Axtell Community School
Board of Education Meeting
Wednesday, October 14, 2026
6:45 PM
Axtell Community School Library

The board reserves the right to move agenda items to accommodate the flow of the meeting.

1. Call meeting to order, roll call.
   Present: Bette Dimon, Jeff Halvorsen, Matt Strolberg. The LB 399 (Americanism Committee) meeting is called to order on October 14, 2026 at 6:46 PM, in the Axtell Community School Library.

2. Open meeting law is posted and recognized.

3. Publication of Meeting-notice was provided according to policy.

4. Recognition of guests and request for public comment.

5. Discussion Items
   Review Policy 8153
   Policy No. 8153 - Standing Committee on American Civics
   Internal Board Policies - Organization It shall be the policy of Axtell Community Schools that the Committee on American Civics shall consist of three members appointed by the Board President. The Committee shall meet at least twice per year. One of the responsibilities of this committee will be to examine recommended social studies textbooks and report findings based on this examination to other members of the Board of Education. The Committee shall take all other steps to ensure compliance with Nebraska law.
   It shall further be the policy of Axtell Community Schools that the Committee on American Civics shall review all major proposals prepared by the Superintendent of schools and instructional staff for adoption of new textbooks, development of new instructional programs, revision of existing instructional programs, modification of established graduation requirements, and other related matters. After the review is completed, the Committee on Curriculum and Americanism will make a recommendation to the full Board of Education about approval or adoption of the matter under consideration.
   Legal Reference: Neb. Rev. Stat. Sec. 79-724
   Neb. Rev. Stat. Sec. 79-520

   Presentation by Mr. Nelson

   Overview of New Elementary Social Studies Curriculum

6. Information Items

6.a. Next Committee Meeting in April TBD

7. Adjourn

Nebraska Social Studies
STANDARDS CORRELATION

K

Standards		Weekly Issues
Civics and Government		
SS K.1.1	Communicate the purpose of rules and the roles within learning and living environments.	3: What are Rules?
SS K.1.1.a	Describe a rule and analyze its purpose.	2: Authority Figures 3: What are Rules? 4: What are Laws? 8: Citizens
SS K.1.1.b	Identify roles in a family structure and explain their importance.	1: I Am a Member of a Community 2: Authority Figures
SS K.1.2	Demonstrate positive and productive citizenship skills.	5: Government 7: Learning and Working Together 8: Citizens 9: Characteristics of Responsible Citizens
SS K.1.2.a	Model citizenship skills.	1: I Am a Member of a Community 5: Government 7: Learning and Working Together 8: Citizens 9: Characteristics of Responsible Citizens 10: Patriotism
SS K.1.2.b	Communicate patriotic symbols, songs, actions, and cultural celebrations.	10: Patriotism 11: National Symbols 12: National Patriotic Holidays 28: Holidays Around the World
SS K.1.2.c	Communicate historical background and significance of national holidays.	6: Important Documents 12: National Patriotic Holidays 28: Holidays Around the World
Geography		
SS K.3.1	Explore where (spatial) and why people, places and environments are organized in the world.	13: Map Skills 15: Finding Places Around Me 19: My Place on the Map
SS K.3.1.a	Communicate personal directions to describe relative locations of people and objects.	13: Map Skills 14: Location

Standards		Weekly Issues
		15: Finding Places Around Me 19: My Place on the Map
SS K.3.1.b	Identify locations in the school and around the classroom.	5: Government 14: Location 15: Finding Places Around Me
SS K.3.1.c	Identify geographic tools as representations of local and distant places.	13: Map Skills 15: Finding Places Around Me 19: My Place on the Map
SS K.3.1.d	Identify the difference between land and water on a Globe.	13: Map Skills
SS K.3.2	Explore places and regions.	27: Culture
SS K.3.2.a	Identify physical characteristics of place.	16: Physical Characteristics of a Place
SS K.3.2.b	Identify human characteristics of place.	15: Finding Places Around Me 18: Human Characteristics of a Place
SS K.3.3	Explore the relationship between humans and their physical environment.	17: Weather 27: Culture
SS K.3.3.a	Identify types of weather and the impact of weather on everyday life.	16: Physical Characteristics of a Place 17: Weather
SS K.3.3.b	Identify the four seasons.	16: Physical Characteristics of a Place 17: Weather
SS K.3.3.c	Inquire about how people prepare for and respond to severe weather.	17: Weather
SS K.3.4	Recognize that people belong to different groups and live in different settings.	27: Culture
SS K.3.4.a	Identify students as members of various groups.	1: I Am a Member of a Community
SS K.3.4.b	Identify places in the community where people may live.	15: Finding Places Around Me 18: Human Characteristics of a Place

Standards		Weekly Issues
SS K.3.5	Use geographic skills to make connections to students' lives.	5: Government 14: Location 15: Finding Places Around Me 16: Physical Characteristics of a Place 18: Human Characteristics of a Place 27: Culture
SS K.3.5.a	Apply geographic knowledge and techniques to navigate the classroom.	14: Location 15: Finding Places Around Me
Economics		
SS K.2.1	Differentiate between wants and needs in decision-making.	29: Needs and Wants 30: Economics
SS K.2.1.a	Classify wants and needs and explain subsequent Choices	29: Needs and Wants 30: Economics
SS K.2.2	Recognize money is used to purchase goods and services to satisfy economic wants and needs.	30: Economics 31: Jobs 32: Spending and Saving
SS K.2.2.a	Explain the purposes of money.	30: Economics 31: Jobs 32: Spending and Saving
SS K.2.3	*Not addressed at this level*	
SS K.2.4	*Not addressed at this level*	
SS K.2.5	*Not addressed at this level*	
History		
SS K.4.1	Recognize patterns of continuity and change over time in themselves and others.	22: Changes Over Time 24: Life Long Ago and Today 26: Transportation Over Time
SS K.4.1.a	Identify concepts of time and chronology.	20: Calendars 21: Words About Time 23: History 24: Life Long Ago and Today

Standards		Weekly Issues
SS K.4.1.b	Identify the sequence of personal events and their Impact.	21: Words About Time 22: Changes Over Time 23: History
SS K.4.2	Recognize different perspectives of events.	
SS K.4.2.a	Compare perspectives of self and others.	
SS K.4.3	Identify historical people, events, and symbols.	6: Important Documents 9: Characteristics of Responsible Citizens 11: National Symbols 12: National Patriotic Holidays 25: Inventors
SS K.4.3.a	Recognize historical people from a variety of cultures.	9: Characteristics of Responsible Citizens 11: National Symbols
SS K.4.3.b	Identify symbols of the United States.	6: Important Documents
SS K.4.3.c	Differentiate between stories from the present and the past.	23: History 26: Transportation Over Time
SS K.4.4	Develop historical inquiry and research skills.	23: History
SS K.4.4.a	Construct questions about personal history.	23: History 27: Culture
SS K.4.4.b	Identify and cite appropriate sources when conducting historical research.	23: History
SS K.4.4.c	Gather and communicate historical information.	21: Words About Time 22: Changes Over Time 26: Transportation Over Time 27: Culture

Nebraska Social Studies STANDARDS CORRELATION 1

Standards		Weekly Issues
Civics and Government		
SS 1.1.1	Analyze the relationship between roles and rules within learning and living environments	1: Community 2: Authority Figures 3: Rules and Laws 4: Government 9: Characteristics of Responsible Citizens
SS 1.1.1.a	Explain how rules reduce and help resolve conflicts between people with different perspectives.	2: Authority Figures 3: Rules and Laws 4: Government
SS 1.1.1.b	Identify leaders within a school community and explain the importance of their roles.	2: Authority Figures 3: Rules and Laws
SS 1.1.2	Demonstrate positive and productive citizenship skills.	1: Community 4: Government 8: Citizens 9: Characteristics of Responsible Citizens 10: Responsible Citizens in History
SS 1.1.2.a	Model and communicate citizenship skills.	1: Community 3: Rules and Laws 4: Government 9: Characteristics of Responsible Citizens 10: Responsible Citizens in History
SS 1.1.2.b	Identify patriotic symbols, songs, actions, holidays, and cultural celebrations.	11: Patriotism 12: National Patriotic Symbols
SS 1.1.2.c	Communicate historical background and significance of national holidays.	7: Important Documents 13: National Patriotic Holidays
SS 1.1.2.d	*Compare and contrast historical and current government figures that exemplify civic engagement.*	
Geography		
SS 1.3.1	Explore where (spatial) and why people, places, and environments are organized in the world.	19: Geography of Our Community
SS 1.3.1.a	Identify the four cardinal directions.	14: Map Skills
SS 1.3.1.b	Identify and describe locations in schools and	15: Location

Standards		Weekly Issues
	homes and explain reasons for the locations.	19: Geography of Our Community
SS 1.3.1.c	Create and use maps.	14: Map Skills 15: Location 19: Geography of Our Community
SS 1.3.1.d	Distinguish between continents and oceans.	16: Physical Characteristics of a Place
SS 1.3.2	Explore places and regions.	18: Adapting to Our Environment
SS 1.3.2.a	Identify and differentiate between physical features on maps, globes, graphics, and in the physical world.	14: Map Skills 16: Physical Characteristics of a Place 19: Geography of Our Community
SS 1.3.2.b	Identify and differentiate between human features.	17: Human Characteristics of a Place 19: Geography of Our Community
SS 1.3.2.c	Explain how places change over time.	21: Change Over Time
SS 1.3.3	Explore the relationship between humans and their physical environment.	18: Adapting to Our Environment 19: Geography of Our Community
SS 1.3.3.a	Interpret the impact of environmental hazards and severe weather on everyday life.	
SS 1.3.3.b	Identify Earth's natural resources.	16: Physical Characteristics of a Place 19: Geography of Our Community 27: Needs and Wants
SS 1.3.3.c	Describe how people adapt to their physical environment.	18: Adapting to Our Environment
SS 1.3.4	Describe the characteristics of culture.	25: Culture 26: Folktales and Legends
SS 1.3.4.a	Identify cultural traits.	25: Culture 26: Folktales and Legends
SS 1.3.4.b	Describe the characteristics of individual culture.	25: Culture 26: Folktales and Legends

Standards		Weekly Issues
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.	15: Location
Economics		
SS 1.2.1	Explain how scarcity necessitates making choices.	29: Economic Choices
SS 1.2.1.a	Identify gains and losses when choices are made.	27: Needs and Wants 29: Economic Choices
SS 1.2.2	Compare spending and saving opportunities.	28: Economics 32: Spending and Saving
SS 1.2.2.a	Give examples of situations where students and families could choose to save for future purchases.	28: Economics 29: Economic Choices 32: Spending and Saving
SS 1.2.3	Explain that resources are used to produce goods and services.	27: Needs and Wants
SS 1.2.3.a	Categorize human and natural resources used to create goods and services.	29: Economic Choices
SS 1.2.4	*Not addressed at this level*	
SS 1.2.5	*Not addressed at this level*	
History		
SS 1.4.1	Recognize patterns of continuity and change over time in families.	2: Change Over Time 23: Life Long Ago and Today
SS 1.4.1.a	List and describe life events over time.	13: National Patriotic Holidays 20: Calendars 22: History 24: Communication Over Time
SS 1.4.1.b	Compare and contrast family life from earlier times and today.	21: Change Over Time 23: Life Long Ago and Today
SS 1.4.2	Identify multiple perspectives of diverse family	

Standards		Weekly Issues
	traditions.	
SS 1.4.2.a	Compare and contrast family traditions across cultures.	13: National Patriotic Holidays
SS 1.4.3	Describe historical people, events, and symbols.	6: Founders 7: Important Documents 12: National Patriotic Symbols 22: History
SS 1.4.3.a	Identify the contributions of historical people.	10: Responsible Citizens in History 13: National Patriotic Holidays
SS 1.4.3.b	Identify symbols of the United States.	7: Important Documents 12: National Patriotic Symbols
SS 1.4.3.c	Describe how oral traditions, books, letters, and other artifacts help us to understand the past.	22: History 26: Folktales and Legends
SS 1.4.4	Develop historical inquiry and research skills.	22: History 23: Life Long Ago and Today
SS 1.4.4.a	Construct and answer questions about family history.	21: Change Over Time 22: History 23: Life Long Ago and Today
SS 1.4.4.b	Identify and cite appropriate texts, letters, and other artifacts for research.	22: History 23: Life Long Ago and Today
SS 1.4.4.c	Gather and communicate historical information about families.	21: Change Over Time 23: Life Long Ago and Today

*Italics indicate Standards not Covered

Nebraska Social Studies STANDARDS CORRELATION 2

Standards		Weekly Issues
Civics and Government		
SS 2.1.1	Investigate and defend the responsibilities and rights of citizens in their communities.	3: I Belong to a Community 6: Important Documents 11: Citizenship
SS 2.1.1.a	Contribute to developing rules by considering multiple points of view.	5: Principles of Democracy 7: The Purpose of Government
SS 2.1.1.b	*Demonstrate conflict management strategies as individuals, groups, and communities.*	
SS 2.1.2	Contribute to making decisions using democratic traditions based on established rules.	5: Principles of Democracy 6: Important Documents
SS 2.1.2.a	Identify and apply civic responsibilities that are important to individuals and their communities.	3: I Belong to a Community 5: Principles of Democracy 8: The Structure of National Government 9: Tribal, State, and Local Government 11: Citizenship
SS 2.1.2.b	Explain how patriotic symbols, songs, actions, celebrations, and holidays reflect democratic traditions.	12: Patriotism 13: Patriotic Symbols 15: Memorials and Monuments 16: Patriotic Holidays
SS 2.1.2.c	Communicate historical background and significance of national holidays.	15: Memorials and Monuments 16: Patriotic Holidays
SS 2.1.2.d	Investigate ways to be actively engaged to improve family, school, and community.	3: I Belong to a Community 8: The Structure of National Government 9: Tribal, State, and Local Government 11: Citizenship
SS 2.1.2.e	Model and communicate characteristics of good Citizenship.	3: I Belong to a Community 5: Principles of Democracy 8: The Structure of National Government 9: Tribal, State, and Local Government 11: Citizenship 23: Culture

Standards		Weekly Issues
Geography		
SS 2.3.1	Explore where (spatial) and why people, places, and environments are organized in the world.	24: Regions of the World
SS 2.3.1.a	Compare and contrast maps and globes.	17: Map Skills 18: Location
SS 2.3.1.b	Identify and describe locations in neighborhoods.	18: Location 20: Human Characteristics of Places
SS 2.3.1.c	Identify and apply map elements.	17: Map Skills 18: Location
SS 2.3.1.d	Locate communities, Nebraska, and the United States on maps and globes.	18: Location
SS 2.3.1.e	Explain why things are located where they are in neighborhoods.	22: Movement
SS 2.3.2	Compare places and regions.	21: Humans and the Environment 24: Regions of the World
SS 2.3.2.a	Identify and differentiate between physical and human features of neighborhoods and communities.	19: Physical Features of Places 20: Human Characteristics of Places
SS 2.3.2.b	Describe local places and regions.	19: Physical Features of Places 24: Regions of the World
SS 2.3.2.c	Explain how places and regions change over time.	21: Humans and the Environment 22: Movement
SS 2.3.3	Describe relationships between humans and the physical environment.	20: Human Characteristics of Places 21: Humans and the Environment
SS 2.3.3.a	Identify examples of Earth's physical processes.	21: Humans and the Environment
SS 2.3.3.b	Describe how seasonal weather patterns, natural hazards, and natural resources affect human activities.	21: Humans and the Environment
SS 2.3.3.c	Match resources to their sources.	

