

NOTICE OF MEETING

Notice is hereby given of a Board of Education meeting of School District No. 17, in the County of Douglas, which will be held at 6:00 p.m. on Monday, **June 3, 2013** at 5606 South 147th Street, Omaha, Nebraska.

Agenda for such meeting, kept continuously current, is available for public inspection at the office of the superintendent at 5606 South 147th Street, Omaha, Nebraska.

Michael Kennedy
Secretary

5-31-13

**THE DAILY RECORD
OF OMAHA**

**LYNDA K. HENNINGSEN, Publisher
PROOF OF PUBLICATION**

UNITED STATES OF AMERICA,
The State of Nebraska,
District of Nebraska,
County of Douglas,
City of Omaha, } ss.

J. BOYD

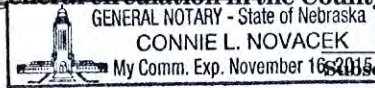
being duly sworn, deposes and says that she is

LEGAL EDITOR

of **THE DAILY RECORD**, of Omaha, a legal newspaper, printed and published daily in the English language, having a bona fide paid circulation in Douglas County in excess of 300 copies, printed in Omaha, in said County of Douglas, for more than fifty-two weeks last past; that the printed notice hereto attached was published in **THE DAILY RECORD**, of Omaha, on _____

May 31, 2013

That said Newspaper during that time was regularly published and in ~~general circulation in the County~~ of Douglas, and State of Nebraska.



Publisher's Fee \$ 14.30 me this 31st day of

Additional Copies \$ _____ May 20 13

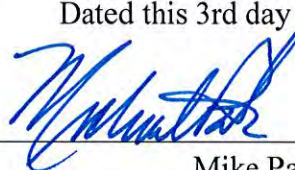
Total \$ 14.30 *Connie L. Novacek*

Notary Public in and for Douglas County,
State of Nebraska


**ACKNOWLEDGMENT OF RECEIPT
OF NOTICE OF MEETING**

The undersigned members of the Board of Education of Millard, District #017, Omaha, Nebraska, hereby acknowledge receipt of advance notice of a meeting of said Board of Education and the agenda for such meeting held at 6:00 P.M. on June 3, 2013, at the Don Stroh Administrative Center, 5606 South 147 Street, Omaha, NE 68137.

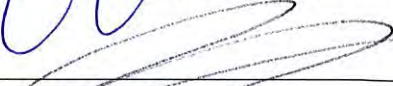
Dated this 3rd day of June, 2013



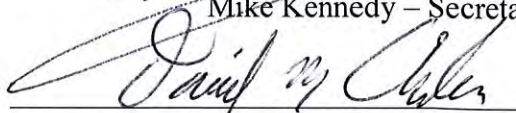
Mike Pate – President



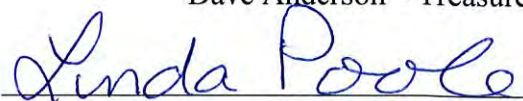
Patrick Ricketts – Vice President



Mike Kennedy – Secretary



Dave Anderson – Treasurer



Linda Poole



Paul Meyer

BOARD OF EDUCATION SIGN IN

June 3, 2013

NAME:

REPRESENTING:

Daniel H. Gornell

Hann Gornell

DAVE & Michelle Mumm

Haley Mumm (MW Soccer)

KEVIN & JULIAN BOSAK

JAYLUN BOSAK - MW Soccer

Scott, Teri & Jake Huscroft

Jake Huscroft (MS Baseball)

Kevin & Sonia Merrill

Ryan Merrill

Greg Greay

Jake Huscroft (BASEBALL MS)

TREAVOR WRADGE

Leadership Academy

Kelli Buchanan

McKenzie Buchanan

Colleen Krokawger

Brianna Krokawger

Kent Krokawger

Mark / Kathy Wilson

Jack Wilson

Sarah Crozier

Casey Waughan

Stephen & Pam Phipps

Paige Phipps (MW Soccer)

Scott Simon

SSBI

Kelly & Bart Pugh

Emily Pugh (MW Soccer)

Mike Peterson

K.C. Peterson Construction

ANDE LANG

MORRISSEY ENGINEERING

BOARD OF EDUCATION SIGN IN**June 3, 2013****NAME:****REPRESENTING:**

Monica Huttles	MPS Curriculum Facilitator
MIKE HENRIKHS	Olsson Associates
Dave Cork	Millard North (Jack Wilson)
Nancy Thornblad	MPS Cur-Facilitator
Tim ROYERS	MEA
Sandi Larson	parent
Paul Schae	MEA



BOARD OF EDUCATION
MEETING



June 3, 2013

Parental Access Public Hearing Script

Monday, June 3, 2013

5:55 p.m.

Don Stroh Administration Center

(Note: The Act requires that the public hearing be held at a special or regularly scheduled meeting of the Board of Education and, therefore, you should open the special meeting and state that the purpose of the special meeting is to hold the public hearing on the Parental Access Policy.)

Good evening and welcome to this meeting of the Millard Public Schools' Board of Education. Section 79-530 through 79-533 requires that each school board hold a public hearing at a regular or special meeting for the purpose of addressing the Parental Access Policy.

I would like to introduce the Board members who are present and will participate in this public hearing. They are:

myself, Mike Pate	Pat Ricketts
Mike Kennedy	Dave Anderson
Linda Poole	Paul Meyer
and	

As I understand, the Superintendent and the District's administration are recommending this Policy and the accompanying Rule for adoption and are available to answer questions from the Board Members. I also understand that the administration is not going to make a presentation. In order to allow everyone a chance to address the Board on the Parental Access Policy and accompanying Rule, I would like to ask each of you to limit your comments to five (5) minutes or so. If there is a group of people who collectively would like to address the Board on this issue it might be helpful if you would select one, two or three individuals to speak on behalf of the entire group. Of course, we will allow each of you who wish to address the Board on this subject to do so at this time.

The official Board action on the policy and accompanying rule will be acted on during the regular meeting which is scheduled to follow immediately after this public hearing.

I have received (numerous) (____) requests to address the Board and I will attempt to call you in the order in which the requests were turned in prior to the opening of this public hearing. After everyone has had an opportunity to address the Board on this issue, I will close the public hearing and adjourn. The first speaker that has requested an opportunity to address the Board is _____
(*continue calling the individuals until you have gone through all of them*).

Thank you very much for your participation in this public hearing. You have offered valuable information and insight to all of the Board members as well as to the Superintendent and his administrative staff. If there is no other person wishing to address the Board, I will now close the public hearing.

I will now entertain a motion to adjourn this hearing on Parental Access of the Millard Board of Education.

Meeting adjourned

BOARD OF EDUCATION
MILLARD PUBLIC SCHOOLS
OMAHA, NEBRASKA

BOARD MEETING
6:00 P.M.

STROH ADMINISTRATION CENTER
5606 SOUTH 147th STREET
June 3, 2013

5:55 p.m. Public Hearing on Parental Access

AGENDA

A. Call to Order

The Public Meeting Act is posted on the Wall and Available for Public Inspection

B. Pledge of Allegiance

C. Roll Call

D. Public Comments on agenda items – This is the proper time for public questions and comments on agenda items only. Please make sure a request form is given to the Board President before the meeting begins.

E. Routine Matters

1. *Approval of Board of Education Minutes – May 20, 2013
2. *Approval of Bills
3. *Receive the Treasurer's Report and Place on File

F. Information Items

1. Showcase: Journalism, Knowledge Master Open, MathCounts, Word Masters, Spring Sports: Baseball, Boys Golf, Track, Girls Tennis, Boys & Girls Soccer
2. Superintendent's Comments
3. Board Comments/Announcements

G. Unfinished Business:

1. Approval of Policy 6275 – Curriculum, Instruction, and Assessment – Employee Created Material

H. New Business

1. Approval of Rule 6275.1 – Curriculum, Instruction, and Assessment – Ownership of Employee Created Materials
2. Approval of Rule 4510.2 – Human Resources – Long Term Disability – Group Income Protection Plan
3. Reaffirm Policy 6800 – Curriculum, Instruction, and Assessment – Parental Access
4. Reaffirm Rule 6800.1 – Curriculum, Instruction, and assessment – Parental Access
5. Award of Health Insurance Plan Administrative Services Agreement
6. Approval of Compensation Program for Non-Union Employees Groups
7. Approval of Meal Prices for 2013-2014
8. Approval of Title IX Modifications – Civil
9. Approval of Title IX Modifications - Lighting
10. Approval of the PreK-12 Social Studies Framework
11. Approval of Field Studies for Elementary and Middle School Social Studies Courses
12. Approval of Personnel Actions: New Hire(s), Amended Contract(s), Leave(s) of Absence
13. Executive Session: Evaluation

I. Reports

1. Enrollment Report
2. New Staff Support Report
3. Multi-Cultural Report

J. Future Agenda Items/Board Calendar

1. Committee of the Whole Meeting (Budget Retreat) on Monday, June 10, 2013 at 6:00 p.m. at the Don Stroh Administration Center, 5606 S. 147th Street
2. Committee of the Whole Meeting on **Tuesday**, June 11, 2013 at 6:00 p.m. at the Don Stroh Administration Center

3. Special Board of Education Meeting on June 20, 2013 at 12:00 noon at the Don Stroh Administration Center
 4. Board of Education Meeting on Monday, July 1, 2013 at 6:00 p.m. at the Don Stroh Administration Center
 5. New Staff Luncheon on Friday, August 2, 2013 from 12:00 to 1:15 p.m. at Millard South High School
 6. Board of Education Meeting on Monday, August 5, 2013 at 6:00 p.m. at the Don Stroh Administration Center
 7. Committee of the Whole Meeting on Monday, August 12, 2013 at 6:00 p.m. at the Don Stroh Administration Center
 8. Board of Education Meeting on Monday, August 19, 2013 at 6:00 p.m. at the Don Stroh Administration Center
 9. Board of Education Meeting on **Tuesday**, September 3, 2013 at 6:00 p.m. at the Don Stroh Administration Center
- K. Public Comments - This is the proper time for public questions and comments on any topic. Please make sure a request form is given to the Board President before the meeting begins.
- L. Adjournment:

All items indicated by an asterisk (*) will comprise the Consent Agenda and may be acted on in a single motion. Items may be deleted from the Consent Agenda by request of any board member.

BOARD OF EDUCATION
MILLARD PUBLIC SCHOOLS
OMAHA, NEBRASKA

BOARD MEETING
6:00 P.M.

STROH ADMINISTRATION CENTER
5606 SOUTH 147TH STREET
June 3, 2013

5:55 p.m. Public Hearing on Parental Access

ADMINISTRATIVE MEMORANDUM

A. Call to Order

The Public Meeting Act is posted on the Wall and Available for Public Inspection

B. Pledge of Allegiance

C. Roll Call

D. Public Comments on agenda items - This is the proper time for public questions and comments on agenda items only. Please make sure a request form is given to the Board President prior to the meeting.

- *E.1. Motion by _____, seconded by _____, to approve the Board of Education Minutes – May 20, 2013 (See enclosure.)
- *E.2. Motion by _____, seconded by _____, to approve the bills. (See enclosures.)
- *E.3. Motion by _____, seconded by _____, to receive the Treasurer’s Report and Place on File. (See enclosure.)
- F.1. Showcase: Journalism, Knowledge Master Open, MathCounts, Word Masters, Spring Sports: Baseball, Boys Golf, Track, Girls Tennis, Boys & Girls Soccer
- F.2. Superintendent’s Comments
- F.3. Board Comments/Announcements
- G.1. Motion by _____ seconded by _____, to approve Policy 6275 – Curriculum, Instruction, and Assessment – Employee Created Material (See enclosure.)
- H.1. Motion by _____ seconded by _____, to approve Rule 6275.1 – Curriculum, Instruction, and Assessment – Ownership of Employee Created Materials (See enclosure.)
- H.2. Motion by _____ seconded by _____, to approve Rule 4510.2 – Human Resources – Long Term Disability – Group Income Protection Plan (See enclosure.)
- H.3. Motion by _____ seconded by _____, to reaffirm Policy 6800 - Curriculum, Instruction, and Assessment – Parental Access (See enclosure.)
- H.4. Motion by _____ seconded by _____, to reaffirm Rule 6800.1 – Curriculum, Instruction, and Assessment – Parental Access (See enclosure.)
- H.5. Motion by _____ seconded by _____, to award the District’s 2012-2016 ASO Contract to Coventry Health Care and that the Assistant Superintendent for Human Resources, in consultation with District legal counsel, be authorized and direct to execute a contract with Coventry consistent with the proposal negotiated by SilverStone Group for such services. (See enclosure.)
- H.6. Motion by _____ seconded by _____, to recommend that the Salary and Benefits program for all Administrators, Food Service Employees, and Professional Technical Employees be approved with each group receiving a 3.0% total package increase. (See enclosure.)
- H.7. Motion by _____ seconded by _____, to recommend that student meal prices for school year 2013-2014 be established as follows: Elementary School Breakfast (\$1.30) and Lunch (\$2.20); Middle School Breakfast (\$1.55) and Lunch (\$2.40); High School Breakfast (\$1.80) and Lunch (\$2.70 and \$3.10) as submitted. Adult meal prices will be set at a level in accordance with State requirements. (See enclosure.)

Board Meeting Agenda
June 3, 2013
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- H.8. Motion by _____ seconded by _____, to recommend that the contract for softball field modifications be awarded to K.C. Peterson Construction Company in the amount of \$255,200 and that the associate superintendent for general administration be authorized to execute any and all documents related to such project. (See enclosure.)
- H.9. Motion by _____ seconded by _____, to recommend that the contract for the softball field lighting project be awarded to Pro Tech Electric Services in the amount of \$329,256 and that the associate superintendent for general administration be authorized to execute any and all documents related to such project. (See enclosure.)
- H.10. Motion by _____ seconded by _____, to approve the Revised PK-12 Social Studies Framework: Part I (See enclosure.)
- H.11. Motion by _____ seconded by _____, to approve the PreK-12 Social Studies Field Study (See enclosure.)
- H.12. Motion by _____ seconded by _____, to approve Personnel Actions: New Hire(s), Amended Contract(s), Leave(s) of Absence (See enclosure.)

I. Reports

1. Enrollment Report
2. New Staff Support Report
3. Multi-Cultural Report

J. Future Agenda Items/Board Calendar

1. Committee of the Whole Meeting (Budget Retreat) on Monday, June 10, 2013, at 6:00 p.m. at the Don Stroh Administration Center
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8. Board of Education Meeting on Tuesday, September 3, 2013 at 6:00 p.m. at the Don Stroh Administration Center

- K. Public Comments - This is the proper time for public questions and comments on any topic. Please make sure a request form is given to the Board President before the meeting begins.

L. Adjournment

All items indicated by an asterisk (*) will comprise the Consent Agenda and may be acted on in a single motion. Items may be deleted from the Consent Agenda by request of any board member.

MILLARD PUBLIC SCHOOLS
SCHOOL DISTRICT NO. 17

A meeting of the Board of Education of the School District No. 17, in the County of Douglas in the State of Nebraska was convened in open and public session at 6:00 p.m., Monday May 20, 2013, at the Don Stroh Administration Center, 5606 South 147th Street.

Notice of this meeting was given in advance thereof by publication in the Daily Record on Friday, May 17, 2013; a copy of the publication is being attached to these minutes. Notice of this meeting was given to all members of the Board of Education and a copy of their Acknowledgment of Receipt of Notice and the agenda are attached to these minutes. Availability of the agenda was communicated in advance notice and in the notice of the Board of Education of this meeting. All proceedings hereafter shown were taken while the convened meeting was open to the attendance of the public.

At 5:55 p.m. Mike Pate opened the public hearing on student fees. Board members present were: Linda Poole, Pat Ricketts, Mike Pate, Dave Anderson, Mike Kennedy and Paul Meyer. Mr. Pate read the information regarding the student fees policy. There were no questions or comments from the public. Mr. Pate adjourned the public hearing on student fees.

The president announced that the open meetings laws are posted and available for public inspection. Mr. Pate asked everyone to join in the Pledge of Allegiance.

Roll call was taken: Linda Poole, Pat Ricketts, Mike Pate, Dave Anderson, Mike Kennedy and Paul Meyer were present.

Mike Pate announced the proper time for public questions and comments on agenda items only. There were no questions or comments.

Motion was made by Mike Kennedy, seconded by Linda Poole, to approve the Board of Education Minutes from May 6, 2013, to approve the bills, and receive the treasurer's report and place on file. Voting in favor of said motion were: Mr. Ricketts, Mr. Pate, Mr. Anderson, Mr. Kennedy, Mr. Meyer, and Mrs. Poole. Voting against were: None. Motion carried.

Vice-President, Patrick Ricketts, summarized the Committee of the Whole Meeting which was held on Monday, May 13, 2013.

Showcase highlighted PAYBAC Partner Awards

Superintendent's Comments:

1. Graduation will be held on this Saturday, May 25th at 10:00, 1:00 and 4:00.
2. The last day of school for students will be on Wednesday, May 29 and the last day for staff will be the 30th.
3. A "thank you" to the students who sat with the Board and participated this year. We appreciate them being here.
4. Also, a big thank you to the community for their support on the passed bond issue. There is an issue on the agenda this evening that moves the Upchurch Elementary addition forward. The Rohwer addition will come in a month. We have started the process for seeking RFP's on Construction Managers, Technology firms for design and we will also be doing this for Architects other than Rohwer and Upchurch. We have five years of work to do and we are getting on it.

Board Comments:

Mike Kennedy wanted to thank everyone for the over whelming support of the Bond Issue. He had a conversation with Justin Wayne with OPS concerning "upping the standards" for student athletics. Mr. Kennedy feels we are doing a dis-service to our students if they are playing sports and not succeeding in the classroom. He would like to take a look at this over the coming year and make sure this is not happening in Millard.

Board of Education Minutes

May 20, 2013

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Dave Anderson is looking forward to Graduation this weekend. He also would like to thank the Community on the support of the Bond issue. Mr. Anderson also commented on the fact that all three of our high schools were rated as top High Schools in the nation by two different national publications.

Patrick Ricketts thanked the Community for passing the Bond Issue. Mr. Ricketts also brought up that with safety and security in our schools being such a big issue, we need to evaluate our schools as polling places.

Linda Poole also wants to thank the Community for the support of the Bond Issue and would also like to give a special thanks to Todd Clarke for chairing that for us. Mrs. Poole is planning on attending all three graduations this Saturday. In regards to Mike Kennedy's comments about student athletes and GPA's, Mrs. Poole would like some information first to see if this is a problem in Millard and if so, how many students are effected.

Mike Pate also thanked the Community for the support of the Bond Issue. Thank you to Todd Clarke for leading the group that organized the community efforts and the firm that was hired to run the campaign. Mr. Pate also wanted to congratulate former school board member, Jean Stothert, for becoming Omaha's new Mayor. Mr. Pate attended a Foundation Board meeting last week. The next year's budget was approved. There is a new President after this meeting. His name is Paul Jensen who is with Southwest Airlines. Mr. Pate also attended a MABE meeting and a Learning Community meeting. He stated that the Learning Community office will be moving to 68th and Grover soon.

Neil Girmus, student representative from Millard South High School, Casey Waughn, student representative from Millard North High School, and Allyson Figura, student representative from Millard West High School, reported on the academic and athletic happenings at their respective buildings. This was the last Board meeting these students would be attending as representatives of their schools. Neil, Casey and Allyson were each presented a plaque in thanks for their time spent at the Board of Education meetings during the 2012-2013 school year.

Motion by Pat Ricketts and seconded by Linda Poole, to approve Policy 6670 – Curriculum, Instruction and Assessment – Homebound Instruction. Voting in favor of said motion were: Mr. Pate, Mr. Anderson, Mr. Kennedy, Mr. Meyer, Mrs. Poole and Mr. Ricketts. Voting against were: None. Motion carried.

Dave Anderson provided the First Reading of Policy 6275 – Curriculum, Instruction and Assessment – Employee Created Material

Motion by Linda Poole and seconded by Pat Ricketts to approve Rule 6670.1 – Curriculum, Instruction, and Assessment – Homebound Instruction. Voting in favor of said motion were: Mr. Ricketts, Mr. Pate, Mr. Anderson, Mr. Kennedy, Mr. Meyer and Mrs. Poole. Voting against were: None. Motion carried.

Motion by Pat Ricketts and seconded by Dave Anderson to approve Rule 6675.1 – Curriculum, Instruction, and Assessment – Exempt Schools: Requests for Programs, Services or Materials. Voting in favor of said motion were: Mr. Anderson, Mr. Kennedy, Mr. Meyer, Mrs. Poole, Mr. Ricketts and Mr. Pate. Voting against were: None. Motion carried.

Motion by Dave Anderson and seconded by Pat Ricketts, to approve Rule 6680.1 – Curriculum, Instruction, and Assessment – Nonpublic Schools: Requests for Programs, Services. Voting in favor of said motion were: Mr. Meyer, Mrs. Poole, Mr. Ricketts, Mr. Pate, Mr. Anderson and Mr. Kennedy. Voting against were: None. Motion carried

Motion by Dave Anderson and seconded by Linda Poole, to approve Rule 6750.1 – Curriculum, Instruction, and Assessment – Student Fees. Voting in favor of said motion were: Mrs. Poole, Mr. Ricketts, Mr. Pate, Mr. Anderson, Mr. Kennedy and Mr. Meyer. Voting against were: None. Motion carried.

Board of Education Minutes
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Motion by Linda Poole and seconded by Dave Anderson, to recommend that approval be given to the construction documents for the additions to Upchurch Elementary School as submitted and that the administration be authorized and directed to engage in the procurement of certain steel, HVAC units, doors, frames, hardware and other items as submitted in order to expedite such construction project. Voting in favor of said motion were: Mr. Pate, Mr. Anderson, Mr. Kennedy, Mr. Meyer, Mrs. Poole, and Mr. Ricketts. Voting against were: None. Motion carried.

Motion by Pat Ricketts and seconded by Linda Poole, to approve the 2013 Graduates. Voting in favor of said motion were: Mr. Kennedy, Mr. Meyer, Mrs. Poole, Mr. Ricketts, Mr. Pate, and Mr. Anderson. Voting against were: None. Motion Carried.

Motion by Linda Poole and seconded by Mike Kennedy, to approve the High School 2013-2014 Calendars. Voting in favor of said motion were: Mr. Ricketts, Mr. Pate, Mr. Anderson, Mr. Kennedy, Mr. Meyer and Mrs. Poole. Voting against were: None. Motion carried.

Motion by Linda Poole and seconded by Mike Kennedy to recommend that the contract for the provision of ATC services to Millard North, Millard South, and Millard West High Schools be awarded to Alegent Creighton Health. The contract applies to the 2013-2014, 2014-2015, and 2015-2016 school years and that the Director of Employee Relations and the Director of Activities and Athletics be authorized and directed to execute the contract as well as any and all other documents related to such contract. Voting in favor of said motion were: Mr. Anderson, Mr. Kennedy, Mr. Meyer, Mrs. Poole, Mr. Ricketts and Mr. Pate. Voting against were: None. Motion carried

Motion by Dave Anderson and seconded by Mike Kennedy to recommend the Provision of Physician services to Millard North, Millard South, and Millard West High Schools be awarded to Lakeside Orthopedics. The Contract applies to the 2013-2014, 2014-2015, and 2015-2016 school years and that the Director of Activities and Athletics be authorized and directed to execute the contract as well as any and all other documents related to such contract. Voting in favor of said motion were: Mr. Meyer, Mrs. Poole, Mr. Ricketts, Mr. Pate, Mr. Anderson, and Mr. Kennedy. Voting against were: None. Motion carried.

Motion by Dave Anderson and seconded by Pat Ricketts to approve Administrator for Hire – Colleen Ballard as Principal at Norris Elementary. Voting in favor of said motion were: Mrs. Poole, Mr. Ricketts, Mr. Pate, Mr. Anderson, Mr. Kennedy and Mr. Meyer. Voting against were: None. Motion carried.

Motion by Pat Ricketts and seconded by Mike Kennedy to approve Personnel Actions: **New Hire(s):** Ashley C. Anderson, Sarah B. Asher, Jolie A. Brooks, Brian J. Cleary, Kim L. Doblar, Jamie J. Gilfry, Jackie A Griess, Deffanie E. Hoffman, Julie A. Kerkman, Megan E. Murren, Pollyanna Pettit, Amanda J. Stiltner, Andrew J. Tomei, Carol L. Wardian; **Resignation(s):** Thomas J. O'Connor, Lauren Egli, David Fritson, Julie A Adams; **Rescission of Resignation:** Sarah Volpone. Voting in favor of said motion were: Mr. Pate, Mr. Anderson, Mr. Kennedy, Mr. Meyer, Mrs. Poole and Mr. Ricketts. Voting against were: None. Motion carried.

Negotiations & Litigation were delayed to the end of the meeting for Executive Session.

Reports: Senior Status Report and a Legislative Report

Future Agenda Items/Board Calendar:

- Graduation, May 25, 2013, Civic Auditorium, 1804 Capitol Ave.
 Millard South High School at 10:00 a.m.
 Millard West High School at 1:00p.m.
 Millard North High School at 4:00 p.m.
- A Board of Education Meeting on Monday, June 3, 2013 at 6:00 p.m. at the Don Stroh Administration Center, 5606 S. 147th Street

Board of Education Minutes

May 20, 2013

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- Committee of the Whole Meeting (Budget Retreat) on Monday, June 10, 2013 at 6:00 p.m. at the Don Stroh Administration Center, 5606 S. 147th Street
- Committee of the Whole Meeting on Tuesday, June 11, 2013 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
- A Special Board of Education meeting on June 20, 2013 at 12:00 noon at the Don Stroh Administration Center
- Board of Education Meeting on Monday, July 1, 2013 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
- New Staff Luncheon on Friday, August 2, 2013 from 12:00 to 1:15 p.m. at Millard South High School
- Board of Education Meeting on Monday, August 5, 2013 at 6:00 p.m. at the Don Stroh Administration Center
- Committee of the Whole Meeting on Monday, August 12, 2013 at 6:00 p.m. at the Don Stroh Administration Center
- Board of Education Meeting on Monday, August 19, 2013 at 6:00 p.m. at the Don Stroh Administration Center
- Board of Education Meeting on **Tuesday**, September 3, 2013 at 6:00 p.m. at the Don Stroh Administration Center

At 7:17 p.m. Mike Pate said the Board will go into Executive Session for the purpose of Negotiation & Litigation. Motion by Dave Anderson and seconded by Pat Ricketts to go into Executive Session for the purpose of Negotiation and Litigation. Voting in favor of said motion were: Mrs. Poole, Mr. Ricketts, Mr. Pate, Mr. Anderson, Mr. Kennedy and Mr. Meyer. Voting against were: None. Motion carried.

Mike Pate announced the Board would go into Executive Session for the purpose of Negotiations and Litigation.

Motion by Linda Poole and seconded by Mike Kennedy to come out of Executive Session. Voting in favor of said motion were Mr. Ricketts, Mr. Pate, Mr. Anderson, Mr. Kennedy, Mr. Meyer and Mrs. Poole. Voting against were: None. Motion carried.

Mike Pate adjourned the meeting at 7:58 p.m.



Secretary, Mike Kennedy

Millard Public Schools

June 3, 2013

Millard Public Schools Check Register Prepared for the Board Meeting for Jun 3, 2013

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	403464	05/16/2013	135051	MOKRYCKI ENTERPRISES INC	\$151.65
	403465	05/16/2013	134723	FORDHAM UNIVERSITY	\$642.00
	403466	05/16/2013	135490	NE ASSOC OF SCHOOL PERSONNEL ADMIN	\$125.00
	403467	05/16/2013	137434	NORTHWESTERN UNIVERSITY	\$675.00
	403468	05/16/2013	138504	TODD L REESON	\$100.00
	403469	05/16/2013	081630	SAMS CLUB DIRECT	\$72.00
	403470	05/16/2013	107354	STEPHEN W. VENTEICHER	\$75.00
	403471	05/16/2013	138496	WRIGHT EXPRESS FINANCIAL SVCS CORP	\$10,324.15
	403472	05/23/2013	132806	CARLETON COLLEGE	\$730.00
	403473	05/23/2013	108436	COX COMMUNICATIONS INC	\$28,952.83
	403474	05/23/2013	139027	ANTHONY W GUTIERREZ	\$62.50
	403475	05/23/2013	102451	INTERNATIONAL BACCALAUREATE	\$50.00
	403476	05/23/2013	139729	MOODY NATIONAL BAS MT LLC	\$411.80
	403477	05/23/2013	107732	BRIAN L NELSON	\$250.00
	403478	05/23/2013	081630	SAMS CLUB DIRECT	\$242.97
	403479	05/23/2013	098765	SECURITY BENEFIT LIFE INS CO	\$8,000.00
	403480	05/23/2013	135863	RUDOLPH A VLCEK III	\$162.50
	403481	05/23/2013	138496	WRIGHT EXPRESS FINANCIAL SVCS CORP	\$12,080.96
	403482	06/03/2013	136271	TROPHY GUY INC	\$33.95
	403483	06/03/2013	139730	KRISTEN ABBONDANTE	\$250.00
	403484	06/03/2013	131632	AC AWARDS INC	\$645.00
	403485	06/03/2013	010298	ACCUCUT LLC	\$133.60
	403486	06/03/2013	132004	AFFORDABLE COMPUTER PRODUCTS INC	\$515.45
	403487	06/03/2013	133402	KAREN ADAMS	\$44.92
	403488	06/03/2013	136723	ADVANCED KEYBOARD TECHNOLOGIES INC	\$277.20
	403489	06/03/2013	132882	PPE INC	\$13,455.00
	403490	06/03/2013	108351	AIRGAS INC	\$136.70
	403491	06/03/2013	134903	AMERICAN RESIDENTIAL SERVICES LLC	\$190.00
	403492	06/03/2013	133620	AKSARBEN PIPE AND SEWER CLEAN LLC	\$1,835.85
	403493	06/03/2013	135034	ALDRICH ELEMENTARY	\$85.69
	403494	06/03/2013	136365	ALEGENT HEALTH	\$9,833.32
	403495	06/03/2013	108394	MARJORIE ALFIERI	\$17.29
	403496	06/03/2013	011051	ALL MAKES OFFICE EQUIPMENT	\$1,284.76
	403497	06/03/2013	133777	ALTEC INDUSTRIES INC	\$867.66
	403498	06/03/2013	107651	AMAZON.COM INC	\$282.03
	403499	06/03/2013	139090	AMERICAN ACRYLICS USA LLC	\$329.62
	403500	06/03/2013	012050	AMERICAN LIBRARY ASSOCIATION	\$57.60
	403501	06/03/2013	130704	AMERICAN PLASTICS SUPPLY & FAB CO	\$270.00

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	403502	06/03/2013	069689	AMSAN LLC	\$124,118.33
	403503	06/03/2013	138548	DANIELLE ANDERSON	\$113.06
	403504	06/03/2013	131265	JILL ANDERSON	\$88.14
	403505	06/03/2013	130469	SUSAN ANGLEMYER	\$260.00
	403506	06/03/2013	139224	SCANDIUM INC	\$1,001.04
	403507	06/03/2013	138550	APPERSON	\$215.22
	403508	06/03/2013	012989	APPLE COMPUTER INC	\$8,408.00
	403509	06/03/2013	106436	AQUA-CHEM INC	\$1,373.85
	403510	06/03/2013	133770	DIANE ARAUJO	\$44.52
	403511	06/03/2013	139724	PIMOLRAT ARCHER	\$79.99
	403512	06/03/2013	133406	BUSCO INC	\$460.00
	403513	06/03/2013	013496	ASCD	\$4,771.40
	403514	06/03/2013	134235	SARAH ASCHENBRENNER	\$117.29
	403515	06/03/2013	139413	JORDAN ASHBY	\$33.90
	403516	06/03/2013	138291	AUTISM CENTER OF NEBRASKA INC	\$11,720.22
	403517	06/03/2013	135330	AVIS RENT A CAR SYSTEM INC	\$134.38
	403518	06/03/2013	131418	B STREET COLLISION CENTER	\$252.06
	403521	06/03/2013	135991	BAKER DISTRIBUTING CO LLC	\$4,027.87
	403522	06/03/2013	017900	BARCO MUNICIPAL PRODUCTS, INC.	\$119.70
	403523	06/03/2013	017908	REX BARKER	\$50.17
	403524	06/03/2013	099646	BARNES AND NOBLE BOOKSTORE	\$334.36
	403525	06/03/2013	017877	CYNTHIA BARR-MCNAIR	\$163.85
	403526	06/03/2013	107979	LORI BARTELS	\$99.44
	403527	06/03/2013	017923	BARTON SOLVENTS INC	\$50.00
	403528	06/03/2013	133359	TERA BASS	\$80.00
	403529	06/03/2013	092834	BAUER BUILT INC	\$59.00
	403530	06/03/2013	138054	BAXTER FORD INC	\$1,256.23
	403531	06/03/2013	107540	BRIAN BEGLEY	\$56.50
	403532	06/03/2013	102860	BENIK CORP.	\$165.00
	403533	06/03/2013	134884	JULIE BERGSTROM	\$20.00
	403535	06/03/2013	018705	HAIAR & HAIAR INC	\$261.18
	403537	06/03/2013	134945	NOLAN BEYER	\$101.59
	403538	06/03/2013	130683	BEYOND PLAY	\$44.80
	403539	06/03/2013	139731	BRIANNA BICKLEY	\$36.37
	403541	06/03/2013	019111	BISHOP BUSINESS EQUIPMENT	\$25,184.48
	403542	06/03/2013	099220	DICK BLICK CO	\$3,212.03
	403543	06/03/2013	138841	MATTHEW BLOMENKAMP	\$235.14
	403544	06/03/2013	015800	BMI EDUCATIONAL SERVICES	\$1,220.01

