	**Assessments**	**Resources**
Quarter 1					
Unit 1: Foundations of American Government *(updated 5/18/22)*		**Carley, Matt:** Discuss the history and purpose of government. Analyze ideas and historical documents and events that shaped the U.S. Constitution. Describe structural features of the Constitution. Explain how the U.S. system of government is a federal one. **Wickham, Sean:** Discuss the history and purpose of government. Analyze ideas and historical documents and events that shaped the U.S. Constitution. Describe structural features of the Constitution. Explain how the U.S. system of government is a federal one.	**Carley, Matt:** Chapter 1: a. Students will be able to identify the essential features of a state. b. Students will describe theories about the origin of government and economic systems. Chapter 2: a. Students will understand the weaknesses and achivements of the Articles of Confederation. b. Students will be able to discuss the development of the Constitution. Chapter 3: Student will understand and be able to explain the structure of and the principles behind the Constitution. **Wickham, Sean:** Students will be able to: 1. identify the essential features of a state. 2. Describe theories about the origin of government and economic systems 3. Understand the weaknesses and achievements of the Articles of Confederation. 4. Discuss the development of the Constitution. 5. Explain the structure of and the principles behind the Constitution.	**Carley, Matt:** Give specific follow-up feedback on the student's writing **Wickham, Sean:** 1-1 and 1-2 Quiz (Formative) 1-4 Quiz (Formative) Ch. 1 Test (Summative) Ch. 2 Test (Summative) Ch. 3 Test (Summative) Ch. 4 Test	**Wickham, Sean:** People and Govt Notes Video Clip PowerPoints Who Rules Worksheet Desert Island Activity Economic Theories Graphic Organizer Economic Characteristics Worksheet Bill of Rights Worksheets Lecture Notes Forget This Activity Declaration of Independence Video Articles of Confederation Worksheets Constitution Guided Notes Preamble Graphic Organizer Bill of Rights Scavenger Hunt Self Paced Unit on Canvas with various assignments.
Constitutional Freedoms, Citizenship and Law in America *(updated 5/18/22)*		**Wickham, Sean:** TLW list the basic rights American citizens possess and the constitutional protections provided for each. Discuss the nature, rights, and responsibilities of U.S. citizens. Explain the foundation of the U.S. legal system and the basic procedures of civil and criminal law. From Terry Chadek TLW list the basic rights American citizens possess and the constitutional protections provided for each. Discuss the nature, rights, and responsibilites of U.S. citizens. Explain the foundation of the U.S. legal system and the basic procedures of civil and criminal law.	**Wickham, Sean:** Students will be able to: 1. Identify Constitutional Rights that US citizens have. 2. Identify the Freedom of Religion and how it applies to our country. 3. List freedoms US citizens have. 4. Students will test their knowledge of information that is tested on the US Citizenship exam. 5. Identify what freedom of religion in the United States means. 6. Compare freedom of religion in the Unites States with state religions in other countries. 7. Identify guarantees of the freedom of speech. 8. List instances that your freedom of speech may be curtailed. 9. List the limitations of the freedom of the press 10. Compare our press with that of other countries (N. Korea, Russia, etc.) 11. Explain their rights to assemble as US citizens.	**Wickham, Sean:** First Amendment Quiz (formative) Citizenship Quiz (formative) Affirmative Action Flipgrid Leaving Your Mark Project Ch. 14 Test (Summative) Ch. 13 Test (Summative)	**Wickham, Sean:** 13-1 Worksheet Religion lecture 13-2 Worksheet Freedom of Speech Venn Diagram 13-3 Worksheet Freedom of Assembly PowerPoint 13-5 Worksheet Intro. to Immigration Worksheet Myths and Realities Basis of Citizenship 14-2 Worksheet Immigration Webquest Chapter Review Questions

Unit	Outcomes	Skills / Objectives	Optional - Essential Questions/Outcomes	Assessments	Resources
Quarter 2					
Unit 2: The Legislative Branch *(updated 5/18/22)*		**Carley, Matt:** Learn what is the basic structure and organization of Congress as it represents the interests of voters. To describe what powers did the Constitution give to the Congress and how have these developed over time. To articulate the types of actions members of Congress can take to represent voters interests and what rules govern congressional activities. **Wickham, Sean:** Learn what is the basic structure and organization of Congress as it represents the interests of voters. To describe what powers did the Constitution give to the Congress and how have these developed over time. To articulate the types of actions members of Congress can take to represent voters interests and what rules govern congressional activities.	**Carley, Matt:** Chapter 5: Discuss how members are elected to Congress and how the House and Senate are organized. Chapter 6: Discuss the history of the U.S. Congress and its present-day powers. Chapter 7: Describe how Congress goes about its daily business. **Wickham, Sean:** Students will be able to: 1. Discuss how members are elected to Congress and how the House and Senate are organized. 2. Summarize the history of the U.S. Congress and its present-day powers. 3. Describe how Congress goes about its daily business.	**Wickham, Sean:** Team Quiz Activity Ch. 5 Assessment (Summative) 6-1 Matching Quiz (Formative) p. 178 Assessment Questions How a Bill Becomes a Law Quiz (Formative) Board Games Ch. 6 and 7 Test (Summative)	**Wickham, Sean:** The Organization of Congress Notes House and Senate Notecard Activity Profile of Congress Activity Rotation Stations Crash Course: Bicameral Congress 5-2 Guided Notes Committee Research Assignment 6-1 Guided Notes Congress and the President Notes ICivics Games Why do we have a House and Senate, anyway Activity How a Bill Becomes a Law Notes Testify about Bills Activity How a Bill Becomes a Law Board Game More than Yea or Nay Activity
Unit 3: Executive Branch *(updated 5/18/22)*		**Wickham, Sean:** Students will describe the organization and functions of the executive branch Discuss presidential powers. Evaluate the functions of the federal bureacracy. From Terry Chadek Students will describe the organization and functions of the executive branch Discuss presidential powers. Evaluate the functions of the federal bureacracy.	**Wickham, Sean:** Students will be able to: 1. Describe the organization and functions of the executive branch. 2. Discuss the presidential powers. 3. List the presidential succession order. 4. Identify the role of the Vice President. 5. Describe the electoral college today. 6. Identify the roles of the cabinet. 7. Identify the basic powers of the presidency. 8. Determine the limits on executive power. 9. Describe the roles of the President 10. Identify styles of presidential leadership 11. List the Cabinet Departments of the United States Government. 12. Describe the duties of the cabinet departments of the United States Government.	**Wickham, Sean:** Ch. 8 Test (Summative) Ch. 9 and 10 Test (Summative)	**Wickham, Sean:** 8-1 Guided Notes Duties of President Packet i Civics Activity Agencies of EOP document Skill Reinforcement Activity Ch. 8 Reteaching Ch. Review Questions Presidential Powers video on EdPuzzle Federal Bureaucracy Notes Cabinet Worksheet 10-1 Worksheet
Unit	**Outcomes**	**Skills / Objectives**	**Optional - Essential Questions/Outcomes**	**Assessments**	**Resources**
Quarter 3					
Participating in Government *(updated 5/18/22)*		**Wickham, Sean:** TLW identify functions of political parties and analyze the importance f an informed electorate From Terry Chadek TLW identify functions of political parties and analyze the importance f an informed electorate	**Wickham, Sean:** Students will be able to: 1. Describe how political parties play a large role in the decisions made by the government. 2. Determine how political parties play a large role in the decisions made by the government. 3. Identify their own political beliefs. 4. Determine how candidates are selected. 5. Identify the criticisms of the presidential primaries. 6. Explain how the national convention works. 7. Demonstrate their understanding of the different political parties in the United States.	**Wickham, Sean:** Ch. 16 Assessment p. 472-473 (Summative) Political Party Brochures (Formative) Ch. 16 and 17 Test (Summative)	**Wickham, Sean:** Political Parties Lecture with PowerPoint 16-1 Worksheets Party Organization PowerPoint 16-2 Worksheet Nominating Candidates Guided Notes Political Party Brochures Elections Discussion topics Voters Handbook

			8. Identify a political party that they want to join. 9. Explain how to vote in their county. 10. Identify the steps involved in the voting process. 11. Summarize voting rights and responsibilities.		
Judicial Branch *(updated 5/18/22)*		**Wickham, Sean:** TLW be able to describe the jurisdiction of federal courts and the method of selecting judges for them. Explain the workings of the Supreme Court, how it shapes public policy, and the forces that shape its decisions. From Terry Chadek TLW be able to describe the jurisdiction of federal courts and the method of selecting judges for them. Explain the workings of the Supreme Court, how it shapes public policy, and the forces that shape its decisions.	**Wickham, Sean:** Students will be able to: 1. Identify the duties of the federal court system. 2. Identify the court cases that increased the Judicial Branch's power. 3. Explain the impact of court cases on the judicial branch and our country. 4. Hypothesize how different verdicts could have impacted the United States 5. Explain the jurisdiction of the Supreme Court. 6. Identify the Supreme Court Justices and their duties. 7. Discuss the process of appointing justices.	**Wickham, Sean:** Ch. 11 Test (Summative)	**Wickham, Sean:** The Federal Court System Notes 11-1 Guided Notes How the Judicial Branch increased It's Power Group Research 11-2 Worksheet Federal Court System Notes and Lecture The Supreme Court Lecture with Notes Guided Notes Supreme Court Worksheet
Unit	**Outcomes**	**Skills / Objectives**	**Optional - Essential Questions/Outcomes**	**Assessments**	**Resources**
Quarter 4					
Public Policies and Services *(updated 8/13/18)*					
State and Local Government		**Wickham, Sean:** TLW discuss the foundation, organization, and functions of state governments. Summarize the history, structure and responsibilities of local governments. TLW describe how the Nebr. unicameral functions and the structure of the Nebr. Constitution.			

Curriculum Map - Social Studies - Current Events

Unit	Outcomes	Skills / Objectives	Optional - Essential Questions/Outcomes	Assessments	Resources
Quarter 1					
Study the news that is currently happening on a world and local scale.		**Wickham, Sean:** Students will be able to: 1. Report what is going on in the world around them. 2. Differentiate between coverage of news stories and determine what factually happened. 3. Asses the impact that events occuring overseas have on their lives. 4. Gain an understanding of the vocabulary used in the news.	**Wickham, Sean:** Students will be able to: 1. Demonstrate an understanding of the events in the news.	**Wickham, Sean:** 1. Quizzes 2. News Presentations 3. News Room Activities 4. Discussions 5. Debates	**Wickham, Sean:** Journalism Ethics Terms edmodo ChannelOne.com 60 minutes.com Newsela.com Article Summary forms edmodo Broadcast Journalism Terms edmodo Comparison of News Media worksheet Newseum.org Broadcast Journalism Terms #2 edmodo My Turn Essay edmodo Abbreviation / Acronym Search direction edmodo A-Z adjectives search directions edmodo Print Journalism Terms edmodo Scanning Page Activity directions edmodo News Magazine Fill in Problem and Solution worksheet edmodo Sequencing Facts factsheet file cabinet Print Journalism Terms #2 Why is it in the news lecture google drive] Why is it in the news activity directions edmodo The Five W's Activity edmodo Newspaper Assignment direction edmodo Google Drive News Clip Activity directions edmodo

Unit	Benchmarks	Outcomes	Skills / Objectives	Optional - Essential Questions/Outcomes	Assessments	Resources
Year						
Unit 1 We Belong to Many Groups *(updated 5/16/20)*	SS.C.2.1.1.A(A) Contribute to developing rules by considering multiple points of view. SS.C.2.1.1.B(A) Demonstrate conflict management strategies as individuals, groups, and communities. SS.C.2.1.2.A(A) Identify and apply civic responsibilities that are important to individuals and their communities. SS.C.2.1.2.B(A) Explain how patriotic symbols, songs, actions, celebrations, and holidays reflect democratic traditions. SS.C.2.1.2.C(A) Communicate historical background and significance of national holidays. SS.C.2.1.2.D(A) Investigate ways to be actively engaged to improve family, school, and community. SS.C.2.1.2.E(A) Model and communicate characteristics of good citizenship. SS.G.2.3.1.A(A) Compare and contrast maps and globes. SS.G.2.3.1.B(A) Identify and describe locations in neighborhoods. SS.G.2.3.1.C(A) Identify and apply map elements. SS.G.2.3.1.D(A) Locate communities, Nebraska, and the United States on maps and globes. SS.G.2.3.1.E(A) Explain why things are located where they are in neighborhoods. SS.G.2.3.2.A(A) Identify and differentiate between physical and human features of neighborhoods and communities. SS.G.2.3.2.B(A) Describe local places and regions. SS.G.2.3.2.C(A) Explain how places and regions change over time. SS.G.2.3.3.A(A) Identify examples of Earth's physical processes. SS.G.2.3.3.B(A) Describe how seasonal weather patterns, natural hazards, and natural resources affect human activities. SS.G.2.3.3.C(A) Match resources to their sources.		**Cromer, Melinda:** The Learner will: • Locate the seven continents on a world map. • Locate states on a United States map. • Locate the United States on a Western Hemisphere map. • Locate landforms and bodies of water on a landform map. • Use a map key and a compass rose. • Understand that people belong to many groups. • Identify roles within groups at school. • Identify a neighborhood as a place where families live and work to meet their needs. • Identify people and places in a neighborhood and the role they play. • Explain the need for people to follow rules and obey laws. • Describe the goods and services people get in a city, and distinguish between goods and services. • Define themselves as citizens of the United States. • Recognize that Americans are diverse and have different skills that contribute to the good of the country.	**Cromer, Melinda:** The Learner will: 1. Illustrate different aspects of a community and neighborhood. 2. Identify map elements. 3. Describe how they can be good citizens. 4. Illustrate types of landforms and bodies of water. 5. Describe the relationships among personal and historical events (current events). 6. Differentiate between goods and services.	**Cromer, Melinda:** • Unit worksheets • Unit 1 Test Harcourt Brace Social Studies	**Cromer, Melinda:** • Harcourt Brace Social Studies text • Harcourt Brace Social Studies worksheets • Harcourt Brace Unit 1 Test

	SS.G.2.3.3.D(A) Describe how people adapt to their physical environment. SS.G.2.3.4.A(A) Describe cultures of the local community and other communities. SS.G.2.3.4.B(A) Identify examples of cultural markers in the community. SS.G.2.3.5.A(A) Apply geographic knowledge and techniques to navigate students' homes and neighborhoods.					
Unit 2 Where We Live *(updated 5/16/20)*	SS.G.2.3.1.A(A) Compare and contrast maps and globes. SS.G.2.3.1.B(A) Identify and describe locations in neighborhoods. SS.G.2.3.1.C(A) Identify and apply map elements. SS.G.2.3.1.D(A) Locate communities, Nebraska, and the United States on maps and globes. SS.G.2.3.1.E(A) Explain why things are located where they are in neighborhoods. SS.G.2.3.2.A(A) Identify and differentiate between physical and human features of neighborhoods and communities. SS.G.2.3.2.B(A) Describe local places and regions. SS.G.2.3.2.C(A) Explain how places and regions change over time. SS.G.2.3.3.A(A) Identify examples of Earth's physical processes. SS.G.2.3.3.B(A) Describe how seasonal weather patterns, natural hazards, and natural resources affect human activities. SS.G.2.3.3.C(A) Match resources to their sources. SS.G.2.3.3.D(A) Describe how people adapt to their physical environment. SS.G.2.3.4.A(A) Describe cultures of the local community and other communities. SS.G.2.3.4.B(A) Identify examples of cultural markers in the community. SS.H.2.4.1.A(A) Describe how a neighborhood has changed over the course of time using maps and other artifacts. SS.H.2.4.1.B(A) Compare and contrast how different neighborhoods have changed		**Cromer, Melinda:** The Learner will: • List varous goods and resources that can be produced with the same list of resources. • Identify the globe as a model of the earth. • identify and describe local places and regions. • Identify Earth-Sun relationships (seasons) • Identfy patterns of land use (agriocultural, residntial, industrial, commercial, recreational) • Recognize how physical environment influences human activities • Identify Earth's natural resouces (minerals, air, land, water, soil) • Describe environmental issues (letter, recycling, conservation) • Identify ways people adapt to and change their environments to meet their needs	**Cromer, Melinda:** **Students will...** 1. Identify the relationships between humans and the physical environment. 2. Explore where and why people, places and environments are organized locally. 3. Identify Earth-Sun relationships. 4. Illustrate types of landforms and bodies of water. 5. Differentiate between goods and services. 6. Identifiy and illustrate types of transportation that move goods. 7. Identify places and regions.	**Cromer, Melinda:** • Unit worksheets • Unit 2 Test Harcourt Brace Social Studies	**Cromer, Melinda:** • Harcourt Brace Social Studies text • Harcourt Brace Social Studies worksheets • Harcourt Brace Unit 2 Test

	over time. SS.H.2.4.2.A(A) Compare and contrast perspectives from multiple sources regarding the same event. SS.H.2.4.3.A(A) Describe historical people, events, ideas, and symbols (including various cultures and ethnic groups) that impacted a neighborhood. SS.H.2.4.4.A(A) Construct and answer questions about neighborhood history. SS.H.2.4.4.B(A) Identify, obtain, and cite appropriate primary and secondary sources for research. SS.H.2.4.4.C(A) Gather and present historical information about a neighborhood.					
Unit 3 We All Work Together *(updated 5/16/20)*	SS.E.2.2.1.A(A) Justify a decision made by providing evidence of possible gains and losses. SS.E.2.2.2.A(A) Make transactions using currency emphasizing its use as a medium of exchange. SS.E.2.2.3.A(A) Explain the role of goods and services and supply and demand in a community. SS.E.2.2.3.B(A) Describe how people in their communities earn income/ wages through work. SS.E.2.2.4.A(A) Identify goods and services that local governments provide. SS.E.2.2.4.A(A) Explain how the local government uses taxes to pay for goods and services it provides.		**Cromer, Melinda:** The Learner will: • Identify U.S. patriotic symbols, songs, celebrations and holidays. • Identify resources that make up various goods and services. • Identify what items are eliminated when a choice is made. • List various goods and services that can be produced witih the same list of resources • Match capital resources and human resources with jobs in the community. • Demonstrate knowledge of currency and make transactions • Identify go.ods and services that are provided by the government. • Identify map elements. • Explain how places and regions change over time.	**Cromer, Melinda:** **Students will...** 1. Illustrate different aspects of a community and neighborhood. 2. Identify and describes patriotic information about our country. 3. Describe how they can be good citizens. 4. Illustrate types of landforms and bodies of water. 5. Differentiate between goods and services. 6. Describe how people earn income/wages through work. 7. Demonstrate knowledge of currency, denominations, and use	**Cromer, Melinda:** • Unit worksheets • Unit 3 Test Harcourt Brace Social Studies	**Cromer, Melinda:** • Harcourt Brace Social Studies text • Harcourt Brace Social Studies worksheets • Harcourt Brace Unit 3 Test
Unit 4 People Make History			**Cromer, Melinda:** The Learner will: • Describe election, voting, and democracy. • Explain how regions change over time. • Identify changes over time to physical and human features of places. • List and describe neighborhood events over time. • Describe historical people, events, ideas, and symbols from various cultures and ethnic groups.	**Cromer, Melinda:** **Students will...** 1. Illustrate different aspects of a community and neighborhood. 2. Identify and describes patriotic information about our country. 3. Describe how they can be good citizens. 4. Identify how places and regions change over time. 5. Differentiate between goods and services. 6. Identifiy the responsibilities and rights of citizens in their communities. 7. Describe events and people from history and various cultures and ethnic groups.	**Cromer, Melinda:** • Unit worksheets • Unit 4 Test Harcourt Brace Social Studies	**Cromer, Melinda:** • Harcourt Brace Social Studies text • Harcourt Brace Social Studies worksheets • Harcourt Brace Unit 4 Test

Unit 5 Being a Good Cititzen			**Cromer, Melinda:** The Learner will: • Describe election and voting. • Participate in developing rules. • Identify characteristics of good citizenship. • Identify the branches of the government. • Identify freedoms that U.S. citizens enjoy. • Identify patriotic symbols, songs, actions, celebrations,holidays, and historic figures. • Describe ways to be actively engaged in family, school, and community. • Identify map elements. • Locate places on a map and globe.	**Cromer, Melinda:** **Students will...** 1. Illustrate different aspects of a community and neighborhood. 2. Identify and describes patriotic information about our country. 3. Describe how they can be good citizens. 4. Identify different aspects of our government. 5. Differentiate between goods and services. 6. Explore the idea of freedoms in America and identify the freedoms that American citizens enjoy.	**Cromer, Melinda:** • Unit worksheets • Unit 5 Test Harcourt Brace Social Studies	**Cromer, Melinda:** • Harcourt Brace Social Studies text • Harcourt Brace Social Studies worksheets • Harcourt Brace Unit 5 Test
Unit 6 People in Time and Place			**Cromer, Melinda:** The Learner will: • Identify patterns of cultural traits. • Identify historical people, events, ideas, and symbols, including cultures and ethnic groups. • Describe how their neighborhood has changed over time. • Develop questions about their neighborhood history. • Research and report on historical information about thier neighborhood and historical people and events.	**Cromer, Melinda:** **Students will...** 1. Illustrate different aspects of a community and neighborhood. 2. Identify and describes patriotic information about our country. 3. Describe how they can be good citizens. 4. Identify the characteristics of culture. 5. Develop and use historical research skills.	**Cromer, Melinda:** • Unit worksheets • Unit 6 Test Harcourt Brace Social Studies	**Cromer, Melinda:** • Harcourt Brace Social Studies text • Harcourt Brace Social Studies worksheets • Harcourt Brace Unit 6 Test
Scholastic News			**Cromer, Melinda:** The Learner will: • Read and respond to current events.	**Cromer, Melinda:** **Students will...** 1. Identify past and current events.	**Cromer, Melinda:** • Scholastic News	**Cromer, Melinda:** • Scholastic News • Scholastic News website • Scholastic News online videos
LB399 Lesson Plans *(updated 2/4/20)*	SS.C.2.1.2.B(A) Explain how patriotic symbols, songs, actions, celebrations, and holidays reflect democratic traditions. SS.C.2.1.2.C(A) Communicate historical background and significance of national holidays. SS.H.2.4.3.A(A) Describe historical people, events, ideas, and symbols (including various cultures and ethnic groups) that impacted a neighborhood.					
Unit	**Benchmarks**	**Outcomes**	**Skills / Objectives**	**Optional - Essential Questions/Outcomes**	**Assessments**	**Resources**
Year 20-21						
Civics: Forms and Functions of Government & Civic Participation *(updated 7/17/20)*			**Cromer, Melinda:** TLW: SS 2.1.1.a Contribute to developing rules by considering multiple points of view. SS 2.1.1.b Demonstrate conflict management strategies as individuals, groups, and communities. SS 2.1.2.a Identify and apply civic responsibilities that are importantto individuals and their communities. SS 2.1.2.b Explain how patriotic symbols, songs, actions, celebrations, and holidays reflect democratic traditions. SS 2.1.2.c Communicate historical background and significance of national holidays.			

			SS 2.1.2.d Investigate ways to be actively engaged to improve family, school, and community. SS 2.1.2.e Model and communicate characteristics of good citizenship.			
Economics: Economic Decision Making,Financial Literacy, Exchange & Markets, National/Global Economy *(updated 7/17/20)*			**Cromer, Melinda:** TLW: SS 2.2.1.a. Justify a decision made by providing evidence of possible gains and losses. SS 2.2.2.a Make transactions using currency emphasizing its use as a medium of exchange. SS 2.2.3.a. Explain the role of goods and services and supply and demand in a community. SS 2.2.3.b. Describe how people in their communities earn income/wages through work. SS 2.2.4.a Identify goods and services that local governments provide. SS 2.2.4.b Explain how the local government uses taxes to pay for goods and services it provides.			
Geography: Location & Place, Regions, Human-Environment Interaction, Movement, Geospatial Skills/Lit *(updated 7/17/20)*			**Cromer, Melinda:** TLW: SS 2.3.1.a Compare and contrast maps and globes. SS 2.3.1.b Identify and describe locations in neighborhoods. SS 2.3.1.c Identify and apply map elements. SS 2.3.1.d Locate communities, Nebraska, and the United States on maps and globes. SS 2.3.1.e Explain why things are located where they are in neighborhoods. SS 2.3.2.a Identify and differentiate between physical and human features of neighborhoods and communities. SS 2.3.2.b Describe local places and regions. SS 2.3.2.c Explain how places and regions change over time. SS 2.3.3.a Identify examples of Earth's physical processes. SS 2.3.3.b Describe how seasonal weather patterns, natural hazards, and natural resources affect human activities. SS 2.3.3.c Match resources to their sources. SS 2.3.3.d Describe how people adapt to their physical environment. SS 2.3.4.a Describe cultures of the local community and other communities. SS 2.3.4.b Identify examples of cultural markers in the community. SS 2.3.5.a Apply geographic knowledge and techniques to navigate students' homes and neighborhoods.			
History: Change, Continuity, & Context, Mult. Perspectives, Analysis/ Interpretation, InquiryResearch *(updated 7/17/20)*			**Cromer, Melinda:** TLW: 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. SS 2.4.2.a Compare and contrast perspectives from multiple sources regarding the same event. SS 2.4.3.a Describe historical people, events, ideas, and symbols (including various cultures and ethnic groups) that impacted a neighborhood. SS 2.4.4.a Construct and answer questions about neighborhood history. SS 2.4.4.b Identify, obtain, and cite appropriate primary and secondary sources for research. SS 2.4.4.c Gather and present historical information about a neighborhood.			
LB399 Lesson Plans *(updated 2/4/20)*	SS.C.2.1.2.B(A) Explain how patriotic symbols, songs, actions, celebrations, and holidays reflect democratic traditions. SS.C.2.1.2.C(A) Communicate historical background and significance of national holidays. SS.H.2.4.3.A(A) Describe historical people, events, ideas, and symbols (including various cultures and ethnic groups) that impacted a neighborhood.					

Scholastic News			**Cromer, Melinda:** The Learner will: • Read and respond to current events.	**Cromer, Melinda:** **Students will...** 1. Identify past and current events.	**Cromer, Melinda:** • Scholastic News	**Cromer, Melinda:** • Scholastic News • Scholastic News website • Scholastic News online videos

Curriculum Map - Social Studies - Early American History

Unit	Benchmarks	Outcomes	Skills / Objectives	Optional - Essential Questions/Outcomes	Assessments	Resources
Quarter 1						
Colonial America *(updated 10/30/21)*	SS.8.C.1.1.B(A) Analyze the structure and roles of the United States government in meeting the needs of the citizens governed, managing conflict, and establishing order and security. SS.8.G.3.2.A(A) Evaluate physical and human characteristics of places and regions. SS.8.G.3.2.B(A) Determine the impact of land and water features on human decisions. SS.8.H.4.1.A(A) Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States. SS.8.H.4.4.B(A) Evaluate the relationships among historical events in the United States and relevant contemporary issues.		**Schoenrock, John:** 1. Students will understand the relationship between geography and early settlements in North America. 2. Students will understand what a joint-stock company is. 3. Students will be able to explain how Jamestown survived and eventually thrived in North America.	**Schoenrock, John:** 1. How does geography influence the way people live? 2. Why did the English decide to settle in Roanoke? 3. Why was the House of Burgesses important?	**Schoenrock, John:** Lesson Quizzes Chapter Test	**Schoenrock, John:** Discovering Our Past: A History of the United States--Early Years Canvas Selected outside resources
Life in the American Colonies *(updated 10/30/21)*	SS.8.C.1.1.C(A) Examine the development of foundational laws and other documents in the United States government. SS.8.E.2.5.A(A) Explain that currency must be converted to make purchases in other countries. SS.8.G.3.2.C(A) Identify and justify how humans develop major world regions and the impact on human societies. SS.8.G.3.3.A(A) Interpret the impact of natural processes on human and physical environments. SS.8.G.3.3.B(A) Analyze how humans have utilized and adapted to their physical environment. SS.8.H.4.1.A(A) Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.		**Schoenrock, John:** Students will know: 1. How geography played a role in the development of the economies of the colonies. 2. The values and beliefs that the colonists developed about government. 3. The traditional beliefs and values associated with American culture. 4. The causes and results of the French and Indian War.	**Schoenrock, John:** 1. How does geography influence the way people live? 2. How do new ideas change the way people live? 3. Why does conflict develop?	**Schoenrock, John:** Chapter Tests Lesson Quizzes	**Schoenrock, John:** Discovering Our Past: A History of the United States--Early Years Canvas Selected outside resources
Spirit of Independence *(updated 10/30/21)*	SS.8.C.1.1.A(A) Identify and describe the different systems of government. SS.8.C.1.1.D(A) Evaluate how various United States government decisions impact people, place, and history. SS.8.E.2.5.B(A) Recognize how trade barriers impact the prices and quantity of goods. SS.8.H.4.1.A(A) Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States. SS.8.H.4.4.A(A) Compare and contrast primary and secondary sources of history.		**Schoenrock, John:** Students will know: 1. The causes for the development of conflict between Britain and the colonies. 2. The consequences of that conflict and how it motivated colonial leaders and others to act.	**Schoenrock, John:** 1. Why does conflict develop? 2. What motivates people to act?	**Schoenrock, John:** Lesson Quizzes Chapter Test	**Schoenrock, John:** Discovering Our Past: A History of the United States--Early Years Canvas Selected outside resources
The American Revolution *(updated 10/30/21)*	SS.8.C.1.1.C(A) Examine the development of foundational laws and other documents in the United States government. SS.8.C.1.1.E(A) Describe how important government principles are shown in American government.		**Schoenrock, John:** Students will know: 1. The causes of the American Revolution. 2. The opposing sides in the American Revolution. 3. The significant battles of the American	**Schoenrock, John:** 1. Why does conflict develop?	**Schoenrock, John:** Chapter Test Lesson Quizzes	**Schoenrock, John:** Discovering Our Past: A History of the United States--Early Years Canvas Selected outside resources

	SS.8.C.1.2.D(A) Describe how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States. SS.8.H.4.1.A(A) Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States. SS.8.H.4.4.A(A) Compare and contrast primary and secondary sources of history.		Revolution and the strategies of both sides. 4. How the Americans gained allies in the war. 5. What helped the Patriots win independence.			
Unit	**Benchmarks**	**Outcomes**	**Skills / Objectives**	**Optional - Essential Questions/Outcomes**	**Assessments**	**Resources**
Quarter 2						
A More Perfect Union *(updated 4/10/22)*	SS.8.C.1.1.C(A) Examine the development of foundational laws and other documents in the United States government. SS.8.C.1.1.E(A) Describe how important government principles are shown in American government. SS.8.C.1.1.F(A) Analyze the development and significance of political parties in the United States. SS.8.H.4.1.A(A) Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.		**Schoenrock, John:** Students will know: 1. The Articles of Confederation were the first plan of government of the United States. 2. The Articles of Confederation were too weak to address the nation's problems. 3. The documents, ideas, and people that influenced the creation of the Constitution. 4. The compromises that were made in the Constitution's creation. 5. The debate that took place over whether the Constitution should be adopted.	**Schoenrock, John:** 1. Why do people form governments? 2. How do new ideas change the way people live? 3. How do governments change?	**Schoenrock, John:** Chapter Test Lesson Guided Readings Other assigned material	**Schoenrock, John:** Lesson Guided Readings Crash Course video Other assigned materials
The Constitution *(updated 4/10/22)*	SS.8.C.1.1.C(A) Examine the development of foundational laws and other documents in the United States government. SS.8.C.1.1.E(A) Describe how important government principles are shown in American government. SS.8.C.1.2.A(A) Demonstrate ways individuals participate in the political process. SS.8.H.4.2.B(A) Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.		**Schoenrock, John:** Students will know: 1. The structure of the Constitution. 2. The principles contained in the Constitution. 3. The process of amending the Constitution. 4. The importance of Constitutional interpretation.	**Schoenrock, John:** 1. Why do people form governments? 2. How do new ideas change the way people live?	**Schoenrock, John:** Chapter Tests Lesson Guided Readings Other assigned material	**Schoenrock, John:** Lesson Guided Readings Crash Course videos Other assigned material
The Federalist Era *(updated 4/10/22)*	SS.8.C.1.1.F(A) Analyze the development and significance of political parties in the United States. SS.8.E.2.4.A(A) Research the origins and development of the economic system, banks, and financial institutions in the United States. SS.8.H.4.5.A(A) Identify areas of inquiry by using student-generated questions about multiple historical sources.		**Schoenrock, John:** Students will know: 1. How the federal government developed under George Washington. 2. How the new government responded to internal and external threats. 3. How the two-party political system developed in America.	**Schoenrock, John:** Students will be able to answer: 1. What are characteristics of a leader? 2. Why does conflict develop? 3. How does government change?	**Schoenrock, John:** Lesson Guided Readings Supplemental materials Chapter Test Projects	**Schoenrock, John:** Textbook Chapter Tests Supplemental material Crash Course videos
Financial Literacy *(updated 4/10/22)*	SS.8.E.2.2.A(I) Identify skills for future financial success. SS.8.E.2.2.B(I) Understand tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources. SS.8.E.2.4.C(I) Describe the progression of money and its role in early United States history.		**Schoenrock, John:** Understand personal and business financial management. Identify skills for future financial success. Understand tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources.		**Schoenrock, John:** NGPF documents and websites.	**Schoenrock, John:** NGPF documents and websites.