Standards		Weekly Issues
SS 2.3.3.d	Describe how people adapt to their physical Environment.	
SS 2.3.4	Describe different groups of people and the different settings where they live.	22: Movement
SS 2.3.4.a	Describe cultures of the local community and other communities.	23: Culture
SS 2.3.4.b	*Identify examples of cultural markers in the community.*	
SS 2.3.5	Use geographic skills to make connections to students' lives.	17: Map Skills 18: Location 19: Physical Features of Places 20: Human Characteristics of Places
SS 2.3.5.a	Apply geographic knowledge and techniques to navigate students' homes and neighborhoods.	17: Map Skills 18: Location
Economics		
SS 2.2.1	Evaluate choices about how to use scarce resources that involve prioritizing wants and needs.	29: Economic Principles
SS 2.2.1.a.	Justify a decision made by providing evidence of possible gains and losses.	27: Economic Choices 29: Economic Principles 30: More Economic Principles
SS 2.2.2	Demonstrate knowledge of currency, its denominations, and use.	27: Economic Choices 30: More Economic Principles
SS 2.2.2.a	Make transactions using currency emphasizing its use as a medium of exchange.	27: Economic Choices
SS 2.2.3	Describe how producers deliver products/services, earn an income, and satisfy economic needs and wants.	25: Needs, Wants, and Resources 26: Economic Activity 28: Producers and Consumers
SS 2.2.3.a.	Explain the role of goods and services and supply and demand in a community.	25: Needs, Wants, and Resources 28: Producers and Consumers 29: Economic Principles 30: More Economic Principles
SS 2.2.3.b.	Describe how people in their communities earn income/wages through work.	26: Economic Activity 27: Economic Choice

Standards		Weekly Issues
SS 2.2.4	Identify the goods and services governments provide.	10: Government Services
SS 2.2.4.a	Identify goods and services that local governments Provide.	9: Tribal, State, and Local Government 10: Government Services
SS 2.2.4.b	Explain how the local government uses taxes to pay for goods and services it provides.	10: Government Services
SS 2.2.5	*Not addressed at this level*	
	History	
SS 2.4.1	Recognize patterns of continuity and change over time in Neighborhoods.	
SS 2.4.1.a	*Describe how a neighborhood has changed over the course of time using maps and other artifacts.*	
SS 2.4.1.b	*Compare and contrast how different neighborhoods have changed over time.*	
SS 2.4.2	Compare multiple perspectives of events within neighborhoods.	23: Culture
SS 2.4.2.a	Compare and contrast perspectives from multiple sources regarding the same event.	23: Culture
SS 2.4.3	Determine past and current events, issues, and people relevant to a Neighborhood.	31: Solving Problems in Your Community
SS 2.4.3.a	Describe historical people, events, ideas, and symbols (including various cultures and ethnic groups) that impacted a Neighborhood.	14: Founders 15: Memorials and Monuments
SS 2.4.4	Develop historical inquiry and research skills.	1: Sources 31: Solving Problems in Your Community
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.	1: Sources
SS 2.4.4.c	Gather and present historical information about a Neighborhood.	23: Culture

Nebraska Social Studies STANDARDS CORRELATION 3

Standards		Weekly Issues
Civics and Government		
SS 3.1.1	Analyze the structure and function of local governments.	7: Purposes of Government 10: National Government 11: Tribal, State, and Local Government 13: Inquiry
SS 3.1.1.a	Compare and contrast the structure and function of roles commonly found in local governments.	10: National Government 11: Tribal, State, and Local Government 13: Inquiry
SS 3.1.1.b	Communicate how and why a community creates laws.	6: I Am a Member of a Community
SS 3.1.1.c	Investigate and summarize the roles that leaders and other citizens serve in local communities.	13: Inquiry
SS 3.1.1.d	Justify the importance of roles that leaders and citizens serve in local government.	10: National Government 13: Inquiry
SS 3.1.2	Describe the impact of individual and group decisions at the community level.	6: I Am a Member of a Community 12: We the People 26: Problem Solving 32: Inquiry - Interdependence in your Community
SS 3.1.2.a	Identify and model rights and responsibilities of citizens at the community level.	6: I Am a Member of a Community 10: National Government 12: We the People
SS 3.1.2.b	Explain how patriotic symbols, songs, actions, celebrations, and holidays are recognized in local communities.	
SS 3.1.2.c	Communicate the background of national holidays or historical events, their significance, and how they are recognized in the local community.	
SS 3.1.2.d	Identify and engage in opportunities to serve the local community.	6: I Am a Member of a Community 12: We the People
SS 3.1.2.e	Engage in discourse that demonstrates respect and consideration of multiple points of view.	8: Government 9: Important Documents 12: We the People 26: Problem Solving

Standards		Weekly Issues
SS 3.1.2.f	*Describe the decisions of local leaders and how they affect public policy.*	
	Geography	
SS 3.3.1	Explore where (spatial) and why people, places, and environments are organized in the world.	14: Thinking Like a Geographer 16: Natural Features and Landforms 17: Natural Features and Landforms: Oceans and Deserts 28: Urban, Suburban, and Rural land Use 32: Inquiry - Interdependence in your Community
SS 3.3.1.a	Identify and apply map elements.	14: Thinking Like a Geographer 15: Map Skills
SS 3.3.1.b	Use a map to identify location and distribution of physical and human features.	14: Thinking Like a Geographer 16: Natural Features and Landforms 17: Natural Features and Landforms: Oceans and Deserts
SS 3.3.1.c	Determine why things are located where they are in the community.	28: Urban, Suburban, and Rural land Use 32: Inquiry - Interdependence in your Community
SS 3.3.1.d	Locate specific places on maps and globes.	14: Thinking Like a Geographer 15: Map Skills
SS 3.3.1.e	Identify the continents, oceans, and hemispheres.	15: Map Skills
SS 3.3.2	Compare the characteristics of places and regions.	18: Regions Part 1 19: Regions Part 2 28: Urban, Suburban, and Rural land Use
SS 3.3.2.a	Identify and differentiate between physical and human features of neighborhoods and communities.	16: Natural Features and Landforms 17: Natural Features and Landforms: Oceans and Deserts
SS 3.3.2.b	Compare and contrast local places and regions with other places and regions.	18: Regions Part 1 19: Regions Part 2 28: Urban, Suburban, and Rural land Use 32: Inquiry - Interdependence in your Community

Standards		Weekly Issues
SS 3.3.2.c	Explain how and why places and regions change over time.	21: Migration 28: Urban, Suburban, and Rural land Use
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.	20: Water is a Natural Resource 32: Inquiry - Interdependence in your Community
SS 3.3.3.b	Identify ecosystems.	16: Natural Features and Landforms 17: Natural Features and Landforms: Oceans and Deserts
SS 3.3.3.c	Explain the importance of Earth's natural resources.	20: Water is a Natural Resource
SS 3.3.3.d	Describe how humans develop communities in local Settings.	
SS 3.3.4	Compare and contrast the characteristics of local cultures.	32: Inquiry - Interdependence in your Community
SS 3.3.4.a	Compare and contrast cultural traits within a community.	32: Inquiry - Interdependence in your Community
SS 3.3.4.b	Describe examples of how and why cultures change in a Community.	21: Migration
SS 3.3.5	Use geographic skills to make connections to issues and events.	32: Inquiry - Interdependence in your Community
SS 3.3.5.a	Identify and evaluate how changes in human and physical geography have shaped the community.	32: Inquiry - Interdependence in your Community
Economics		
SS 3.2.1	Explain that people choose and decide what services they ask their local and state government to provide and pay for.	7: Purposes of Government 10: National Government 12: We the People 13: Inquiry
SS 3.2.1.a	Identify goods and services funded through state or local Taxes.	10: National Government

Standards		Weekly Issues
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.	
SS 3.2.3	Explain that markets are places where buyers and sellers exchange goods and services.	29: Producers and Consumers 32: Inquiry - Interdependence in your Community
SS 3.2.3.a	Indicate various markets where buyers and sellers meet.	29: Producers and Consumers 32: Inquiry - Interdependence in your Community
SS 3.2.4	Describe how the local community trades with other communities.	30: Community Interdependence 32: Inquiry - Interdependence in your Community
SS 3.2.4.a	Identify local goods and services that could be traded with people everywhere.	29: Producers and Consumers 32: Inquiry - Interdependence in your Community
SS 3.2.5	*Not addressed at this level*	
History		
SS. 3.4.1	Detect and apply patterns of continuity and change over time in communities (town or city).	6: I Am a Member of a Community 27: Eyewitness to Change Over Time 31: Transportation Over Time
SS 3.4.1.a	Describe community events over time using maps and other artifacts.	
SS 3.4.1.b	Compare and contrast how different communities have changed over time.	6: I Am a Member of a Community 24: Communities Over Time
SS 3.4.2	Describe and explain multiple perspectives of events within a Community.	24: Communities Over Time 27: Eyewitness to Change Over Time
SS 3.4.2.a	Describe the role of diverse groups of people, events, and ideas in the development of a community.	6: I Am a Member of a Community 12: We the People 13: Inquiry 24: Communities Over Time 25: People who Influence Communities

Standards		Weekly Issues
		27: Eyewitness to Change Over Time
SS 3.4.2.b	Compare and contrast conflicting perspectives about a past event in a community.	1: Developing Inquiries 3: Examining Evidence and Communicating Conclusions 4: Taking Action 5: Engage in Your Own Inquiry
SS 3.4.3	Select past and current events and people relevant to the community.	5: Engage in Your Own Inquiry
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.	5: Engage in Your Own Inquiry
SS 3.4.3.b	Identify how decisions affected events in a community.	5: Engage in Your Own Inquiry 24: Communities Over Time
SS 3.4.4	Develop historical inquiry and research skills.	1: Developing Inquiries 2: Sources 4: Taking Action 23: Using Charts, Maps, and Data 27: Eyewitness to Change Over Time
SS 3.4.4.a	Construct and answer questions about multiple community histories from viewpoints of that community.	
SS 3.4.4.b	Identify, obtain, and cite appropriate primary and secondary sources for research about the local community.	
SS 3.4.4.c	Gather and communicate historical information about the community	

Standards		Weekly Issues
Nebraska 4th Grade Standards		
SS.4.1.1	Synthesize and justify the structure and function of Nebraska's government.	18 - How a Bill Becomes a Law in Nebraska 19 - Leadership in Nebraska
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.	17 - Nebraska's Journey to Statehood
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.	17 - Nebraska's Journey to Statehood
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.	18 - How a Bill Becomes a Law in Nebraska
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.	19 - Leadership in Nebraska
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.	19 - Leadership in Nebraska
SS 4.1.2	Investigate how different perspectives impact government decisions at the state level.	19 - Leadership in Nebraska 21 - Rights and Responsibilities 25 - Citizens and Public Policy in Nebraska
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.	21 - Rights and Responsibilities
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.	22 - Symbols of Nebraska
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.	23 - Nebraska Holidays and Celebrations
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.	24 - Service in Nebraska
SS 4.1.2.e	Explain how individuals and groups influence the way a state	25 - Citizens and Public Policy in Nebraska

Standards		Weekly Issues
	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.	25 - Citizens and Public Policy in Nebraska
SS 4.2.1	Describe how scarcity requires the consumer and producer to make choices and identify costs associated with them.	27 - Economic Principles
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.	27 - Economic Principles
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.	28 - Buying Goods and Services
SS 4.2.2	Investigate various financial institutions in Nebraska and the reasons for people's spending and saving choices.	29 - Spending and Saving
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.	29 - Spending and Saving
SS 4.2.3	Investigate how resources are used to make other goods and produce services.	30 - Industry in Nebraska
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.	30 - Industry in Nebraska 32 - Technology Creates Change Over Time
SS 4.2.4	Identify and explain specialization and trade and why different regions produce different goods and services.	31 - Goods and Services in Nebraska
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).	31 - Goods and Services in Nebraska
SS 4.2.4.b	Discuss how technology has affected the specialization of Nebraska's economy and surrounding states. For example:	32 - Technology Creates Change Over TIme