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01	403545	06/03/2013	103060	CREATIVE TRAINING TECHNIQUES INT'L	\$2,590.00
	403546	06/03/2013	134478	TIFFANY BOCK SMITH	\$66.11
	403547	06/03/2013	139344	DOUGLAS BOGATZ	\$59.33
	403548	06/03/2013	130899	KIMBERLY BOLAN	\$225.44
	403549	06/03/2013	019559	BOUND TO STAY BOUND BOOKS INC	\$9,164.20
	403550	06/03/2013	134129	BRAINPOP LLC	\$875.00
	403551	06/03/2013	107281	INTERNATIONAL CATERING INC	\$5,228.01
	403552	06/03/2013	136977	PEGGY BREARD	\$51.46
	403553	06/03/2013	130576	PAMELA BRENNAN	\$244.65
	403554	06/03/2013	130303	SCHOOL SPECIALTY INC	\$1,196.91
	403555	06/03/2013	133824	NANCY BROWN	\$54.24
	403557	06/03/2013	132910	CHARLES BURNEY	\$137.86
	403559	06/03/2013	131619	C E SUNDBERG CO	\$42.65
	403560	06/03/2013	137274	EILEEN CABRERA	\$27.80
	403561	06/03/2013	023831	CALLOWAY HOUSE INC	\$55.93
	403562	06/03/2013	106806	ELIZABETH CAREY	\$66.58
	403563	06/03/2013	023970	CAROLINA BIOLOGICAL SUPPLY CO	\$416.48
	403564	06/03/2013	132428	JENNIFER CARSON	\$18.65
	403566	06/03/2013	131158	CURTIS CASE	\$975.02
	403567	06/03/2013	133970	CCS PRESENTATION SYSTEMS	\$27,175.35
	403569	06/03/2013	133589	CDW GOVERNMENT, INC.	\$4,735.00
	403570	06/03/2013	051572	CENGAGE LEARNING	\$14,588.25
	403571	06/03/2013	024260	CENTER TROPHY COMPANY	\$3,894.00
	403572	06/03/2013	138613	CENTRAL SALES INC	\$3,847.55
	403573	06/03/2013	139345	JULIE CHALOUPKA	\$24.41
	403574	06/03/2013	132271	ERIK CHAUSSEE	\$33.90
	403575	06/03/2013	106836	KEVIN J CHICK	\$563.40
	403577	06/03/2013	106851	CHILDREN'S HOME HEALTHCARE	\$32,511.50
	403579	06/03/2013	138843	JILL CLASSEN	\$45.14
	403581	06/03/2013	025235	DALE CLAUSEN	\$152.55
	403582	06/03/2013	137013	NANCY COLE	\$125.43
	403583	06/03/2013	138879	MELLISSA COLLING	\$27.52
	403584	06/03/2013	022701	SHARON COMISAR-LANGDON	\$84.75
	403585	06/03/2013	106902	COMMUNICATION SERVICES INC.	\$211.10
	403586	06/03/2013	135082	OCCUPATIONAL HEALTH CTRS OF NE PC	\$716.50
	403587	06/03/2013	138604	CONTRACT PAPER GROUP INC	\$53,659.20
	403588	06/03/2013	136574	CONTROL DEPOT INC	\$379.26
	403589	06/03/2013	026057	CONTROL MASTERS INC	\$1,934.45

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01	403591	06/03/2013	137395	CPI QUALIFIED PLAN CONSULTANTS INC	\$830.00
	403592	06/03/2013	017611	ANGELA CRAFT	\$14.69
	403593	06/03/2013	139034	CRAIG RESOURCES INC	\$6,638.80
	403595	06/03/2013	136088	JOSEPH R CRUM	\$242.52
	403596	06/03/2013	106893	WICHITA WATER CONDITIONING INC	\$144.87
	403597	06/03/2013	027300	CUMMINS CENTRAL POWER LLC	\$7.73
	403598	06/03/2013	027345	CURRICULUM ASSOCIATES INC	\$27,889.68
	403599	06/03/2013	100577	CURTIS 1000 INC	\$401.33
	403600	06/03/2013	130900	CHERYL CUSTARD	\$127.13
	403601	06/03/2013	130731	D & D COMMUNICATIONS	\$539.20
	403602	06/03/2013	135619	D.A. DAVIDSON & CO INC	\$45,000.00
	403603	06/03/2013	131483	JANET DAHLGAARD	\$8.19
	403605	06/03/2013	132671	JEAN DAIGLE	\$111.31
	403606	06/03/2013	134751	ANGELA DAIGLE	\$40.74
	403607	06/03/2013	131003	DAILY RECORD	\$60.80
	403608	06/03/2013	138477	MIDWEST HARDWOODS	\$267.53
	403609	06/03/2013	138306	STACY DARNOLD	\$105.37
	403610	06/03/2013	136149	DATA SOURCE MEDIA INC	\$1,572.75
	403611	06/03/2013	136517	WILLIAM DAUGHTRIDGE	\$30.00
	403613	06/03/2013	139391	KELLY DAVIS	\$17.31
	403614	06/03/2013	032255	DAVIS PUBLICATIONS INC	\$1,499.08
	403615	06/03/2013	032246	PAMELA DAVIS	\$131.96
	403617	06/03/2013	032497	CHERYL DECKER	\$84.19
	403618	06/03/2013	107469	DEFFENBAUGH INDUSTRIES	\$13,472.53
	403619	06/03/2013	106713	ANDREW DEFREECE	\$340.57
	403620	06/03/2013	032800	DEMCO INC	\$1,166.61
	403621	06/03/2013	135865	SABRINA DENNEY BULL	\$9.04
	403622	06/03/2013	136316	EVA DENTON	\$92.23
	403623	06/03/2013	133009	ROBERTA DEREMER	\$195.00
	403624	06/03/2013	137331	BASTIAN DERICHS	\$64.92
	403625	06/03/2013	109850	DEX MEDIA EAST LLC	\$226.76
	403626	06/03/2013	130685	VOGEL WEST INC	\$190.50
	403629	06/03/2013	033473	DIETZE MUSIC HOUSE INC	\$1,721.05
	403630	06/03/2013	132669	DIGITAL DOT SYSTEMS INC	\$70.00
	403631	06/03/2013	138677	DIGITAL RIVER EDUCATION SVCS INC	\$57.14
	403632	06/03/2013	101561	DISCOVER WRITING COMPANY	\$555.00
	403635	06/03/2013	133597	NICHOL DOLEZAL	\$11.94
	403636	06/03/2013	135373	LINDA DONOHUE	\$74.58

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	403637	06/03/2013	130648	DOSTALS CONSTRUCTION CO INC	\$1,550.00
	403641	06/03/2013	130908	DOUGLAS COUNTY SCHOOL DIST.28-0001	\$624,432.65
	403643	06/03/2013	138848	ERIN DOWNS	\$117.40
	403644	06/03/2013	138118	STACIE DUELLO	\$39.55
	403645	06/03/2013	135689	SUSAN DULANY	\$125.10
	403648	06/03/2013	073231	DXP ENTERPRISES INC	\$23.59
	403649	06/03/2013	133806	E & A CONSULTING GROUP INC	\$5,511.50
	403650	06/03/2013	131740	EAGLE SOFTWARE INC,	\$16,423.23
	403651	06/03/2013	102791	ERIC ARMIN INC	\$30.45
	403652	06/03/2013	138426	KELLY EALY	\$88.45
	403654	06/03/2013	036520	EASTERN NEBRASKA HUMAN SVCS AGENCY	\$31,290.00
	403655	06/03/2013	134595	EDUCATIONAL SERVICE UNIT #2	\$660.00
	403657	06/03/2013	037525	EDUCATIONAL SERVICE UNIT #3	\$251,414.90
	403658	06/03/2013	139188	PAUL L MYERS	\$1,350.00
	403659	06/03/2013	038023	EGAN SUPPLY COMPANY	\$252.56
	403661	06/03/2013	133823	REBECCA EHRHORN	\$414.31
	403662	06/03/2013	038100	ELECTRICAL ENGINEERING & EQPT CO	\$1,000.71
	403663	06/03/2013	038140	ELECTRONIC SOUND INC.	\$3,829.36
	403664	06/03/2013	102286	ELECTRONIX EXPRESS	\$4,141.40
	403665	06/03/2013	038225	ELLISON EDUCATIONAL EQUIPMENT INC	\$111.00
	403666	06/03/2013	136554	DANIELLE ELSASSER	\$105.66
	403667	06/03/2013	134883	ERIC ENGSTROM	\$106.61
	403668	06/03/2013	109066	TED ESSER	\$149.11
	403669	06/03/2013	099320	EYE ON EDUCATION	\$196.70
	403670	06/03/2013	137997	FALEWITCH CONSTRUCTION SVCS INC	\$302.50
	403671	06/03/2013	132699	FATHER FLANAGANS BOYS HOME	\$37,026.50
	403672	06/03/2013	139472	MATTHEW FEDDE	\$145.59
	403673	06/03/2013	040450	FEDERAL EXPRESS	\$40.14
	403674	06/03/2013	136377	FEINER SUPPLY CO	\$754.50
	403675	06/03/2013	131826	ALICIA FEIST	\$16.95
	403676	06/03/2013	040470	MARK FELDHAUSEN	\$93.89
	403677	06/03/2013	137016	ANGELA FERGUSON	\$97.67
	403678	06/03/2013	132845	JODI FIDONE	\$59.33
	403679	06/03/2013	133919	FILTER SHOP INC	\$2,466.19
	403680	06/03/2013	134643	FINANCIAL PRINTING RESOURCE INC	\$1,018.03
	403681	06/03/2013	040902	FIRST NATIONAL BANK TRUST DEPT	\$2,000.00
	403682	06/03/2013	040902	FIRST NATIONAL BANK TRUST DEPT	\$1,400.00
	403684	06/03/2013	058755	LIDLAW TRANSIT INC	\$82,296.15

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01	403685	06/03/2013	109855	SHANNON FISCHER	\$28.31
	403686	06/03/2013	040919	FISHER SCIENTIFIC	\$174.24
	403689	06/03/2013	136370	FLEET US LLC	\$10,080.00
	403690	06/03/2013	041086	FLINN SCIENTIFIC INC	\$5,916.03
	403691	06/03/2013	041098	FOLLETT EDUCATIONAL SERVICES	\$1,497.00
	403692	06/03/2013	041100	FOLLETT LIBRARY RESOURCES	\$8,257.74
	403693	06/03/2013	134723	FORDHAM UNIVERSITY	\$899.00
	403694	06/03/2013	041146	KENNETH FOSSEN	\$238.19
	403695	06/03/2013	134823	FRASER STRYKER MEUSEY OLSON	\$12,142.15
	403697	06/03/2013	041461	SHARON FREEMAN	\$295.96
	403699	06/03/2013	106660	GLASSMASTERS INC	\$720.50
	403700	06/03/2013	139641	EVANGELICAL LUTH GOOD SAMARITAN SOC	\$1,200.00
	403701	06/03/2013	044886	GOODWILL INDUSTRIES INC	\$1,360.00
	403702	06/03/2013	044891	GOPHER	\$41.77
	403703	06/03/2013	044896	KAREN GORDON	\$75.26
	403704	06/03/2013	044950	GRAINGER INDUSTRIAL SUPPLY	\$636.35
	403705	06/03/2013	136508	ERIC GRANDGENETT	\$32.21
	403706	06/03/2013	138715	GREAT PLAINS UNIFORMS LLC	\$1,095.00
	403708	06/03/2013	138845	KRISTIN GREENWALD	\$83.06
	403709	06/03/2013	134133	JANET GRIERSON	\$40.22
	403710	06/03/2013	102204	GRIZZLY INDUSTRIAL INC	\$854.00
	403711	06/03/2013	139588	LISA GROSVENOR	\$37.29
	403712	06/03/2013	135016	CANDRA GUENTHER	\$47.80
	403713	06/03/2013	059223	HAL LEONARD CORPORATION	\$175.00
	403714	06/03/2013	134436	MICHELLE HALL	\$97.18
	403716	06/03/2013	F03042	HARRIS COMPUTER CORP	\$21,959.50
	403717	06/03/2013	056820	HARRY A KOCH COMPANY	\$100.00
	403719	06/03/2013	136458	JEAN HASTINGS	\$19.78
	403720	06/03/2013	139347	CHERYL HEADLEY	\$97.18
	403721	06/03/2013	135990	MARVCO ENTERPRISES INC	\$554.49
	403722	06/03/2013	048475	HEARTLAND FOUNDATION	\$4,030.00
	403723	06/03/2013	108273	MARGARET HEBENSTREIT PT	\$127.13
	403724	06/03/2013	048517	GREENWOOD PUBLISHING GROUP INC	\$0.00
	403725	06/03/2013	048517	GREENWOOD PUBLISHING GROUP INC	\$0.00
	403726	06/03/2013	102842	HELGET GAS PRODUCTS INC	\$59.22
	403727	06/03/2013	108478	DAVID HEMPHILL	\$63.85
	403728	06/03/2013	101881	OMAHA ZOOLOGICAL SOCIETY	\$301.00
	403729	06/03/2013	099235	HERFF JONES INC	\$2,332.62

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01	403730	06/03/2013	137206	NICOLAS A HERINK	\$150.00
	403731	06/03/2013	139733	JOHN HERRMANN	\$7.50
	403732	06/03/2013	132423	HEWLETT PACKARD CO	\$7,340.04
	403733	06/03/2013	138687	HIGHSMITH LLC	\$235.01
	403734	06/03/2013	137943	STACY HORSHAM	\$273.01
	403735	06/03/2013	049650	HOUGHTON MIFFLIN HARCOURT PUB CO	\$279.90
	403736	06/03/2013	109836	AMY HOULTON	\$110.74
	403737	06/03/2013	101533	DIANE HOWARD	\$44.41
	403738	06/03/2013	139473	KATHLEEN HRABAN	\$17.51
	403739	06/03/2013	137426	HUGHES MULCH PRODUCTS LLC	\$1,960.00
	403740	06/03/2013	133247	AWS NEBRASKA LLC	\$170.00
	403741	06/03/2013	049844	HYDRONIC ENERGY INC	\$133.26
	403742	06/03/2013	133397	HY-VEE INC	\$1,004.38
	403743	06/03/2013	133397	HY-VEE INC	\$977.45
	403744	06/03/2013	132878	HY-VEE INC	\$173.05
	403745	06/03/2013	135004	HY-VEE INC	\$233.34
	403746	06/03/2013	049851	HY-VEE INC	\$1,503.52
	403748	06/03/2013	099749	BAUDVILLE INC	\$130.30
	403749	06/03/2013	051573	POPCO INC	\$84.14
	403750	06/03/2013	139348	DANIEL INNES	\$44.75
	403751	06/03/2013	103110	INTERSTATE MUSIC SUPPLY	\$481.18
	403752	06/03/2013	132627	IPARADIGMS LLC	\$39,985.50
	403753	06/03/2013	139464	IPREO HOLDINGS LLC	\$1,500.00
	403754	06/03/2013	101991	J A SEXAUER	\$200.04
	403755	06/03/2013	100928	J W PEPPER & SON INC.	\$2,924.76
	403756	06/03/2013	136314	KORRINDA JAMIESON	\$129.05
	403757	06/03/2013	131157	CHRISTINE JANOVEC-POEHLMAN	\$92.38
	403758	06/03/2013	136953	JSDO 1 LLC	\$383.22
	403759	06/03/2013	135735	GEORGE JELKIN	\$13.67
	403760	06/03/2013	133037	JENSEN TIRE COMPANY	\$8,618.70
	403761	06/03/2013	131122	JOHN WILEY & SONS, INC.	\$83.96
	403762	06/03/2013	130994	JOHNSON CONTROLS INC	\$12,458.26
	403763	06/03/2013	054500	JOHNSON HARDWARE CO LLC	\$2,278.80
	403764	06/03/2013	139349	TERRIN JOHNSON	\$38.19
	403765	06/03/2013	139350	BRANDON JOHNSTON	\$139.56
	403766	06/03/2013	059573	NANCY JOHNSTON	\$52.61
	403767	06/03/2013	133738	KAMAN INDUSTRIAL TECHNOLOGIES	\$303.89
	403771	06/03/2013	132265	CATHERINE KEISER	\$129.27

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01	403772	06/03/2013	132272	SUSAN KELLEY	\$18.42
	403774	06/03/2013	056276	KELVIN LP	\$243.65
	403775	06/03/2013	134801	JULIE KEMP	\$23.73
	403776	06/03/2013	131177	ANDREA KIDD	\$23.90
	403777	06/03/2013	133973	KIDS ON THE MOVE INC	\$1,460.25
	403778	06/03/2013	132676	DENNIS F KIMBERLIN	\$717.50
	403779	06/03/2013	056742	BRADLEY KISICKI	\$158.77
	403780	06/03/2013	084090	KIWANIS CLUB OF SOUTHWEST OMAHA	\$300.00
	403781	06/03/2013	139301	REBECCA KLEEMAN WEYANT	\$70.92
	403782	06/03/2013	056770	BETTY KLESITZ	\$88.71
	403783	06/03/2013	093978	BECKY KOENIG	\$88.62
	403784	06/03/2013	134607	KONICA MINOLTA PRINTING SOLUTIONS	\$206.19
	403785	06/03/2013	136285	MICHELLE KRAFT	\$23.73
	403786	06/03/2013	133923	KUBAT PHARMACY/HEALTHCARE	\$240.75
	403787	06/03/2013	137385	JOSEPH KUEHL	\$124.36
	403788	06/03/2013	134642	KUTAK ROCK LLP	\$41,514.58
	403789	06/03/2013	132934	VICTORIA KYROS	\$13.56
	403790	06/03/2013	137694	MCKAYLA LABORDE	\$73.17
	403791	06/03/2013	137010	CHRISTINA LAGRONE	\$91.98
	403793	06/03/2013	099217	LAKESHORE LEARNING MATERIALS	\$2,890.63
	403794	06/03/2013	135257	LANGUAGE LINE SERVICES INC	\$417.97
	403795	06/03/2013	135688	DENISE LARSON	\$411.90
	403796	06/03/2013	136518	JANET LARSON	\$83.79
	403797	06/03/2013	135156	LAWSON PRODUCTS INC	\$3,411.64
	403798	06/03/2013	102496	LEARNING ZONE EXPRESS	\$382.27
	403799	06/03/2013	139351	RAYMOND LEBLANC	\$65.88
	403800	06/03/2013	133932	MICHELE LEIBROCK	\$62.60
	403801	06/03/2013	137944	LIBRA INDUSTRIES	\$395.00
	403802	06/03/2013	059360	LIBRARY STORE INC	\$309.74
	403804	06/03/2013	059470	LIEN TERMITE & PEST CONTROL INC	\$2,676.00
	403805	06/03/2013	059577	LINGUISYSTEMS, INC.	\$668.25
	403806	06/03/2013	059560	MATHESON TRI-GAS INC	\$910.10
	403807	06/03/2013	136751	WOLTERS KLUWER HEALTH	\$101.73
	403808	06/03/2013	136315	COURTNEY LOHRENZ	\$37.06
	403809	06/03/2013	135707	JAMIE LONDON	\$82.21
	403810	06/03/2013	059866	STACY LONGACRE	\$41.81
	403811	06/03/2013	138354	STEFANIE LORENZEN	\$63.94
	403812	06/03/2013	060111	LOVELESS MACHINE & GRINDING	\$36.00

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	403813	06/03/2013	131397	LOWE'S HOME CENTERS INC	\$395.80
	403814	06/03/2013	137690	LOUISA LUKE	\$97.63
	403815	06/03/2013	107602	LUMBERMEN'S BRICK & SUPPLY INC	\$1,250.88
	403816	06/03/2013	135376	CASEY LUNDGREN	\$31.08
	403817	06/03/2013	099321	MACKIN BOOK CO	\$10,827.39
	403819	06/03/2013	132556	MAKEMUSIC INC	\$3,780.00
	403821	06/03/2013	137007	KAREN MARBLE	\$286.46
	403822	06/03/2013	133505	SUSAN MARLATT	\$163.85
	403823	06/03/2013	108052	MAX I WALKER	\$615.69
	403824	06/03/2013	101129	MJ-1 LLC	\$27.98
	403826	06/03/2013	136618	DANIEL MCCONNELL	\$98.31
	403827	06/03/2013	063349	MCGRAW-HILL COMPANIES	\$2,505.67
	403828	06/03/2013	137014	RYE MCINTOSH	\$146.96
	403829	06/03/2013	121126	PATRICIA MEEKER	\$16.61
	403830	06/03/2013	064413	MENARDS INC (OMAHA)	\$181.84
	403831	06/03/2013	F03009	MESSAGING ARCHITECTS	\$35,600.00
	403833	06/03/2013	133403	AMERICAN NATIONAL BANK	\$11,211.83
	403834	06/03/2013	139339	DOUGLAS M MEYO	\$485.00
	403835	06/03/2013	132807	MONTESSORI EDUCATIONAL CENTERS INC	\$13,695.00
	403836	06/03/2013	102870	MIDLAND COMPUTER INC	\$1,704.07
	403837	06/03/2013	101068	MIDWEST BOX COMPANY	\$169.00
	403838	06/03/2013	064950	MIDWEST METAL WORKS INC	\$247.75
	403839	06/03/2013	065233	MIDWEST TURF & IRRIGATION INC	\$1,115.76
	403840	06/03/2013	131328	MILLER ELECTRIC COMPANY	\$4,025.55
	403841	06/03/2013	135388	ANNE MILLER	\$21.02
	403842	06/03/2013	065564	BARBARA MILLER	\$362.17
	403843	06/03/2013	132412	SANDRA MILLER	\$50.62
	403844	06/03/2013	100316	MINDWARE	\$121.15
	403847	06/03/2013	132491	DONITA MOSEMAN	\$41.81
	403848	06/03/2013	063150	MSC INDUSTRIAL SUPPLY CO	\$200.46
	403849	06/03/2013	137052	DEVONYE MULLINS	\$47.57
	403850	06/03/2013	133712	MURPHY TRACTOR & EQUIPMENT CO	\$1,631.00
	403852	06/03/2013	138675	MUSEUM OF SCIENCE	\$48,813.40
	403853	06/03/2013	102981	MUSICIAN'S FRIEND INC	\$39.84
	403854	06/03/2013	139194	MUTUAL FIRST FEDERAL CREDIT UNION	\$1,400.00
	403855	06/03/2013	131395	DARREN MYERS	\$70.06
	403856	06/03/2013	067000	NASCO	\$741.58
	403857	06/03/2013	131192	NATIONAL FEDERATION URBAN SCHOOL	\$4,000.00

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	403858	06/03/2013	130548	NCS PEARSON INC	\$70.90
	403859	06/03/2013	068334	NEBRASKA AIR FILTER INC	\$2,101.76
	403860	06/03/2013	068343	NEBRASKA ASSN OF SCHOOL BOARDS	\$85.00
	403861	06/03/2013	068415	NEBRASKA COUNCIL OF SCHOOL	\$20.00
	403862	06/03/2013	068445	NEBRASKA FURNITURE MART INC	\$624.48
	403864	06/03/2013	134231	UNIVERSITY OF NEBRASKA AT KEARNEY	\$150.00
	403865	06/03/2013	139734	LAURA E NEECE-BALTARO	\$52.59
	403866	06/03/2013	068954	NEFF COMPANY	\$3,258.97
	403867	06/03/2013	131550	NANCY NELSON	\$17.68
	403868	06/03/2013	138425	NETCHEMIA LLC	\$23,166.50
	403869	06/03/2013	109843	NEXTEL PARTNERS INC	\$4,881.11
	403870	06/03/2013	136715	CARISSA NIETFELDT	\$34.63
	403871	06/03/2013	107905	MELINDA NOLLER	\$31.47
	403872	06/03/2013	138563	NOVACOAST INC	\$49,556.25
	403873	06/03/2013	134628	AMY NUNAMAKER	\$425.00
	403874	06/03/2013	050042	ANNE OETH	\$123.17
	403879	06/03/2013	100013	OFFICE DEPOT 84133510	\$19,772.14
	403880	06/03/2013	070245	OHARCO DISTRIBUTORS	\$385.60
	403881	06/03/2013	132778	MELANIE OLSON	\$20.96
	403883	06/03/2013	134725	OMAHA CASING CO INC	\$812.00
	403884	06/03/2013	070810	OMAHA PUBLIC SCHOOLS	\$32,886.00
	403886	06/03/2013	071039	OMAHA WINDUSTRIAL CO.	\$172.15
	403887	06/03/2013	071040	OMAHA WINNELSON COMPANY	\$22.56
	403888	06/03/2013	071053	OMAHA WORLD HERALD (EDUC)	\$91.00
	403889	06/03/2013	071050	OMAHA WORLD HERALD CO	\$203.60
	403890	06/03/2013	133850	ONE SOURCE	\$1,557.00
	403891	06/03/2013	130092	MARY OSTERLOH	\$27.69
	403892	06/03/2013	138662	KELLY OSTRAND	\$59.05
	403893	06/03/2013	107193	OTIS ELEVATOR COMPANY	\$787.24
	403894	06/03/2013	133368	KELLY O'TOOLE	\$48.59
	403895	06/03/2013	132443	OZANAM/BIST	\$120.00
	403896	06/03/2013	134428	ELIZABETH PACHTA	\$128.42
	403898	06/03/2013	071545	PAPER CORPORATION	\$38,203.20
	403899	06/03/2013	134636	JANIE PAPP	\$54.24
	403900	06/03/2013	071623	PARAGON PRINTING, INC.	\$1,438.36
	403901	06/03/2013	137015	GEORGE PARKER	\$42.94
	403902	06/03/2013	132006	ANDREA PARSONS	\$220.08
	403903	06/03/2013	108098	ANGELO D PASSARELLI	\$470.96

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	403904	06/03/2013	071753	MIKE PATE	\$1,860.31
	403905	06/03/2013	135569	CYNTHIA PAVONE	\$48.25
	403906	06/03/2013	071850	PAXTON PATTERSON LLC	\$71.34
	403907	06/03/2013	071891	PAYFLEX SYSTEMS USA INC	\$4,595.00
	403908	06/03/2013	082652	PEARSON EDUCATION	\$2,574.85
	403909	06/03/2013	107783	HEIDI PENKE	\$234.42
	403910	06/03/2013	072200	PERFECTION LEARNING CORP.	\$47.68
	403911	06/03/2013	139633	TERESA PERKINS	\$177.00
	403913	06/03/2013	137009	ANGELA PETERSON	\$15.26
	403914	06/03/2013	134365	VICKY PETERSON	\$127.70
	403915	06/03/2013	132751	BETH PFEIFFER	\$47.46
	403916	06/03/2013	133390	HEATHER PHIPPS	\$49.83
	403917	06/03/2013	130721	MARY PILLE	\$182.78
	403918	06/03/2013	073040	PITNEY BOWES PRESORT SERVICES INC	\$10,000.00
	403920	06/03/2013	072785	PLANK ROAD PUBLISHING INC	\$127.20
	403921	06/03/2013	072850	PLAYTIME EQUIPMENT & SCHOOL SUPPLY	\$11,400.00
	403922	06/03/2013	139415	STEPHANIE POLTACK	\$17.40
	403923	06/03/2013	072900	POPPLERS MUSIC INC	\$390.13
	403924	06/03/2013	073010	PORTER TRUSTIN CARLSON	\$57.00
	403925	06/03/2013	137301	POWERHOUSE DISTRIBUTING LLC	\$100.00
	403926	06/03/2013	073210	PRAIRIE CONSTRUCTION COMPANY	\$1,679.34
	403927	06/03/2013	139532	PREFERRED SHIPPING INC	\$696.13
	403928	06/03/2013	134598	PRIME COMMUNICATIONS INC	\$387.50
	403929	06/03/2013	139727	PRISM SOFTWARE CORPORATION	\$882.00
	403930	06/03/2013	138487	PRODUCTIVITY INC	\$0.00
	403931	06/03/2013	073610	PROGRESS PUBLICATIONS	\$425.00
	403932	06/03/2013	138656	PROJECT LEAD THE WAY INC	\$37,243.00
	403933	06/03/2013	132713	PROTEX CENTRAL INC	\$1,503.50
	403934	06/03/2013	131901	PUSH PEDAL PULL INC	\$57.00
	403935	06/03/2013	078250	RALSTON PUBLIC SCHOOLS	\$581.33
	403936	06/03/2013	078420	RAWSON & SONS ROOFING, INC.	\$16,295.00
	403937	06/03/2013	109810	BETHANY RAY	\$155.94
	403938	06/03/2013	100389	REALITYWORKS INC	\$112.00
	403939	06/03/2013	100642	REALLY GOOD STUFF INC	\$522.54
	403940	06/03/2013	135690	DEIDRE REEH	\$7.23
	403941	06/03/2013	134858	JENNIFER REID	\$52.32
	403942	06/03/2013	139401	AMY REOH	\$20.91
	403943	06/03/2013	135197	WILLIAM MARSH RICE UNIVERSITY	\$525.00

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	403944	06/03/2013	109192	KIMBERLI RICE	\$69.10
	403945	06/03/2013	079179	RIEKES EQUIPMENT COMPANY	\$1,118.30
	403946	06/03/2013	137470	AMBER RIPA	\$281.98
	403947	06/03/2013	137334	WILLIAM S RITCHIE	\$80.72
	403948	06/03/2013	136847	RIVERSIDE TECHNOLOGIES INC	\$2,343.00
	403949	06/03/2013	131376	ROBERT BROOKE & ASSOCIATES, INC.	\$51.55
	403950	06/03/2013	079295	DALE ROBINSON	\$87.01
	403951	06/03/2013	079310	ROCKBROOK CAMERA CENTER	\$4,891.42
	403952	06/03/2013	134882	LINDA ROHMILLER	\$21.13
	403953	06/03/2013	134081	EILEEN RONCI	\$262.73
	403954	06/03/2013	137510	JOHN ROSE	\$7.50
	403955	06/03/2013	071023	OMAHA THEATER CO FOR YOUNG PEOPLE	\$180.00
	403956	06/03/2013	079450	ROTARY CLUB OF MILLARD-OMAHA	\$250.00
	403957	06/03/2013	072286	JEAN RUCHTI	\$153.69
	403959	06/03/2013	133572	RURAL METRO MEDICAL SERVICES	\$1,700.00
	403960	06/03/2013	081491	SAGE PUBLICATIONS, INC.	\$2,003.68
	403961	06/03/2013	081695	VWR CORPORATION	\$223.10
	403962	06/03/2013	081725	KIMBERLEY SAUM-MILLS	\$87.95
	403963	06/03/2013	131353	HARLAND TECHNOLOGY SERVICES	\$3,182.47
	403964	06/03/2013	109806	BRENT SCHADE	\$68.31
	403965	06/03/2013	137012	SHELLEY SCHMITZ	\$64.75
	403967	06/03/2013	082100	SCHOLASTIC INC	\$104.78
	403968	06/03/2013	082179	ROBERT ANDREWS	\$380.00
	403969	06/03/2013	082200	SCHOOL HEALTH CORPORATION	\$1,353.46
	403970	06/03/2013	130526	SCHOOL MEDIA ASSOCIATES LLC	\$127.85
	403971	06/03/2013	082350	SCHOOL SPECIALTY INC	\$254.06
	403972	06/03/2013	082905	KIMBERLY SECORA	\$23.50
	403973	06/03/2013	082910	SECURITY EQUIPMENT INC	\$2,704.35
	403974	06/03/2013	108161	STAN SEGAL	\$119.72
	403975	06/03/2013	082941	KELLY SELTING	\$80.23
	403976	06/03/2013	134189	JODY SEMPEK	\$48.99
	403977	06/03/2013	109800	AMY SHATTUCK	\$211.31
	403978	06/03/2013	137697	LARIA SHEA	\$127.92
	403979	06/03/2013	083175	SHEPPARD'S BUSINESS INTERIORS	\$562.90
	403980	06/03/2013	083188	SHIFFLER EQUIPMENT SALES, INC.	\$127.02
	403981	06/03/2013	136785	CAROLJEAN SHIRLEY	\$32.00
	403982	06/03/2013	138762	SHRED SAFE LLC	\$15.00
	403983	06/03/2013	083310	SIGMA ALDRICH INC	\$395.83

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	403984	06/03/2013	132590	SILVERSTONE GROUP INC	\$4,597.00
	403985	06/03/2013	083400	SIMPLEX GRINNELL LP	\$1,392.36
	403986	06/03/2013	083451	SIMPLICITY PATTERN COMPANY INC	\$42.00
	403988	06/03/2013	136137	JULIA SINIARD	\$393.00
	403993	06/03/2013	132808	SNYDER CHARLESON THERAPY SERVICES	\$4,537.50
	403994	06/03/2013	107093	CHARLENE SNYDER	\$19.55
	403995	06/03/2013	083950	SOCIAL STUDIES SCHOOL SERVICE	\$1,028.22
	403996	06/03/2013	101476	SODEXO INC & AFFILIATES	\$100,651.31
	403997	06/03/2013	139702	SOFTCHALK LLC	\$1,690.00
	403998	06/03/2013	109793	LINCOLN OFFICE EQUIPMENT	\$330.62
	403999	06/03/2013	139217	MARK SOMMER	\$433.20
	404000	06/03/2013	084081	SOUTH OMAHA TERMINAL WAREHOUSE CO	\$889.80
	404001	06/03/2013	134640	STANDARD & POORS	\$19,170.00
	404002	06/03/2013	137481	STAPLES CONTRACT & COMMERCIAL INC	\$664.03
	404003	06/03/2013	134116	STATE STEEL OF OMAHA	\$500.04
	404004	06/03/2013	138276	SUSAN STODDARD	\$43.73
	404005	06/03/2013	109822	BRAD SULLIVAN	\$263.00
	404006	06/03/2013	131522	SKC-SOUTHPORT INC	\$70.79
	404007	06/03/2013	084930	SUPER DUPER INC	\$1,229.60
	404008	06/03/2013	084959	JAMES V SUTFIN	\$503.37
	404009	06/03/2013	137011	CARRIE SWANEY	\$141.82
	404010	06/03/2013	132417	JAMES SWITZER	\$84.19
	404011	06/03/2013	099302	SYSCO LINCOLN INC	\$1,047.42
	404013	06/03/2013	088654	TARGET	\$237.77
	404014	06/03/2013	103050	DRAPHIX, LLC	\$84.96
	404015	06/03/2013	109041	AMERICAN EAGLE COMPANY INC	\$1,357.13
	404016	06/03/2013	133969	TENNANT SALES & SERVICE COMPANY	\$2,258.54
	404017	06/03/2013	139610	TEXAS CHRISTIAN UNIVERSITY	\$425.00
	404018	06/03/2013	136047	JAC THIESSEN	\$259.84
	404019	06/03/2013	136381	ANNETTE THOMAS	\$14.69
	404020	06/03/2013	102713	THOMPSON MEDIA GROUP LLC	\$536.99
	404021	06/03/2013	136827	THOMSON REUTERS-WEST	\$315.00
	404022	06/03/2013	132493	GREGORY TIEMANN	\$223.23
	404023	06/03/2013	138304	TIME MANAGEMENT SYSTEMS	\$75.00
	404024	06/03/2013	136438	TODD VALLEY FARMS INC	\$645.60
	404025	06/03/2013	136578	PEGGI TOMLINSON	\$46.05
	404026	06/03/2013	106807	JEAN TOOHER	\$152.55
	404028	06/03/2013	131446	TOSHIBA AMERICA INFO SYS INC	\$6,531.60