Unit	Benchmarks	Outcomes	Skills / Objectives	Optional - Essential Questions/Outcomes	Assessments	Resources
Quarter 3						
The Jefferson Era			**Schoenrock, John:** Students will know: 1. How Jefferson won the election of 1800. 2. The political and geographical changes that took place during Jefferson's the presidency. 3. Why the United States entered the War of 1812. 4. How the United States fared in the War of 1812 and how the war affected the nation.	**Schoenrock, John:** Students will be able to answer: 1. How do governments change? 2. How does geography influence the way people live? 3. Why does conflict develop?	**Schoenrock, John:** Guided Readings Vocab Lewis and Clark project Chapter Test	**Schoenrock, John:** Textbook Study Guide Tour Builder web site
Growth and Expansion			**Schoenrock, John:** Students will know: 1. How technological improvements contributed to the Industrial Revolution and changed the ways people lived and worked. 2. How improved transportation facilitated westward movement. 3. How the unity and nationalism people felt after the War of 1812 changed to divisions over issues of economics and equality.	**Schoenrock, John:** Students will be able to answer: 1. How does geography influence the way people live? 2. Why does conflict develop?	**Schoenrock, John:** Guided Reading Chapter Test	**Schoenrock, John:** Textbook Guided Reading Chapter Test
The Jackson Era			**Schoenrock, John:** Students will know: 1. The new way of campaigning and their effect on the elections of 1824 and 1828. 2. The debate over states' rights versus the rights of the federal government. 3. The causes and consequences of the removal of eastern Native Americans. 4. The reasons behind the closing of the national bank.	**Schoenrock, John:** The students will be able to answer: 1. What are characteristics of a leader? 2. What are the consequences when cultures interact? 3. How do governments change?	**Schoenrock, John:** Guided readings Vocabulary Primary source readings Activities Chapter Test	**Schoenrock, John:** Guided Readings Vocabulary Chapter Test Crash Course video Activities
Manifest Destiny			**Schoenrock, John:** Students will know: 1. The ideas and the concepts of Manifest Destiny. 2. How Florida, Texas, California and Utah became states. 3. The causes and results of the war with Mexico. 4. How the gold rush affected California. 5. Why the Mormons settled in Utah	**Schoenrock, John:** Students will be able to answer: 1. How does geography influence the way people live? 2. Why does conflict develop? 3. How do new ideas change the way people live?	**Schoenrock, John:** Guided Readings Vocab Chapter Test Manifest Destiny Activity	**Schoenrock, John:** Textbook Study Guide Primary Source Chapter test
North and South			**Schoenrock, John:** Students will know: 1. The causes and consequences of the nineteenth-century transportation revolution. 2. The impact of technological advancements on the agricultural economy and slave labor. 3. The various immigrant groups that came to the United States during the early 1800s and their contributions. 4. The reasons various urban centers developed during the 1800s. 5. The differences between the economies of the North and South. 6. The influence of individuals on social and political developments in the South.	**Schoenrock, John:** Students will be able to answer: 1. How does technology change the way people live? 2. How do people adapt to their environment? 3. Why do people make economic choices?	**Schoenrock, John:** Student-created assessment tools	**Schoenrock, John:** Textbook

			7. The role of slavery in the development of sectional conflict.			
Unit	**Benchmarks**	**Outcomes**	**Skills / Objectives**	**Optional - Essential Questions/Outcomes**	**Assessments**	**Resources**
Quarter 4						
Spirit of Reform			**Schoenrock, John:** Students will know: 1. The influence of various individuals on social and political developments in America. 2. The growth of social reform movements between 1820 and 1860. 3. The development of the abolitionist movement and its impact. 4. What the women's movement fought for and what the results were.	**Schoenrock, John:** Students will be able to answer: 1. Why does society change? 2. What motivates people to act? 3. How do new ideas change the way people live?	**Schoenrock, John:** Guided Readings Chapter Test Primary source material	**Schoenrock, John:** Textbook Guided reading Crash Course videos
Toward Civil War			**Schoenrock, John:** Students will know: 1. What compromises involving the issues of slavery and the admission of new states were made or attempted and why they failed. 2. How slavery contributed to the division of the nation. 3. The events that led to the Civil War.	**Schoenrock, John:** Students will be able to answer: 1. Why does conflict develop?	**Schoenrock, John:** Chapter Test Guided Reading	**Schoenrock, John:** Chapter Test Guided Reading
The Civil War			**Schoenrock, John:** Students will know: 1. The goals and strategies, strengths and weaknesses of the North and the South. 2. Major battles and turning points of the American Civil War. 3. The debate leading up to, and the results, of Lincoln's Emancipation Proclamation. 4. The conditions and contributions of soldiers and civilians during the Civil War.	**Schoenrock, John:** Students will be able to answer: 1. Why do conflicts develop?	**Schoenrock, John:** Tiki-toki Timeline site Crash Course videos	**Schoenrock, John:** Tiki-toki Timeline Site Crash Course videos Civil War re-enactor
Reconstruction Era			**Schoenrock, John:** Students will know: 1. The different plans for Reconstruction and what Radical Reconstruction meant. 2. How Reconstruction affected politics, economics, and society in the South. 3. How rights of freed blacks changed during Reconstruction and in the post-Reconstruction Era. 4. The successes and failures of Reconstruction in the South.	**Schoenrock, John:** Students will be able to answer: 1. How do new ideas change the way people live?	**Schoenrock, John:** Tiki-toki Timeline Crash Course video	**Schoenrock, John:** Tiki-toki Timeline site Crash Course video

Curriculum Map - Social Studies - Geography

Unit	Benchmarks	Outcomes	Skills / Objectives	Optional - Essential Questions/Outcomes	Assessments	Resources
Quarter 1						
The World *(updated 10/30/21)*	SS.C.7.1.1.A(A) Describe different forms and structures of government around the world and how they address the needs of the citizens. SS.C.7.1.2.A(A) Examine ways in which individuals and groups participate in the political process in different regions of the globe. SS.C.7.1.2.C(A) Explain the roles and influence of individuals, groups, and the media on governments in an interdependent society. SS.E.7.2.4.A(A) Compare and contrast characteristics of different socio economic groups in economic systems. SS.E.7.2.5.A(A) Define the government's role in various economic systems. SS.E.7.2.5.B(A) Identify various economic indicators that governments use to measure modern world societies, nations, and cultures. SS.G.7.3.4.B(A) Develop a logical process to describe how cultural diffusion occurs and how the diffusion of ideas impacts cultures.		**Schoenrock, John:** Students will be able to: 1. Use the 5 Themes used by geographers to describe places and people. 2. Understand the effects of the tilt of the Earth on climate and seasons. 3. Understand the influence of landforms, water resources, and climate regions on where people live. 4. Know the negative impact of human activities on the environment. 5. Understand the shared characteristics that define the culture of a group of people. 6. Know the factors that lead to cultural change. 7. Know the four kinds of economic systems and growing interdependence among countries of the world.	**Schoenrock, John:** Students will be able to answer: 1. Why is it important to have geography skills? 2. What kinds of geographic characteristics define the region where you live? 3. What factors bring about changes in cultures?	**Schoenrock, John:** Unit Test Lesson Quizzes Chapter Vocabulary Projects	**Schoenrock, John:** Discovering World Geography Canvas Selected outside resources
Unit	**Benchmarks**	**Outcomes**	**Skills / Objectives**	**Optional - Essential Questions/Outcomes**	**Assessments**	**Resources**
Quarter 2						
United States and Canada			**Schoenrock, John:** Students will be able to: 1. Understand that vast territory that includes a variety of landforms and climate regions. 2. Examine the wealth of resources in the territory. 3. Learn about the colonial past of the two countires. 4. Examine the diverse ethnic and religious groups and traditions. 5. Describe how free market economies are closely related to each other. 6. Debate environmental challenges, including air pollution, diminishing water resources, and urban sprawl and efforts to minimize those impacts.	**Schoenrock, John:** Students will be able to answer: 1. How do landforms and climate help or hinder transportation in a vast region? 2. How does immigration affect the cultures of countries? 3. How a region's economy can influence the world economy?	**Schoenrock, John:** Guided Readings Unit vocabulary Projects Chapter/Unit Tests	**Schoenrock, John:** Textbook Guided Readings Projects
Latin America			**Schoenrock, John:** Students will be able to: 1. Examine how a colonial past that is reflected in the official languages of each country. 2. Explore the cultures of Native American, African, and European influences. 3. Analyze how daily life centers on family and religion, primarily Roman Catholicism. 4. Conclude that the location of Latin America is in the Western Hemisphere with much of the region within the Tropics. 5. Explore the many mountains and highland	**Schoenrock, John:** Students will be able to answer: 1. How geographic factors influence where people settle. 2. The physical environment affects how people live. 3. All living things are dependent upon one another and their surroundings for survival. 4. The characteristics and movement of people impact physical and human systems. 5. Patterns of economic activities	**Schoenrock, John:** Guided Readings Chapter vocabulary Unit Tests Projects	**Schoenrock, John:** Guided Readings Unit vocabulary Projects Chapter/Unit Tests

			areas that create a variety of climates. 6. Explore the wealth of natural resources in much of the region.	result in global interdependence. 6. The physical environment affects how people live. 7. People's actions can change the physical environment.		
Unit	**Benchmarks**	**Outcomes**	**Skills / Objectives**	**Optional - Essential Questions/Outcomes**	**Assessments**	**Resources**
Quarter 3						
Europe			**Schoenrock, John:** Students will be able to understand: 1. How geographic factors influence where people settle. 2. The physical environment affects how people live. 3. The characteristics and movement of people impact physical and human systems. 4. Culture groups shape human systems. 5. Geographers organize the Earth into regions that share common characteristics. 6. People's actions can change the physical environment. 7. Places reflect the relationship between humans and the physical environment. 8. Geography is used to interpret the past, understand the present, and plan for the future.	**Schoenrock, John:** Students will be able to answer: 1. How do people use waterways? 2. What forces have helped unify Europeans at different times? 3. What factors help make a region an important world economic center?	**Schoenrock, John:** Section Guided Reading Vocab Unit test Supplemental material	**Schoenrock, John:** Textbook Worksheets Time Perspective Projects
Russia			**Schoenrock, John:** Students will understand: 1. That changes occur in the use and importance of natural resources. 2. People's actions change the physical environment. 3. The characteristics and movement of people impact physical and human systems. 4. Culture groups shape human systems. 5. Geographers organize the Earth into regions that share common characteristics. 6. Geography is used to interpret the past, understand the present, and plan for the future.	**Schoenrock, John:** Students will be able to answer: 1. How do Russia's location and landforms affect its population and its use of resources? 2. Why do countries often wish to expand their territory? 3. Why is he success of democracy in Russia important to the rest of the world?	**Schoenrock, John:** Chapter Test Guided Reading Vocab Russia Project	**Schoenrock, John:** Textbook Guided Reading Vocab Study Guide
North Africa, SW Asia and Central Asia			**Schoenrock, John:** Students will understand: 1. The physical environment affects how people live. 2. Places reflect the relationship between humans and the physical environment. 3. The characteristics and movement of people affect physical and human systems. 4. Culture groups shape human systems. 5. Changes occur in the use and importance of natural resources. 6. Cooperation and conflict among people have an impact on the Earth's surface. 7. Places reflect the relationship between human and physical environment.	**Schoenrock, John:** Students will be able to answer: 1. How have natural resources made this region a key player in world affairs? 2. How does religion affect the lives of people today? 3. What effects can conflict have on a region?	**Schoenrock, John:** Guided reading Vocab Unit test Outside material	**Schoenrock, John:** Textbook Outside material
Unit	**Benchmarks**	**Outcomes**	**Skills / Objectives**	**Optional - Essential Questions/Outcomes**	**Assessments**	**Resources**
Quarter 4						

Sub-Sahara Africa			**Schoenrock, John:** Students will know: 1. Physical processes shape Earth's surface. 2. Geographers organize the Earth into regions that share common characteristics. 3. The characteristics and movement of people impact physical and human systems. 4. Culture groups shape human systems. 5. Geographers study how people and physical features are distributed on Earth's surface. 6. Cooperation and conflict among people have an effect on the Earth's surface. 7. Patterns of economic activities result in global interdependence.	**Schoenrock, John:** Students will be able to answer: 1. How do physical features influence a region's climate? 2. What effect does the movement of people within a region have on that region? 3. How might governments use their countries' resources to help people?	**Schoenrock, John:** Guided Readings Content Vocabs	**Schoenrock, John:** Textbook Guided Reading Unit Test
Asia *(updated 5/12/19)*			**Schoenrock, John:** Students will be able to understand: 1. How geographic factors influence where people settle. 2. The physical environment affects how people live. 3. The characteristics and movement of people impact physical and human systems. 4. Culture groups shape human systems. 5. Geographers organize the Earth into regions that share common characteristics. 6. People's actions can change the physical environment. 7. Places reflect the relationship between humans and the physical environment. 8. Geography is used to interpret the past, understand the present, and plan for the future.	**Schoenrock, John:** Students will be able to answer: 1. How do seasonal weather patterns affect a region? 2. How do religious beliefs and practices influence people's lives? 3. How do a country's resources affect its role in world affairs?	**Schoenrock, John:** Asia WebQuest Asia Scavenger Hunt Asia Map Skills	**Schoenrock, John:** WebQuest Latitude/Longitude Map of Asia Scavenger Hunt of Asia
Australia, Oceania and Antartica						

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MEMORANDUM ON LB 399

During this legislative session, Governor Ricketts signed LB 399 into law. LB 399 has been referred to as the "Americanism" bill because of its requirements regarding American history and civics instruction in the classroom. This memorandum outlines the bill's requirements and the timelines for school districts to incorporate these requirements.

THE "OLD" LAW

Under the "old"[1] law, every school board was required to appoint three members to a "committee on Americanism." This committee was required to undertake several steps, including reviewing the curriculum to ensure that students were taught about the American form of government. The "old" law included a very harsh consequence for districts that failed to meet all of the statute's requirements: both the board and the superintendent "shall be held directly responsible" for implementing the law, and the failure of a school district to abide by the law "shall be considered cause for removal."

THE "NEW" LAW

LB 399 becomes operative three months after the Legislature adjourns. The current belief is that the final day of the session will be May 31. Assuming that date holds, LB 399 will become operative in September. This means that the majority of LB 399's requirements will become effective during the 2019-2020 school year. As a result, school districts need to begin taking steps this summer to ensure that they will be in compliance with the law when the bill becomes law.

LB 399 imposes the following requirements that must be met:

1. Each calendar year, the Board must appoint three board members to the "Committee on American Civics."[2]

    a. The Committee on American Civics must meet at least twice per year. One meeting must include public testimony. The Committee is to keep minutes of each meeting showing the time and place of

[1] The reference to the "old" law is to the current Neb. Rev. Stat. § 79-724. The current version of Neb. Rev. Stat. § 79-724 will remain in effect until LB 399 becomes operative in September 2019.

[2] The school board of each school district shall, at the beginning of each calendar year, appoint from its members a committee of three, to be known as the committee on American civics . . . " LB 399, Sec. 1(1) (emphasis supplied). Note that the law specifically requires that "three" board members be appointed to the committee (and not "at least" three board members).

the meeting, which members were present or absent, and the substance and details of all matters discussed.

b. During the meetings, the Committee is to review the social studies curriculum to ensure that it aligns with NDE standards and LB 399's requirements. (A copy of the law with the curriculum requirements is attached to this memo.)

2. Students between eighth grade and twelfth grade must complete one of the following:

i. Administration of a written test that is identical to the entire civics portion of the naturalization test used by United States Citizenship and Immigration Services prior to the completion of eighth grade and again prior to the completion of twelfth grade with the individual score from each test for each student made available to a parent or guardian of such student; or

ii. Attendance or participation between the commencement of eighth grade and completion of twelfth grade in a meeting of a public body . . . followed by the completion of a project or paper in which each student demonstrates or discusses the personal learning experience of such student related to such attendance or participation; or

iii. Completion of a project or paper and a class presentation between the commencement of eighth grade and the completion of twelfth grade on a person or persons or an event commemorated by a holiday listed below.

3. For grade levels below sixth grade, at least one hour per week is to be devoted to exercises or teaching American history topics (including those listed in LB 399).

4. For grade levels between fifth grade and eighth grade, there must be time "set aside" for the teaching of American history (including those topics listed in LB 399).

5. In at least two courses in every high school, time shall be devoted to the teaching of civics and American history (as outlined in LB 399).

6. "Appropriate patriotic exercises" are to be held on 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, or on the day or week preceding or following such holiday, if the school is in session.

If the district does not comply with these requirements, the harsh consequence under the "old" law is not included in LB 399. Indeed, under the "new" law, there is no "penalty" for a superintendent or board who fails to implement the law's requirements. Instead, an employee who neglects to carry out the law's requirements *may* be cause for dismissal.

OVERALL

This bill includes a number of legal requirements—some new and others that were in place under the "old" bill. In any event, now is a good time for districts to plan and ensure that they are in compliance with the "new" law prior to the beginning of the 2019-2020 school year. Districts that currently have an Americanism committee (pursuant to the "old" law) should rename the committee to be the "Committee on American Civics." In order to help schools with the "new" requirements, we have attached a "checklist" for the Committee on American Civics to complete each year.

COMMITTEE ON AMERICAN CIVICS CHECKLIST

For the calendar year _____, the Board appointed the following three members to serve on the Committee on American Civics: _____, _____, and _____.

The Committee on American Civics met on the following dates: _____ and _____. *(At least two meetings per year are required.)* The Committee accepted public testimony on the following date: _____.

The Committee completed the following tasks *(check when completed)*:

____ Minutes of the Committee on American Civics' meetings have been kept and show the time and place of the meeting, which members were present or absent, and the substance and details of all matters discussed.

____ Confirmed the District's social studies curriculum is aligned with NDE standards.

____ Confirmed that the District's social studies curriculum stresses the required patriotic themes.

____ Confirmed that the District's social studies curriculum includes a requirement, in accordance with state law, that high school students (i) complete a written test; (ii) attend a public meeting; or (iii) present or write a paper on an appropriate topic.

____ Confirmed that the curriculum approved by the Committee is available for public inspection.

____ Confirmed that the District's social studies curriculum includes all required components, in accordance with state law and NDE standards, including (a) one hour per week of patriotic instruction for grade levels below sixth grade; (b) a set amount of time to teach American history for grade levels from fifth grade to eighth grade; and (c) at least two courses in high school that teach American civics.

____ Confirmed that the District will conduct appropriate patriotic exercises for the following holidays: 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.

R.R.S. Neb. § 79-724

Current through the 2019 regular session of the 106th Legislature First Session acts: LB 1, LB 2, LB 3, LB 8, LB 11, LB 12, LB 16, LB 25A, LB 31A, LB 32, LB 33, LB 33A, LB 42, LB 48, LB 49, LB 56, LB 59, LB 61, LB 63, LB 71, LB 75, LB 77, LB 78, LB 79, LB 80, LB 82, LB 87, LB 102, LB 103, LB 112A, LB 115, LB 117, LB 122, LB 124, LB125, LB 127, LB 139, LB 141, LB 145, LB 146, LB 160, LB 190, LB192, LB 192A, LB 194, LB 195, LB 196, LB 200, LB 212, LB 217, LB 222, LB 252, LB 258, LB 259, LB 264, LB 268, LB 269, LB 307, LB 318, LB 319, LB 320, LB 339, LB 340, LB 348, LB 354, LB 354A, LB 355, LB 359, LB 372, LB 384, LB 399, LB 409, LB 428, LB 430, LB443, LB 445, LB 463, LB514, LB 556A, LB 590, LB 603, LB 638, LB 660, LB 660A, LB 663, LB 669, and LB 698.

Revised Statutes of Nebraska Annotated > Chapter 79 Schools (Arts. 1 — 26) > Article 7 Accreditation, Curriculum, and Instruction (§§ 79-701 — 79-777) > (c) Curriculum and Instruction Requirements (§§ 79-705 — 79-728)

Notice

This section has more than one version with varying effective dates.

§ 79-724. American citizenship; committee on Americanism; created; duties; required instruction; patriotic exercises; duties of officers. [Effective September 7, 2019]

It is the responsibility of society to ensure that youth are given the opportunity to become competent, responsible, patriotic, and civil citizens to ensure a strong, stable, just, and prosperous America. Such a citizenry necessitates that every member thereof be knowledgeable of our nation's history, government, geography, and economic system. The youth in our state should be committed to the ideals and values of our country's democracy and the constitutional republic established by the people. Schools should help prepare our youth to make informed and reasoned decisions for the public good. Civic competence is necessary to sustain and improve our democratic way of life and must be taught in all public, private, denominational, and parochial schools. A central role of schools is to impart civic knowledge and skills that help our youth to see the relevance of a civic dimension for their lives. Students should be made fully aware of the liberties, opportunities, and advantages we possess and the sacrifices and struggles of those through whose efforts these benefits were gained. Since young people are most susceptible to the acceptance of principles and doctrines that will influence them throughout their lives, it is one of the first duties of our educational system to conduct its activities, choose its textbooks, and arrange its curriculum in such a way that the youth of our state have the opportunity to become competent, responsible, patriotic, and civil American citizens.

(1) The school board of each school district shall, at the beginning of each calendar year, appoint from its members a committee of three, to be known as the committee on American civics, which shall:

(a) Hold no fewer than two public meetings annually, at least one when public testimony is accepted;

(b) Keep minutes of each meeting showing the time and place of the meeting, which members were present or absent, and the substance and details of all matters discussed;

(c) Examine and ensure that the social studies curriculum used in the district is aligned with the social studies standards adopted pursuant to section 79-760.01 and teaches foundational knowledge in civics, history, economics, financial literacy, and geography;

(d) Review and approve the social studies curriculum to ensure that it stresses the services of the men and women who played a crucial role in the achievement of national independence, establishment of our constitutional government, and preservation of the union and includes the incorporation of multicultural education as set forth in sections 79-719 to 79-723 in order to instill a pride and respect for the nation's institutions and not be merely a recital of events and dates;

(e) Ensure that any curriculum recommended or approved by the committee on American civics is made readily accessible to the public and contains a reference to this section;

(f) Ensure that the district develops and utilizes formative, interim, and summative assessments to measure student mastery of the social studies standards adopted pursuant to section 79-760.01;

(g) Ensure that the social studies curriculum in the district incorporates one or more of the following for each student:

(i) Administration of a written test that is identical to the entire civics portion of the naturalization test used by United States Citizenship and Immigration Services prior to the completion of eighth grade and again prior to the completion of twelfth grade with the individual score from each test for each student made available to a parent or guardian of such student; or

(ii) Attendance or participation between the commencement of eighth grade and completion of twelfth grade in a meeting of a public body as defined by section 84-1409 followed by the completion of a project or paper in which each student demonstrates or discusses the personal learning experience of such student related to such attendance or participation; or

(iii) Completion of a project or paper and a class presentation between the commencement of eighth grade and the completion of twelfth grade on a person or persons or an event commemorated by a holiday listed in subdivision (6) of this section or on a topic related to such person or persons or event; and

(h) Take all such other steps as will assure the carrying out of the provisions of this section and provide a report to the school board regarding the committee's findings and recommendations.

(2) All social studies courses approved for grade levels as provided by this section shall include and adequately stress contributions of all ethnic groups to (a) the development and growth of America into a great nation, (b) art, music, education, medicine, literature, science, politics, and government, and (c) the military in all of this nation's wars.

(3) All grades of all public, private, denominational, and parochial schools, below the sixth grade, shall devote at least one hour per week to exercises or teaching periods for the following purpose:

(a) The discussion of noteworthy events pertaining to American history or the exceptional acts of individuals and groups of Americans;

(b) The historical background, memorization, and singing of patriotic songs such as the Star-Spangled Banner and America the Beautiful;

(c) The development of respect for the American flag as a symbol of freedom and the sacrifices of those who secured that freedom; and

(d) Instruction as to proper conduct in the presentation of the American flag.

(4) In at least two of the three grades from the fifth grade to the eighth grade in all public, private, denominational, and parochial schools, time shall be set aside for the teaching of American history from the social studies curriculum, which shall be taught in such a manner that all students are given the opportunity to (a) become competent, responsible, patriotic, and civil citizens who possess a deep

understanding of and respect for both the Constitution of the United States and the Constitution of Nebraska and (b) prepare to preserve, protect, and defend freedom and democracy in our nation and our world.

(5) In at least two courses in every high school, time shall be devoted to the teaching of civics and American history as outlined in the social studies standards adopted pursuant to section 79-760.01, during which specific attention shall be given to the following matters:

(a) The Declaration of Independence, the United States Constitution, the Constitution of Nebraska, and the structure and function of local government in this state;

(b) The benefits and advantages of representative government, the rights and responsibilities of citizenship in our government, and the dangers and fallacies of forms of government that restrict individual freedoms or possess antidemocratic ideals such as, but not limited to, Nazism and communism;

(c) The duties of citizenship, which include active participation in the improvement of a citizen's community, state, country, and world and the value and practice of civil discourse between opposing interests; and

(d) The application of knowledge in civics, history, economics, financial literacy, and geography to address societal issues.

(6) Appropriate patriotic exercises suitable to the occasion shall be held under the direction of the superintendent in every public, private, denominational, and parochial school on 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, or on the day or week preceding or following such holiday, if the school is in session.

(7) Every school board, the State Board of Education, and the superintendent of each school district in the state shall be held directly responsible in the order named for carrying out this section. Neglect thereof by any employee may be considered a cause for dismissal.

History

Laws 1949, c. 256, § 19, p. 697; Laws 1969, c. 705, § 1, p. 2705; Laws 1971, LB 292, § 3; R.S.1943, (1994), § 79-213; Laws 1996, LB 900, § 398; Laws 1999, LB 272, § 86; Laws 2011, LB 544, § 1; Laws 2019, LB 399, § 1.

Revised Statutes of Nebraska Annotated
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Curriculum Map - Social Studies - Modern American History

Unit	Benchmarks	Outcomes	Skills / Objectives	Optional - Essential Questions/Outcomes	Assessments	Resources
Quarter 1						
The Rise of Industry *(updated 4/26/22)*	SS.H.HS.US.4.1.A(A) Evaluate the cause and effect of historical events on various groups in the United States. SS.H.HS.US.4.1.B(A) Select, record, and interpret key national events in chronological order SS.H.HS.US.4.1.C(A) Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.		**Wickham, Sean:** Students will be able to: 1. Identify how the United States became an industrialized society after the Civil War. 2. Explain how laissez-faire economics promoted industrialization. 3. Determine how the transcontinental railroad transformed the West. 4. Appraise the advantages of large corporations. 5. List reasons that workers tried to form unions in the late 1800s.	**Wickham, Sean:** Students will be able to: 1. Explain how the United States became an industrialized society after the Civil War.	**Wickham, Sean:** Observations of Understanding - Thumbs Up/Down Quiz (Formative) Ch. 3 Review Worksheet Ch. 3 Review Sheet Ch. 3 Test Industrialization (Summative)	**Wickham, Sean:** Rise of Industry Notes google drive Natural Resources worksheet Big Business graphic organizer Big Business Video snap media Andrew Carnegie: Prince of Steel snap media Homestead Strike Lesson Plan Review Sheet
Urban America *(updated 4/26/22)*	SS.H.HS.US.4.1.A(A) Evaluate the cause and effect of historical events on various groups in the United States. SS.H.HS.US.4.1.B(A) Select, record, and interpret key national events in chronological order SS.H.HS.US.4.1.C(A) Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States. SS.H.HS.US.4.2.A(A) Identify and evaluate how considering multiple perspectives facilitates an understanding of history.		**Wickham, Sean:** Students will be able to: 1. Compare and contrast urban life and rural life. 2. Differentiate between Social Darwinisn and individualism. 3. Recognize the various ways that southern states imposed segregation and denied African Americans their rights. 4. Identify why nativists opposed immigration. 5. Summarize the problems that emerged due to rapid growth in urban areas.	**Wickham, Sean:** Students will be able to: 1. Explain why people migrate. 2. Compare and contrast rural and urban life.	**Wickham, Sean:** Urban Game Check Think Pair Share Quiz (Formative) Presentations Ch. 4 Review Sheet Ch. 4 Test Urban America (Summative)	**Wickham, Sean:** Immigration Notes google drive Hull House worksheet Urbanization notesheet Urbanization PowerPoint game google drive Social Darwinism Graphic Organizer and lecture edmodo Politics of a Guilded Age Quiz edmodo Isle of Hope, Isle of Tears and The Unfinished Nation-The Age of the City snap media Ch. 4 Review Sheet
Becoming a World Power *(updated 4/26/22)*	SS.H.HS.US.4.2.B(A) Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event. SS.H.HS.US.4.3.A(A) Identify how differing experiences can lead to the development of perspectives. SS.H.HS.US.4.3.B(A) Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.		**Wickham, Sean:** Students will be able to: 1. Examine how empires are built. 2. Identify how the United States asserts itself as a world power. 3. Explain why the United States was willing to go to war with Spain and Cuba. 4. Analyze why the United States eliminated spheres of influence in China.	**Wickham, Sean:** Students will be able to: 1. Describe how empires are built.	**Wickham, Sean:** Check for Understanding Exit Ticket (Formative) Ch. 5 Review Worksheet Ch. 5 Review Sheet Ch. 5 Test Becoming a World Power (Summative)	**Wickham, Sean:** Imperialist Vision Notes google drive Overseas Markets worksheet edmodo Spanish American War Picture Notes sheet google drive Spanish American War quiz google drive American Empire worksheet Political Cartoons powerPoint google drive Political Cartoons worksheets edmodo Ch. 5 Review Worksheet
The Progressive Movement *(updated 4/26/22)*			**Wickham, Sean:** Students will be able to: 1. Evaluate if politics can fix social problems. 2. Describe progressives and what they believed caused social problems. 3. List the causes that progressives supported. 4. Identify the progressive's most important success and biggest failure. 5. Theorize how much a president's	**Wickham, Sean:** Students will be able to: 1. Discuss the use of politics to fix social problems.	**Wickham, Sean:** Thumbs Up/Down Check (Formative) Ch. 6 Review Worksheet Ch. 6 Review Sheet Ch. 6 Test The Progressive Movement (Summative)	**Wickham, Sean:** Progressive Movement notes google drive Jacob Riis lesson plan google drive Woman Suffrage notesheet edmodo Roosevelt and Taft worksheet edmodo The Jungle worksheet edmodo Wilson Years Sticky Outline Activity edmodo Ch. 5 and 6 Review Sheet

			personal beliefs should shape national policy.			
Unit	**Benchmarks**	**Outcomes**	**Skills / Objectives**	**Optional - Essential Questions/Outcomes**	**Assessments**	**Resources**
Quarter 2						
WWI and It's Aftermath *(updated 4/26/22)*	SS.H.HS.US.4.4.A(A) Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media. SS.H.HS.US.4.4.B(A) Evaluate strengths and limitations of a variety of primary and secondary historical sources. SS.H.HS.US.4.4.C(A) Determine the relationship between multiple causes and effects of events and developments in the past. SS.H.HS.US.4.4.D(A) Synthesize the relationships among historical events in the United States and relevant contemporary issues.		**Wickham, Sean:** Students will be able to: 1. Recognize why nations go to war. 2. Describe the political circumstances in Europe that led to WWI. 3. Explain why the United States joined the war. 4. Evaluate how new technologies increased the number of casualties compared with previous wars. 5. Review the impact of the war on Americans.	**Wickham, Sean:** Students will be able to: 1. Explain why nations go to war.	**Wickham, Sean:** Timeline Think Pair Share Quiz (Formative) Map Quiz (Formative) Ch. 7 Review Sheet Ch. 7 Test World War I (Summative)	**Wickham, Sean:** The US Enters WWI Notes google drive Franz Ferdinand Handout edmodo Lusitanis handout edmodo US Enters War Lesson Plan google drive Timeline Quiz edmodo bitstripsforschools.com World War II snap media A Flawed Peace worksheet edmodo The War's Impact worksheet edmodo Ch. 7 Review Worksheet WWII: On the Homefront Snap Media Ch. 7 Review Sheet
The Great Depression *(updated 4/26/22)*	SS.H.HS.US.4.5.A(A) Construct meaningful questions about topics in U.S.history. SS.H.HS.US.4.5.B(A) Locate, evaluate, and cite appropriate sources for research about selected topics in U.S. History, including primary and secondary sources. SS.H.HS.US.4.5.C(A) Select, organize, and corroborate relevant historical information about selected topics in U.S. History. SS.H.HS.US.4.5.E(A) Communicate inquiry results within a historical context.		**Wickham, Sean:** Students will be able to: 1. Recognize the econonic choices that caused the economy to become unstable in the late 1920s. 2. List the underlying conditions that led to the collapse of the U.S. economy. 3. Surmise how economic changes affected everyday life during the 1920s. 4. Identify how President Hoover's governing philosophy influenced his efforts to combat the Great Depression.	**Wickham, Sean:** Students will be able to: 1. Recognize what causes changes in the economy over time. 2. Examine how depression affect societies. 3. Discuss if government can fix the economy.	**Wickham, Sean:** Discussion Exit Ticket Quizzes (Formative) Group Presentations Ch. 9 Review Worksheet Ch. 9 and 10 Review Sheet Ch. 9 and 10 Test Depression and New Deal (Summative)	**Wickham, Sean:** The Causes of the Great Depression Notes google drive Life During the Great Depression video clip youtube Ch. 9 Review Worksheet Cinderella Man DVD - cabinet Cinderella Man Paper Instructions google drive
Roosevelt and the New Deal *(updated 4/26/22)*			**Wickham, Sean:** Students will be able to: 1. Identify qualities that make an effective leader. 2. Compare the New Deal programs with President Hoover's attempts to combat the Depression. 3. Assess the impact of the Wagner and Social Security Acts on Americans.	**Wickham, Sean:** Students will be able to: 1. Discuss if government can fix the economy. 2. Debate if government is responsible for the economic well-being of its citizens.	**Wickham, Sean:** Discussion Group Work Exit Ticket (Formative) Ch. 9 and 10 Review Sheet Ch. 9 and 10 Test Roosevelt and the New Deal (Summative)	**Wickham, Sean:** The First New Deal Notes google drive The Second New Deal worksheet edmodo FDR worksheet edmodo New Deal Debate Lesson plan google drive Ch. 9 and 10 Review Sheet
The Jazz Age *(updated 4/26/22)*	SS.H.HS.US.4.3.A(A) Identify how differing experiences can lead to the development of perspectives. SS.H.HS.US.4.3.B(A) Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.		**Wickham, Sean:** Students will be able to: 1. Recognize how Harding's "Return to Normalcy" was prevented by political scandals. 2. Explain how new industries changed the lives of Americans in the 1920s. 3. Identify why farmers missed out on the prosperity of the 1920s. 4. Determine how the cultural identity of the United States changed over time. 5. Discuss what the Harlem Reniassance revealed about	**Wickham, Sean:** Students will be able to: 1. Compare how social and economic life were different in the early 20th century from that of the late 19th century. 2. Determine how the cultural identity of the United States changed over time.	**Wickham, Sean:** Timeline Think Pair Share Quiz (Formative) Discussion Comics Ch. 8 Review Sheet Ch. 8 Test The Jazz Age (Summative)	**Wickham, Sean:** The Politics of the 1920 Notes google drive The Politics of the1920s worksheet edmodo Growing Economy Notesheet edmodo A Growing Economy Quiz google drive Prohibition lesson plan google drive Cultural Innovations worksheet bitstripsforschoools.com Ch. 8 Review Sheet

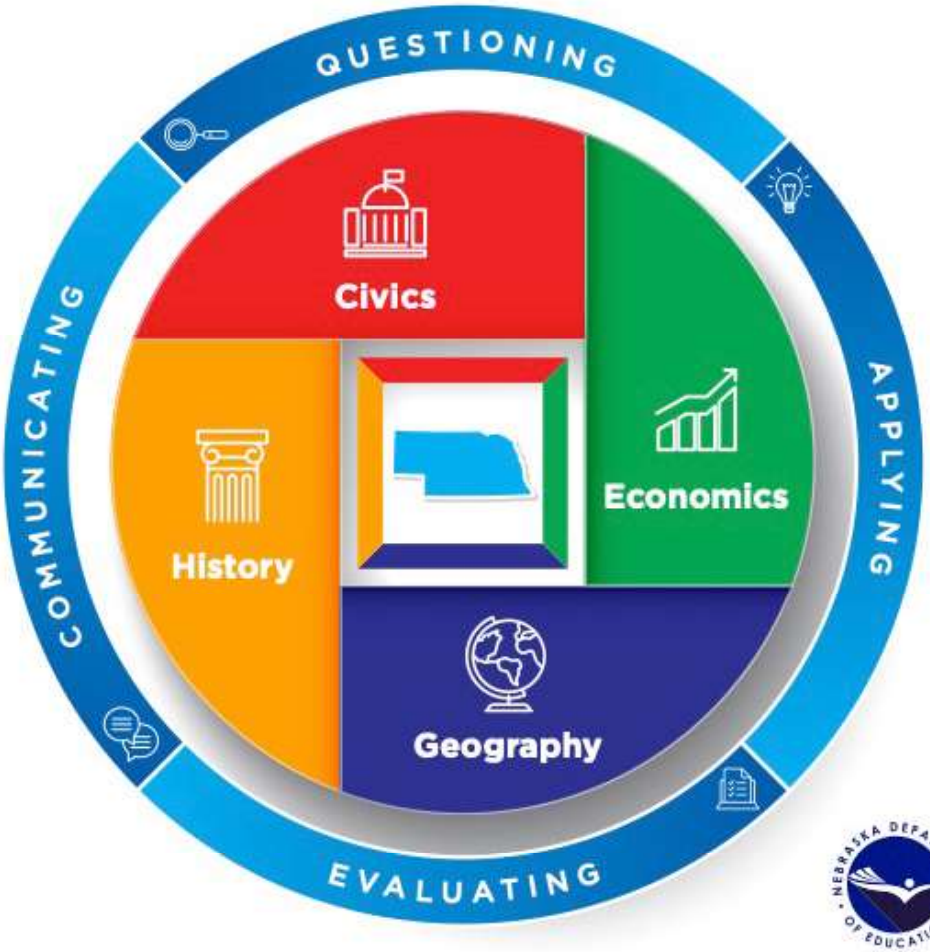
			African American culture during the 1920s.			
Unit	**Benchmarks**	**Outcomes**	**Skills / Objectives**	**Optional - Essential Questions/Outcomes**	**Assessments**	**Resources**
Quarter 3						
A World in Flames: The Origins of WWII			**Wickham, Sean:** Students will be able to: 1. Identify the political and economic conditions following WWII that encouraged dictatorships. 2. Explain why the United States moved from isolationism to war. 3. Relate kinds of sacrifices that war requires. 4. Distinguish the importance of various battles that took place during WWII. 5. Determine why many Jews remained in Nazi Germany and how they were exterminated. 6. Compare life for women and minorities before and after the war. 7. Evaluate the contributions of important people of WWII. 8. Appriase the effectiveness of the atomic bomb. Discuss if it's use was necessary.	**Wickham, Sean:** Students will be able to: 1. Discuss if WWII could have been prevented. 2. Evaluate why some people fail to respond to injustice while others try to prevent injustice. 3. Determine the kinds of sacrifices war requries.	**Wickham, Sean:** Notes Quiz Discussion Ch. 11 Review Worksheet Progress Checks Ch. 11 and 12 Review Sheet Ch. 11 and 12 Test	**Wickham, Sean:** The Origins of WWII notes google drive The Origins of WWII quiz edmodo The Origins of WWII worksheet edmodo Pearl Harbor DVD - cabinet The Holocaust worksheet edmodo If You Cried, You Died DVD cabinet Ch. 11 Review Worksheet
America and WWII			**Wickham, Sean:** Students will be able to: 1. Explain why the US moved from isolationism to war. 2. Relate the kinds of sacrifices that war requires. 3. Distinguish the importance of various battles that took place WWII. 4. Evaluate the contributions of important people of WWII. 5. Appriase the effectiveness of the atomic bomb. Discuss if it's use was necessary.	**Wickham, Sean:** Students will be able to: 1. Discuss if WWII could have been prevented. 2. Evaluate why some people fail to respond to injustice while others try to prevent injustice. 3. Identify the kinds of sacrifices war requires.	**Wickham, Sean:** Notes Quiz Discussion Group Presentations Progress Check - Take 5 Quiz Ch. 11 and 12 Review Sheet Ch. 11 and 12 Test	**Wickham, Sean:** Wartime America Notes edmodo 12-1 Worksheet edmodo 12-2 Worksheet edmodo Pearl Harbor DVD cabinet Battle of Midway Picture Notes sheet google drive The War in Europe packet google drive The War in Europe Worksheet edmodo The D-Day Invasion worksheet edmodo Truamn A-Bomb Activity lesson plan WWII in HD DVD cabinet Ch. 11 and 12 Review Sheet
Postwar America			**Wickham, Sean:** Students will be able to: 1. Compare and contrast Truman and Eisenhower's presidencies. 2. Evaluate how the lives of Americans changed after WWII. 3. Identify trends when examining poverty in the 1950s and poverty today.	**Wickham, Sean:** Students will be able to: 1. Summarize how prosperity changes the way people live.	**Wickham, Sean:** Take 5 Quiz Ch. 14 Review Sheet Discussion Ch. 14 Test	**Wickham, Sean:** Truman and Eisenhower Notes google drive Eisenhower Years worksheet edmodo The Affluent Society notesheet edmodo New Mass Media Video clips of tv shows from the time period youtube The Other Side of American life worksheet edmodo Ch. 14 Review Sheet

Politics and Economics			**Wickham, Sean:** Students will be able to: 1. Compare the protest techniques used by students protestors with those of the civil rights movement. 2. Identify the political and economic gains that women and minorities gained during this time. 3. Identify Nixon's greatest foriegn policy achievement. 4. Explain why Nixon's advisors ordered a break-in at the Democratic Party's headquarters. 5. Describe the factors that led to a stagnant economy during the 1970s.	**Wickham, Sean:** Students will be able to: 1. Describe how society has changed for students, women, and Latinos. 2. Hypothesize how the Nixon administration affected people's attitudes toward government. 3. Discuss how society changes the shape of itself over time.	**Wickham, Sean:** Ch. 19 and 20 Review Sheet Ch. 19 and 20 Test	**Wickham, Sean:** Nixon Notes google drive Nixon Resignation Speech youtube Nixon Resignation Speech transcript edmodo Ford and Carter worksheet edmodo Life in the 1980s picture books paper
The Cold War Begins			**Wickham, Sean:** Students will be able to: 1. Analyze what was involved in the policy of containment. 2. Evaluate why the Korean War was a major turning point in the Cold War. 3. Compare and contrast how the post-World War II Red Scare with the one that followed World War I. 4. Determine how the policies of massive retaliation and brinkmanship differ from previous military policies.	**Wickham, Sean:** Students will be able to: 1. Identify how the Cold War shaped postwar international relations. 2. Evaluate how Cold War tensions affected American society.	**Wickham, Sean:** Presentations Take 5 Quiz Thumbs up/down Comic Strips Ch. 13 Review Sheet Ch. 13 Test	**Wickham, Sean:** The Cold War Begins notes google drive The Cold War Begins notes quiz edmodo 13-1 Guided Reading Worksheet edmodo Developments in Asia and Korea Worksheet edmodo Korean War Lesson Plan google drive The Korean War video: Bitter Standoff snap media The Cold War and American Society Notesheet edmodo bitstripsforschools.com Duck and Cover video clip youtube Massive Retaliation packet Cold War Video snap media Ch. 13 Review Sheet
New Frontier and Great Society			**Wickham, Sean:** Students will be able to: 1. Cite how the election of 1960 changed the way candidates ran their campaigns. 2. Determine the importance of some of the Warren Court rulings for today's society. 3. Differentiate between legislation and foreign policy that Kennedy passed and legislation Johnson passed. 4. Debate Kennedy's most important foriegn policy event during his administration.	**Wickham, Sean:** Students will be able to: 1. Question the effectiveness of the government fixing society's problems. 2. Determine how Presidents Kennedy and Johnson changed American society.	**Wickham, Sean:** Discussions Spot Checks Great Society Quiz Ch. 15 Review Sheet Ch. 15 Test	**Wickham, Sean:** The New Frontier Notes google drive The New Frontier Notes quiz edmodo The New Frontier and Great Society youtube 15-1 Guided Reading edmodo Peace Corps Video clip youtube JFK and Cold War Picture Notes edmodo 15-2 Guided Reading edmodo Cuban Missile Crisis video snap media Great Society Quiz edmodo Ch. 15 Review Worksheet Ch. 15 Review Sheet
Unit	**Benchmarks**	**Outcomes**	**Skills / Objectives**	**Optional - Essential Questions/Outcomes**	**Assessments**	**Resources**
Quarter 4						
The Civil Rights Movement			**Wickham, Sean:** Students will be able to: 1. List techniques that the civil rights movement used to challenge segregation. 2. Recognize how the Civil Rights Act of 1964 and the Voting Rights Act of 1965 allowed the federal	**Wickham, Sean:** Students will be able to: 1. Hypothesize why the civil rights movement made gains in postwar America. 2. Identify motivations for societies to make changes.	**Wickham, Sean:** Class Discussion Take 5 Quiz Ch. 16 Review Sheet Ch. 16 Test	**Wickham, Sean:** The Civil Rights Movement Notes google drive The Civil Rights Movement Begins worksheet edmodo Challenging Segregation Jounral Prompt edmodo Civil Rights Act of 1964

			government to fight racial discrimination. 3. Identify important people of the Civil Rights movement (Ex: Rosa Parks, Martin Luther King Jr., President Eisenhower, etc.)			Notesheet edmodo I have a Dream Speech youtube I Have a Dream Speech transcript edmodo Voices of Civil Rights video smap media New Civil Rights Issues handout edmodo Ch. 16 Review Sheet
The Vietnam War			**Wickham, Sean:** Students will be able to: 1. Determine why the US provided military aid to the French in Indochina. 2. Identify military tactics used by the Vietcong, and how American troops responded. 3. Explain why Americans disagreed about involvement in Vietnam. 4. Discuss the policies Nixon employed to end the war.	**Wickham, Sean:** Students will be able to: 1. Assess how military conflict divides people within cultures. 2. Debate if citizens should always support the government during wartime.	**Wickham, Sean:** Ch. 17 Review Sheet Guided Reading Ch. 17 Test	**Wickham, Sean:** Vietnam War Notes google drive Vietnam War Notes Quiz edmodo Gulf of Tonkin Lesson Plan google drive 17-1 Guided Reading edmodo Vietnam Divides the Nation Notesheet edmodo 17-2 Guided Reading edmodo Vietnam in HD DVD cabinet The War Winds Down Notesheet edmodo Ch. 17 Review Sheet
Nixon Era *(updated 9/29/19)*						
Resurgence of Conservation			**Wickham, Sean:** Students will be able to: 1. Label themselves at liberal or conservative and defend their opinion. 2. Identify how Gorbachev's attempts to revive the Soviet Union's economy lead to a revolution. 3. Identify the domestic policy areas that Clinton focused on.	**Wickham, Sean:** Students will be able to: 1. Explain how the resurgence of conservative ideas has changed society.	**Wickham, Sean:** Ch. 19 and 20 Ch. 19 and 20 Test	**Wickham, Sean:** Bushes Global Challenges Notes google drive
A Time of Change: 1990s *(updated 9/2/19)*			**Wickham, Sean:** 1. Analyze the modern patterns of immigration in the United States. 2. Analyze the impact of a global economy, and compare to present day America		**Wickham, Sean:** Chapter Test	
American Challenges for a New Century			**Wickham, Sean:** Students will be able to: • compare and contrast the differences between the war in Afghanistan and the war in Iraq. • analyze primary sources with relevant content, including written text, visuals, videos. • analyze images and/or maps to understand the role that geography played in the events surrounding the flooding of New Orleans. • analyze charts and graphs to understand the economic factors that combined to create the financial crises of 2009 and 2010.		**Wickham, Sean:** Final Test	

Research Project			**Wickham, Sean:** Students will be able to: 1. Create a research project about specific eras or events in history.	**Wickham, Sean:** Students will be able to: 1. Demonstrate their understanding of major events of the 20th century.	**Wickham, Sean:** Final Paper and PowerPoint	**Wickham, Sean:** Research Paper Guidelines edmodo Grading Rubric google drive

NEBRASKA SOCIAL STUDIES STANDARDS



Approved by the Nebraska State Board of Education on November 8, 2019

Nebraska Social Studies Standards

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Content Area Standards

The Nebraska Social Studies Standards describe the knowledge and skills that students should learn, but they do not prescribe particular curriculum, lessons, teaching techniques, or activities. These standards create a framework for teaching and learning, and they articulate a trajectory for knowledge acquisition across all grade levels. This ensures that student learning builds on prior knowledge and becomes more in-depth over time. Standards describe what students are expected to know and be able to do, while the local curriculum and instructional materials are used to help students master the standards. Decisions about curriculum and instructional materials are made locally by individual school districts and classroom teachers. The Nebraska Department of Education does not mandate the curriculum or instructional materials used within a local school.