Standards		Weekly Issues
	irrigation, agriculture and farm equipment, online trading, geospatial technology (GIS [Geographic Information Systems] and GPS [Global Positioning System]).	
SS 4.3.1	Explore where (spatial) and why people, places, and environments are organized in the state and around the world.	1 - Regions of the United States 3 - Maps Skills 4 - Regions of the World 7 - Human Adaptation in Nebraska
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.	2 - Geography of Nebraska 7 - Human Adaptation in Nebraska 11 - Geography through Nebraska History
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.	3 - Maps Skills
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?	11 - Geography through Nebraska History 12 - The Interrelationship of Humans and Geography
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	5 - Maps of Nebraska
SS 4.3.2	Compare the characteristics of places and regions and their impact on human decisions.	5 - Maps of Nebraska 12 - The Interrelationship of Humans and Geography
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.	1 - Regions of the United States 5 - Maps of Nebraska
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.	11 - Geography through Nebraska History
SS 4.3.3	Explain how human and natural forces have modified different environments in Nebraska and how humans have adapted.	6 - Ecosystems in Nebraska 20 - Engage in Your Own Inquiry
SS 4.3.3.a	Identify physical processes that shape Nebraska's features and patterns. For example: weathering, erosion, deposition, drought.	6 - Ecosystems in Nebraska
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.	6 - Ecosystems in Nebraska

Standards		Weekly Issues
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.	6 - Ecosystems in Nebraska
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.	7 - Human Adaptation in Nebraska
SS 4.3.4	Compare and contrast the characteristics of culture statewide.	8 - Cultural Contributions 9 - Culture in Nebraska
SS 4.3.4.a	Compare and contrast patterns of culture within the state of Nebraska. For example: languages, religions, foods, music, sports, celebrations.	8 - Cultural Contributions 9 - Culture in Nebraska
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.	10 - The People of Nebraska
SS 4.3.5	Use geographic skills to make connections to issues and events.	4 - Regions of the World 11 - Geography through Nebraska History
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.	11 - Geography through Nebraska History
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.	12 - The Interrelationship of Humans and Geography
SS 4.4.1	Investigate patterns of continuity and change over time in Nebraska.	14 - Nebraska is Settled
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.	14 - Nebraska is Settled
SS 4.4.2	Analyze and explain multiple perspectives of events in Nebraska, including historically marginalized and underrepresented groups.	15 - Key Events in Nebraska History for Native Americans
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.	14 - Nebraska is Settled 15 - Key Events in Nebraska History for Native Americans

Standards		Weekly Issues
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	15 - Key Events in Nebraska History for Native Americans
SS 4.4.3	Analyze past and current events throughout Nebraska history.	13 - Engage in Your Own Inquiry 15 - Key Events in Nebraska History for Native Americans 16 - Nebraska and Key World Events
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	13 - Engage in Your Own Inquiry 15 - Key Events in Nebraska History for Native Americans 16 - Nebraska and Key World Events 20 - Engage in Your Own Inquiry 26 - Engage in Your own Inquiry
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.	15 - Key Events in Nebraska History for Native Americans 16 - Nebraska and Key World Events
SS 4.4.4	Develop historical inquiry and research skills.	13 - Engage in Your Own Inquiry
SS 4.4.4.a	Construct and answer questions about Nebraska history. For example: Why did people migrate and/or relocate to Nebraska?	13 - Engage in Your Own Inquiry
SS 4.4.4.b	Identify and cite primary and secondary sources to research the history of Nebraska. For example: document archives, newspapers, interviews	13 - Engage in Your Own Inquiry
SS 4.4.4.c	Gather, analyze, and communicate historical information about Nebraska. For example: collect oral histories from community members, research newspaper archives.	13 - Engage in Your Own Inquiry

Standards		Weekly Issues
Civics and Government		
SS 5.1.1	Synthesize and justify the structure and function of the United States government.	26: Outcomes of the American Revolution 27: The Founders and the Process 28: The Constitution 29: The Bill of Rights 32: Guided Inquiry: Changes in the United States
SS 5.1.1.a	Investigate and summarize contributions that resulted in the historical foundation and formation of the United States constitutional government.	7: Government and Culture in North America 12: The Colonies and Their Founding 13: Jamestown 14: Colonial Life 19: The Acts of Parliament 20: The Actions of the Colonies 21: The Shot Heard Round the World 22: Guided Inquiry: The Road to Revolution 23: Independence and Revolution: The Government 24: Independence and Revolution: The People 26: Outcomes of the American Revolution 27: The Founders and the Process 28: The Constitution 29: The Bill of Rights 32: Guided Inquiry: Changes in the United States
SS 5.1.1.b	Identify and explain the structure and functions of the three branches of government.	26: Outcomes of the American Revolution 27: The Founders and the Process 28: The Constitution 29: The Bill of Rights
SS 5.1.1.c	Analyze how colonial and new states' governments' laws affected majority groups and marginalized groups within their Population.	11: Consequences of Contact 12: The Colonies and Their Founding 13: Jamestown 14: Colonial Life 26: Outcomes of the American Revolution 27: The Founders and the Process 32: Guided Inquiry: Changes in the United States
SS 5.1.1.d	Evaluate how the decisions of the national government affect local and state government and citizens of diverse Backgrounds.	13: Jamestown 14: Colonial Life 18: Consequences of the French and Indian War 26: Outcomes of the American Revolution 27: The Founders and the Process 28: The Constitution 29: The Bill of Rights

Standards		Weekly Issues
SS 5.1.1.e	Justify the principles of the American Republic.	19: The Acts of Parliament 20: The Actions of the Colonies 21: The Shot Heard Round the World 22: Guided Inquiry: The Road to Revolution 23: Independence and Revolution: The Government 24: Independence and Revolution: The People 26: Outcomes of the American Revolution 27: The Founders and the Process 28: The Constitution 29: The Bill of Rights
SS 5.1.1.f	Analyze and contrast forms of government.	7: Government and Culture in North America 9: Guided Inquiry: Lives of North American Indians 12: The Colonies and Their Founding 13: Jamestown 14: Colonial Life 15: Guided Inquiry: Life in the British Colonies 16: Conflicts and Compromise in North America 19: The Acts of Parliament 20: The Actions of the Colonies 21: The Shot Heard Round the World 22: Guided Inquiry: The Road to Revolution 23: Independence and Revolution: The Government 24: Independence and Revolution: The People
SS 5.1.2	Analyze democratic principles that are the foundation of the United States government systems in daily life.	22: Guided Inquiry: The Road to Revolution 23: Independence and Revolution: The Government
SS 5.1.2.a	Explore and communicate the constitutional rights and civic responsibilities of U.S. citizens.	32: Guided Inquiry: Changes in the United States
SS 5.1.2.b	*Communicate origins of national and state holidays including historical background and significance.*	
SS 5.1.2.c	Interpret and communicate the significance of patriotic symbols, songs, and activities.	18: Consequences of the French and Indian War
SS 5.1.2.d	Explore models of group and individual actions that illustrate civic ideas in the founding of the United States.	13: Jamestown 14: Colonial Life 17: Clash of Empires 18: Consequences of the French and Indian War 19: The Acts of Parliament 20: The Actions of the Colonies 21: The Shot Heard Round the World 26: Outcomes of the American Revolution

Standards		Weekly Issues
		27: The Founders and the Process 32: Guided Inquiry: Changes in the United States
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.	15: Guided Inquiry: Life in the British Colonies 16: Conflicts and Compromise in North America 19: The Acts of Parliament 20: The Actions of the Colonies 21: The Shot Heard Round the World 22: Guided Inquiry: The Road to Revolution 23: Independence and Revolution: The Government 24: Independence and Revolution: The People 26: Outcomes of the American Revolution 27: The Founders and the Process 30: The New Nation 32: Guided Inquiry: Changes in the United States
SS 5.1.2.f	Determine how the roles of individuals and groups influenced the government.	7: Government and Culture in North America 12: The Colonies and Their Founding 13: Jamestown 14: Colonial Life 15: Guided Inquiry: Life in the British Colonies 17: Clash of Empires 18: Consequences of the French and Indian War 19: The Acts of Parliament 20: The Actions of the Colonies 21: The Shot Heard Round the World 22: Guided Inquiry: The Road to Revolution 23: Independence and Revolution: The Government 24: Independence and Revolution: The People 25: Independence and Revolution: The Military 26: Outcomes of the American Revolution 27: The Founders and the Process 30: The New Nation 32: Guided Inquiry: Changes in the United States
Geography		
SS 5.3.1	Explore where (spatial) and why people, places, and environments are organized in the United States.	7: Government and Culture in North America 9: Guided Inquiry: Lives of North American Indians 12: The Colonies and Their Founding 13: Jamestown 14: Colonial Life 15: Guided Inquiry: Life in the British Colonies 16: Conflicts and Compromise in North America 31: America on the Move 32: Guided Inquiry: Changes in the United States

Standards		Weekly Issues
SS 5.3.1.a	Use maps and atlases to locate major human and physical features in the United States.	7: Government and Culture in North America 8: Trade and Economics in North America 9: Guided Inquiry: Lives of North American Indians 10: The Age of Encounters 11: Consequences of Contact 12: The Colonies and Their Founding 13: Jamestown 14: Colonial Life
SS 5.3.1.b	Apply map skills to analyze physical/political maps of the United States.	8: Trade and Economics in North America 9: Guided Inquiry: Lives of North American Indians 15: Guided Inquiry: Life in the British Colonies
SS 5.3.1.c	Determine why things are located where they are in the United States.	9: Guided Inquiry: Lives of North American Indians 10: The Age of Encounters 11: Consequences of Contact 12: The Colonies and Their Founding 13: Jamestown 14: Colonial Life 26: Outcomes of the American Revolution 32: Guided Inquiry: Changes in the United States
SS 5.3.2	Compare the characteristics of places and regions and draw conclusions on their impact on human decisions.	7: Government and Culture in North America 8: Trade and Economics in North America 9: Guided Inquiry: Lives of North American Indians 12: The Colonies and Their Founding 13: Jamestown 14: Colonial Life 15: Guided Inquiry: Life in the British Colonies
SS 5.3.2.a	Identify criteria used to define regions within the United States.	12: The Colonies and Their Founding 13: Jamestown 14: Colonial Life 31: America on the Move
SS 5.3.2.b	Identify and classify regions and places within the United States using physical and human features.	9: Guided Inquiry: Lives of North American Indians 12: The Colonies and Their Founding 13: Jamestown 14: Colonial Life 15: Guided Inquiry: Life in the British Colonies
SS 5.3.3	Explain how human and natural forces have modified different environments in the United States and how humans have adapted.	7: Government and Culture in North America 9: Guided Inquiry: Lives of North American Indians 12: The Colonies and Their Founding 13: Jamestown 14: Colonial Life 30: The New Nation 31: America on the Move

Standards		Weekly Issues
SS 5.3.3.a	Identify examples of ecosystems and analyze issues related to the natural setting in the United States.	12: The Colonies and Their Founding 13: Jamestown 14: Colonial Life 18: Consequences of the French and Indian War
SS 5.3.3.b	*Describe the impact of extreme natural events in the United States on the human and physical environment.*	
SS 5.3.3.c	Examine patterns of resource distribution and utilization in the United States.	8: Trade and Economics in North America 9: Guided Inquiry: Lives of North American Indians 12: The Colonies and Their Founding 13: Jamestown 14: Colonial Life 15: Guided Inquiry: Life in the British Colonies 16: Conflicts and Compromise in North America 32: Guided Inquiry: Changes in the United States
SS 5.3.4	Compare, contrast, and draw conclusions about the characteristics of culture and migration in the United States.	7: Government and Culture in North America 8: Trade and Economics in North America 9: Guided Inquiry: Lives of North American Indians 12: The Colonies and Their Founding 13: Jamestown 14: Colonial Life 15: Guided Inquiry: Life in the British Colonies 18: Consequences of the French and Indian War 30: The New Nation 31: America on the Move 32: Guided Inquiry: Changes in the United States
SS 5.3.4.a	Compare and contrast patterns of culture within the United States over time and space.	7: Government and Culture in North America 9: Guided Inquiry: Lives of North American Indians 12: The Colonies and Their Founding 13: Jamestown 14: Colonial Life 15: Guided Inquiry: Life in the British Colonies 19: The Acts of Parliament 20: The Actions of the Colonies 21: The Shot Heard Round the World 23: Independence and Revolution: The Government 24: Independence and Revolution: The People 25: Independence and Revolution: The Military 31: America on the Move 32: Guided Inquiry: Changes in the United States

Standards		Weekly Issues
SS 5.3.4.b	Compare and contrast population characteristics of the United States.	7: Government and Culture in North America 9: Guided Inquiry: Lives of North American Indians 12: The Colonies and Their Founding 13: Jamestown 14: Colonial Life 15: Guided Inquiry: Life in the British Colonies 30: The New Nation 31: America on the Move 32: Guided Inquiry: Changes in the United States
SS 5.3.4.c	Explain reasons for historical and present day migrations to and within the United States.	7: Government and Culture in North America 9: Guided Inquiry: Lives of North American Indians 10: The Age of Encounters 11: Consequences of Contact 12: The Colonies and Their Founding 13: Jamestown 14: Colonial Life 15: Guided Inquiry: Life in the British Colonies 30: The New Nation 31: America on the Move 32: Guided Inquiry: Changes in the United States
SS 5.3.5	Use geographic skills to interpret issues and events.	6: Life in the Americas 9: Guided Inquiry: Lives of North American Indians 10: The Age of Encounters 11: Consequences of Contact 12: The Colonies and Their Founding 13: Jamestown 14: Colonial Life 15: Guided Inquiry: Life in the British Colonies 16: Conflicts and Compromise in North America 18: Consequences of the French and Indian War 26: Outcomes of the American Revolution 27: The Founders and the Process 32: Guided Inquiry: Changes in the United States
SS 5.3.5.a	Explain the influences of physical and human geographic features on events in the United States.	9: Guided Inquiry: Lives of North American Indians 12: The Colonies and Their Founding 13: Jamestown 14: Colonial Life 15: Guided Inquiry: Life in the British Colonies 16: Conflicts and Compromise in North America 17: Clash of Empires 18: Consequences of the French and Indian War 31: America on the Move 32: Guided Inquiry: Changes in the United States