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01	404029	06/03/2013	131446	TOSHIBA AMERICA INFO SYS INC	\$14,560.00
	404030	06/03/2013	089574	TOTAL MARKETING INC	\$403.10
	404031	06/03/2013	132138	TOYOTA FINANCIAL SERVICES	\$499.88
	404032	06/03/2013	134501	TRINH THUC TRAN	\$100.00
	404033	06/03/2013	138478	TRANSWORLD SYSTEMS INC	\$0.00
	404034	06/03/2013	089740	TREETOP PUBLISHING INC	\$154.00
	404035	06/03/2013	135247	MARIELA J TRIBULATO	\$28.48
	404036	06/03/2013	107719	KIMBERLY TRISLER	\$28.25
	404037	06/03/2013	106493	TRITZ PLUMBING, INC.	\$1,653.72
	404038	06/03/2013	036945	TRIUMPH LEARNING LLC	\$2,952.75
	404039	06/03/2013	136110	DONNA TROMBLA	\$47.12
	404040	06/03/2013	138047	AUTO PROS OF MILLARD INC	\$190.74
	404041	06/03/2013	139697	TERESA WASHUT HECK	\$237.95
	404042	06/03/2013	131819	JEAN UBBELOHDE	\$208.49
	404044	06/03/2013	068840	UNIVERSITY OF NEBRASKA AT OMAHA	\$36,707.00
	404045	06/03/2013	068834	UNIVERSITY OF NEBRASKA-LINCOLN	\$260.00
	404047	06/03/2013	068875	UNIVERSITY OF NEBRASKA MED CENTER	\$22,800.00
	404050	06/03/2013	138736	HIGHSMITH LLC	\$259.00
	404051	06/03/2013	090440	BSN SPORTS INC	\$164.94
	404053	06/03/2013	138661	USA-CLEAN INC	\$459.64
	404054	06/03/2013	138046	AUTO LUBE INC	\$305.46
	404055	06/03/2013	136318	JENNIFER VEST	\$190.13
	404056	06/03/2013	138328	VEX ROBOTICS INC	\$180.72
	404057	06/03/2013	092323	VIRCO INC	\$312.24
	404058	06/03/2013	138311	DAWN WAGNER	\$26.56
	404059	06/03/2013	093008	BARBARA WALLER	\$145.78
	404060	06/03/2013	131112	LINDA WALTERS	\$54.97
	404062	06/03/2013	093765	WATER ENGINEERING, INC.	\$3,748.78
	404063	06/03/2013	010698	WESCO DISTRIBUTION INC	\$4.40
	404064	06/03/2013	107563	CAROL WEST	\$167.19
	404065	06/03/2013	094245	WESTLAKE ACE HARDWARE INC	\$53.97
	404066	06/03/2013	094630	WESTONE LABORATORIES	\$94.20
	404067	06/03/2013	094650	WESTSIDE COMMUNITY SCHOOLS	\$3,897.14
	404068	06/03/2013	134658	CRAIG WHALEY	\$18.65
	404069	06/03/2013	130510	KIM WHEATLEY	\$61.19
	404070	06/03/2013	133061	JACKIE WHISENHUNT	\$118.25
	404071	06/03/2013	094751	DEBBY WHITAKER	\$192.84
	404072	06/03/2013	137485	WENDY WIGHT	\$120.79

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	404073	06/03/2013	136322	TAMARA WILLIAMS	\$299.75
	404074	06/03/2013	139463	TAMARA WILT	\$35.43
	404076	06/03/2013	139331	WINDSTREAM COMMUNICATIONS INC	\$2,035.57
	404077	06/03/2013	137180	LAURA WIRTH	\$17.07
	404079	06/03/2013	136323	STACIE WITHERSPOON	\$91.54
	404080	06/03/2013	095376	WORLD BOOK INC	\$849.00
	404081	06/03/2013	043609	WORLD TECHNOLOGIES INC	\$250.00
	404082	06/03/2013	095491	GLEN WRAGGE	\$255.44
	404083	06/03/2013	109852	WURTH BAER SUPPLY CO	\$63.48
	404084	06/03/2013	139735	KIMBERLY YATES	\$70.95
	404085	06/03/2013	139081	ANNA YUZ-MOSENKIS	\$108.56
	404086	06/03/2013	136043	YUAN S ZHEN	\$123.70
	404087	06/03/2013	137020	CHAD ZIMMERMAN	\$34.47
	404088	06/03/2013	136855	PAUL ZOHLNEN	\$32.21
	404089	06/03/2013	139209	ZOHO CORPORATION	\$8,990.00
	404090	06/03/2013	135647	LACHELLE ZUHLKE	\$40.23
	404107	06/03/2013	048517	GREENWOOD PUBLISHING GROUP INC	\$1,065.90
	404108	06/03/2013	138478	TRANSWORLD SYSTEMS INC	\$38.85
01 - Total					\$2,547,916.83
02	24161	05/23/2013	081630	SAMS CLUB DIRECT	\$633.36
	24162	06/03/2013	106893	WICHITA WATER CONDITIONING INC	\$28.68
	24163	06/03/2013	132423	HEWLETT PACKARD CO	\$170.00
	24164	06/03/2013	139651	HUBERT COMPANY LLC	\$626.34
	24165	06/03/2013	109843	NEXTEL PARTNERS INC	\$133.84
	24166	06/03/2013	100013	OFFICE DEPOT 84133510	\$2,636.74
	24167	06/03/2013	101476	SODEXO INC & AFFILIATES	\$757,739.48
02 - Total					\$761,968.44
06	403520	06/03/2013	135245	BAHR VERMEER HAECKER ARCHITECTS	\$350.00
	403534	06/03/2013	133480	BERINGER CIACCIO DENNELL MABREY	\$8,061.00
	403585	06/03/2013	106902	COMMUNICATION SERVICES INC.	\$846.30
	403607	06/03/2013	131003	DAILY RECORD	\$13.70
	403633	06/03/2013	139642	DKM ENTERPRISES	\$18,731.59
	403637	06/03/2013	130648	DOSTALS CONSTRUCTION CO INC	\$2,445.00
	403660	06/03/2013	131533	EHRHART GRIFFIN & ASSOCIATES	\$3,628.00
	403707	06/03/2013	133885	GREENLIFE GARDENS INC	\$910.00
	403836	06/03/2013	102870	MIDLAND COMPUTER INC	\$738.72
	403845	06/03/2013	134532	MORRISSEY ENGINEERING INC	\$3,500.00
	403882	06/03/2013	136898	OLSSON ASSOCIATES INC	\$16,783.26

Millard Public Schools Check Register Prepared for the Board Meeting for Jun 3, 2013

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
06	403926	06/03/2013	073210	PRAIRIE CONSTRUCTION COMPANY	\$4,782.48
06 - Total					\$60,790.05
11	403498	06/03/2013	107651	AMAZON.COM INC	\$246.27
	403502	06/03/2013	069689	AMSAN LLC	\$70.93
	403519	06/03/2013	132405	U SAVE FOODS INC. SUB:NASH FINCH CO	\$131.00
	403524	06/03/2013	099646	BARNES AND NOBLE BOOKSTORE	\$297.12
	403536	06/03/2013	139109	REBECCA BETTENDORF	\$943.98
	403578	06/03/2013	139725	CUSTOM INK COMPANY	\$434.00
	403594	06/03/2013	100300	CREATIVE TEACHING PRESS INC	\$29.93
	403604	06/03/2013	139726	ZACHARY DAHLGREN	\$500.00
	403607	06/03/2013	131003	DAILY RECORD	\$9.50
	403612	06/03/2013	139708	DAVE & BUSTER'S OF NEBRASKA INC	\$270.00
	403634	06/03/2013	135201	DOANE COLLEGE	\$931.50
	403653	06/03/2013	036510	EARLY CHILDHOOD TRAINING CENTER	\$60.00
	403656	06/03/2013	037525	EDUCATIONAL SERVICE UNIT #3	\$50.00
	403657	06/03/2013	037525	EDUCATIONAL SERVICE UNIT #3	\$213.00
	403684	06/03/2013	058755	LAIDLAW TRANSIT INC	\$2,360.72
	403688	06/03/2013	131636	LAURIE FITZPATRICK	\$56.47
	403696	06/03/2013	139443	TIFFANY FRAZIER	\$464.00
	403702	06/03/2013	044891	GOPHER	\$192.81
	403718	06/03/2013	135040	HARVEY OAKS ELEMENTARY	\$219.30
	403728	06/03/2013	101881	OMAHA ZOOLOGICAL SOCIETY	\$200.00
	403744	06/03/2013	132878	HY-VEE INC	\$70.06
	403747	06/03/2013	049850	HY-VEE INC	\$44.26
	403768	06/03/2013	056215	KAPLAN EARLY LEARNING CO	\$55.14
	403773	06/03/2013	139536	LORENE KELLY	\$44.63
	403793	06/03/2013	099217	LAKESHORE LEARNING MATERIALS	\$3,762.91
	403817	06/03/2013	099321	MACKIN BOOK CO	\$2,583.53
	403844	06/03/2013	100316	MINDWARE	\$181.94
	403856	06/03/2013	067000	NASCO	\$890.15
	403863	06/03/2013	136532	NEBRASKA LUTHERAN OUTDR MINISTRIES	\$3,382.50
	403879	06/03/2013	100013	OFFICE DEPOT 84133510	\$50.46
	403912	06/03/2013	108428	PERU STATE COLLEGE	\$943.98
	403930	06/03/2013	138487	PRODUCTIVITY INC	\$5,294.44
	403955	06/03/2013	071023	OMAHA THEATER CO FOR YOUNG PEOPLE	\$560.00
	404046	06/03/2013	068834	UNIVERSITY OF NEBRASKA-LINCOLN	\$943.98
	404048	06/03/2013	068840	UNIVERSITY OF NEBRASKA AT OMAHA	\$1,887.96
	404049	06/03/2013	100923	UNL EXTENSION IN DOUGLAS/SARPY CO	\$310.00

Millard Public Schools Check Register Prepared for the Board Meeting for Jun 3, 2013

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
11	404052	06/03/2013	090632	US TOY CO/CONSTRUCTIVE PLAYTHINGS	\$49.94
	404061	06/03/2013	093650	WARD'S NATURAL SCIENCE EST LLC	\$131.85
	404075	06/03/2013	131026	KAREN WILWERDING	\$135.11
	404078	06/03/2013	139604	TY WISDOM	\$464.00
11 - Total					\$29,467.37
14	403590	06/03/2013	136587	COVENTRY HEALTH & LIFE INS CO	\$134,746.50
	403987	06/03/2013	138887	SIMPLYWELL LLC	\$4,543.00
14 - Total					\$139,289.50
17	403506	06/03/2013	139224	SCANDIUM INC	\$168.06
	403508	06/03/2013	012989	APPLE COMPUTER INC	\$1,797.00
	403569	06/03/2013	133589	CDW GOVERNMENT, INC.	\$2,745.00
	403862	06/03/2013	068445	NEBRASKA FURNITURE MART INC	\$1,493.00
	404057	06/03/2013	092323	VIRCO INC	\$784.32
17 - Total					\$6,987.38
50	403506	06/03/2013	139224	SCANDIUM INC	\$405.48
	403524	06/03/2013	099646	BARNES AND NOBLE BOOKSTORE	\$726.79
	403540	06/03/2013	137705	DENA BIELSKI	\$37.50
	403542	06/03/2013	099220	DICK BLICK CO	\$886.86
	403549	06/03/2013	019559	BOUND TO STAY BOUND BOOKS INC	\$421.54
	403550	06/03/2013	134129	BRAINPOP LLC	\$2,150.00
	403556	06/03/2013	138730	BREANNA L BURKLUND	\$40.00
	403558	06/03/2013	138366	JAMES PHILLIP BURROUGHS III	\$82.50
	403565	06/03/2013	139732	EMILY CARTER	\$2,000.00
	403567	06/03/2013	133970	CCS PRESENTATION SYSTEMS	\$2,882.45
	403580	06/03/2013	099222	SCHOOL SPECIALTY INC	\$115.99
	403616	06/03/2013	139260	OLIVIA J DE GEORGE	\$77.50
	403620	06/03/2013	032800	DEMCO INC	\$284.96
	403629	06/03/2013	033473	DIETZE MUSIC HOUSE INC	\$1,002.91
	403632	06/03/2013	101561	DISCOVER WRITING COMPANY	\$195.00
	403637	06/03/2013	130648	DOSTALS CONSTRUCTION CO INC	\$1,696.00
	403642	06/03/2013	135695	AMANDA D DOWNING	\$96.00
	403646	06/03/2013	138733	CHASE DUNCAN	\$77.50
	403647	06/03/2013	137509	HAYLEY DUNCAN	\$85.00
	403663	06/03/2013	038140	ELECTRONIC SOUND INC.	\$2,060.00
403687	06/03/2013	139264	JENNIFER A FISHER	\$77.50	
403692	06/03/2013	041100	FOLLETT LIBRARY RESOURCES	\$179.67	
403698	06/03/2013	135383	CRAMER GALLOWAY	\$50.00	
403715	06/03/2013	138016	JENNIFER HAMMOND	\$120.00	

Millard Public Schools Check Register Prepared for the Board Meeting for Jun 3, 2013

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
50	403724	06/03/2013	048517	GREENWOOD PUBLISHING GROUP INC	\$0.00
	403748	06/03/2013	099749	BAUDVILLE INC	\$419.81
	403768	06/03/2013	056215	KAPLAN EARLY LEARNING CO	\$103.20
	403769	06/03/2013	139669	ELIZABETH KASTRUP	\$42.50
	403770	06/03/2013	138731	KATHERINE ANN KASTRUP	\$77.50
	403792	06/03/2013	139174	RILEE LAKE	\$40.00
	403793	06/03/2013	099217	LAKESHORE LEARNING MATERIALS	\$625.53
	403820	06/03/2013	138890	JACOB B MALASHOCK	\$87.50
	403825	06/03/2013	139657	RACHEL MC CLANNAN	\$75.00
	403846	06/03/2013	139658	CAMRYN LEIGH MORTRUDE	\$37.50
	403879	06/03/2013	100013	OFFICE DEPOT 84133510	\$747.28
	403885	06/03/2013	134051	OMAHA SYMPHONY	\$457.00
	403897	06/03/2013	136739	JAMES W KUPER	\$1,147.25
	403919	06/03/2013	072760	PITSCO INC	\$7,000.09
	403955	06/03/2013	071023	OMAHA THEATER CO FOR YOUNG PEOPLE	\$2,288.00
	403966	06/03/2013	082100	SCHOLASTIC INC	\$226.04
	403989	06/03/2013	138135	HANNA MARIE SLOSSON	\$87.50
	403990	06/03/2013	139660	SYDNEY SLOSSON	\$87.50
	403991	06/03/2013	138430	DUSTIN ROSS SMITH	\$55.00
	403992	06/03/2013	139266	GILLIAN MARIE SMITHSON	\$42.50
	404012	06/03/2013	138763	MORGAN SZYMCZAK	\$92.50
	404043	06/03/2013	138773	ULINE INC	\$54.40
	404050	06/03/2013	138736	HIGHSMITH LLC	\$328.11
	404107	06/03/2013	048517	GREENWOOD PUBLISHING GROUP INC	\$520.30
50 - Total					\$30,393.16
99	403565	06/03/2013	139732	EMILY CARTER	(\$80.00)
	403897	06/03/2013	136739	JAMES W KUPER	(\$45.89)
99 - Total					(\$125.89)
Overall - Total					\$3,576,686.84

Millard Public Schools - Planned Disposition of Surplus Property

BOE Packet Due Date: **5/29/2013**BOE Meeting Date: **6/3/2013**Sale or Disposals Scheduled After: **6/3/2013**

Lot	Quantity	Description
1	50	computers
2	1	lot of 5 loudspeakers
3	1	chalk line marker
4	1	play kitchen set
5	15	AV carts
6	25	apple laptop chargers
7	1	31" TV
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AGENDA SUMMARY SHEET

AGENDA ITEM: Second Reading of Policy 6275: Employee Created Materials

MEETING DATE: June 3, 2013

DEPARTMENT: Educational Services

TITLE: Second Reading of Policy 6275: Employee Created Materials

BRIEF DESCRIPTION: Policy 6275 and the accompanying Rule 6275.1 have been written and are proposed to clarify issues of responsibility and materials ownership.

ACTION DESIRED: Second Reading of Policy 6275: Employee Created Materials

BACKGROUND: Policy 6275 has been created as a replacement for a policy and/or language that once existed and has subsequently been removed or accidentally deleted.

RECOMMENDATIONS: It is recommended that Policy 6275 Employee Created Materials be approved.

STRATEGIC PLAN N/A


REFERENCE: N/A

IMPLICATIONS OF ADOPTION OR REJECTION: N/A

TIMELINE: Immediate implementation

RESPONSIBLE PERSON(S): Mark Feldhausen, Associate Supt. of Educational Services

SUPERINTENDENT'S APPROVAL:



Curriculum, Instruction, and Assessment

Employee Created Materials

6275

Materials and intellectual property work created by employees to be used to further the District's educational and instructional mission, are and shall remain the property of the District and the use thereof shall remain subject to the District's Policies and Rules.

Legal Reference: The Copyright Act

Related Polices and Rules: 4156.1, 5800, 5800.1, 6265, 6275.1, 7000, 7100, 7100.1, 7100.2, 7305, 7305.1

Date of Adoption: June 3, 2013

Millard Public Schools
Omaha, NE

AGENDA SUMMARY SHEET

AGENDA ITEM: Rule 6275.1 -- Ownership of Employee Created Materials

MEETING DATE: June 3, 2013

DEPARTMENT: Educational Services

TITLE: Rule 6275.1 -- Ownership of Employee Created Materials

BRIEF DESCRIPTION: Rule 6275.1 has been written and is proposed to clarify issues of responsibility and materials ownership.

ACTION DESIRED: Rule 6275.1 -- Ownership of Employee Created Materials

BACKGROUND: Rule 6275.1 has been created as a replacement for a policy and/or language that once existed and has subsequently been removed or accidentally deleted.

RECOMMENDATIONS: It is recommended that Rule 6275.1 -- Ownership of Employee Created Materials be approved.

STRATEGIC PLAN N/A

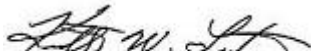
REFERENCE: N/A

IMPLICATIONS OF ADOPTION OR REJECTION: N/A

TIMELINE: Immediate implementation

RESPONSIBLE PERSON(S): Mark Feldhausen, Associate Supt. of Educational Services

SUPERINTENDENT'S APPROVAL:



Curriculum, Instruction, and Assessment

Ownership of Employee Created Materials

6275.1

Any and all Employee Materials in any form, (print, non-print and intellectual) created by a District Employee, while employed by the District, and within the scope of their employment shall belong to the District, unless otherwise expressly agreed and expressed in writing by way of contractual obligations in an employment agreement.

The following shall apply regarding the above Rule:

- I. Intellectual property created within the scope of employment shall mean anything that a District Employee creates which contributes to the job for which that Employee was hired. This is also referred to the "work for hire doctrine."
- II. Within the scope of employment shall include, but not be limited to, any and all Employee materials in any form, no matter where or when the Employee created such materials.
- III. In the event an employee creates something entirely on personal time, with personal resources, that such employee does not use to teach an assigned District curriculum, such work belongs to the employee alone.
- IV. Employee Materials created within the scope of employment may use the District's name, logo and/or building name, only pursuant to the guidelines as established by the District.
- V. All Employee Materials created for use on websites shall adhere to the guidelines of accountability as set forth in District Rule 7305.1 and in the District's Technology User's Manual on Webpage Development Guidelines.

Legal Reference: The Copyright Act

Related Policies and Rules: 4156.1, 5800, 5800.1, 6265, 6275, 7000, 7100, 7100.1, 7100.2, 7305, 7305.1

Date of Adoption: June 3, 2013

Millard Public Schools
Omaha, NE

AGENDA SUMMARY SHEET

Agenda Item: Board Rule: Human Resources 4510.2

Meeting Date: June 3, 2013

Department: Human Resources

Title and Brief Description: Board Rule: Human Resources 4510.2, Long Term Disability – Group Income Protection Plan.

Action Desired: Approval

Background: This Rule has been revised to clarify when an employee receiving long term disability is separated from service with Millard Public Schools. The changes have been reviewed by legal counsel.

Options/Alternatives Considered: N/A

Recommendations: Approval

Strategic Plan Reference: N/A

Implications of Adoption/Rejection: N/A

Timeline: N/A

Responsible Persons: James Sutfin, Chad Meisgeier

Superintendent's Signature: _____  _____

Human Resources

Long Term Disability - Group Income Protection Plan

4510.2

I. Procedure

Employees who qualify for long term disability under the District's Group Income Protection Plan (hereinafter Plan) shall be ~~placed on a leave of absence for a period not to exceed the earlier of two (2) years or termination of coverage~~ considered to be separated from employment under the Plan upon initial receipt of benefits under the Plan. In order to receive benefits under the Plan ~~for such leave to be effective~~, the following procedures shall be followed:

- A. The employee shall submit a written application for Long Term Disability benefits in the form approved by the Plan's insurance provider. The Plan's insurance provider shall review the request and determine if the employee is eligible for benefits under the terms of the Plan. ~~The employee shall submit a written request to the Superintendent or designee, setting forth the reason for the request and, if known, the anticipated date for return to employment. —~~ The employee's written ~~request~~ application must establish and certify that the employee is unable to do the essential functions of the employee's job with or without reasonable accommodations.
- B. Upon approval of benefits under the Plan by the Plan's insurance provider, the employee shall submit a written resignation to the Superintendent or designee as a condition of receiving benefits. The employee's written request must establish and certify that the employee is unable to do the essential functions of the employee's job with or without reasonable accommodations. ~~The Superintendent or designee shall review the request and determine if the employee is eligible for the leave under the terms of the Plan.~~
- C. In the event the former employee is able to return to his/her job with or without reasonable accommodation within one (1) year of initial receipt of benefits, the former employee shall be entitled for re-employment by the District upon application by the employee within one (1) year of initial receipt of benefits. ~~— it is determined that the leave will exceed two (2) years, the employee shall submit a written request for a subsequent leave prior to the expiration of the two (2) year period. — The District shall provide notification to the employee at the employee's last known address, not less than thirty (30) days prior to the expiration of the two (2) year period. — In the event the employee does not submit a written request for a subsequent leave or in the event the request for subsequent leave is not approved under Board Rule 4510.5, employment with the District will be cancelled and employment will be terminated as follows:—~~
 1. If a former employee returns to employment within one (1) year of initial receipt of Plan benefits, the District will attempt to re-employ the employee in a position comparable to the position held prior to the employee's resignation for which the employee is qualified by virtue of certification and licensure and which is available. ~~The contract of any certificated employee will be cancelled and employment terminated in accordance with the procedures required by law for the cancellation of a certificated employee's contract during the school year.~~
 2. In the event long-term disability benefits exceed one (1) year, the former employee will not be entitled to preferred re-employment, but the former employee may apply for future employment with the District as an applicant without any preferred right of employment. ~~The employment of any non-certificated employee will be cancelled and terminated in accordance with the procedures, if any, required by any applicable collective bargaining agreement, District Policy, and Rule.~~
- D. ~~Notice shall be provided to the Superintendent or designee when the employee determines he/she is able to return to employment.~~ In the event an employee applies for benefits under the Plan, but

benefits are denied by the Plan's insurance provider, the employee may request leave under Board Rule 4501.5 (Extended Leave Without Pay) and/or Board Rule 4510.6 (Family and Medical Leave Act) as applicable.

II. Salary and Benefits

During the separation of employment, ~~leave(s) of absence~~, the former employee will not be paid a salary nor will he/she be advanced on a salary schedule. Health insurance coverage provided to the former employee by the District immediately prior to the leave of absence ~~will~~ may be continued during such leave at the former employee's expense in accordance with the provisions of COBRA and the health insurance plan. This Rule shall apply to all ~~employees~~ persons, who are or have been receiving benefits under the Plan.

~~III. ———~~ Return to Employment

~~If an employee returns after long term disability but before termination of employment, the District will attempt to place the employee in a position comparable to the position held prior to the leave of absence.~~

Related Policies and Rules: 4510, 4510.5, 4510.6~~4405.1~~

Rule Approved: October 3, 1988

Revised: September 7, 1993; March 17, 2003; February 21, 2010; June 3, 2013

Millard Public Schools
Omaha, Nebraska

AGENDA SUMMARY SHEET

AGENDA ITEM: Reaffirm Policy 6800 and Rule 6800.1 – Parental Access

MEETING DATE: June 3, 2013

DEPARTMENT: Educational Services

TITLE: 6800 and Rule 6800.1 – Parental Access

BRIEF DESCRIPTION: Reaffirmation of Policy 6800
Curriculum, Instruction, and Assessment: Parental Access

Reaffirmation of Rule 6800.1
Curriculum, Instruction, and Assessment: Parental Access

ACTION DESIRED: X Approval

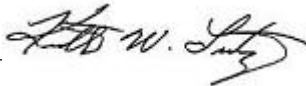
BACKGROUND: The policy and rule on parental access requires a yearly public hearing and review.

RECOMMENDATIONS: Reaffirm Policy 6800 and Rule 6800.1 Parental Access

STRATEGIC PLAN REFERENCE: None

TIMELINE: N/A

RESPONSIBLE PERSON(S): Mark Feldhausen, Nancy Johnston, Andy DeFreece
Charlene Snyder, Tami Williams, and Bill Jelkin

SUPERINTENDENT'S APPROVAL: _____  _____

BOARD ACTION:

Curriculum, Instruction, and Assessment

Parental Access

6800

It is the policy of the Millard School District to inform parents of the educational practices affecting their children, and to foster and facilitate parental involvement in educational practices affecting their children

This Policy shall be reviewed annually and either altered and adopted as altered, or reaffirmed by the Board, following a public hearing.

Related Policies and Rules: 6800.1

Legal Reference: Neb. Rev. Stat. §§ 79-530 through 79-533, 79-2, 104

Policy Approved: June 19, 1995

Revised: April 27, 1998; September 13, 1999

Reaffirmed: July 1, 1996; July 7, 1997; August 7, 2000; June 17, 2002

July 7, 2003; May 17, 2004; June 6, 2005; June 5, 2006; June 4, 2007; June 1, 2009

June 7, 2010; June 6, 2011; June 4, 2012; [June 3, 2013](#)

Millard Public Schools
Omaha, Nebraska

Curriculum, Instruction, and Assessment

Parental Access

6800.1

I. **Access to Educational Practices.** Parents will be afforded the following access to the District's educational practices as required by law:

A. **Textbooks, tests, and curriculum materials:** Parents may obtain access to textbooks, tests, and other curriculum materials used by the District by making a request to the Associate Superintendent of Educational Services or said Associate Superintendent's designee. Such request shall be reasonably specific in order that the District may comply with the request.

1. **Courses, assemblies, and other instructional activities:** Parents may request to attend courses, assemblies, and other instructional activities by contacting the school principal or principal's designee reasonably in advance of the course, assembly, or instructional activity the parent desires to attend. The District will comply with such request if the request:

- a. Does not materially interfere with the educational process; and/or
- b. Is not contrary to the best interests of the student.

If the parent's request is denied or qualified, the District will so notify the requesting parent, and will provide an explanation of the grounds for the denial or qualification.

If the parents dispute the denial or qualification, the parents may submit a written request for review to the District's Associate Superintendent for Educational Services. Upon receipt of a written request for review, the Associate Superintendent for Educational Services will review all relevant documents and undertake such investigation as he/she determines to be appropriate. Thereafter, the Associate Superintendent for Educational Services will render a written disposition of the matter within ten (10) school days of his/her receipt of the written request for review.

2. **Counseling sessions:** Parents may request to attend counseling sessions by submitting a written request to the Director of ~~Pupil~~ Student Services or said director's designee reasonably in advance of the counseling session the parent desires to attend. The District will comply with such request if the request:

- a. Does not materially interfere with the educational process; and/or
- b. Is not contrary to the best interests of the student.

If the parent's request is denied or qualified, the District will so notify the requesting parent, and will provide an explanation of the grounds for the denial or qualification. If the parents dispute the denial or qualification, the parents may submit a written request for review to the District's Associate Superintendent for Educational Services. Upon receipt of a written request for review, the Associate Superintendent for Educational Services will review all relevant documents and undertake such investigation as he/she determines to be appropriate. Thereafter, the Associate Superintendent for Educational Services will render a written disposition of the matter within ten (10) school days of his/her receipt of the written request for review.

B. **Access to records:** The District will permit access to student records pursuant to applicable law, District Policy 5710, and Rule 5710.1. Non-custodial parents will be permitted access to student records pursuant to applicable law, District Policy 5730, and Rule 5730.1.

- C. **District testing policy:** The District's administration and use of tests will be in accordance with established and recognized testing procedures for tests of scholastic, academic, and intellectual development and status. Testing pursuant to statutory requirements will be in compliance with recognized testing procedures and reasonable objectives. Drug, alcohol, and tobacco testing will be in compliance with District Policy and Rule.
- D. **Surveys:**
1. **District participation in surveys.** The District will conduct all surveys of students required by law. The District will also participate in surveys of students conducted for educational purposes or which are reasonably related to the same.
 2. **Protections of personal information and student privacy.** No surveys shall be conducted which require the disclosure of personally identifiable information unless the survey is required by law, District Policy, or Board authorization. Survey results shall not disclose personally identifiable information unless such disclosure is required by law, District Policy, or Board authorization.
 3. **Notification and consent.** No student shall be required to submit to a survey, analysis, or evaluation that reveals information concerning political affiliations or beliefs of the student or the student's parent; mental or psychological problems of the student or the student's family; sex behavior or attitudes; illegal, anti-social, self-incriminating, or demeaning behavior; critical appraisals of other individuals with whom respondents have close family relationships; legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; religious practices, affiliations, or beliefs of the student or student's parent; income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program); or which originates outside the District, without the prior written consent of the parent or without the prior consent of the student if the student is an adult or an emancipated minor. The District shall provide for reasonable notice of the adoption on continued use of this Rule directly to the parents of students enrolled in the District at least annually at the beginning of the school year and within a reasonable time after any substantive change in this Rule. The District shall directly notify the parents of students at least annually at the beginning of the school year, of the specific or approximate dates during the school year when such surveys are scheduled or expected to be scheduled.
 4. **Right to inspect surveys and to opt out.** The parents of district students have the right to inspect any survey before the survey is administered or distributed, including all instructional materials, teacher's manuals, films, tapes, and other supplementary materials which will be used in connection with any such survey. A parent shall be provided reasonable access to a survey within a reasonable period of time after a request to inspect is received. Parents, adult students, and emancipated students, may opt out of participation in any such survey by not providing the required prior consent or by revoking any previously provided consent.
 5. **Personal information for marketing or sale.** The District does not collect, disclose, or use personal information collected from students for the purpose of marketing or for selling that information or otherwise providing that information to others for that purpose. The District may engage in the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to:
 - a. Students;

- b. Educational institutions such as college or other post-secondary education recruitment, book clubs, magazines, and programs providing access to low-cost literary products;
- c. Curriculum and instructional materials used by elementary and secondary schools.
- d. Tests and assessments;
- e. The sale by students of products or services to raise funds for school-related or education-related activities, or student recognition programs.

II. **Annual Review.** This Rule shall be reviewed annually and either altered and adopted as altered, or reaffirmed by the Board, following a public hearing.

Legal Reference: Neb. Rev. Stat. §§ 79-530 through 79-533, 79-2, 104; 20 U.S.C. § 1232h

Cross References: Rule [1310.2](#) (II) Complaints: Instructional Materials

Rule [5720.1](#) Records Retention and Disposition

Policy [5730](#) Parents' Access to School Records and School Contact

Rule [5730.1](#) Non-Custodial Parents' Access to School Records and School Contact

Policy [5710](#) Access to Student Records

Rule [5710.1](#) Student Records

Rule [5740.1](#) Visits to the Schools - Visitations by Parents, Guardians, and Others

Policy [6700](#) Extracurricular School Sponsored Clubs and Activities and Interscholastic Athletics and Activities (NSAA)

Rule [5530.1](#) Recognition of Religious Beliefs and Customs and Exclusion from Participation

Rule [6810.2](#) Curriculum Request for Exclusion

Policy [6810](#) Public Access to School Materials and Documents

Rule [6810.1](#) Public Access to School Materials and Documents

Policy [6900](#) Research: Testing

Rule [6900.1](#) Research: Testing

Related Policies and Rules: [6800](#)

Rule Approved: June 19, 1995

Revised: April 27, 1998; September 13, 1999; July 7, 2003; May 17, 2004; June 6, 2006

Reaffirmed: July 1, 1996; July 7, 1997; August 7, 2000; July 16, 2001; June 17, 2002;

June 6, 2005; June 4, 2007; June 2, 2008; June 1, 2009; June 7, 2010; June 6, 2011; June 4, 2012;

[June 3, 2013](#)

Millard Public Schools
Omaha, Nebraska

AGENDA SUMMARY SHEET

Agenda Item: Award of Health Insurance Plan Administrative Services Agreement

Meeting Date: June 3, 2013

Department: Human Resources

Title and Brief Description: Award of Health Insurance Plan Administrative Services Agreement – The award of the 4-year contract for the administrative services of the District’s self-funded health insurance plan.