Organization and Structure of Nebraska's Social Studies Standards

The overall structure of Nebraska's Social Studies Standards reflects the two-tier structure common across all Nebraska content area standards. The two levels include standards and indicators. At the broadest level, standards include broad, overarching content-based statements that describe the basic cognitive, affective, or psychomotor expectations of student learning. The standards, across all grade levels, reflect long-term goals for learning. Indicators further describe what students must know and be able to do to meet the standard and provide guidance related to classroom instruction. Additionally, the indicators provide guidance related to the assessment of student learning. In addition to standards and indicators, the Nebraska Social Studies standards provide examples. The "For example…" statements provide guidance relative to topics that may be included in the locally determined curriculum. These suggestions may be used to meet the learning expectations of the standards and indicators.

For grades K-8, the standards and indicators are written at grade level. The K-8 standards and indicators are organized within four ***disciplines***: Civics, Economics, Geography, and History. Within those disciplines, standards and indicators are grouped by ***big ideas***. Big ideas are concepts, themes, or issues that give meaning and connection to facts and skills (Wiggins and McTighe, 2005, p. 5). The high school standards and indicators are written within one grade band (HS = 9-12), and they are also organized by discipline and big ideas. Prior to each grade level and the high school grade band, a summary statement and theme are included. This provides a high-level overview of what students are expected to learn at that grade level.

In addition to a common structure for content area standards, a consistent numbering system is used for content area standards. The Nebraska Social Studies Standards numbering system is as follows:



Kindergarten

Grade Level Summary and Theme

Myself and Others: In kindergarten, students begin their investigation of the world using perspectives, concepts, and skills from social studies. The context for social studies learning at this grade level is the student's interaction with classroom and school. The classroom serves as a microcosm of society in which decisions are made with respect to rights, rules, and responsibilities. Students begin to learn the basic concepts of fairness and respect for the rights and opinions of others.

Civics

Forms and Functions of Government

SS K.1.1 Communicate the purpose of rules and the roles within learning and living environments.

SS K.1.1.a Describe a rule and analyze its purpose.

For example: safety, to make learning possible, to protect freedoms, to ensure consistency for all

SS K.1.1.b Identify roles in a family structure and explain their importance.

For example: head of household, primary caregiver, parent/guardian, elders, siblings

Civic Participation

SS K.1.2 Demonstrate positive and productive citizenship skills.

SS K.1.2.a Model citizenship skills.

For example: respect, courtesy, honesty, voting, cultural virtues

SS K.1.2.b Communicate patriotic symbols, songs, actions, and cultural celebrations.

For example: U.S. Flag, Pledge of Allegiance, "Star-Spangled Banner," and "America the Beautiful," cultural songs

SS K.1.2.c Communicate historical background and significance of national holidays.

For example: George Washington's Birthday, Abraham Lincoln's Birthday, Dr. Martin Luther King, Jr.'s Birthday, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, Thanksgiving Day

Economics

Economic Decision Making

SS K.2.1 Differentiate between wants and needs in decision-making.

SS K.2.1.a Classify wants and needs and explain subsequent choices.

Financial Literacy

SS K.2.2 Recognize money is used to purchase goods and services to satisfy economic wants and needs.

SS K.2.2.a Explain the purposes of money.

Exchange and Markets

SS K.2.3 Not addressed at this level

National Economy

SS K.2.4 Not addressed at this level

Global Economy

SS K.2.5 Not addressed at this level

Geography

Location and Place

SS K.3.1 Explore where (spatial) and why people, places and environments are organized in the world.

SS K.3.1.a Communicate personal directions to describe relative locations of people and objects.

For example: next to, over there, close to

SS K.3.1.b Identify locations in the school and around the classroom.

For example: left/right, up/down, front/back, over/under, near/far- supplies, trash can, pencil sharpener, other students, library, gym, office, restroom, cafeteria

SS K.3.1.c Identify geographic tools as representations of local and distant places.

For example: maps, globes, photographs, GPS (Global Positioning System)

SS K.3.1.d Identify the difference between land and water on a globe.

Regions

SS K.3.2 Explore places and regions.

SS K.3.2.a Identify physical characteristics of place.

For example: landforms, bodies of water, weather

SS K.3.2.b Identify human characteristics of place.

For example: cities, buildings, farms, roads, highways

Human-Environment Interaction

SS K.3.3 Explore the relationship between humans and their physical environment.

SS K.3.3.a Identify types of weather and the impact of weather on everyday life.

For example: rainy, snowy, sunny, cloudy, foggy - choice of clothing, rainouts

SS K.3.3.b Identify the four seasons.

SS K.3.3.c Inquire about how people prepare for and respond to severe weather.

For example: weather forecasting, tornado drills, winter clothing

Movement

SS K.3.4 Recognize that people belong to different groups and live in different settings.

SS K.3.4.a Identify students as members of various groups.

For example: scouts, sports, classrooms, families

SS K.3.4.b Identify places in the community where people may live.

For example: farms, houses, apartments

Geospatial Skills and Geo-literacy

SS K.3.5 Use geographic skills to make connections to students' lives.

SS K.3.5.a Apply geographic knowledge and techniques to navigate the classroom.

For example: Locate people or places in relation to each other, or make a fire evacuation plan for your home.

History

Change, Continuity, and Context

SS K.4.1 Recognize patterns of continuity and change over time in themselves and others.

SS K.4.1.a Identify concepts of time and chronology.

For example: yesterday, today, tomorrow

SS K.4.1.b Identify the sequence of personal events and their impact.

For example: daily schedule, timelines

Multiple Perspectives

SS K.4.2 Recognize different perspectives of events.

SS K.4.2.a Compare perspectives of self and others.
For example: events that occurred on the playground

Historical Analysis and Interpretation

SS K.4.3 Identify historical people, events, and symbols.

SS K.4.3.a Recognize historical people from a variety of cultures.
For example: George Washington, Harriet Tubman, Crazy Horse, Martin Luther King, Jr.

SS K.4.3.b Identify symbols of the United States.
For example: American flag, bald eagle, Washington Monument, Statue of Liberty

SS K.4.3.c Differentiate between stories from the present and the past.
For example: literary and informational, history vs. historical fiction, past and present including different cultural perspectives

Historical Inquiry and Research

SS K.4.4 Develop historical inquiry and research skills.

SS K.4.4.a Construct questions about personal history.
For example: "How did my family come to live in this place?" "Where were other members of my family born?"

SS K.4.4.b Identify and cite appropriate sources when conducting historical research.
For example: "My family member gave me this picture."

SS K.4.4.c Gather and communicate historical information.
For example: pictures, posters, and oral narratives

Grade 1

Grade Level Summary and Theme

Families - Living, Learning, and Working Together: In first grade, students develop their understanding of basic concepts and ideas from civics, economics, geography, and history. The context for social studies learning in first grade is the family and the ways they choose to live and work together. To develop students' understanding of the basic social studies concepts, students are asked to think about families nearby and those far away.

Civics

Forms and Functions of Government

SS 1.1.1 Analyze the relationship between roles and rules within learning and living environments

SS 1.1.1.a Explain how rules reduce and help resolve conflicts between people with different perspectives.

For example: classroom rules, playground rules, school rules, family rules

SS 1.1.1.b Identify leaders within a school community and explain the importance of their roles.

For example: teachers, administrators, nurse, playground supervisor, support staff

Civic Participation

SS 1.1.2 Demonstrate positive and productive citizenship skills.

SS 1.1.2.a Model and communicate citizenship skills.

For example: responsibility, voting or decision-making within a family structure, obeying civic laws, obeying family rules, cultural virtues

SS 1.1.2.b Identify patriotic symbols, songs, actions, holidays, and cultural celebrations.

For example: U.S. Flag, bald eagle, Pledge of Allegiance, national holidays, cultural songs

SS 1.1.2.c Communicate historical background and significance of national holidays.

For example: George Washington's Birthday, Abraham Lincoln's Birthday, Dr. Martin Luther King, Jr.'s Birthday, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, and Thanksgiving Day, and the roles that different cultures played in our community/nation

SS 1.1.2.d Compare and contrast historical and current government figures that exemplify civic engagement.

For example: governors, civic leaders of marginalized groups such as Susan B. Anthony, Martin Luther King, Jr., Rosa Parks, Chief Standing Bear

Economics

Economic Decision Making

SS 1.2.1 Explain how scarcity necessitates making choices.

SS 1.2.1.a Identify gains and losses when choices are made.
For example: tradeoff, opportunity cost

Financial Literacy

SS 1.2.2 Compare spending and saving opportunities.

SS 1.2.2.a Give examples of situations where students and families could choose to save for future purchases.

Exchange and Markets

SS 1.2.3 Explain that resources are used to produce goods and services.

SS 1.2.3.a Categorize human and natural resources used to create goods and services.
For example: iron ore (a natural resource) is made into steel, which the factory worker (a human resource) uses to build a bike (a good)

National Economy

SS 1.2.4 Not addressed at this level

Global Economy

SS 1.2.5 Not addressed at this level

Geography

Location and Place

SS 1.3.1 Explore where (spatial) and why people, places, and environments are organized in the world.

SS 1.3.1.a Identify the four cardinal directions.

SS 1.3.1.b Identify and describe locations in schools and homes and explain reasons for the locations.
For example: Why is the cafeteria next to the kitchen? Why is the office by the front door? Why is the nurse's office often located near the main office? Why is the water fountain near the restroom?

SS 1.3.1.c Create and use maps.
For example: maps of the home and school

SS 1.3.1.d Distinguish between continents and oceans.

Regions

SS 1.3.2 Explore places and regions.

SS 1.3.2.a Identify and differentiate between physical features on maps, globes, graphics, and in the physical world.
For example: mountains, plains, islands, hills, oceans, rivers, lakes

SS 1.3.2.b Identify and differentiate between human features.
For example: cities, farms, buildings, bridges, streets

SS 1.3.2.c Explain how places change over time.
For example: new building, a bigger road

Human-Environment Interaction

SS 1.3.3 Explore the relationship between humans and their physical environment.

SS 1.3.3.a Interpret the impact of environmental hazards and severe weather on everyday life.
For example: tornado drills, snow days, floods

SS 1.3.3.b Identify Earth's natural resources.
For example: minerals, air, land, water, soil

SS 1.3.3.c Describe how people adapt to their physical environment.
For example: housing, reservations, land use, recreational activities, soil conservation, build dams

Movement

SS 1.3.4 Describe the characteristics of culture.

SS 1.3.4.a Identify cultural traits.
For example: languages, religions, foods, music, sports, clothing

SS 1.3.4.b Describe the characteristics of individual culture.
For example: foods, languages, celebrations

Geospatial Skills and Geo-literacy

SS 1.3.5 Use geographic skills to make connections to students' lives.

SS 1.3.5.a Apply geographic knowledge and techniques to navigate the school.
For example: Make a map of the school or playground.

History

Change, Continuity, and Context

SS 1.4.1 Recognize patterns of continuity and change over time in families.

SS 1.4.1.a List and describe life events over time.
For example: weekly, monthly, yearly, seasonal celebrations from different cultural perspectives

SS 1.4.1.b Compare and contrast family life from earlier times and today.
For example: "How was life different for earlier generations?"

Multiple Perspectives

SS 1.4.2 Identify multiple perspectives of diverse family traditions.

SS 1.4.2.a Compare and contrast family traditions across cultures.
For example: holidays, celebrations, milestones

Historical Analysis and Interpretation

SS 1.4.3 Describe historical people, events, and symbols.

SS 1.4.3.a Identify the contributions of historical people.
For example: Abraham Lincoln, Frederick Douglass, Martin Luther King, Jr., Standing Bear, Willa Cather, Susan LaFlesche

SS 1.4.3.b Identify symbols of the United States.
For example: national anthem, other patriotic songs

SS 1.4.3.c Describe how oral traditions, books, letters, and other artifacts help us to understand the past.
For example: show and tell of an artifact from the past, visiting a museum

Historical Inquiry and Research

SS 1.4.4 Develop historical inquiry and research skills.

SS 1.4.4.a Construct and answer questions about family history.
For example: "Where was I born?" "What do my family members remember from when I was a small child?"

SS 1.4.4.b Identify and cite appropriate texts, letters, and other artifacts for research.
For example: the title and author of the text from which information was taken

SS 1.4.4.c Gather and communicate historical information about families.
For example: picture, posters, and oral narratives

Grade 2

Grade Level Summary and Theme

Neighborhood: In second grade, students apply their emerging understanding of civics, economics, geography, and history to their communities and others around the world. Students learn about how their community works as well as the variety of ways that communities organize themselves. To develop conceptual understanding, students examine the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago.

Civics

Forms and Functions of Government

SS 2.1.1 Investigate and defend the responsibilities and rights of citizens in their communities.

SS 2.1.1.a Contribute to developing rules by considering multiple points of view.

For example: classroom meetings, voting, consensus building activities

SS 2.1.1.b Demonstrate conflict management strategies as individuals, groups, and communities.

For example: respectful conversations, active participation, restating others' views, checking for understanding

Civic Participation

SS 2.1.2 Contribute to making decisions using democratic traditions based on established rules.

SS 2.1.2.a Identify and apply civic responsibilities that are important to individuals and their communities.

For example: voting, obeying laws, justice, equality, decision-making process in different cultures

SS 2.1.2.b Explain how patriotic symbols, songs, actions, celebrations, and holidays reflect democratic traditions.

For example: what the colors of the U.S. Flag represent, symbolism of the bald eagle, reasons for reciting the Pledge of Allegiance, why national holidays were established and celebrated, the origination of tribal songs, how cultural songs and symbols unify communities

SS 2.1.2.c Communicate historical background and significance of national holidays.

For example: George Washington's Birthday, Abraham Lincoln's Birthday, Presidents Day, Dr. Martin Luther King, Jr. Day, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, and Thanksgiving Day

SS 2.1.2.d Investigate ways to be actively engaged to improve family, school, and community.

For example: volunteerism, participation in school clubs and organizations, classroom jobs, following rules, bully prevention

SS 2.1.2.e Model and communicate characteristics of good citizenship.

For example: establishing beliefs and justice, truth, equality, personal responsibilities for the common good, respect for diversity of opinions, cultural virtues

Economics

Economic Decision Making

SS 2.2.1 Evaluate choices about how to use scarce resources that involve prioritizing wants and needs.

SS 2.2.1.a. Justify a decision made by providing evidence of possible gains and losses.

For example: tradeoff, opportunity cost, delayed gratification, savings

Financial Literacy

SS 2.2.2 Demonstrate knowledge of currency, its denominations, and use.

SS 2.2.2.a Make transactions using currency emphasizing its use as a medium of exchange.

For example: via school store, buying pencils, purchases via debit card or Apple pay as a way to make transactions (medium of exchange)

Exchange and Markets

SS 2.2.3 Describe how producers deliver products/services, earn an income, and satisfy economic needs and wants.

SS 2.2.3.a. Explain the role of goods and services and supply and demand in a community.

For example: meet wants and needs

SS 2.2.3.b. Describe how people in their communities earn income/wages through work.

For example: babysitter, teacher, firefighter, grocery store clerk, librarian, banker, lawyer, rancher, farmer, laborer

National Economy

SS 2.2.4 Identify the goods and services governments provide.

SS 2.2.4.a Identify goods and services that local governments provide.

For example: water, fire department, police, educational programs

SS 2.2.4.b Explain how the local government uses taxes to pay for goods and services it provides.

For example: roads, fire and law enforcement, libraries, schools

Global Economy

SS 2.2.5 Not addressed at this level

Geography

Location and Place

SS 2.3.1 Explore where (spatial) and why people, places, and environments are organized in the world.

SS 2.3.1.a Compare and contrast maps and globes.
For example: The shape of a globe makes it look more realistic. You can't see all of the continents and oceans on the globe like you can on a map unless you turn it. Maps can be transported more easily. Globes might have texture for landforms that maps do not have.

SS 2.3.1.b Identify and describe locations in neighborhoods.
For example: home, the park, friend's house, fire station, grocery store

SS 2.3.1.c Identify and apply map elements.
For example: title, symbols, legend, and cardinal directions

SS 2.3.1.d Locate communities, Nebraska, and the United States on maps and globes.

SS 2.3.1.e Explain why things are located where they are in neighborhoods.
For example: Why are stores on a main street?

Regions

SS 2.3.2 Compare places and regions.

SS 2.3.2.a Identify and differentiate between physical and human features of neighborhoods and communities.
For example: vegetation, ravines, housing, streets, sewers, road signs

SS 2.3.2.b Describe local places and regions.
For example: prairie, forest, farm land, ranch land, local community

SS 2.3.2.c Explain how places and regions change over time.

Human-Environment Interaction

SS 2.3.3 Describe relationships between humans and the physical environment.

SS 2.3.3.a Identify examples of Earth's physical processes.
For example: wind and water erosion/deposition

SS 2.3.3.b Describe how seasonal weather patterns, natural hazards, and natural resources affect human activities.
For example: seasonal jobs (landscaping, street/grounds maintenance, construction), seasonal foods, drought causing water shortages

SS 2.3.3.c Match resources to their sources.
For example: food from farms, wood from trees, minerals from the ground, fish from bodies of water

SS 2.3.3.d Describe how people adapt to their physical environment.

For example: soil conservation, build levees, grow plants and raise animals

Movement

SS 2.3.4 Describe different groups of people and the different settings where they live.

SS 2.3.4.a Describe cultures of the local community and other communities.

For example: foods, languages, celebrations, religions, music, sports

SS 2.3.4.b Identify examples of cultural markers in the community.

For example: religious or institutional structures, names of streets, types of businesses, buildings

Geospatial Skills and Geo-literacy

SS 2.3.5 Use geographic skills to make connections to students' lives.

SS 2.3.5.a Apply geographic knowledge and techniques to navigate students' homes and neighborhoods.

For example: Use navigation tools to map out shortest route to school; Map the route of a school field trip to multiple destinations.

History

Change, Continuity, and Context

SS 2.4.1 Recognize patterns of continuity and change over time in neighborhoods.

SS 2.4.1.a Describe how a neighborhood has changed over the course of time using maps and other artifacts.

For example: pictures from school library/media center

SS 2.4.1.b Compare and contrast how different neighborhoods have changed over time.

For example: photographs of school building, materials from local historical society

Multiple Perspectives

SS 2.4.2 Compare multiple perspectives of events within neighborhoods.

SS 2.4.2.a Compare and contrast perspectives from multiple sources regarding the same event.

For example: Compare and contrast different holiday displays in your neighborhood.

Historical Analysis and Interpretation

SS 2.4.3 Determine past and current events, issues, and people relevant to a neighborhood.

SS 2.4.3.a Describe historical people, events, ideas, and symbols (including various cultures and ethnic groups) that impacted a neighborhood.

For example: library, police station, schools, local monuments, city hall, and tribal headquarters

Historical Inquiry and Research

SS 2.4.4 Develop historical inquiry and research skills.

SS 2.4.4.a Construct and answer questions about neighborhood history.

For example: What parks or community buildings are there? When were they built?

SS 2.4.4.b Identify, obtain, and cite appropriate primary and secondary sources for research.

For example: identifying titles and authors of texts where students located information

SS 2.4.4.c Gather and present historical information about a neighborhood.

For example: Ask questions of a guest speaker in the classroom.

Grade 3

Grade Level Summary and Theme

Communities Near and Far: In third grade, students begin to explore more complex concepts and ideas from civics, economics, geography, and history as they study the varied backgrounds of people living in Nebraska and how they relate to other regions of the United States. Emphasis is on cultures in the United States, including the study of Native Americans and other indigenous people (such as Pacific Islanders, Native Hawaiians, Native Alaskans). Students examine these cultures from the past and in the present and the impact they have had in shaping our contemporary society. They begin to look at issues and events from more than one perspective.

Civics

Forms and Functions of Government

SS 3.1.1 Analyze the structure and function of local governments.

SS 3.1.1.a Compare and contrast the structure and function of roles commonly found in local governments.

For example: mayor, city manager, city council, village board, tribal council

SS 3.1.1.b Communicate how and why a community creates laws.

For example: civil discourse, active participation, apply knowledge to address meaningful issues within our society

SS 3.1.1.c Investigate and summarize the roles that leaders and other citizens serve in local communities.

For example: city council, mayor, city manager, village clerk, county commissioner, sheriff's office, school board, neighborhood associations, PTA, tribal council

SS 3.1.1.d Justify the importance of roles that leaders and citizens serve in local government.

For example: creation of local laws, safety, transportation (roads department), economic development, management of public funds, enforcement of laws

Civic Participation

SS 3.1.2 Describe the impact of individual and group decisions at the community level.

SS 3.1.2.a Identify and model rights and responsibilities of citizens at the community level.

For example: voting, public service, service learning projects

SS 3.1.2.b Explain how patriotic symbols, songs, actions, celebrations, and holidays are recognized in local communities.

For example: flag etiquette, bald eagle, Pledge of Allegiance, national holidays

SS 3.1.2.c Communicate the background of national holidays or historical events, their significance, and how they are recognized in the local community.

For example: George Washington's Birthday, Abraham Lincoln's Birthday, Presidents Day, Dr. Martin Luther King, Jr. Day, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, Thanksgiving Day, Patriots' Day (Recognition of 9/11)

SS 3.1.2.d Identify and engage in opportunities to serve the local community.

For example: volunteerism, service learning, participation in community clubs and organizations

SS 3.1.2.e Engage in discourse that demonstrates respect and consideration of multiple points of view.

For example: class meetings, observe a city council meeting, school board meeting, class debate

SS 3.1.2.f Describe the decisions of local leaders and how they affect public policy.

For example: recycling/trash hauling plan, city snow removal, disaster relief

Economics

Economic Decision Making

SS 3.2.1 Explain that people choose and decide what services they ask their local and state government to provide and pay for.

SS 3.2.1.a Identify goods and services funded through state or local taxes.

For example: snow removal, waste management, law enforcement

Financial Literacy

SS 3.2.2 Evaluate choices and consequences for spending and saving.

SS 3.2.2.a Given a budget, make choices as to what to purchase, what to give up, and what to save.

Exchange and Markets

SS 3.2.3 Explain that markets are places where buyers and sellers exchange goods and services.

SS 3.2.3.a Indicate various markets where buyers and sellers meet.

For example: grocery store, buy things online, mall, fast food places

National Economy

SS 3.2.4 Describe how the local community trades with other communities.

SS 3.2.4.a Identify local goods and services that could be traded with people everywhere.

For example: corn, soybeans, beef, irrigation systems, dry edible beans, art, buffalo hides, fish

Global Economy

SS 3.2.5 Not addressed at this level

Geography

Location and Place

SS 3.3.1 Explore where (spatial) and why people, places, and environments are organized in the world.

SS 3.3.1.a Identify and apply map elements.

For example: title, scale, symbols, legend, and cardinal and intermediate directions

SS 3.3.1.b Use a map to identify location and distribution of physical and human features.

For example: rivers/roads, cities/towns, bodies of water, landforms

SS 3.3.1.c Determine why things are located where they are in the community.

For example: Why are stores located on main streets? Why are schools near homes? What might be a better location for a school?

SS 3.3.1.d Locate specific places on maps and globes.

For example: Missouri River, Platte River, Rocky Mountains, Nebraska, the student's community

SS 3.3.1.e Identify the continents, oceans, and hemispheres.

Regions

SS 3.3.2 Compare the characteristics of places and regions.

SS 3.3.2.a Identify and differentiate between physical and human features of neighborhoods and communities.

For example: vegetation, hills, waterways, housing, streets, business/residential areas

SS 3.3.2.b Compare and contrast local places and regions with other places and regions.

For example: prairie and forest, local community with another community, life on and off a reservation, products from Nebraska and another state, crops grown in Nebraska and another state

SS 3.3.2.c Explain how and why places and regions change over time.

For example: population growth (more housing, schools), demolition/renovation of old/unsafe structures, flood control measures

Human-Environment Interaction

SS 3.3.3 Explain relationships between humans and the physical environment.

SS 3.3.3.a Describe how the environment influences human activities and how humans alter the environment to suit their needs.

For example: climate, water cycle, soil fertility impact agricultural production, usage of land and energy - land formation impacts transportation and communication, agriculture, transportation, industry, use of natural resources, regulations/practices to protect the environment

SS 3.3.3.b Identify ecosystems.

For example: forests, deserts, grasslands

SS 3.3.3.c Explain the importance of Earth's natural resources.

For example: minerals, air, water, land

SS 3.3.3.d Describe how humans develop communities in local settings.

For example: roads, landfills, utilities, land use patterns

Movement

SS 3.3.4 Compare and contrast the characteristics of local cultures.

SS 3.3.4.a Compare and contrast cultural traits within a community.

For example: languages, religions, foods, music, sports

SS 3.3.4.b Describe examples of how and why cultures change in a community.

For example: technology, education, employment, migration

Geospatial Skills and Geo-literacy

SS 3.3.5 Use geographic skills to make connections to issues and events.

SS 3.3.5.a Identify and evaluate how changes in human and physical geography have shaped the community.

For example: placement of schools/hospitals, building of roads, access to water sources, suitable soil for farming

History

Change, Continuity, and Context

SS. 3.4.1 Detect and apply patterns of continuity and change over time in communities (town or city).

SS 3.4.1.a Describe community events over time using maps and other artifacts.

For example: weekly, monthly, yearly, seasonal happenings

SS 3.4.1.b Compare and contrast how different communities have changed over time.

For example: parks and playground equipment, different economic communities, different kinds of schools, compare rural and urban communities

Multiple Perspectives

SS 3.4.2 Describe and explain multiple perspectives of events within a community.

SS 3.4.2.a Describe the role of diverse groups of people, events, and ideas in the development of a community.

For example: local cultural figures, landmarks, celebrations, cultural events

SS 3.4.2.b Compare and contrast conflicting perspectives about a past event in a community.

For example: widening a street, where to construct a park or building

Historical Analysis and Interpretation

SS 3.4.3 Select past and current events and people relevant to the community.

SS 3.4.3.a Determine factual information about community historical events through use of a variety of sources such as artifacts, pictures, and documents.

For example: local cultural figures, landmarks, celebrations, cultural events

SS 3.4.3.b Identify how decisions affected events in a community.

For example: decisions on location, growth, etc.

Historical Inquiry and Research

SS 3.4.4 Develop historical inquiry and research skills.

SS 3.4.4.a Construct and answer questions about multiple community histories from viewpoints of that community.

For example: How does the founding of a town differ for different groups? Why?

SS 3.4.4.b Identify, obtain, and cite appropriate primary and secondary sources for research about the local community.

For example: Local newspapers, town charters, and local treaties

SS 3.4.4.c Gather and communicate historical information about the community.

For example: Interview a community member, find community resources

Grade 4

Grade Level Summary and Theme

Nebraska Studies: In fourth grade, students use their understanding of social studies concepts and skills to explore Nebraska in the past and present. Students learn about the state's unique geography and key eras in early Nebraska history, particularly the treaty-making period. They use this historical perspective to help them make sense of the state's geography, economy, and government today. The cognitive demand of many grade level expectations begins to include analysis and asks students to look at issues and events from multiple perspectives.

Civics

Forms and Functions of Government

SS 4.1.1 Synthesize and justify the structure and function of Nebraska's government.

SS 4.1.1.a Investigate and summarize the historical foundation and events that led to the formation and structure of Nebraska's Constitution and government.

For example: modeled from U.S. government, three branches of government

SS 4.1.1.b Analyze the origin, structure, and function of Nebraska's state government.

For example: Unicameral vs. Bicameral structure, journey from territory status to statehood, state services/responsibilities vs. national or local services/responsibilities, three branches of Nebraska government

SS 4.1.1.c Communicate how a bill becomes a law in the Nebraska unicameral.

For example: introduction of a bill, committee hearings, legislative debate, governor approval/veto, ratification

SS 4.1.1.d Investigate and summarize the roles that leaders and other citizens serve in Nebraska to equitably represent all residents in the state.

For example: legislative districts, cultural advocacy groups

SS 4.1.1.e Justify the importance of roles that leaders and citizens serve in Nebraska government.

For example: governor, state senators, judiciary, tribal leaders, advocacy group participants

Civic Participation

SS 4.1.2 Investigate how different perspectives impact government decisions at the state level.

SS 4.1.2.a Identify and model rights and responsibilities of citizens at the state level.

For example: voting, public service, service learning projects

SS 4.1.2.b Investigate the meaning of state symbols, songs, and holidays.

For example: Nebraska state flag, "Beautiful Nebraska," state and national holidays

SS 4.1.2.c Communicate background of Nebraska state holidays or historical events, their significance, and how they are recognized.

For example: Arbor Day, George Norris Day and Nebraska Statehood Day, Native American Heritage Day

SS 4.1.2.d Identify and engage in opportunities to serve the state.

For example: volunteerism, service learning, participation in state clubs and organizations

SS 4.1.2.e Explain how individuals and groups influence the way a state issue is viewed and resolved.

For example: lobbying, petitions, media, social media

SS 4.1.2.f Analyze the decisions of state leaders and how they impact public policy.

For example: seatbelt law, state testing, speed limits, state parks

Economics

Economic Decision Making

SS 4.2.1 Describe how scarcity requires the consumer and producer to make choices and identify costs associated with them.

SS 4.2.1.a Predict how consumers would react if the price of a good or service changed.

For example: Price of gasoline increases; price of haircuts increases; price of milk/bread/sugar increases - would buy less or start to change behavior toward buying less, i.e., plan a carpool and get hair cut less often. Price of something decreases and buy more of it.

SS 4.2.1.b Predict how producers would react if the profit from selling a good or service changed.

For example: You produce widgets and they have become very popular and the price is rising, what would you do – produce more. In a natural disaster, because of scarcity prices tend to rise for things like water and lumber, if you produced water and/or lumber, the increased price would incentivize you to get more of things where they were needed.

Financial Literacy

SS 4.2.2 Investigate various financial institutions in Nebraska and the reasons for people's spending and saving choices.

SS 4.2.2.a Identify financial institutions in the community and their purposes.

For example: a field trip to a bank/credit union or a representative to discuss how banks ensure your money is safe and how they loan money to help businesses grow and help people buy housing among other things

Exchange and Markets

SS 4.2.3 Investigate how resources are used to make other goods and produce services.

SS 4.2.3.a Give examples of human, natural, capital, and entrepreneurial resources used in making goods and services in Nebraska and the United States.

For example: human resources (labor), tools used in agriculture, laboratories, equipment, and machinery, game/video designers

National Economy

SS 4.2.4 Identify and explain specialization and trade and why different regions produce different goods and services.

SS 4.2.4.a Compare Nebraska with different regions and the goods and services each region produces.

For example: beef, wheat, telemarketing, cotton, coal, beekeeping, tribal traditional art (beading)

SS 4.2.4.b Discuss how technology has affected the specialization of Nebraska's economy and surrounding states.

For example: irrigation, agriculture and farm equipment, online trading, geospatial technology (GIS [Geographic Information Systems] and GPS [Global Positioning System])

Global Economy

SS 4.2.5 Not addressed at this level

Geography

Location and Place

SS 4.3.1 Explore where (spatial) and why people, places, and environments are organized in the state and around the world.

SS 4.3.1.a Use local and state maps and atlases to locate physical and human features in Nebraska.

For example: major cities, bodies of water, landforms, interstate/highways, railroads, state parks, tribal reservations

SS 4.3.1.b Apply map skills to analyze physical/political maps of the state.

For example: Utilize grid systems to find locations, identify the location and purpose of time zones, and identify and locate cities using relative and absolute locations.

SS 4.3.1.c Determine why things are located where they are in Nebraska.

For example: Why are large cattle ranches found in the Sandhills? Why are major airports located near large cities? What determined the route of I-80?

SS 4.3.1.d Differentiate between classifications of bodies of water, cities, and land masses.

For example: lakes, rivers, capital city, county seats, major urban centers, plains, river valleys, Sandhills

Regions

SS 4.3.2 Compare the characteristics of places and regions and their impact on human decisions.

SS 4.3.2.a Identify criteria used to define regions in the state of Nebraska and the United States.

For example: soil, climate, precipitation, population, natural vegetation, land and agricultural usage

SS 4.3.2.b Classify regions and places within the state of Nebraska using physical and human features.

For example: Sandhills, Pine Ridge, Loess Hills, Platte River Valley, rural/urban/suburban, counties and cities

Human-Environment Interaction

SS 4.3.3 Explain how human and natural forces have modified different environments in Nebraska and how humans have adapted.

SS 4.3.3.a Identify physical processes that shape Nebraska's features and patterns.

For example: weathering, erosion, deposition, drought

SS 4.3.3.b Identify examples of ecosystems in Nebraska and describe related environmental issues.

For example: forests, wetlands, grasslands, and rivers, runoff, flooding, erosion, wildfires

SS 4.3.3.c Describe the impact of extreme natural events on the human and physical environment in Nebraska.

For example: tornadoes, floods, dust storms, insect infestations result in changes to agricultural/construction/public safety practices

SS 4.3.3.d Describe how humans have adapted to Nebraska's physical environment and use available natural resources.

For example: progression of home construction materials, agriculture, irrigation, introduction of trees, soil conservation, soil, timber, surface water and ground water

Movement

SS 4.3.4 Compare and contrast the characteristics of culture statewide.

SS 4.3.4.a Compare and contrast patterns of culture within the state of Nebraska.

For example: languages, religions, foods, music, sports, celebrations

SS 4.3.4.b Compare and contrast population characteristics of the state of Nebraska.

For example: density, distribution, growth rates due to available jobs, resources

Geospatial Skills and Geo-literacy

SS 4.3.5 Use geographic skills to make connections to issues and events.

SS 4.3.5.a Identify and evaluate how changes in human and physical geography have shaped Nebraska.

For example: map major tornado paths, blizzards, floods, or droughts; how the construction of the Transcontinental Railroad and Interstate Highway system have impacted the way Nebraskans live, locations and reasons for tribal reservations

SS 4.3.5.b Explain the interrelationships of human or physical geographic characteristics of places in Nebraska.

For example: A community is located on a river floodplain with fertile soil and water for transportation, irrigation, and human consumption.

History

Change, Continuity, and Context

SS 4.4.1 Investigate patterns of continuity and change over time in Nebraska.

SS 4.4.1.a Analyze the chronology of key state and/or regional events and communicate their impact on the past, present, and future.

For example: timelines, before and after statehood

Multiple Perspectives

SS 4.4.2 Analyze and explain multiple perspectives of events in Nebraska, including historically marginalized and underrepresented groups.

SS 4.4.2.a Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.