Standards		Weekly Issues
SS 5.3.5.b	Analyze aspects of human and physical geography that have shaped the settlement and development of Early America.	7: Government and Culture in North America 8: Trade and Economics in North America 9: Guided Inquiry: Lives of North American Indians 10: The Age of Encounters 11: Consequences of Contact 12: The Colonies and Their Founding 15: Guided Inquiry: Life in the British Colonies 32: Guided Inquiry: Changes in the United States
Economics		
SS 5.2.1	*Not addressed at this level*	
SS 5.2.2	*Not addressed at this level*	
SS 5.2.3	Explain how human capital can be improved by education and training and thereby increase standards of living.	14: Colonial Life
SS 5.2.3.a	*List examples of how additional education/training improves productivity and increases standards of living.*	
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.*	
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.*	
SS 5.2.5.b	*Explain the rules and laws that protect and support consumers.*	
SS 5.2.5.c	*Identify goods and services funded through federal taxes.*	

Standards		Weekly Issues
SS 5.2.6	Summarize how specialization and trade impact the global market and relationships with other countries.	13: Jamestown 14: Colonial Life 15: Guided Inquiry: Life in the British Colonies 16: Conflicts and Compromise in North America 32: Guided Inquiry: Changes in the United States
SS 5.2.6.a	Describe how international trade promotes specialization and division of labor and increases the productivity of labor, output, and consumption.	13: Jamestown 14: Colonial Life
SS 5.2.6.b	Explain how trade impacts relationships between countries.	8: Trade and Economics in North America 10: The Age of Encounters 11: Consequences of Contact 12: The Colonies and Their Founding 13: Jamestown 14: Colonial Life 15: Guided Inquiry: Life in the British Colonies 16: Conflicts and Compromise in North America 17: Clash of Empires 18: Consequences of the French and Indian War 20: The Actions of the Colonies 21: The Shot Heard Round the World 22: Guided Inquiry: The Road to Revolution 23: Independence and Revolution: The Government 24: Independence and Revolution: The People 25: Independence and Revolution: The Military 32: Guided Inquiry: Changes in the United States
History		
SS 5.4.1	Investigate patterns of continuity and change over time from the Pre- Columbian era through the Constitution.	7: Government and Culture in North America 9: Guided Inquiry: Lives of North American Indians 11: Consequences of Contact 12: The Colonies and Their Founding 13: Jamestown 14: Colonial Life 15: Guided Inquiry: Life in the British Colonies 16: Conflicts and Compromise in North America 17: Clash of Empires 18: Consequences of the French and Indian War 32: Guided Inquiry: Changes in the United States
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.	1: Developing Questions and Planning Inquiries 2: Historical Inquiry Sources 3: Analyzing and Evaluating Evidence 5: Engaging in Your Own Inquiry 6: Life in the Americas

Standards		Weekly Issues
		7: Government and Culture in North America 9: Guided Inquiry: Lives of North American Indians 10: The Age of Encounters 11: Consequences of Contact 12: The Colonies and Their Founding 13: Jamestown 14: Colonial Life 15: Guided Inquiry: Life in the British Colonies 16: Conflicts and Compromise in North America 17: Clash of Empires 18: Consequences of the French and Indian War 19: The Acts of Parliament 20: The Actions of the Colonies 21: The Shot Heard Round the World 22: Guided Inquiry: The Road to Revolution 23: Independence and Revolution: The Government 24: Independence and Revolution: The People 25: Independence and Revolution: The Military 26: Outcomes of the American Revolution 27: The Founders and the Process 28: The Constitution 29: The Bill of Rights 32: Guided Inquiry: Changes in the United States
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.	10: The Age of Encounters 11: Consequences of Contact 12: The Colonies and Their Founding 13: Jamestown 14: Colonial Life 15: Guided Inquiry: Life in the British Colonies 16: Conflicts and Compromise in North America 17: Clash of Empires 18: Consequences of the French and Indian War 19: The Acts of Parliament 20: The Actions of the Colonies 21: The Shot Heard Round the World 22: Guided Inquiry: The Road to Revolution 23: Independence and Revolution: The Government 24: Independence and Revolution: The People 25: Independence and Revolution: The Military 32: Guided Inquiry: Changes in the United States
SS 5.4.2.a	Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.	5: Engaging in Your Own Inquiry 9: Guided Inquiry: Lives of North American Indians 15: Guided Inquiry: Life in the British Colonies 16: Conflicts and Compromise in North America 17: Clash of Empires 18: Consequences of the French and Indian War 19: The Acts of Parliament

Standards		Weekly Issues
		20: The Actions of the Colonies 21: The Shot Heard Round the World 22: Guided Inquiry: The Road to Revolution 23: Independence and Revolution: The Government 24: Independence and Revolution: The People 25: Independence and Revolution: The Military 27: The Founders and the Process 32: Guided Inquiry: Changes in the United States
SS 5.4.2.b	Identify and describe how multiple perspectives facilitate the understanding of US history.	4: Communicating Conclusions 5: Engaging in Your Own Inquiry 9: Guided Inquiry: Lives of North American Indians 11: Consequences of Contact 12: The Colonies and Their Founding 13: Jamestown 14: Colonial Life 15: Guided Inquiry: Life in the British Colonies 16: Conflicts and Compromise in North America 17: Clash of Empires 19: The Acts of Parliament 20: The Actions of the Colonies 21: The Shot Heard Round the World 22: Guided Inquiry: The Road to Revolution 23: Independence and Revolution: The Government 24: Independence and Revolution: The People 25: Independence and Revolution: The Military 32: Guided Inquiry: Changes in the United States
SS 5.4.3	Analyze past and current events and challenges from the Pre- Columbian era through the Constitution.	15: Guided Inquiry: Life in the British Colonies 16: Conflicts and Compromise in North America 17: Clash of Empires 19: The Acts of Parliament 20: The Actions of the Colonies 21: The Shot Heard Round the World 22: Guided Inquiry: The Road to Revolution 23: Independence and Revolution: The Government 24: Independence and Revolution: The People 25: Independence and Revolution: The Military 26: Outcomes of the American Revolution 27: The Founders and the Process 28: The Constitution 29: The Bill of Rights 32: Guided Inquiry: Changes in the United States
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.	10: The Age of Encounters 11: Consequences of Contact 12: The Colonies and Their Founding 13: Jamestown 14: Colonial Life

Standards		Weekly Issues
		15: Guided Inquiry: Life in the British Colonies 16: Conflicts and Compromise in North America 17: Clash of Empires 19: The Acts of Parliament 20: The Actions of the Colonies 21: The Shot Heard Round the World 22: Guided Inquiry: The Road to Revolution 23: Independence and Revolution: The Government 24: Independence and Revolution: The People 25: Independence and Revolution: The Military 31: America on the Move 32: Guided Inquiry: Changes in the United States
SS 5.4.4	Apply the inquiry process to construct and answer historical questions.	1: Developing Questions and Planning Inquiries 2: Historical Inquiry Sources 3: Analyzing and Evaluating Evidence 4: Communicating Conclusions 5: Engaging in Your Own Inquiry 9: Guided Inquiry: Lives of North American Indians 10: The Age of Encounters 11: Consequences of Contact 12: The Colonies and Their Founding 13: Jamestown 14: Colonial Life 15: Guided Inquiry: Life in the British Colonies 16: Conflicts and Compromise in North America 17: Clash of Empires 18: Consequences of the French and Indian War 19: The Acts of Parliament 20: The Actions of the Colonies 21: The Shot Heard Round the World 22: Guided Inquiry: The Road to Revolution 23: Independence and Revolution: The Government 24: Independence and Revolution: The People 25: Independence and Revolution: The Military 29: The Bill of Rights 32: Guided Inquiry: Changes in the United States
SS 5.4.4.a	Construct and answer questions about the Pre-Columbian era through the Constitution based on multiple sources.	7: Government and Culture in North America 9: Guided Inquiry: Lives of North American Indians 10: The Age of Encounters 11: Consequences of Contact 12: The Colonies and Their Founding 13: Jamestown 14: Colonial Life 15: Guided Inquiry: Life in the British Colonies 16: Conflicts and Compromise in North America 17: Clash of Empires 18: Consequences of the French and Indian War

Standards		Weekly Issues
		19: The Acts of Parliament 20: The Actions of the Colonies 21: The Shot Heard Round the World 22: Guided Inquiry: The Road to Revolution 23: Independence and Revolution: The Government 24: Independence and Revolution: The People 25: Independence and Revolution: The Military 26: Outcomes of the American Revolution 27: The Founders and the Process 28: The Constitution 29: The Bill of Rights 32: Guided Inquiry: Changes in the United States
SS 5.4.4.b	Evaluate and cite appropriate primary and secondary sources to research the Pre-Columbian era through the Constitution.	9: Guided Inquiry: Lives of North American Indians 10: The Age of Encounters 11: Consequences of Contact 12: The Colonies and Their Founding 13: Jamestown 14: Colonial Life 15: Guided Inquiry: Life in the British Colonies 16: Conflicts and Compromise in North America 17: Clash of Empires 18: Consequences of the French and Indian War 19: The Acts of Parliament 20: The Actions of the Colonies 21: The Shot Heard Round the World 22: Guided Inquiry: The Road to Revolution 23: Independence and Revolution: The Government 24: Independence and Revolution: The People 25: Independence and Revolution: The Military 26: Outcomes of the American Revolution 27: The Founders and the Process 28: The Constitution 29: The Bill of Rights 32: Guided Inquiry: Changes in the United States
SS 5.4.4.c	Gather, analyze, and communicate historical information from the Pre-Columbian era through the Constitution from multiple sources.	9: Guided Inquiry: Lives of North American Indians 10: The Age of Encounters 11: Consequences of Contact 12: The Colonies and Their Founding 13: Jamestown 14: Colonial Life 15: Guided Inquiry: Life in the British Colonies 17: Clash of Empires 18: Consequences of the French and Indian War 19: The Acts of Parliament 20: The Actions of the Colonies 21: The Shot Heard Round the World 22: Guided Inquiry: The Road to Revolution

Standards		Weekly Issues
		23: Independence and Revolution: The Government 24: Independence and Revolution: The People 25: Independence and Revolution: The Military 26: Outcomes of the American Revolution 27: The Founders and the Process 28: The Constitution 29: The Bill of Rights 32: Guided Inquiry: Changes in the United States

Nebraska Social Studies
SCOPE & SEQUENCE

K

Week	Title	Standards Covered
1	I Am a Member of a Community	**SS K.1.1.b** Identify roles in a family structure and explain their importance. **SS K.1.2.a** Model citizenship skills. **SS K.3.4.a** Identify students as members of various groups.
2	Authority Figures	**SS K.1.1.a** Describe a rule and analyze its purpose. **SS K.1.1.b** Identify roles in a family structure and explain their importance.
3	What are Rules?	**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.
4	What are Laws?	**SS K.1.1.a** Describe a rule and analyze its purpose.
5	Government	**SS K.1.2** Demonstrate positive and productive citizenship skills. **SS K.1.2.a** Model citizenship skills. **SS K.3.1.b** Identify locations in the school and around the classroom. **SS K.3.5** Use geographic skills to make connections to students' lives.
6	Important Documents	**SS K.1.2.c** Communicate historical background and significance of national holidays. **SS K.4.3** Identify historical people, events, and symbols. **SS K.4.3.b** Identify symbols of the United States.
7	Learning and Working Together	**SS K.1.2** Demonstrate positive and productive citizenship skills. **SS K.1.2.a** Model citizenship skills.
8	Citizens	**SS K.1.1.a** Describe a rule and analyze its purpose. **SS K.1.2** Demonstrate positive and productive citizenship skills. **SS K.1.2.a** Model citizenship skills.
9	Characteristics of Responsible Citizens	**SS K.1.2** Demonstrate positive and productive citizenship skills. **SS K.1.2.a** Model citizenship skills.

Week	Title	Standards Covered
		SS K.4.3 Identify historical people, events, and symbols. **SS K.4.3.a** Recognize historical people from a variety of cultures.
10	Patriotism	**SS K.1.2.a** Model citizenship skills. **SS K.1.2.b** Communicate patriotic symbols, songs, actions, and cultural celebrations.
11	National Symbols	**SS K.1.2.b** Communicate patriotic symbols, songs, actions, and cultural celebrations. **SS K.4.3** Identify historical people, events, and symbols. **SS K.4.3.b** Identify symbols of the United States.
12	National Patriotic Holidays	**SS K.1.2.b** Communicate patriotic symbols, songs, actions, and cultural celebrations. **SS K.1.2.c** Communicate historical background and significance of national holidays. **SS K.4.3** Identify historical people, events, and symbols.
13	Map Skills	**SS K.3.1.c** Identify geographic tools as representations of local and distant places. **SS K.3.1** Explore where (spatial) and why people, places and environments are organized in the world. **SS K.3.1.a** Communicate personal directions to describe relative locations of people and objects. **SS K.3.1.d** Identify the difference between land and water on a globe.
14	Location	**SS K.3.1.a** Communicate personal directions to describe relative locations of people and objects. **SS K.3.1.b** Identify locations in the school and around the classroom. **SS K.3.5** Use geographic skills to make connections to students' lives. **SS K.3.5.a** Apply geographic knowledge and techniques to navigate the classroom.
15	Finding Places Around Me	**SS K.3.1** Explore where (spatial) and why people, places and environments are

Week	Title	Standards Covered
		organized in the world. **SS K.3.1.a** Communicate personal directions to describe relative locations of people and objects. **SS K.3.1.b** Identify locations in the school and around the classroom. **SS K.3.1.c** Identify geographic tools as representations of local and distant places. **SS K.3.2.b** Identify human characteristics of place. **SS K.3.4.b** Identify places in the community where people may live. **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.
16	Physical Characteristics of a Place	**SS K.3.2.a** Identify physical characteristics of place. **SS K.3.3.a** Identify types of weather and the impact of weather on everyday life. **SS K.3.3.b** Identify the four seasons. **SS K.3.5** Use geographic skills to make connections to students' lives.
17	Weather	**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. **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.
18	Human Characteristics of a Place	**SS K.3.2.b** Identify human characteristics of place. **SS K.3.4.b** Identify places in the community where people may live. **SS K.3.5** Use geographic skills to make connections to students' lives.
19	My Place on the Map	**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.