Action Desired: Approval

Background: The District negotiates prices for the administrative services only (“ASO”) management of the self-funded health insurance plan with the assistance of the District’s benefits consultant, SilverStone Group. In negotiations for 2012-13, a four year option was evaluated. Coventry’s 2011-12 ASO fee was \$29.17 per employee per month (PEPM). The ASO fee is an inclusive fee that includes claim adjudication, pharmacy, networks, disease management, and utilization management.

Negotiations resulted in the following PEPM rates for consideration: (1) A one year contract at \$30.00; (2) a two year contract at \$29.50 and \$30.68; (3) a three year contract at \$29.00, \$30.02, and \$31.07, or (4) a four year option at \$26.40, \$27.19, \$28.01, and \$28.85.

The District may cancel the contract early with no penalty if service standards are not met. The District may also cancel the contract early without cause by retroactively paying the one, two, or three year rate, depending on the year of cancellation. A fifth year is included that may be exercised at the District’s discretion for a rate not to exceed a 3% increase.

Coventry has been charging \$26.40 PEPM during the 2012-13 school year during finalization of negotiations. The complete proposed contract addendum has been reviewed by SilverStone Group and by the District’s legal counsel and is available for review in the Human Resources office.

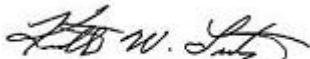
Options and Alternatives: One Year, Two Year, and Three Year Contract options.

Recommendations: It is recommended that the District’s 2012-2016 ASO Contract be awarded to Coventry Health Care and that the Assistant Superintendent for Human Resources, in consultation with District legal counsel, be authorized and direct to execute a contract with Coventry consistent with the proposal negotiated by SilverStone Group for such services.

Strategic Plan Reference: n/a

Timeline: Immediate

Responsible Persons: James Sutfin, Chad Meisgeier

Superintendent’s Signature: _____  _____

AGENDA SUMMARY SHEET

Agenda Item: 2013-14 Compensation Program for Non-Union Employees

Meeting Date: June 3, 2013

Department: Human Resources

Title & Brief Description: 2013-14 Compensation Program for Non-Union Employees. This includes all Administrators, Food Service Employees, and Professional Technical Employees.


Action Desired: Approval

Background: Groups represented by unions (including Teachers, Nurses, Paraprofessionals, and Custodial / Maintenance / Grounds) are entering the second year of collectively bargained agreements in 2013-14 with estimated 3.0% total package increases. We are recommending that non-union employees receive the same estimated 3.0% total package increase. The proposed total package increase would be in line with budget parameters.

Options And Alternatives: Accept, Reject, or Amend.

Recommendation: It is recommended that the Salary and Benefits program for all Administrators, Food Service Employees, and Professional Technical Employees be approved with each group receiving a 3.0% total package increase.

Responsible Person: Chad Meisgeier, Jim Sutfin, Keith Lutz.

Superintendent's Approval: _____


AGENDA SUMMARY SHEET

AGENDA ITEM: Meal Prices for 2013 - 2014

MEETING DATE: June 3, 2013

DEPARTMENT: General Administration

TITLE & BRIEF DESCRIPTION: Meal Prices for the 13-14 – The establishment of school breakfast and lunch prices for the coming school year.

ACTION DESIRED: Approval Discussion Information Only

BACKGROUND: Each year the prices charged for meals in the food service program are reviewed.

As part of the Healthy Hunger-Free Kids Act of 2010 (Public Law 111-296), Section 205 addresses equity in school lunch pricing. School Food Authorities (SFA) participating in the National School Lunch Program need to ensure sufficient funds are provided to the nonprofit school food service account for lunches served to students not eligible for free or reduced price meals. There are two ways to meet this requirement: either through the prices charged for paid lunches or through other non-Federal sources provided to the nonprofit school food service account.

Millard Food Service Program average weighted meal price for 2012-2013 is \$2.35. Per the Paid Lunch Equity (PLE) Calculator, the required weighted meal price for the 2013-2014 school year is to average \$2.41. Regulations allow to round down to the nearest .05 cents, and no School District is required to increase more than .10 cents per year.

As a result, we are requesting an increase to Elementary and Middle School paid lunches of .05 cents, and an increase to Tier One of the High School paid lunches of .10 cents.

OPTIONS AND ALTERNATIVES: The regulations allow for School Districts to not increase meal prices for students provided that funds from non-Federal sources supplement the Food Service Program. These would include non-direct expenses not currently charged to the Food Service Program such as utilities, trash removal, etc. With this alternative, Millard Public Schools General Fund monies would need to be utilized to supplement the Food Service Program to ensure all expenses were met.


RECOMMENDATION: It is recommended that student meal prices for school year 2013-2014 be established as follows: Elementary School Breakfast (\$1.30) and Lunch (\$2.20); Middle School Breakfast (\$1.55) and Lunch (\$2.40); High School Breakfast (\$1.80) and Lunch (\$2.70 and \$3.10) as submitted. Adult meal prices will be set at a level in accordance with State requirements.

STRATEGIC PLAN REFERENCE: n/a

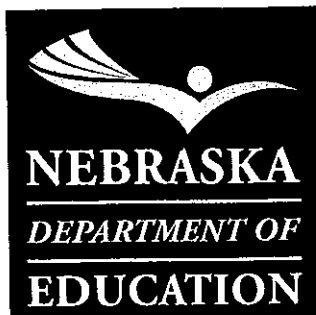
IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: Immediate

RESPONSIBLE PERSON: Ken Fossen, Associate Superintendent (General Administration)

SUPERINTENDENT'S APPROVAL: 

Proposed 2013-14 Meal Prices						
Contact Information	School Districts		Current 2012-13 Prices			Proposed Prices 2013-14
			Elementary	Middle	High	
Mary Hansen 402-293-5030 Maryha@hotmail.com	Bellevue	Bkfst Lunch	1.60 2.20	1.60 2.60	1.60 2.75	Not sure at this time.
402-238-2447 ofc./high schl. kit. Annette Kay 402-238-3044 Akay@esu3.org	Bennington	Bkfst Lunch	1.35 2.10	1.35 2.35	1.35 2.35	Not sure about breakfast prices. Approved increase \$.10 for lunch.
Virginia Bechtold 712-328-6420 vbechtold@cbcsd.org	Council Bluffs	Bkfst Lunch	1.25 2.35	1.35 2.70	1.50 2.95	Not known yet. Hope to not increase.
Kris Spellman 308-385-5900, X172 Kspellma@gips.org	Grand Island	Bkfst Lunch	1.55 2.05	1.60 2.25	1.60 2.35	Increase \$.10
Terri or Janet 308-698-8158 Kate Murphy Kate.Murphy@kearneypublic.org	Kearney	Bkfst Lunch	1.30 2.10	1.55 2.30	2.35/3.00 1.55	Increase of \$.05. Increase of \$.05.
Edith Zumwalt 402-436-1000 Ezum@lps.org	Lincoln	Bkfst Lunch	1.20 2.15	1.40 2.35	1.40 2.50	Breakfast will stay the same. Proposing \$.10 increase all lunches
Tammy Yarmon 402-557-2230 Tammy.Yarmon@ops.org	Omaha	Bkfst Lunch	no charge 1.45	no charge 1.75	no charge 1.75	Not sure at this time.
Sue Sucha 402-537-6250 ssucha@paplv.org	Papillion/LaVista	Bkfst Lunch	1.25 1.90	1.65 2.15	1.65 2.25	Bids in June - Final decision then. Probably no significant increase over all.
Judy Kyle 402-898-3450 jkyle@ralstonschools.org	Ralston	Bkfst Lunch	1.55 2.20	1.95 2.55	2.50 2.80	No breakfast or Mid. Schl. price increase Inc. \$.10 Elem & High Schl. lunch only
Diane Zipay 402-390-3382 Michelle dzipay@westside66.org ; mknust@westside.org	Westside Omaha	Bkfst Lunch	1.30 2.05	1.55 2.40	1.70 2.60/2.80/3.10	Hope to not increase. Hope to not increase.
Kay Boyle 402-715-1433 kboyle@mpsomaha.org	Millard	Bkfst Lunch	1.30 2.15	1.55 2.35	2.60/3.10 1.80	No breakfast price increase Elem & MS. +\$.05 ... HS LT +\$.10
Kim Becker 402-289-0443 kbecker@epsne.org	Elkhorn	Bkfst Lunch	1.35 2.05	2.35	2.35	Probably a \$.05 to \$.10 increase overall



Roger D. Breed, Ed.D., Commissioner
 Scott Swisher, Ed.D., Deputy Commissioner

301 Centennial Mall South Tel: (402) 471-2295
 PO Box 94987 Fax: (402) 471-0117
 Lincoln, NE 68509-4987 Web: www.education.ne.gov

Date: April 5, 2013

To: Authorized Representatives, National School Lunch Program

From: Bev Benes, Director Nutrition Services *Bev Benes*

Subject: Paid Lunch Equity: School Year 2013-2014 Calculations and Tool

As part of the Healthy Hunger-Free Kids Act of 2010 (Public Law 111-296), Section 205 addresses equity in school lunch pricing. School Food Authorities (SFA) participating in the National School Lunch Program need to ensure sufficient funds are provided to the nonprofit school food service account for lunches served to students not eligible for free or reduced price meals. There are two ways to meet this requirement: either through the prices charged for paid lunches or through other non-Federal sources provided to the nonprofit school food service account.

School Year (SY) 2013-2014 Paid Lunch Equity (PLE) Calculations

SFAs must annually review their paid lunch revenue to assure compliance with the paid lunch equity requirement. When the average paid lunch price is less than the difference between the free and paid Federal reimbursements rates, the SFA must determine how they will meet the requirement. For SY 2013-2014 SFAs which, on average, charge less than \$2.59 for paid lunches in SY 2012-2013 are required to adjust their average price or provide additional funds from non-Federal sources to the non-profit school food service account. SFAs will be required to utilize the PLE Calculator to determine which method the SFA will utilize to meet the requirement.

SFAs must keep a printed copy of the PLE report as documentation that the annual review of paid meal prices has been completed; see Tab 5 of the PLE calculator. The PLE tool includes detailed user instructions and a report tab that SFAs can print and keep as documentation.

Each SFA will receive the following items electronically from the Nebraska Department of Education Nutrition Services:

- USDA Memo SP 25-2013 Paid Lunch Equity: School Year 2013-2014 Calculations and Tool
- USDA Memo SP 19-2013 Paid Lunch Equity: School Year (SY) 2013-2014 Calculations
- USDA Memo SP 39-2011 Revised Child Nutrition Reauthorization 2010: Guidance on Paid Lunch Equity and Revenue from Nonprogram Foods
- SY 2013-2014 PLE Calculator (in Excel spreadsheet format)
- A copy of this Nutrition Services' memo

Before using the PLE Calculator, read all materials carefully. The PLE Calculator includes step by step instructions for completion and the USDA memos will provide clarification. If you need assistance, please contact Nutrition Services at 1-800-731-2233.

prepare a report on the implementation, strength, and effectiveness of the local school wellness policies carried out in accordance with this section.

“(B) STUDY OF LOCAL SCHOOL WELLNESS POLICIES.—The study described in subparagraph (A) shall include—

“(i) an analysis of the strength and weaknesses of local school wellness policies and how the policies compare with model local wellness policies recommended under paragraph (2)(B); and

“(ii) an assessment of the impact of the local school wellness policies in addressing the requirements of subsection (b).

“(C) REPORT.—Not later than January 1, 2014, the Secretary shall submit to the Committee on Education and Labor of the House of Representatives and the Committee on Agriculture, Nutrition, and Forestry of the Senate a report that describes the findings of the study.

“(D) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to carry out this paragraph \$3,000,000 for fiscal year 2011, to remain available until expended.”.

(b) REPEAL.—Section 204 of the Child Nutrition and WIC Reauthorization Act of 2004 (42 U.S.C. 1751 note; Public Law 108-265) is repealed.

SEC. 205. EQUITY IN SCHOOL LUNCH PRICING.

Section 12 of the Richard B. Russell National School Lunch Act (42 U.S.C. 1760) is amended by adding at the end the following:

“(p) PRICE FOR A PAID LUNCH.—

“(1) DEFINITION OF PAID LUNCH.—In this subsection, the term ‘paid lunch’ means a reimbursable lunch served to students who are not certified to receive free or reduced price meals.

“(2) REQUIREMENT.—

“(A) IN GENERAL.—For each school year beginning July 1, 2011, each school food authority shall establish a price for paid lunches in accordance with this subsection.

“(B) LOWER PRICE.—

“(i) IN GENERAL.—In the case of a school food authority that established a price for a paid lunch in the previous school year that was less than the difference between the total Federal reimbursement for a free lunch and the total Federal reimbursement for a paid lunch, the school food authority shall establish an average price for a paid lunch that is not less than the price charged in the previous school year, as adjusted by a percentage equal to the sum obtained by adding—

“(I) 2 percent; and

“(II) the percentage change in the Consumer Price Index for All Urban Consumers (food away from home index) used to increase the Federal reimbursement rate under section 11 for the most recent school year for which data are available, as published in the Federal Register.

Effective date.

“(ii) **ROUNDING.**—A school food authority may round the adjusted price for a paid lunch under clause (i) down to the nearest 5 cents.

“(iii) **MAXIMUM REQUIRED PRICE INCREASE.**—

“(I) **IN GENERAL.**—The maximum annual average price increase required to meet the requirements of this subparagraph shall not exceed 10 cents for any school food authority.

“(II) **DISCRETIONARY INCREASE.**—A school food authority may increase the average price for a paid lunch for a school year by more than 10 cents.

“(C) **EQUAL OR GREATER PRICE.**—

“(i) **IN GENERAL.**—In the case of a school food authority that established an average price for a paid lunch in the previous school year that was equal to or greater than the difference between the total Federal reimbursement for a free lunch and the total Federal reimbursement for a paid lunch, the school food authority shall establish an average price for a paid lunch that is not less than the difference between the total Federal reimbursement for a free lunch and the total Federal reimbursement for a paid lunch.

“(ii) **ROUNDING.**—A school food authority may round the adjusted price for a paid lunch under clause (i) down to the nearest 5 cents.

“(3) **EXCEPTIONS.**—

“(A) **REDUCTION IN PRICE.**—A school food authority may reduce the average price of a paid lunch established under this subsection if the State agency ensures that funding from non-Federal sources (other than in-kind contributions) is added to the nonprofit school food service account of the school food authority in an amount estimated to be equal to at least the difference between—

“(i) the average price required of the school food authority for the paid lunches under paragraph (2); and

“(ii) the average price charged by the school food authority for the paid lunches.

“(B) **NON-FEDERAL SOURCES.**—For the purposes of subparagraph (A), non-Federal sources does not include revenue from the sale of foods sold in competition with meals served under the school lunch program authorized under this Act or the school breakfast program established by section 4 of the Child Nutrition Act of 1966 (42 U.S.C. 1773).

“(C) **OTHER PROGRAMS.**—This subsection shall not apply to lunches provided under section 17 of this Act.

“(4) **REGULATIONS.**—The Secretary shall establish procedures to carry out this subsection, including collecting and publishing the prices that school food authorities charge for paid meals on an annual basis and procedures that allow school food authorities to average the pricing of paid lunches at schools throughout the jurisdiction of the school food authority.”

Procedures.

SY 2013-14 Price Adjustment Calculator

[Go to Instructions](#)

SY 2013-14 Weighted Average Price Requirement	
Requirement price to the nearest cent	Optional price requirement ROUNDED DOWN to nearest 5 cent
\$ 2.41	\$ 2.40
<i>Note: Above prices are based on adjusting SY 2012-2013 price requirement by the 2% rate increase plus the Consumer Price Index (2.93%)</i>	

SY 2012-13 Weighted Average Price Calculator			
Enter the paid prices and number of paid lunches sold at each price for October 2012.			
Monthly # of Paid Lunches	Paid Lunch Price	Monthly Revenue	SY 2012-13 Weighted Average Price
1. 109,920	\$ 2.15	\$ 236,328.00	
2. 67,484	\$ 2.35	\$ 158,587.40	
3. 28,284	\$ 2.60	\$ 73,538.40	
4. 20,230	\$ 3.10	\$ 62,713.00	
5.		\$ -	
6.		\$ -	
7.		\$ -	
8.		\$ -	
9.		\$ -	
10.		\$ -	
TOTAL 225,918		\$ 531,166.80	\$ 2.35
<i>Note: SY 2012-13 Weighted Average Price equal to or above \$2.59 are compliant for SY 2013-14. \$2.59 is the difference between the Free and Paid reimbursement rates for SY 2012-13.</i>			

Total Price Increase for SY 2013-14
\$ 0.05

Required price increase for SY 2013-14 (with 10 cent cap)
\$ 2.40

Remaining increase carried forward to SY 2014-15
\$ -

Remaining credit carried forward to SY 2014-15
\$ -

[Go to SY2013-2014 Report](#)

Step 3 (Optional)

Pricing Estimation Calculator				
Below is a tool allowing users to manipulate prices to achieve the required new weighted average price.				
	Monthly # of Paid Lunches	Paid Lunch Price	Monthly Revenue	Weighted Average Price
1.	109,920	\$ 2.20	\$ 241,824.00	
2.	67,484	\$ 2.40	\$ 161,961.60	
3.	28,284	\$ 2.70	\$ 76,366.80	
4.	20,230	\$ 3.10	\$ 62,713.00	
5.			\$ -	
6.			\$ -	
7.			\$ -	
8.			\$ -	
9.			\$ -	
10.			\$ -	
TOTAL	225,918		\$ 542,865.40	\$ 2.40

Note: This tool is created to allow the user to only enter the number of paid lunches and the related prices. If any other parts of the tool are modified, the user runs the risk of calculating an incorrect new average price. Users should not modify the tool's current functionality.

AGENDA SUMMARY SHEET

AGENDA ITEM: Softball Field Modifications

MEETING DATE: June 3, 2013

DEPARTMENT: General Administration

TITLE & BRIEF DESCRIPTION: Softball Field Modifications – The award of a contract to do some modifications on the District’s high school softball fields

ACTION DESIRED: Approval Discussion Information Only

BACKGROUND: The District’s softball fields have a number of modifications that need to be made in order to be comparable to its baseball fields. Some of the modifications are also need for the facilities to be ADA compliant. These modifications vary from facility to facility but include, among other things, the installation of an appropriate outfield fence and infield area at MWHS as well as changes to the backstop and the addition of handicapped accessible areas at MSHS. Although some of the softball fields do not have concession stands, storage areas, press boxes, etc. these items are NOT being done at this time.

A copy of the engineer’s cover letter and the bid tab are attached for your information.

OPTIONS AND ALTERNATIVES: n/a


RECOMMENDATION: It is recommended that the contract for softball field modifications be awarded to K. C. Peterson Construction Company in the amount of \$255,200 and that the associate superintendent for general administration be authorized to execute any and all documents related to such project.

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: Immediate

RESPONSIBLE PERSON: Ken Fossen, Associate Superintendent (General Administration)

SUPERINTENDENT’S APPROVAL: _____  _____



May 28, 2013

Dr. Ken Fossen
Millard Public Schools
5606 South 147th Street
Omaha, NE 68137

RE: MPS High School Softball Field Modifications
Olsson Associates Project Numbers: 013-0398

Dear Dr. Fossen:

Bids were received for the above referenced project at 2:00pm on May 28, 2013. Attached please find the bid tabulation. One bid was received, a combined bid of \$255,200.00, being submitted by K.C. Petersen Construction Company. The three lump sum base bids were; \$88,000.00 for the proposed improvements at South High School, \$132,000.00 for the proposed improvements at West High School, and \$35,200.00 for the proposed improvements at North High School.

Directly related to this work, the District had previously approved a budget in the amount of \$158,118.07. In an examination of the bid values versus the proposed engineer's estimate, it is likely that the proposed schedule and the status of the current construction season caused the bids to substantially exceed the values initially estimated and limit participation in the bid itself. The aforementioned theory was endorsed by a bidder who expressed interest in the project but was unable to accommodate the schedule with his projected summer workload. A final area of potential deviation would be the cost of materials, specifically concrete. The single bidder noted an approximate increase of 28% in the cost per yard over the estimated values used in calculating the engineer's estimate.

We have worked with K.C. Petersen on projects over the years and they have always performed satisfactorily. Therefore, we have no reason to believe the contractor will not successfully perform on this project.

We would therefore recommend, if financially feasible, a contract be awarded to K.C. Petersen Construction Company in the total amount of \$255,200.00.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Michael Henrichs', is written over a horizontal line.

Michael Henrichs



**MPS High School Softball Field Modifications
Omaha, Nebraska 2013**

BID TABULATION
28-May-2013 OA #013-0398
1:00 PM Page 1 of 1

CONTRACTOR				K C Petersen							
Item No.	ITEM	UNIT	QTY.	Lump Sum		Lump Sum		Lump Sum		Lump Sum	
1	Millard South High School	1	LS		88,000.00						
2	Millard West High School	1	LS		132,000.00						
3	Millard North High School	1	LS		35,200.00						
TOTAL BID					255,200.00		0.00		0.00		0.00
Substantially Complete On or Before:					8/9/2013						
Complete and Ready for Final Payment On or Before:					8/23/13						
Addenda Received:					yes						
Bid Guarantee:					yes						
Remarks:											
F:\Projects\013-0398\Documents\Specs\Bid-Award\Bids					Deduct \$2,000 per field to use crunched brick in liu of diamond pro						

AGENDA SUMMARY SHEET

AGENDA ITEM: Softball Field Lighting Project

MEETING DATE: June 3, 2013

DEPARTMENT: General Administration

TITLE & BRIEF DESCRIPTION: Softball Field Lighting Project – A construction project to add lights to the softball fields at the three high schools

ACTION DESIRED: Approval Discussion Information Only

BACKGROUND: The district has lighting on its three high school baseball fields but does not have lighting on its softball fields. This project would add lighting to the softball fields in order to bring about equity among the facilities and permit the softball teams to have activities that extend into the evening hours the same as the baseball teams.

Bids for the project were received on May 28th. A copy of the design engineer's cover letter and the bid tab are attached.

OPTIONS AND ALTERNATIVES: n/a

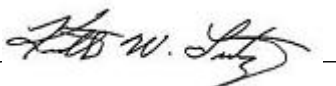
RECOMMENDATION: It is recommended that the contract for the softball field lighting project be awarded to Pro Tech Electric Services in the amount of \$329,256 and that the associate superintendent for general administration be authorized to execute any and all documents related to such project.

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE:

RESPONSIBLE PERSON: Ken Fossen, Associate Superintendent (General Administration)

SUPERINTENDENT'S APPROVAL: _____  _____



May 28, 2013

Millard Public Schools
5606 South 147th Street
Omaha, NE 68137

Attn: Dr. Ken Fossen

Project #13004: Millard North, West, and South High Schools Softball Field Lighting
RE: Bid Proposals dated May 28, 2013

Ken:

Bids were received for the Millard North, West, and South High Schools Softball Field Lighting project in Conference Room A at the Don Stroh Administration Center on May 28, 2013 at 2:30 p.m. Per the attached bid tab, four bids were received. The low base bid was submitted by Pro Tech Electrical Services in the amount of \$329,256 (three hundred twenty nine thousand two hundred and fifty six dollars). Pro Tech has successfully completed lighting projects at the Millard North and Millard West baseball fields. Pro Tech also completed 27 sports field lighting projects over the last year. We recommend proceeding with the low bid.

The bid amount of \$329,256 is well below the project estimate of \$593,850. The project estimate included estimated fees from OPPD that are not included in the bid. When the OPPD fees are included in the total cost to the district, the project should still be well under budget. It is Morrissey Engineering's opinion that a very aggressive bid climate was the main factor in the low bids. The next low bid was \$334,945, and all of the bids were within 20% which indicates good competitive bids.

Pro Tech indicated on their Bid Proposal they would finish by September 23, 2013. We discussed this finish date with Pro Tech, they indicated that is the final completion date, which agrees with the construction documents. Pro Tech stated they would be substantially complete by August 11, 2013 per the construction documents.

We recommend a contract be awarded to Pro Tech Electric Services in the amount of \$329,256 (three hundred twenty nine thousand two hundred and fifty six dollars).

Please advise if you require any additional information.

Sincerely,

A handwritten signature in blue ink, appearing to read 'A. Lang', is written over a light blue circular stamp.

Andrew Lang, PE

Enclosure

c: Kim Thompson - Millard Public Schools

PROJECT: MPS North, West, and South High Schools
Softball Field Lighting

BID DATE: 5/28/2013

BID TIME: 2:30 p.m.

MEI PROJECT NO.: 13004



BID TABULATION

BIDDERS	Base Bid	Addendum 1/2	Bid Bond	Comments
Ardent	\$356,634	Y	Y	
Sadler Electric	\$334,945	Y	Y	
Pro Tech	\$329,256	Y	Y	
OK Electric	\$397,110	Y	Y	

To furnish the lighting as specified, delivered and installed complete as described in construction documents dated 5/15/13 for MPS North, West, and South High Schools Softball Field Lighting

AGENDA SUMMARY SHEET

AGENDA ITEM: Approve PreK-12 Social Studies Framework

MEETING DATE: June 3, 2013

DEPARTMENT: Educational Services

TITLE: PreK-12 Social Studies Framework

BRIEF DESCRIPTION: The PreK-12 Social Studies Framework: Part I is being presented for approval. The Framework includes: Millard Public Schools Mission and Beliefs; PreK-12 Social Studies Philosophy; Millard Essential Learner Outcomes (6110.1); Curriculum Planning Committee, Community Focus Group, and Americanism Committee participants; the Timeline of Developmental Events; and the PreK-12 Social Studies Matrix containing Nebraska State and Standards and Indicators and Millard Standards and Indicators going beyond the required state standards. The appendix includes Middle Level Course Descriptions and the 9-12 Proposed Course Sequence and Course Descriptions.

ACTION DESIRED: X Approval

BACKGROUND: The PreK-12 Social Studies Curriculum Planning Committee of 33 district members worked toward the completion of Phase I of the MEP Curriculum Cycle. The PreK-12 Social Studies Framework: Part I is being presented for approval with Part II: Textbook/Instructional Materials Selection being presented for approval during the 2013-2014 school year.

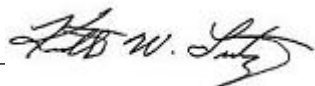
RECOMMENDATIONS: Recommend approval of Revised PK-12 Social Studies Framework: Part I

STRATEGIC PLAN REFERENCE: N/A

TIMELINE: Implementation August 2014

RESPONSIBLE PERSON(S): Dr. Mark Feldhausen, Dr. Nancy Johnston, Andy DeFreece, Monica Hutfles and Nancy Thornblad

SUPERINTENDENT'S APPROVAL:

_____  _____

PreK-12 Social Studies Framework

Part I: PreK-12
June 3, 2013

Part II: Textbook/Instructional
Materials Selection
2013-2014



Millard Public Schools

Millard Board of Education

Dave Anderson

Mike Kennedy

Paul Meyer

Mike Pate

Linda Poole

Pat Ricketts

Keith W. Lutz, Ed.D., Superintendent

Notice of Non-Discrimination

The Millard School District does not discriminate on the basis of race, color, religion, national origin, gender, marital status, disability, or age, in admission or access to or treatment of employment, or in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Superintendent of Schools, 5606 South 147th Street, Omaha, NE 68137 (402) 715-8200. The Superintendent may delegate this responsibility as needed. Complaints and grievances by school personnel or job applicants regarding discrimination or sexual harassment shall follow the procedures of District Rule 4001.2. Complaints and grievances by students or parents regarding discrimination or sexual harassment shall follow the procedures of District Rule 5010.2.

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Millard Public Schools Mission and Beliefs

Millard Public Schools Mission

The mission of the Millard Public Schools is to guarantee that each student develops the character traits and masters the knowledge and skills necessary for personal excellence and responsible citizenship by developing a world-class educational system with diverse programs and effective practices designed to engage and challenge all students.

Millard Public Schools Beliefs

We believe:

- Each individual has worth.
- Individuals are responsible for their actions.
- Our greatest resource is people.
- Diversity enriches life.
- All people can learn.
- High expectations promote higher achievement.
- Achievement builds self-esteem; self-esteem promotes achievement.
- All people are entitled to a safe, caring, and respectful environment.
- Responsible risk-taking is essential for growth.
- Excellence is worth the investment.
- Educated and involved citizens are necessary to sustain our democratic society.
- Public education benefits the entire community and is the shared responsibility of all.
- All schools are accountable to the community.
- Shaping and developing character is the shared responsibility of the individual, family, school and community.

PreK-12 Social Studies Philosophy

Social Studies education prepares students to become engaged citizens in local, national, and global societies. An integrated study of disciplines empowers students with the knowledge and skills necessary to think critically and make personal and civic decisions based on information from multiple perspectives.

Curriculum, Instruction, and Assessment

Written Curriculum - Content Standards

6110.1

The Essential Learner Outcomes of the Millard Public Schools are the following:

MILLARD ESSENTIAL LEARNER OUTCOMES

- CITIZENSHIP • FINANCIAL LITERACY • HUMAN RELATIONS • LANGUAGE ARTS
- MATHEMATICS • READINESS FOR WORK • READINESS FOR LIFE-LONG LEARNING • SCIENCE
- SOCIAL STUDIES • TECHNOLOGY • FINE AND PERFORMING ARTS • WELLNESS

ACADEMIC SKILLS AND APPLICATIONS	
<p>Students will demonstrate proficiency by meeting established standards on district-wide assessments. This proficiency, along with the successful completion of 225 credits (230 credits for class of 2013 and beyond) and a Personal Learning Plan (PLP), is used for diploma granting or denial.</p> <p>LANGUAGE ARTS</p> <ul style="list-style-type: none"> • Students will learn and apply reading skills and strategies to comprehend text. • Students will apply writing skills and strategies to communicate. <p>MATHEMATICS</p> <ul style="list-style-type: none"> • Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines. • Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines. • Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines. • Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines. <p>SCIENCE</p> <ul style="list-style-type: none"> • Students will combine scientific processes and knowledge with scientific reasoning and critical thinking to ask questions about phenomena and propose explanations based on gathered evidence. • Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Physical Sciences to make connections with the natural and engineered world. • Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Life Sciences to make connections with the natural and engineered world. • Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Earth and Space Sciences to make connections with the natural and engineered world. <p>SOCIAL STUDIES</p> <p>9.—Demonstrates understanding of structure, operations and relationships between local, state, national and international governments</p> <p>10.—Demonstrates practical knowledge of history, economics and geography</p> <p>11.—Understand global independence.</p> <ul style="list-style-type: none"> • <u>Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels</u> • <u>Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels</u> • <u>Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels</u> • <u>Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.</u> 	<p>TECHNOLOGY</p> <ul style="list-style-type: none"> • Obtains information electronically and organizes it successfully • Conveys information using technology • Uses a variety of technological resources to solve problems. <p>FINE AND PERFORMING ARTS</p> <ul style="list-style-type: none"> • Experiences and evaluates a variety of music, art, or drama. <p>WELLNESS</p> <ul style="list-style-type: none"> • Understands human growth and development • Identifies the values of good nutrition and physical activity • Evaluates the impact of addictive substances and behaviors
LIFE SKILLS AND PERFORMANCES	
<p>Within the school setting, students in the Millard Public Schools will:</p> <p>READINESS FOR WORK</p> <ul style="list-style-type: none"> • Demonstrates the ability to manage time • Demonstrates the ability to follow directions • Solve problems by processing available information pertinent to a given situation, making decisions as appropriate • Develop ability to work with others to accomplish tasks/goals • Demonstrate essential knowledge of good work habits • Demonstrate responsibility <p>READINESS FOR LIFE-LONG LEARNING</p> <ul style="list-style-type: none"> • Demonstrate ability to set and pursue short term and long term goals • Obtain, organize and evaluate information successfully. • Develop the attributes of: <ul style="list-style-type: none"> - integrity, - self-discipline, - positive attitude - perseverance <p>CITIZENSHIP</p> <ul style="list-style-type: none"> • Participate in community and/or school organization Respect diversity • Respect the rights of others • Treat others in a considerate and non-demeaning manner 	
<p>Revised: Strategic Planning, December 5, 1996 T-Chart Approved: Millard Board of Education, January 13, 1997</p> <p>Related Policy: 6110</p>	
<p>Rule Adopted: May 3, 1999 Revised: June 18, 2001; July 21, 2003; December 4, 2006; March 2, 2009; March 1, 2010; April 18, 2011</p>	
<p>Millard Public Schools Omaha, Nebraska</p>	

Course outcomes and assessments will determine program and building accountability in the areas of clarity (what is to be taught) competence (what is to be learned), consistency (among buildings), continuity (articulation) and communication (among teachers and with parents). The following indicators are not used by district-wide assessments for diploma-granting or denial.

LANGUAGE ARTS

- Students will learn and apply speaking, and listening, skills and strategies to communicate
- Students will identify, locate, and evaluate information.

FINANCIAL LITERACY

- Demonstrates skills to manage financial resources.
- Makes sound financial choices by using appropriate resources.

HUMAN RELATIONS

- Understands ethnic and cultural differences.
- Understands human differences.