For example: The Homestead Act, Oregon Trail diaries, military journal of Ponca Removal, Standing Bear testimony

SS 4.4.2.b Identify and describe how various sources relate their perspectives of Nebraska history.

For example: texts and primary documents, primary documents from differing groups of people

Historical Analysis and Interpretation

SS 4.4.3 Analyze past and current events throughout Nebraska history.

SS 4.4.3.a Analyze key sources in Nebraska history to determine credibility and context.

For example: accounts from settlers and Nebraska tribes, foundational documents in Nebraska

SS 4.4.3.b Identify key events in American history that shaped or were shaped by Nebraskans.

For example: Kansas-Nebraska Act, Homestead Act, Ponca Trail of Tears, Santee Exile and Winnebago Removal, North Platte Canteen, Orphan Train, Native American Boarding Schools, World War I, Will Brown, World War II, Tuskegee Airmen, Great Depression, Cold War, Civil Rights Movement, September 11, 2001

Historical Inquiry and Research

SS 4.4.4 Develop historical inquiry and research skills.

SS 4.4.4.a Construct and answer questions about Nebraska history.

For example: Why did people migrate and/or relocate to Nebraska?

SS 4.4.4.b Identify and cite primary and secondary sources to research the history of Nebraska.

For example: document archives, newspapers, interviews

SS 4.4.4.c Gather, analyze, and communicate historical information about Nebraska.

For example: collect oral histories from community members, research newspaper archives

Grade 5

Grade Level Summary and Theme

U.S. Studies: In fifth grade, students use their understanding of social studies concepts and cause and effect relationships to study Pre-Columbian cultures, the development of the American colonies, and the creation of the United States through the writing of the U.S. Constitution. By applying what they know from civics, economics, and geography, students learn the ideals, principles, and systems that shaped this country's founding. They conclude the fifth grade by applying their understanding of the country's founding and the ideals in the nation's fundamental documents to issues of importance to them today. This learning forms the foundation and understanding of social studies concepts that will provide students with the ability to examine their role in the community, state, nation, and world.

Civics

Forms and Functions of Government

SS 5.1.1 Synthesize and justify the structure and function of the United States government.

SS 5.1.1.a Investigate and summarize contributions that resulted in the historical foundation and formation of the United States constitutional government.

For example: early state constitutions, Declaration of Independence, and the Articles of Confederation, Magna Carta, English Bill of Rights, tribal constitutions

SS 5.1.1.b Identify and explain the structure and functions of the three branches of government.

For example: legislative, executive, judicial

SS 5.1.1.c Analyze how colonial and new states' governments' laws affected majority groups and marginalized groups within their population.

For example: citizens, enslaved persons, Native American tribes, immigrants, women, class systems

SS 5.1.1.d Evaluate how the decisions of the national government affect local and state government and citizens of diverse backgrounds.

For example: three-fifths clause, treaties, voting requirements, slavery

SS 5.1.1.e Justify the principles of the American Republic.

For example: liberty, representative democracy, United States Constitution, Bill of Rights

SS 5.1.1.f Analyze and contrast forms of government.

For example: Tribal, British monarchy, early American colonial governments

Civic Participation

SS 5.1.2 Analyze democratic principles that are the foundation of the United States government systems in daily life.

SS 5.1.2.a Explore and communicate the constitutional rights and civic responsibilities of U.S. citizens.

For example: freedom of speech, voting, staying informed of issues, respecting the rights, opinions, and beliefs of others, joining a civic group

SS 5.1.2.b Communicate origins of national and state holidays including historical background and significance.

For example: George Washington's Birthday, Abraham Lincoln's Birthday, Presidents Day, Dr. Martin Luther King, Jr. Day, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, Thanksgiving Day, Citizenship Day, tribal flag songs, Native American Day

SS 5.1.2.c Interpret and communicate the significance of patriotic symbols, songs, and activities.

For example: significance of the flag, Fourth of July, Constitution Day, George Washington's birthday, military songs from the Revolutionary War, tribal songs, the Liberty Bell

SS 5.1.2.d Explore models of group and individual actions that illustrate civic ideas in the founding of the United States.

For example: George Washington, Boston Tea Party, Continental Congress, Federalist Papers, Sons of Liberty, *Common Sense* by Thomas Paine, Mayflower Compact

SS 5.1.2.e Examine how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States.

For example: communication through civil discourse historically and presently, constitutional compromises, Continental Congress

SS 5.1.2.f Determine how the roles of individuals and groups influenced government.

For example: George Washington, John Adams, Abigail Adams, Thomas Jefferson, Benjamin Franklin, sovereign Native Americans, Patriots, Loyalists, European governments,

Economics

Economic Decision Making

SS 5.2.1 Not addressed at this level

Financial Literacy

SS 5.2.2 Not addressed at this level

Exchange and Markets

SS 5.2.3 Explain how human capital can be improved by education and training and thereby increase standards of living.

SS 5.2.3.a List examples of how additional education/training improves productivity and increases standards of living.

For example: On the job training, education can all lead to higher wages.

SS 5.2.4 Explain how specialization, division of labor, and technology increase productivity and interdependence.

SS 5.2.4.a Describe the historical role of innovation and entrepreneurship in a market economy.

For example: apprentice, journeyman, early inventors and entrepreneurs

National Economy

SS 5.2.5 Summarize characteristics of economic institutions in the United States.

SS 5.2.5.a Describe the importance of financial institutions to households and businesses.

For example: loans to agriculture, business, and individuals in order to provide capital; importance of rule of law to enforce contracts and provide for private property

SS 5.2.5.b Explain the rules and laws that protect and support consumers.

For example: contracts, agreements, and product safety

SS 5.2.5.c Identify goods and services funded through federal taxes.

For example: military and armed forces, parks

Global Economy

SS 5.2.6 Summarize how specialization and trade impact the global market and relationships with other countries.

SS 5.2.6.a Describe how international trade promotes specialization and division of labor and increases the productivity of labor, output, and consumption.

For Example: New England specialized in ship building and fishing, South Carolina grew rice, the Middle Colonies had grain, and the Upper South grew tobacco and got finished goods like books from Great Britain.

SS 5.2.6.b Explain how trade impacts relationships between countries.

For example: fur, tobacco, cotton, lumber, triangle trade, tribal trading with settlers

Geography

Location and Place

SS 5.3.1 Explore where (spatial) and why people, places, and environments are organized in the United States.

SS 5.3.1.a Use maps and atlases to locate major human and physical features in the United States.

For example: states, capitals and major cities, Rocky Mountains, Appalachian Mountains, Great Lakes

SS 5.3.1.b Apply map skills to analyze physical/political maps of the United States.

For example: Identify latitude/longitude and the global grid, and the ocean currents, trade winds.

SS 5.3.1.c Determine why things are located where they are in the United States.

For example: Why were the 13 colonies located on the eastern side of the United States? Why was corn raised in Pennsylvania and Ohio and cotton in Virginia and Georgia?

Regions

SS 5.3.2 Compare the characteristics of places and regions and draw conclusions on their impact on human decisions.

SS 5.3.2.a Identify criteria used to define regions within the United States.

For example: location, climate, industry, landforms, bodies of water

SS 5.3.2.b Identify and classify regions and places within the United States using physical and human features.

For example: Tidewater, New England, Hudson Valley, congressional districts

Human-Environment Interaction

SS 5.3.3 Explain how human and natural forces have modified different environments in the United States and how humans have adapted.

SS 5.3.3.a Identify examples of ecosystems and analyze issues related to the natural setting in the United States.

For example: forests, deserts, grasslands, deforestation, wildfires, urban sprawl, flooding, erosion, strip mining

SS 5.3.3.b Describe the impact of extreme natural events in the United States on the human and physical environment.

For example: lightning, blizzards, floods, drought, hurricanes, tornadoes result in changes to agricultural/construction/public safety practices

SS 5.3.3.c Examine patterns of resource distribution and utilization in the United States.

For example: fisheries, forests, agricultural development, manufacturing regions

Movement

SS 5.3.4 Compare, contrast, and draw conclusions about the characteristics of culture and migration in the United States.

SS 5.3.4.a Compare and contrast patterns of culture within the United States over time and space.

For example: languages, religions, foods, music, sports, celebrations

SS 5.3.4.b Compare and contrast population characteristics of the United States.

For example: density, distribution, growth rates

SS 5.3.4.c Explain reasons for historical and present day migrations to and within the United States.

For example: economic opportunity, war, famine, natural disasters, persecution

Geospatial Skills and Geo-literacy

SS 5.3.5 Use geographic skills to interpret issues and events.

SS 5.3.5.a Explain the influences of physical and human geographic features on events in the United States.

For example: Developing major settlements around natural East Coast harbors such as New York City (New Amsterdam), building the Boston Post Road to improve connections and communications within the colonies, migrating through the Cumberland Gap into the Kentucky bluegrass region

SS 5.3.5.b Analyze aspects of human and physical geography that have shaped the settlement and development of Early America.

For example: latitude and longitude in the role of early navigation, groundwater and irrigation, westward expansion of European immigrants, seeds, fertile soils, agriculture, transportation systems, water power

History

Change, Continuity, and Context

SS 5.4.1 Investigate patterns of continuity and change over time from the Pre-Columbian era through the Constitution.

SS 5.4.1.a Examine the chronology of key events in the United States and communicate their impact on various groups in the past, present, and future.

For example: Development of civilizations in America before Columbus, founding of colonies, Native American responses to colonization, coming of American Revolution, founding of United States, creation of the United States Constitution, Bill of Rights, the gradual abolition of slavery in the northern states

Multiple Perspectives

SS 5.4.2 Describe and explain multiple perspectives of historical events in the Pre-Columbian era through the Constitution including marginalized and underrepresented groups.

SS 5.4.2.a Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.

For example: The Boston Massacre, Declaration of Independence, United States Constitution, historical biographies

SS 5.4.2.b Identify and describe how multiple perspectives facilitate the understanding of US history.

For example: Battle for the Old Northwest, Atlantic Slave Trade

Historical Analysis and Interpretation

SS 5.4.3 Analyze past and current events and challenges from the Pre-Columbian era through the Constitution.

SS 5.4.3.a Compare the impact of people, events, ideas, and symbols on various cultures and ethnic groups in the Pre-Columbian era through the Constitution.

For example: Native American cultures, exploration, conflict, colonization, the emergence of democratic institutions, the Revolution, founders and founding documents, the unique nature of the creation of the United States leading to a nation based upon personal freedom, inalienable rights, and democratic ideals, and other patriotic national symbols

Historical Inquiry and Research

SS 5.4.4 Apply the inquiry process to construct and answer historical questions.

SS 5.4.4.a Construct and answer questions about the Pre-Columbian era through the Constitution based on multiple sources.

For example: Why did people migrate to the Americas?

SS 5.4.4.b Evaluate and cite appropriate primary and secondary sources to research the Pre-Columbian era through the Constitution.

For example: use of appropriate citation format; determine the credibility, contextualization, and corroboration of sources

SS 5.4.4.c Gather, analyze, and communicate historical information from the Pre-Columbian era through the Constitution from multiple sources.

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

Nebraska Social Studies Standards

Middle School Standards Introduction: The purpose of Nebraska's 6-8 Social Studies Standards is to integrate important subject matter and skills, and to provide students a robust understanding of grade-specific concepts. The standards should not be viewed in isolation, but as a unifying approach to social studies curriculum and instruction.

6th Grade	7th Grade	8th Grade
Civics		
SS 6.1.1 Investigate the foundations, structures, and functions of governmental institutions.	SS 7.1.1 Analyze the foundations, structures and functions of governmental institutions.	SS 8.1.1 Investigate and analyze the foundation, structure, and functions of the United States government.
SS 6.1.2 Investigate the roles, responsibilities, and rights of citizens.	SS 7.1.2 Analyze the roles, responsibilities, and rights of citizens and groups in international societies.	SS 8.1.2 Evaluate the roles, responsibilities, and rights as local, state, national, and international citizens.
Economics		
SS 6.2.1 Investigate how economic decisions affect the well-being of individuals and society.	SS 7.2.1 Not addressed at this level	SS 8.2.1 Not addressed at this level
SS 6.2.2 Not addressed at this level	SS 7.2.2 Not addressed at this level	SS 8.2.2 Understand personal and business financial management.
SS 6.2.3 Explain the interdependence of producers and consumers.	SS 7.2.3 Not addressed at this level	SS 8.2.3 Not addressed at this level
SS 6.2.4 Not addressed at this level	SS 7.2.4 Investigate how varying economic systems impact individuals in a civilization/society.	SS 8.2.4 Justify and debate economic decisions made by North American societies.
SS 6.2.5 Not addressed at this level	SS 7.2.5 Analyze information using appropriate data to draw conclusions about the total production, income, and economic growth in various economies.	SS 8.2.5 Illustrate how international trade impacts individuals, organizations, and nations.
SS 6.2.6 Not addressed at this level	SS 7.2.6 Illustrate how international trade impacts individuals, organizations, and nations/societies.	

Nebraska Social Studies Standards

6th Grade	7th Grade	8th Grade
Geography		
SS 6.3.1 Identify where (spatial) and why people, places, and environments are organized on the Earth's Surface.	SS 7.3.1 Not addressed at this level	SS 8.3.1 Not addressed at this level
SS 6.3.2 Not addressed at this level	SS 7.3.2 Evaluate how regions form and change over time.	SS 8.3.2 Examine how regions form and change over time.
SS 6.3.3 Identify how the natural environment is changed by natural and human forces, and how humans adapt to their surroundings.	SS 7.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings.	SS 8.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings.
SS 6.3.4 Interpret and summarize patterns of culture around the world.	SS 7.3.4 Examine and interpret patterns of culture around the world.	SS 8.3.4 Not addressed at this level
SS 6.3.5 Not addressed at this level	SS 7.3.5 Compare issues and/or events using geographic knowledge and skills to make informed decisions.	SS 8.3.5 Not addressed at this level
History		
6.4.1 Analyze patterns of continuity and change over time in world history.	SS 7.4.1 Compare patterns of continuity and change over time in world history.	SS 8.4.1 Analyze patterns of continuity and change over time in United States history.
SS 6.4.2 Use multiple perspectives to identify the historical, social, and cultural context of past and current events.	SS 7.4.2 Use multiple perspectives to examine the historical, social, and cultural context of past and current events.	SS 8.4.2 Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events.
SS 6.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.	SS 7.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.	SS 8.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.
SS 6.4.4 Interpret and evaluate sources for historical context.	SS 7.4.4 Analyze and interpret sources for perspective and historical context.	SS 8.4.4 Evaluate and interpret sources for perspective and historical context.
SS 6.4.5 Apply the inquiry process to construct and answer historical questions.	SS 7.4.5 Apply the inquiry process to construct and answer historical questions.	SS 8.4.5 Apply the inquiry process to construct and answer historical questions.

Grade 6

Grade Level Summary and Theme

World Studies I: In sixth grade, students are ready to deepen their understanding of the Earth and its peoples through the study of history, geography, politics, culture, and economic systems. Students examine the world by exploring the location, place, and spatial organization of the world's ancient civilizations. In this way, students develop higher levels of critical thinking by considering why civilizations developed, where and when they did, and why they declined. Students will have multiple opportunities to employ maps and timelines, to compare the foundations of economic and political systems, and to engage in content-driven research and inquiry. Students will explore the connections between ancient and classical societies and contemporary civic ideas and issues. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link between the contemporary and ancient worlds.

Civics

Forms and Functions of Government

SS 6.1.1 Investigate the foundations, structures, and functions of governmental institutions.

SS 6.1.1.a Analyze the different forms of government through the study of early civilizations.

For example: tribal, monarchy, democracy, republic, theocracy, tyranny and oligarchy

SS 6.1.1.b Identify the development of written laws and artifacts.

For example: Code of Hammurabi, Greek Democracy, Axumite, Confucius, Ten Commandments, Indian deities

SS 6.1.1.c Communicate the various ways governmental decisions have impacted people, places, and history.

For example: invasions, conquests, laws, public works, religious tolerance, censorship, hierarchy

SS 6.1.1.d Investigate important government principles.

For example: democracy, rule of law, justice, equality, toleration

Civic Participation

SS 6.1.2 Investigate the roles, responsibilities, and rights of citizens.

SS 6.1.2.a Describe ways individuals participate in the political process.

For example: tribal/family institutions, city-state, voting, contacting officials, civic engagement, decision making, leadership

SS 6.1.2.b Compare and contrast the roles and rights of individuals in Ancient Civilizations to those in the United States today.

For example: military service, voting, civic engagement, decision making, leadership

Economics

Economic Decision Making

SS 6.2.1 Investigate how economic decisions affect the well-being of individuals and society.

SS 6.2.1.a Compare the benefits and costs of economic decisions made by Ancient Civilizations.

For example: marginal benefits of the migration of the Swahili people throughout southern Africa, Constantine the Great's decision to convert the Roman Empire to Christianity, Ancient Mesopotamians that settled along the Tigris and Euphrates to sustain life in a desert

SS 6.2.1.b Examine how social and governmental decisions impact economic well-being.

For example: Under constant invasion, Chinese dynasties built the Great Wall. Europeans and Asians were able to establish trade through the Silk Road to attain resources not native to their own continents. The caste system of Ancient India established order in the government but at the sake of the liberty of those in lower castes. Use democratic process established in Greece to make a classroom decision.

Financial Literacy

SS 6.2.2 Not addressed at this level

Exchange and Markets

SS 6.2.3 Explain the interdependence of producers and consumers.

SS 6.2.3.a Identify producers and consumers for Ancient civilizations.

For example: Examine the independence and interdependence of social classes in ancient societies. List items sold and traded among various medieval societies.

SS 6.2.3.b Explain how the interaction between producers and consumers satisfied economic wants and needs.

For example: Research the various resources that were utilized as mediums of exchange like animals, cowry shells, gold, and porcelain. Examine how societies without currency differed from those with currency.

National Economy

SS 6.2.4 Not addressed at this level

Global Economy

SS 6.2.5 Not addressed at this level

Geography

Location and Place

SS 6.3.1 Identify where (spatial) and why people, places, and environments are organized on the Earth's surface.

SS 6.3.1.a Identify and illustrate the locations of the first cities, civilizations, and empires and the reasoning for their locations.

For example: river civilizations (Tigris/Euphrates, Yellow, Indus, Nile, Mesopotamia), early cities (Memphis, Ur, Babylon)

SS 6.3.1.b Investigate the human and physical characteristics of early patterns of civilizations and empires.

For example: agricultural societies (agricultural hearths for crops and livestock), deposits of copper and iron

Regions

SS 6.3.2 Not addressed at this level

Human Environment Interaction

SS 6.3.3 Identify how the natural environment is changed by natural and human forces, and how humans adapt to their surroundings.

SS 6.3.3.a Describe the impact of natural processes on the human and physical environments.

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

SS 6.3.3.b Summarize how early humans utilized and adapted to their physical environment.

For example: irrigation, levees, terraces, fertile soils, mechanized agriculture, changes in land use, clothing, sewage systems, scarcity of resources

Movement

SS 6.3.4 Interpret and summarize patterns of culture around the world.

SS 6.3.4.a Compare and contrast characteristics of groups of people/settlements.

For example: characteristics of river civilizations

SS 6.3.4.b Explain how cultural diffusion occurs.

For example: trade routes, migration, conquest/empire building

Geospatial Skills and Geo-literacy

SS 6.3.5 Not addressed at this level

History

Change, Continuity, and Context

SS 6.4.1 Analyze patterns of continuity and change over time in world history.

SS 6.4.1.a Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.

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

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

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

Multiple Perspectives

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

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

For example: Macedonian Empire, Persian Empire

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

For example: foundational texts of world religions

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

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

For example: religious, ethnic and racial groups

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

For example: inclusion of non-Eurasian civilizations

Historical Analysis and Interpretation

SS 6.4.4 Interpret and evaluate sources for historical context.

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

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

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

For example: agriculture, technology, written laws

Historical Inquiry and Research

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

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

For example: What defines an empire?

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

For example: Hammurabi's Code, Twelve Tables

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

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

Grade 7

Grade Level Summary and Theme

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

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

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Civics

Forms and Functions of Government

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

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

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

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

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

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

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

Civic Participation

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

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

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

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

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

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

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

Economics

Economic Decision Making

SS 7.2.1 Not addressed at this level

Financial Literacy

SS 7.2.2 Not addressed at this level

Exchange and Markets

SS 7.2.3 Not addressed at this level

National Economy

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

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

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

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

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

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

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

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

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

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

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

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

Global Economy

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

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

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

Geography

Location and Place

SS 7.3.1 Not addressed at this level

Regions

SS 7.3.2 Evaluate how regions form and change over time.

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

For example: climate, landforms, languages, religions

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

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

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

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

Human Environment Interaction

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

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

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

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

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

Movement

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

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

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

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

For example: migration, conquering, trade

Geospatial Skills and Geo-literacy

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

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

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

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

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

History

Continuity, Change, and Context

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

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

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

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

For example: trade routes

Multiple Perspectives

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

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

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

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

For example: foundational texts of world religions

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

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

For example: religious, ethnic and racial groups

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

For example: civilizations from all regions of the world

Historical Analysis and Interpretation

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

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

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

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

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

Historical Inquiry and Research Skills

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

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

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

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

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

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

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

Grade 8

Grade Level Summary and Theme

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

Civics

Forms and Functions of Government

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

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

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

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

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

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

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

Civic Participation

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

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

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

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

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

SS 8.1.2.c Demonstrate civic engagement.

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

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

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

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

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

Economics

Economic Decision Making

SS 8.2.1 Not addressed at this level

Financial Literacy

SS 8.2.2 Understand personal and business financial management.

SS 8.2.2.a Identify skills for future financial success.

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

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

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

Exchange and Markets

SS 8.2.3 Not addressed at this level

National Economy

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

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

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

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

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

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

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

Global Economy

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

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

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

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

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

Geography

Location and Place

SS 8.3.1 Not addressed at this level

Regions

SS 8.3.2 Examine how regions form and change over time.

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

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

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

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

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

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

Human Environment Interaction

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

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

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

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

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

Movement

SS 8.3.4 Not addressed at this level

Geospatial Skills and Geo-literacy

SS 8.3.5 Not addressed at this level

History

Continuity, Change, and Context

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

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

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

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

For example: founders and founding documents, national symbols

Multiple Perspectives

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

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

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

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

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

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

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

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

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

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

Historical Analysis and Interpretation

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

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

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

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

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

Historical Inquiry and Research Skills

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

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

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

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

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

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

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

High School Civics

Summary

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

Forms and Functions of Government

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Civic Participation

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

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

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

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

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

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

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

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

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

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

For example: Watergate, Civil Rights movement, Suffrage movement

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

For example: news media literacy, online civic reasoning

Summary

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

Economic Decision Making

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

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

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

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

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

Financial Literacy

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

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

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

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

For example: checking, savings, money market, CDs

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

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

SS HS.2.2.d Compare and contrast possible career choices.

SS HS.2.3 Critique strategies used to establish, build, maintain, monitor, and control credit.

SS HS.2.3.a Compare and contrast the costs and benefits of different types and sources of credit and debt.

For example: credit card interest rates, personal loans rates, mortgage rates, student loan rates, etc.

SS HS.2.3.b Investigate strategies to effectively manage debt and factors that influence credit ratings.

For example: Credit cards, auto loans, mortgages, extended warranties

SS HS.2.4 Evaluate savings, investment, and risk management strategies to achieve financial goals.

SS HS.2.4.a Explain the importance of saving and investing early to ensure financial security.

For example: compound interest, use rule of 72, time value of money

SS HS.2.4.b Develop an investment strategy to achieve short- and long-term goals utilizing a variety of investment vehicles.

For example: stocks, bonds, mutual funds, retirement plans, investment in education including analysis of student loans, average income of job, and repayment of loan, investment in homeownership vs. rental

SS HS.2.4.c Examine appropriate and cost effective risk management strategies.

For example: health, disability, life, auto insurance, personal identity protection, extended warranties, fraud protection

Exchange and Markets

HS.2.5 Explain the role of markets in determining prices and allocating scarce goods and services.

SS HS.2.5.a Summarize the role of competition, markets, and prices.

For example: Use product and factor market/circular flow; compare market structures (perfect competition to monopoly)

SS HS.2.5.b Illustrate how markets determine changing equilibrium prices through supply and demand analysis.

For example: changes in demand and supply, changes in quantity demanded and quantity supplied

SS HS.2.5.c Hypothesize how competition between sellers could result in lower prices, higher quality products, and better customer service.

For example: Look at businesses in the monopolistic market structure - competing for consumer dollars, trying to earn your business.

SS HS.2.5.d Investigate possible causes and consequences of shortages and surpluses.

For example: use current events and public policy - rent control and minimum wage, etc.

National Economy

SS HS.2.6 Explain how economic institutions impact different individuals and various groups.

SS HS.2.6.a Explain how various economic institutions have played a role in United States economic policy and practice.

For example: corporations, labor unions, financial institutions, stock markets, cooperatives, small business and entrepreneurs, and business partnerships

SS HS.2.6.b Calculate and describe the impact of economic indicators.

For example: trends and business cycles using GDP, unemployment rates including frictional, structural, cyclical, inflation/deflation rates

SS HS.2.6.c Describe the functions and role of the Federal Reserve System and its influence through monetary policy.

For example: balancing inflation and unemployment, and how banks and a sound monetary system are critical to a functioning economy

SS HS.2.7 Assess the roles of institutions such as clearly defined property rights and the rule of law in a market economy.

SS HS.2.7.a Assess how property rights are defined, enforced, and limited by government.

For example: contracts and the rule of law, zoning laws, eminent domain, Homestead Act, copyright laws, patents, and intellectual property

SS HS.2.8 Compare and contrast the roles and responsibilities of government and differing outcomes from various economic systems: command/communism, mixed, socialism, market, and traditional economic systems.

SS HS.2.8.a Examine how governments utilize taxation to provide goods and services to society.

For example: disaster relief, flood control, military and armed forces, ownership of resources

SS HS.2.8.b Evaluate the effectiveness of government policies altering market outcomes.

For example: Use economic theory to analyze current events and public policy. Compare and contrast farm subsidies and corporate incentives.

SS HS.2.8.c Critique government policies and regulations in areas of market failure.

For example: monopolies, externalities, non-enforcement of property rights

SS HS.2.9 Examine the government's influence on economic systems through fiscal policy.

SS HS.2.9.a Explore various forms of taxation including income, sales, and capital gains and examine how governments can use taxing and spending policies to influence behavior.

For example: alcohol tax, home mortgage interest deduction, sales tax, etc.

SS HS.2.9.b Examine the impact of fiscal policy on budget deficits/surpluses and national debt.

For example: Spending resources to service the debt impacts opportunities for using the funds for other needs.

Global Economy

SS HS.2.10 Investigate how international trade affects individuals, organizations, the domestic economy, and other nations.

SS HS.2.10.a Explore comparative advantage among different countries.

For example: research on what different countries produce when they specialize in those products

SS HS.2.10.b Analyze the impact on prices and quantities of various trade policies, both domestically and internationally.

For example: tariffs, quotas, protectionist policies, and the resulting changes in price and quantity; research NAFTA and/or Brexit.

Summary

To succeed in an increasingly interconnected world, Nebraska's next generation of citizens will need to be fluent in spatial knowledge. Geography at the high school level prepares students to understand the world and their place in it. Beyond merely knowing "Where?" the geographically minded person will be better equipped to answer the question of "Why there?" An integrative study of our planet's human and physical features will involve 21st century technologies and inquiry-based research methods. This approach will expand students' geographic knowledge and enable them to think critically about problems. Through analysis of spatial patterns and relationships over time and place, students will be better able to make sense of both the past and present, and be well equipped to address society's future needs.

Location and Place

SS HS.3.1 Evaluate where (spatial) and why people, places, and environments are organized on the Earth's surface.

SS HS.3.1.a Determine spatial organization of human settlements in relation to natural features.

For example: population density and distribution, world climate regions, city categorization, natural resource deposits, agricultural hearths, croplands, structure of communities, highway and rail networks

SS HS.3.1.b Analyze and explain changes in spatial patterns as a result of the interactions among human and physical processes.

For example: major world physical features (mountains, seas, rivers), patterns of human settlement on local, regional, national, and global scale, governmental systems, economic systems, site and situation, Weber's Least Cost Theory, Von Thunen Model of Land Use

Regions

SS HS.3.2 Evaluate how regions form and change over time.

SS HS.3.2.a Analyze physical and human processes that shape places and regions.

For example: historical influences, current events, natural disasters, climate change, conflicts, natural processes (erosion, plate tectonics), relationships and connections

SS HS.3.2.b Examine the importance of places and regions to individual and social identity and how identities change over space and time.

For example: popular cultural traits, folk cultural traits, national monuments and folklore, nationalism, ethnicity, migration, urbanization, demographic transition model, industrial development, toponymy (place names), regional identity (Corn Belt, Heartland, Homeland)

SS HS.3.2.c Evaluate the interdependence of places and regions.

For example: models of industrial and economic development, new international division of labor, supranational organizations (The United Nations, Association of Southeast Asian Nations [ASEAN], or The European Union), globalization, popular culture, international trade agreements, patterns of human migration, alliances, Paris Climate Agreement, central place theory

Human-Environment Interactions

SS HS.3.3 Analyze how the natural environment and cultural landscape are transformed by natural and human forces and interpret how humans adapt to their surroundings.

SS HS.3.3.a Explain components of Earth's physical systems and evaluate the impact of natural processes on human environments.

For example: atmosphere, lithosphere, biosphere, and hydrosphere, plate tectonics/continental drift, global ocean systems, atmospheric systems, natural disasters, Earth's orbit, seasonal changes in ice coverage, greenhouse effect

SS HS.3.3.b Evaluate how humans have utilized and adapted to their physical environment.

For example: renewable and non-renewable resources, the cultural landscape, natural disasters (hurricanes, wildfires), environmental technological adaptations (air conditioning, skyways, insulation), synthetic materials, human modifications to physical environment, conservation and environmentalism, Genetically Modified Organisms (GMO), agricultural revolutions, transportation networks, industrial revolutions, Von Thunen Model of Land Use, deforestation, desertification

Movement

SS HS.3.4 Compare and contrast patterns of human populations and culture over space and time on a local, national, and global scale.

SS HS.3.4.a Compare trends in human migration, urbanization, and demographic composition at a local, national, and global scale over time and short-term and long-term causes and effects.

For example: urban models, Demographic Transition Model, rural organization (long lot, metes and bounds, township and range), rural to urban migration, Human Development Index, Borchert's Epochs, trends locally, nationally, and globally over time, migration push and pull factors, effects of migration on both the source regions and destinations, More Developed Countries (MDCs) and Less Developed Countries (LDCs), demography

SS HS.3.4.b Examine the spread of cultural traits and the potential benefits and challenges of cultural diffusion, economic development, and globalization.

For example: cultural convergence and divergence, universalizing and ethnic religions, competition between multinational corporations and local businesses, folk cultures and popular cultures, spread of ideas (such as economic ideals, ideas on government, gender norms), diffusion of medical knowledge and impact on demographics, agricultural and industrial revolutions, models of economic development, the cultural landscape, Third Agricultural Revolution (Green Revolution), internet connectivity and cell phone networks, lingua franca, hypernationalism

SS HS.3.4.c Analyze the relationships of sovereign nations and the role of multinational organizations on conflict and cooperation both between and within countries.

For example: impacts of membership in multinational organizations and agreements, treaties, resource and technology exchanges, Heartland and Rimland Theory, demarcation of borders, territorial morphology

Geospatial Skills and Geo-literacy

SS HS.3.5 Evaluate issues and/or events using geographic knowledge and geospatial skills to make informed decisions.

SS HS.3.5.a Apply geographic knowledge and skills to interpret the past and present in order to plan for the future.

For example: developing a geographic question, acquiring and organizing data/information, performing analysis, presenting findings, and developing action plan

SS HS.3.5.b Analyze how geospatial skills and geo-literacy are applied to improve standards of living and solve problems.

For example: Examine how geospatial technologies (such as GIS [Geographic Information Systems] and remote sensing) and geographic knowledge (such as geopolitics) can be applied to better understand the world, address issues, and make spatial decisions (such as determining market potential, optimum usage of irrigation and fertilizers, or mapping public health outbreaks to determine source).

SS HS.3.5.c Evaluate geographical information sources for applications, credibility, and appropriateness in displaying spatial data.

For example: use maps (paper, digital, and mental), atlases, Global Positioning System (GPS), Geographic Information Systems (GIS), remote sensing, and forms of quantitative/qualitative data, analyze a map to determine appropriate use of scale, evaluate strengths and weaknesses of different map projections

Summary
History involves acquiring knowledge about significant events, developments, individuals, groups, documents, places, and ideas to support investigations about the past. Acquiring relevant knowledge requires assembling information from a wide variety of sources in an integrative process. Developing historical knowledge in connection with historical investigations not only helps students better remember the content because it has meaning, but also allows students to become better critical thinkers. High school history courses emphasize historical thinking. Historical thinking requires understanding and evaluating change and continuity over time, and making appropriate use of historical evidence in answering questions and developing arguments about the past. It involves going beyond simply asking, "What happened when?" to evaluating why and how events occurred and developments unfolded. It involves locating and assessing historical sources of many different types to understand the contexts of given historical eras and the perspectives of different individuals and groups within geographic units that range from the local to the global. Historical thinking is a process of chronological reasoning, which means wrestling with issues of causality, connections, significance, and context with the goal of developing credible explanations of historical events and developments based on reasoned interpretation of evidence.

United States History (Progressive Era – Present)

Change, Continuity and Context

HS.4.1 (US) Analyze and evaluate patterns of continuity and change over time in American history.

SS HS.4.1.a (US) Evaluate the cause and effect of historical events on various groups in the United States.

For example: To which conditions were Progressives responding? Why did the United States enter World War I? What caused the Great Depression? What caused the interpretation of "separate but equal" to change over time?

SS HS.4.1.b (US) Select, record, and interpret key national events in chronological order.

For example: Progressive Era, Women's Suffrage, World War I, Great Migration, Great Depression and New Deal, Naziism, World War II, Holocaust, Cold War, Civil Rights Era, contemporary United States

SS HS.4.1.c (US) Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.

For example: 19th Amendment, *Brown v. Board of Education of Topeka*, Dolores Huerta, desegregation of the military following WWII, March on Washington, Movement for the Restoration of Tribal Status, continuing struggle for equality

Multiple Perspectives

SS HS.4.2 (US) Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history.

SS HS.4.2.a (US) Identify and evaluate how considering multiple perspectives facilitates an understanding of history.

For example: Nineteenth Amendment, 1924 National Origins Act, Indian Reorganization Act of 1934, Bracero program, Civil Rights Movement

SS HS.4.2.b (US) Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.

For example: Theodore Roosevelt's New Nationalism and Woodrow Wilson's New Freedom, Indian Reorganization Act and responses from tribal leaders, differing strategies in the struggle to gain black equality

SS HS.4.3 (US) Examine historical events from the perspectives of marginalized and underrepresented groups.

SS HS.4.3.a (US) Identify how differing experiences can lead to the development of perspectives.

For example: religious, racial or ethnic groups, immigrants, women, LGBTQ persons, and Native American nations

SS HS.4.3.b (US) Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.

For example: Immigration and Naturalization Act of 1965, Stonewall Riots, American Indian Movement, Equal Rights Amendment, Civil Rights Act of 1964, *West Virginia v. Barnette*, United Farm Workers

Historical Analysis and Interpretation

SS HS.4.4 (US) Evaluate sources for perspective, limitations, accuracy, and historical context.

SS HS.4.4.a (US) Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media.

For example: written documents, radio broadcasts, news broadcasts, film, newspapers, photographs, oral histories, virtual museum exhibits

SS HS.4.4.b (US) Evaluate strengths and limitations of a variety of primary and secondary historical sources.

For example: Jane Addams on settlement houses, Franklin Roosevelt's "Four Freedoms" Speech, Martin Luther King, Jr.'s "Letter from Birmingham Jail," Equal Rights Amendment

SS HS.4.4.c (US) Determine the relationship between multiple causes and effects of events and developments in the past.

For example: patterns of immigration and migration, presidential leadership strategies, tactics among different civil rights organizations

SS HS.4.4.d (US) Synthesize the relationships among historical events in the United States and relevant contemporary issues.

For example: voting behavior, political party platforms, economic trends, place relevant current events in historical context, the relationship between Native Americans living on and off the reservation

Historical Inquiry and Research

SS HS.4.5 (US) Apply the inquiry process to construct and answer historical questions.

SS HS.4.5.a (US) Construct meaningful questions about topics in U.S. history.

For example: "Why did the United States enter World War I?"

SS HS.4.5.b (US) Locate, evaluate, and cite appropriate sources for research about selected topics in U.S. History, including primary and secondary sources.

For example: Examine speeches from President Woodrow Wilson leading up to World War I, examine internal communications within Wilson administration, examine press coverage of events leading up to American entry.

SS HS.4.5.c (US) Select, organize, and corroborate relevant historical information about selected topics in U.S. History.

For example: Compare the sources and determine an initial answer to the inquiry.

SS HS.4.5.d (US) Synthesize historical information to create new understandings.

For example: Compare the answer students have created to secondary sources and potentially revise students' answers.

SS HS.4.5.e (US) Communicate inquiry results within a historical context.

For example: Provide an evidence-based answer to the inquiry, "Why did the United States enter World War I?"

Change, Continuity, and Context

HS.4.1 (WLD) Analyze and evaluate patterns of continuity and change over time in world history.

SS HS.4.1.a (WLD) Evaluate the cause and effect of historical events in the world.

For example: How did the rise of totalitarianism lead to war?

SS HS.4.1.b (WLD) Select, record, and interpret key global events in chronological order.

For example: emergence of new states and cultures, increased inter-regional trade, colonization and expansion, global interactions, Industrialization, Age of Revolutions, Imperialism, global conflict, Holocaust, globalization, decolonization, Cold War, contemporary events

SS HS.4.1.c (WLD) Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.

For example: trade networks, empires, revolutions, treaties, warfare, diplomacy, migration and immigration

Multiple Perspectives

SS HS.4.2 (WLD) Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history.

SS HS.4.2.a (WLD) Identify and evaluate how considering multiple perspectives facilitates an understanding of history.

For example: Scramble for Africa and indigenous response, Arab-Israeli Conflict, French Revolution, Haitian Revolution

SS HS.4.2.b (WLD) Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.

For example: compare accounts from colonizers and colonized, impact of trade on different population groups

SS HS.4.3 (WLD) Examine historical events from the perspectives of diverse groups.

SS HS.4.3.a (WLD) Identify how differing experiences can lead to the development of perspectives.

For example: diverse groups of historical figures and examples from political, religious, and ethnic groups

SS HS.4.3.b (WLD) Interpret how and why diverse groups and/or individuals might understand historical events similarly or differently.

For example: diverse groups of historical actors and examples from national, religious, and ethnic groups

Historical Analysis and Interpretation

SS HS.4.4 (WLD) Evaluate sources for perspective, limitations, accuracy, and historical context.

SS HS.4.4.a (WLD) Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media.