Week	Title	Standards Covered
		SS K.3.1.c Identify geographic tools as representations of local and distant places.
20	Calendars	**SS K.4.1.a** Identify concepts of time and chronology.
21	Words About Time	**SS K.4.1.a** Identify concepts of time and chronology. **SS K.4.1.b** Identify the sequence of personal events and their impact. **SS K.4.4.c** Gather and communicate historical information.
22	Changes Over Time	**SS K.4.1** Recognize patterns of continuity and change over time in themselves and others. **SS K.4.1.b** Identify the sequence of personal events and their impact. **SS K.4.4.c** Gather and communicate historical information.
23	History	**SS K.4.1.a** Identify concepts of time and chronology. **SS K.4.1.b** Identify the sequence of personal events and their impact. **SS K.4.3.c** Differentiate between stories from the present and the Past. **SS K.4.4** Develop historical inquiry and research skills. **SS K.4.4.a** Construct questions about personal history. **SS K.4.4.b** Identify and cite appropriate sources when conducting historical research.
24	Life Long Ago and Today	**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.
25	Inventors	**SS K.4.3** Identify historical people, events, and symbols.
26	Transportation Over Time	**SS K.4.1** Recognize patterns of continuity and change over time in themselves and others. **SS K.4.3.c** Differentiate between stories from the present and the past. **SS K.4.4.c** Gather and communicate historical information.

Week	Title	Standards Covered
27	Culture	**SS K.3.2** Explore places and regions. **SS K.3.3** Explore the relationship between humans and their physical environment. **SS K.3.4** Recognize that people belong to different groups and live in different settings. **SS K.3.5** Use geographic skills to make connections to students' lives. **SS K.4.4.a** Construct questions about personal history. **SS K.4.4.c** Gather and communicate historical information.
28	Holidays Around the World	**SS K.1.2.b** Communicate patriotic symbols, songs, actions, and cultural celebrations. **SS K.1.2.c** Communicate historical background and significance of national holidays.
29	Needs and Wants	**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
30	Economics	**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. **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
31	Jobs	**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.
32	Spending and Saving	**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.

Week	Title	Standards Covered
1	Community	**SS 1.1.1** Analyze the relationship between roles and rules within learning and living environments. **SS 1.1.2** Demonstrate positive and productive citizenship skills. **SS 1.1.2.a** Model and communicate citizenship skills.
2	Authority Figures	**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. **SS 1.1.1.b** Identify leaders within a school community and explain the importance of their roles.
3	Rules and Laws	**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. **SS 1.1.1.b** Identify leaders within a school community and explain the importance of their roles. **SS 1.1.2.a** Model and communicate citizenship skill
4	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. **SS 1.1.2** Demonstrate positive and productive citizenship skills. **SS 1.1.2.a** Model and communicate citizenship skills.
5	Government Services	
6	Founders	**SS 1.4.3** Describe historical people, events, and symbols.
7	Important Documents	**SS 1.1.2.c** Communicate historical background and significance of national holidays. **SS 1.4.3** Describe historical people, events, and symbols.

Week	Title	Standards Covered
		SS 1.4.3.b Identify symbols of the United States.
8	Citizens	**SS 1.1.2** Demonstrate positive and productive citizenship skills.
9	Characteristics of Responsible Citizens	**SS 1.1.1** Analyze the relationship between roles and rules within learning and living environments **SS 1.1.2** Demonstrate positive and productive citizenship skills. **SS 1.1.2.a** Model and communicate citizenship skills
10	Responsible Citizens in History	**SS 1.1.2** Demonstrate positive and productive citizenship skills. **SS 1.1.2.a** Model and communicate citizenship skills. **SS 1.4.3.a** Identify the contributions of historical people.
11	Patriotism	**SS 1.1.2.b** Identify patriotic symbols, songs, actions, holidays, and cultural celebrations.
12	National Patriotic Symbols	**SS 1.1.2.b** Identify patriotic symbols, songs, actions, holidays, and cultural celebrations. **SS 1.4.3** Describe historical people, events, and symbols. **SS 1.4.3.b** Identify symbols of the United States.
13	National Patriotic Holidays	**SS 1.1.2.c** Communicate historical background and significance of national holidays. **SS 1.4.1.a** List and describe life events over time. **SS 1.4.2.a** Compare and contrast family traditions across cultures. **SS 1.4.3.a** Identify the contributions of historical people.
14	Map Skills	**SS 1.3.1.a** Identify the four cardinal directions. **SS 1.3.1.c** Create and use maps. **SS 1.3.1.d** Distinguish between continents and oceans. **SS 1.3.2.a** Identify and differentiate between physical features on maps, globes, graphics, and in the physical world.

Week	Title	Standards Covered
15	Location	**SS 1.3.1.b** Identify and describe locations in schools and homes and explain reasons for the locations. **SS 1.3.1.c** Create and use maps. **SS 1.3.5.a** Apply geographic knowledge and techniques to navigate the school
16	Physical Characteristics of a Place	**SS 1.3.1.d** Distinguish between continents and oceans. **SS 1.3.2.a** Identify and differentiate between physical features on maps, globes, graphics, and in the physical world. **SS 1.3.3.b** Identify Earth's natural resources.
17	Human Characteristics of a Place	**SS 1.3.2.b** Identify and differentiate between human features.
18	Adapting to Our Environment	**SS 1.3.2** Explore places and regions. **SS 1.3.3** Explore the relationship between humans and their physical environment. **SS 1.3.3.c** Describe how people adapt to their physical environment.
19	Geography of Our Community	**SS 1.3.1** Explore where (spatial) and why people, places, and environments are organized in the world. **SS 1.3.1.b** Identify and describe locations in schools and homes and explain reasons for the locations. **SS 1.3.1.c** Create and use maps. **SS 1.3.2.a** Identify and differentiate between physical features on maps, globes, graphics, and in the physical world. **SS 1.3.2.b** Identify and differentiate between human features. **SS 1.3.3** Explore the relationship between humans and their physical environment. **SS 1.3.3.b** Identify Earth's natural resources.
20	Calendars	**SS 1.4.1.a** List and describe life events over time.
21	Change Over Time	**SS 1.3.2.c** Explain how places change over time. **SS 1.4.1** Recognize patterns of continuity and change over time in families.

Week	Title	Standards Covered
		SS 1.4.1.b Compare and contrast family life from earlier times and today. **SS 1.4.4.a** Construct and answer questions about family history. **SS 1.4.4.c** Gather and communicate historical information about families.
22	History	**SS 1.4.1.a** List and describe life events over time. **SS 1.4.3** Describe historical people, events, and symbols. **SS 1.4.3.c** Describe how oral traditions, books, letters, and other artifacts help us to understand the past. **SS 1.4.4** Develop historical inquiry and research skills. **SS 1.4.4.a** Construct and answer questions about family history. **SS 1.4.4.b** Identify and cite appropriate texts, letters, and other artifacts for research.
23	Life Long Ago and Today	**SS 1.4.1** Recognize patterns of continuity and change over time in families. **SS 1.4.1.b** Compare and contrast family life from earlier times and today. **SS 1.4.4** Develop historical inquiry and research skills. **SS 1.4.4.a** Construct and answer questions about family history. **SS 1.4.4.b** Identify and cite appropriate texts, letters, and other artifacts for research. **SS 1.4.4.c** Gather and communicate historical information about families.
24	Communication Over Time	**SS 1.4.1.a** List and describe life events over time.
25	Culture	**SS 1.3.4** Describe the characteristics of culture. **SS 1.3.4.a** Identify cultural traits. **SS 1.3.4.b** Describe the characteristics of individual culture.
26	Folktales and Legends	**SS 1.3.4** Describe the characteristics of culture. **SS 1.3.4.a** Identify cultural traits. **SS 1.3.4.b** Describe the characteristics of individual culture.

Week	Title	Standards Covered
		SS 1.4.3.c Describe how oral traditions, books, letters, and other artifacts help us to understand the past.
27	Needs and Wants	**SS 1.2.1.a** Identify gains and losses when choices are made. **SS 1.2.3** Explain that resources are used to produce goods and services. **SS 1.3.3.b** Identify Earth's natural resources.
28	Economics	**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.
29	Economic Choices	**SS 1.2.1** Explain how scarcity necessitates making choices. **SS 1.2.1.a** Identify gains and losses when choices are made. **SS 1.2.3.a** Categorize human and natural resources used to create goods and services. **SS 1.2.2.a** Give examples of situations where students and families could choose to save for future purchases.
30	Jobs	
31	Workers Contribute to the Economy	
32	Spending and Saving	**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.

Nebraska Social Studies SCOPE & SEQUENCE 2

Week	Title	Standards Covered
1	Sources	**SS 2.4.4.b** Identify, obtain, and cite appropriate primary and secondary sources for research. **SS 2.4.4** Develop historical inquiry and research skills.
2	Timelines	
3	I Belong to a Community	**SS 2.1.1** Investigate and defend the responsibilities and rights of citizens in their communities. **SS 2.1.2.a** Identify and apply civic responsibilities that are important to individuals and their communities. **SS 2.1.2.d** Investigate ways to be actively engaged to improve family, school, and community. **SS 2.1.2.e** Model and communicate characteristics of good Citizenship.
4	Rules and Laws	**SS 2.1.1.a** Contribute to developing rules by considering multiple points of view
5	Principles of Democracy	**SS 2.1.1.a** Contribute to developing rules by considering multiple points of view. **SS 2.1.2** Contribute to making decisions using democratic traditions based on established rules. **SS 2.1.2.a** Identify and apply civic responsibilities that are important to individuals and their communities. **SS 2.1.2.e** Model and communicate characteristics of good citizenship.
6	Important Documents	**SS 2.1.1** Investigate and defend the responsibilities and rights of citizens in their communities. **SS 2.1.2** Contribute to making decisions using democratic traditions based on established rules.
7	The Purpose of Government	**SS 2.1.1.a** Contribute to developing rules by considering multiple points of view.
8	The Structure of National Government	**SS 2.1.2.a** Identify and apply civic responsibilities that are important to individuals and their communities. **SS 2.1.2.d** Investigate ways to be actively engaged to improve family, school, and community.

Week	Title	Standards Covered
		SS 2.1.2.e Model and communicate characteristics of good Citizenship.
9	Tribal, State, and Local Government	**SS 2.1.2.a** Identify and apply civic responsibilities that are important to individuals and their communities. **SS 2.1.2.d** Investigate ways to be actively engaged to improve family, school, and community. **SS 2.1.2.e** Model and communicate characteristics of good Citizenship.
10	Government Services	**SS 2.2.4** Identify the goods and services governments provide. **SS 2.2.4.a** Identify goods and services that local governments provide. **SS 2.2.4.b** Explain how the local government uses taxes to pay for goods and services it provides.
11	Citizenship	**SS 2.1.1** Investigate and defend the responsibilities and rights of citizens in their communities. **SS 2.1.2.a** Identify and apply civic responsibilities that are important to individuals and their communities. **SS 2.1.2.d** Investigate ways to be actively engaged to improve family, school, and community. **SS 2.1.2.e** Model and communicate characteristics of good citizenship.
12	Patriotism	**SS 2.1.2.b** Explain how patriotic symbols, songs, actions, celebrations, and holidays reflect democratic traditions.
13	Patriotic Symbols	**SS 2.1.2.b** Explain how patriotic symbols, songs, actions, celebrations, and holidays reflect democratic traditions.
14	Founders	**SS 2.4.3.a** Describe historical people, events, ideas, and symbols (including various cultures and ethnic groups) that impacted a neighborhood.
15	Memorials and Monuments	**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 2.4.3.a** Describe historical people, events, ideas, and symbols (including various cultures and ethnic groups) that impacted a neighborhood.

Week	Title	Standards Covered
16	Patriotic Holidays	**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.
17	Map Skills	**SS 2.3.1.a** Compare and contrast maps and globes. **SS 2.3.1.c** Identify and apply map elements. **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.
18	Location	**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 2.3.5** 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.
19	Physical Features of Places	**SS 2.3.2.a** Identify and differentiate between physical and human features of neighborhoods and communities. **SS 2.3.2.b** Describe local places and regions. **SS 2.3.5** Use geographic skills to make connections to students' lives.
20	Human Characteristics of Places	**SS 2.3.1.b** Identify and describe locations in neighborhoods. **SS 2.3.2.a** Identify and differentiate between physical and human features of neighborhoods and communities. **SS 2.3.3.d** Describe how people adapt to their physical environment. **SS 2.3.5** Use geographic skills to make connections to students' lives.
21	Humans and the Environment	**SS 2.3.1.e** Explain why things are located where they are in neighborhoods.

Week	Title	Standards Covered
		SS 2.3.2.c Explain how places and regions change over time. **SS 2.3.3** Describe relationships between humans and the physical environment. **SS 2.3.3.b** Describe how seasonal weather patterns, natural hazards, and natural resources affect human activities. **SS 2.3.3.a** Identify examples of Earth's physical processes.
22	Movement	**SS 2.3.1.e** Explain why things are located where they are in neighborhoods. **SS 2.3.2.c** Explain how places and regions change over time. **SS 2.3.4** Describe different groups of people and the different settings where they live.
23	Culture	**SS 2.1.2.e** Model and communicate characteristics of good citizenship. **SS 2.3.4.a** Describe cultures of the local community and other communities. **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. **SS 2.4.4.c** Gather and present historical information about a neighborhood.
24	Regions of the World	**SS 2.3.1** Explore where (spatial) and why people, places, and environments are organized in the world. **SS 2.3.2** Compare places and regions. **SS 2.3.2.b** Describe local places and regions.
25	Needs, Wants, and Resources	**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.
26	Economic Activity	**SS 2.2.3** Describe how producers deliver products/services, earn an income, and satisfy economic needs and wants. **SS 2.2.3.b.** Describe how people in their communities earn income/wages through work.