PreK-12 Social Studies Curriculum Planning Committee Members 2012-2013

Under the facilitation of Monica Hutfles and Nancy Thornblad, MEP Facilitators

Jeff Alfrey	Andersen Middle School	Principal
Nancy Andersen	North High School	American History, Introduction to Behavioral Science, Sociology, World Geography
Diane Araujo	Ron Witt Support Services	Secondary MEP Curriculum Facilitator
Breann Avery	Willowdale Elementary School	First Grade Teacher
Lori Bartels	Don Stroh Administration Center	Elementary Special Education Coordinator
Matt Beiriger	South High School	AP Comparative Government, US Government, World Geography
Angela Bosak	North High School	AP Psychology, Psychology, World Affairs, World History
Ali Bragg	West High School	AP Comparative Government, AP Psychology, American History, US Government, Sociology, World Affairs
Kim Brummer	Norris Elementary School	Fourth Grade Teacher
Dana Chamberlain	Beadle Middle School	Sixth Grade Social Studies Teacher
Matt Dominy	Rockwell Elementary School	Principal
Sharon Epstein	Aldrich Elementary School	Instructional Facilitator
Ted Esser	Don Stroh Administration Center	Secondary Special Education Coordinator
Jodi Fawcett	Reagan Elementary School	Fourth Grade Teacher
Jessica Hacker	North High School	American History, AP US History, World Geography
Gina Hill	Black Elk Elementary School	Third Grade Teacher
Amanda Howe	Holling Heights Elementary School	First Grade Teacher
Kara Hutton	Don Stroh Administration Center	Coordinator of Special Programs
Lori Klug	West High School	Special Education, American History, US Government, World Geography
Ellen Kramer	Ezra Millard Elementary School	Second Grade Teacher
Brad Krebs	Russell Middle School	Seventh Grade Social Studies Teacher
Susan McAdam	Don Stroh Administration Center	Coordinator of Grants and Volunteers
Shelley McCabe	Ron Witt Support Service Center	Pre K, Title I MEP Facilitator
Susie Melliger	Aldrich Elementary School	Principal
Rick Mintken	North Middle School	Eighth Grade Social Studies Teacher
Rachel Ortiz	Cody Elementary School	Kindergarten Teacher
Jennifer Reid	Don Stroh Administration Center	Coordinator of ELL, Poverty, and Federal/State Programs
Stan Segal	Ron Witt Support Services	Technology Facilitator
Jody Sempek	Ron Witt Support Services	Elementary MEP Curriculum Facilitator
Kelly Thielen	Horizon High School	Teacher Librarian
Greg Tiemann	West High School	Principal
Scott Wike	South High School	World Geography, World History Teacher

In consultation with:

Barb Waller	Coordinator of Career and Technical Education
Andy DeFreece	Director of Elementary and Early Childhood Education
Dr. Nancy Johnston	Director of Secondary Education

PreK-12 Social Studies Community Focus Group

Under the facilitation of Monica Hutfles and Nancy Thornblad, MEP Facilitators

Matt Hillestad	First National Bank Branch, MPS Parent
Lori Lycan	MPS Parent
Stacey Richter	Werner Enterprises, MPS Parent
Dr. Sandra Shillingstad	UNO College of Education Professor, MPS Parent
Heather Jewell	Registered Nurse, MPS Parent

Americanism Committee 2013

Mike Kennedy	Board of Education, Secretary
Paul Meyer	Board of Education, Member
Patrick Ricketts	Board of Education, Vice-President
Andy DeFreece	Director of Elementary and Early Childhood Education
Dr. Mark Feldhausen	Associate Superintendent for Educational Services
Monica Hutfles	MEP Curriculum & Instruction Facilitator 6-12 Social Studies
Dr. Nancy Johnston	Director of Secondary Education
Nancy Thornblad	MEP Curriculum & Instruction Facilitator PreK-5 Social Studies
Barb Waller	Coordinator of Career and Technical Education

Instructional Materials Selection Committees

Elementary School

Under the facilitation of Nancy Thornblad, MEP Facilitator

Breann Avery	Willowdale Elementary
Kim Brummer	Norris Elementary
Matt Dominy	Rockwell Elementary
Tonya Dykstra	Sandoz Elementary
Jennifer Gilin	Willowdale Elementary
Kelly Ekue	Montclair Elementary
Jodi Fawcett	Reagan Elementary
Tom Henry	Bryan Elementary
Gretchen Heusel	Reagan Elementary
Gina Hill	Black Elk Elementary
Amanda Howe	Holling Heights Elementary
Kara Hutton	Don Stroh Administration Center
Ellen Kramer	Ezra Elementary
Sherrie Lombardo	Ackerman Elementary
Patty McGregor	Wheeler Elementary
Susie Melliger	Aldrich Elementary
Rachel Ortiz	Cody Elementary
Ashley Severa	Reeder Elementary
Chris Srb	Aldrich Elementary
Amy Stenger	Rohwer Elementary
Amy Walbridge	Neihardt Elementary
Shanna Wilwerding	Rockwell Elementary

Middle School

Under the facilitation of Monica Hutfles, MEP Facilitator

Liz Andreasen	Andersen Middle School
Nicole Berryman	North Middle School
Dana Chamberlain	Beadle Middle School
Shellie Coffey	Russell Middle School
Darrin Comstock	Andersen Middle School
Tyler Cotton	Kiewit Middle School
Scott Eastridge	Andersen Middle School
Elaine Flaxbeard	Central Middle School
Deb Fox	Russell Middle School
Andrea Gomez	Central Middle School
Paul Hoagbin	Central Middle School
Kevin Kloewer	Beadle Middle School
Bradly Krebs	Russell Middle School
Rick Mintken	North Middle School
Cindy Murcek	Andersen Middle School
Eric Peterson	North Middle School
Jay Pilkington	Kiewit Middle School
Mark Sukraw	Beadle Middle School
Scott Wenz	Kiewit Middle School

Instructional Materials Selection Committee

High School

Under the facilitation of Monica Hutfles, MEP Facilitator

Nancy Anderson	North High School
Matt Beiriger	South High School
Angela Bosak	Horizon High School
Ali Bragg	West High School
Bryant Bull	West High School
Doug Drummond	North High School
Jessica Hacker	North High School
Brett Kelly	South High School
Lori Klug	West High School
Lindsey Kramer	West High School
Marla Kratochvil	North High School
TJ Martin	South High School
Kristy McGuire	South High School
Matt Meyer	North High School
Lance Ott	North High School
David Stalling	South High School
Scott Townsley	West High School
Scott Wike	South High School
Chad Young	West High School

Phase I Timeline

October 2012	Curriculum Planning Committee met.
November 2012	Curriculum Planning Committee met.
December 2012	Curriculum Planning Committee members met in research groups <ul style="list-style-type: none"> • Best Instructional Practices • Integration with other Content Areas • College and Career Readiness • Scope & Sequence • Global Perspectives • Service Learning
January 2013	Curriculum Planning Committee research groups met.
February 2013	Community Focus Group met.
February 2013	Curriculum Planning Committee members met in small, grade band groups.
March 2013	Instructional Materials Selection Committees met.
March 2013	Curriculum Planning Committee members met in small, grade band groups.
April 2013	Curriculum Planning Committee members met in small, grade band groups.
April 2013	Instructional Selection Committee member met.
April 2013	Social Studies Community Service Meeting
May 2013	Curriculum Planning Committee members met in small, grade band groups.
May 2013	Instructional Selection Committee members met.
May 2013	Curriculum Planning Committee met.
May 2013	Americanism Committee met.

Phase I Activities to be Completed

June 2013	Framework Part I: PreK-12 presented to Board of Education for approval.
Summer 2013	Elementary Field Study Proposal presented to Board of Education for approval.
Summer 2013	Middle School Field Study Proposal presented to Board of Education for approval.

Introduction to PreK-12 Social Studies Matrix

Introduction

The intent of this matrix is to display the Nebraska State Social Studies Standards, approved by the Nebraska State Board of Education on December 7, 2012, as well as the additional Millard Standards and Indicators created through the Social Studies Curriculum Planning Committee, in an organized fashion showing the scope and sequence of the standards and indicators. Additional information is provided, where appropriate, to show progression in concepts and skills.

Legend



Cell without shading: No State or Millard grade band standard or indicator exists



Shaded cell: State or Millard grade band standard or indicator is not taught in this grade

In the Elementary School Civics, Economics, Geography, and History Standards, grade numbers indicate the specific grade in which each indicator is taught. In Middle School and High School Civics, Economics, Geography, and History Standards, grade numbers are noted in highest grade of each grade band (8, 12). The grade number indicates the grade in which each indicator is taught. If no grade is noted, the indicator is taught in only the highest grade of the grade band.

Nomenclature

The PreK-12 Social Studies Standards and Indicators are sequenced in the following matrix. The nomenclature for the standards and indicators is as follows:

SS	Social Studies
LA	Language Arts
S	State Standard
M	Millard Standard
P4-12	Grade Level
1-4	Comprehensive Standard
	1 - Civics
	2 - Economics
	3 - Geography
	4 - History

Comprehensive Standard	Grade Band Concept
Civics	1 - Forms and Functions of Government 2 - Civic Participation
Economics	1, 2 - Markets 3, 4, 5 - Institutions 6, 7, 8, 9 - Financial Literacy 10, 11 - Government 12 - Globalization
Geography	1 - The World in Spatial Terms 2 - Places and Regions 3 - Physical Systems 4 - Human Systems 5 - Human/Environment Interaction 6 - Application of Geography to Issues and Events
History	1- Chronological Thinking 2 - Historical Comprehension 3 - Multiple Perspectives 4 - Historical Analysis and Interpretation 5 - Historical Research Skills

Examples

SS S 08.1.3.a	SS = Social Studies, S = State Standard, 08. = Grade 8, 1. = Comprehensive Standard 1, 3. = Grade Band Concept 3, a = Indicator a
SS M 03.1.1.b	SS = Social Studies, M = Millard Standard, 03. = Grade 3, 1. = Comprehensive Standard 1, 1. = Grade Band Concept 1, b = Indicator b

Indicators are grouped by concept within each grade or grade band standard.

K-12 Comprehensive Standard: Civics Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.								
Concepts	Grade Level Standards							
	Preschool	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
		(Self)	(Family)	(Neighborhood)	(Community)	(Nebraska)	(United States: First Americans to the Constitution)	(World: Beginnings to 1000 CE)
Forms and Functions of Government	SS M P4.1.1 Students will recognize the purpose of rules and the roles of authority figures.	SS 00.1.1 Students will recognize the purpose of rules and the roles of authority figures.	SS 01.1.1 Students will identify and explain the importance of leaders and team members within their neighborhood and school community.	SS 02.1.1 Students will identify and explain the responsibilities and rights of citizens in their communities.	SS 03.1.1 Students will identify and explain the structure and function of their local governments.	SS 04.1.1 Students will identify and explain the foundation, structure, and function of Nebraska's government.	SS 05.1.1 Students will describe the foundation, structure, and function of the United States government.	SS M 06.1.1 Students will summarize the foundation, structure, and function of the United States government.
						SS S 04.1.1.a Explain the historical foundation and the events that led to the formation and structure of Nebraska's government (e.g., modeled from U.S. government, three branches of government)	SS S 05.1.1.a Explain the historical foundation that led to the formation of the United States constitutional government (e.g., early state constitutions, Declaration of Independence and the Articles of Confederation)	SS M 06.1.1.a Identify and describe different forms of government via the study of early and current civilizations (e.g., tribal, monarchy, democracy, republic, theocracy, and oligarchy)
					SS S 03.1.1.a Identify the structure and functions of local government	SS S 04.1.1.b Describe the origin, structure, and function of Nebraska's unicameral government	SS S 05.1.1.b Explain the origins, structure, and functions of the three branches of the United States government	SS M 06.1.1.b Describe the structure and roles of government

Forms and Functions of Government	SS M P4.1.1.a Explain why rules are needed in family, school, and community (e.g. safety, getting along with others)	SS S 00.1.1.a Explain why rules are needed in family, school, and community (e.g., safety, to make learning possible, to protect freedoms)	SS S 01.1.1.a Explain how rules reduce and help resolve conflicts	SS S 02.1.1.a Participate in developing rules that consider multiple points of view	SS S 03.1.1.b Describe the reasons for laws in our community	SS S 04.1.1.c Understand how a bill becomes a law in the Nebraska unicameral	SS S 05.1.1.c Describe how colonial and new states' governments laws affected groups within their population (e.g., citizens, slaves, immigrants, women, class systems, tribes)	SS M 06.1.1.c Identify the development of written laws and other documents (e.g., Hammurabi's Code, Magna Carta, Declaration of Independence, United States Constitution, Preamble and Bill of Rights)
	SS M P4.1.1.b Identify the roles of authority figures in family, school, and community.	SS S 00.1.1.b Identify the roles of authority figures in family and school SS M 00.1.1.b Identify the roles of authority figures in family, school and community	SS S 01.1.1.b Describe the responsibilities of leaders and team members	SS S 02.1.1.b Describe how individuals, groups, and communities manage conflict and promote justice	SS S 03.1.1.c Identify and explain a variety of roles leaders, citizens, and others play in local government	SS S 04.1.1.d Identify and explain a variety of roles leaders, citizens, and others play in the Nebraska government	SS S 05.1.1.d Describe how the decisions of the national government affect local and state government	SS M 06.1.1.d Explain how the choices of early leaders impacted various government decisions, impact people, places, and history
							SS S 05.1.1.e Identify the principles of the American Republic (e.g., liberty, democracy, United States Constitution, Bill of Rights)	SS M 06.1.1.e Describe important government beliefs.
							SS S 05.1.1.f Compare and contrast tribal forms of government, British monarchy, and early American colonial governments	SS M 06.1.1.f Compare and contrast different forms of early governments.

Forms and Functions of Government								SS M 06.1.1.g Compare civic life in the United States with ancient governments.
								SS M 06.1.1.h Explain the ways in which governments meet the needs of citizens and keeps people safe.
Civic Participation	SS M P4.1.2 Students will demonstrate good citizenship through knowledge of expected behavior.	SS S 00.1.2 Students will demonstrate good citizenship through knowledge of expected behavior.	SS S 01.1.2 Students will understand characteristics of good citizenship by recognizing historical figures, holidays, and patriotic symbols.	SS S 02.1.2 Students will participate in making decisions using democratic traditions based on established rules.	SS S 03.1.2 Students will understand the impact of individual and group decisions at a local level.	SS S 04.1.2 Students will investigate how different perspectives impact government decisions at the state level.	SS S 05.1.2 Students will apply democratic principles that are the foundation of the United States government systems to daily life.	SS M 06.1.2 Students will describe the roles, responsibilities, and rights as local, state, national, and international citizens, and participate in civic service.
	SS M P4.1.2.a Students will demonstrate understanding that there are rules in our homes, schools, and community and will model appropriate citizenship skills (e.g. respect, cooperation, courtesy, honesty)	SS S 00.1.2.a Model citizenship skills (e.g., respect, courtesy, honesty, voting)	SS S 01.1.2.a Identify citizenship skills (e.g., responsibility, justice, equality, voting)	SS S 02.1.2.a Identify civic responsibilities that are important to individuals and their communities (e.g. voting, obeying laws)	SS S 03.1.2.a Identify rights and responsibilities of citizens (e.g., voting, public service projects,) at the local level	SS S 04.1.2.a Identify rights and responsibilities of citizens (e.g., voting, public service projects) at the state level	SS S 05.1.2. a Explain the constitutional rights and civic responsibilities of U.S. citizens (e.g., freedom of speech, voting, staying informed of issues, respecting the rights, opinions, and beliefs of others, joining a civic group)	SS M 06.1.2.a Describe ways individuals participate in an ancient government

	SS M P4.1.2.b Identify patriotic symbols songs and actions (e.g., U.S. Flag, Pledge of Allegiance)	SS S 00.1.2.b Identify patriotic symbols songs and actions (e.g., U.S. Flag, Pledge of Allegiance)	SS S 01.1.2.b Identify patriotic symbols, songs, actions, celebrations, and holidays (e.g., U.S. Flag, Bald Eagle, Pledge of Allegiance, Thanksgiving, Martin Luther King Jr. Day, 4th of July, President's Day)	SS S 02.1.2.b Identify patriotic symbols, songs, actions, celebrations, and holidays (e.g., U.S. Flag, Bald Eagle, Pledge of Allegiance, Thanksgiving, Veteran's Day, Martin Luther King Jr. Day, 4th of July, Memorial Day, President's Day)	SS S 03.1.2.b Explain the meaning of patriotic symbols, songs, actions, celebrations, and holidays (e.g., U.S. Flag, Bald Eagle, Pledge of Allegiance, Thanksgiving, Veteran's Day, Martin Luther King Jr. Day, 4th of July, Memorial Day, Flag Day)	SS S 04.1.2.b Explain the meaning of state symbols, songs and holidays (e.g., Nebraska State Flag, "Beautiful Nebraska", Statehood Day, George Norris Day)	SS S 05.1.2.b Describe the significance of patriotic symbols, songs and activities (e.g., Pledge of Allegiance, "The Star Spangled Banner", "America", commemorating state and national holidays)	
Civic Participation		SS M 00.1.2.c Identify important historical and current government figures that exemplify civic engagement (e.g. Presidents)	SS S 01.1.2.c Identify important historical and current government figures that exemplify civic engagement (e.g. Governors, Presidents)	SS S 02.1.2.c Describe ways to be actively engaged to improve family, school and community	SS S 03.1.2.c Identify ways students can be engaged to have an impact in their local community	SS S 04.1.2.c Identify ways students can be engaged to have an impact in their state.	SS S 05.1.2.c Give examples of group and individual actions that illustrate civic ideas in the founding of the United States (e.g., freedom, rule of law, equality, civility, cooperation, respect)	SS M 06.1.2c Demonstrate civic engagement (e.g., service learning projects, volunteerism) NE CCR.3.c Civic Responsibility and Service
			SS M 01.1.2.d Identify characteristics of good citizenship (e.g., truth, helping others, equality)	SS S 02.1.2.d Identify characteristics of good citizenship (e.g., establishing beliefs and justice, truth, equality, personal responsibilities for the common good, tolerance for diversity of opinions)	SS S 03.1.2.d Identify and describe the importance of listening to the views of others and sharing personal views in a respectful manner	SS S 04.1.2.d Describe how various individuals and groups influence the way an issue affecting the state is viewed and resolved (e.g., lobbying, petitions, media, social media)	SS S 05.1.2.d Analyze how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States	SS M 06.1.2.d Evaluate how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States

<p style="text-align: center;">Civic Participation</p>				<p>SS M 02.1.2.e Identify important historical and current government figures that exemplify civic engagement</p>	<p>SS S 03.1.2.e Identify local leaders and the impact of their decisions that affect public policy</p>	<p>SS S 04.1.2.e Identify state leaders and the impact of their decisions that affect public policy</p>	<p>SS S 05.1.2.e Identify the roles and influences of individuals, groups, and the media on governments (e.g., George Washington, John Adams, Thomas Jefferson, Benjamin Franklin)</p>	<p>SS M 06.1.2.e Discuss the effects individuals and groups had in shaping ancient governments.</p>
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K-12 Comprehensive Standard: Economics								
Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.								
Concept	Grade Level Standards							
Markets		(Self)	(Family)	(Neighborhood)	(Community)	(Nebraska)	(United States: First Americans to the Constitution)	(World: Beginnings to 1000 CE)
	SS M P4.2.1 Students will recognize people make choices because they cannot have everything they want (scarcity).	SS S 00.2.1 Students will recognize people make choices because they cannot have everything they want (scarcity).	SS S 01.2.1 Students will recognize economic wants and needs can be satisfied by consuming goods or services.	SS S 02.2.1 Students will recognize resources are limited, so other choices must be made and something must be given up (opportunity cost).	SS S 03.2.1 Students will understand markets are places where buyers and sellers exchange goods and services.	SS S 04.2.1 Students will recognize prices are what consumers pay when they buy a good or service.	SS S 05.2.1 Students will analyze various markets where buyers and sellers exchange goods or services.	SS M 06.2.1 Students will explain the interdependence of producers and consumers in a market economy.
		SS S 00.2.1.a Identify choices students have made and explain why they had to make a choice	SS S 01.2.1.a Differentiate between goods and services (e.g. examples of goods and services students have consumed)	SS S 02.2.1.a Identify resources (inputs) that make up various good and services	SS S 03.2.1.a Indicate various markets where buyers and sellers meet (e.g., shopping malls, auction, catalogs, garage sales, the Internet)	SS S 04.2.1.a Predict how consumers would react if the price of a good or service changed (e.g., natural disasters, drought, gas prices) SS M 04.2.1.a Predict and justify how consumers would react if the price of a good or service changed (e.g., natural disasters, drought, gas prices)	SS S 05.2.1.a Describe how competition among sellers results in lower costs and prices, higher product quality, and better customer service	SS M 06.2.1.a Understand the relationship between consumers and producers in a market economy (e.g., farming & trade, silk road, social divisions)
			SS M 01.2.1.b Differentiate between needs and wants	SS S 02.2.1.b Identify what items are eliminated when a choice is made (tradeoff)	SS M 03.2.1.b Describe and compare Omaha markets with other communities' markets	SS S 04.2.1.b Predict how producers would react if the profit from selling a good or service changed		SS M 06.2.1.b Illustrate how individuals are both consumers and producers (buyers and sellers) in a market economy

								SS M 06.2.1.c Describe the development and effects of technology in economic history (e.g., increased productivity, specialization of jobs)
			SS S 01.2.2 Students will identify natural resources.	SS S 02.2.2 Students will recognize that producers use resources to make goods, deliver services, earn a profit, and satisfy economic wants.	SS S 03.2.2 Students will categorize natural, human, and capital resources and how they are combined to make goods and deliver services.	SS S 04.2.2 Students will investigate how capital resources are used to make other goods and produce services.	SS S 05.2.2 Students will make observations about how human capital can be improved by education, training, and standard of living.	
Markets			SS S 01.2.2.a Identify various natural resources (e.g., forests, soil, minerals, water, air, animals, oil, and natural gas)	SS S 02.2.2.a List various goods and services that can be produced with the same list of resources (e.g. soil, seed, and labor used to produce animal feed, plastics, cereal, or fuel)	SS S 03.2.2.a Classify natural, human, and capital resources (e.g., tools, soil, water, farmers and machinery)	SS S 04.2.2.a Give examples of capital resources used in making goods and services in Nebraska and the United States (e.g., tools, laboratories, equipment, and machinery) SS M 04.2.2.a Give examples of natural and human resources in Nebraska	SS S 05.2.2.a Give examples of how additional education/training improves productivity and increases standard of living (e.g., apprentice, journeyman, master electrician)	
					SS S 03.2.2.b Discuss why producers combine resources to make goods and services (profit)			

Markets					SS S 03.2.2.c Identify opportunities for education and/or training to increase human resources (e.g., agriculture schools, trade schools, culinary schools, information technology training)			
Institutions	SS M P4.2.3 Students will describe that people earn income/wages through work.	SS S 00.2.3 Students will describe that people earn income/wages through work.	SS S 01.2.3 Students will describe how people earn income/wages through work.	SS S 02.2.3 Students will describe how people earn income/wages through work.	SS S 03.2.3 Students will cite evidence of how money (coins and currency) makes trading easier than bartering.	SS S 04.2.3 Students will make observations about the purpose of various financial institutions in Nebraska.	SS S 05.2.3 Students will make observations about the purpose of various financial institutions in the United States.	SS M 06.2.3 Students will identify economic institutions and describe how they interact with individuals and groups.
	SS M P4.2.3.a Recognize that there are a variety of jobs in their community	SS M 00.2.3.a Recognize that people earn money to buy things they need and want through a variety of jobs	SS M 01.2.3.a Recognize that there are many jobs in their community (paid/not paid)	SS S 02.2.3.a Match capital resources and human resources with jobs in the community or home (e.g., tractors and farmers)	SS S 03.2.3.a Identify historical examples of trading among early sellers	SS S 04.2.3.a Discuss the purpose of early NE financial institutions (e.g., barter, trading, posts, banks)	SS S 05.2.3.a Identify the functions and characteristics of money (e.g., store value, medium of exchange, unit of accounting)	SS M 06.2.3a Identify the characteristics of various types of exchange (e.g. barter, trade, value of goods and services, resources that hold particular value: wood, precious metals, scarce resources)
					SS M 03.2.3.b Identify financial institutions in the community and their purpose (e.g., banks, credit unions)	SS M 04.2.3.b Identify financial institutions in the community and their purpose (e.g. banks, credit unions, consumer/business loans, safety of deposit, investment/trust services)	SS S 05.2.3.b Identify the importance of financial institutions to households and businesses (e.g., loans to agriculture, business, and individuals in order to provide capital)	

Institutions							SS S 05.2.3.c Identify rules and laws that protect and support consumers (e.g., private property, contracts, agreements and product safety)	
Financial Literacy		SS S 00.2.6 Students will recognize money is used to purchase goods and services to satisfy economic wants.	SS S 01.2.6 Students will compare spending and saving opportunities.	SS S 02.2.6 Students will demonstrate knowledge of currency, its denominations and use.	SS S 03.2.6 Students will use knowledge of currency to solve real world problems.	SS S 04.2.6 Students will understand that banks are institutions where people save money and earn interest, and where other people borrow money and pay interest.	SS S 05.2.6 Students will summarize characteristics of financial institutions.	
		SS S 00.2.6.a Classify and identify U.S. coins and currency	SS S 01.2.3.a Give examples of situations where students and families have chosen to save for future purchases	SS S 02.2.6.a Make transactions using currency emphasizing its use as a medium of exchange (e.g., school store, buying pencils)	SS S 03.2.6.a Given a budget, students will be able to make choices as to what to purchase and what to give up SS M 03.2.6.a Given an amount of money, students will create a budget that includes income, expenses, and savings	SS S 04.2.6.a Identify the costs and benefits of saving, interest, and borrowing	SS S 05.2.6.a Explain/explore how various financial services are provided by local financial institutions	
Government				SS S 02.2.10 Students will understand what goods and services governments provide	SS S 03.2.10 Students will understand what goods and services local governments provide.	SS S 04.2.10 Students will understand what goods and services state governments provide.	SS S 05.2.10 Students will understand what goods and services the national government provides.	SS M 06.2.10 Students will identify the roles and responsibilities of government in economic systems.

Government				SS S 02.2.10.a Identify goods and services that governments provide and where they get the money to pay for the services (taxes) (e.g., water, fire department, police, schools)	SS S 03.2.10.a Identify goods and services funded through local taxes (e.g., snow removal, waste management, law enforcement)	SS S 04.2.10.a Identify goods and services funded through state taxes (e.g., highways, universities, human services, unemployment, courts)	SS S 05.2.10.a Identify goods and services funded through federal taxes (e.g., armed forces, courts, parks)	SS M 06.2.10.a Identify various goods and services provided by the government (e.g., Hammurabi Tax Code, Shi Huangdi Great Wall and road construction)
								SS M 06.2.11 Students will explain how tax revenues are collected and distributed.
								SS M 06.2.11.b Identify institutions supported by taxes (e.g., roads, army, and public works)
Globalization					SS S 03.2.12 Students will describe how the local community trades with the rest of the world.	SS S 04.3.12 Students will recognize and explain specialization and why different regions produce different goods and services.	SS S 05.2.12 Students will explain how specialization, division of labor, and technology increases productivity and interdependence.	SS M 06.2.12 Students will illustrate how international trade benefits individuals, organizations, and nations.
					SS S 03.2.12.a Identify local goods and services that could be traded with people everywhere (e.g., corn, soybeans, beef)	SS S 04.2.12.a Compare Nebraska with different regions and the goods and services each region produces (e.g., beef, wheat, telemarketing, cotton, coal)	SS S 05.2.12.a Investigate Early United States specialization and trade (e.g., fur, tobacco, cotton, lumber)	SS M 06.2.12.a Differentiate between exports and imports (e.g. trade between civilizations, obtaining resources, products not found locally, Silk Road and Mediterranean Trade)

Globalization					SS S 03.2.12.b Give examples of other countries' currencies	SS S 04.2.12.b Discuss how technology has affected the specialization of Nebraska's economy and surrounding states	SS S 05.2.12.b Investigate and report on entrepreneurs and inventors	SS M 06.2.12.b Explain how individuals gain through specialization and voluntary trade (e.g. social divisions, trading for scarce resources, specialization)
					SS M 03.2.12.c Trace export and import paths of local goods with other countries	SS M 04.2.12.c Explain Nebraska's role in national economy	SS M 05.2.12.c Explain how specialization and trade have changed over time (e.g., moved from self-sustaining farms to global markets, global imports)	
						SS M 04.2.13 Students will identify how events affect state economy.	SS M 05.2.13 Students will identify how events affect U.S. economy.	
						SS M 04.2.13.a Identify how global events can affect trade (exports and imports) in the state	SS M 05.2.13.a Identify how global events can affect trade (exports and imports) within the U.S.	

K-12 Comprehensive Standard: Geography Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels								
Concept	Grade Level Standards							
	Pre K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
		(Self)	(Family)	(Neighborhood)	(Community)	(Nebraska)	(United States: First Americans to the Constitution)	(World: Beginnings to 1000 CE)
	SS M P4.3.1 Students will explore where (spatial) and why people, places and environments are organized in their world.	SS S 00.3.1 Students will explore where (spatial) and why people, places and environments are organized in their world.	SS S 01.3.1 Students will explore where (spatial) and why people, places and environments are organized in their world.	SS S 02.3.1 Students will explore where (spatial) and why people, places and environments are organized locally.	SS S 03.3.1 Students will explore where (spatial) and why people, places and environments are organized in the state.	SS S 04.3.1 Students will explore where (spatial) and why people, places and environments are organized in the state.	SS S 05.3.1 Students will explore where (spatial) and why people, places and environments are organized in the United States.	SS M 06.3.1 Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.
The World in Spatial Terms	SS M P4.3.1.a Demonstrate personal directions (e.g., left/right, up/down, front/back, over/under, near/far) to describe relative location	SS S 00.3.1.a Demonstrate personal directions (e.g., left/right, up/down, front/back, over/under, near/far) to describe relative location	SS S 01.3.1.a Locate places using the four cardinal directions.	SS S 02.3.1.a Identify the globe as a model of Earth.	SS S 03.3.1.a Utilize map elements (i.e., title, scale, symbols, legend, and cardinal and intermediate directions)	SS S 04.3.1.a Read local and state maps and atlases to locate physical and human features in Nebraska. (e.g., the state of Nebraska, major cities in Nebraska, Lincoln, major rivers including the North Platte, South Platte, Platte, Niobrara and Missouri)	SS S 05.3.1.a Name and locate major human and physical features in the United States (e.g., states, capitals, and major cities in the United States, Rocky Mountains, Appalachian Mountains, Great Lakes)	SS M 06.3.1.a Use and interpret different types of maps/charts/diagrams/timelines (primary sources where available)

<p>The World in Spatial Terms</p>	<p>SS M P4.3.1.b Identify locations in the classroom (e.g., dress up center, reading table, carpet area)</p>	<p>SS S 00.3.1.b Identify locations in the classroom (e.g., dress up center, reading table, carpet area)</p>	<p>SS S 01.3.1.b Identify and describe locations in the school or home (e.g., the cafeteria is next to the kitchen, the office is by the front door).</p> <p>SS M 01.3.1.b Identify and describe locations in the school, home, and neighborhood (e.g., cafeteria, office, store, fire station)</p>	<p>SS S 02.3.1.b Identify and describe locations in the neighborhood (e.g., home, the park, friend's house, fire station, grocery store)</p>	<p>SS S 03.3.1.b Apply map skills (e.g., identify location and distribution of physical and human features rivers/roads, identify relative and absolute locations, east/west, north/south, left/right, next to, identify cities and towns)</p> <p>SS M 03.3.1.b Apply map skills to locate physical and human features in Omaha and the state</p>	<p>SS S 04.3.1.b Apply map skills to analyze physical/political maps of the state (e.g., utilize grid systems to find locations, identify the location and purpose of time zones, identify and locate cities of the state, identify relative and absolute locations east/west, north/south, left/right, next to)</p> <p>SS M 04.3.1.b Apply map skills to analyze physical/political maps of the state and U.S. (e.g., utilize grid systems to find locations, utilize longitude and latitude to find locations, identify the location and purpose of time zones, identify and locate cities of the state, identify relative and absolute locations east/west, north/south, left/right, next to)</p>	<p>SS S 05.3.1.b Apply map skills to analyze physical/political maps of the United States (e.g., identify latitude, longitude, and the global grid and identify the location and purpose of time zones)</p>	
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The World in Spatial Terms						SS S 4.3.1.c Analyze why things in Nebraska are located where they are in Nebraska (e.g., Why are large cattle ranches found in the Sandhills? Why are major airports located near large cities?)	SS S 05.3.1.c Analyze why things are located where they are in the United States (e.g., <i>Why were 13 colonies located on the eastern side of the United States? Why was corn raised in Pennsylvania and Ohio and cotton in Virginia and Georgia?</i>)	
				SS S 02.3.1.c Locate community, Nebraska, and the United States on maps and globes	SS S 03.3.1.d Locate places on maps and globes (e.g., Missouri River, Platte, River, Rocky Mountains, Nebraska, the student's city) SS M 03.3.1.d Identify the similarities and differences of information presented in online road maps, satellite images, or street-view data	SS S 04.3.1.d Differentiate between cities, states, countries, and continents SS M 04.3.1.d Compare and contrast the similarities and differences of information presented in online road maps, satellite images, and street-view data	SS M 05.3.1.d Use a variety of maps to gather and analyze information of locations in literature and current events	
	SS M P4.3.1.d Explain why things are located where they are (e.g., "Why is the playground outside?")	SS S 00.3.1.d Explain why things are located where they are (e.g., "Why is the playground outside?")	SS S 01.3.1.d Analyze why things are located where they are (e.g., "Why is the nurse's office located by the main office?")	SS S 02.3.1.d Analyze why things are located where they are (e.g., "Why are stores on a main street?")				