For example: written documents, radio broadcasts, news broadcasts, film, newspapers, photographs, oral histories, virtual museum exhibits, works of art

SS HS.4.4.b (WLD) Evaluate strengths and limitations of a variety of primary and secondary historical sources.

For example: written and visual documents

SS HS.4.4.c (WLD) Determine the relationship between multiple causes and effects of events and developments in the past.

For example: patterns of migration and immigration, wars, diplomacy, government structures, religious movements

SS HS.4.4.d (WLD) Synthesize the relationships among historical events in the world and relevant contemporary issues.

For example: current events from various international news sources

Historical Inquiry and Research

SS HS.4.5 (WLD) Apply the inquiry process to construct and answer historical questions.

SS HS.4.5.a (WLD) Construct meaningful questions that initiate an inquiry.

For example: "Can peace lead to war?"

SS HS.4.5.b (WLD) Locate, evaluate, and cite appropriate sources for research about selected topics in world history, including primary and secondary sources.

For example: Examine the Treaty of Versailles and the League of Nations founding documents, examine maps from before and after treaty, examine contemporary responses to the treaty from a variety of countries.

SS HS.4.5.c (WLD) Select, organize, and corroborate relevant historical information about selected topics in world history.

For example: Compare the sources and determine an initial answer to the inquiry.

SS HS.4.5.d (WLD) Synthesize historical information to create new understandings.

For example: Compare the answer students have created to secondary sources and potentially revise students' answers.

SS HS.4.5.e (WLD) Communicate inquiry results within a historical context.

For example: Provide an evidence-based answer to the inquiry, "How do countries make decisions about war and peace?"

Curriculum Map - Social Studies - Psychology

Unit	Benchmarks	Outcomes	Skills / Objectives	Optional - Essential Questions/Outcomes	Assessments	Resources
Quarter 1						
Approaches to Psychology	SC.12.1.1.a(I) Formulate a testable hypothesis supported by prior knowledge to guide an investigation SC.12.1.1.c(I) Identify and manage variables and constraints SC.12.1.1.f(I) Represent and review collected data in a systematic, accurate, and objective manner SC.12.1.1.g(I) Analyze and interpret data, synthesize ideas, formulate and evaluate models, and clarify concepts and explanations SC.12.1.1.h(I) Use results to verify or refute a hypothesis		**Wickham, Sean:** Students will be able to: 1. Identify various approaches to the study of psychology. 2. Examine experimental procedures psychologist use to avoid bias.	**Wickham, Sean:** Students will be able to: 1. Describe how, though the study of human and animal behavior, people can discover psychological principles that have the potential to enrich the lives of humans. 2. Discuss the set of questions, theories, methods, and possible answers in psychology that have been passed on, studied, and changed over time. 3. Summarize how psycholgists are trained to observe, analyze, and evaluate behavior patterns, and to apply what they have learned. 4. Describe the process in which psychologists approach a research issue and conduct the research to test a hypothesis, solve a problem, or confirm previous research. 5. Discuss how psychologists must recognize and resolve errors as they conduct research. 6. Recognize that psychologists must collect and evaluate evidence to support their hypothesis.	**Wickham, Sean:** Ch. 1 Review Questions Ch. 2 Review Questions Unit 1 Review Sheet Unit 1 Test	**Wickham, Sean:** 1-1 Worksheet Intuitions Test p.10 A Brief History of Psychology handout A Brief History of Psychology Graphic Organizer 1-2 worksheet Popplet.com What is Research Notes google drive 2-1 worksheet Milgram video youtube Ch. 1 and 2 Review Sheet Ch. 1 and 2 Test
The Life Span			**Wickham, Sean:** The students will be able to: 1. Describe the physical and perceptual development of newborns and children 2. Describe the role of family and peers during adolescence. 3. Identify changes that occur in health and life situations during od age.	**Wickham, Sean:** The students will be able to: 1. Understand that as infants grow physically, they also develop cognitive skills, perceptions, and language. 2. Discuss how as the thought processes of hcildren develop, they begin to think, communicate and realte with others, and solve problems. 3. Describe the social decisions children face as they grow and progress throgh the stages of life. 4. Describe the physical development and biological changes that all adolescents experience. 5. Outline changes in patterns of reasoing, moral thinking, and the development of one's identity during the transition from childhood	**Wickham, Sean:** Development Posters Glog Domestic Violence Posters Unit 2 Review Sheet Unit 2 Test	**Wickham, Sean:** Development Notes Google Drive 3-1 worksheet Why do children hide by covering their eyes - google bpsresearch Fly Away Home Video Parenting Styles Chart on Pinterest Social Development Notes Google Drive Gender Gap Slides Pinterest Glogster Physical and Sexual Development Notes 4-1 Worksheet Quick Lab p.104 Killing Us Softly pinterest Quote Pinterest Gendered Marketing sociological cinema.com gmed.com/files/styles.infographic/public/major-depression.jpg psychcentral.org/depquiz.htm Conformity Breeching Sociological cinema Asche Elevator experiment youtube Memory test bbc.uk/science/hamanbody/sleep/tmt/ Teen Dating Violence Statistics Sheet Adulthood and Old Age Notes Google Drive Old Age Graphic Organizer Ageism video thesociologicalcinema.com Unit 2 Review Sheet

				to adulthood. 6. Discuss the changes that adolescents undergo in their social relationships. 7. Describe the physical and psychological gender differences of males and females, and discuss how beleifs about these differences influence behavior. 8. Describe the shifting priorities and outlooks on life that occur from adolescence throughout the remainder of life. 9. Discus how our priorities and expectations change to match realities during old age. 10. Undersatnd that most peple face death by going through stages or an adjustment process.		
The Workings of Mind and Body	SC.12.1.1.g(I) Analyze and interpret data, synthesize ideas, formulate and evaluate models, and clarify concepts and explanations SC.12.1.1.h(I) Use results to verify or refute a hypothesis SC.12.1.2.b(I) Describe how society influences the work of scientists and how science, technology, and current scientific discoveries influence and change society		**Wickham, Sean:** Students will be able to: 1. Identify the structure and functions of the human brain. 2. Describe research into such techniques as biofeeback an dmeditation. 3. Outline the principles involved in perception.	**Wickham, Sean:** Students will be able to: 1. Understand that the nervous system helps us know how messages that are sent to and from the brain cause behavior. 2. Discuss the many parts of the brain that work together to coordinate movement and stimulate thinking and emotions. 3. Explain how the endocrine system controls and excites growth and affects emotions and behavior. 4. Identify heredity and environment and analyze how they affect your body and behavior. 5. Describe the four stages of sleep and the period of dreaming. 6. Understand that hypnosis, biofeedback, and meditation are altered states of consciousness that can occur while we are awake. 7. Describe pscyhoactive drugs an dhow they interact with the central nervous system to alter consciousness. 8. Understand that sensations occur anytime a stimulus activates a receptor and that perceptions allow humans to react to their environment. 9. Describe how the sense organs are the receptors of sensations. 10. Define perception as the way we interpret	**Wickham, Sean:** Guided Reading Activities Discussion Unit 3 Review Sheet Unit 3 Test	**Wickham, Sean:** Nervous System Notes Studying the Brain Notesheet edmodo Brain Labeling edmodo Brain tests mail.colonial.net Endocrine System notesheet edmodo Altered States of Consciousness Notes google drive Graphic on sleep dailyinfographic.com/the-secret-to-better-sleep-infographic Quicklab p. 194 Meditation music youtube Mouse Party learn.genetics.utah.edu/content/addiction/mouseabuse/ Drugs of abuse same website Sensation and Perception Notes Google Drive Fruit loops demo Stroop Effect poster Toothpick Activity handout edmodo Perception PowerPoint google drive Science of Kissing video youtube 3D Human Ear, Process of Hearing and how youtube Unit 3 Review Sheet

				sensations and organize them into meaningful experiences.		
Unit	**Benchmarks**	**Outcomes**	**Skills / Objectives**	**Optional - Essential Questions/Outcomes**	**Assessments**	**Resources**
Quarter 2						
Learning: Principles and Applications	SC.12.1.1.b(I) Design and conduct logical and sequential scientific investigations with repeated trials and apply findings to new investigations SC.12.1.1.e(I) Use tools and technology to make detailed qualitative and quantitative observations SC.12.1.1.g(I) Analyze and interpret data, synthesize ideas, formulate and evaluate models, and clarify concepts and explanations SC.12.1.1.h(I) Use results to verify or refute a hypothesis		**Wickham, Sean:** Students will be able to: 1. Describe the principles and techniques of classical and operant conditioning and social learning.	**Wickham, Sean:** Students will be able to: 1. Describe classical conditioning the learning procedure in which associations are made between a neutral stimulus and an unconditioned stimulus. 2. Explain how operant conditioning occurs when the consequences that follow a behavior increase or decrease the likelihood of that behavior occurring again. 3. Discuss how social learning involves people making decisions and acting upon the information available to them.	**Wickham, Sean:** Group Work and Discussion Ch. 9 Review Sheet Ch. 9 Test	**Wickham, Sean:** Classical Conditioning Notes Google Drive Pen Activity google drive Operant Conditioning sheet for highlighting edmodo Operant Conditioning Graphic Organizer Crash Course Train a Brain youtube Ch. 9 Review Sheet
Personality and Individuality			**Wickham, Sean:** Students will be able to: 1. Describe the characteristics of good psychological tests. 2. List the major schools of personality theory.	**Wickham, Sean:** Students will be able to: 1. Examine the characteristics that make a psychological test useful: reliability, validity, and standardization. 2. Explore the ways in which IQ tests are used to measure intelligence and explain the various theories of what constitutes intelligence. 3. Describe the various tests psychologists have developed to assess speical abilities and experiences. 4. Explain how personality tests are used to assess personality characteristics and identify problems. 5. Explore how personality theories provide a way of organizing the many characteristics that people have. 6. Explore how the positive aspects of human nature are emphasized by the humanistic and cognitive theories.	**Wickham, Sean:** Ch. 13 Review Sheet Class Observation Ch. 13 Test	**Wickham, Sean:** Psychological Testing Notes Google Drive Psychological Testing worksheet Intelligence Testing handout Google Drive Measuring Achievement, Abilities and Interests Notesheet Dr. Phil's personality test edmodo color test edmodo Rorshach Inkblot test Google Drive TAT Google Drive outofservice.com/bigfive/personalitytest Personality Testing Notes Google Drive Ch. 13 Review Sheet

Psychological Disorders			**Wickham, Sean:** The Students will be able to: 1. Define psychological disorders. 2. Describe psychotherapy and its goals.	**Wickham, Sean:** The students will be able to: 1. Explore how psychologists draw the line between normal and abnormal behavior by looking at deviance, adjustment, and psychological health. 2. Describe how anxiety disorders are marked by excessive fear, caution,and attempts to avoid anxiety. 3. Explain how dealing with anxiety and stress can bring about somatoform and dissociative disorders in some people. 4. Explain how schizophrenia involves confused and disordered thoughts, and mood disorders involve disturbances in the experience and expressions of depression. 5. Determine how personality disorders and drug addiction prohibit normal relationships and normal functioning.	**Wickham, Sean:** Class Discussion Reflections Research Paper	**Wickham, Sean:** Defense Mechanisms picture book instructions edmodo Psychological Disorders Notes Google Drive Anxiety Disorders Notesheet Howie Mandel Talks about living with OCD youtube Jani Scofield article edmodo Jani Scofield video clip youtube Mental Illness It's Not in your genes bigthink.com/devin-in-the-data/mental-illness-its-not-in-your-genes Great Infographics on disorders gmeded.com/gone-info-graphics-bipolar-disorder Green Day basketcase lyrics Mood Disorders worksheet Personality Disorders and Drug Addiction Note Google Drive Rat Park Comic stuartmcmillen.com/comics/en/rat-park/#page-4

Curriculum Map - Social Studies - Social Studies 1st Grade

Unit	Benchmarks	Outcomes	Skills / Objectives	Optional - Essential Questions/Outcomes	Assessments	Resources
Social Studies						
Community Leaders			**Arbuck, Ashley:** The Learner will • Understand the why it is important to have leaders • Understand why we have leaders • Understand what the responsibility of leaders are • know what a city, neighborhood, services, leader and goods are • Define different kids of communities as places where people interact as they live, work, and play • identify the ethnic, diversity in the community • Describe the kids of work performed by community members **Jakub, Madisyn:** The Learner will • Understand the why it is important to have leaders • Understand why we have leaders • Understand what the responsibility of leaders are • know what a city, neighborhood, services, leader and goods are • Define different kids of communities as places where people interact as they live, work, and play • identify the ethnic, diversity in the community • Describe the kids of work performed by community members		**Arbuck, Ashley:** 1. worksheets 2. participation 3. observation **Jakub, Madisyn:** 1. worksheets 2. participation 3. observation	**Arbuck, Ashley:** 1. Harcourt Brace Social Studies **Jakub, Madisyn:** Harcourt Brace Social Studies
Landforms			**Arbuck, Ashley:** The Learner will 1. Understand the differences in landfroms. Mountains, plateau, plain, desert, coast, and island. 2. Tell places that we are able to find these landforms. **Jakub, Madisyn:** The Learner will 1. Understand the differences in landfroms. Mountains, plateau, plain, desert, coast, and island. 2. Tell places that we are able to find these landforms.		**Arbuck, Ashley:** • In this unit the students will write down the definitions for each landfrom which they will be graded on. They will create a book using the different landforms. **Jakub, Madisyn:** • In this unit the students will write down the definitions for each landfrom which they will be graded on. They will create a book using the different landforms.	**Arbuck, Ashley:** • In this unit the students will write down the definitions for each landfrom which they will be graded on. They will create a book using the different landforms. **Jakub, Madisyn:** books on mountains, plateaus, plains, deserts, coast, and islands.

Seasons			**Arbuck, Ashley:** The Learner will 1. Understand how seasons affect life. 2. Understand how seasons affect people, plants and animals. 3. Describe relationships between seasons and your activities, clothing, food and transitions 4. Describe realtioships between teh seasons and plant and animal life cycles. **Jakub, Madisyn:** The Learner will 1. Understand how seasons affect life. 2. Understand how seasons affect people, plants and animals. 3. Describe relationships between seasons and your activities, clothing, food and transitions 4. Describe realtioships between teh seasons and plant and animal life cycles.		**Arbuck, Ashley:** • Seasons book • Season papers and sentences • Seasons Assessment **Jakub, Madisyn:** • Seasons book • Season papers and sentences • Seasons Assessment	**Arbuck, Ashley:** Seasons "How do seasons affect.... My Seasons book **Jakub, Madisyn:** Seasons "How do seasons affect.... My Seasons book
Needs and Wants						
Spending and Saving			**Arbuck, Ashley:** The Learner will 1. review and understand amounts of money 2. understand the concept of scarcity by playing musical chair. We all wants the same thing but there isn't enough of what we want. 3. understand the importance of saving 4. Understand why we spend money **Jakub, Madisyn:** The Learner will 1. review and understand amounts of money 2. understand the concept of scarcity by playing musical chair. We all wants the same thing but there isn't enough of what we want. 3. understand the importance of saving 4. Understand why we spend money		**Arbuck, Ashley:** • spending and saving assessment • observation/participation **Jakub, Madisyn:** • spending and saving assessment • observation/participation	
Historical people			**Arbuck, Ashley:** The Learner will 1. Get to know historical figures 2. Understand what historical figures are 3. learn more about one historical figure of their		**Arbuck, Ashley:** • historical figure book • historical figure report **Jakub, Madisyn:** • historical figure book	**Arbuck, Ashley:** • American Historical Figures book. • online searches. **Jakub, Madisyn:**

			historical figure of their choice. **Jakub, Madisyn:** The Learner will 1. Get to know historical figures 2. Understand what historical figures are 3. learn more about one historical figure of their choice.		• historical figure report	• American Historical Figures book. • online searches.
Impact of Weather			**Arbuck, Ashley:** The Learner will 1. know what a tornado is and how it is formed. 2. understand how and what a blizzard is 3. understand how a flood is formed and what it looks like **Jakub, Madisyn:** The Learner will 1. know what a tornado is and how it is formed. 2. understand how and what a blizzard is 3. understand how a flood is formed and what it looks like		**Jakub, Madisyn:** • final writing for each type of weather • participation • informatin sheets	**Jakub, Madisyn:** • tornado, blizzard adn flood writing materials • books • information sheets • videos
Money						
United States Symbols						
Chronological Relationships and Patterns. *(updated 4/28/19)*			**Arbuck, Ashley:** SS 1.4.1 Students will describe chronological relationships and patterns.			
How Does the Past Shape Our Lives? Chapter 4 *(updated 3/25/22)*	SS.H.1.4.1.A(A) List and describe life events over time. SS.H.1.4.1.B(A) Compare and contrast family life from earlier times and today. SS.H.1.4.3.A(A) Identify the contributions of historical people. SS.H.1.4.3.C(A) Describe how oral traditions, books, letters, and other artifacts help us to understand the past.		1. Compare and Contrast everyday life across time and place. 2. Describe how the present is connected to the past. 3. Ask relevant questions about historical and cultural events. 4. Explain the ways diverse individuals are all part of the same community 5. Compare the customs and traditions of various groups of people	How does the past shape our lives?	1. student invovlement 2. student journal 3. student activities 4. lesson/chapter test	1. Teachers manual 2. inquiry journal 3. online resources 4. student magazine 5. Reserach Companion
Unit	**Benchmarks**	**Outcomes**	**Skills / Objectives**	**Optional - Essential Questions/Outcomes**	**Assessments**	**Resources**
Quarter 1						

Being a Good Citizen Chapter 1 *(updated 8/15/21)*	SS.C.1.1.1.A(A) Explain how rules reduce and help resolve conflicts between people with different perspectives. SS.C.1.1.1.B(A) Identify leaders within a school community and explain the importance of their roles.		TLW 1. Explore how rules and laws help us 2. Examine how rules and laws help groups of people live together 3. Identify and explain important classroom rules 4. Write and draw about an important rule	1. How do rules and laws help us? 2. How can we get along with each other? 3. How should citizens treat each other? 4. Why do we vote? 5. How have rights and responsibilities changed over time?	1. lesson test 2. daily participation	1. teacher manual 2. inquiry journal 3. research companion 4. lesson tests
Unit	**Benchmarks**	**Outcomes**	**Skills / Objectives**	**Optional - Essential Questions/Outcomes**	**Assessments**	**Resources**
Quarter 2						
Our Community *(updated 10/25/21)*	SS.G.1.3.1.A(A) Identify the four cardinal directions. SS.G.1.3.1.B(A) Identify and describe locations in schools and homes and explain reasons for the locations. SS.G.1.3.1.C(A) Create and use maps. SS.G.1.3.2.A(A) Identify and differentiate between physical features on maps, globes, graphics, and in the physical world. SS.G.1.3.3.B(A) Identify Earth's natural resources. SS.G.1.3.2.B(I) Identify and differentiate between human features. SS.G.1.3.2.C(I) Explain how places change over time. SS.G.1.3.3.C(I) Describe how people adapt to their physical environment.		1. Determine why we use maps 2. expel;ain what we can learn from different kids of maps 3. explore the difference between maps and globes 4. use maps and globes to find locations on Earth 5. Describe difference between communities around the world 6. Explain how weather and location affect how we live.	How an we describe where we live?	1. student journals 2. lesson test	• Research companion • teachers manual • online resource • inquiry journal
Unit	**Benchmarks**	**Outcomes**	**Skills / Objectives**	**Optional - Essential Questions/Outcomes**	**Assessments**	**Resources**
Quarter 3						
Chapter 3- How Do We Celebrate Our Country *(updated 12/20/21)*	SS.C.1.1.2.B(A) Identify patriotic symbols, songs, actions, holidays, and cultural celebrations. SS.C.1.1.2.C(A) Communicate historical background and significance of national holidays. SS.H.1.4.3.A(A) Identify the contributions of historical people. SS.H.1.4.3.B(A) Identify symbols of the United States.		TLW 1. Explain why Americans celebrate Independence Day 2. Describe the ways the U.S. Constitution affects our lives 3. Explore the significance and meaning of national and state symbols, 4. Connect important national monuments to the people and events they represent 5. Descrie how Americans celebrate important people and events.	How Do We Celebrate Our Country?	1. Inquiry journal entries 2. lesson quiz 3. chapter test	• Student journal (inquiry journal) • Research companion • teachers manual • Magazine • online resource

Curriculum Map - Social Studies - Social Studies 3rd Grade

Unit	Benchmarks	Outcomes	Skills / Objectives	Optional - Essential Questions/Outcomes	Assessments	Resources
Quarter 1						
Communities in Our Country and World *(updated 12/20/21)*	SS.G.3.3.1.A(A) Identify and apply map elements. SS.G.3.3.1.B(A) Use a map to identify location and distribution of physical and human features. SS.G.3.3.1.C(A) Determine why things are located where they are in the community. SS.G.3.3.1.D(A) Locate specific places on maps and globes. SS.G.3.3.1.E(A) Identify the continents, oceans, and hemispheres. SS.G.3.3.2.A(A) Identify and differentiate between physical and human features of neighborhoods and communities. SS.G.3.3.2.B(A) Compare and contrast local places and regions with other places and regions. SS.G.3.3.2.C(A) Explain how and why places and regions change over time. SS.G.3.3.3.A(A) Describe how the environment influences human activities and how humans alter the environment to suit their needs. SS.G.3.3.5.A(A) Identify and evaluate how changes in human and physical geography have shaped the community		TLW: understand where their community is and what it is like, how their community fits in with our country, how climate impacts our community, and how it is affected by the resources, land and water around it.	Why does it matter where we live?	Create Travel Brochure of community (Chapter Inquiry Project) Research Companion Activities Chapter Pre-Test Chapter Assessment	Online Components SS TextBook Post Assessment Inquiry Project Rubric (T5) Digital Tools Research Companion Inquiry Journal Impact News & Video

Unit	Benchmarks	Outcomes	Skills / Objectives	Optional - Essential Questions/Outcomes	Assessments	Resources
Quarter 2						
The Community & Its Environment *(updated 12/19/21)*	SS.G.3.3.3.A(A) Describe how the environment influences human activities and how humans alter the environment to suit their needs. SS.G.3.3.3.B(A) Identify ecosystems. SS.G.3.3.3.C(A) Explain the importance		TLW • Describe how people adapt to the environment in which they live • Tell how people change their environment to meet their needs • Describe environmental challenges that people face • Explain how communities respond to environmental challenges	What is our relationship with our environment?	Lesson Assessments Final Chapter Assessment Inquiry Project: Explore issue that affects their community's environment and create a plan for an improvement Research Companion Skills	Inquiry Journal Research Companion Inquiry Project Rubric Lesson Assessments: found online Final Assessments: found online

	of Earth's natural resources. SS.G.3.3.3.D(A) Describe how humans develop communities in local settings. SS.G.3.3.4.A(A) Compare and contrast cultural traits within a community. SS.G.3.3.4.B(A) Describe examples of how and why cultures change in a community. SS.G.3.3.5.A(A) Identify and evaluate how changes in human and physical geography have shaped the community		• Use information from a variety of sources to develop a plan for improving the community's environment			
People & Communities *(updated 12/20/21)*	SS.G.3.3.4.A(A) Compare and contrast cultural traits within a community. SS.G.3.3.4.B(A) Describe examples of how and why cultures change in a community. SS.G.3.3.5.A(A) Identify and evaluate how changes in human and physical geography have shaped the community		TLW • Identify ways that people around the world express their cultures • Explain how people in the U.S. express culture through art, stories, music, dance, and religion • Describe how immigrants contribute to a community's culture • Compare the cultures of Lima, Peru, and Johannesburg, South Africa • Describe how transportation, tourism, trade, and media connect communities around the world • Create a plan for a holiday or festival that celebrates the different cultures at school	What makes a community unique?	• Lesson Assessments • Final Chapter Assessment • Inquiry Project: Create a plan for a holiday or festival that celebrates the different cultures at school • Research Companion Skills	• Inquiry Journal • Research Companion • Inquiry Project Rubric • Lesson Assessments: found online • Final Assessments: found online
Unit	**Benchmarks**	**Outcomes**	**Skills / Objectives**	**Optional - Essential Questions/Outcomes**	**Assessments**	**Resources**
Quarter 3						
Communities Change Over Time *(updated 12/20/21)*	SS.H.3.4.1.A(A) Describe community events over time using maps and other artifacts. SS.H.3.4.1.B(A) Compare and contrast how different communities have changed over time. SS.H.3.4.2.A(A) Describe the role of diverse groups of people, events, and ideas in the development of a community SS.H.3.4.2.B(A) Compare and contrast conflicting perspectives about a		TLW • Explain how Native Americans, European explorers, and American Settlers shaped communities in the U.S. • Explain why people move to new places and how communities grow and change • Compare communities in the past with communities today • Explain how people and events have changed communities • Compare and contrast different communities to show change over time • Use information from a variety of sources to	How does the past impact the present?	• Lesson Assessments • Final Chapter Assessment • Inquiry Project: Use information from a variety of sources to create a timeline showing the development of a community • Research Companion Skills	• Inquiry Journal • Research Companion • Inquiry Project Rubric • Lesson Assessments: found online • Final Assessments: found online

	past event in a community. SS.H.3.4.3.A(A) Determine factual information about community historical events through use of a variety of sources such as artifacts, pictures, and documents. SS.H.3.4.3.B(A) Identify how decisions affected events in a community. SS.H.3.4.3.A(A) Construct and answer questions about multiple community histories from viewpoints of that community. SS.H.3.4.3.B(A) Identify, obtain, and cite appropriate primary and secondary sources for research about the local community. SS.H.3.4.3.C(A) Gather and communicate historical information about the community.		create a timeline showing the development of a community			
Unit	**Benchmarks**	**Outcomes**	**Skills / Objectives**	**Optional - Essential Questions/Outcomes**	**Assessments**	**Resources**
Quarter 4						
American Citizens, Symbols, & Government *(updated 12/19/21)*	SS.C.3.1.1.A(A) Compare and contrast the structure and function of roles commonly found in local governments. SS.C.3.1.1.B(A) Communicate how and why a community creates laws. SS.C.3.1.1.C(A) Investigate and summarize the roles that leaders and other citizens serve in local communities. SS.C.3.1.1.D(A) Justify the importance of roles that leaders and citizens serve in local government. SS.C.3.1.2.A(A) Identify and model rights and responsibilities of citizens at the community level. SS.C.3.1.2.B(A) Explain how patriotic symbols, songs, actions, celebrations, and holidays are		TLW • Explain what the Constitution is and why it was written • Compare and contrast governments in the U.S. and around the world • Describe the branches of the government • Explain why communities need state and local governments • Explain the difference between rulesand laws and why we have them • Explain what a hero is and give examples of people who are heroes • Describe what makes a good citizen, and explain how good citizens make a community strong • Use information from a variety of sources to create a constitution for your classroom	Why do governments and citizens need each other?	• Lesson Assessments • Final Chapter Assessment • Inquiry Project: Use information from a variety of sources to create a constitution for your classroom • Research Companion Skills	• Inquiry Journal • Research Companion • Inquiry Project Rubric • Lesson Assessments: found online • Final Assessments: found online

	recognized in local communities SS.C.3.1.2.C(A) Communicate the background of national holidays or historical events, their significance, and how they are recognized in the local community. SS.C.3.1.2.D(A) Identify and engage in opportunities to serve the local community. SS.C.3.1.2.E(A) Engage in discourse that demonstrates respect and consideration of multiple points of view. SS.C.3.1.2.F(A) Describe the decisions of local leaders and how they affect public policy.					
Economics of Communities *(updated 12/19/21)*	SS.E.3.2.1.A(A) Identify goods and services funded through state or local taxes. SS.E.3.2.2.A(A) Given a budget, make choices as to what to purchase, what to give up, and what to save. SS.E.3.2.3.A(A) Indicate various markets where buyers and sellers meet. SS.E.3.2.4.A(A) Identify local goods and services that could be traded with people everywhere.		TLW • Define economics • Name the types of resources businesses use, and describe how they are used • Explain what goods and services are • Describe how people use trade to get the goods they want and need • Describe how goods and services have changed over time • Explain how people earn and use money • Write a blog about a business in the community using information from a variety of sources	How do people in a community meet their wants and needs?	• Lesson Assessments • Final Chapter Assessment • Inquiry Project: Write a blog about a business in the community using information from a variety of sources • Research Companion Skills	• Inquiry Journal • Research Companion • Inquiry Project Rubric • Lesson Assessments: found online • Final Assessments: found online
LB 399 Holiday lessons *(updated 8/8/20)*	SS.C.3.1.2.B(A) Explain how patriotic symbols, songs, actions, celebrations, and holidays are recognized in local communities SS.C.3.1.2.C(A) Communicate the background of national holidays or historical events, their significance, and how they are recognized in the local community.		**Lorentzen, Cindy:** Learn about what holidays were celebrated in our country Understand that all people celebrate special events and holidays. Learn about the ways people celebrate the special holidays in their family and their community. Understand the ethnic and geographical differences in holidays and the ways they are celebrated.	**Lorentzen, Cindy:** . Why do people celebrate? 2. What special traditions and rituals surround holidays and festivals? 3. What holidays and festivals are important parts of your culture? 4. What holidays and festivals are important in other cultures? 5. What do celebrations around the world have in common? 6. What is a symbol? How are symbols used in celebrations and holidays?		

Unit	Benchmarks	Outcomes	Skills / Objectives	Optional - Essential Questions/Outcomes	Assessments	Resources
The Nebraska Adventure						
The Adventure Begins *(updated 8/8/20)*	SS.C.4.1.2.B(A) Investigate the meaning of state symbols, songs, and holidays. SS.C.4.1.2.C(A) Communicate background of Nebraska state holidays or historical events, their significance, and how they are recognized. SS.H.4.4.2.A(A) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event. SS.H.4.4.3.A(A) Analyze key sources in Nebraska history to determine credibility and context. SS.H.4.4.4.A(A) Construct and answer questions about Nebraska history. SS.H.4.4.4.B(A) Identify and cite primary and secondary sources to research the history of Nebraska. SS.H.4.4.4.C(A) Gather, analyze, and communicate historical information about Nebraska.		**Lorentzen, Cindy:** Students will learn about Nebraska symbols, holidays, understand "history", character traits, primary/secondary sources, and point of view. **Schutt, Jennifer:** Students will learn about Nebraska symbols, holidays, understand "history", character traits, primary/secondary sources, and point of view.	**Lorentzen, Cindy:** Students will describe Nebraska's state symbols, create a brochure of several. Students will bring examples of primary/secondary sources. **Schutt, Jennifer:** Students will describe Nebraska's state symbols, create a brochure of several. Students will bring examples of primary/secondary sources.	**Lorentzen, Cindy:** Chapter 1 Test Daily Worksheets **Schutt, Jennifer:** Chapter 1 Test Daily Worksheets	**Lorentzen, Cindy:** Promethean board Computer Worksheets Chapter test Crayons/paper **Schutt, Jennifer:** Promethean board Computer Worksheets Chapter test Crayons/paper
Nebraska's Place in the World *(updated 8/8/20)*	SS.E.4.3.1.A(A) Use local and state maps and atlases to locate physical and human features in Nebraska. SS.E.4.3.1.B(A) Apply map skills to analyze physical/political maps of the state. SS.E.4.3.1.C(A) Determine why things are located where they are in Nebraska. SS.E.4.3.1.D(A) Differentiate between classifications of bodies of water, cities, and land masses. SS.E.4.3.2.A(A) Identify criteria used to define regions in the state of Nebraska and the United States. SS.E.4.3.2.B(A) Classify regions and places within the state of Nebraska using physical and human features. SS.H.4.4.1.A(A) Analyze the chronology of key state and/or regional		**Lorentzen, Cindy:** TLW understand geography terms (longitude, latitude, hemisphere), know difference between exact and relative location, know five regions of U.S. and major cities within each **Schutt, Jennifer:** TLW understand geography terms (longitude, latitude, hemisphere), know difference between exact and relative location, know five regions of U.S. and major cities within each.	**Lorentzen, Cindy:** Students can use a map to locate different geography vocabulary, regions, cities, and give examples of exact and relative locations **Schutt, Jennifer:** Students can use a map to locate different geography vocabulary, regions, cities, and give examples of exact and relative locations.	**Lorentzen, Cindy:** Chapter 2 Test U.S. Map Practice WS Daily worksheets **Schutt, Jennifer:** Chapter 2 Test U.S. Map Practice WS Daily worksheets	**Lorentzen, Cindy:** U.S. Map Test Daily WS's **Schutt, Jennifer:** U.S. Map Test Daily WS's

	events and communicate their impact on the past, present, and future.					
Natural Nebraska *(updated 8/8/20)*	SS.E.4.2.2.A(A) Identify financial institutions in the community and their purposes. SS.E.4.2.3.A(A) Give examples of human, natural, capital, and entrepreneurial resources used in making goods and services in Nebraska and the United States. SS.E.4.3.2.B(A) Classify regions and places within the state of Nebraska using physical and human features. SS.E.4.3.3.A(A) Identify physical processes that shape Nebraska's features and patterns. SS.E.4.3.3.B(A) Identify examples of ecosystems in Nebraska and describe related environmental issues. SS.E.4.3.3.C(A) Describe the impact of extreme natural events on the human and physical environment in Nebraska. SS.E.4.3.5.A(A) Identify and evaluate how changes in human and physical geography have shaped Nebraska. SS.E.4.3.5.B(A) Explain the interrelationships of human or physical geographic characteristics of places in Nebraska. SS.H.4.4.1.A(A) Analyze the chronology of key state and/or regional events and communicate their impact on the past, present, and future.		**Lorentzen, Cindy:** TLW know difference between renewable/nonrenewable resources, explain different natural resources and animals in NE, explain how NE has changed over time. **Schutt, Jennifer:** TLW know difference between renewable/nonrenewable resources, explain different natural resources and animals in NE, explain how NE has changed over time.	**Lorentzen, Cindy:** Students will explain and give examples of natural resources on assignment/test Students will list natural resources and how we use them in NE. **Schutt, Jennifer:** Students will explain and give examples of natural resources on assignment/test Students will list natural resources and how we use them in NE.	**Lorentzen, Cindy:** Chapter 3 Test Worksheets Teacher observations during lessons **Schutt, Jennifer:** Chapter 3 Test Worksheets Teacher observations during lessons	**Lorentzen, Cindy:** Tests Worksheets **Schutt, Jennifer:** Tests Worksheets
Native Americans on the plains *(updated 8/8/20)*	ISTE.S.2.c(A) Develop cultural understanding and global awareness by engaging with learners of other cultures SS.E.4.3.3.A(A) Identify physical processes that shape Nebraska's features and patterns. SS.E.4.3.3.B(A) Identify examples of ecosystems in Nebraska and describe related environmental issues. SS.E.4.3.3.C(A) Describe the impact of extreme natural events on the human and physical		**Lorentzen, Cindy:** identify and describe the aspects of the Native Americans ont the plains	**Lorentzen, Cindy:** The study of Native Americans is ideal for helping students deepen their understanding of the factors that cause a culture to emerge, grow, and change	**Lorentzen, Cindy:** Chapter 4	**Lorentzen, Cindy:** Nebraska Adventure

	environment in Nebraska. SS.E.4.3.3.D(A) Describe how humans have adapted to Nebraska's physical environment and use available natural resources. SS.E.4.3.4.A(A) Compare and contrast patterns of culture within the state of Nebraska. SS.E.4.3.4.B(A) Compare and contrast population characteristics of the state of Nebraska. SS.H.4.4.1.A(A) Analyze the chronology of key state and/or regional events and communicate their impact on the past, present, and future. SS.H.4.4.2.A(A) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event. SS.H.4.4.2.B(A) Identify and describe how various sources relate their perspectives of Nebraska history. SS.H.4.4.3.A(A) Analyze key sources in Nebraska history to determine credibility and context. SS.H.4.4.3.B(A) Identify key events in American history that shaped or were shaped by Nebraskans. SS.H.4.4.4.A(A) Construct and answer questions about Nebraska history. SS.H.4.4.4.B(A) Identify and cite primary and secondary sources to research the history of Nebraska. SS.H.4.4.4.C(A) Gather, analyze, and communicate historical information about Nebraska.					
Explorers, Traders, and Missionaries *(updated 8/8/20)*	SS.H.4.4.1.A(A) Analyze the chronology of key state and/or regional events and communicate their impact on the past, present, and future. SS.H.4.4.2.A(A) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event. SS.H.4.4.2.B(A) Identify and describe how		**Lorentzen, Cindy:** TLW explain why explorers came to the new world and their effect on Native Americans and the land/animals. **Schutt, Jennifer:** TLW explain why explorers came to the new world and their effect on Native Americans and the land/animals.	**Lorentzen, Cindy:** Students will name several countries that came to the new world and their reasons for coming here. Students will explain the effects of explorers on animals, especially beavers. **Schutt, Jennifer:** Students will name several countries that came to the new world and their reasons for coming here. Students will explain the effects of explorers	**Lorentzen, Cindy:** Chapter 5 assessment Daily worksheets **Schutt, Jennifer:** Chapter 5 assessment Daily worksheets	**Lorentzen, Cindy:** Daily worksheets Chapter 5 test **Schutt, Jennifer:** Daily worksheets Chapter 5 test

	various sources relate their perspectives of Nebraska history. SS.H.4.4.3.A(A) Analyze key sources in Nebraska history to determine credibility and context. SS.H.4.4.3.B(A) Identify key events in American history that shaped or were shaped by Nebraskans. SS.H.4.4.4.A(A) Construct and answer questions about Nebraska history. SS.H.4.4.4.B(A) Identify and cite primary and secondary sources to research the history of Nebraska. SS.H.4.4.4.C(A) Gather, analyze, and communicate historical information about Nebraska.			on animals, especially beavers.		
Go West! *(updated 8/8/20)*	SS.E.4.3.1.B(A) Apply map skills to analyze physical/political maps of the state. SS.E.4.3.1.D(A) Differentiate between classifications of bodies of water, cities, and land masses. SS.E.4.3.2.A(A) Identify criteria used to define regions in the state of Nebraska and the United States. SS.E.4.3.2.B(A) Classify regions and places within the state of Nebraska using physical and human features. SS.H.4.4.1.A(A) Analyze the chronology of key state and/or regional events and communicate their impact on the past, present, and future. SS.H.4.4.2.A(A) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event. SS.H.4.4.2.B(A) Identify and describe how various sources relate their perspectives of Nebraska history. SS.H.4.4.3.A(A) Analyze key sources in Nebraska history to determine credibility and context. SS.H.4.4.3.B(A) Identify key events in American history that		**Lorentzen, Cindy:** TLW identify how the Oregon Trail and Mormon trail affected people in NE and ways that people traveled across the plains. **Schutt, Jennifer:** TLW identify how the Oregon Trail and Mormon trail affected people in NE and ways that people traveled across the plains.	**Lorentzen, Cindy:** Students will list reasons why people traveled west, effects of their travels, and how they traveled. **Schutt, Jennifer:** Students will list reasons why people traveled west, effects of their travels, and how they traveled.	**Lorentzen, Cindy:** Chapter 6 test **Schutt, Jennifer:** Chapter 6 test	**Lorentzen, Cindy:** Nebraska adventure Vintage Oregon trail computer **Schutt, Jennifer:** Chapter test Daily assignments Oregon Trail CD/Game

	shaped or were shaped by Nebraskans. SS.H.4.4.4.A(A) Construct and answer questions about Nebraska history. SS.H.4.4.4.B(A) Identify and cite primary and secondary sources to research the history of Nebraska. SS.H.4.4.4.C(A) Gather, analyze, and communicate historical information about Nebraska.					
Life in the Territory *(updated 8/8/20)*	SS.E.4.3.1.B(A) Apply map skills to analyze physical/political maps of the state. SS.E.4.3.1.D(A) Differentiate between classifications of bodies of water, cities, and land masses. SS.H.4.4.1.A(A) Analyze the chronology of key state and/or regional events and communicate their impact on the past, present, and future. SS.H.4.4.2.A(A) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event. SS.H.4.4.2.B(A) Identify and describe how various sources relate their perspectives of Nebraska history. SS.H.4.4.3.A(A) Analyze key sources in Nebraska history to determine credibility and context. SS.H.4.4.3.B(A) Identify key events in American history that shaped or were shaped by Nebraskans. SS.H.4.4.4.A(A) Construct and answer questions about Nebraska history. SS.H.4.4.4.B(A) Identify and cite primary and secondary sources to research the history of Nebraska. SS.H.4.4.4.C(A) Gather, analyze, and communicate historical information about Nebraska.		**Lorentzen, Cindy:** TLW recognize NE as a territory, then as a state, discuss Underground Railroad and how it relates to NE, describe how our present capital city came to be, describe ways communication and transportation was improved, and how the railroad impacted NE. **Schutt, Jennifer:** TLW recognize NE as a territory, then as a state, discuss Underground Railroad and how it relates to NE, describe how our present capital city came to be, describe ways communication and transportation was improved, and how the railroad impacted NE.	**Lorentzen, Cindy:** Students will be able to explain why our capitol building is in Lincoln, and not other towns. Students will map great railroad race beginning and end points. Students will list forms of communication and transportation used during this time and present day. **Schutt, Jennifer:** Students will be able to explain why our capitol building is in Lincoln, and not other towns. Students will map great railroad race beginning and end points. Students will list forms of communication and transportation used during this time and present day.	**Lorentzen, Cindy:** Ch 7 test daily assignments **Schutt, Jennifer:** Chapter 7 test Daily assignments	**Lorentzen, Cindy:** Nebraska adventure wkst **Schutt, Jennifer:** Map Test Worksheets