Week	Title	Standards Covered
27	Economic Choices	**SS 2.2.1.a.** Justify a decision made by providing evidence of possible gains and losses. **SS 2.2.2** Demonstrate knowledge of currency, its denominations, and use. **SS 2.2.2.a** Make transactions using currency emphasizing its use as a medium of exchange. **SS 2.2.3.b.** Describe how people in their communities earn income/wages through work.
28	Producers and Consumers	**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.
29	Economic Principles	**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. **SS 2.2.3.a.** Explain the role of goods and services and supply and demand in a community.
30	More Economic Principles	**SS 2.2.1.a.** Justify a decision made by providing evidence of possible gains and losses. **SS 2.2.2** Demonstrate knowledge of currency, its denominations, and use. **SS 2.2.3.a.** Explain the role of goods and services and supply and demand in a community.
31	Solving Problems in Your Community	**SS 2.4.3** Determine past and current events, issues, and people relevant to a neighborhood. **SS 2.4.4** Develop historical inquiry and research skills.
32	Historical Figures	**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** Develop historical inquiry and research skills.

	Title	Standards Covered
1	Developing Inquiries	**SS 3.4.2.b** Compare and contrast conflicting perspectives about a past event in a community. **SS 3.4.4** Develop historical inquiry and research skills.
2	Sources	**SS 3.4.4** Develop historical inquiry and research skills.
3	Examining Evidence and Communicating Conclusions	**SS 3.4.2.b** Compare and contrast conflicting perspectives about a past event in a community.
4	Taking Action	**SS 3.4.2.b** Compare and contrast conflicting perspectives about a past event in a community . **SS 3.4.4** Develop historical inquiry and research skills.
5	Engage in Your Own Inquiry	**SS 3.4.2.b** Compare and contrast conflicting perspectives about a past event in a community. **SS 3.4.3** Select past and current events and people relevant to the community. **SS 3.4.3.a** Determine factual information about community historical events through use of a variety of sources such as artifacts, pictures, and documents. **SS 3.4.3.b** Identify how decisions affected events in a community.
6	I Am a Member of a Community	**SS 3.1.1.b** Communicate how and why a community creates laws. **SS 3.1.2** Describe the impact of individual and group decisions at the community level. **SS 3.1.2.a** Identify and model rights and responsibilities of citizens at the community level. **SS 3.1.2.d** Identify and engage in opportunities to serve the local community. **SS. 3.4.1** Detect and apply patterns of continuity and change over time in communities (town or city). **SS 3.4.1.b** Compare and contrast how different communities have changed over time. **SS 3.4.2.a** Describe the role of diverse groups of people, events, and ideas in the development of a community.

	Title	Standards Covered
7	Purposes of Government	**SS 3.1.1** Analyze the structure and function of local governments. **S 3.2.1** Explain that people choose and decide what services they ask their local and state government to provide and pay for.
8	Government	**SS 3.1.2.e** Engage in discourse that demonstrates respect and consideration of multiple points of view.
9	Important Documents	**SS 3.1.2.e** Engage in discourse that demonstrates respect and consideration of multiple points of view.
10	National Government	**SS 3.1.1** Analyze the structure and function of local governments. **SS 3.1.1.a** Compare and contrast the structure and function of roles commonly found in local Governments. **SS 3.1.1.d** Justify the importance of roles that leaders and citizens serve in local government. **SS 3.1.2.a** Identify and model rights and responsibilities of citizens at the community level. **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.
11	Tribal, State, and Local 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.
12	We the People	**SS 3.1.2** Describe the impact of individual and group decisions at the community level. **SS 3.1.2.a** Identify and model rights and responsibilities of citizens at the community level. **SS 3.1.2.d** Identify and engage in opportunities to serve the local community. **SS 3.1.2.e** Engage in discourse that demonstrates respect and consideration of multiple points of view. **SS 3.2.1** Explain that people choose and decide what services they ask their local and state government to provide and pay for.

	Title	Standards Covered
		SS 3.4.2.a Describe the role of diverse groups of people, events, and ideas in the development of a community.
13	Inquiry	**SS 3.1.1** Analyze the structure and function of local governments. **SS 3.1.1.a** Compare and contrast the structure and function of roles commonly found in local governments. **SS 3.1.1.c** Investigate and summarize the roles that leaders and other citizens serve in local communities. **SS 3.1.1.d** Justify the importance of roles that leaders and citizens serve in local government. **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 3.4.2.a** Describe the role of diverse groups of people, events, and ideas in the development of a community.
14	Thinking Like a Geographer	**SS 3.3.1** Explore where (spatial) and why people, places, and environments are organized in the world. **SS 3.3.1.a** Identify and apply map elements. **SS 3.3.1.b** Use a map to identify location and distribution of physical and human features. **SS 3.3.1.d** Locate specific places on maps and globes.
15	Map Skills	**S 3.3.1.a** Identify and apply map elements. **SS 3.3.1.d** Locate specific places on maps and globes. **SS 3.3.1.e** Identify the continents, oceans, and hemispheres.
16	Natural Features and Landforms	**SS 3.3.1** Explore where (spatial) and why people, places, and environments are organized in the world. **SS 3.3.1.b** Use a map to identify location and distribution of physical and human features. **SS 3.3.2.a** Identify and differentiate between physical and human features of neighborhoods and Communities. **SS 3.3.3.b** Identify ecosystems.

	Title	Standards Covered
17	Natural Features and Landforms: Oceans and Deserts	**SS 3.3.1** Explore where (spatial) and why people, places, and environments are organized in the world. **SS 3.3.1.b** Use a map to identify location and distribution of physical and human features. **SS 3.3.2.a** Identify and differentiate between physical and human features of neighborhoods and Communities. **SS 3.3.3.b** Identify ecosystems.
18	Regions Part 1	**SS 3.3.2** Compare the characteristics of places and regions. **SS 3.3.2.b** Compare and contrast local places and regions with other places and regions.
19	Regions Part 2	**SS 3.3.2** Compare the characteristics of places and regions. **SS 3.3.2.b** Compare and contrast local places and regions with other places and regions.
20	Water is a Natural Resource	**SS 3.3.3.a** Describe how the environment influences human activities and how humans alter the environment to suit their needs. **SS 3.3.3.c** Explain the importance of Earth's natural resources.
21	Migration	**SS 3.3.2.c** Explain how and why places and regions change over time. **SS 3.3.4.b** Describe examples of how and why cultures change in a community.
22	Timelines	
23	Using Charts, Maps, and Data	**SS 3.4.4** Develop historical inquiry and research skills.
24	Communities Over Time	**SS 3.4.1.b** Compare and contrast how different communities have changed over time. **SS 3.4.2** Describe and explain multiple perspectives of events within a Community. **SS 3.4.2.a** Describe the role of diverse groups of people, events, and ideas in the development of a community. **SS 3.4.3.b** Identify how decisions affected events in a community.

	Title	Standards Covered
25	People who Influence Communities	**SS 3.4.2.a** Describe the role of diverse groups of people, events, and ideas in the development of a community.
26	Problem Solving	**SS 3.1.2** Describe the impact of individual and group decisions at the community level. **SS 3.1.2.e** Engage in discourse that demonstrates respect and consideration of multiple points of view.
27	Eyewitness to Change Over Time	**SS. 3.4.1** Detect and apply patterns of continuity and change over time in communities (town or city). **SS 3.4.2** Describe and explain multiple perspectives of events within a Community. **SS 3.4.2.a** Describe the role of diverse groups of people, events, and ideas in the development of a community. **SS 3.4.4** Develop historical inquiry and research skills.
28	Urban, Suburban, and Rural land Use	**SS 3.3.1** Explore where (spatial) and why people, places, and environments are organized in the world. **SS 3.3.1.c** Determine why things are located where they are in the community **SS 3.3.2** Compare the characteristics of places and regions. **SS 3.3.2.b** Compare and contrast local places and regions with other places and regions. **SS 3.3.2.c** Explain how and why places and regions change over time.
29	Producers and Consumers	**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. **SS 3.2.4.a** Identify local goods and services that could be traded with people everywhere.
30	Community Interdependence	**SS 3.2.4** Describe how the local community trades with other communities.
31	Transportation Over Time	**SS 3.2.4** Detect and apply patterns of continuity and change over time in communities (town or city).

	Title	Standards Covered
32	Inquiry - Interdependence in your Community	**SS 3.1.2** Describe the impact of individual and group decisions at the community level. **SS 3.3.1** Explore where (spatial) and why people, places, and environments are organized in the world. **SS 3.3.1.c** Determine why things are located where they are in the community. **SS 3.3.2.b** Compare and contrast local places and regions with other places and regions. **SS 3.3.3.a** Describe how the environment influences human activities and how humans alter the environment to suit their needs. **SS 3.3.4** Compare and contrast the characteristics of local cultures. **SS 3.3.4.a** Compare and contrast cultural traits within a community. **SS 3.3.5** 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. **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. **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.

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Week	Title	Standards Covered
Unit 1: Geography		
1	Regions of the United States	**SS 4.3.1** Explore where (spatial) and why people, places, and environments are organized in the state and around the world. **SS 4.3.2.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.
2	Geography of Nebraska	**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.
3	Maps Skills	**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.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.
4	Regions of the World	**SS 4.3.1** Explore where (spatial) and why people, places, and environments are organized in the state **and around the world.** **SS 4.3.5** Use geographic skills to make connections to issues and events.
5	Maps of Nebraska	**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 **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.
Unit 2: Human-Environment Interaction		
6	Ecosystems in Nebraska	**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,

Week	Title	Standards Covered
		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.
7	Human Adaptation in Nebraska	**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. **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.
8	Cultural Contributions	**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.
9	Culture in Nebraska	**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.
10	The People of Nebraska	**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.
11	Geography through Nebraska History	**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 4.3.1.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 4.3.2.b** Classify regions and places within the state of Nebraska using physical and human features. For example: Sandhills, Pine Ridge, Loess Hills,

Week	Title	Standards Covered
		Platte River Valley, rural/urban/suburban, counties and cities. **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.
12	The Interrelationship of Humans and Geography	**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 4.3.5.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. **SS 4.3.2** Compare the characteristics of places and regions and their impact on human decisions.
Unit 3: Historical Analysis and Interpretation		
13	Engage in Your Own Inquiry	**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. **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** Analyze past and current events throughout Nebraska history.
14	Nebraska is Settled	**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. **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.

Week	Title	Standards Covered
15	Key Events in Nebraska History for Native Americans	**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.
16	Nebraska and Key World Events	**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
Unit 4: Forms and Functions of Government		
17	Nebraska's Journey to Statehood	**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.

Week	Title	Standards Covered
18	How a Bill Becomes a Law in Nebraska	**SS 4.1.1** Synthesize and justify the structure and function of Nebraska's 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.
19	Leadership in Nebraska	**SS 4.1.1** Synthesize and justify the structure and function of Nebraska's government. **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. **SS 4.1.2** Investigate how different perspectives impact government decisions at the state level.
20	Engage in Your own Inquiry	**SS 4.3.3** Explain how human and natural forces have modified different environments in Nebraska and how humans have adapted. **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.
Unit 5: Civic Participation		
21	Rights and Responsibilities	**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.
22	Symbols of Nebraska	**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.
23	Nebraska Holidays and Celebrations	**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.
24	Service in Nebraska	**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.

Week	Title	Standards Covered
25	Citizens and Public Policy in Nebraska	**SS 4.1.2 Investigate how different perspectives impact government decisions at the state level.** **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.
26	Engage in Your own Inquiry	**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.
Unit 6: Economic Decision Making		
27	Economic Principles	**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.
28	Buying Goods and Services	**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.
29	Spending and Saving	**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.
30	Industry in Nebraska	**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.

Week	Title	Standards Covered
31	Goods and Services in Nebraska	**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).
32	Technology Creates Change Over Time	**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. **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]).

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Week	Title	Standards Covered
1	Developing Questions and Planning Inquiries	**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. **SS 5.4.2.a** Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event. **SS 5.4.2.b** Identify and describe how multiple perspectives facilitate the understanding of US history. **SS 5.4.4** Apply the inquiry process to construct and answer historical questions.
2	Historical Inquiry Sources	**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. **SS 5.4.2.a** Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event. **SS 5.4.2.b** Identify and describe how multiple perspectives facilitate the understanding of US history. **SS 5.4.4** Apply the inquiry process to construct and answer historical questions.
3	Analyzing and Evaluating Evidence	**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. **SS 5.4.2.a** Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event. **SS 5.4.2.b** Identify and describe how multiple perspectives facilitate the understanding of US history. **SS 5.4.4** Apply the inquiry process to construct and answer historical questions.
4	Communicating Conclusions	**SS 5.4.2.b** Identify and describe how multiple perspectives facilitate the understanding of US history. **SS 5.4.4** Apply the inquiry process to construct and answer historical questions.
5	Engaging in Your Own Inquiry	**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. **SS 5.4.2.a** Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.

Week	Title	Standards Covered
		SS 5.4.2.b Identify and describe how multiple perspectives facilitate the understanding of US history. **SS 5.4.4** Apply the inquiry process to construct and answer historical questions.
6	Life in the Americas	**SS 5.3.5** Use geographic skills to interpret issues and events. **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. **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 5.4.3** 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. **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. **SS 5.4.4.b** Evaluate and cite appropriate primary and secondary sources to research the Pre-Columbian era through the Constitution. **SS 5.4.4.c** Gather, analyze, and communicate historical information from the Pre-Columbian era through the Constitution from multiple sources.
7	Government and Culture in North America	**SS 5.1.1.a** Investigate and summarize contributions that resulted in the historical foundation and formation of the United States constitutional government. **SS 5.1.1.f** Analyze and contrast forms of government. **SS 5.1.2.f** Determine how the roles of individuals and groups influenced the government. **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.