<p>The World in Spatial Terms</p>	<p>SS M P4.3.1.e Identify land and water on a globe/map and identify these tools as representation of regions and the world</p>	<p>SS S 00.3.1.e Identify land and water on a globe</p> <p>SS M 00.3.1.e Identify land and water on a globe/map and identify these tools as representation of regions and the world</p>	<p>SS S 01.3.1.e Distinguish between continents and oceans</p> <p>SS M 01.3.1.e Distinguish between continents, oceans, and countries on maps and globes</p>	<p>SS S 02.3.1.f Distinguish between continents/islands, oceans/seas, countries/continents, and cities/states</p> <p>SS M 02.3.1.f Distinguish between continents/ islands, oceans/seas, peninsulas/gulfs</p>	<p>SS S 03.3.1.e Identify the continents, oceans, and hemispheres</p> <p>SS M 03.3.1.e Differentiate between cities, states, countries, and continents on a variety of maps (including electronic)</p>	<p>SS S 04.3.1.d Differentiate between cities, states, countries, and continents</p> <p>SS M 04.3.1.d Identify major cities, states, natural and man-made landmarks within the United States</p>		
	<p>SS M P4.3.2 Students will explore places and regions</p>	<p>SS S 00.3.2 Students will explore places and regions</p>	<p>SS S 01.3.2 Students will explore places and regions</p>	<p>SS S 02.3.2 Students will identify places and regions</p>	<p>SS S 03.3.2 Students will compare the characteristics of places and regions</p>	<p>SS S 04.3.2 Students will compare the characteristics of places and regions and their impact on human decisions</p>	<p>SS S 05.3.2 Students will compare the characteristics of places and regions and draw conclusions on their impact on human decisions</p>	<p>SS M 06.3.2 Students will examine how regions form and change over time</p>
<p>Places & Regions</p>	<p>SS M P4.3.2.a Identify physical characteristics of place (e.g., landforms, water bodies and weather)</p>	<p>SS S 00.3.2.a Identify physical characteristics of place (e.g., landforms, water bodies and weather)</p>	<p>SS S 01.3.2.a Identify and differentiate between physical features (e.g., mountains, plains, hills, oceans, islands)</p>	<p>SS S 02.3.2.a Identify and differentiate between physical and human features of neighborhood and community (e.g., vegetation, housing)</p>	<p>SS S 03.3.2.a Identify and differentiate between physical and human features of neighborhoods and communities (e.g., vegetation, housing, streets, business/residential areas, hills, waterways)</p>	<p>SS S 04.3.2.a Identify criteria used to define regions within the state of Nebraska (e.g., soil, climate, precipitation, population, vegetation, land and agricultural usage)</p>	<p>SS S 05.3.2.a Define regions within the United States using multiple criteria. (e.g., Silicon Valley, Bread Basket)</p>	<p>SS M 06.3.2.a Analyze physical and human characteristics of places and regions (e.g., climate, language)</p>

Places & Regions	SS M P4.3.2.b Identify human characteristics of place (e.g., cities, buildings, farms, roads, highways)	SS S 00.3.2.b Identify human characteristics of place (e.g., cities, buildings, farms, roads, highways)	SS S 01.3.2.b Identify and differentiate between human features (e.g., cities, buildings, farms)	SS S 02.3.2.b Describe local places and regions with other places and regions (e.g., prairie, forest, farm land, ranch land, local community)	SS S 03.3.2.b Compare and contrast local places and regions with other places and regions (e.g., prairie and forest, local community with another community, products from Nebraska and another state, crops grown in Nebraska and another state)	SS S 04.3.2.b Classify regions and places within the state of Nebraska using physical and human features (e.g., Sandhills, Pine Ridge, Loess Hills, Platte River Valley, rural/urban/suburban)	SS S 05.3.2.b Classify regions and places within the United States using physical and human features (e.g., Rocky Mountains, The Southwest, Great Plains, Corn Belt, Cotton Belt)	SS M 06.3.2.b Analyze impact of land and water features on human decisions (e.g., location of settlements and transportation systems with respect to the location of river valleys, mountains, deserts, plains, oceans)
	SS M P4.3.2.c Identify means of transportation that people use to move goods and to go from place to place	SS M 00.3.2.c Identify characteristics of places that have changed over time	SS S 01.3.2.c Explain how places change over time (e.g., new building or a bigger road)	SS S 02.3.2.c Explain how places and regions change over time	SS S 03.3.2.c Explain and give examples of how places and regions change over time	SS S 04.3.2.c Identify and classify regions (e.g., counties and cities across Nebraska)	SS S 05.3.2.c Identify and classify regions (e.g., cities, states, and congressional districts)	SS M 06.3.2.c Analyze changes in places and regions over time (e.g., irrigation, growth of cities)
Physical Systems	SS M P4.3.3 Students will identify natural processes in their physical world	SS S 00.3.3 Students will identify natural processes in their physical world	SS S 01.3.3 Students will identify natural processes in their physical world	SS S 02.3.3 Students will identify natural processes in their physical world	SS S 03.3.3 Students will identify natural processes in their physical world	SS S 04.3.3 Students will identify natural processes in the physical world	SS S 05.3.3 Students will draw conclusions about the natural processes in the physical world	SS M 06.3.3 Students will investigate how natural processes interact to create and change the natural environment
	SS M P4.3.3.a Identify elements of weather (e.g., rain, snow, sun, clouds, fog) and begin to identify weather elements and effect on activities, and clothing.	SS S 00.3.3.a Identify elements of weather (e.g., rain, snow, sun, clouds, fog). SS S 00.3.3.a Identify elements of weather and the effects on human activity (e.g., people wear coats and mittens in the winter)	SS S 01.3.3.a Identify elements of weather and the effects on human activity (e.g., people wear coats and mittens in winter) SS M 01.3.3.a Identify elements of weather and the effects on human activity (e.g., outside activities, changes in daily habits)	SS S 02.3.3.a Identify basic components of Earth's physical processes (e.g., landforms, water, climate and weather)	SS S 03.3.3.a Identify the Earth's physical processes in the local community (e.g., landforms, water, climate and weather, erosion and deposition)	SS S 04.3.3.a Identify physical processes that shape Nebraska's features and patterns (e.g., weathering, erosion)	SS S 05.3.3.a Explain how physical processes shape the United States' features and patterns (e.g., weathering, erosion, plate tectonics and internal forces and climate)	

Physical Systems		SS 00.3.3.b Identify the four seasons	SS S 01.3.3.b Identify the four seasons and the effects on human activity (e.g., playing outside in summer and inside in winter)	SS S 02.3.3.b Identify the relationship between the Earth and the Sun (e.g., day/night, length of day, seasons)	SS S 03.3.3.b Identify local ecosystems (e.g., forests, deserts, grasslands)	SS S 04.3.3.b Identify the relationship between	SS S 05.3.3.b Identify examples of ecosystems located in the United States (e.g., forests, deserts, grasslands)	SS M 06.3.3.b Analyze the impact of natural events on biomes, climates and wind and water systems (e.g., rivers/floods/precipitation/drought)
	SS M P4.3.4 Students will recognize that people belong to different groups and live in different settings.	SS S 00.3.4 Students will recognize that people belong to different groups and live in different settings.	SS S 01.3.4 Students will recognize that people belong to different groups and live in different settings.	SS S 02.3.4 Students will identify the characteristics of culture.	SS S 03.3.4 Students will compare and contrast the characteristics of culture locally.	SS S 04.3.4 Students will compare and contrast the characteristics of culture statewide.	SS S 05.3.4 Students will compare, contrast, and draw conclusions about the characteristics of culture and migration in the United States.	SS M 06.3.4 Students will analyze and interpret patterns of culture around the world.
Human Systems	SS M P4.3.4.a Identify that there are similarities and differences among people and families (e.g., food, language, celebrations, etc.)	SS S 00.3.4.a Identify aspects of culture within the local community and other communities (e.g., food, language, religion, celebrations, and popular culture such as food, music and sports)	SS S 01.3.4.a Describe cultures of the local community and other communities (e.g., food, language, celebrations)	SS S 02.3.4.a Identify patterns of cultural traits (e.g., language, religion, food)	SS S 03.3.4.a Compare and contrast patterns of culture within your community (e.g., language, religion, food)	SS S 04.3.4.a Compare and contrast patterns of culture within the state of Nebraska (e.g., language, religion, food)	SS S 05.3.4.a Compare and contrast patterns of culture within the United States (e.g., language, religion, food)	SS M 06.3.4.a Compare and contrast characteristics of groups of people/settlements (e.g., population density, distribution and growth, migration patterns, diffusion of people, places, and ideas, culture)
	SS M P4.3.4.b Identify places in the community (e.g., farms, parks, houses, stores) and shows basic understanding of people and how they live	SS S 00.3.4.b Identify places in the community (e.g., farms, parks, houses, stores)	SS S 01.3.4.b Describe places in the community (e.g., farms, parks, houses, stores) SS M 01.3.4.b Describe places in the community and shows basic understanding of how people live	SS S 02.3.4.b Identify patterns of land use (e.g., agricultural, residential, industrial, commercial, educational, recreational)	SS S 03.3.4.b Compare and contrast the spread and diffusion of cultural traits (e.g., spread of ideas, languages, religions, people, goods, customs, traditions)	SS S 04.3.4.b Compare and contrast population characteristics of the state of Nebraska (e.g., density, distribution, growth rates)	SS S 05.3.4.b Compare and contrast population characteristics of the United States (e.g., density, distribution, growth rates)	

Human Systems							<p>SS S 05.3.4.c Compare and contrast historical and present day migrations to and within the United States</p>	<p>SS M 06.3.4.c Analyze and explain components and diffusion of cultures (e.g., religion-spread of various belief systems, popular culture, spread of fast food chains, language-spread of English, technology-adoption of agricultural advancements, railroads, people as carriers and physical and cultural barriers, expansion and relocation)</p>
Human Environment Interaction	<p>SS M P4.3.5 Students will explore the relationship between humans and their physical environment.</p>	<p>SS S 00.3.5 Students will explore the relationship between humans and their physical environment.</p>	<p>SS S 01.3.5 Students will explore the relationship between humans and their physical environment.</p>	<p>SS S 02.3.5 Students will identify the relationship between humans and the physical environment.</p>	<p>SS S 03.3.5 Students will identify the relationship between humans and the physical environment.</p>	<p>SS S 04.3.5 Students will identify how humans have adapted to and modified different environments in Nebraska.</p>	<p>SS S 05.3.5 Students will describe how humans have adapted to and modified different environments in Early American history</p>	<p>SS M 06.3.5 Students will analyze how humans have adapted to different physical environments.</p>
	<p>SS M P4.3.5.a Recognize the impact of weather on everyday life in planning activities, selecting clothing, travel, and safety</p>	<p>SS S 00.3.5.a Recognize the impact of weather on everyday life (e.g., weather-appropriate clothing, indoor/outdoor recess)</p>	<p>SS S 01.3.5.a Interpret the impact of weather on everyday life (e.g., tornadoes, blizzards, floods)</p>	<p>SS S 02.3.5.a Describe how seasonal weather patterns, natural hazards, and natural resources affect human activities</p>	<p>SS S 03.3.5.a Explain how physical environments influence human activities (e.g., availability of water, climate and fertility of soil)</p>	<p>SS S 04.3.5.a Describe the impact of extreme natural events in Nebraska (e.g., tornadoes, floods, dust storm, insect infestation) on the human and physical environment</p>	<p>SS S 05.3.5.a Describe the impact of extreme natural events in Early United States History on the human and physical environment (e.g., blizzards, floods, drought)</p>	

Human Environment Interaction					<p>SS S 03.3.5.b Explain how human activities change Earth (e.g., agriculture, transportation, industry)</p>	<p>SS S 04.3.5.b Describe how humans have adapted to and modified Nebraska's physical environment (e.g., progression of home construction materials from sod, timber, bricks and concrete; Homestead Act opened the prairie for agriculture; irrigation; Arbor Day: introduction of trees; rangeland management; soil conservation)</p>	<p>SS S 05.3.5.b Describe how humans have utilized natural resources in the United States (e.g., construction of dams, Transcontinental RR, Erie Canal, National Road, land use changes from prairie and forests to agriculture and ranching)</p>	<p>SS M 06.3.5.b Identify and evaluate how humans utilize the physical environment (e.g., irrigation, levees, terraces, fertile soils, changes in land use)</p>
		<p>SS M 00.3.5.b Match resources to their sources (e.g., food from farms, wood from trees, fish from the sea)</p>	<p>SS S 01.3.5.b Match resources to their sources (e.g., food from farms, wood from trees, minerals from the ground, fish from the sea)</p>	<p>SS S 02.3.5.b Identify Earth's natural resources (e.g., minerals, air, land, water, soil). SS M 02.3.5.b Identify how people use natural resources in their community</p>	<p>SS S 03.3.5.c Explain the importance of Earth's natural resources (e.g., minerals, air, water, land) SS M 03.3.5.c Identify renewable and non-renewable resources</p>	<p>SS S 04.3.5.c Classify resources as renewable or nonrenewable resources</p>		

Human Environment Interaction	<p>SS M P4.3.5.b Give examples of how to care for the environment (e.g., recycle cans, bottles, and paper; pick up your trash)</p>	<p>SS S 00.3.5.c Give examples of how to care for the environment (e.g., recycle cans, bottles, and paper; pick up your trash).</p>	<p>SS S 01.3.5.c Identify environmental issues related to the physical environment (e.g., drought, poor soil development, deserts, terrain)</p>	<p>SS S 02.3.5.c Identify how humans and the physical environment interact (e.g., choice of building materials, variations in agricultural practices, land use modifications, fish, forestry, and wildlife management)</p>	<p>SS S 03.3.5.d Describe how humans develop communities in local settings (e.g., roads, landfills, sewage systems, land use patterns)</p>	<p>SS S 04.3.5.d Describe environmental issues in Nebraska (e.g., soil conservation, water stewardship, contour farming, minimum tillage, air quality, solid waste)</p>	<p>SS S 05.3.5.c Analyze issues related to the natural setting in Early America (e.g., access to water, construction materials, and raw materials for daily living and economic development; impact of climate and terrain on living conditions and movement of people goods and services)</p>	<p>SS M 06.3.5.c Analyze issues related to the physical environment globally (e.g., water supply, availability of arable land)</p>
							<p>SS S 05.3.5.d Examine patterns of resource distribution and utilization in Early America (e.g., fisheries, forests, agricultural development, early manufacturing regions)</p>	
						<p>SS S 04.3.5.e Describe human adaptations to the physical environment. (e.g., use of air conditioning, irrigation, agricultural activities)</p>	<p>SS S 05.3.5.e Describe human adaptations to the physical environment. (e.g., use of air conditioning, irrigation, agricultural activities, soil testing, erosion control)</p>	

	SS M P4.3.6 Students will use geographic skills to make connections to their lives.	SS S 00.3.6 Students will use geographic skills to make connections to their lives.	SS S 01.3.6 Students will use geographic skills to make connections to their lives.	SS S 02.3.6 Students will use geographic skills to make connections.	SS S 03.3.6 Students will use geographic skills to make connections to issues and events.	SS S 04.3.6 Students will use geographic skills to make connections to issues and events.	SS S 05.3.6 Students will use geographic skills to interpret issues and events.	SS M 06.3.6 Students will analyze issues and/or events using geographic knowledge and skills to make informed decisions.
Application of Geography to Issues and Events	SS M P4.3.6.a Give examples of how geographic knowledge or techniques are applied (e.g., locate people or places in relationship to each other)	SS S 00.3.6.a Give examples of how geographic knowledge or techniques are applied (e.g., locate people or places in relationship to each other, make a fire evacuation plan)	SS S 01.3.6 a Give examples of how geographic knowledge or techniques have been applied in the past, present and future (e.g., make a map of the school)	SS S 02.3.6.a Identify how you might apply geographic knowledge or techniques to solve a problem (e.g., use global positioning system (GPS) navigation for shortest route to school; map, destinations for family vacation to determine the best order to visit)	SS S 03.3.6.a Identify and evaluate human adaptations to the environment from the local to international levels (e.g., <i>How could the building of a highway bring more business to a community?</i>)	SS S 04.3.6.a Identify how changes in human and physical geography have shaped Nebraska. (e.g., map major tornado paths, blizzards, floods, or droughts; how the construction of the Transcontinental Railroad and Interstate Highway system have impacted the way Nebraskans live)	SS S 05.3.6.a Explain the influences of physical and human geographic features on historical events in the United States (e.g., railroads building along river valley floodplains, building the Erie Canal to connect the East Coast with the Great Lakes, migrating through the Cumberland Gap into the Kentucky bluegrass region)	SS M 06.3.6.a Analyze the physical or human geographic factors explaining the spatial pattern of world events. (e.g., water scarcity and conflict)

<p>Application of Geography to Issues and Events</p>					<p>SS S 03.3.6.b Identify how geography impacts spatial problem solving (e.g., a new school must be near large numbers of students, on available land with suitable soils, have access to roads and utilities, and not overlap schools in other neighborhoods; plan where things would be built in a city)</p>	<p>SS S 04.3.6.b Identify questions that help explain the interrelationships of human or physical geographic characteristics of places (e.g., A community is located on a river floodplain with fertile soil and water for transportation, irrigation, and human consumption)</p>	<p>SS S 05.3.6.b Analyze aspects of human and physical geography that have shaped the settlement and development of Early America, latitude and longitude in the role of early navigation (e.g., groundwater and irrigation, westward expansion of European immigrants, seeds, fertile soils, agriculture, transportation systems, water power)</p>	<p>SS M 06.3.6.b Describe the role of geographic factors in determining the spatial arrangement of humans and their activity (e.g., availability of arable land, water and suitable climate for farming; access to resources for development)</p>
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K- 12 Comprehensive Standard: History
Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.

Concept	Grade Level Standards
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Chronological Thinking	Preschool	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
		(Self)	(Family)	(Neighborhood)	(Community)	(Nebraska)	(United States: First Americans to the Constitution)	(World: Beginnings to 1000 CE)
	SS M P4.4.1 Students will identify chronological relationships and patterns.	SS S 00.4.1 Students will identify chronological relationships and patterns.	SS S 01.4.1 Students will describe chronological relationships and patterns.	SS S 02.4.1 Students will describe and apply chronological relationships and patterns.	SS S 03.4.1 Students will describe and analyze chronological relationships and patterns.	SS S 04.4.1 Students will examine chronological relationships and patterns, and describe the connections among them.	SS S 05.4.1 Students will examine chronological relationships and patterns, and describe the connections among them.	SS M 06.4.1 (WLD) Students will analyze how major past and current world events are chronologically connected, and evaluate their impact(s) upon one another.
	SS M P4.4.1.a Identify and use time-related vocabulary and sequence photos/symbols to mark time	SS S 00.4.1.a Identify concepts of time and chronology (e.g., yesterday, today, tomorrow)	SS S 01.4.1.a Identify concepts of time and chronology (e.g., past, present, future; calendar weeks)	SS S 02.4.1.a Identify concepts of time and chronology (e.g., past, present, future, months, years)	SS S 03.4.1.a Describe concepts of time and chronology (e.g., annual, biannual, decades, centuries, millennia)	SS S 04.4.1.a Apply concepts of time and chronology (e.g., annual, biannual, decades, centuries, millennia)	SS S 05.4.1.a Describe concepts of time and chronology (e.g., BC, BCE, AD, CE and eras)	SS M 06.4.1.a (WLD) Describe concepts of time and chronology (e.g., Historical Eras such as A.D./B.C., Prehistory/History, Old Stone Age/New Stone Age; Foundations of Early Civilizations; Development of Religions; Early Trade Routes)
	SS S 00.4.1.b Read dates on a calendar	SS S 01.4.1.b Read dates on a calendar. (e.g., fourth day of week, number of Fridays in a month, etc.)	SS S 02.4.1.b Identify calendar time in years	SS S 03.4.1.b Identify calendar time in years, decades, centuries, and millennia	SS S 04.4.1.b Differentiate amongst years, decades, centuries, and millennia			

Chronological Thinking	SS M P4.4.1.b Demonstrates understanding that people and things change over time by naming personal events	SS S 00.4.1.c List personal events over time; (e.g., daily schedule, timelines)	SS S 01.4.1.c List and describe life events over time; (e.g., weekly, monthly, yearly, seasonal happenings utilizing a graphic organizer)	SS S 02.4.1.c List and describe neighborhood events over time (e.g., weekly, monthly, yearly, seasonal happenings utilizing a graphic organizer)	SS S 03.4.1.c List and describe community events over time (e.g., weekly, monthly, yearly, seasonal happenings utilizing a graphic organizer)	SS S 04.4.1.c Select and record key state and/or regional events in chronological order (e.g., timelines)	SS S 05.4.1.b Select and record key national events in chronological order (e.g., timelines)	SS M 06.4.1.b (WLD) Classify key global events in chronological order (e.g., timelines with eras and selected key events)
		SS S 00.4.1.d Identify the chronology of personal events and their impact	SS S 01.4.1.d Identify the chronology of family events and their impact	SS S 02.4.1.d Describe how individuals, events, and ideas have changed neighborhoods, past and present (e.g., building a new school, park)	SS S 03.4.1.d Describe how individuals, events, and ideas have changed communities past and present	SS S 04.4.1.d Examine the chronology of historical events in Nebraska and their impact on the past, present, and future	SS S 05.4.1.c Examine the chronology of historical events in the United States and their impact on the past, present, and future	SS M 6.4.1.c (WLD) Examine the chronology of historical events throughout the world to analyze their impact on the past, present, and future (e.g., polytheism, city-states, agriculture, Greco-Roman civilization, monarchies)
Historical Comprehension	SS M P4.4.2 Students will identify historical people, events, ideas, and symbols.	SS S 00.4.2 Students will identify historical people, events, ideas, and symbols.	SS S 01.4.2 Students will identify historical people, events, ideas, and symbols.	SS S 02.4.2 Students will describe the development of people, events, ideas, and symbols over time.	SS S 03.4.2 Students will describe the development of people, events, ideas, and symbols over time using multiple types of sources.	SS S 04.4.2 Students will describe the relationships among people, events, ideas, and symbols over time using multiple types of sources.	SS S 05.4.2 Students will demonstrate an understanding of the impact of people, events, ideas, and symbols, upon us history using multiple types of sources.	SS M 06.4.2 (WLD) Students will analyze the impact of people, events, ideas, and symbols upon world history using multiple types of sources.

Historical Comprehension	<p>SS M P4.4.2.a Identify the contributions of historical people and the impact of symbols, including various cultures and ethnic groups (e.g., George Washington, American flag, picture and name of current president, participate in reciting Pledge of Allegiance, associate flag with US, participate in activities to explore state and federal holidays)</p>	<p>SS S 00.4.2.a Identify the contributions of historical people and the impact of symbols, including various cultures and ethnic groups (e.g., George Washington, American flag, picture and name of current president)</p>	<p>SS S 01.4.2.a Identify the contributions of historical people and the impact of symbols, including various cultures and ethnic groups (e.g., Abraham Lincoln, Martin Luther King, Jr., Standing Bear, American Bald Eagle, Statue of Liberty)</p>	<p>SS S 02.4.2.a Describe historical people, events, ideas, and symbols, including various cultures and ethnic groups (e.g., Native Americans, colonists, local cultural figures, Uncle Sam, patriotism, the White House, Independence Day)</p>	<p>SS S 03.4.2.a Describe the role of historical people, events, ideas, and symbols, including various cultures and ethnic groups (e.g., local cultural figures, landmarks, celebrations, and cultural events)</p>	<p>SS S 04.4.2.a Describe and explain the relationships among historical people, events, ideas, and symbols, including various cultures and ethnic groups, in Nebraska by era (e.g., Native Americans on the Plains: Pawnee, Omaha, Lakota, Ponca; Explorers: Lewis and Clark, Hiram Scott, Stephen Long, John C. Fremont; Traders: Manuel Lisa, James Bordeaux; Missionaries: Moses Merrill, Father DeSmet; Westward Expansion: John Brown, Daniel Freeman, Arbor Day, J. Sterling Morton; Statehood: Standing Bear, William Jennings Bryan; 20th Century Nebraska: Mildred Brown, Willa Cather, Father Flanagan, George Norris; The Dust Bowl, state symbols)</p>	<p>SS S 05.4.2.a Demonstrate an understanding of the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, by era (e.g., Early America/Exploration: American Indian empires in Mesoamerica, the Southwest, and the Mississippi Valley, Coronado, DeSoto, LaSalle; Colonization and Rise of Democratic Institutions: Spanish Missions, French and Indian War: Chief Pontiac; Establishing a Nation: Revolutionary War; Founders and Founding Documents: unique nature of the creation and organization of the American Government, the United States as an exceptional nation based upon personal freedom, the inherent nature of citizens' rights, and democratic ideals, Benjamin Franklin, Thomas Jefferson, other historical figures, patriotism, national symbols)</p>	<p>SS M 06.4.2.a (WLD) Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history throughout the world by era (e.g., Early Societies and Civilizations: culture prior to urbanization, River Valley Civilizations and the development of agriculture, Sub-Saharan African Civilizations, Mesoamerica, Gupta Empire; Ancient and Classical Empires and Major Religions: Chinese and Japanese Dynasties, Greco-Roman Empires, Hinduism, Taoism, Buddhism, Judaism, Christianity, Islam; Silk Road)</p>
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Historical Comprehension	<p>SS M P4.4.2.b Differentiate between stories from the present and the past and identify relevant features that provide those clues through photos/illustrations and spoken text</p>	<p>SS S 00.4.2.b Differentiate between stories from the present and the past</p>	<p>SS S 01.4.2.b Describe how objects including books, letters, and other artifacts help us to understand the past</p> <p>SS M 01.4.2.b Use photographs, letters, artifacts, and books to clarify what is known and what is unknown</p>	<p>SS S 02.4.2.b Describe how their neighborhood has changed over the course of time using maps and other artifacts</p> <p>SS M 02.4.2.b Use historical artifacts, photographs, biographies, maps, diaries and folklore to answer questions about daily life in the past</p>	<p>SS S 03.4.2.b Describe how their community has changed over the course of time using maps and other artifacts</p> <p>SS M 03.4.2.b Identify and describe examples of how science and technology have changed the daily lives of people in the community</p>	<p>SS S 04.4.2.b Describe how Nebraska and the Great Plains Region have changed over the course of time using maps, documents, and other artifacts (e.g., impact of Civil War/Reconstruction, growth/development of cattle and agricultural industries, railroads, effects upon American Indian life, loss of buffalo)</p> <p>SS M 04.4.2.b Identify and describe examples of how science and technology have changed the daily lives of people in the state and compare forms of communication and transportation from the past and present</p>	<p>SS S 05.4.2.b Describe how the United States and its neighbors in the Western Hemisphere have changed over the course of time using maps, documents, and other artifacts</p> <p>SS M 05.4.2.b Identify and describe examples of how science and technology impacted the changes in the U.S. and compare forms of communication and transportation from the past and present</p>	<p>SS M 06.4.2.b (WLD) Analyze how global civilizations have changed over the course of time, using maps, documents, and other artifacts</p>
					<p>SS S 03.4.2.c Describe primary and secondary sources</p>	<p>SS S 04.4.2.c Differentiate between primary and secondary sources</p>	<p>SS S 05.4.2.c Describe the appropriate uses of primary and secondary sources</p>	<p>SS M 06.4.2.c (WLD) Analyze the appropriate uses of primary and secondary sources</p>

	SS M P4.4.3 Students will recognize different perspectives of events.	SS S 00.4.3 Students will recognize different perspectives of events.	SS S 01.4.3 Students will identify multiple perspectives of events.	SS S 02.4.3 Students will identify multiple perspectives of events.	SS S 03.4.3 Students will describe multiple perspectives of events.	SS S 04.4.3 Students will describe and explain multiple perspectives of historical events.	SS S 05.4.3 Students will describe and explain multiple perspectives of historical events.	SS M 06.4.3 (WLD) Students will analyze and interpret historical and current events from multiple perspectives.
Multiple Perspectives	SS M P4.4.3.a Understand that two people can tell a story about the same event and share different details (e.g., Events that occurred on the playground)	SS S 00.4.3.a Understand that two people can tell a story about the same event and share different details (e.g., Events that occurred on the playground)	SS S 01.4.3.a Use more than one source to gather details about the same event (e.g., holiday celebrations)	SS S 02.4.3.a Use more than one source to gather details about the same event (e.g., school/neighborhood events)	SS S 03.4.3.a Compare and contrast how various sources relate their perspective of history (e.g., community events)	SS S 04.4.3.a Distinguish how various sources relate their perspectives of Nebraska history (e.g., The death of Crazy Horse)	SS S 05.4.3.a Describe how multiple perspectives facilitate the understanding of the full story of US history (e.g., The events surrounding the Boston Massacre, Indian Removal)	SS M 06.4.3.a (WLD) Analyze and interpret how multiple perspectives facilitate the understanding of the full story of world history (e.g., Chinese Foot Binding, Caste System, Alexander the Great, Religious Persecution, Islamic Expansion, Development of Law, Slavery, Julius Caesar)
						SS S 04.4.3.b Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., The Homestead Act, Oregon Trail diaries, military journal of Ponca Removal)	SS S 05.4.3.b Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., Court records of the Boston Massacre, The Declaration of Independence, The Constitution, historical biographies, oral histories)	SS M 06.4.3.b (WLD) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., Confucius Analects, Code of Hammurabi, slavery, Mandate of Heaven, images and videos - Terracotta Soldiers, Untouchables, foot binding)

Historical Research Skills	SS M P4.4.4 Students will recognize past and current events, issues, and problems.	SS S 00.4.4 Students will recognize past and current events, issues, and problems.	SS S 01.4.4 Students will identify past and current events, issues, and problems.	SS S 02.4.4 Students will identify past and current events, issues, and problems.	SS S 03.4.4 Students will identify past and current events, issues, and problems.	SS S 04.4.4 Students will analyze past and current events, issues, and problems.	SS S 05.4.4 Students will analyze past and current events, issues, and problems.	SS M 06.4.4 (WLD) Students will identify causes of past and current events, issues, and problems.
					SS S 03.4.4.a Examine sources on community history through determination of credibility, contextualization, and corroboration	SS S 04.4.4.a Analyze sources on Nebraska History through determination of credibility, contextualization, and corroboration	SS S 05.4.4.a Analyze sources on Early American History through determination of credibility, contextualization, and corroboration	SS M 06.4.4.a (WLD) Analyze sources on Early World History through determination of credibility, contextualization, and corroboration (e.g., Winners and the writers of history, myth vs. reality, oral traditions)
					SS S 03.4.4.b Describe alternative courses of action in community history (e.g., <i>How are transportation routes determined?</i>)	SS S 04.4.4.b Explain alternative courses of action in Nebraska history (e.g., <i>Why are cities chosen as state capitals/county seats? How are county borders determined?</i>)	SS S 05.4.4.b Examine alternative courses of action in United States history (e.g., <i>What were the causes of the American Revolution?</i>)	SS M 06.4.4.b (WLD) Evaluate alternative courses of action in world history (e.g., Battle of Thermopylae, Alexander the Great, Founding & Spread of Islam, Outcomes of the Crusades)
	SS M P4.4.4.a Describe how people's actions affect others (e.g., <i>Why must we take turns?</i>)	SS S 00.4.4.a Describe how people's actions affect others (e.g., <i>Why must we take turns?</i>)	SS S 01.4.4.a Describe how people's actions affect others (e.g., <i>Why did our family move here?</i>)	SS S 02.4.4.a Identify how decisions affected events in the neighborhood (e.g., <i>Why was a park built in a particular spot?</i>)	SS S 03.4.4.c Describe how decisions affected events in the community (e.g., election of local officials; zoning laws)	SS S 04.4.4.c Describe how decisions affected events in Nebraska (e.g., Laws passed by the Unicameral)	SS S 05.4.4.c Identify how decisions affected events in the United States (e.g., secession of the American Colonies from Britain)	SS M 06.4.4.c (WLD) Analyze how decisions affected events across the globe (e.g., migrations, declarations of war, treaties, alliances)

Historical Research Skills					SS S 03.4.4.d Describe the cause and effect relationships among key events in history (e.g., founding of the community, settlement of the area)	SS S 04.4.4.d Describe the cause and effect relationships among key events in history (e.g. Kansas-Nebraska Act, Statehood Day, Homestead Act, Ponca Trail of Tears)	SS S 05.4.4.d Describe the cause and effect relationships among key events in history (e.g., Revolutionary War, founding of the United States)	SS M 06.4.4.d (WLD) Identify and analyze multiple causes and effects upon key events in world history (e.g. Fall of Roman Empire, Peloponnesian War, Unification of China)
			SS M 01.4.4.b Describe the relationships among personal and historical events (i.e., current events)	SS S 02.4.4.b Describe the relationships among personal and historical events (i.e., current events)	SS S 03.4.4.e Describe the relationships among historical events in the students' community and the students' lives today (i.e., current events)	SS S 04.4.4.e Describe the relationships among historical events in Nebraska and the students' lives today (i.e., current events)	SS S 05.4.4.e Describe the relationships among historical events in the United States and the students' lives today (i.e., current events)	SS M 06.4.4.e (WLD) Analyze the relationships among historical events across the globe and the students' lives today (i.e., current events, compare & contrast historical and modern traditions)
	SS M P4.4.5 Students will develop historical research skills.	SS S 00.4.5 Students will develop historical research skills.	SS S 01.4.5 Students will develop historical research skills.	SS S 02.4.5 Students will develop historical research skills.	SS S 03.4.5 Students will develop historical research skills.	SS S 04.4.5 Students will develop historical research skills.	SS S 05.4.5 Students will develop historical research skills.	SS M 06.4.5 Students will develop historical research skills.
	SS M P4.4.5.a Develop questions about their personal history	SS S 00.4.5.a Develop questions about their personal history	SS S 01.4.5.a Develop questions about their family history	SS S 02.4.5.a Develop questions about their neighborhood history	SS S 03.4.5.a Develop questions about their community history	SS S 04.4.5.a Develop questions about Nebraska history	SS S 05.4.5.a Develop questions about United States history	SS M 06.4.5.a (WLD) Develop questions about world history
	SS M P4.4.5.b Identify and cite appropriate sources for researching their personal history (e.g., "My grandma gave me this picture.")	SS S 00.4.5.b Identify and cite appropriate sources for researching their personal history (e.g., "My grandma gave me this picture.")	SS S 01.4.5.b Identify and cite appropriate sources for research (e.g., identifying the title and author of the book from which they took information)	SS S 02.4.5.b Identify, obtain, and cite appropriate sources for research (e.g., identifying titles and authors of books from which they took information)	SS S 03.4.5.b Identify, obtain, and cite appropriate sources for research about the local community (e.g., identifying the resources from which they took information)	SS S 04.4.5.b Identify, obtain, and cite appropriate sources for research about Nebraska, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format)	SS S 05.4.5.b Identify, obtain, and cite appropriate sources for research about Early U.S. History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format)	SS M 06.4.5.b (WLD) Obtain, analyze and cite appropriate sources for research about Early World History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format)

Historical Research Skills	SS M P4.4.5.c Gather historical information about their lives (e.g., have a conversation with a family member)	SS S 00.4.5.c Gather historical information about their lives (e.g., have a conversation with a family member)	SS S 01.4.5.c Gather historical information about their family (e.g., have a conversation with a family member)	SS S 02.4.5.c Gather historical information about their neighborhood (e.g., ask questions of a guest speaker in the classroom)	SS S 03.4.5.c Gather historical information about their community (e.g., interview a community member, find community resources) SS M 03.4.5.c Gather historical information about their community from a variety of sources; (take notes to determine relevant information to share)	SS S 04.4.5.c Gather historical information about Nebraska (e.g., document archives, newspapers, interviews) SS M 04.4.5.c Gather historical information about Nebraska from a variety of source, (take notes, and categorize information to share)	SS S 05.4.5.c Gather historical information about the United States (e.g., document archives, newspapers, interviews) SS M 05.4.5.c Gather historical information about the United States from a variety of sources; (take notes and categorize information to determine relevant information to share)	SS M 06.4.5.c (WLD) Gather historical information about other nations (e.g., document archives, artifacts, newspapers, interviews)
	SS M P4.4.5.d Present historical information about their lives (e.g., pictures, posters, and oral narratives)	SS S 00.4.5.d Present historical information about their lives (e.g., pictures, posters, and oral narratives)	SS S 01.4.5.d Present historical information about their family (e.g., pictures, posters, oral/written narratives)	SS S 02.4.5.d Present historical information about their neighborhood (e.g., pictures, posters, and oral/written narratives)	SS S 03.4.5.d Present historical information about their community (e.g., pictures, posters, oral/written narratives, and electronic presentations)	SS S 04.4.5.d Present historical information about Nebraska (e.g., pictures, posters, oral/written narratives, and electronic presentations)	SS S 05.4.5.d Present historical information about the United States (e.g., pictures, posters, oral/written narratives, and electronic presentations)	SS M 06.4.5.d (WLD) Present an analysis of historical information about the world (e.g., pictures, posters, oral/written narratives, and electronic presentation)
Writing	LA M P4.2.2 Students will write for a variety of purposes and audiences in multiple genres c. narrative (e.g., write a story about you or your family)	LA S 00.2.2 Students will write for a variety of purposes and audiences in multiple genres. a. persuasive b. descriptive c. narrative	LA S 01.2.2 Students will write for a variety of purposes and audiences in multiple genres. a. persuasive b. descriptive c. narrative	LA S 02.2.2 Students will write for a variety of purposes and audiences in multiple genres. a. persuasive b. descriptive c. narrative	LA 03.2.2 Students will write for a variety of purposes and audiences in multiple genres. a. persuasive b. descriptive c. narrative	LA S 04.2.2 Students will write for a variety of purposes and audiences in multiple genres a. persuasive b. descriptive c. narrative	LA S 05.2.2 Students will write for a variety of purposes and audiences in multiple genres a. persuasive b. descriptive c. narrative	LA S 06.2.2 Students will write for a variety of purposes and audiences in multiple genres.
Speaking	LA M P4.3.1 Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations	LA S 00.3.1 Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations	LA S 01.3.1 Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations	LA S 02.3.1 Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations	LA S 03.3.1 Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations	LA S 04.3.1 Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations	LA S 05.3.1 Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations	LA S 06.3.1 Students will develop and apply speaking skills to communicate key ideas in a variety of situations.