Settling in Nebraska *(updated 8/8/20)*	SS.H.4.4.1.A(A) Analyze the chronology of key state and/or regional events and communicate their impact on the past, present, and future. SS.H.4.4.2.A(A) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event. SS.H.4.4.2.B(A) Identify and describe how various sources relate their perspectives of Nebraska history. SS.H.4.4.3.A(A) Analyze key sources in Nebraska history to determine credibility and context. SS.H.4.4.4.A(A) Construct and answer questions about Nebraska history. SS.H.4.4.4.B(A) Identify and cite primary and secondary sources to research the history of Nebraska. SS.H.4.4.4.C(A) Gather, analyze, and communicate historical information about Nebraska.		**Lorentzen, Cindy:** TLW explain the Homestead Act and the different people who took advantage of it, what homes and life on the plains was like, the difference between school then and schools today, and Nebraska becoming the 37th State. **Schutt, Jennifer:** TLW explain the Homestead Act and the different people who took advantage of it, what homes and life on the plains was like, the difference between school then and schools today, and Nebraska becoming the 37th State.	**Lorentzen, Cindy:** Students can explain what the Homestead Act is and who became homesteaders. Students can name the year and date students became a state and what school was like in that year. **Schutt, Jennifer:** Students can explain what the Homestead Act is and who became homesteaders. Students can name the year and date students became a state and what school was like in that year.	**Lorentzen, Cindy:** Chapter 8 Test Daily Worksheets **Schutt, Jennifer:** Chapter 8 Test Daily Worksheets	**Schutt, Jennifer:** Field trip to Osceola: School House Simulation
Strangers in Their Own Land *(updated 8/8/20)*	SS.E.4.3.1.A(A) Use local and state maps and atlases to locate physical and human features in Nebraska. SS.E.4.3.5.A(A) Identify and evaluate how changes in human and physical geography have shaped Nebraska. SS.E.4.3.5.B(A) Explain the interrelationships of human or physical geographic characteristics of places in Nebraska. SS.H.4.4.1.A(A) Analyze the chronology of key state and/or regional events and communicate their impact on the past, present, and future. SS.H.4.4.2.A(A) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event. SS.H.4.4.2.B(A) Identify and describe how various sources relate their perspectives of Nebraska history.		**Lorentzen, Cindy:** TLW understand the impact setters had on Native American tribes in NE. **Schutt, Jennifer:** TLW understand the impact setters had on Native American tribes in NE.	**Lorentzen, Cindy:** When asked, students can describe struggles Native Americans faced with settlers, railroad, and the discovery of gold. **Schutt, Jennifer:** When asked, students can describe struggles Native Americans faced with settlers, railroad, and the discovery of gold.	**Lorentzen, Cindy:** chapter 9 test **Schutt, Jennifer:** Chapter 9 Test Daily Assignments	**Lorentzen, Cindy:** Nebraska Adventure **Schutt, Jennifer:** NE Book Map of NE Computer/Promethean Board: Show pictures of Genoa Indian School

	SS.H.4.4.3.A(A) Analyze key sources in Nebraska history to determine credibility and context. SS.H.4.4.3.B(A) Identify key events in American history that shaped or were shaped by Nebraskans. SS.H.4.4.4.A(A) Construct and answer questions about Nebraska history. SS.H.4.4.4.B(A) Identify and cite primary and secondary sources to research the history of Nebraska. SS.H.4.4.4.C(A) Gather, analyze, and communicate historical information about Nebraska.					
Building the State *(updated 8/8/20)*	SS.C.4.1.1.D(A) Investigate and summarize the roles that leaders and other citizens serve in Nebraska to equitably represent all residents in the state. SS.C.4.1.2.A(A) Identify and model rights and responsibilities of citizens at the state level. SS.C.4.1.2.F(A) Analyze the decisions of state leaders and how they impact public policy. SS.H.4.4.1.A(A) Analyze the chronology of key state and/or regional events and communicate their impact on the past, present, and future.		**Lorentzen, Cindy:** TLW explain early NE political parties, the significance of cattle to NE industry, and new inventions that helped Nebraskan farmers. **Schutt, Jennifer:** TLW explain early NE political parties, the significance of cattle to NE industry, and new inventions that helped Nebraskan farmers.	**Lorentzen, Cindy:** Students will be able to identify early political parties in NE, that windmills, barbed wire, and farming unions helped NE farmers, and the importance of the cattle industry to NE economy when asked. **Schutt, Jennifer:** Students will be able to identify early political parties in NE, that windmills, barbed wire, and farming unions helped NE farmers, and the importance of the cattle industry to NE economy when asked.	**Lorentzen, Cindy:** ch 10 test **Schutt, Jennifer:** Chapter 10 test Daily Worksheets Monitoring discussions	**Lorentzen, Cindy:** trail blazer Nebraska Adventrue **Schutt, Jennifer:** test Worksheets NE Books
20th Century Nebraskans *(updated 3/16/21)*	SS.C.4.1.1.D(A) Investigate and summarize the roles that leaders and other citizens serve in Nebraska to equitably represent all residents in the state. SS.C.4.1.1.E(A) Justify the importance of roles that leaders and citizens serve in Nebraska government. SS.H.4.4.2.B(A) Identify and describe how various sources relate their perspectives of Nebraska history. SS.H.4.4.4.A(A) Construct and answer questions about Nebraska history. SS.H.4.4.4.C(A) Gather, analyze, and communicate historical information about Nebraska.		**Lorentzen, Cindy:** TLW name important inventions, people, and movements that affected NE. **Schutt, Jennifer:** TLW name important inventions, people, and movements that affected NE.	**Lorentzen, Cindy:** Name at least five important inventions of the 20th century. Name at least three important 20th century Nebraskans and what they contributed to NE, country, or world. Define segregation and the Civil Rights Movement. **Schutt, Jennifer:** Name at least five important inventions of the 20th century. Name at least three important 20th century Nebraskans and what they contributed to NE, country, or world. Define segregation and the Civil Rights Movement.	**Lorentzen, Cindy:** Chapter 11 Test Daily Worksheets NE Student Created Book... Using outside sources to locate information **Schutt, Jennifer:** Chapter 11 Test Daily Worksheets NE Student Created Book... Using outside sources to locate information	**Lorentzen, Cindy:** Civil Rights leaders Picture Book Computers **Schutt, Jennifer:** Civil Rights leaders Picture Book Computers

Government for All of Us *(updated 4/30/21)*	SS.C.4.1.1.A(A) Investigate and summarize the historical foundation and events that led to the formation and structure of Nebraska's Constitution and government. SS.C.4.1.1.B(A) Analyze the origin, structure, and function of Nebraska's state government. SS.C.4.1.1.C(A) Communicate how a bill becomes a law in the Nebraska unicameral. SS.C.4.1.1.D(A) Investigate and summarize the roles that leaders and other citizens serve in Nebraska to equitably represent all residents in the state. SS.C.4.1.1.E(A) Justify the importance of roles that leaders and citizens serve in Nebraska government. SS.C.4.1.2.A(A) Identify and model rights and responsibilities of citizens at the state level. SS.C.4.1.2.D(A) Identify and engage in opportunities to serve the state. SS.C.4.1.2.E(A) Explain how individuals and groups influence the way a state issue is viewed and resolved. SS.C.4.1.2.F(A) Analyze the decisions of state leaders and how they impact public policy. SS.H.4.4.3.A(A) Analyze key sources in Nebraska history to determine credibility and context. SS.H.4.4.4.A(A) Construct and answer questions about Nebraska history. SS.H.4.4.4.B(A) Identify and cite primary and secondary sources to research the history of Nebraska. SS.H.4.4.4.C(A) Gather, analyze, and communicate historical information about Nebraska.		**Lorentzen, Cindy:** TLW understand the United States government and the NE government branches, explain the unicameral, the characteristics of a good citizen, and how a bill becomes a law. **Schutt, Jennifer:** TLW understand the United States government and the NE government branches, explain the unicameral, the characteristics of a good citizen, and how a bill becomes a law.	**Lorentzen, Cindy:** Can name 3 branches of government and 3 levels of government. Explain the steps of how a bill becomes a law. **Schutt, Jennifer:** Can name 3 branches of government and 3 levels of government. Explain the steps of how a bill becomes a law.	**Lorentzen, Cindy:** Chapter 12 Assessment Questions asked at State Capitol. Daily worksheets **Schutt, Jennifer:** Chapter 12 Assessment Questions asked at State Capitol. Daily worksheets	**Lorentzen, Cindy:** Field trip to Capitol Tests Internet: State Capitol website Daily worksheets **Schutt, Jennifer:** Field trip to Capitol Tests Internet: State Capitol website Daily worksheets
Making a Living in Nebraska *(updated 4/30/21)*	SS.E.4.2.1.A(A) Predict how consumers would react if the price of a good or service changed. SS.E.4.2.1.B(A) Predict how producers would react if the profit from selling a good or		**Lorentzen, Cindy:** TLW learn about making a living in NE **Schutt, Jennifer:** TLW learn about making a living in NE.	**Lorentzen, Cindy:** Define products, goods, services, economics, and free enterprise. Explain how busines makes a profit. Name four factors of production. Recognize effects of supply and demand and importance of NE's land and natural resources	**Lorentzen, Cindy:** Ch. 13 Test Daily Worksheets Monitoring group discussions	**Lorentzen, Cindy:** Daily Worksheets Newspapers/classified ads NE Books

	service changed. SS.E.4.2.2.A(A) Identify financial institutions in the community and their purposes. SS.E.4.2.3.A(A) Give examples of human, natural, capital, and entrepreneurial resources used in making goods and services in Nebraska and the United States. SS.E.4.2.4.A(A) Compare Nebraska with different regions and the goods and services each region produces. SS.E.4.2.4.B(A) Discuss how technology has affected the specialization of Nebraska's economy and surrounding states. SS.H.4.4.1.A(A) Analyze the chronology of key state and/or regional events and communicate their impact on the past, present, and future.			to economics of state. **Schutt, Jennifer:** Define products, goods, services, economics, and free enterprise. Explain how busines makes a profit. Name four factors of production. Recognize effects of supply and demand and importance of NE's land and natural resources to economics of state.	**Schutt, Jennifer:** Ch. 13 Test Daily Worksheets Monitoring group discussions	**Schutt, Jennifer:** Rising City Bank Presentation Daily Worksheets Newspapers/classified ads NE Books
Native Americans on the Plains *(updated 8/8/20)*	SS.E.4.2.1.A(A) Predict how consumers would react if the price of a good or service changed. SS.E.4.2.1.B(A) Predict how producers would react if the profit from selling a good or service changed. SS.E.4.2.2.A(A) Identify financial institutions in the community and their purposes. SS.E.4.2.3.A(A) Give examples of human, natural, capital, and entrepreneurial resources used in making goods and services in Nebraska and the United States. SS.E.4.2.4.A(A) Compare Nebraska with different regions and the goods and services each region produces. SS.E.4.2.4.B(A) Discuss how technology has affected the specialization of Nebraska's economy and surrounding states.		**Lorentzen, Cindy:** TLW identify Native American tribes in NE and their lifestyles and beliefs.	**Lorentzen, Cindy:** Name Native American tribes in NE and their lifestyles and beliefs.	**Lorentzen, Cindy:** Ch 13 assessment	**Lorentzen, Cindy:** Nebraska Adventure TPT
Unit	**Benchmarks**	**Outcomes**	**Skills / Objectives**	**Optional - Essential Questions/Outcomes**	**Assessments**	**Resources**
Quarter 1						

LB 399 Holiday lessons *(updated 11/19/21)*	SS.C.4.1.2.B(A) Investigate the meaning of state symbols, songs, and holidays. SS.C.4.1.2.C(A) Communicate background of Nebraska state holidays or historical events, their significance, and how they are recognized.		**Lorentzen, Cindy:** Learn about what holidays were celebrated in our country Understand that all people celebrate special events and holidays. Learn about the ways people celebrate the special holidays in their family and their community. Understand the ethnic and geographical differences in holidays and the ways they are celebrated.	**Lorentzen, Cindy:** . Why do people celebrate? 2. What special traditions and rituals surround holidays and festivals? 3. What holidays and festivals are important? 4. What holidays and festivals are important in our cultures? 5. What do celebrations have in common? 6. What is a symbol? How are symbols used in celebrations and holidays?		tpt
What is History 21-22 *(updated 11/19/21)*	SS.H.4.4.2.A(I) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event. SS.H.4.4.2.B(I) Identify and describe how various sources relate their perspectives of Nebraska history. SS.H.4.4.4.B(I) Identify and cite primary and secondary sources to research the history of Nebraska.		**Lorentzen, Cindy:** identify what is history. describe how to use primary and secondary sources explain how to use a timeline define point of view	**Lorentzen, Cindy:** What is history and how do we use sources to study it?	no assement	Nebraska Adventure
The Land That we Call Home 21-22 *(updated 5/19/22)*	SS.E.4.3.1.A(A) Use local and state maps and atlases to locate physical and human features in Nebraska. SS.E.4.3.1.B(A) Apply map skills to analyze physical/political maps of the state. SS.E.4.3.1.C(A) Determine why things are located where they are in Nebraska. SS.E.4.3.1.D(A) Differentiate between classifications of bodies of water, cities, and land masses. SS.E.4.3.2.A(A) Identify criteria used to define regions in the state of Nebraska and the United States. SS.E.4.3.2.B(A) Classify regions and places within the state of Nebraska using physical and human features. SS.E.4.3.3.A(A) Identify physical processes that shape Nebraska's features and patterns. SS.E.4.3.3.B(A) Identify examples of ecosystems in Nebraska and describe related environmental issues. SS.E.4.3.3.C(A) Describe the impact of extreme natural events on the human and physical		**Lorentzen, Cindy:** Identify NE's location on the continent of North American in the US explain how to locate places using maps and grids explain how to read a map define natural and humans feature describe vegetation zones of NE explain events that shape NE feature identify NE natural resources describe the role water play in Nebraska describe NE weather and climate Explain how people in Ni NE use the land explain how extreme natural events affect people and environment explain NE environmental issues	**Lorentzen, Cindy:** How can we describe Nebraska's geography How do people interact with the land?	**Lorentzen, Cindy:** ch 1	Nebraska Adventure

	environment in Nebraska. SS.E.4.3.3.D(A) Describe how humans have adapted to Nebraska's physical environment and use available natural resources. SS.H.4.4.1.A(A) Analyze the chronology of key state and/or regional events and communicate their impact on the past, present, and future. SS.H.4.4.2.A(A) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event. SS.H.4.4.2.B(A) Identify and describe how various sources relate their perspectives of Nebraska history. SS.H.4.4.4.A(A) Construct and answer questions about Nebraska history. SS.H.4.4.4.B(A) Identify and cite primary and secondary sources to research the history of Nebraska. SS.H.4.4.4.C(A) Gather, analyze, and communicate historical information about Nebraska.					
First People 21-22 *(updated 5/19/22)*	SS.E.4.3.1.A(A) Use local and state maps and atlases to locate physical and human features in Nebraska. SS.E.4.3.1.B(A) Apply map skills to analyze physical/political maps of the state. SS.E.4.3.1.C(A) Determine why things are located where they are in Nebraska. SS.E.4.3.1.D(A) Differentiate between classifications of bodies of water, cities, and land masses. SS.E.4.3.3.A(A) Identify physical processes that shape Nebraska's features and patterns. SS.E.4.3.3.B(A) Identify examples of ecosystems in Nebraska and describe related environmental issues. SS.E.4.3.3.C(A) Describe the impact of extreme natural events on the human and physical environment in Nebraska. SS.E.4.3.3.D(A)		**Lorentzen, Cindy:** describe how NE's climate has changed over the years compare big game hunters, gatherers, and farmer and how they acquired food explain how different Native groups lived on the plains	**Lorentzen, Cindy:** Who were Nebraska's pre-contact Native People? How did pre-contact Native people live?	**Lorentzen, Cindy:** ch2 test	Nebraska Adventure

	Describe how humans have adapted to Nebraska's physical environment and use available natural resources. SS.E.4.3.4.A(A) Compare and contrast patterns of culture within the state of Nebraska. SS.E.4.3.4.B(A) Compare and contrast population characteristics of the state of Nebraska. SS.E.4.3.5.A(A) Identify and evaluate how changes in human and physical geography have shaped Nebraska. SS.E.4.3.5.B(A) Explain the interrelationships of human or physical geographic characteristics of places in Nebraska. SS.H.4.4.1.A(A) Analyze the chronology of key state and/or regional events and communicate their impact on the past, present, and future. SS.H.4.4.3.A(A) Analyze key sources in Nebraska history to determine credibility and context. SS.H.4.4.3.B(A) Identify key events in American history that shaped or were shaped by Nebraskans. SS.H.4.4.4.A(A) Construct and answer questions about Nebraska history. SS.H.4.4.4.B(A) Identify and cite primary and secondary sources to research the history of Nebraska. SS.H.4.4.4.C(A) Gather, analyze, and communicate historical information about Nebraska.					
Unit	**Benchmarks**	**Outcomes**	**Skills / Objectives**	**Optional - Essential Questions/Outcomes**	**Assessments**	**Resources**
Quarter 2						
Explorers fur traders and Misssionaries 21-22 *(updated 12/1/21)*	SS.E.4.3.1.A(A) Use local and state maps and atlases to locate physical and human features in Nebraska. SS.E.4.3.1.B(A) Apply map skills to analyze physical/political maps of the state. SS.E.4.3.1.C(A) Determine why things are located where they are in Nebraska. SS.E.4.3.1.D(A)		**Lorentzen, Cindy:** describe how Europeans can to Nebraska and interacted with the Native Americans explain how the Louisiana Purchase became part of the US and Lewis and Clark explored it describe the fur industry in NE, missionaries who traveled west and role of Indian agents	**Lorentzen, Cindy:** How did early explorers impact NE history? How did fur traders, and missionaries shape Nebraska's history?	**Lorentzen, Cindy:** Ch 3 test Lweis and Clark 3d map	**Lorentzen, Cindy:** Nebraksa Adventure

Differentiate between classifications of bodies of water, cities, and land masses.

SS.E.4.3.3.A(A)
Identify physical processes that shape Nebraska's features and patterns.

SS.E.4.3.3.B(A)
Identify examples of ecosystems in Nebraska and describe related environmental issues.

SS.E.4.3.3.C(A)
Describe the impact of extreme natural events on the human and physical environment in Nebraska.

SS.E.4.3.3.D(A)
Describe how humans have adapted to Nebraska's physical environment and use available natural resources.

SS.E.4.3.4.A(A)
Compare and contrast patterns of culture within the state of Nebraska.

SS.E.4.3.4.B(A)
Compare and contrast population characteristics of the state of Nebraska.

SS.E.4.3.5.A(A)
Identify and evaluate how changes in human and physical geography have shaped Nebraska.

SS.E.4.3.5.B(A)
Explain the interrelationships of human or physical geographic characteristics of places in Nebraska.

SS.H.4.4.1.A(A)
Analyze the chronology of key state and/or regional events and communicate their impact on the past, present, and future.

SS.H.4.4.3.A(A)
Analyze key sources in Nebraska history to determine credibility and context.

SS.H.4.4.3.B(A)
Identify key events in American history that shaped or were shaped by Nebraskans.

SS.H.4.4.4.A(I)
Construct and answer questions about Nebraska history.

SS.H.4.4.4.B(I)
Identify and cite primary and secondary sources to research the history of Nebraska.

SS.H.4.4.4.C(I)
Gather, analyze, and communicate historical information about Nebraska.

Go West 21-22 *(updated 2/2/22)*	SS.E.4.3.1.A(A) Use local and state maps and atlases to locate physical and human features in Nebraska. SS.E.4.3.1.B(A) Apply map skills to analyze physical/political maps of the state. SS.E.4.3.1.C(A) Determine why things are located where they are in Nebraska. SS.E.4.3.1.D(A) Differentiate between classifications of bodies of water, cities, and land masses. SS.E.4.3.3.A(A) Identify physical processes that shape Nebraska's features and patterns. SS.E.4.3.3.B(A) Identify examples of ecosystems in Nebraska and describe related environmental issues. SS.E.4.3.3.C(A) Describe the impact of extreme natural events on the human and physical environment in Nebraska. SS.E.4.3.3.D(A) Describe how humans have adapted to Nebraska's physical environment and use available natural resources. SS.E.4.3.4.A(A) Compare and contrast patterns of culture within the state of Nebraska. SS.E.4.3.4.B(A) Compare and contrast population characteristics of the state of Nebraska. SS.E.4.3.5.A(A) Identify and evaluate how changes in human and physical geography have shaped Nebraska. SS.E.4.3.5.B(A) Explain the interrelationships of human or physical geographic characteristics of places in Nebraska. SS.H.4.4.1.A(A) Analyze the chronology of key state and/or regional events and communicate their impact on the past, present, and future. SS.H.4.4.3.A(A) Analyze key sources in Nebraska history to determine credibility and context. SS.H.4.4.3.B(A) Identify key events in American history that		**Lorentzen, Cindy:** describe how Americans moved west using trails like the Oregon and Mormon trails explain how settlers caused problems for the Plains Indians explain why people wanted to make NE a territory describe how NE was involved in the issue of slavery (Underground Railroad) explain how Omaha became the capital of the NE territory explain how transportation made it easier to come to NE and the west	**Lorentzen, Cindy:** What drove people to move west? How did NE become a territory?	**Lorentzen, Cindy:** ch 4 test cover wagon project	Nebraska Adventure

	shaped or were shaped by Nebraskans. SS.H.4.4.4.A(I) Construct and answer questions about Nebraska history. SS.H.4.4.4.B(I) Identify and cite primary and secondary sources to research the history of Nebraska. SS.H.4.4.4.C(I) Gather, analyze, and communicate historical information about Nebraska.					
Unit	**Benchmarks**	**Outcomes**	**Skills / Objectives**	**Optional - Essential Questions/Outcomes**	**Assessments**	**Resources**
Quarter 3						
Becoming a State 21-22 *(updated 5/19/22)*	SS.E.4.3.1.A(A) Use local and state maps and atlases to locate physical and human features in Nebraska. SS.E.4.3.1.B(A) Apply map skills to analyze physical/political maps of the state. SS.E.4.3.1.C(A) Determine why things are located where they are in Nebraska. SS.E.4.3.1.D(A) Differentiate between classifications of bodies of water, cities, and land masses. SS.E.4.3.3.A(A) Identify physical processes that shape Nebraska's features and patterns. SS.E.4.3.3.B(A) Identify examples of ecosystems in Nebraska and describe related environmental issues. SS.E.4.3.3.C(A) Describe the impact of extreme natural events on the human and physical environment in Nebraska. SS.E.4.3.3.D(A) Describe how humans have adapted to Nebraska's physical environment and use available natural resources. SS.E.4.3.4.A(A) Compare and contrast patterns of culture within the state of Nebraska. SS.E.4.3.4.B(A) Compare and contrast population characteristics of the state of Nebraska. SS.E.4.3.5.A(A) Identify and evaluate how changes in human and physical geography have shaped Nebraska. SS.E.4.3.5.B(A)		**Lorentzen, Cindy:** describe how government gave away land under the Homestead Act describe how settlers built their homes on the plains describe life of the early settlers describe challenges of homesteaders explain how NE became a state	**Lorentzen, Cindy:** How did NE change from a territory to a state? What was life like for a homesteader?	**Lorentzen, Cindy:** ch 5 scoot	Nebraska Adventure

	Explain the interrelationships of human or physical geographic characteristics of places in Nebraska. SS.H.4.4.1.A(A) Analyze the chronology of key state and/or regional events and communicate their impact on the past, present, and future. SS.H.4.4.3.A(A) Analyze key sources in Nebraska history to determine credibility and context. SS.H.4.4.3.B(A) Identify key events in American history that shaped or were shaped by Nebraskans. SS.H.4.4.4.A(A) Construct and answer questions about Nebraska history. SS.H.4.4.4.B(A) Identify and cite primary and secondary sources to research the history of Nebraska. SS.H.4.4.4.C(A) Gather, analyze, and communicate historical information about Nebraska.					
Strangers in their own land *(updated 5/19/22)*	SS.E.4.3.1.A(A) Use local and state maps and atlases to locate physical and human features in Nebraska. SS.E.4.3.1.B(A) Apply map skills to analyze physical/political maps of the state. SS.E.4.3.1.C(A) Determine why things are located where they are in Nebraska. SS.E.4.3.1.D(A) Differentiate between classifications of bodies of water, cities, and land masses. SS.E.4.3.3.A(A) Identify physical processes that shape Nebraska's features and patterns. SS.E.4.3.3.B(A) Identify examples of ecosystems in Nebraska and describe related environmental issues. SS.E.4.3.3.C(A) Describe the impact of extreme natural events on the human and physical environment in Nebraska. SS.E.4.3.3.D(A) Describe how humans have adapted to Nebraska's physical environment and use available natural		**Lorentzen, Cindy:** understand how NE tribes were forced to move to reservations explain how 2 new tribes came to NE trace how the Plains War started understand how the gold rush started and led to confict with the Lakota describe the Ponca Trails of Tears and the trial of Standing Bear	**Lorentzen, Cindy:** How did the arrival of American settlers and immigrants affect the American Indians? What were the positives and negatives of the interaction between settlers and Native Americans?	**Lorentzen, Cindy:** ch 6 test Standing Bear Bio poster	Nebraska Adventure

	resources. SS.E.4.3.4.A(A) Compare and contrast patterns of culture within the state of Nebraska. SS.E.4.3.4.B(A) Compare and contrast population characteristics of the state of Nebraska. SS.E.4.3.5.A(A) Identify and evaluate how changes in human and physical geography have shaped Nebraska. SS.E.4.3.5.B(A) Explain the interrelationships of human or physical geographic characteristics of places in Nebraska. SS.H.4.4.1.A(A) Analyze the chronology of key state and/or regional events and communicate their impact on the past, present, and future. SS.H.4.4.2.A(A) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event. SS.H.4.4.2.B(A) Identify and describe how various sources relate their perspectives of Nebraska history. SS.H.4.4.3.A(A) Analyze key sources in Nebraska history to determine credibility and context. SS.H.4.4.3.B(A) Identify key events in American history that shaped or were shaped by Nebraskans. SS.E.4.3.2.A(I) Identify criteria used to define regions in the state of Nebraska and the United States. SS.E.4.3.2.B(I) Classify regions and places within the state of Nebraska using physical and human features. SS.H.4.4.4.A(I) Construct and answer questions about Nebraska history. SS.H.4.4.4.B(I) Identify and cite primary and secondary sources to research the history of Nebraska. SS.H.4.4.4.C(I) Gather, analyze, and communicate historical information about Nebraska.					

Our growing State21-22 *(updated 5/19/22)*	SS.E.4.3.2.A(A) Identify criteria used to define regions in the state of Nebraska and the United States. SS.E.4.3.2.B(A) Classify regions and places within the state of Nebraska using physical and human features. SS.E.4.3.3.A(A) Identify physical processes that shape Nebraska's features and patterns. SS.E.4.3.3.B(A) Identify examples of ecosystems in Nebraska and describe related environmental issues. SS.E.4.3.3.C(A) Describe the impact of extreme natural events on the human and physical environment in Nebraska. SS.E.4.3.3.D(A) Describe how humans have adapted to Nebraska's physical environment and use available natural resources. SS.E.4.3.4.A(A) Compare and contrast patterns of culture within the state of Nebraska. SS.E.4.3.4.B(A) Compare and contrast population characteristics of the state of Nebraska. SS.E.4.3.5.A(A) Identify and evaluate how changes in human and physical geography have shaped Nebraska. SS.E.4.3.5.B(A) Explain the interrelationships of human or physical geographic characteristics of places in Nebraska. SS.H.4.4.1.A(A) Analyze the chronology of key state and/or regional events and communicate their impact on the past, present, and future. SS.H.4.4.4.A(A) Construct and answer questions about Nebraska history. SS.H.4.4.4.B(A) Identify and cite primary and secondary sources to research the history of Nebraska. SS.H.4.4.4.C(A) Gather, analyze, and communicate historical information about Nebraska. SS.E.4.2.4.A(I) Compare Nebraska with different regions and the		**Lorentzen, Cindy:** describe how the cattle drives from Texas began identify challenges farmer in NE faced describe how windmills and barbed wire changed life on the plains describe the rise of the People's Party describe how NE became ti be seen as a land of opportunity for many explain how wars and hard time affected the country in the early 20th century describe how NE contributed to WWII describe the rise of the Civil Rights Movement explain how new inventions impacted the NE and improved lives around the country show how immigrants brought new cultures and ideas to NE describe how sports play a major role in NE	**Lorentzen, Cindy:** How has NE grown and changed since the late 1800's?	**Lorentzen, Cindy:** ch 7 test ghost of Nebraska infograph	Nebraska Adventure

	goods and services each region produces. SS.E.4.2.4.B(I) Discuss how technology has affected the specialization of Nebraska's economy and surrounding states. SS.E.4.3.1.A(I) Use local and state maps and atlases to locate physical and human features in Nebraska. SS.E.4.3.1.B(I) Apply map skills to analyze physical/political maps of the state. SS.E.4.3.1.C(I) Determine why things are located where they are in Nebraska. SS.E.4.3.1.D(I) Differentiate between classifications of bodies of water, cities, and land masses.					
Unit	**Benchmarks**	**Outcomes**	**Skills / Objectives**	**Optional - Essential Questions/Outcomes**	**Assessments**	**Resources**
Quarter 4						
Government fro all of us 21-22 *(updated 5/19/22)*	SS.C.4.1.1.A(A) Investigate and summarize the historical foundation and events that led to the formation and structure of Nebraska's Constitution and government. SS.C.4.1.1.B(A) Analyze the origin, structure, and function of Nebraska's state government. SS.C.4.1.1.C(A) Communicate how a bill becomes a law in the Nebraska unicameral. SS.C.4.1.1.D(A) Investigate and summarize the roles that leaders and other citizens serve in Nebraska to equitably represent all residents in the state. SS.C.4.1.1.E(A) Justify the importance of roles that leaders and citizens serve in Nebraska government. SS.C.4.1.2.A(A) Identify and model rights and responsibilities of citizens at the state level. SS.C.4.1.2.B(A) Investigate the meaning of state symbols, songs, and holidays. SS.C.4.1.2.C(A) Communicate background of Nebraska state holidays or historical events, their significance, and how they		**Lorentzen, Cindy:** explain the structure of the US government explain how Americans citizens elect representatives to make decisions in government explain the structure and role of state government describe local government identify the role of tribal government explain how taxes pay for services compare rights and responsibilities desrcibe how impact state issues and how to be involved in community and state	**Lorentzen, Cindy:** What makes a good citizen? What role do we play in local tribal and state governments?	**Lorentzen, Cindy:** Ch 8 test create a board game to utilize information about parts of government	Nebraska Adventure

	are recognized. SS.C.4.1.2.D(A) Identify and engage in opportunities to serve the state. SS.C.4.1.2.E(A) Explain how individuals and groups influence the way a state issue is viewed and resolved. SS.C.4.1.2.F(A) Analyze the decisions of state leaders and how they impact public policy. SS.E.4.3.1.A(A) Use local and state maps and atlases to locate physical and human features in Nebraska. SS.E.4.3.1.B(A) Apply map skills to analyze physical/political maps of the state. SS.E.4.3.1.C(A) Determine why things are located where they are in Nebraska. SS.E.4.3.1.D(A) Differentiate between classifications of bodies of water, cities, and land masses. SS.H.4.4.1.A(A) Analyze the chronology of key state and/or regional events and communicate their impact on the past, present, and future. SS.H.4.4.4.A(A) Construct and answer questions about Nebraska history. SS.H.4.4.4.B(A) Identify and cite primary and secondary sources to research the history of Nebraska. SS.H.4.4.4.C(A) Gather, analyze, and communicate historical information about Nebraska.					
Making a living in Nebraska 21-22 *(updated 5/19/22)*	SS.E.4.2.1.A(A) Predict how consumers would react if the price of a good or service changed. SS.E.4.2.1.B(A) Predict how producers would react if the profit from selling a good or service changed. SS.E.4.2.2.A(A) Identify financial institutions in the community and their purposes. SS.E.4.2.3.A(A) Give examples of human, natural, capital, and entrepreneurial resources used in making goods and services in Nebraska and		**Lorentzen, Cindy:** identify how business owners make a profit compare and contrast human natural and capital resources explain supply and demand identify scarcity and surplus describe how tourism affects state economy describe agriculture in NE	**Lorentzen, Cindy:** How does Nebraska economy work? How do producers and consumers work together in NE economy?	**Lorentzen, Cindy:** ch 9 test State float	Nebraska Adventure

	the United States. SS.E.4.2.4.A(A) Compare Nebraska with different regions and the goods and services each region produces. SS.E.4.2.4.B(A) Discuss how technology has affected the specialization of Nebraska's economy and surrounding states. SS.E.4.3.5.A(A) Identify and evaluate how changes in human and physical geography have shaped Nebraska. SS.E.4.3.5.B(A) Explain the interrelationships of human or physical geographic characteristics of places in Nebraska. SS.H.4.4.1.A(A) Analyze the chronology of key state and/or regional events and communicate their impact on the past, present, and future. SS.H.4.4.4.A(A) Construct and answer questions about Nebraska history. SS.H.4.4.4.B(A) Identify and cite primary and secondary sources to research the history of Nebraska. SS.H.4.4.4.C(A) Gather, analyze, and communicate historical information about Nebraska. SS.E.4.3.1.A(I) Use local and state maps and atlases to locate physical and human features in Nebraska. SS.E.4.3.1.B(I) Apply map skills to analyze physical/political maps of the state. SS.E.4.3.1.D(I) Differentiate between classifications of bodies of water, cities, and land masses. SS.E.4.3.2.A(I) Identify criteria used to define regions in the state of Nebraska and the United States. SS.E.4.3.2.B(I) Classify regions and places within the state of Nebraska using physical and human features.					