Week	Title	Standards Covered
		SS 5.3.2 Compare the characteristics of places and regions and draw conclusions on their impact on human decisions. **SS 5.3.3** Explain how human and natural forces have modified different environments in the United States and how humans have adapted. **SS 5.3.4** 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. **SS 5.3.4.b** Compare and contrast population characteristics of the United States. **SS 5.3.4.c** Explain reasons for historical and present day migrations to and within the United States. **SS 5.3.5.b** Analyze aspects of human and physical geography that have shaped the settlement and development of Early America. **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. **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 5.4.3** 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. **SS 5.4.4.a** Construct and answer questions about the Pre- Columbian era through the Constitution based on multiple sources.
8	Trade and Economics in North America	**SS 5.3.1.a** Use maps and atlases to locate major human and physical features in the United States. **SS 5.3.1.b** Apply map skills to analyze physical/political maps of the United States. **SS 5.3.2** Compare the characteristics of places and regions and draw conclusions on their impact on human decisions.

Week	Title	Standards Covered
		SS 5.3.3.c Examine patterns of resource distribution and utilization in the United States. **SS 5.3.4** Compare, contrast, and draw conclusions about the characteristics of culture and migration in the United States. **SS 5.3.5.b** Analyze aspects of human and physical geography that have shaped the settlement and development of Early America. **SS 5.2.6.b** Explain how trade impacts relationships between Countries.
9	Guided Inquiry: Lives of North American Indians	**SS 5.1.1.f** Analyze and contrast forms of government. **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. **SS 5.3.1.b** Apply map skills to analyze physical/political maps of the United States. **SS 5.3.1.c** Determine why things are located where they are in the United States. **SS 5.3.2** Compare the characteristics of places and regions and draw conclusions on their impact on human decisions. **SS 5.3.2.b** Identify and classify regions and places within the United States using physical and human features. **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.c** Examine patterns of resource distribution and utilization in the United States. **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. **SS 5.3.4.b** Compare and contrast population characteristics of the United States. **SS 5.3.4.c** Explain reasons for historical and present day migrations to and within the United States. **SS 5.3.5** Use geographic skills to interpret issues and events.

Week	Title	Standards Covered
		SS 5.3.5.a Explain the influences of physical and human geographic features on events in the United States. **SS 5.3.5.b** Analyze aspects of human and physical geography that have shaped the settlement and development of Early America. **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. **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. **SS 5.4.2.b** Identify and describe how multiple perspectives facilitate the understanding of US history.
10	The Age of Encounters	**SS 5.2.6.b** Explain how trade impacts relationships between countries. **SS 5.3.1.a** Use maps and atlases to locate major human and physical features in the United States. **SS 5.3.1.c** Determine why things are located where they are in the United States. **SS 5.3.4.c** Explain reasons for historical and present day migrations to and within the United States. **SS 5.3.5** Use geographic skills to interpret issues and events. **SS 5.3.5.b** Analyze aspects of human and physical geography that have shaped the settlement and development of Early America. **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. **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 5.4.3.a** Compare the impact of people, events, ideas, and symbols on various cultures and ethnic groups in the Pre-Columbian era through the Constitution. **SS 5.4.4** Apply the inquiry process to construct and answer historical Questions.

Week	Title	Standards Covered
		SS 5.4.4.a Construct and answer questions about the Pre- Columbian era through the Constitution based on multiple sources. **SS 5.4.4.b** Evaluate and cite appropriate primary and secondary sources to research the Pre-Columbian era through the Constitution. **SS 5.4.4.c** Gather, analyze, and communicate historical information from the Pre-Columbian era through the Constitution from multiple sources.
11	Consequences of Contact	**SS 5.1.1.c** Analyze how colonial and new states' governments' laws affected majority groups and marginalized groups within their population. **SS 5.2.6.b** Explain how trade impacts relationships between countries. **SS 5.3.1.a** Use maps and atlases to locate major human and physical features in the United States. **SS 5.3.1.c** Determine why things are located where they are in the United States. **SS 5.3.4.c** Explain reasons for historical and present day migrations to and within the United States. **SS 5.3.5** Use geographic skills to interpret issues and events. **SS 5.3.5.b** Analyze aspects of human and physical geography that have shaped the settlement and development of Early America. S**S 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. **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.b** Identify and describe how multiple perspectives facilitate the understanding of US history. **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. **SS 5.4.4** Apply the inquiry process to construct and answer historical Questions.

Week	Title	Standards Covered
		SS 5.4.4.a Construct and answer questions about the Pre- Columbian era through the Constitution based on multiple sources. **SS 5.4.4.b** Evaluate and cite appropriate primary and secondary sources to research the Pre-Columbian era through the Constitution. **SS 5.4.4.c** Gather, analyze, and communicate historical information from the Pre-Columbian era through the Constitution from multiple sources.
12	The Colonies and Their Founding	**SS 5.1.1.a** Investigate and summarize contributions that resulted in the historical foundation and formation of the United States constitutional Government. **SS 5.1.1.c** Analyze how colonial and new states' governments' laws affected majority groups and marginalized groups within their population **SS 5.1.1.f** Analyze and contrast forms of government. **SS 5.1.2.f** Determine how the roles of individuals and groups influenced Government. **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. **SS 5.2.6.b** Explain how trade impacts relationships between countries. **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. **SS 5.3.1.c** Determine why things are located where they are in the United States. **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. **SS 5.3.2.b** Identify and classify regions and places within the United States using physical and human features. **SS 5.3.3** Explain how human and natural forces have modified different environments in the United States and how humans have adapted.

Week	Title	Standards Covered
		SS 5.3.3.a Identify examples of ecosystems and analyze issues related to the natural setting in the United States. **SS 5.3.3.c** Examine patterns of resource distribution and utilization in the United States. **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. **SS 5.3.4.b** Compare and contrast population characteristics of the United States. **SS 5.3.4.c** Explain reasons for historical and present day migrations to and within the United States. **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. **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. **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.b** Identify and describe how multiple perspectives facilitate the understanding of US history. For example: Battle for the Old Northwest, Atlantic Slave Trade. **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. **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. **SS 5.4.4.b** Evaluate and cite appropriate primary and secondary sources to research the Pre-Columbian era through the Constitution.

Week	Title	Standards Covered
		SS 5.4.4.c Gather, analyze, and communicate historical information from the Pre-Columbian era through the Constitution from multiple sources.
13	Jamestown	**SS 5.1.1.a** Investigate and summarize contributions that resulted in the historical foundation and formation of the United States constitutional Government. **SS 5.1.1.c** Analyze how colonial and w states' governments' laws affected majority groups and marginalized groups within their population **SS 5.1.1.d** Evaluate how the decisions of the national government affect local and state government and citizens of diverse backgrounds. **SS 5.1.1.f** Analyze and contrast forms of government. **SS 5.1.2.d** Explore models of group and individual actions that illustrate civic ideas in the founding of the United States. **SS 5.1.2.f** Determine how the roles of individuals and groups influenced Government. **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. **SS 5.2.6.b** Explain how trade impacts relationships between countries. **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. **SS 5.3.1.c** Determine why things are located where they are in the United States. **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. **SS 5.3.2.b** Identify and classify regions and places within the United States using physical and human features. **SS 5.3.3** Explain how human and natural forces have modified different environments in the United States and how humans have adapted.

Week	Title	Standards Covered
		SS 5.3.3.a Identify examples of ecosystems and analyze issues related to the natural setting in the United States. **SS 5.3.3.c** Examine patterns of resource distribution and utilization in the United States. **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 **SS 5.3.4.b** Compare and contrast population characteristics of the United States. **SS 5.3.4.c** Explain reasons for historical and present day migrations to and within the United States. **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. **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. **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.b** Identify and describe how multiple perspectives facilitate the understanding of US history. For example: Battle for the Old Northwest, Atlantic Slave Trade. **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. **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. **SS 5.4.4.b** Evaluate and cite appropriate primary and secondary sources to research the Pre-Columbian era through the Constitution.

Week	Title	Standards Covered
		SS 5.4.4.c Gather, analyze, and communicate historical information from the Pre-Columbian era through the Constitution from multiple sources.
14	Colonial Life	**SS 5.1.1.a** Investigate and summarize contributions that resulted in the historical foundation and formation of the United States constitutional Government. **SS 5.1.1.c** Analyze how colonial and w states' governments' laws affected majority groups and marginalized groups within their population. **SS 5.1.1.d** Evaluate how the decisions of the national government affect local and state government and citizens of diverse backgrounds. **SS 5.1.1.f** Analyze and contrast forms of government. **SS 5.1.2.d** Explore models of group and individual actions that illustrate civic ideas in the founding of the United States. **SS 5.1.2.f** Determine how the roles of individuals and groups influenced Government. **SS 5.2.3** Explain how human capital can be improved by education and training and thereby increase standards of living. **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. **SS 5.2.6.b** Explain how trade impacts relationships between countries. **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. **SS 5.3.1.c** Determine why things are located where they are in the United States. **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 **SS 5.3.2.b** Identify and classify regions and places within the United States using physical and human features.

Week	Title	Standards Covered
		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. **SS 5.3.3.c** Examine patterns of resource distribution and utilization in the United States. **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. **SS 5.3.4.b** Compare and contrast population characteristics of the United States. **SS 5.3.4.c** Explain reasons for historical and present day migrations to and within the United States. **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. **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. **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.b** Identify and describe how multiple perspectives facilitate the understanding of US history. For example: Battle for the Old Northwest, Atlantic Slave Trade. **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. **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.

Week	Title	Standards Covered
		SS 5.4.4.b Evaluate and cite appropriate primary and secondary sources to research the Pre-Columbian era through the Constitution. **SS 5.4.4.c** Gather, analyze, and communicate historical information from the Pre-Columbian era through the Constitution from multiple sources.
15	Guided Inquiry: Life in the British Colonies	**SS 5.1.1.f** Analyze and contrast forms of government. **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. **SS 5.1.2.f** Determine how the roles of individuals and groups influenced the government. **SS 5.3.1** Explore where (spatial) and why people, places, and environments are organized in the United States. **SS 5.3.1.b** Apply map skills to analyze physical/political maps of the United States. **SS 5.3.2** Compare the characteristics of places and regions and draw conclusions on their impact on human decisions. **SS 5.3.2.b** Identify and classify regions and places within the United States using physical and human features. **SS 5.3.3.c** Examine patterns of resource distribution and utilization in the United States. **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. **SS 5.3.4.b** Compare and contrast population characteristics of the United States. **SS 5.3.4.c** Explain reasons for historical and present day migrations to and within the United States. **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. **SS 5.3.5.b** Analyze aspects of human and physical geography that have shaped the settlement and development of Early America.

Week	Title	Standards Covered
		SS 5.2.6 Summarize how specialization and trade impact the global market and relationships with other countries. **SS 5.2.6.b** Explain how trade impacts relationships between Countries. **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. **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.
16	Conflicts and Compromise in North America	**SS 5.1.1.f** Analyze and contrast forms of government. **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. **SS 5.3.1** Explore where (spatial) and why people, places, and environments are organized in the United States. **SS 5.3.3.c** Examine patterns of resource distribution and utilization in the United States. **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. **SS 5.2.6** Summarize how specialization and trade impact the global market and relationships with other countries. **SS 5.2.6.b** Explain how trade impacts relationships between Countries. **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. **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.

Week	Title	Standards Covered
		SS 5.4.2.a Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event. **SS 5.4.2.b** Identify and describe how multiple perspectives facilitate the understanding of US history. **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. **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. **SS 5.4.4.b** Evaluate and cite appropriate primary and secondary sources to research the Pre-Columbian era through the Constitution.
17	Clash of Empires	**SS 5.1.2.d** Explore models of group and individual actions that illustrate civic ideas in the founding of the United States. **SS 5.1.2.f** Determine how the roles of individuals and groups influenced Government. **SS 5.2.6.b** Explain how trade impacts relationships between countries. **SS 5.3.5.a** Explain the influences of physical and human geographic features on events in the United States. **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. **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. **SS 5.4.2.b** Identify and describe how multiple perspectives facilitate the understanding of US history.

Week	Title	Standards Covered
		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. **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. **SS 5.4.4.b** Evaluate and cite appropriate primary and secondary sources to research the Pre-Columbian era through the Constitution. **SS 5.4.4.c** Gather, analyze, and communicate historical information from the Pre-Columbian era through the Constitution from multiple sources.
18	Consequences of the French and Indian War	**SS 5.1.1.d** Evaluate how the decisions of the national government affect local and state government and citizens of diverse backgrounds. **SS 5.1.2.c** Interpret and communicate the significance of patriotic symbols, songs, and activities. **SS 5.1.2.d** Explore models of group and individual actions that illustrate civic ideas in the founding of the United States. **SS 5.1.2.f** Determine how the roles of individuals and groups influenced Government. **SS 5.2.6.b** Explain how trade impacts relationships between countries. **SS 5.3.3.a** Identify examples of ecosystems and analyze issues related to the natural setting in the United States. **SS 5.3.4** Compare, contrast, and draw conclusions about the characteristics of culture and migration in the United States. **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. **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.

Week	Title	Standards Covered
		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. **SS 5.4.2.b** Identify and describe how multiple perspectives facilitate the understanding of US history. **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. **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. **SS 5.4.4.b** Evaluate and cite appropriate primary and secondary sources to research the Pre-Columbian era through the Constitution. **SS 5.4.4.c** Gather, analyze, and communicate historical information from the Pre-Columbian era through the Constitution from multiple sources.
19	The Acts of Parliament	**SS 5.1.1.a** Investigate and summarize contributions that resulted in the historical foundation and formation of the United States constitutional Government. **SS 5.1.1.e** Justify the principles of the American Republic. **SS 5.1.1.f** Analyze and contrast forms of government. **SS 5.1.2.d** Explore models of group and individual actions that illustrate civic ideas in the founding of the United States. **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. **SS 5.1.2.f** Determine how the roles of individuals and groups influenced Government. **SS 5.3.4.a** Compare and contrast patterns of culture within the United States over time and space.