Listening	LA M P4.3.2 Students will develop and demonstrate active listening skills across a variety of situations	LA S 00.3.2 Students will develop and demonstrate active listening skills across a variety of situations	LA S 01.3.2 Students will develop and demonstrate active listening skills across a variety of situations	LA S 02.3.2 Students will develop and demonstrate active listening skills across a variety of situations	LA S 03.3.2 Students will develop and demonstrate active listening skills across a variety of situations	LA S 04.3.2 Students will develop and demonstrate active listening skills across a variety of situations	LA S 05.3.2 Students will develop and demonstrate active listening skills across a variety of situations	LA M 06.3.2 Students will develop, and demonstrate active listening skills across a variety of situations.
Reciprocal Communication	LA M P4.3.3 Students will develop reciprocal communication skills.	LA S 00.3.3 Students will develop reciprocal communication skills.	LA S 01.3.3 Students will develop reciprocal communication skills.	LA S 02.3.3 Students will develop reciprocal communication skills.	LA S 03.3.3 Students will develop and apply reciprocal communication skills.	LA S 04.3.3 Students will develop and apply reciprocal communication skills.	LA S 05.3.3 Students will develop and apply reciprocal communication skills.	LA S 06.3.3 Students will develop, apply, and adapt reciprocal communication skills.
Vocabulary	LA M P4.1.5 Students will build literary, general academic, and content vocabulary.	LA S 00.1.5 Students will build literary, general academic, and content specific grade level vocabulary.	LA S 01.1.5 Students will build literary, general academic, and content specific grade level vocabulary.	LA S 02.1.5 Students will build literary, general academic, and content specific grade level vocabulary.	LA S 03.1.5 Students will build literary, general academic, and content specific grade level vocabulary.	LA S 04.1.5 Students will build literary, general academic, and content specific grade level vocabulary.	LA S 05.1.5 Students will build literary, general academic, and content specific grade level vocabulary.	LA S 06.1.5 Students will build literary, general academic, and content specific grade level vocabulary.
Comprehension	LA M P4.1.6 Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text	LA S 00.1.6 Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text	LA S 01.1.6 Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text	LA S 02.1.6 Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text	LA S 03.1.6 Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text	LA S 04.1.6 Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text	LA S 05.1.6 Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text	LA S 06.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

K-12 Comprehensive Standard: Civics Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.								
Concepts	Grade Level Standards							
	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
	(United States)	(United States/World)	(United States/World)	(United States/World)	(United States/World)	(United States/World)	(United States/World)	(United States/World)
Forms and Functions of Government	SS 05.1.1 Students will describe the foundation, structure, and function of the United States government.	SS M 06.1.1 Students will summarize the foundation, structure, and function of the Ancient governments.	SS M 7.1.1 Students will summarize the foundation, structure, and function of the United States government.	SS S 8.1.1 Students will summarize the foundation, structure, and function of the United States government.	SS M 09.1.1 Students will analyze and evaluate the foundation, structures, and functions of the United States government as well as local, state, and international governments.	SS M 10.1.1 Students will analyze and evaluate the foundation, structures, and functions of the United States government as well as local, state, and international governments.	SS M 11.1.1 Students will analyze and evaluate the foundation, structures, and functions of the United States government as well as local, state, and international governments.	SS S 12.1.1 Students will analyze and evaluate the foundation, structures, and functions of the United States government as well as local, state, and international governments.
	SS S 05.1.1.a Explain the historical foundation that led to the formation of the United States constitutional government (e.g., early state constitutions, Declaration of Independence and the Articles of Confederation)	SS M 06.1.1.a Identify and describe different forms of government via the study of early and current civilizations (e.g., tribal, monarchy, democracy, republic, theocracy, and oligarchy)	SS M 7.1.1.a Identify and describe different forms of government via the study of early and current civilizations (e.g., tribal, monarchy, democracy, republic, theocracy, and oligarchy)	SS S 8.1.1.a Identify and describe different forms of government via the study of early and current civilizations (e.g., tribal, monarchy, democracy, republic, theocracy, and oligarchy)		SS M 10.1.1.a Summarize the historical foundation that influenced the creation of the United States Constitution (e.g., philosophers, social contract theory, natural rights, Constitutional Convention, Federalist, and Anti-Federalist Papers)	SS S 11.1.1.a Summarize the historical foundation that influenced the creation of the United States Constitution (e.g., philosophers, social contract theory, natural rights, Constitutional Convention, Federalist, and Anti-Federalist Papers)	SS S 12.1.1.a Summarize the historical foundation that influenced the creation of the United States Constitution (e.g., philosophers, social contract theory, natural rights, Constitutional Convention, Federalist, and Anti-Federalist Papers) (Grades 10, 11, or 12)

Forms and Function of Government	<p>SS S 05.1.1.b Explain the origins, structure, and functions of the three branches of the United States government</p>	<p>SS M 06.1.1.b Describe the structure and roles of government</p>	<p>SS M 07.1.1.b Describe the structure and roles of government</p>	<p>SS S 08.1.1.b Describe the structure and roles of government</p>	<p>SS M 09.1.1.b Identify the structure of American constitutional government (e.g., federalism, democracy, representative government, branches of the government, separation of powers, checks and balances, amendment process, concurrent/enum erated/implied powers, electoral college) (World Geography)</p>		<p>SS M 11.1.1.b Analyze and evaluate the structure of American constitutional government (e.g., federalism, democracy, representative government, branches of the government, separation of powers, checks and balances, amendment process, concurrent/enum erated/implied powers, electoral college)</p>	<p>SS S 12.1.1.b Analyze and evaluate the structure of American constitutional government (e.g., federalism, democracy, representative government, branches of the government, separation of powers, checks and balances, amendment process, concurrent/enum erated/implied powers, electoral college) (Grades 11 or 12)</p>
	<p>SS S 05.1.1.c Describe how colonial and new states' governments laws affected groups within their population (e.g., citizens, slaves, immigrants, women, class systems, tribes)</p>	<p>SS M 06.1.1.c Identify the development of written laws and other documents (e.g., Hammurabi's Code, Magna Carta, Declaration of Independence, United States Constitution, Preamble and Bill of Rights)</p>	<p>SS M 07.1.1.c Identify the development of written laws and other documents (e.g., Hammurabi's Code, Magna Carta, Declaration of Independence, United States Constitution, Preamble and Bill of Rights)</p>	<p>SS S 08.1.1.c Identify the development of written laws and other documents (e.g., Hammurabi's Code, Magna Carta, Declaration of Independence, United States Constitution, Preamble and Bill of Rights)</p>			<p>SS M 11.1.1.c Analyze and evaluate the functions of United States government (e.g., national security, legislative law-making, executive implementation, judicial interpretation, constitutionalism, taxation, naturalization of citizens)</p>	<p>SS S 12.1.1.c Analyze and evaluate the functions of United States government (e.g., national security, legislative law-making, executive implementation, judicial interpretation, constitutionalism, taxation, naturalization of citizens) (Grades 11 or 12)</p>

Forms and Function of Government	<p>SS S 05.1.1.d Describe how the decisions of the national government affect local and state government</p>	<p>SS M 06.1.1.d Explain how the choices of early leaders impacted various government decisions, impact people, places, and history</p>		<p>SS S 08.1.1.d Explain how various government decisions impact people, places, and history (Grades 6, 8)</p>			<p>SS M 11.1.1.d Analyze and evaluate the foundation, structures, and functions of local government (e.g., city council, school board, county government, regional boards)</p>	<p>SS S 12.1.1.d Analyze and evaluate the foundation, structures, and functions of local government (e.g., city council, school board, county government, regional boards) (Grades 11 or 12)</p>
	<p>SS S 05.1.1.e Identify the principles of the American Republic (e.g., liberty, democracy, United States Constitution, Bill of Rights)</p>	<p>SS M 06.1.1.e Describe important government beliefs</p>	<p>SS M 07.1.1.e Describe important government principles</p>	<p>SS S 08.1.1.e Describe important government principles(e.g., freedom, democracy, equality, rule of law, popular sovereignty, justice)</p>			<p>SS S 11.1.1.e Analyze and evaluate the foundation, structures, and functions of state government (e.g., bicameral/unicameral, reapportionment/redistricting, branches of government)</p>	<p>SS S 12.1.1.e Analyze and evaluate the foundation, structures, and functions of state government (e.g., bicameral/unicameral, reapportionment/redistricting, branches of government) (Grades 11 or 12)</p>
	<p>SS S 05.1.1.f Compare and contrast tribal forms of government, British monarchy, and early American colonial governments</p>	<p>SS M 06.1.1.f Compare and contrast different forms of early governments.</p>		<p>SS S 08.1.1.f Describe the history of political parties in the United States (Grade 6, 8)</p>	<p>SS M 09.1.1.f Identify, compare and contrast the foundation, structures, and functions of supranational organizations (e.g., United Nations, NATO, European Union, treaties, trade organizations) (World Geography)</p>		<p>SS M 11.1.1.f Analyze and evaluate the foundation, structures, and functions of supranational organizations (e.g., United Nations, NATO, European Union, treaties, trade organizations)</p>	<p>SS S 12.1.1.f Analyze and evaluate the foundation, structures, and functions of supranational organizations (e.g., United Nations, NATO, European Union, treaties, trade organizations) (Grades 11 or 12)</p>

Forms and Function of Government		SS M 06.1.1.g Compare civic life in the United States with ancient governments	SS M 07.1.1.g Compare civic life in the United States with other countries (e.g. England, China, Nigeria, India, Honduras)	SS S 08.1.1.g Compare civic life in the United States with other countries (e.g. England, China, Nigeria, India, Honduras) (Grades 6,7)			SS M 11.1.1.g Analyze and evaluate roles that political parties have played in the United States	SS S 12.1.1.g Analyze and evaluate the roles that political parties have played in the United States (Grades 11 or 12)
		SS M 06.1.1.h Explain the ways in which governments meet the needs of citizens and keeps people safe	SS M 07.1.1.h Explain the ways in which governments meet the needs of citizens, manage conflict, and establish order and security	SS S 08.1.1.h Explain the ways in which governments meet the needs of citizens, manage conflict, and establish order and security	SS M 09.1.1.h Outline and summarize United States foreign policy issues (e.g. methods, approaches, events) (World Geography)		SS M 11.1.1.h Analyze and evaluate United States foreign policy issues (e.g. methods, approaches, events)	SS S 12.1.1.h Analyze and evaluate United States foreign policy issues (e.g. methods, approaches, events) (Grades 11 or 12)
Civic Participation	SS S 05.1.2 Students will apply democratic principles that are the foundation of the United States government systems to daily life.	SS M 06.1.2 Students will describe the roles, responsibilities, and rights as local, state, national, and international citizens and participate in civic service.	SS M 07.1.2 Students will describe the roles, responsibilities, and rights as local, state, national, and international citizens and participate in civic service.	SS S 08.1.2 Students will describe the roles, responsibilities, and rights as local, state, national, and international citizens and participate in civic service.	SS M 09.1.2 Students will address local, state, national or international issues and policies through meaningful civic participation.	SS M 10.1.2 Students will address local, state, national or international issues and policies through meaningful civic participation.	SS M 11.1.2 Students will address local, state, national or international issues and policies through meaningful civic participation.	SS S 12.1.2 Students will address local, state, national or international issues and policies through meaningful civic participation.
	SS S 05.1.2. a Explain the constitutional rights and civic responsibilities of U.S. citizens (e.g., freedom of speech, voting, staying informed of issues, respecting the rights, opinions, and beliefs of others, joining a civic group)	SS M 06.1.2.a Describe ways individuals participate in an ancient government.	SS M 07.1.2.a Describe ways individuals participate in the global political process.	SS S 08.1.2. a Describe ways individuals participate in the political process (e.g., registering and voting, contacting government officials, campaign involvement)			SS M 11.1.2.a Evaluate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy (e.g., lobbying, voting, contacting government officials, petitioning)	SS S 12.1.2.a Evaluate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy (e.g., lobbying, voting, contacting government officials, petitioning) (Grades 11 or 12)

Civic Participation	<p>SS S 05.1.2.b Describe the significance of patriotic symbols, songs and activities (e.g., Pledge of Allegiance, "The Star Spangled Banner", "America", commemorating state and national holidays)</p>			<p>SS S 08.1.2. b Describe the significance of patriotic symbols, songs and activities (e.g., Pledge of Allegiance, "The Star Spangled Banner", celebration of Memorial Day, Independence Day, Veteran's Day, Martin Luther King, Jr. Day, American Indian Day, Constitution Day) <i>(Required State Observations varies by schools.) (Grade 8)</i></p>	<p>SS M 09.1.2.b Analyze the significance and benefits of patriotic symbols, songs, holidays, and activities (e.g. Pledge of Allegiance, "The Star Spangled Banner", "America", Veteran's Day, Martin Luther King, Jr. Day, American Indian Day, Constitution Day) <i>(World Geography)</i></p>		<p>SS M 11.1.2.b Analyze the significance and benefits of patriotic symbols, songs, holidays, and activities (e.g. Pledge of Allegiance, "The Star Spangled Banner", "America", Veteran's Day, Martin Luther King, Jr. Day, American Indian Day, Constitution Day)</p>	<p>SS S 12.1.2.b Analyze the significance and benefits of patriotic symbols, songs, holidays, and activities (e.g. Pledge of Allegiance, "The Star Spangled Banner", "America", Veteran's Day, Martin Luther King, Jr. Day, American Indian Day, Constitution Day) <i>(Grades 11 or 12)</i></p>
	<p>SS S 05.1.2.c Give examples of group and individual actions that illustrate civic ideas in the founding of the United States (e.g., freedom, rule of law, equality, civility, cooperation, respect)</p>	<p>SS M 06.1.2c Demonstrate civic engagement (e.g., service learning projects, volunteerism) NE CCR.3.c Civic Responsibility and Service</p>	<p>SS M 7.1.2c Demonstrate civic engagement (e.g., service learning projects, volunteerism) NE CCR.3.c Civic Responsibility and Service</p>	<p>SS S 8.1.2c Demonstrate civic engagement (e.g., service learning projects, volunteerism) SS S 8.1.2c Demonstrate civic engagement through a culminating activity. (e.g., service learning projects, volunteerism) NE CCR.3.c Civic Responsibility and Service</p>	<p>SS M 09.1.2. c Engage in civic activities (e.g., discussing current issues, advocating for personal rights and the rights of others, influencing governmental actions, participating in civil discourse, registering for selective service, participating in community improvement activities, service learning) NE CCR.3.c Civic Responsibility and Service</p>	<p>SS M 10.1.2. c Engage in civic activities (e.g., discussing current issues, advocating for personal rights and the rights of others, influencing governmental actions, participating in civil discourse, registering for selective service, participating in community improvement activities, service learning) NE CCR.3.c Civic Responsibility and Service</p>	<p>SS M 11.1.2. c Engage in civic activities through a culminating activity (e.g., discussing current issues, advocating for personal rights and the rights of others, influencing governmental actions, participating in civil discourse, registering for selective service, participating in community improvement activities, service learning) NE CCR.3.c Civic Responsibility and Service</p>	<p>SS S 12.1.2.c Engage in civic activities (e.g., discussing current issues, advocating for personal rights and the rights of others, influencing governmental actions, participating in civil discourse, registering for selective service, participating in community improvement activities, service learning) NE CCR.3.c Civic Responsibility and Service</p>

Civic Participation								<p>SS M 12.1.2. c Engage in civic activities through a culminating activity (e.g., discussing current issues, advocating for personal rights and the rights of others, influencing governmental actions, participating in civil discourse, registering for selective service, participating in community improvement activities, service learning) NE CCR.3.c Civic Responsibility and Service (Grades 11 or 12)</p>
	<p>SS S 05.1.2.d Analyze how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States</p>	<p>SS M 06.1.2.d Evaluate how cooperation and conflict among people have contributed to political, economic, and social events and situations in Ancient civilizations</p>		<p>SS S 08.1.2.d Evaluate how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States (Grade 6, 8)</p>			<p>SS M 11.1.2.d Analyze an issue and determine which level of government is most appropriate to utilize in addressing the issue</p>	<p>SS S 12.1.2.d Analyze an issue and determine which level of government is most appropriate to utilize in addressing the issue (Grades 11 or 12)</p>

Civic Participation	<p>SS S 05.1.2.e Identify the roles and influences of individuals, groups, and the media on governments (e.g., George Washington, John Adams, Thomas Jefferson, Benjamin Franklin)</p>	<p>SS M 06.1.2.e Discuss the effects individuals and groups had in shaping ancient governments.</p>		<p>SS S 08.1.2.e Identify the roles and influences of individuals, groups, and the media on governments (e.g., Seneca Falls Convention, Underground Railroad, Horace Greeley, Harriet Beecher Stowe, Jane Addams, Muckrackers, Booker T. Washington) (Grades 6, 8)</p>			<p>SS M 11.1.2.e Describe the roles and influences of individuals, groups, and the media as checks on governmental practices (e.g., interest groups, political action committees, lobbyists, public opinion polls)</p>	<p>SS S 12.1.2.e Describe the roles and influences of individuals, groups, and the media as checks on governmental practices (e.g., interest groups, political action committees, lobbyists, public opinion polls) (Grades 11 or 12)</p>
					<p>SS S 09.1.2.f Critique various media sources for accuracy and perspective NE CCR.4.a perceptiveness NE CCR.5.a-c Uses Critical Thinking (World Geography)</p>	<p>SS S 10.1.2.f Critique various media sources for accuracy and perspective NE CCR.4.a perceptiveness NE CCR.5.a-c Uses Critical Thinking</p>	<p>SS M 12.1.2.f Critique various media sources for accuracy and perspective NE CCR.4.a perceptiveness NE CCR.5.a-c Uses Critical Thinking</p>	<p>SS S 12.1.2.f Critique various media sources for accuracy and perspective NE CCR.4.a Perceptiveness NE CCR.5.a-c Uses Critical Thinking (Grades 10, 11 or 12)</p>
Writing	<p>LA S 05.2.2 Writing Genres: Write for a variety of purposes and audiences in multiple genres. a. persuasive b. descriptive c. narrative</p>	<p>LA S 06.2.2 Students will write for a variety of purposes and audiences in multiple genres.</p>	<p>LA S 07.2.2 Students will write for a variety of purposes and audiences in multiple genres.</p>	<p>LA S 08.2.2 Students will write for a variety of purposes and audiences in multiple genres.</p>	<p>LA M 09.2.2 Students will demonstrate knowledge of components specific to the structures of a definition, compare / contrast, descriptive, argumentative, and persuasive essay.</p>	<p>LA M 10.2.2 Students will demonstrate knowledge of components specific to the structures of problem-solution, definition, cause and effect, analysis, and synthesis.</p>	<p>LA M 11.2.2 Students will demonstrate knowledge of components specific to the structures of analysis, problem solution, synthesis, and personal essay.</p>	<p>LA S 12.2.2 Students will write for a variety of purposes and audiences in multiple genres. 42</p>

Speaking	LA S 05.3.1 Speaking Skills: Develop and demonstrate speaking skills to communicate key ideas in a variety of situations.	LA S 06.3.1 Students will develop and apply speaking skills to communicate key ideas in a variety of situations.	LA S 07.3.1 Students will develop and apply speaking skills to communicate key ideas in a variety of situations.	LA S 08.3.1 Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.	LA M 09.3.1 Students will develop, and refine speaking skills that convey an idea.	LA M 10.3.1 Students will develop, and refine speaking skills that convey an idea.	LA M 11.3.1 Students will develop, and refine speaking skills that convey an idea.	LA S 12.3.1 Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.
Listening	LA S 05.3.2 Listening Skills: Develop and demonstrate active listening skills across a variety of situations	LA M 06.3.2 Students will develop, and demonstrate active listening skills across a variety of situations.	LA S 07.3.2 Students will develop, apply, and refine active listening skills across a variety of situations. LA M 07.3.2 Students will develop, and demonstrate active listening skills across a variety of situations.	LA S 08.3.2 Students will develop, apply, and refine active listening skills across a variety of situations. LA M 08.3.2 Students will develop, and demonstrate active listening skills across a variety of situations.	LA M 09.3.2 Students will develop, and refine listening skills that convey an idea.	LA M 10.3.2 Students will develop, and refine listening skills that convey an idea.	LA M 11.3.2 Students will research, analyze, and communicate information.	LA S 12.3.2 Students will develop, apply, and refine active listening skills across a variety of situations. LA M 12.3.2 Students will develop and demonstrate active listening skills across a variety of situations.
Reciprocal Communication	LA S 05.3.3 Reciprocal Communication : Demonstrate reciprocal communication skills	LA S 06.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA S 07.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA S 08.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA M 09.3.3 Students will develop, and refine reciprocal communication skills that convey an idea.	LA M 10.3.3 Students will develop, and refine reciprocal communication skills that convey an idea.	LA M 11.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA S 12.3.3 Students will develop, apply, and adapt reciprocal communication skills.
Comprehension	LA M 05.1.6 Comprehension : Extract and construct meaning using narrative and informational text	LA S 06.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	LA S 06.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	LA S 08.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	LA M 09.1.6 Students will extract meaning using prior knowledge and apply strategies to self monitor comprehension before, during and after reading.	LA M 10.1.6 Students will extract meaning using prior knowledge and apply strategies to self monitor comprehension before, during and after reading.	LA M 11.1.6 Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level or above text.	LA S 12.1.6 Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

<p>Vocabulary</p>	<p>LA S 05.1.5 Students will build literary, general academic, and content specific grade level vocabulary.</p>	<p>LA S 06.1.5 Students will build literary, general academic, and content specific grade level vocabulary.</p>	<p>LA S 07.1.5 Students will build literary, general academic, and content specific grade level vocabulary.</p>	<p>LA S 08.1.5 Students will build literary, general academic, and content specific grade level vocabulary.</p>	<p>LA M 09.1.5 Students will build literary, general academic, and content specific vocabulary.</p>	<p>LA M 10.1.5 Students will independently use structural analysis to determine word meanings and relationships.</p>	<p>LA M 11.1.5 Students will build literary, general academic, and content specific vocabulary.</p>	<p>LA S 12.1.5 Students will build literary, general academic, and content specific grade level vocabulary.</p>
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K-12 Comprehensive Standard: Economics Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.								
Concept	Grade Level Standards							
Markets	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
	SS S 05.2.1 Students will analyze various markets where buyers and sellers exchange goods or services.	SS M 06.2.1 Students will explain the interdependence of producers and consumers in a market economy.	SS M 7.2.1 Students will explain the interdependence of producers and consumers in a market economy.	SS S 8.2.1 Students will explain the interdependence of producers and consumers in a market economy.	SS M 09.2.1 Students will assess how market forces guide the owners of land, labor, and capital and determine the allocation of wealth in the economy.	SS M 10.2.1 Students will assess how market forces guide the owners of land, labor, and capital and determine the allocation of wealth in the economy.	SS M 11.2.1 Students will assess how market forces guide the owners of land, labor, and capital and determine the allocation of wealth in the economy.	SS S 12.2.1 Students will assess how market forces guide the owners of land, labor, and capital and determine the allocation of wealth in the economy.
	SS S 05.2.1.a Describe how competition among sellers results in lower costs and prices, higher product quality, and better customer service	SS M 06.2.1.a Understand the relationship between consumers and producers in a market economy (e.g., farming & trade, silk road, social divisions)	SS M 7.2.1.a Understand the relationship between consumers and producers in a market economy (e.g., specialization and trade)	SS S 8.2.1.a Understand the relationship between consumers and producers in a market economy (e.g., circular flow)	SS M 09.2.1.a Explain how the factors of production are bought and sold in the market	SS M 10.2.1.a Explain how the factors of production are bought and sold in the market (e.g. slave markets, souks, bazaars, Industrial Revolution, trade)	SS M 11.2.1.a Explain how the factors of production are bought and sold in the market	SS S 12.2.1.a Explain how the factors of production are bought and sold in the market (Grades 9, 10, 11 or 12)
	SS M 06.2.1.b Illustrate how individuals are both consumers and producers (buyers and sellers) in a market economy	SS M 7.2.1.b Illustrate how individuals are both consumers and producers (buyers and sellers) in a market economy	SS S 8.2.1.b Illustrate how individuals are both consumers and producers (buyers and sellers) in a market economy	SS M 09.2.1.b Analyze the role of the product market and the resource market	SS M 10.2.1.b Analyze the role of the product market and the resource market (e.g. Columbian Exchange, slavery, Silk Road, cash crops)	SS M 11.2.1.b Analyze the role of the product market and the resource market	SS S 12.2.1.b Analyze the role of the product market and the resource market (Grades 9, 10, 11 or 12)	

Markets		SS M 06.2.1.c Describe the development and effects of technology in economic history (e.g., increased productivity, specialization of jobs)	SS M 7.2.1.c Describe the development and effects of technology in economic history (e.g., increased productivity, increased standard of living, increased employment, population mobility)	SS S 8.2.1.c Describe the development and effects of technology in economic history (e.g., increased productivity, increased standard of living, increased employment)	SS M 09.2.1.c Understand productivity as a measure of the quantity of goods and services produced with a given amount of resources (e.g., Gross Domestic Product, Unemployment, Developed v. Developing countries)	SS M 10.2.1.c Understand productivity as a measure of the quantity of goods and services produced with a given amount of resources (e.g., Gross Domestic Product, per capita income, scarcity)	SS M 11.2.1.c Understand productivity as a measure of the quantity of goods and services produced with a given amount of resources (e.g., Gross Domestic Product, scarcity and war production, military industrial complex)	SS S 12.2.1.c Understand productivity as a measure of the quantity of goods and services produced with a given amount of resources (e.g., Gross Domestic Product) (Grades 9, 10, 11 or 12)
				SS S 8.2.1.d Identify the role of entrepreneurs and profit in a market economy (e.g. Franklin, Carnegie, Edison) (Grade 8)	SS M 09.2.1.d Analyze how market forces determine what producers choose to produce and which combination of productive resources will be most productive (e.g. global commodities such as oil, agricultural products, and capital goods)	SS M 10.2.1.d Analyze how market forces determine what producers choose to produce and which combination of productive resources will be most productive (Tulip Mania, gold, rubber, tobacco, monopolies, British East India Company)	SS M 11.2.1.d Analyze how market forces determine what producers choose to produce and which combination of productive resources will be most productive (e.g. Robber-Barons, monopolies, trust-busting)	SS S 12.2.1.d Analyze how market forces determine what producers choose to produce and which combination of productive resources will be most productive (Grades 9, 10, 11 or 12)
					SS M 09.2.1.e Explain how wages/earnings are affected by the market (e.g., value of products, supply and demand of labor, worker skills and qualifications, levels of economic activity, commercial v. subsistence farming) (AP Human)	SS M 10.2.1.e Explain how wages/earnings are affected by the market (e.g., value of products, supply and demand of labor, worker skills and qualifications, Industrial Revolution, labor unions)	SS M 11.2.1.e Explain how wages/earnings are affected by the market (e.g., value of products, supply and demand of labor, worker skills and qualifications)	SS S 12.2.1.e Explain how wages/earnings are affected by the market (e.g., value of products, supply and demand of labor, worker skills and qualifications) (Grades 10, 11 or 12)

Markets					SS M 09.2.1.f Explain the role and importance of profit and return on investments to producers. (e.g. increase in supply and expansion of industries, multinational corporations, global markets) (AP Human)	SS M 10.2.1.f Explain the role and importance of profit and return on investments to producers. (e.g. tobacco trade, slave trade, Great Depression, effects of war, expansion of industry)	SS M 11.2.1.f Explain the role and importance of profit and return on investments to producers. (e.g. increase in supply and expansion of industries, buying on margin, stock markets, and recession /depression)	SS S 12.2.1.f Explain the role and importance of profit and return on investments to producers. (e.g. increase in supply and expansion of industries) (Grades 10, 11 or 12)
	SS S 05.2.2 Students will make observations about how human capital can be improved by education, training, and standard of living.			SS S 8.2.2 Students will describe the relationship between supply and demand.	SS M 09.2.2 Students will illustrate how markets determine prices and allocate goods and services.	SS M 10.2.2 Students will illustrate how markets determine prices and allocate goods and services.	SS M 11.2.2 Students will illustrate how markets determine prices and allocate goods and services.	SS S 12.2.2 Students will illustrate how markets determine prices and allocate goods and services.
	SS S 05.2.2.a Give examples of how additional education/training improves productivity and increases standard of living (e.g., apprentice, journeyman, master electrician)			SS S 8.2.2.a Explain how the relationship between supply and demand determines price (market clearing price) (Grade 8)	SS M 09.2.2.a Understand demand, quantity demanded, and changes in demand (W Geo)	SS M 10.2.2.a Understand demand, quantity demanded, and changes in demand (e.g. bronze, iron, steel, oil)	SS M 11.2.2.a Understand demand, quantity demanded, and changes in demand	SS S 12.2.2.a Understand demand, quantity demanded, and changes in demand (Grades 10, 11 or 12)

Markets				SS S 8.2.2.b Illustrate how consumers will demand more at lower prices and suppliers will produce more at higher prices (law of supply and demand) (e.g., Adam Smith, Invisible Hand) (Grade 8)	SS M 09.2.2.b Understand supply, quantity supplied, and changes in supply (W Geo)	SS M 10.2.2.b Understand supply, quantity supplied, and changes in supply (e.g. bronze, iron, steel, oil)	SS M 11.2.2.b Understand supply, quantity supplied, and changes in supply	SS S 12.2.2.b Understand supply, quantity supplied, and changes in supply (Grades 10,11 or 12)
					SS M 09.2.2.c Understand that equilibrium price and quantity are determined by supply and demand (W Geo)		SS M 11.2.2.c Understand that equilibrium price and quantity are determined by supply and demand	SS S 12.2.2.c Understand that equilibrium price and quantity are determined by supply and demand (Grades 11 or 12)
							SS M 11.2.2.d Hypothesize how competition between sellers could results in lower prices, higher quality products, and better customer service	SS S 12.2.2.d Hypothesize how competition between sellers could results in lower prices, higher quality products, and better customer service (Grades 11 or 12)
							SS M 11.2.2.e Hypothesize how producers and consumers affect market prices and quantities through the goods and services they produce and buy (e.g., shifts in supply and demand, price elasticity)	SS S 12.2.2.e Hypothesize how producers and consumers affect market prices and quantities through the goods and services they produce and buy (e.g., shifts in supply and demand, price elasticity) (Grades 11 or 12)

	SS S 05.2.3 Students will make observations about the purpose of various financial institutions in the United States.	SS M 06.2.3 Students will identify economic institutions and describe how they interact with individuals and groups.	SS M 7.2.3 Students will identify economic institutions and describe how they interact with individuals and groups.	SS S 8.2.3 Students will identify economic institutions and describe how they interact with individuals and groups.	SS M 09.2.3 Students will analyze how economic institutions impact individuals and groups.		SS M 12.2.3 Students will analyze how economic institutions impact individuals and groups.	SS S 12.2.3 Students will analyze how economic institutions impact individuals and groups.
Institutions	SS S 05.2.3.a Identify the functions and characteristics of money (e.g., store value, medium of exchange, unit of accounting)	SS M 06.2.3a Identify the characteristics of various types of exchange (e.g. barter, trade, value of goods and services, resources that hold particular value: wood, precious metals, scarce resources)	SS M 7.2.3.a Describe the purpose and role of economic institutions (e.g., corporations, labor unions, financial institutions)	SS S 8.2.3.a Describe the purpose and role of economic institutions (e.g., corporations, labor unions, financial institutions, stock markets, cooperatives, and business partnerships)	SS M 09.2.3.a Analyze how various economic institutions have played a role in United States economic policy and practice (e.g., corporations, labor unions, financial institutions, stock markets, cooperatives, and business partnerships) (W Geo)		SS M 11.2.3.a Analyze how various economic institutions have played a role in United States economic policy and practice (e.g., corporations, labor unions, financial institutions, stock markets, cooperatives, and business partnerships)	SS S 12.2.3.a Analyze how various economic institutions have played a role in United States economic policy and practice (e.g., corporations, labor unions, financial institutions, stock markets, cooperatives, and business partnerships) (Grades 11 or 12)
	SS S 05.2.3.b Identify the importance of financial institutions to households and businesses (e.g., loans to agriculture, business, and individuals in order to provide capital)		SS M 7.2.3.b Recognize how inflation and deflation impacts purchasing power (e.g., track GDP in various years, compare consumer purchasing power)	SS S 8.2.3.b Recognize how inflation and deflation impacts purchasing power (e.g., track GDP in various years, compare consumer purchasing power) (Grade 7)	SS M 09.2.3.b Describe how measures used by economic institutions are calculated (e.g., trends and business cycles using GDP, unemployment rates, inflation rates) (W Geo)		SS M 11.2.3.b Describe how measures used by economic institutions are calculated (e.g., trends and business cycles using GDP, unemployment rates, inflation rates)	SS S 12.2.3.b Describe how measures used by economic institutions are calculated (e.g., trends and business cycles using GDP, unemployment rates, inflation rates) (Grades 11 or 12)

Institutions	SS S 05.2.3.c Identify rules and laws that protect and support consumers (e.g., private property, contracts, agreements and product safety)						SS M 11.2.3.c Explain how banks and a sound monetary system are critical to a functioning economy	SS S 12.2.3.c Explain how banks and a sound monetary system are critical to a functioning economy (Grades 11 or 12)
							SS M 11.2.3.d Describe the functions and role of the Federal Reserve System and its influence through monetary policy (e.g., balancing inflation and unemployment)	SS S 12.2.3.d Describe the functions and role of the Federal Reserve System and its influence through monetary policy (e.g., balancing inflation and unemployment) (Grades 11 or 12)
							SS M 11.2.3.e Understand how financial markets determine the cost of borrowing and influence the level of economic activity	SS S 12.2.3.e Understand how financial markets determine the cost of borrowing and influence the level of economic activity (Grades 11 or 12)
				SS S 8.2.4 Students will identify how private ownership of property is a basic institution of a market economy.	SS M 09.2.4 Students will assess how private ownership of property is a basic institution of a market economy.		SS M 11.2.4 Students will assess how private ownership of property is a basic institution of a market economy.	SS S 12.2.4 Students will assess how private ownership of property is a basic institution of a market economy.