Curriculum Map - Social Studies - Social Studies 5th Grade

Unit	Benchmarks	Outcomes	Skills / Objectives	Optional - Essential Questions/Outcomes	Assessments	Resources
semester 1						
unit 1 Ancient Americas *(updated 8/3/21)*	SS.C.5.1.1.F(A) Analyze and contrast forms of government. SS.C.5.1.2.F(A) Determine how the roles of individuals and groups influenced government SS.E.5.2.6.B(A) Explain how trade impacts relationships between countries. SS.G.5.3.1.A(A) Use maps and atlases to locate major human and physical features in the United States. SS.G.5.3.1.B(A) Apply map skills to analyze physical/political maps of the United States. SS.G.5.3.1.C(A) Determine why things are located where they are in the United States. SS.G.5.3.2.A(A) Identify criteria used to define regions within the United States. SS.G.5.3.2.B(A) Identify and classify regions and places within the United States using physical and human features. SS.G.5.3.3.A(A) Identify examples of ecosystems and analyze issues related to the natural setting in the United States. SS.G.5.3.3.B(A) Describe the impact of extreme natural events in the United States on the human and physical environment. SS.G.5.3.3.C(A) Examine patterns of resource distribution and utilization in the United States. SS.G.5.3.4.A(A) Compare and contrast patterns of culture within the United States over time and space. SS.G.5.3.4.C(A) Explain reasons for historical and present day migrations to and within the United States. SS.G.5.3.5.A(A) Explain the influences of physical and human geographic features on events in the United		**Lorentzen, Cindy:** Describe the early inhabitants of North and Middle America and how environment effected their cultures.	**Lorentzen, Cindy:** 1. Identifiy why early settlers came to North America. 2. Identify a variety of geographical features of North America.	**Lorentzen, Cindy:** Chapter tests 1 and 2	**Lorentzen, Cindy:** Textbook Harcourt Brace Social studies United States test book

	States. SS.G.5.3.5.B(A) Analyze aspects of human and physical geography that have shaped the settlement and development of Early America. SS.H.5.4.1.A(A) Examine the chronology of key events in the United States and communicate their impact on various groups in the past, present, and future. SS.H.5.4.2.A(A) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event. SS.H.5.4.2.B(A) Identify and describe how multiple perspectives facilitate the understanding of US history. SS.H.5.4.3.A(A) Compare the impact of people, events, ideas, and symbols on various cultures and ethnic groups in the Pre-Columbian era through the Constitution. SS.H.5.4.4.A(A) Construct and answer questions about the PreColumbian era through the Constitution based on multiple sources. SS.H.5.4.4.B(A) Evaluate and cite appropriate primary and secondary sources to research the Pre-Columbian era through the Constitution. SS.H.5.4.4.C(A) Gather, analyze, and communicate historical information from the Pre-Columbian era through the Constitution from multiple sources.					
Unit 2 exploration and encounters *(updated 8/8/20)*	SS.E.5.2.6.B(A) Explain how trade impacts relationships between countries. SS.G.5.3.1.A(A) Use maps and atlases to locate major human and physical features in the United States. SS.G.5.3.1.B(A) Apply map skills to analyze physical/political maps of the United		**Lorentzen, Cindy:** describe the reasons and impact exploration had on the people living in Europe, Asia, Africa and the New World	**Lorentzen, Cindy:** 1. Identifiy why early settlers came to North America and its impact on countires involved	**Lorentzen, Cindy:** test 3&4	**Lorentzen, Cindy:** Harcourt Brace United States worksheets test world map

	States. SS.G.5.3.5.B(A) Analyze aspects of human and physical geography that have shaped the settlement and development of Early America. SS.H.5.4.1.A(A) Examine the chronology of key events in the United States and communicate their impact on various groups in the past, present, and future. SS.H.5.4.2.B(A) Identify and describe how multiple perspectives facilitate the understanding of US history. SS.H.5.4.3.A(A) Compare the impact of people, events, ideas, and symbols on various cultures and ethnic groups in the Pre-Columbian era through the Constitution. SS.H.5.4.4.A(A) Construct and answer questions about the PreColumbian era through the Constitution based on multiple sources. SS.H.5.4.4.B(A) Evaluate and cite appropriate primary and secondary sources to research the Pre-Columbian era through the Constitution. SS.H.5.4.4.C(A) Gather, analyze, and communicate historical information from the Pre-Columbian era through the Constitution from multiple sources.					
Our colonial Heritage unit 3 *(updated 5/20/21)*	SS.C.5.1.1.F(A) Analyze and contrast forms of government. SS.E.5.2.3A(A) List examples of how additional education/training improves productivity and increases standards of living. SS.E.5.2.4.A(A) Describe the historical role of innovation and entrepreneurship in a market economy. SS.E.5.2.5.A(A) Describe the importance of financial institutions to households and businesses.		**Lorentzen, Cindy:** Compare and contrast coloninzation on the New World by Spain England France describe life in the British Colonies	**Lorentzen, Cindy:** 1. Compare New England, Middle Atlantic, and Southern Colonies. 2. Identify a variety of geographical features of North America.	**Lorentzen, Cindy:** chapter 5 and 6	**Lorentzen, Cindy:** test Harcourt brace United States

SS.E.5.2.6.A(A)
Describe how international trade promotes specialization and division of labor and increases the productivity of labor, output, and consumption.
SS.E.5.2.6.B(A)
Explain how trade impacts relationships between countries.
SS.G.5.3.1.A(A)
Use maps and atlases to locate major human and physical features in the United States.
SS.G.5.3.1.B(A)
Apply map skills to analyze physical/political maps of the United States.
SS.G.5.3.1.C(A)
Determine why things are located where they are in the United States.
SS.G.5.3.2.A(A)
Identify criteria used to define regions within the United States.
SS.G.5.3.2.B(A)
Identify and classify regions and places within the United States using physical and human features.
SS.G.5.3.3.A(A)
Identify examples of ecosystems and analyze issues related to the natural setting in the United States.
SS.G.5.3.3.B(A)
Describe the impact of extreme natural events in the United States on the human and physical environment.
SS.G.5.3.3.C(A)
Examine patterns of resource distribution and utilization in the United States.
SS.G.5.3.4.A(A)
Compare and contrast patterns of culture within the United States over time and space.
SS.G.5.3.4.B(A)
Compare and contrast population characteristics of the United States.
SS.G.5.3.4.C(A)
Explain reasons for historical and present day migrations to and within the United States.
SS.G.5.3.5.A(A)
Explain the influences of physical and human geographic features on events in the United

	States. SS.G.5.3.5.B(A) Analyze aspects of human and physical geography that have shaped the settlement and development of Early America. SS.H.5.4.1.A(A) Examine the chronology of key events in the United States and communicate their impact on various groups in the past, present, and future. SS.H.5.4.2.B(A) Identify and describe how multiple perspectives facilitate the understanding of US history. SS.H.5.4.3.A(A) Compare the impact of people, events, ideas, and symbols on various cultures and ethnic groups in the Pre-Columbian era through the Constitution. SS.H.5.4.4.A(A) Construct and answer questions about the PreColumbian era through the Constitution based on multiple sources. SS.H.5.4.4.B(A) Evaluate and cite appropriate primary and secondary sources to research the Pre-Columbian era through the Constitution. SS.H.5.4.4.C(A) Gather, analyze, and communicate historical information from the Pre-Columbian era through the Constitution from multiple sources.					
American revolution *(updated 12/1/21)*	SS.C.5.1.1.F(A) Analyze and contrast forms of government. SS.C.5.1.2.D(A) Explore models of group and individual actions that illustrate civic ideas in the founding of the United States. SS.C.5.1.2.E(A) Examine how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States. SS.C.5.1.2.F(A) Determine how the roles of individuals and groups		**Lorentzen, Cindy:** Identify and explain cause and effects of the Revolutionary War through people and events	**Lorentzen, Cindy:** 1.. Relate the causes and effects of the American Revolution.	**Lorentzen, Cindy:** Chapter 7 and 8 test hanger person and research	**Lorentzen, Cindy:** Harcourt Brace United States read aloud paly Revolutinary war History Speaks The Decalration of Independence let freedon rinf American Revolution hands on history American Revolution Revolutionary War Activity Bookc colonial and Revolutionary

	influenced government SS.G.5.3.4.C(A) Explain reasons for historical and present day migrations to and within the United States. SS.H.5.4.1.A(A) Examine the chronology of key events in the United States and communicate their impact on various groups in the past, present, and future. SS.H.5.4.2.B(A) Identify and describe how multiple perspectives facilitate the understanding of US history. SS.H.5.4.3.A(A) Compare the impact of people, events, ideas, and symbols on various cultures and ethnic groups in the Pre-Columbian era through the Constitution. SS.H.5.4.4.A(A) Construct and answer questions about the PreColumbian era through the Constitution based on multiple sources. SS.H.5.4.4.B(A) Evaluate and cite appropriate primary and secondary sources to research the Pre-Columbian era through the Constitution. SS.H.5.4.4.C(A) Gather, analyze, and communicate historical information from the Pre-Columbian era through the Constitution from multiple sources.					America
The New Nation *(updated 8/8/20)*	SS.C.5.1.1.A(A) Investigate and summarize contributions that resulted in the historical foundation and formation of the United States constitutional government. SS.C.5.1.1.B(A) Identify and explain the structure and functions of the three branches of government. SS.C.5.1.1.C(A) Analyze how colonial and new states' governments' laws affected majority groups and marginalized groups within their population. SS.C.5.1.1.D(A) Evaluate how the		**Lorentzen, Cindy:** describe the devlopment of the United States constitutional Govenment	**Lorentzen, Cindy:** Identify the three branches of our national government and explains the function of each. Explain the rights and responsibilities of a citizen as outlined in the Constitution.	**Lorentzen, Cindy:** Chapter 9 and 10	**Lorentzen, Cindy:** Harcourt SS United States te volume 1 and 2

decisions of the national government affect local and state government and citizens of diverse backgrounds.

SS.C.5.1.1.E(A)
Justify the principles of the American Republic.

SS.C.5.1.1.F(A)
Analyze and contrast forms of government.

SS.C.5.1.2.A(A)
Explore and communicate the constitutional rights and civic responsibilities of U.S. citizens.

SS.C.5.1.2.B(A)
Communicate origins of national and state holidays including historical background and significance.

SS.C.5.1.2.C(A)
Interpret and communicate the significance of patriotic symbols, songs, and activities.

SS.C.5.1.2.D(A)
Explore models of group and individual actions that illustrate civic ideas in the founding of the United States.

SS.C.5.1.2.E(A)
Examine how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States.

SS.C.5.1.2.F(A)
Determine how the roles of individuals and groups influenced government

SS.E.5.2.5.A(A)
Describe the importance of financial institutions to households and businesses.

SS.E.5.2.5.C(A)
Explain the rules and laws that protect and support consumers.

SS.E.5.2.5.A(A)
Identify goods and services funded through federal taxes.

SS.H.5.4.1.A(A)
Examine the chronology of key events in the United States and communicate their impact on various groups in the past, present, and future.

SS.H.5.4.2.A(A)
Compare and contrast primary and secondary sources to better

	understand multiple perspectives of the same event. SS.H.5.4.2.B(A) Identify and describe how multiple perspectives facilitate the understanding of US history. SS.H.5.4.3.A(A) Compare the impact of people, events, ideas, and symbols on various cultures and ethnic groups in the Pre-Columbian era through the Constitution. SS.H.5.4.4.A(A) Construct and answer questions about the PreColumbian era through the Constitution based on multiple sources. SS.H.5.4.4.B(A) Evaluate and cite appropriate primary and secondary sources to research the Pre-Columbian era through the Constitution. SS.H.5.4.4.C(A) Gather, analyze, and communicate historical information from the Pre-Columbian era through the Constitution from multiple sources.					
Unit	**Benchmarks**	**Outcomes**	**Skills / Objectives**	**Optional - Essential Questions/Outcomes**	**Assessments**	**Resources**
semester 2						
Our nation Grows *(updated 4/16/21)*	SS.G.5.3.1.A(A) Use maps and atlases to locate major human and physical features in the United States. SS.G.5.3.4.C(A) Explain reasons for historical and present day migrations to and within the United States. SS.G.5.3.5.B(A) Analyze aspects of human and physical geography that have shaped the settlement and development of Early America. SS.H.5.4.1.A(A) Examine the chronology of key events in the United States and communicate their impact on various groups in the past, present, and future.		**Lorentzen, Cindy:** identify reasons people chose to move West identify people and inventions that aided in the Industrial Revoluton	**Lorentzen, Cindy:** explain the reasons different groups of people had for moving West explain how people and invention brought the Industrial Revolution to the US	**Lorentzen, Cindy:** chapter 11 and 12 test	**Lorentzen, Cindy:** Harcourt Brace United States

War divides the Nation			**Lorentzen, Cindy:** identify the differences betweent the North and the South that led to secession and Civil war	**Lorentzen, Cindy:** explain the differences betweent the North and the South that led to secession and Civil war	**Lorentzen, Cindy:** Chapter 13 and 14 test	**Lorentzen, Cindy:** Harcourt Brace United States
Unit	**Benchmarks**	**Outcomes**	**Skills / Objectives**	**Optional - Essential Questions/Outcomes**	**Assessments**	**Resources**
Quarter 1						
LB 399 Holiday lessons *(updated 8/8/20)*	SS.C.5.1.2.B(A) Communicate origins of national and state holidays including historical background and significance. SS.C.5.1.2.C(A) Interpret and communicate the significance of patriotic symbols, songs, and activities. SS.C.5.1.2.D(A) Explore models of group and individual actions that illustrate civic ideas in the founding of the United States. SS.H.5.4.3.A(A) Compare the impact of people, events, ideas, and symbols on various cultures and ethnic groups in the Pre-Columbian era through the Constitution.		**Lorentzen, Cindy:** Learn about what holidays were celebrated in our country Understand that all people celebrate special events and holidays. Learn about the ways people celebrate the special holidays in their family and their community. Understand the ethnic and geographical differences in holidays and the ways they are celebrated.	**Lorentzen, Cindy:** . Why do people celebrate? 2. What special traditions and rituals surround holidays and festivals? 3. What holidays and festivals are important ? 4. What holidays and festivals are important in our cultures? 5. What do celebrations have in common? 6. What is a symbol? How are symbols used in celebrations and holidays?		**Lorentzen, Cindy:** tpt activites
CH 1The land and Native Peoples of NA *(updated 11/19/21)*	SS.C.5.1.1.C(A) Analyze how colonial and new states' governments' laws affected majority groups and marginalized groups within their population. SS.C.5.1.1.F(A) Analyze and contrast forms of government. SS.G.5.3.1.A(A) Use maps and atlases to locate major human and physical features in the United States. SS.G.5.3.1.B(A) Apply map skills to analyze physical/political maps of the United States. SS.G.5.3.1.C(A) Determine why things are located where they are in the United States. SS.G.5.3.2.A(A) Identify criteria used to define regions within the United States. SS.G.5.3.2.B(A) Identify and classify regions and places within the United States using physical and human features. SS.G.5.3.3.A(A)		**Lorentzen, Cindy:** describe surroundings and location and how it affected Early Native Americans compare and contrast Native American groups connect traditions of early Native Americans to tradition today describe roles of men and women in Native American Groups use primary and secondary sources to learn about daily life identify physical climate and vegetation features in NA	**Lorentzen, Cindy:** How were the lives of Native Americans influenced by where they live?	**Lorentzen, Cindy:** CH 1 test	**Lorentzen, Cindy:** Making a New Nation

Identify examples of ecosystems and analyze issues related to the natural setting in the United States.

SS.G.5.3.3.B(A)
Describe the impact of extreme natural events in the United States on the human and physical environment.

SS.G.5.3.3.C(A)
Examine patterns of resource distribution and utilization in the United States.

SS.G.5.3.4.A(A)
Compare and contrast patterns of culture within the United States over time and space.

SS.G.5.3.4.B(A)
Compare and contrast population characteristics of the United States.

SS.G.5.3.4.C(A)
Explain reasons for historical and present day migrations to and within the United States.

SS.G.5.3.5.A(A)
Explain the influences of physical and human geographic features on events in the United States.

SS.G.5.3.5.B(A)
Analyze aspects of human and physical geography that have shaped the settlement and development of Early America.

SS.H.5.4.1.A(A)
Examine the chronology of key events in the United States and communicate their impact on various groups in the past, present, and future.

SS.H.5.4.2.A(A)
Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.

SS.H.5.4.2.B(A)
Identify and describe how multiple perspectives facilitate the understanding of US history.

SS.H.5.4.3.A(A)
Compare the impact of people, events, ideas, and symbols on various cultures and ethnic groups in the Pre-Columbian era through the Constitution.

	SS.H.5.4.4.A(I) Construct and answer questions about the PreColumbian era through the Constitution based on multiple sources. SS.H.5.4.4.B(I) Evaluate and cite appropriate primary and secondary sources to research the Pre-Columbian era through the Constitution. SS.H.5.4.4.C(I) Gather, analyze, and communicate historical information from the Pre-Columbian era through the Constitution from multiple sources.					
Ch 2 The Age of Exploration *(updated 5/19/22)*	SS.E.5.2.6.A(A) Describe how international trade promotes specialization and division of labor and increases the productivity of labor, output, and consumption. SS.E.5.2.6.B(A) Explain how trade impacts relationships between countries. SS.G.5.3.1.A(A) Use maps and atlases to locate major human and physical features in the United States. SS.G.5.3.1.B(A) Apply map skills to analyze physical/political maps of the United States. SS.G.5.3.2.A(A) Identify criteria used to define regions within the United States. SS.G.5.3.2.B(A) Identify and classify regions and places within the United States using physical and human features. SS.G.5.3.3.A(A) Identify examples of ecosystems and analyze issues related to the natural setting in the United States. SS.G.5.3.3.B(A) Describe the impact of extreme natural events in the United States on the human and physical environment. SS.G.5.3.3.C(A) Examine patterns of resource distribution and utilization in the United States. SS.G.5.3.4.A(A)		**Lorentzen, Cindy:** describe how and why Spanish explorers came to America portray viewpoints of Europeans explorers and native peoples explain how Dutch Spanish , French, and British colonized NA and how it impacted the Native Americans describe trade between and economic relationships of countries in the W Hemisphere	**Lorentzen, Cindy:** What happened when diverse cultures crossed paths?	**Lorentzen, Cindy:** Ch2 test explorer trading cards	US History Making a New Nation

	Compare and contrast patterns of culture within the United States over time and space. SS.G.5.3.4.B(A) Compare and contrast population characteristics of the United States. SS.G.5.3.5.A(A) Explain the influences of physical and human geographic features on events in the United States. SS.G.5.3.5.B(A) Analyze aspects of human and physical geography that have shaped the settlement and development of Early America. SS.H.5.4.1.A(A) Examine the chronology of key events in the United States and communicate their impact on various groups in the past, present, and future. SS.H.5.4.3.A(I) Compare the impact of people, events, ideas, and symbols on various cultures and ethnic groups in the Pre-Columbian era through the Constitution. SS.H.5.4.4.A(I) Construct and answer questions about the PreColumbian era through the Constitution based on multiple sources. SS.H.5.4.4.B(I) Evaluate and cite appropriate primary and secondary sources to research the Pre-Columbian era through the Constitution. SS.H.5.4.4.C(I) Gather, analyze, and communicate historical information from the Pre-Columbian era through the Constitution from multiple sources.					
Unit	**Benchmarks**	**Outcomes**	**Skills / Objectives**	**Optional - Essential Questions/Outcomes**	**Assessments**	**Resources**
Quarter 2						
CH 3 A Changing Continent *(updated 5/19/22)*	SS.E.5.2.6.A(A) Describe how international trade promotes specialization and division of labor and increases the productivity of labor, output, and consumption. SS.E.5.2.6.B(A)		**Lorentzen, Cindy:** describe cooperation and conflict the early English settlers and the Native Americans Identify what life ws like for the colonist in New England Explain what shaped the	**Lorentzen, Cindy:** What is the impact of people settling in new places?	**Lorentzen, Cindy:** CH 3 test, 13 colony scavanger hunt/ map activity	**Lorentzen, Cindy:** US History Making a New Nation

	Explain how trade impacts relationships between countries. SS.G.5.3.1.A(A) Use maps and atlases to locate major human and physical features in the United States. SS.G.5.3.1.B(A) Apply map skills to analyze physical/political maps of the United States. SS.G.5.3.1.C(A) Determine why things are located where they are in the United States. SS.G.5.3.2.A(A) Identify criteria used to define regions within the United States. SS.G.5.3.2.B(A) Identify and classify regions and places within the United States using physical and human features. SS.G.5.3.3.A(A) Identify examples of ecosystems and analyze issues related to the natural setting in the United States. SS.G.5.3.3.B(A) Describe the impact of extreme natural events in the United States on the human and physical environment. SS.G.5.3.3.C(A) Examine patterns of resource distribution and utilization in the United States. SS.G.5.3.4.A(A) Compare and contrast patterns of culture within the United States over time and space. SS.G.5.3.4.B(A) Compare and contrast population characteristics of the United States. SS.G.5.3.4.C(A) Explain reasons for historical and present day migrations to and within the United States. SS.H.5.4.1.A(A) Examine the chronology of key events in the United States and communicate their impact on various groups in the past, present, and future. SS.H.5.4.2.B(A) Identify and describe how multiple perspectives facilitate the understanding of US history.	life in the Middle Colonies tell how agriculture impacted people in the Southern colonies describe how diverse cultures have influenced the W Hemisphere				

	SS.H.5.4.3.A(A) Compare the impact of people, events, ideas, and symbols on various cultures and ethnic groups in the Pre-Columbian era through the Constitution. SS.H.5.4.4.A(A) Construct and answer questions about the PreColumbian era through the Constitution based on multiple sources. SS.H.5.4.4.C(A) Gather, analyze, and communicate historical information from the Pre-Columbian era through the Constitution from multiple sources. SS.G.5.3.5.A(I) Explain the influences of physical and human geographic features on events in the United States. SS.G.5.3.5.B(I) Analyze aspects of human and physical geography that have shaped the settlement and development of Early America. SS.H.5.4.2.A(I) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event. SS.H.5.4.4.B(I) Evaluate and cite appropriate primary and secondary sources to research the Pre-Columbian era through the Constitution.					
CH 4 The Road to War *(updated 5/19/22)*	SS.C.5.1.1.A(A) Investigate and summarize contributions that resulted in the historical foundation and formation of the United States constitutional government. SS.C.5.1.1.E(A) Justify the principles of the American Republic. SS.C.5.1.1.F(A) Analyze and contrast forms of government. SS.C.5.1.2.C(A) Interpret and communicate the significance of patriotic symbols, songs, and activities. SS.C.5.1.2.D(A) Explore models of group		**Lorentzen, Cindy:** identify causes of the Revolutionary War describe the conflicting views of different groups before the American Revolution explain what increased tensions between Great Britain and The colonies compare and contrast points of view or loyalists patriots, African and Native American in support or against war with Britain describe how governments and citizens make economic decisions on budgets spending taxes and tariffs	**Lorentzen, Cindy:** Why would a nation want to become independent?	**Lorentzen, Cindy:** ch4 test timeline display of events	US History Making a New Nation

and individual actions that illustrate civic ideas in the founding of the United States.

SS.C.5.1.2.E(A)
Examine how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States.

SS.C.5.1.2.F(A)
Determine how the roles of individuals and groups influenced government

SS.E.5.2.6.A(A)
Describe how international trade promotes specialization and division of labor and increases the productivity of labor, output, and consumption.

SS.E.5.2.6.B(A)
Explain how trade impacts relationships between countries.

SS.G.5.3.1.C(A)
Determine why things are located where they are in the United States.

SS.G.5.3.4.A(A)
Compare and contrast patterns of culture within the United States over time and space.

SS.G.5.3.4.B(A)
Compare and contrast population characteristics of the United States.

SS.G.5.3.4.C(A)
Explain reasons for historical and present day migrations to and within the United States.

SS.H.5.4.1.A(A)
Examine the chronology of key events in the United States and communicate their impact on various groups in the past, present, and future.

SS.H.5.4.2.A(A)
Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.

SS.H.5.4.2.B(A)
Identify and describe how multiple perspectives facilitate the understanding of US history.

SS.H.5.4.3.A(A)
Compare the impact of people, events, ideas, and symbols on various cultures and ethnic

	groups in the Pre-Columbian era through the Constitution. SS.H.5.4.4.A(A) Construct and answer questions about the PreColumbian era through the Constitution based on multiple sources. SS.H.5.4.4.B(A) Evaluate and cite appropriate primary and secondary sources to research the Pre-Columbian era through the Constitution. SS.H.5.4.4.C(A) Gather, analyze, and communicate historical information from the Pre-Columbian era through the Constitution from multiple sources.					
Unit	**Benchmarks**	**Outcomes**	**Skills / Objectives**	**Optional - Essential Questions/Outcomes**	**Assessments**	**Resources**
Quarter 3						
Ch5 The American Revolution *(updated 5/19/22)*	SS.G.5.3.1.A(A) Use maps and atlases to locate major human and physical features in the United States. SS.H.5.4.1.A(A) Examine the chronology of key events in the United States and communicate their impact on various groups in the past, present, and future. SS.H.5.4.2.B(A) Identify and describe how multiple perspectives facilitate the understanding of US history. SS.H.5.4.3.A(A) Compare the impact of people, events, ideas, and symbols on various cultures and ethnic groups in the Pre-Columbian era through the Constitution. SS.H.5.4.2.A(I) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.		**Lorentzen, Cindy:** explain causes of the Revolutionary War describe how the Declaration of Independence impacted the American Revolution identify defining moments and battles of the American Revolution explain impact of women,African Americans, and Native Americans on the war effort describe how different groups were affected by the war's outcome explain the outcome of the American Revolution and how it impacts our lives today identify how citizens make their voices heard today	**Lorentzen, Cindy:** What does the Revolutionary era tell us about our nation today?	**Lorentzen, Cindy:** CH 5 test hangar person	US History Making a New Nation
CH6 Forming a New Government *(updated 5/19/22)*	SS.C.5.1.1.A(A) Investigate and summarize contributions that resulted in the historical foundation and formation of the United States constitutional government. SS.C.5.1.1.B(A)		**Lorentzen, Cindy:** explain what the articles of Confederation were and why they failed identify people and events associated with the development of the US Constitution describe the	**Lorentzen, Cindy:** How does the constitution help us understand what it means to be an American?	**Lorentzen, Cindy:** ch 6 test info graph on branches of gov't, separation of powers, check and balances,	US History Making a New Nation

	Identify and explain the structure and functions of the three branches of government. SS.C.5.1.1.C(A) Analyze how colonial and new states' governments' laws affected majority groups and marginalized groups within their population. SS.C.5.1.1.D(A) Evaluate how the decisions of the national government affect local and state government and citizens of diverse backgrounds. SS.C.5.1.1.E(A) Justify the principles of the American Republic. SS.C.5.1.1.F(A) Analyze and contrast forms of government. SS.C.5.1.2.A(A) Explore and communicate the constitutional rights and civic responsibilities of U.S. citizens. SS.C.5.1.2.B(A) Communicate origins of national and state holidays including historical background and significance. SS.C.5.1.2.D(A) Explore models of group and individual actions that illustrate civic ideas in the founding of the United States. SS.C.5.1.2.E(A) Examine how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States. SS.C.5.1.2.F(A) Determine how the roles of individuals and groups influenced government		Constitution's significance as the foundation of our government explain how the US government functions under the Constitution detail the impact of the Constitution and Bill of rights on citizens compare and contrast governments in the Western Hemisphere			
Unit	**Benchmarks**	**Outcomes**	**Skills / Objectives**	**Optional - Essential Questions/Outcomes**	**Assessments**	**Resources**
Quarter 4						
Ch7 A Growing Nation *(updated 5/19/22)*	SS.G.5.3.1.A(A) Use maps and atlases to locate major human and physical features in the United States. SS.G.5.3.1.B(A) Apply map skills to analyze physical/political maps of the United States. SS.G.5.3.1.C(A) Determine why things are located where they		**Lorentzen, Cindy:** describe how early decisions advancements in technology, and transportation shaped a growing nation explain how the westward expansion impacted people living in the US identify conflicts and compromises that shaped the North and	**Lorentzen, Cindy:** What do the early years of the US reveal about the character of the Nation?	**Lorentzen, Cindy:** Ch 7 test	US History Making a New Nation

	are in the United States. SS.G.5.3.2.A(A) Identify criteria used to define regions within the United States. SS.G.5.3.2.B(A) Identify and classify regions and places within the United States using physical and human features. SS.G.5.3.3.A(A) Identify examples of ecosystems and analyze issues related to the natural setting in the United States. SS.G.5.3.3.B(A) Describe the impact of extreme natural events in the United States on the human and physical environment. SS.G.5.3.4.A(A) Compare and contrast patterns of culture within the United States over time and space. SS.G.5.3.4.B(A) Compare and contrast population characteristics of the United States. SS.G.5.3.4.C(A) Explain reasons for historical and present day migrations to and within the United States. SS.G.5.3.5.A(A) Explain the influences of physical and human geographic features on events in the United States. SS.G.5.3.5.B(A) Analyze aspects of human and physical geography that have shaped the settlement and development of Early America. SS.H.5.4.1.A(A) Examine the chronology of key events in the United States and communicate their impact on various groups in the past, present, and future.		the South explain thw benefits of personal spending and saving			
Ch 8 The Civil War and Reconstruction *(updated 5/19/22)*	SS.G.5.3.4.A(A) Compare and contrast patterns of culture within the United States over time and space. SS.G.5.3.4.B(A) Compare and contrast population characteristics of the United States. SS.G.5.3.5.A(A) Explain the influences of physical and human geographic features on		**Lorentzen, Cindy:** determine what factors that caused the South to secede from the US Compare and contrast the Union and the Confederacy describe how the Civil War affected lives fo soldiers, civilians, Native and African Americans identify people and events that led to the	**Lorentzen, Cindy:** What was the effect of the Civil War on US society?	**Lorentzen, Cindy:** ch 8 test timeline of events and causes of CIvil War	US History Making a New Nation

	events in the United States. SS.G.5.3.5.B(A) Analyze aspects of human and physical geography that have shaped the settlement and development of Early America. SS.H.5.4.1.A(A) Examine the chronology of key events in the United States and communicate their impact on various groups in the past, present, and future. SS.H.5.4.2.A(A) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event. SS.H.5.4.2.B(A) Identify and describe how multiple perspectives facilitate the understanding of US history. SS.H.5.4.3.A(A) Compare the impact of people, events, ideas, and symbols on various cultures and ethnic groups in the Pre-Columbian era through the Constitution. SS.H.5.4.4.A(I) Construct and answer questions about the PreColumbian era through the Constitution based on multiple sources. SS.H.5.4.4.B(I) Evaluate and cite appropriate primary and secondary sources to research the Pre-Columbian era through the Constitution. SS.H.5.4.4.C(I) Gather, analyze, and communicate historical information from the Pre-Columbian era through the Constitution from multiple sources.		end of the Civil War explain the challenges facing the US during Reconstruction describe how to take action on a issue today			

Curriculum Map - Social Studies - Social Studies Kindergarten

Unit	Benchmarks	Outcomes	Skills / Objectives	Optional - Essential Questions/Outcomes	Assessments	Resources
Year						
Unit 1, Rules, Authority, Citizenship, Patriotism, Direction, Community, Culture, Maps, *(updated 3/4/20)*	ISTE.S.1.b(A) Create original works as a means of personal or group expression ISTE.S.2.c(A) Develop cultural understanding and global awareness by engaging with learners of other cultures ISTE.S.3.b(A) Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media ISTE.S.3.c(A) Evaluate and select information sources and digital tools based on the appropriateness to specific tasks ISTE.S.4.b(A) Plan and manage activities to develop a solution or complete a project ISTE.S.5.b(A) Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity ISTE.S.6.a(A) Understand and use technology systems ISTE.S.6.b(A) Select and use applications effectively and productively		**Topil, Jennifer:** tsw learn about rules and authority, tsw learn our nation's symbols, tsw recite the Pledge of allegiance and learn word meanings, tsw draw and identify our nation's flag, tsw draw and identify the flag of Mexico, tsw learn Mexican customs and compare with our country	**Topil, Jennifer:** What is a symbol? Identify our nation's symbols. Draw the US flag Draw the Mexico flag Define words from the Pledge of Allegiance	**Topil, Jennifer:** US symbol test Teacher oral vocabulary test Student drawn flags	**Topil, Jennifer:** Worldbook online, Social Studies Text and workbook,
2020 supplement = Classroom Rules & Behavior - Juan Pablo Chameleon/BARK *(updated 8/30/20)*	SS.C.K.1.1.A(A) Describe a rule and analyze its purpose. SS.C.K.1.2.A(A) Model citizenship skills.		**Topil, Jennifer:** Students will be able to demonstrate positive and productive citizenship skills.	**Topil, Jennifer:** Model citizenship skills. (SS K1.2.a)	**Topil, Jennifer:** Juan Pablo Chameleon actions and sayings to classroom behavior/BARK rules followed	**Topil, Jennifer:** by Dan St. Romain • How Are You Feelin', Juan Pablo Chameleon? book • 10 Simple Lessons for Better Behavior in the Classroom posters and song book
Harcourt Brace (prior series) Ch. 1						
Harcourt Brace (prior series) Ch. 2						
Harcourt Brace (prior series) Different Opinions on Same Event, Unit 2			**Topil, Jennifer:** TSW identify the rolses of members and leaders of a group. TSW recognize the importance of sharing in the work of agroup. TSW idenitfy ways chidlren can help others. TSW recognize the purpose of laws and	**Topil, Jennifer:** What is a group? Who is a leader? What shows a helper? What is a problem? What are ways to solve the problem? Why is a rule good? What is community? What customs or traditions do we	**Topil, Jennifer:** worksheets, tests on community, customs, and traditions of countries, projects	**Topil, Jennifer:** Harcourt Brace Social Studies-copyright 2000, Scholastic News, online videos, Community worker books and videos from the school library, Community worker activity

			rules. TSW describe people in a community. TSW describe a tradition or custom.	celebrate?		book, Shelby community workers and businesses
Harcourt Brace (prior series)Choices, Needs, Wants, Money, Unit 3			**Topil, Jennifer:** TSW understand want and needs. TSW understand availability of money and making wise choices. TSW study historical and geographical locations and the relationship to them in their lives.	**Topil, Jennifer:** Why I can't have everything I want. Where did that incident take place and how is it related to my life.	**Topil, Jennifer:** worksheets, scholastic news, class store and play money, oral questions	**Topil, Jennifer:** internet, scholastic news, play money, class store items, cash register, Harcourt Brace Social Studies text - TE, copyright 2000, class books on money and Thanksgiving
Harcourt Brace (prior series) Landforms, City and Country locations and descriptions, Unit 4			**Topil, Jennifer:** Directions. Class locations. Map and globe skills. Characteristics of country versus city.	**Topil, Jennifer:** Describe location with the following left/right, near/far, front/back, over/under, up/down, Identify city places and objects and country places and objects	**Topil, Jennifer:** worksheets, coloring activity, oral assessment, car project	**Topil, Jennifer:** globes, maps, you tube videos of farm and city life, scholastic news, Shelby community businesses,
Harcourt Brace (prior) Weather, Seasons, Culture, Community, Past and Present, Environment, Unit 5			**Topil, Jennifer:** TSW identify the seasons and their characteristics, identify land forms, identify calendar and all its components, identify daily class schedule, Learn about historical figures and why they are important in our history as a people and a country, explain the difference between Thanksgiving of the past and present.	**Topil, Jennifer:** What are seasons and what happens during the seasons. What is on a calendar. What makes a historical figure important. How is Thanksgiving different and the same from the Pilgrims's Thanksgiving.	**Topil, Jennifer:** Oral calendar each morning by line leader. What subjects and classes are taught during the day. Tests on presidents- Abe Lincoln and George Washington. Thanksgiving projects and Scholastic News worksheets.	**Topil, Jennifer:** Social Studies text, Internet sites, promethean board, Thanksgiving books from class and school library, Calendar area, Scholastic news magazine and website
Harcourt Brace (prior series) Historical People, Past and present, Unit 6 *(updated 11/1/18)*			**Topil, Jennifer:** tsw learn customs and history of Israel, tsw learn about Christopher Columbus and how his discoveries were important to the world and us	**Topil, Jennifer:** Where is Israel? Who are the people who live in Israel? What is important about this country? What was Christopher Columbus's occupation? Why is his discovery important to us?	**Topil, Jennifer:** Teacher observation, teacher made tests	**Topil, Jennifer:** World book online, israel video, Library books on Columbus, Socail Studies teacher edition
Unit	**Benchmarks**	**Outcomes**	**Skills / Objectives**	**Optional - Essential Questions/Outcomes**	**Assessments**	**Resources**
Quarter 1						
Ch. 1 Good Citizens *(updated 5/19/22)*	SS.C.K.1.1.A(A) Describe a rule and analyze its purpose. SS.C.K.1.1.B(A) Identify roles in a family structure and explain their importance. SS.C.K.1.2.A(A) Model citizenship skills. SS.C.K.1.2.A(A) Communicate historical background and significance of national holidays SS.H.K.4.1.A(A) Identify concepts of time and chronology. SS.H.K.4.1.B(A) Identify the sequence of personal events and their impact. SS.H.K.4.2.A(A) Compare perspectives of self and others. SS.H.K.4.3.A(A) Recognize historical		Explore ways in which individuals are unique. Explain how individuals cooperate with one another. Determine what rules are and why people need them. Tell the importance of laws and of following laws. Describe what it means to be a good citizen.	How do people learn and work together?	Ch. 1 Assessment	Research Companion Impact Explorer Magazine Inquiry Journal

	people from a variety of cultures. SS.H.K.4.4.A(A) Construct questions about personal history. SS.H.K.4.4.B(A) Identify and cite appropriate sources when conducting historical research. SS.H.K.4.4.C(A) Gather and communicate historical information.					
LB399 lesson plans						
Star Student, personal events and history *(updated 3/4/20)*	ISTE.S.1.a(A) Apply existing knowledge to generate new ideas, products, or processes ISTE.S.2.a(A) Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media ISTE.S.2.b(A) Communicate information and ideas effectively to multiple audiences using a variety of media and formats ISTE.S.2.c(A) Develop cultural understanding and global awareness by engaging with learners of other cultures ISTE.S.3.b(A) Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media ISTE.S.4.b(A) Plan and manage activities to develop a solution or complete a project ISTE.S.5.b(A) Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity ISTE.S.5.c(A) Demonstrate personal responsibility for lifelong learning ISTE.S.6.b(A) Select and use applications effectively and productively		**Topil, Jennifer:** Identifying school,rules and authority. TSW distinguish between schools now and in the past. TSW draw a map with objects to represent areas from real life.	**Topil, Jennifer:** Who is in charge at home? Who is in charge at school? The students will understand rules and why they are important.	**Topil, Jennifer:** Unit assessment, Workbook, Student drawings	**Topil, Jennifer:** Harcourt Brace SS TE, Exra books from Creative Teaching Press, Interent sites for schools long ago

Unit	Benchmarks	Outcomes	Skills / Objectives	Optional - Essential Questions/Outcomes	Assessments	Resources
Quarter 2						
Ch. 2 Our World *(updated 5/19/22)*	SS.C.K.1.2.A(A) Model citizenship skills. SS.C.K.1.2.A(A) Communicate historical background and significance of national holidays SS.E.K.2.1.A(A) Classify wants and needs and explain subsequent choices. SS.G.K.3.1.A(A) Communicate personal directions to describe relative locations of people and objects. SS.G.K.3.1.B(A) Identify locations in the school and around the classroom. SS.G.K.3.1.C(A) Identify geographic tools as representations of local and distant places. SS.G.K.3.1.D(A) Identify the difference between land and water on a globe. SS.G.K.3.2.A(A) Identify physical characteristics of place. SS.G.K.3.2.B(A) Identify human characteristics of place. SS.G.K.3.4.A(A) Identify students as members of various groups. SS.G.K.3.4.B(A) Identify places in the community where people may live. SS.G.K.3.5.A(A) Apply geographic knowledge and techniques to navigate the classroom. SS.H.K.4.1.A(A) Identify concepts of time and chronology. SS.H.K.4.1.B(A) Identify the sequence of personal events and their impact. SS.H.K.4.2.A(A) Compare perspectives of self and others. SS.H.K.4.3.A(A) Recognize historical people from a variety of cultures.		Name people and places found at school and in the neighborhood. Identify city, state, and country. Describe the ways people move from place to place. Tell ways to take care of a neighborhood. Create a map of a neighborhood.	Where do we live?	Ch. 2 Assessment	Research Companion Impact Explorer Magazine Inquiry Journal
Unit	**Benchmarks**	**Outcomes**	**Skills / Objectives**	**Optional - Essential Questions/Outcomes**	**Assessments**	**Resources**
Quarter 3						