Week	Title	Standards Covered
		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. **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. **SS 5.4.2.b** Identify and describe how multiple perspectives facilitate the understanding of US history. **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. **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. **SS 5.4.4.b** Evaluate and cite appropriate primary and secondary sources to research the Pre-Columbian era through the Constitution. **SS 5.4.4.c** Gather, analyze, and communicate historical information from the Pre-Columbian era through the Constitution from multiple sources.
20	The Actions of the Colonies	**SS 5.2.6.b** Explain how trade impacts relationships between countries. **SS 5.1.1.a** Investigate and summarize contributions that resulted in the historical foundation and formation of the United States constitutional Government. **SS 5.1.1.e** Justify the principles of the American Republic. **SS 5.1.1.f** Analyze and contrast forms of government. **SS 5.1.2.d** Explore models of group and individual actions that illustrate civic ideas in the founding of the United States. **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 .

Week	Title	Standards Covered
		SS 5.1.2.f Determine how the roles of individuals and groups influenced Government. **SS 5.3.4.a** Compare and contrast patterns of culture within the United States over time and space. **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. **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. **SS 5.4.2.b** Identify and describe how multiple perspectives facilitate the understanding of US history. **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. **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. **SS 5.4.4.b** Evaluate and cite appropriate primary and secondary sources to research the Pre-Columbian era through the Constitution. **SS 5.4.4.c** Gather, analyze, and communicate historical information from the Pre-Columbian era through the Constitution from multiple sources.
21	The Shot Heard Round the World	**SS 5.1.1.a** Investigate and summarize contributions that resulted in the historical foundation and formation of the United States constitutional Government. **SS 5.1.1.e** Justify the principles of the American Republic. **SS 5.1.1.f** Analyze and contrast forms of government. **SS 5.1.2.d** Explore models of group and individual actions that illustrate civic ideas in the founding of the United States. **SS 5.1.2.e** Examine how cooperation and conflict among people have

Week	Title	Standards Covered
		contributed to political, economic, and social events and situations in the United States. **SS 5.1.2.f** Determine how the roles of individuals and groups influenced Government. **SS 5.2.6.b** Explain how trade impacts relationships between countries. **SS 5.3.4.a** Compare and contrast patterns of culture within the United States over time and space. **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. **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. **SS 5.4.2.b** Identify and describe how multiple perspectives facilitate the understanding of US history. **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. **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. **SS 5.4.4.b** Evaluate and cite appropriate primary and secondary sources to research the Pre-Columbian era through the Constitution. **SS 5.4.4.c** Gather, analyze, and communicate historical information from the Pre-Columbian era through the Constitution from multiple sources.
22	Guided Inquiry: The Road to Revolution	**SS 5.1.1.a** Investigate and summarize contributions that resulted in the historical foundation and formation of the United States constitutional government. **SS 5.1.1.e** Justify the principles of the American Republic. **SS 5.1.1.f** Analyze and contrast forms of government.

Week	Title	Standards Covered
		SS 5.1.2 Analyze democratic principles that are the foundation of the United States government systems in daily life. **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. **SS 5.1.2.f** Determine how the roles of individuals and groups influenced the government. **SS 5.2.6.b** Explain how trade impacts relationships between Countries. **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. **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. **SS 5.4.2.b** Identify and describe how multiple perspectives facilitate the understanding of US history. **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. **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. **SS 5.4.4.b** Evaluate and cite appropriate primary and secondary sources to research the Pre-Columbian era through the Constitution. **SS 5.4.4.c** Gather, analyze, and communicate historical information from the Pre-Columbian era through the Constitution from multiple sources.
23	Independence and Revolution: The Government	**SS 5.1.1.a** Investigate and summarize contributions that resulted in the historical foundation and formation of the United States constitutional government.

Week	Title	Standards Covered
		SS 5.1.1.e Justify the principles of the American Republic. **SS 5.1.1.f** Analyze and contrast forms of government. **SS 5.1.2** Analyze democratic principles that are the foundation of the United States government systems in daily life. **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. **SS 5.1.2.f** Determine how the roles of individuals and groups influenced the government. **SS 5.3.4.a** Compare and contrast patterns of culture within the United States over time and space. **SS 5.2.6.b** Explain how trade impacts relationships between Countries. **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. **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. **SS 5.4.2.b** Identify and describe how multiple perspectives facilitate the understanding of US history. **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. **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. **SS 5.4.4.b** Evaluate and cite appropriate primary and secondary sources to research the Pre-Columbian era through the Constitution. **SS 5.4.4.c** Gather, analyze, and communicate historical information from the Pre-Columbian era through the Constitution from multiple sources.

Week	Title	Standards Covered
24	Independence and Revolution: The People	**SS 5.1.1.f** Analyze and contrast forms of government. **SS 5.1.1.a** Investigate and summarize contributions that resulted in the historical foundation and formation of the United States constitutional Government. **SS 5.1.1.e** Justify the principles of the American Republic. **SS 5.1.2.d** Explore models of group and individual actions that illustrate civic ideas in the founding of the United States. **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. **SS 5.1.2.f** Determine how the roles of individuals and groups influenced Government. **SS 5.2.6.b** Explain how trade impacts relationships between countries. **SS 5.3.4.a** Compare and contrast patterns of culture within the United States over time and space. **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. **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. **SS 5.4.2.b** Identify and describe how multiple perspectives facilitate the understanding of US history. **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. **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. **SS 5.4.4.b** Evaluate and cite appropriate primary and secondary sources to research the Pre-Columbian era through the Constitution.

Week	Title	Standards Covered
		SS 5.4.4.c Gather, analyze, and communicate historical information from the Pre-Columbian era through the Constitution from multiple sources.
25	Independence and Revolution: The Military	**SS 5.1.2.f** Determine how the roles of individuals and groups influenced Government. **SS 5.2.6.b** Explain how trade impacts relationships between countries. **SS 5.3.4.a** Compare and contrast patterns of culture within the United States over time and space. **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. **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. **SS 5.4.2.b** Identify and describe how multiple perspectives facilitate the understanding of US history. **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. **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. **SS 5.4.4.b** Evaluate and cite appropriate primary and secondary sources to research the Pre-Columbian era through the Constitution. **SS 5.4.4.c** Gather, analyze, and communicate historical information from the Pre-Columbian era through the Constitution from multiple sources.
26	Outcomes of the American Revolution	**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.

Week	Title	Standards Covered
		SS 5.1.1.b Identify and explain the structure and functions of the three branches of government. **SS 5.1.1.c** Analyze how colonial and new states' governments' laws affected majority groups and marginalized groups within their Population. **SS 5.1.1.d** Evaluate how the decisions of the national government affect local and state government and citizens of diverse Backgrounds. **SS 5.1.1.e** Justify the principles of the American Republic. **SS 5.1.2.d** Explore models of group and individual actions that illustrate civic ideas in the founding of the United States. **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. **SS 5.1.2.f** Determine how the roles of individuals and groups influenced the government. **SS 5.3.1.c** Determine why things are located where they are in the United States. **SS 5.3.5** Use geographic skills to interpret issues and events. **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. **SS 5.4.3** Analyze past and current events and challenges from the Pre-Columbian era through the Constitution. **SS 5.4.4.a** Construct and answer questions about the Pre- Columbian era through the Constitution based on multiple sources. **SS 5.4.4.b** Evaluate and cite appropriate primary and secondary sources to research the Pre-Columbian era through the Constitution. **SS 5.4.4.c** Gather, analyze, and communicate historical information from the Pre-Columbian era through the Constitution from multiple sources.
27	The Founders and the Process	**SS 5.1.1** Synthesize and justify the structure and function of the United States government. **SS 5.1.1.a** Investigate and summarize contributions that resulted in the historical foundation and formation of the United States constitutional Government. **SS 5.1.1.b** Identify and explain the structure and functions of the three branches of government.

Week	Title	Standards Covered
		SS 5.1.1.c Analyze how colonial and w states' governments' laws affected majority groups and marginalized groups within their population. **SS 5.1.1.d** Evaluate how the decisions of the national government affect local and state government and citizens of diverse backgrounds. **SS 5.1.1.e** Justify the principles of the American Republic. **SS 5.1.2.d** Explore models of group and individual actions that illustrate civic ideas in the founding of the United States. **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. **SS 5.1.2.f** Determine how the roles of individuals and groups influenced Government. **SS 5.3.5** Use geographic skills to interpret issues and events. **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. **SS 5.4.2.a** Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event. **SS 5.4.3** Analyze past and current events and challenges from the Pre-Columbian era through the Constitution. **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. **SS 5.4.4.b** Evaluate and cite appropriate primary and secondary sources to research the Pre-Columbian era through the Constitution. **SS 5.4.4.c** Gather, analyze, and communicate historical information from the Pre-Columbian era through the Constitution from multiple sources.
28	The Constitution	**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.

Week	Title	Standards Covered
		SS 5.1.1.b Identify and explain the structure and functions of the three branches of government. **SS 5.1.1.d** Evaluate how the decisions of the national government affect local and state government and citizens of diverse backgrounds. **SS 5.1.1.e** Justify the principles of the American Republic. **SS 5.4.1.a** Examine the chronology of key events in the United States and communicate their impact on various groups in the past, present, and future. **SS 5.4.3** Analyze past and current events and challenges from the Pre-Columbian era through the Constitution. **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. **SS 5.4.4.b** Evaluate and cite appropriate primary and secondary sources to research the Pre-Columbian era through the Constitution. **SS 5.4.4.c** Gather, analyze, and communicate historical information from the Pre-Columbian era through the Constitution from multiple sources.
29	The Bill of Rights	**SS 5.1.1** Synthesize and justify the structure and function of the United States government. **SS 5.1.1.a** Investigate and summarize contributions that resulted in the historical foundation and formation of the United States constitutional Government. **SS 5.1.1.b** Identify and explain the structure and functions of the three branches of government. **SS 5.1.1.d** Evaluate how the decisions of the national government affect local and state government and citizens of diverse backgrounds. **SS 5.1.1.e** Justify the principles of the American Republic. **SS 5.4.1.a** Examine the chronology of key events in the United States and communicate their impact on various groups in the past, present, and future. **SS 5.4.3** Analyze past and current events and challenges from the Pre-Columbian era through the Constitution. **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

Week	Title	Standards Covered
		through the Constitution based on multiple sources. **SS 5.4.4.b** Evaluate and cite appropriate primary and secondary sources to research the Pre-Columbian era through the Constitution. **SS 5.4.4.c** Gather, analyze, and communicate historical information from the Pre-Columbian era through the Constitution from multiple sources.
30	The New Nation	**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 **SS 5.1.2.f** Determine how the roles of individuals and groups influenced Government. **SS 5.3.3** Explain how human and natural forces have modified different environments in the United States and how humans have adapted. **SS 5.3.4** Compare, contrast, and draw conclusions about the characteristics of culture and migration in the United States. **SS 5.3.4.b** Compare and contrast population characteristics of the United States. **SS 5.3.4.c** Explain reasons for historical and present day migrations to and within the United States.
31	America on the Move	**SS 5.3.1** Explore where (spatial) and why people, places, and environment are organized in the United States. **SS 5.3.2.a** Identify criteria used to define regions within the United States. **SS 5.3.3** Explain how human and natural forces have modified different environments in the United States and how humans have adapted. **SS 5.4.3.a** Compare the impact of people, events, ideas, and symbols on various cultures and ethnic groups in the Pre-Columbian era through the Constitution. **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. **SS 5.3.4.b** Compare and contrast population characteristics of the United States. **SS 5.3.4.c** Explain reasons for historical and present day migrations to and

Week	Title	Standards Covered
		within the United States. **SS 5.3.5.a** Explain the influences of physical and human geographic features on events in the United States.
32	Guided Inquiry: Changes in the United States	**SS 5.1.1** Synthesize and justify the structure and function of the United States government. **SS 5.1.1.a** Investigate and summarize contributions that resulted in the historical foundation and formation of the United States constitutional government. **SS 5.1.1.c** Analyze how colonial and new states' governments' laws affected majority groups and marginalized groups within their Population. **SS 5.1.2.a** Explore and communicate the constitutional rights and civic responsibilities of U.S. citizens. **SS 5.1.2.d** Explore models of group and individual actions that illustrate civic ideas in the founding of the United States. **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. **SS 5.1.2.f** Determine how the roles of individuals and groups influenced the government. **SS 5.3.1** Explore where (spatial) and why people, places, and environments are organized in the United States. **SS 5.3.1.c** Determine why things are located where they are in the United States. **SS 5.3.3.c** Examine patterns of resource distribution and utilization in the United States. **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. **SS 5.3.4.b** Compare and contrast population characteristics of the United States. **SS 5.3.4.c** Explain reasons for historical and present day migrations to and within the United States. **SS 5.3.5** Use geographic skills to interpret issues and events.

Week	Title	Standards Covered
		SS 5.3.5.a Explain the influences of physical and human geographic features on events in the United States. **SS 5.3.5.b** Analyze aspects of human and physical geography that have shaped the settlement and development of Early America. **SS 5.2.6** Summarize how specialization and trade impact the global market and relationships with other countries. **SS 5.2.6.b** Explain how trade impacts relationships between Countries. **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. **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. **SS 5.4.2.b** Identify and describe how multiple perspectives facilitate the understanding of US history. **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. **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. **SS 5.4.4.b** Evaluate and cite appropriate primary and secondary sources to research the Pre-Columbian era through the Constitution. **SS 5.4.4.c** Gather, analyze, and communicate historical information from the Pre-Columbian era through the Constitution from multiple sources.