Ch. 3 Our Country *(updated 5/19/22)*	SS.C.K.1.2.A(A) Communicate patriotic symbols, songs, actions, and cultural celebrations. SS.C.K.1.2.A(A) Communicate historical background and significance of national holidays SS.G.K.3.3.A(A) Identify types of weather and the impact of weather on everyday life. SS.G.K.3.3.B(A) Identify the four seasons. SS.G.K.3.3.C(A) Inquire about how people prepare for and respond to severe weather. SS.H.K.4.1.A(A) Identify concepts of time and chronology. SS.H.K.4.1.B(A) Identify the sequence of personal events and their impact. SS.H.K.4.2.A(A) Compare perspectives of self and others. SS.H.K.4.3.A(A) Recognize historical people from a variety of cultures. SS.H.K.4.3.B(A) Identify symbols of the United States.		Name leaders in our cities, states, and country. Identify national symbols. Describe national holidays and how they are celebrated. Tell the importance of people and places in our country's history. Create a celebration board.	What does it mean to be an American?	Ch. 3 Assessment	Research Companion Impact Explorer Magazine Inquiry Journal
Ch. 4 Life Long Ago and Today *(updated 5/19/22)*	SS.C.K.1.2.A(A) Communicate historical background and significance of national holidays SS.E.K.2.2.A(A) Explain the purposes of money. SS.H.K.4.1.A(A) Identify concepts of time and chronology. SS.H.K.4.1.B(A) Identify the sequence of personal events and their impact. SS.H.K.4.2.A(A) Compare perspectives of self and others. SS.H.K.4.3.A(A) Recognize historical people from a variety of cultures. SS.H.K.4.3.C(A) Differentiate between stories from the present and the past.		Describe the life of people who lived in the past. Explain how communities and schools have changed over time. Tell how travel and maps have changed over time. Identify the groups of people who first lived in our country. Make a time line and place events in chronolocial sequence.	How has our world changed?	Ch. 4 Assessment	Research Companion Impact Explorer Magazine Inquiry Journal
Unit	**Benchmarks**	**Outcomes**	**Skills / Objectives**	**Optional - Essential Questions/Outcomes**	**Assessments**	**Resources**
Quarter 4						

Ch. 5 All About Work *(updated 5/19/22)*	SS.C.K.1.2.A(A) Communicate historical background and significance of national holidays SS.G.K.3.2.B(A) Identify human characteristics of place. SS.G.K.3.4.B(A) Identify places in the community where people may live. SS.H.K.4.1.A(A) Identify concepts of time and chronology. SS.H.K.4.1.B(A) Identify the sequence of personal events and their impact. SS.H.K.4.2.A(A) Compare perspectives of self and others. SS.H.K.4.3.A(A) Recognize historical people from a variety of cultures.		Summarize where people work. Explain the difference between needs and wants. Name jobs in the community. Describe how jobs have changed over time. Identify different kinds of jobs around the world.	Why do people have jobs?	Ch. 5 Assessment	Research Companion Impact Explorer Magazine Inquiry Journal

Curriculum Map - Social Studies - Sociology

Unit	Benchmarks	Outcomes	Skills / Objectives	Optional - Essential Questions/Outcomes	Assessments	Resources
Semester						
Tuesdays with Morrie			**Wickham, Sean:** Students will be able to: 1. Consider the qualities of friends and the value of friendships. 2. Explore the feelings and coping process involved in the loss of a significant person in your life. 3. Examine the role of teachers/mentors in a young person's life. 4. Analyze the confusion of young people regarding what is expected of them versus what they want for themselves. 5. Develop skills in reading, writing, speaking, thinking, and listening through individualized post-reading activities.	**Wickham, Sean:** Students will be able to: 1. Practice the skill of writing summaries. 2. Explore alternate points of view through creative writing. 3. Solidify identification of time and place as the narration skips back and forth in time. 4. Develop skills in recognizing and using various figures of speech. 5. Match aspects of Mitch's life with stated guidelines from Morrie. 6. Reflect on the impact of the book and the life lessons that can be gained from reading the book.	**Wickham, Sean:** Tuesdays with Morrie Final Test Tuesdays with Morrie Final Paper	**Wickham, Sean:** Tuesdays with Morrie Books Tuesdays with Morrie worksheets - file cabinet Tuesdays with Morrie Review Sheet Tuesdays with Morrie Paper Guidelines

Unit	Benchmarks	Outcomes	Skills / Objectives	Optional - Essential Questions/Outcomes	Assessments	Resources
Law Man						
Law Man			**Wickham, Sean:** Students will be able to: 1. Explore what life in prison is like. 2. Understand that it is never too late to make a change in your life.	**Wickham, Sean:** Students will be able to: 1. Gain a better understanding of what the US prison system is like.	**Wickham, Sean:** Law Man Final Paper	**Wickham, Sean:** Law Man Books Law Man Paper Handout edmodo

Unit	Benchmarks	Outcomes	Skills / Objectives	Optional - Essential Questions/Outcomes	Assessments	Resources
Quarter 1						
Sociological Perspective	SC.12.1.1.a(I) Formulate a testable hypothesis supported by prior knowledge to guide an investigation SC.12.1.1.e(I) Use tools and technology to make detailed qualitative and quantitative observations SC.12.1.1.f(I) Represent and review collected data in a systematic, accurate, and objective manner SC.12.1.1.h(I) Use results to verify or refute a hypothesis SC.12.1.2.b(I) Describe how society influences the work of scientists and how science, technology, and current scientific discoveries influence and change society		**Wickham, Sean:** Students will be able to: 1. Define sociology. 2. Describe two uses of the sociological perspective. 3. Distinguish sociology from other social sciences. 4. Outline the contributions of the major pioneers of sociology. 5. Summarize the development of sociology in the United States. 6. Identify the three major theoretical perspectives in scoiology today. 7. Describe the basic quantitative and qualitative research methods used by sociologists. 8. Discuss basic research concepts including variables and correlations. 9. Discuss ethics in sociological research.	**Wickham, Sean:** Students will be able to: 1. Define sociology. 2. Explain why sociology is a science. 3. Explainand illustrate the "sociological imagination." 4. Recognize how sociology's focus differs from and is similar to each of the other social sciences. 5. Differentiate micro and macro approaches to the study of society. 6. Explain the basic principles of the functionalist perspective. 7. Explain the basic principles of the conflict perspective. 8. Explain the basic principles of the symbolic interaction perspective. 9. List the seven steps of the scientific method of investigation. 10. Differentiate between qualitative and quantitative methods of research. 11. Distinguish between an experiment, participant observation, survey and a field study.	**Wickham, Sean:** Theoretical perspective posters Cooperative Learning Activity Ch. 1 Learning Goals Unit 1 Review Sheet Unit 1 Test	**Wickham, Sean:** What is Sociology? you tube video What you can do with a Sociology degree graphic - pinterest Origins of Sociology Graphic Organizer The Life and Work of Jane Addams video clip - youtube Sociological Theories.mov youtube Thinking like a sociologist youtube Ch. 1 Learning Goals worksheet - Google Drive World Factbook Worksheet - Google Drive Causation in Science Notes Ch. 1 and 2 Review Sheet

Culture and Social Structure			**Wickham, Sean:** Students will be able to: 1. Explain how culture and heredity affect social behavior. 2. Review the essential components of culture. 3. Understand the role of ethnocentrism in society. 4. Describe the effects of extreme isolation on children. 5. Analyze the role of family, school, peer group, and media socializing young people. 6. Compare processes for socialization in adulthood. 7. Compare and contrast preindustrial, industrial and postindustrial societies. 8. Explain how culture and social structures are related. 9. Identify and illustrate the concepts of social structure. 10. Define social control and identify the major types of social control. 11. Differentiate the major functional theories of deviance. 12. Describe four approaches to crime control.	**Wickham, Sean:** Students will be able to: 1. Differentiate between material and non-material culture. 2. Identify the characteristics and functions of symbols in society. 3. differentiate and recognize examples of "subculture", "microculture", and "counterculture". 4. Define and provide examples of the major components of social structure: status, role, social institution, and group. 5. discuss how these groups shape the learner's life and how individuals influence the groups. 6. Recognize the difference between conflict, functional, and symbolic interaction approaches to the study of social structure. 7. Describe the importance and function of role-taking in the development of "self." 8. Identify the most important agents of socialization in the United States. 9. Differentiate between crime and deviance. 10. Summarize the sociological theories of deviance and crime. 11. Interpret differences in crime and arrest rates by social categories of people. 12. Assess the effects of various policies and laws relating to social control, such as the question of the deterrent effect of capital punishment.	**Wickham, Sean:** Take 5 Quiz Sign Language Ch. 3 Learning Goals Ch. 5 Learning Goals ch. 3-5 Test Discussion	**Wickham, Sean:** Culture Notes Google Drive 10 Surprising Ways to Offend People youtube Cultural Ettiquette Notesheet Sign Language handout Breaking Social Norms youtube Magazines Cultural Diversity and Similarity Notes google drive Ch. 3 Learning Goals Socialization Notes Harlow's Monkeys video youtube Agents of Socialization video youtube Sociological Research: Dan Krier video youtube Song of your Life assignment edmodo Social Class in America video youtube T-chart pinterest www.prisonexp.org webquest Preindusrial Societies Notes Google Drive Ch. 5 Learning Goals Ch. 3-5 Review Sheet
Deviance			**Wickham, Sean:** Students will be able to:		**Wickham, Sean:** Ch. 7 Lesson Objective Goals Discussions Ch. 7 Review Sheet Ch. 7 Test	**Wickham, Sean:** On Demand Writing Activity p 206 in textbook Deviance Notes Breaking Social Norms and Folkways youtube What the cluck youtube The Societypages.org activity Law and Social Controls youtube Ch. 7 Lesson objective goals
Unit	**Benchmarks**	**Outcomes**	**Skills / Objectives**	**Optional - Essential Questions/Outcomes**	**Assessments**	**Resources**
Quarter 2						
Social Inequality			**Wickham, Sean:** Students will be able to: 1. Explain the relationship between stratification and social class. 2. Compare and contrast the three dimensions of stratification. 3. State the differences among the three major perspectives on social stratification. 4. Identify the distinguishing characteristics of the major social classes in America. 5. Describe the measurement and extent of poverty in the United States. 6. Discuss social mobility in the United States.	**Wickham, Sean:** Students will be able to: 1. Define social stratification. 2. List the dimensions of stratification. 3. Identify the most common sources of prestige in the United States. 4. Explain the differences between the three perspectives on social stratification. 5. Decribe the distinguishing characteristics of social classes in America. 6. Discuss the difference between absolute and relative poverty. 7. Discuss the percentage of the population in the United States living in poverty and the breakdown of that group.	**Wickham, Sean:** Ch. 8 Learning Goals Information Summaries Ch. 8 Review Sheet Ch. 8 Test	**Wickham, Sean:** Marx's Social Theory on Class Structure youtube Social Stratification Notes Breakfast Club clip Gender Gap graphic pinterest The Forces Driving US Inequality for All video sociologicalcinema Social Classes in America quiz on pinterest Social Classes handout edmodo Social Class in the US of America worksheet and video youtube Poverty in America Notesheet

						Notesheet Ch. 8 Learner Objective Goals Ch. 8 Review Sheet
Social Institutions			**Wickham, Sean:** Students will be able to: 1. Describe types of family structure and norms for marriage arrangements. 2. Compare and contrast views of the family proposed by the three major perspectives. 3. Outline the extent and cause of divorce in America.	**Wickham, Sean:** Students will be able to: 1. Distinguish between prejudice and discrimination and provide an example of symbolic racism. 2. Describe the five most common patterns of minority group treatment by majority groups. 3. Evaluate the impact of various social policies designed to redress institutional discrimination.	**Wickham, Sean:** Ch. 11 Review Sheet Ch. 11 Test	**Wickham, Sean:** The Family Notes - Google Drive Stephanie Coontz: On Marriage youtube Pinterest Charts Single and Unequal sociological cinema Family and Marriage in the US worksheet Statistics Web Quest edmodo Ch. 11 Review Sheet
FINAL EXAM			**Wickham, Sean:** Students will be able to: 1. Demonstrate their understanding of the main topics covered in Sociology this year.	**Wickham, Sean:** Students will be able to: 1. Demonstrate their understanding of the main topics covered in Sociology this year.	**Wickham, Sean:** Final Exam Review Sheet FINAL exam	**Wickham, Sean:** Final Exam Final Exam Review Sheet

Curriculum Map - Social Studies - World History

Unit	Benchmarks	Outcomes	Skills / Objectives	Optional - Essential Questions/Outcomes	Assessments	Resources
Quarter 1						
The World Before Modern Times *(updated 10/31/21)*	SS.H.HS.WLD.4.1.B(A) Select, record, and interpret key global events in chronological order. SS.H.HS.WLD.4.1.C(A) Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.		**Schoenrock, John:** Students will know: 1. That ancient civilizations such as Sumer, Egypt, Persia, India, China, Greece, and Rome emerged in river valleys. 2. That between 400 and 1500, new civilizations developed throughout the world. **Wickham, Sean:** Students will be able to: 1. Identify factors that contributed to the establishment of organized communities. 2. Name the first ancient civilization to emerge. 3. Describe how civilizations developed in India and Asia. 4. Summarize how new European civilizations developed after the fall of the Roman Empire. 5. Identify the civilizations that flourished in the Americas before the arrival of the Europeans.	**Schoenrock, John:** 1. What are the characteristics of a civilization? 2. How did patterns of civilization differ between the ancient and medieval worlds? **Wickham, Sean:** Students will be able to: 1. Identify the characteristics of a civilization. 2. Compare how the patterns of civilization differ between the ancient and medieval worlds.	**Schoenrock, John:** **Ch. 1-2 Test** **Lesson Quizzes** **Wickham, Sean:** Discussion Ch. 1 Review Worksheet Ch. 1-2 Test	**Wickham, Sean:** The World Before Modern Time Notes google drive Why Study History? youtube History Through Pop Culture youtube Fossil Handout edmodo Lucy Handout edmodo Hominid Handout edmodo Ardi PowerPoint google drive New Patterns of Civilization worksheet Ch. 1 Review Worksheet
The Renaissance in Europe *(updated 10/31/21)*	SS.H.HS.WLD.4.2.A(A) Identify and evaluate how considering multiple perspectives facilitates an understanding of history. SS.H.HS.WLD.4.4.A(A) Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media. SS.H.HS.WLD.4.4.B(A) Evaluate strengths and limitations of a variety of primary and secondary historical sources.		**Schoenrock, John:** Students will know: 1. That beginning in Italy and spanning two centuries, the Renaissance emphasized secularism, ties to the ancient Greeks and Romans, and individual abilities. 2. The influence of intellectual and artistic movements of the Renaissance. **Wickham, Sean:** Students will be able to: 1. Identify how Machiavelli's work influenced political power in the Western world. 2. Describe how society was characterized during the Renaissance. 3. Explain how humanism helped define the Italian Renaissance. 4. Determine how education during the Renaissance was shaped by humanism. 5. Summarie how humanism influenced the works of Renaissance artists and artists.	**Schoenrock, John:** 1. How can trade lead to economic prosperity and political power? 2. How can ideas be reflected in art, sculpture, and architecture? **Wickham, Sean:** Students will be able to: 1. Explain what contributed to the rise of the Italian states during the Renaissance. 2. Describe how ideas can be reflected in art, sculpture and architecture. 3. Discuss how humanism helped define the Italian Renaissance.	**Schoenrock, John:** **Lesson Quizzes** **Ch. 2 Test** **Wickham, Sean:** Group Work Glog Ch. 2 Review Worksheet Ch. 2 Review Sheet Ch. 2 Test	**Wickham, Sean:** The Major Italian States Notes google drive 2-1 Guided Reading edmodo 2-2 Guided Reading edmodo The Renaissance: Was it a thing? Crash course youtube Renaissance Education Picture Notes sheet Renaissance Man video history teacher youtube Da Vinci history teachers youtube Glogster.com Ch. 2 Assessment Questions Ch. 2 Review Sheet
The Reformation in Europe *(updated 4/10/22)*	SS.H.HS.WLD.4.2.B(A) Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event. SS.H.HS.WLD.4.3.A(A) Identify how differing experiences can lead to the development of perspectives. SS.H.HS.WLD.4.3.B(A) Interpret how and why diverse groups and/or individuals might understand historical events similarly or differently. SS.H.HS.WLD.4.4.B(A) Evaluate strengths and limitations of a variety of primary and		**Schoenrock, John:** Students will know that in northern Europe, the desire for the reform of the Catholic Church, along with political instability, led to the emergence of Protestantism. Students will know that different forms of Protestantism emerged in Europe as the Reformation spread and that the Catholic Church underwent its own Reformation. **Wickham, Sean:** Students will be able to: 1. Identify how Christian humanism and Desiderius Erasmus paved the way for the Protestant Reformation in Europe. 2. Identify the role Martin Luther and his ideas played in the Reformation.	**Schoenrock, John:** What conditions can encourage the desire for reform? How can reform influence society and beliefs? **Wickham, Sean:** Students will be able to: 1. Describe conditions that can encourage the desire for reform. 2. Identify important people from the Reformation. 3. Explain how reform can influence society and beliefs.	**Schoenrock, John:** Chapter test Lesson Quizzes Primary Source readings **Wickham, Sean:** Martin Luther Paper Ch. 3 Review Worksheet Ch. 3 Review Sheet Ch. 3 Test	**Schoenrock, John:** Lesson Guided Readings Primary Source materials Study Guide Crash Course #218 History Channel The Protestant Reformation **Wickham, Sean:** The Reformation in Europe Notes google drive Protestant Reformation worksheet edmodo Content Vocabulary worksheet edmodo 95 Thesis Rap youtube

	secondary historical sources. SS.H.HS.WLD.4.4.D(A) Synthesize the relationships among historical events in the world and relevant contemporary issues.		3. List various religions that emerged during the Reformation. 4. Summarize how the Reformation affected European society.			Martin Luther historyteachers youtube Reformation historyteacher youtube Martin Luther DVD cabinet Martin Luther Paper Guidelines edmodo Ch. 3 Review Worksheet Ch. 3 Review Sheet
Unit	**Benchmarks**	**Outcomes**	**Skills / Objectives**	**Optional - Essential Questions/Outcomes**	**Assessments**	**Resources**
Quarter 2						
The Age of Exploration *(updated 10/31/21)*	SS.H.HS.WLD.4.3.B(A) Interpret how and why diverse groups and/or individuals might understand historical events similarly or differently. SS.H.HS.WLD.4.4.C(A) Determine the relationship between multiple causes and effects of events and developments in the past. SS.H.HS.WLD.4.4.D(A) Synthesize the relationships among historical events in the world and relevant contemporary issues.		**Schoenrock, John:** Students will know that Europeans began exploring the world in the 1400s, and several nations experienced economic growth through conquest, competition, and trade. Students will know how European expansion, which resulted in the movement of goods, people, and ideas, created the first global economic systems. Students will know that the interaction between the various peoples in the Latin American colonies were complex, and that Portugal and Spain reaped profits from the natural resources and products of their colonies. **Wickham, Sean:** Students will be able to: 1. Cite the motivations behind European explorers of distant lands. 2. Determine how Spain and Portugal were able to take the lead in discovering new lands. 3. Explain the results of the Spanish and Portuguese conquests in the Americas. 4. Describe the economic theories put in practice during the age of exploration. 5. Identify how the Columbian Exchange affected the Americas and Europe. 6. Describe the social characteristics of colonial Latin America.	**Schoenrock, John:** Students will be able to answer: 1. What are the effects of political and economic expansion? **Wickham, Sean:** Students will be able to: 1. Cite the motivations behind European exploration of distand lands. 2. Identify economic theories that were put into practice during the age of exploration.	**Schoenrock, John:** Chapter Test Lesson Quizzes **Wickham, Sean:** Discussion Ch. 4 Review Worksheet Ch. 4 Review Sheet Ch. 4 Test	**Wickham, Sean:** European Exploration and Expansion Notes google drive Columbus, Da Gama, and Zong He video youtube Columbus, Da Gama, and Zong He worksheet edmodo 4-1 Guided Reading edmodo Global Economic Systems Picture Notes sheet edmodo Crash Course Atlantic Slave trade youtube Crash Course Atlantic Slave trade worksheet edmodo European RIvals in the East Notesheet Popplet.com The Spanish Empire Silver and Runaway Inflation youtube 4-3 Guided Reading edmodo The Conquerers video history channel The Conquerers worksheet edmodo Ch. 4 Review Worksheet Ch. 4 Review Sheet
Conflict and Absolutism in Europe *(updated 4/10/22)*	SS.H.HS.WLD.4.1.A(A) Evaluate the cause and effect of historical events in the world. SS.H.HS.WLD.4.3.A(A) Identify how differing experiences can lead to the development of perspectives. SS.H.HS.WLD.4.4.C(A) Determine the relationship between multiple causes and effects of events and developments in the past.		**Schoenrock, John:** Students will know: 1. That religious and political conflicts erupted between Protestant and Catholics in many European countries. 2. That social, economic, and religious conflicts challenged the established political order throughout Europe. 3. How conflicts between rulers and Parliament on how to govern the country led England from being governed by a king who believed in his divine right to rule to a constitutional monarchy. 4. That France became the best example of an absolute monarchy, while Prussia, Austria, and Russia followed suit, emerging as great European powers. 5. That art and literature in the late 16th and 17th Century Europe reflected people's spiritual perceptions and the human condition. **Wickham, Sean:** Students will be able to:	**Schoenrock, John:** Students will be able to answer: 1. What effect might social, economic, and religious conflicts have on a country? 2. How would the exercise of absolute power affect a country? **Wickham, Sean:** Students will be able to: 1. Describe the effect social, economic, and religious conflicts might have on a country. 2. Theorize how the exercise of absolute power would affect a country.	**Schoenrock, John:** Chapter Test Guided Readings **Wickham, Sean:** Comic Strips Group Discussions Ch. 5 Review Sheet Ch. 5 Test	**Wickham, Sean:** Henry VIII PowerPoint google drive Henry's Wives Notesheet edmodo bitstripsforschools.com Elizabeth Video history teachers youtube Why Absolutism youtube Why Absolutism worksheet edmodo Louis the Sun King video clip youtube Ch. 5 Review Sheet

			1. Identify the roles of France and Spain in religious conflicts. 2. Explain how Europe was affected by the social and economic crises in the 17th century. 3. List causes and effects of the Thirty Years War. 4. Identify the cause of the English Civil War. 5. Describe the causes and effects of the Glorious Revolution. 6. Determine why the reign of Louis XIV is regarded as the best example of absolutism in the 17th century. 7. Summarize how Austria, Prussia, and Russia emerged as great powers during the 17th century.			
The Enlightenment and Revolutions *(updated 4/10/22)*	SS.H.HS.WLD.4.1.A(A) Evaluate the cause and effect of historical events in the world. SS.H.HS.WLD.4.1.C(A) Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.		**Schoenrock, John:** Students will know: 1. That the Scientific Revolution gave Europeans a new way to view humankind's place in the universe. 2. That the Enlightenment thinkers believed all institutions should follow natural laws to produce the ideal society. 3. How the ideas of the Enlightenment influenced European architecture, art, music, and literature. 4. How Enlightenment ideas influenced politics and how Europe's individual nations were chiefly guided by the self-interest of their rulers. 5. That the American Revolution and the formation of the United States seemed to embody Enlightenment political ideals. **Wickham, Sean:** Students will be able to: 1. Identify the developments that were the foundation of the Scientific Revolution. 2. Summarize the major scientific breakthroughs during the time period. 3. Determine how the Scientific Revolution changed people's worldview. 4. Explain how the belief in logic and reason promoted the beginnings of social science. 5. Discuss how the Enlightenment ideas influenced society and culture. 6. Determine how the Enlightenment guided European rulers.	**Schoenrock, John:** Students will be able to answer: 1. Why do new ideas spark change? 2. How do new ways of thinking affect the way people respond to their surroundings? **Wickham, Sean:** Students will be able to: 1. Hypothesize why new ideas often spark change. 2. Explain how new ways of thinking affect the way people respond to their surroundings.	**Schoenrock, John:** Chapter Test Guided Readings Primary Source Readings **Wickham, Sean:** Take 5 Quiz Discussion Ch. 8 Review Sheet Ch. 8 Test	**Wickham, Sean:** The Scientific Revolution Notes google drive 8-1 Guided Reading edmodo Enlightened Absolutism and the Balance of Power Graphic Organizer edmodo Enlightenment Crash Course youtube video Tea, taxes, and American Revolution Crash Course youtube Scientific Revolution and Enlightenment youtube Ch. 8 Review Sheet
Unit	**Benchmarks**	**Outcomes**	**Skills / Objectives**	**Optional - Essential Questions/Outcomes**	**Assessments**	**Resources**
Quarter 3						
The French Revolution and Napoleon *(updated 4/10/22)*	SS.H.HS.US.4.2.A(A) Identify and evaluate how considering multiple perspectives facilitates an understanding of history.		**Schoenrock, John:** Students will know: 1. The causes of the French Revolution. 2. The ideas and events that shaped the course of the French Revolution. 3. Napoleon's role in the French Revolution and how it changed France. 4. How the French Revolution influenced ideas and events across Europe. **Wickham, Sean:** Students will be able to: 1. Summarize how the structure of social	**Schoenrock, John:** Students will be able to answer: 1. What causes revolutions? 2. How does revolution change society? **Wickham, Sean:** Students will be able to: 1. Explain what causes a revolution. 2. Assess how revolution changes a society.	**Schoenrock, John:** Guided Readings Primary Source Analysis Chapter Test **Wickham, Sean:** Progress Check Ch. 9 Review Sheet	**Wickham, Sean:** The French Revolution Begins Notes google drive The French Revolution Begins worksheet edmodo The French Revolution Begins Quiz edmodo End of the Old Regime Picture Notes Sheet Reign of Terror: French Revolution video youtube History teacher French Revolution music video youtube 25 Interesting Things you

			classes in France and the economic crisis led to discontent. 2. Identify why the Third Estate declared itself to be the National Assembly. 3. Cite how the French Revolution entered a new phase after the storming of the Bastille. 4. Assess why the French Revolution became more radical. 5. Explain how the French government dealt with the French Revolution. 6. Describe how Napoleon gained and lost his empire.		Ch. 9 Test	25 Interesting Things you didn't know about Napoleon video youtube Crash Course French Revolution youtube Ch. 9 Review Sheet edmodo
Industrialization and Nationalism *(updated 4/10/22)*	SS.H.HS.WLD.4.1.B(A) Select, record, and interpret key global events in chronological order. SS.H.HS.WLD.4.3.A(A) Identify how differing experiences can lead to the development of perspectives. SS.H.HS.WLD.4.3.B(A) Interpret how and why diverse groups and/or individuals might understand historical events similarly or differently. SS.H.HS.WLD.4.4.C(A) Determine the relationship between multiple causes and effects of events and developments in the past.		**Schoenrock, John:** Students will know: 1. The Industrial Revolution changed the way people lived and worked. 2. That during the 1830s and 1840s, liberals and nationalists rebelled against the conservative order in Europe. 3. That Italy and Germany achieved unification in the mid-1800s, but that not all national groups were able to accomplish their goal. 4. During the nineteenth century many Latin American countries gained their independence but became economically dependent on Western powers. 5. The intellectual movement known as romanticism was a reaction to the Enlightenment and to industrialization, while advances in science contributed to the outlook of a new movement called realism. **Wickham, Sean:** Students will be able to: 1. Identify why the Industrial Revolution started in Great Britain. 2. List factors that fed the spread of industrialization in Europe and North America. 3. Describe the social impact of Industrialization in Europe. 4. Determine how liberalism and nationalism presented a challenge to conservatism in Europe during the 1830s and 1840s. 5. Explain the cause of the unification of Italy and Germany. 6. Assess how the nationalist revolts in Latin America influenced by the French and American Revolutions. 7. Compare the ideas of romanticism and those of the Enlightenment.	**Schoenrock, John:** Students will be able to answer: 1. How can innovation affect ways of life? 2. How does revolution bring about political and economic change? **Wickham, Sean:** Students will be able to: 1. Theorize how innovation can effect ways of life. 2. Explain how revolution can bring about political and economic change.	**Schoenrock, John:** Chapter Test Lesson Guided Readings Crash Course videos Primary Source readings **Wickham, Sean:** Discussion Thumbs Up / Down Ch. 10 Review Worksheet Ch. 10/11 Review Sheet Ch. 10 and 11 Test	**Wickham, Sean:** Industrialism and Nationalism Notes google drive Crash Course Industrial Revolution video youtube The Spread of Industrialization Notesheet edmodo Child Workers worksheet edmodo Crash Course Capitalism video youtube Coal Industry lecture google drive 10-4 Guided Reading edmodo Ch. 10 Review Worksheet edmodo Urbanization Game google drive
Mass Society and Democracy *(updated 12/10/17)*			**Schoenrock, John:** Students will know: 1. That industrialization led to dramatic increases in economic productivity and to new political theories. 2. That the Second Industrial Revolution resulted in an increasingly urban population and a growing working class. 3. That industrialization led to new social movements. 4. That the Second Industrial Revolution resulted in an increased awareness of women's rights, the attainment of higher levels of education, and the forms of leisure. 5. That while democracy triumphed in Western Europe, authoritarianism prevailed in central and eastern Europe, and the industrialization of	**Schoenrock, John:** Students will be able to answer: 1. How can industrialization affect a country's economy? 2. How are political and social structures influenced by economic changes? **Wickham, Sean:** Students will be able to: 1. Summarize how industrialization affect a country's economy. 2. Explain how political and social structures are influenced economic	**Schoenrock, John:** Chapter 11 Test Lesson Guided Readings Primary Source readings Crash Course videos **Wickham, Sean:** Discussion Thumbs Up / Thumbs Down Ch. 10 and 11	**Wickham, Sean:** The Growth of Industrial Prosperity Notes google drive 11-2 Guided Reading edmodo The National, State and Democracy handout google drive 11-4 Guided Reading edmodo Ch. 10 and 11 Review Sheet edmodo

			the United States. 6. That international rivalries set the state for war. 7. That radical changes in the economic and social structure of the West were matched by equally dramatic artistic and intellectual changes. **Wickham, Sean:** Students will be able to: 1. List causes and effects of the Second Industrial Revolution in Western Europe. 2. Identify why European cities grew so quickly in the 19th century. 3. Explain how the Second Industrial Revolution influenced women's roles in society. 4. Determine how democracy was impacted in Western Europe in the late 19th century. 5. Express how innovation changed literature, the visual arts, and music in the late 1800s and early 1900s.	change.	Review Sheet Ch. 10 and 11 Test	
Unit	**Benchmarks**	**Outcomes**	**Skills / Objectives**	**Optional - Essential Questions/Outcomes**	**Assessments**	**Resources**
Quarter 4						
World War I and the Russian Revolution *(updated 1/3/18)*			**Schoenrock, John:** Students will know: 1. That militarism, alliance, imperialism, nationalism, and a crisis in the Balkans led to World War I. 2. That a stalemate at the Western Front led to a widening of World War I, and governments expanded their powers to accommodate the war. 3. That the fall of the czarist regime and the Russian Revolution put the Communists in power in Russia. 4. That after the defeat of the Germans, peace settlements brought political and territorial changes to Europe and created bitterness and resentment in some nations. **Wickham, Sean:** Students will be able to: 1. List the factors that contributed to the start of World War I. 2. Explain how the assassination of Archduke Franz Federinand spark the outbreak of war. 3. Compare and contrast how the war on the Eastern Front differed from the Western Front. 4. Determine the impact of total war. 5. List the factors and events that led to the Russian Revolution. 6. Identify how Russia moved from a czarist regime to a communist regime. 7. Explain how WWII came to and end.	**Schoenrock, John:** Students will be able to answer: 1. Why do politics often lead to war? 2. How can technology impact war? **Wickham, Sean:** Students will be able to: 1. Explain why politics often lead to war. 2. Describe how technology impacts war.	**Schoenrock, John:** Lesson Guided Readings Chapter Test Primary Source Readings **Wickham, Sean:** Timeline Quiz Comic Stripe Ch. 14 Review Sheet Ch. 14 Test	**Wickham, Sean:** World War I Notes google drive Propaganda Posters file cabinet Propaganda worksheet edmodo The Russian Revolution Notes google drive 14-3 Guided Reading edmodo Timeline Quiz edmodo The Great War Video - US Wars: WWI snap media The Peace Settlements Notesheet edmodo Treaty of Versailles Notes google drive bitstripsforschools.com 25 Interesting Things about WWI youtube Ch 14 Review Sheet edmodo
The West Between the Wars *(updated 1/28/18)*			**Schoenrock, John:** Students will know: 1. That peace and prosperity were short-lived after World War I as a global depression weakened Western democracies. 2. The influences on the artistic and intellectual achievements of the years following World War I. 3. That by 1939, many European countries had adopted dictatorial regimes that aimed to	**Schoenrock, John:** Students will be able to answer: 1. What can cause economic instability? 2. How might political change impact society? **Wickham, Sean:**	**Schoenrock, John:** Chapter Test Lesson Guided Reading Primary Source Readings Economic Readings	**Schoenrock, John:** Lesson Guided Reading Primary Source Readings Economic Readings **Wickham, Sean:** Instability After WWI Notes google drive

			control every aspect of their citizens' lives for state goals. 4. That Hitler's totalitarian state was widely accepted, but German Jews and minorities were persecuted. 5. The ways in which Hitler promoted Nazism. **Wickham, Sean:** Students will be able to: 1. Identify the causes of the Great Depression. 2. Explain how the Great Depression affected people's confidence in democracy. 3. Determine how Mussolini created a dictatorial state in Italy. 4. Assess how Stalin gained and maintained power in the USSR. 5. Summarize the basis of Adolf Hitler's ideas. 6. Describe how Hitler built a Nazi state.	Students will be able to: 1. Describe things that can cause economic instability. 2. Discuss how political change can impact society.	**Wickham, Sean:** Graffiti Activty Ch. 15 Review Worksheet Ch. 15 and 17 Review Sheet Ch. 15 and 17 Test	The Rise of Dictatorial Regimes worksheet edmodo The Great Depression Around the World youtube Authoritarian States in the West worksheet edmodo Hitler Supresses CIvil Liberties youtube Wiemar Republic youtube The Nazi State Notes google drive Life Under Adolf Hitler Man and Myth snap media Ch. 15 Review Worksheet
World War II and the Holocaust *(updated 2/21/18)*			**Schoenrock, John:** Students will know: 1. That the ambitions of Japan and Germany paved the way for the outbreak of World War II. 2. That Allied perseverance, effective military operations, and Axis miscalculations ended World War II. 3. How civilians on the home front were affected by the war through mobilization and bombing raids. 4. That millions of people were forced to labor for the German and Japanese war machines. 5. That the Holocaust claimed the lives of six million Jews. 6. That Allied victories forced Germany and Japan to surrender unconditionally. 7. That after World War II, a new set of Cold War problems faced the international community. **Wickham, Sean:** Students will be able to: 1. Identify Hitler's motivation for German expansion. 2. List the alliances that contributed to the outbreak of WWII. 3. Explain why Japan wanted to seize other countries. 4. Assess how the involvement of the United States changed the war. 5. Describe how countries mobilized for war. 6. Summarize the impact of the Holocaust of the minority groups in Europe. 7. Determine the turning point of the war in which the tide of battle turned against Germany, Italy and Japan.	**Schoenrock, John:** Students will be able to answer: 1. Why do political actions often lead to war? 2. How does war impact society and the environment? **Wickham, Sean:** Students will be able to: 1. Explain why political actions often lead to war. 2. Express the impact war has on society and the environment.	**Schoenrock, John:** Student Guided Readings Primary Source Readings Chapter Test **Wickham, Sean:** Discussion Group Work Ch. 15 and 17 Review Sheet Ch. 15 and 17 Test	**Wickham, Sean:** Crash Course World War II youtube WWII Begins Notes google drive The Japanese Path to War worksheet edmodo WWII Notesheet edmodo World War II in HD cabinet Pearl Harbor cabinet The Allies Advance worksheet edmodo The Homefront and Civilians worksheet edmodo World War II Ends Notes google drive Ch. 17 Review Worksheet Ch. 15 and 17 Review Sheet
The Cold War *(updated 3/20/18)*			**Schoenrock, John:** Students will know: 1. That a period of conflict known as the Cold War developed between the United States and the Soviet Union after 1945, dividing Europe. 2. Why the policies of the Chinese Communist government set up in 1949 failed to bring prosperity. 3. How the political divisions during the Cold War led to the Korean War, the Cuban Missile Crisis, and the Vietnam War.	**Schoenrock, John:** Students will be able to answer: 1. How does conflict influence political relationships? **Wickham, Sean:** Students will be able to: 1. Describe how conflict influenced political relationships. 2. Assess how war results in change.	**Schoenrock, John:** Student Guided Readings Primary Source Readings Chapter Test **Wickham, Sean:** Progress Check Questions	**Wickham, Sean:** The Cold War Begins Notes google drive The Spread of the Cold War worksheet edmodo China After WWII Lecture Notes google drive China After WWII worksheet edmodo Korean War Lesson Plan google drive Vietnam in HD video cabinet Life During the Cold War Notes google drive

			Wickham, Sean: Students will be able to: 1. Determine why the United States and the Soviet Union became political rivals after WWII. 2. Discuss the result of increased tensions between the superpowers. 3. Identify how China was affected by the Cold War. 4. Explain the common factor that triggered the "hot" wars in Asia during the Cold War. 5. Understand how Western Europe recovered from World War II. 6. Identify the social and political issues that challenged the United States during the Cold War.	3. List challenges countries may face as a result of war.	Take 5 Quiz Ch. 18 and 20 Review Sheet Ch. 18 and 20 Test	Notes google drive Content Vocabulary Worksheet edmodo The US After the War Notes google drive The Asian Rim worksheet edmodo Ch. 18 and 20 Review Sheet
Contemporary Global Issues *(updated 4/21/18)*			**Schoenrock, John:** Students will know: 1. That in the post-Cold War period the world continues to face political challenges. 2. That in the post-Cold War period the world continues to face difficult social challenges. 3. How globalization affects national, regional, and world economies. 4. The opportunities and challenges presented by science, technology, and the environment in the late 20th and 21st centuries. **Wickham, Sean:** Students will be able to: 1. Identify the structure and goals of the United Nations. 2. List the international security issues that confront the post-war world. 3. Identify countries that have been affected by civil war, ethnic conflict, and genocide and how governments and nongovernmental organizations responded to them. 4. Discuss the social impact of poverty, hunger, and health pandemics in developing nations. 5. Determine the role of global economic organizations in the world economy.	**Schoenrock, John:** Students will be able to answer: 1. What influences global political and economic relationships? 2. How do social and environmental issues affect countries differently? **Wickham, Sean:** Students will be able to: 1. Determine what influences global political and economic relationships. 2. Compare how social and environmental issues affect countries differently.	**Schoenrock, John:** Guided Readings Chapter Tests Primary source readings **Wickham, Sean:** Group Discussion Webquest Ch. 22 Review Sheet Ch. 22 Test	**Wickham, Sean:** Political Challenges in the Modern World Notes google drive 22-1 Guided Reading edmodo A billion for a billion youtube Unifef youtube World Poverty Facts youtube Imagine UNICEF youtube Story of Human Rights youtube The Science of Overpopulation youtube Global Economies crash course youtube Globalization 2 youtube 22-3 Guided Reading edmodo Technological Revolution Notes google drive Environmental Challenges worksheet Ch.22 Review Sheet edmodo