<p>Institutions</p>				<p>SS S 8.2.4.a Define and distinguish private property (e.g., factories and homes) and public property (e.g., parks, public schools, and government buildings) (e.g. Western Expansion and Homestead Act) (Grade 8)</p>	<p>SS M 09.2.4.a Assess how property rights are defined, enforced, and limited by government (e.g., zoning laws, eminent domain, Homestead Act, copyright laws, patents, and intellectual property) (AP Human)</p>		<p>SS M 11.2.4.a Assess how property rights are defined, enforced, and limited by government (e.g., zoning laws, eminent domain, Homestead Act, copyright laws, patents, and intellectual property)</p>	<p>SS S 12.2.4.a Assess how property rights are defined, enforced, and limited by government (e.g., zoning laws, eminent domain, Homestead Act, copyright laws, patents, and intellectual property) (Grades 11 or 12)</p>
<p>Financial Literacy</p>			<p>SS M 7.2.5 Students will identify the basic economic systems in the global economy.</p>	<p>SS S 8.2.5 Students will identify the basic economic systems in the global economy.</p>	<p>SS M 09.2.5 Students will review and apply the basic economic systems in the global economy.</p>	<p>SS M 10.2.5 Students will recognize and predict the impact that various economic systems will have on people.</p>	<p>SS M 12.2.5 Students will recognize and predict the impact that various economic systems will have on people.</p>	<p>SS S 12.2.5 Students will recognize and predict the impact that various economic systems will have on people.</p>
			<p>SS M 7.2.5.a Compare and contrast characteristics of different economic systems. (e.g., traditional, command, market, mixed)</p>	<p>SS S 8.2.5.a Compare and contrast characteristics of different economic systems. (e.g., traditional, command, market, mixed) (Grade 7)</p>	<p>SS M 09.2.5.a Compare and contrast characteristics of different economic systems. (e.g., traditional, command, market, mixed)</p>	<p>SS M 10.2.5.a Develop a logical argument debating the merits of various economic systems(e.g., traditional, command, market, mixed, feudalism, manorialism, Adam Smith, Karl Marx, economic inequality, capitalism)</p>	<p>SS M 11.2.5.a Develop a logical argument debating the merits of various economic systems (e.g., traditional, command, market, mixed)</p>	<p>SS S 12.2.5.a Develop a logical argument debating the merits of various economic systems (e.g., traditional, command, market, mixed) (Grade 9, 10, 11 or 12)</p>

Financial Literacy			SS.M 7.2.5 b Discuss various philosophies regarding governments' role in an economy (e.g., capitalism, socialism)	SS.S 8.2.5 b Discuss various philosophies regarding governments' role in an economy (e.g., capitalism, socialism) (e.g. U.S. government involvement) (Grades 7, 8)	SS.M 09.2.5 b Discuss various philosophies regarding governments' role in an economy (e.g., capitalism, socialism)	SS M 10.2.5.b Evaluate the historical use of various economic systems (e.g. feudalism, manorialism, slavery, capitalism, Marxism, communism)	SS M 11.2.5.b Evaluate the historical use of various economic systems	SS S 12.2.5.b Evaluate the historical use of various economic systems (Grades 9, 10, 11 or 12)	
					SS M 09.2.5.c Compare the standard of living with other countries (Germany, Brazil, Russia, India, China)	SS M 10.2.5.c Compare the standard of living with other countries (e.g. Rome vs. China; Aztecs vs. Medieval Europe)	SS M 11.2.5.c Compare the standard of living with other countries (Germany, Brazil, Russia, India, China)	SS S 12.2.5.c Compare the standard of living with other countries (Germany, Brazil, Russia, India, China) (Grades 9, 10, 11 or 12)	
	SS S 05.2.6 Students will summarize characteristics of financial institutions.					Financial Literacy Requirement	Financial Literacy Requirement	Financial Literacy Requirement	SS S 12.2.6 Students will understand economic concepts that support rational decision making
	SS S 05.2.6.a Explain/explore how various financial services are provided by local financial institutions					Financial Literacy Requirement	Financial Literacy Requirement	Financial Literacy Requirement	SS S 12.2.6.a Explore employment trends and reasons for growth and decline in employment (Grades 9, 10, 11 or 12)

Financial Literacy					Financial Literacy Requirement	Financial Literacy Requirement	Financial Literacy Requirement	SS S 12.2.6.b Make career decisions by systematically considering alternatives and consequences through the use of cost benefit analysis (Grades 9, 10, 11 or 12)
					Financial Literacy Requirement	Financial Literacy Requirement	Financial Literacy Requirement	SS S 12.2.6.c Assess the incentives for investing in personal education, skills, and talents (Grades 9, 10, 11 or 12)
					Financial Literacy Requirement	Financial Literacy Requirement	Financial Literacy Requirement	SS S 12.2.6.d Identify various ways people earn a living by using career programs to explore opportunities (e.g., Nebraska Career Education) (Grades 9, 10, 11 or 12)
					Financial Literacy Requirement	Financial Literacy Requirement	Financial Literacy Requirement	SS S 12.2.7 Students will apply effective money management concepts.
					Financial Literacy Requirement	Financial Literacy Requirement	Financial Literacy Requirement	SS S 12.2.7.a Organize personal finances and use a budget to manage cash flow (Grades 9, 10, 11 or 12)

Financial Literacy					Financial Literacy Requirement	Financial Literacy Requirement	Financial Literacy Requirement	SS S 12.2.7.b Compare and contrast checking and savings accounts (Grades 9, 10, 11 or 12)
					Financial Literacy Requirement	Financial Literacy Requirement	Financial Literacy Requirement	SS S 12.2.7.c Assess the effects of taxes on personal income (Grades 9, 10, 11 or 12)
					Financial Literacy Requirement	Financial Literacy Requirement	Financial Literacy Requirement	SS S 12.2.8 Students will critique strategies used to establish, build, maintain, monitor, and control credit.
					Financial Literacy Requirement	Financial Literacy Requirement	Financial Literacy Requirement	SS S 12.2.8.a Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit (Grades 9, 10, 11 or 12)
					Financial Literacy Requirement	Financial Literacy Requirement	Financial Literacy Requirement	SS S 12.2.8.b Identify strategies of establishing and maintaining a good credit rating for effective credit management (e.g., credit cards, auto loans, mortgages) (Grades 9, 10, 11 or 12)

Financial Literacy					Financial Literacy Requirement	Financial Literacy Requirement	Financial Literacy Requirement	SS S 12.2.8.c Compare and contrast the cost and benefits of various lending institutions (e.g., banks, credit unions, paycheck advance businesses, pawn shops) (Grades 9, 10, 11 or 12)
					Financial Literacy Requirement	Financial Literacy Requirement	Financial Literacy Requirement	SS S 12.2.8.d Students will identify situations when borrowing money and paying interest may be a wise or unwise decision (Grades 9, 10, 11 or 12)
					Financial Literacy Requirement	Financial Literacy Requirement	Financial Literacy Requirement	SS S 12.2.9 Students will evaluate savings, investment, and risk management strategies to achieve financial goals.
					Financial Literacy Requirement	Financial Literacy Requirement	Financial Literacy Requirement	SS S 12.2.9.a Explain the importance of saving to ensure financial security (Grades 9, 10, 11 or 12)

Financial Literacy					Financial Literacy Requirement	Financial Literacy Requirement	Financial Literacy Requirement	SS S 12.2.9.b Implement an investment strategy that is compatible with personal goals (e.g., stocks, bonds, mutual funds, retirement plans) (Grades 9, 10, 11 or 12)
					Financial Literacy Requirement	Financial Literacy Requirement	Financial Literacy Requirement	SS S 12.2.9.c Analyze appropriate and cost effective risk management strategies (e.g., health, disability, life, auto insurance) (Grades 9, 10, 11 or 12)
Government	SS S 05.2.10 Students will understand what goods and services the national government provides.	SS M 6.2.10 Students will identify the roles and responsibilities of government in economic systems.	SS M 7.2.10 Students will identify the roles and responsibilities of government in economic systems.	SS S 8.2.10 Students will identify the roles and responsibilities of government in economic systems.	SS M 09.2.10 Students will review and apply the roles and responsibilities of government in economic systems.		SS M 11.2.10 Students will analyze the roles and responsibilities of government in various economic systems.	SS S 12.2.10 Students will analyze the roles and responsibilities of government in various economic systems.
	SS S 05.2.10.a Identify goods and services funded through federal taxes (e.g., armed forces, courts, parks)	SS M 6.2.10.a Identify various goods and services provided by the government (e.g., Hammurabi Tax Code, Shi Huangdi Great Wall and road construction)	SS M 7.2.10.a Identify various goods and services provided by the government (e.g., government services in capitalism/communism, current events)	SS S 8.2.10.a Identify various goods and services provided by the government (e.g., disaster relief, public works, postal service, roads) (e.g., from Colonialism to nation building, railroad, Louisiana Purchase)			SS M 11.2.10.a Examine how governments utilize taxation to provide goods and services to society (e.g., disaster relief, flood control, police protection, new deal, and great Society)	SS S 12.2.10.a Examine how governments utilize taxation to provide goods and services to society (e.g., disaster relief, flood control, police protection) (Grades 11 or 12)

Government					SS M 09.2.10.b Investigate multiple roles of government in a market economy (e.g., forms of taxation, enforcing private property and zoning laws, collecting sales tax) (W Geo)		SS M 11.2.10.b Investigate multiple roles of government in a market economy (e.g., forms of taxation, enforcing private property and zoning laws, collecting sales tax)	SS S 12.2.10.b Investigate multiple roles of government in a market economy (e.g., forms of taxation, enforcing private property and zoning laws, collecting sales tax) (Grades 11 or 12)
							SS S 11.2.10.c Explore various forms of taxation (earning, consumption, or wealth) and discuss outcomes of various tax philosophies as drivers of economic activity (Gov, AP US Gov)	SS S 12.2.10.c Explore various forms of taxation (earning, consumption, or wealth) and discuss outcomes of various tax philosophies as drivers of economic activity (Grades 11 or 12)
			SS M 7.2.10.d Explain how governments provide economic assistance (e.g. capitalism/socialism/communism)	SS S 8.2.10.d Explain how governments provide economic assistance (e.g., social security, Medicare, Medicaid, farm subsidies, disaster relief, Homestead Act, Reconstruction, agriculture legislation) (Grade 8) SS M 7.2.10.d Explain how governments provide economic assistance (e.g. capitalism/socialism/communism) (Grade 7)	SS M 09.2.10.d Research the role of government in the development of economic systems (e.g., historic and current examples of command, market, traditional, mixed systems) (W Geo)		SS M 11.2.10.d Research the role of government in the development of economic systems (e.g., historic and current examples of command, market, traditional, mixed systems)	SS S 12.2.10.d Research the role of government in the development of economic systems (e.g., historic and current examples of command, market, traditional, mixed systems) (Grades 11 or 12)

Government							SS S 11.2.10.e Analyze government policies and regulations in areas of market failure (e.g., monopolies, externalities, non-enforcement of property rights)	SS S 12.2.10.e Analyze government policies and regulations in areas of market failure (e.g., monopolies, externalities, non-enforcement of property rights) (Grades 11 or 12)
		SS M 06.2.11 Students will explain how tax revenues are collected and distributed.		SS S 8.2.11 Students will explain how tax revenues are collected and distributed.			SS M 11.2.11 Students will examine the government's influence on economic systems through fiscal policy.	SS S 12.2.11 Students will examine the government's influence on economic systems through fiscal policy.
				SS S 8.2.11.a Identify taxes paid by individuals (e.g., income taxes, sales tax, property taxes) (e.g. Tax Act of 1864, Stamp Act, Sugar Act) (Grade 8)			SS M 11.2.2.11.a Examine how governments can use taxing and spending policies to influence behavior (e.g., alcohol tax, home mortgage interest deduction)	SS S 12.2.2.11.a Examine how governments can use taxing and spending policies to influence behavior (e.g., alcohol tax, home mortgage interest deduction) (Grades 11 or 12)
		SS M 6.2.11.b Identify institutions supported by taxes (e.g., roads, army, and public works)		SS S 8.2.11.b Identify institutions supported by tax dollars (e.g., schools, roads, police protection) (Grades 6,8)			SS M 09.2.11.b Examine the impact of fiscal policy on budget deficits/surpluses and national debt (New Deal, Reganomics)	SS S 12.2.11.b Examine the impact of fiscal policy on budget deficits/surpluses and national debt (Grades 11 or 12)

Government							SS M 11.2.11.c Examine the impact of the unemployment rate on the economy (frictional, structural, cyclical, New Deal, Reganomics)	SS S 12.2.11.c Examine the impact of the unemployment rate on the economy (frictional, structural, cyclical) (Grades 11 or 12)
Globalization	SS S 05.2.12 Students will explain how specialization, division of labor, and technology increases productivity and inter-dependence.	SS M 06.2.12 Students will illustrate how international trade benefits individuals, organizations, and nations.	SS M 7.2.12 Students will illustrate how international trade benefits individuals, organizations, and nations.	SS S 8.2.12 Students will illustrate how international trade benefits individuals, organizations, and nations.	SS M 09.2.12 Students will evaluate how international trade benefits individuals, organizations, and nations	SS M 10.2.12 Students will evaluate how international trade benefits individuals, organizations, and nations	SS M 11.2.12 Students will evaluate how international trade benefits individuals, organizations, and nations	SS S 12.2.12 Students will evaluate how international trade benefits individuals, organizations, and nations
	SS S 05.2.12.a Investigate Early United States specialization and trade (e.g., fur, tobacco, cotton, lumber)	SS M 06.2.12.a Differentiate between exports and imports (e.g. trade between civilizations, obtaining resources, products not found locally, Silk Road and Mediterranean Trade)	SS M 7.2.12.a Differentiate between exports and imports (e.g. trade between nations, obtaining resources/products not found locally)	SS S 8.2.12.a Differentiate between exports and imports	SS M 09.2.12.a Analyze the effects of various trade policies (e.g., identify short term/long term impacts)	SS M 10.2.12.a Analyze the effects of various trade policies (e.g., identify short term/long term impacts)	SS M 11.2.12.a Analyze the effects of various trade policies (e.g., identify short term/long term impacts)	SS S 12.2.12.a Analyze the effects of various trade policies (e.g., identify short term/long term impacts) (Grades 9, 10, 11 or 12)
	SS S 05.2.12.b Investigate and report on entrepreneurs and inventors	SS M 06.2.12.b Explain how individuals gain through specialization and voluntary trade (e.g. social divisions, trading for scarce resources, specialization)	SS M 7.2.12.b Explain how individuals gain through specialization and voluntary trade (e.g. trading for scarce resources, international trade)	SS S 8.2.12.b Explain how individuals gain through specialization and voluntary trade	SS M 09.2.12.b Identify goods which are available at a lower price because of international trade		SS M 11.2.12.b Identify goods which are available at a lower price because of international trade	SS S 12.2.12.b Identify goods which are available at a lower price because of international trade (Grades 9, 11 or 12)

	SS M 05.2.12.c Explain how specialization and trade have changed over time (e.g., moved from self-sustaining farms to global markets, global imports)				SS M 09.2.12.c Explain how trade barriers impact the prices and quantity of goods in the domestic market	SS M 10.2.12.c Explain how trade barriers impact the prices and quantity of goods in the domestic market (e.g., control of waterways, distance & price, scarcity)	SS M 11.2.12.c Explain how trade barriers impact the prices and quantity of goods in the domestic market	SS S 12.2.12.c Explain how trade barriers impact the prices and quantity of goods in the domestic market (Grades 9, 10, 11 or 12)
Globalization	SS M 05.2.13 Students will identify how events affect U.S. economy.		SS M 7.2.13 Students will identify how international trade affects the domestic economy. (e.g. oil prices, Euro Zone crisis and US economy)	SS S 8.2.13 Students will identify how international trade affects the domestic economy. SS M 7.2.13 Students will identify how international trade affects the domestic economy. (e.g. oil prices, Euro Zone crisis and US economy)	SS M 09.2.13 Students will evaluate how international trade affects the domestic economy.	SS M 09.2.13 Students will evaluate how international trade affects the domestic economy.	SS M 11.2.13 Students will evaluate how international trade affects the domestic economy.	SS S 12.2.13 Students will evaluate how international trade affects the domestic economy.
	SS M 05.2.13.a Identify how global events can affect trade (exports and imports) within the U.S.		SS M 7.2.13.a Explain that currency must be converted to make purchases in other countries (e.g. Euro as a common currency, currency in other countries)	SS S 8.2.13.a Explain that currency must be converted to make purchases in other countries SS M 7.2.13.a Explain that currency must be converted to make purchases in other countries (e.g. Euro as a common currency, currency in other countries) (Grade 7)	SS M 09.2.13.a Identify goods which are available at a lower price because of international trade		SS M 11.2.13.a Identify goods which are available at a lower price because of international trade	SS S 12.2.13.a Identify goods which are available at a lower price because of international trade (Grades 9, 11 or 12)

Globalization			<p>SS M 7.2.13.b Explain how prices of goods change as exchange rates go up and down (e.g. economic response to manmade and natural disasters, supply and demand, international trade)</p>	<p>SS 8.2.13.b Explain how prices of goods change as exchange rates go up and down</p> <p>SS M 7.2.13.b Explain how prices of goods change as exchange rates go up and down (e.g. economic response to manmade and natural disasters, supply and demand, international trade) (Grade 7)</p>	<p>SS M 09.2.13.b Explain how trade barriers impact the prices and quantity of goods in the domestic market</p>	<p>SS M 10.2.13.b Explain how trade barriers impact the prices and quantity of goods in the domestic market (e.g., control of waterways, distance & price, scarcity)</p>	<p>SS M 11.2.13.b Explain how trade barriers impact the prices and quantity of goods in the domestic market</p>	<p>SS S 12.2.13.b Explain how trade barriers impact the prices and quantity of goods in the domestic market (Grades 9, 10, 11 or 12)</p>
Writing	<p>LA S 05.2.2 Writing Genres: Write for a variety of purposes and audiences in multiple genres. a. persuasive b. descriptive c. narrative</p>	<p>LA S 06.2.2 Students will write for a variety of purposes and audiences in multiple genres.</p>	<p>LA S 07.2.2 Students will write for a variety of purposes and audiences in multiple genres.</p>	<p>LA S 08.2.2 Students will write for a variety of purposes and audiences in multiple genres.</p>	<p>LA M 09.2.2 Students will demonstrate knowledge of components specific to the structures of a definition, compare/contrast, descriptive, argumentative, and persuasive essay.</p>	<p>LA M 10.2.2 Students will demonstrate knowledge of components specific to the structures of problem-solution, definition, cause and effect, analysis, and synthesis.</p>	<p>LA M 11.2.2 Students will demonstrate knowledge of components specific to the structures of analysis, problem solution, synthesis, and personal essay.</p>	<p>LA S 12.2.2 Students will write for a variety of purposes and audiences in multiple genres. 42</p>
Speaking	<p>LA S 05.3.1 Speaking Skills: Develop and demonstrate speaking skills to communicate key ideas in a variety of situations.</p>	<p>LA S 06.3.1 Students will develop and apply speaking skills to communicate key ideas in a variety of situations</p>	<p>LA S 07.3.1 Students will develop and apply speaking skills to communicate key ideas in a variety of situations.</p>	<p>LA S 08.3.1 Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.</p>	<p>LA M 09.3.1 Students will develop, and refine speaking skills that convey an idea.</p>	<p>LA M 10.3.1 Students will develop, and refine speaking skills that convey an idea.</p>	<p>LA M 11.3.1 Students will develop, and refine speaking skills that convey an idea.</p>	<p>LA S 12.3.1 Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.</p>

Listening	LA S 05.3.2 Listening Skills: Develop and demonstrate active listening skills across a variety of situations	LA M 06.3.2 Students will develop, and demonstrate active listening skills across a variety of situations.	LA S 07.3.2 Students will develop, apply, and refine active listening skills across a variety of situations. LA M 07.3.2 Students will develop, and demonstrate active listening skills across a variety of situations.	LA S 08.3.2 Students will develop, apply, and refine active listening skills across a variety of situations. LA M 08.3.2 Students will develop, and demonstrate active listening skills across a variety of situations.	LA M 09.3.2 Students will develop, and refine listening skills that convey an idea.	LA M 10.3.2 Students will develop, and refine listening skills that convey an idea.	LA M 11.3.2 Students will research, analyze, and communicate information.	LA S 12.3.2 Students will develop, apply, and refine active listening skills across a variety of situations. LA M 12.3.2 Students will develop and demonstrate active listening skills across a variety of situations.
Reciprocal Communication	LA S 05.3.3 Reciprocal Communication: Demonstrate reciprocal communication skills	LA S 06.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA S 07.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA S 08.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA M 09.3.3 Students will develop, and refine reciprocal communication skills that convey an idea.	LA M 10.3.3 Students will develop, and refine reciprocal communication skills that convey an idea.	LA M 11.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA S 12.3.3 Students will develop, apply, and adapt reciprocal communication skills.
Comprehension	LA M 05.1.6 Comprehension: Extract and construct meaning using narrative and informational text	LA S 06.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	LA S 06.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	LA S 08.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	LA M 09.1.6 Students will extract meaning using prior knowledge and apply strategies to self monitor comprehension before, during and after reading.	LA M 10.1.6 Students will extract meaning using prior knowledge and apply strategies to self monitor comprehension before, during and after reading.	LA M 11.1.6 Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level or above text.	LA S 12.1.6 Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.
Vocabulary	LA S 05.1.5 Students will build literary, general academic, and content specific grade level vocabulary.	LA S 06.1.5 Students will build literary, general academic, and content specific grade level vocabulary.	LA S 07.1.5 Students will build literary, general academic, and content specific grade level vocabulary.	LA S 08.1.5 Students will build literary, general academic, and content specific grade level vocabulary.	LA M 09.1.5 Students will build literary, general academic, and content specific vocabulary.	LA M 10.1.5 Students will independently use structural analysis to determine word meanings and relationships.	LA M 11.1.5 Students will build literary, general academic, and content specific vocabulary.	LA S 12.1.5 Students will build literary, general academic, and content specific grade level vocabulary.

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

	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
	United States	(United States/World)	(United States/World)	(United States/World)	(United States/World)			(United States/World)
The World in Spatial Terms	SS S 05.3.1 Students will explore where (spatial) and why people, places and environments are organized in the United States.	SS M 06.3.1 Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.	SS M 07.3.1 Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.	SS S 08.3.1 Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.	SS M 09.3.1 Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.			SS S 12.3.1 Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.
	SS S 05.3.1.a Name and locate major human and physical features in the United States (e.g., states, capitals, and major cities in the United States, Rocky Mountains, Appalachian Mountains, Great Lakes)	SS M 06.3.1.a Use and interpret different types of maps/charts/diagrams/timelines (primary sources where available)	SS M 07.3.1.a Use and interpret different types of maps/charts/diagrams/timelines (primary sources where available)	SS S 08.3.1.a Use and interpret different types of maps/charts/diagrams/timelines (primary sources where available)	SS M 09.3.1.a Analyze geographical information sources (e.g., map, globe, atlas, remote sensing, GPS, and GIS)			SS S 12.3.1.a Analyze geographical information sources (e.g., map, globe, atlas, remote sensing, GPS, and GIS) (Grade 9)
The World in Spatial Terms	SS S 05.3.1.b Apply map skills to analyze physical/political maps of the United States (e.g., identify latitude/longitude, and the global grid and identify the location and purpose of time zones)		SS M 07.3.1.b Use and interpret the results of mapping technologies, parts of a map and map projections (e.g., cartography, Global Positioning, Geographic Information Systems)	SS S 08.3.1.b Use and interpret the results of mapping technologies, parts of a map and map projections (e.g., cartography/ Geographic Information Systems) (Grade 7)	SS M 09.3.1.b Apply map scale as a geographical tool and evaluate the strengths and weaknesses of projections (e.g., large scale/small scale, Peters, Mercator, plane, conical, cylindrical)			SS S 12.3.1.b Apply map scale as a geographical tool and evaluate the strengths and weaknesses of projections (e.g., large scale/small scale, Peters, Mercator, plane, conical, cylindrical) (Grade 9)

	SS S 05.3.1.c Analyze why things are located where they are in the United States (e.g. <i>Why were 13 colonies located on the eastern side of the United States? Why was corn raised in Pennsylvania and Ohio and cotton in Virginia and Georgia?</i>)		SS M 07.3.1.c Compare world views using mental maps (e.g., students sketch a map to demonstrate their personal perception of the world and compare it to previous personal maps)	SS S 08.3.1.c Compare world views using mental maps (e.g., students sketch a map to demonstrate their personal perception of the world and compare it to previous personal maps) (Grade 7)	SS M 09.3.1.c Analyze mental maps and spatial relationships. (e.g., city development, urban planning based on railroads, location of natural resources)			SS S 12.3.1.c Analyze mental maps and spatial relationships. (e.g., city development, urban planning based on railroads, location of natural resources) (Grade 9)
	SS M 05.3.1.d Use a variety of maps to gather and analyze information of locations in literature and current events				SS M 09.3.1.d Apply spatial thinking to investigate issues and justify decisions. (e.g., consolidation of schools, closing of post offices)			SS S 12.3.1.d Apply spatial thinking to investigate issues and justify decisions. (e.g., consolidation of schools, closing of post offices) (Grade 9)
Places and Regions	SS S 05.3.2 Students will compare the characteristics of places and regions and draw conclusions on their impact on human decisions	SS M 06.3.2 Students will examine how regions form and change over time.	SS M 07.3.2 Students will examine how regions form and change over time.	SS S 08.3.2 Students will examine how regions form and change over time.	SS M 09.3.2 Students will examine how regions form and change over time.	SS M 10.3.2 Students will examine how regions form and change over time.		SS S 12.3.2 Students will examine how regions form and change over time.
	SS S 05.3.2.a Define regions within the United States using multiple criteria. (e.g., Silicon Valley, Bread Basket)	SS M 06.3.2.a Analyze physical and human characteristics of places and regions (e.g., climate, language)	SS M 07.3.2.a Analyze physical and human characteristics of places and regions (e.g., climate, language)	SS S 08.3.2.a Analyze physical and human characteristics of places and regions (e.g., climate, language) (Grades 6,7)	SS M 09.3.2.a Analyze physical and human processes that shape places and regions (e.g., erosion, international trade, weathering, climate, migration)	SS M 10.3.2.a Analyze physical and human processes that shape places and regions (e.g., international trade, climate, migration, agriculture)		SS S 12.3.2.a Analyze physical and human processes that shape places and regions (e.g., erosion, international trade, weathering, climate, migration, international trade) (Grades 9, 10)

Places and Regions	<p>SS S 05.3.2.b Classify regions and places within the United States using physical and human features (e.g., Rocky Mountains, The Southwest, Great Plains, Corn Belt, Cotton Belt)</p>	<p>SS M 6.3.2.b Analyze impact of land and water features on human decisions (e.g., location of settlements and transportation systems with respect to the location of river valleys, mountains, deserts, plains, oceans)</p>	<p>SS M 7.3.2.b Analyze impact of land and water features on human decisions (e.g., location of settlements and transportation systems with respect to the location of river valleys, mountains, deserts, plains, oceans)</p>	<p>SS S 08.3.2.b Analyze impact of land and water features on human decisions (e.g., location of settlements and transportation systems with respect to the location of river valleys, mountains, deserts, plains, oceans) (Grades 6,7)</p>	<p>SS M 09.3.2.b Examine the importance of places and regions to individual and social identity (e.g., nationalism, sub-cultures, territoriality, iconography)</p>	<p>SS M 10.3.2.b Examine the importance of places and regions to individual and social identity (e.g., nationalism, national monuments, local legends, sub-cultures, nationalism, territoriality, iconography)</p>		<p>SS S 12.3.2.b Examine the importance of places and regions to individual and social identity (e.g., nationalism, national monuments, local legends, parks, sub-cultures, nationalism, territoriality, iconography) (Grades 9, 10)</p>
	<p>SS S 05.3.2.c Identify and classify regions (e.g., cities, states, and congressional districts)</p>	<p>SS M 6.3.2.c Analyze changes in places and regions over time (e.g., irrigation, growth of cities)</p>	<p>SS M 7.3.2.c Analyze changes in places and regions over time (e.g., irrigation, growth of cities)</p>	<p>SS S 08.3.2.c Analyze changes in places and regions over time (e.g., irrigation, growth of cities, Manifest Destiny)</p>	<p>SS M 09.3.2.c Analyze the changes in places and regions over time (e.g., migration, urbanization, fertility and mortality, industrialization)</p>	<p>SS M 10.3.2.c Analyze the changes in places and regions over time (e.g., migration, urbanization, fertility and mortality, industrialization)</p>		<p>SS S 12.3.2.c Analyze the changes in places and regions over time (e.g., migration, urbanization, fertility and mortality, industrialization) (Grades 9, 10)</p>
				<p>SS S 08.3.2.d Analyze how humans group and label environments and how those groupings/labels impact human societies (e.g., Dixie, Midwest, Ring of Fire) (Grade 8)</p>	<p>SS M 09.3.2.d Analyze the interdependence of places and regions. (e.g., international trade, NAFTA, EU)</p>	<p>SS M 10.3.2.d Analyze the interdependence of places and regions. (e.g., international trade, Silk Road, NAFTA, EU)</p>		<p>SS S 12.3.2.d Analyze the interdependence of places and regions. (e.g., international trade, NAFTA, EU) (Grades 9, 10)</p>

Places and Regions			SS M 07.3.2.e Identify the location of major world regions (e.g., Arctic, Caribbean, Central America, Balkans, Horn of Africa, East Asia, South Asia) countries, and cities	SS S 08.3.2.e Identify the location of major world regions (e.g., Arctic, Caribbean, Central America, Balkans, Horn of Africa, East Asia, South Asia) countries, and cities (Grade 7)	SS M 09.3.2.e Analyze critical issues and problems of places and regions. (e.g., current events)	SS M 10.3.2.e Analyze critical issues and problems of places and regions. (e.g., current events)		SS S 12.3.2.e Analyze critical issues and problems of places and regions. (e.g., current events) (Grades 9, 10)
					SS M 09.3.2.f Apply regional analysis of geographic issues and questions. (e.g., discussing current events and issues of the day in a geographical context)			SS S 12.3.2.f Apply regional analysis of geographic issues and questions. (e.g., discussing current events and issues of the day in a geographical context) (Grade 9)
Physical Systems	SS S 05.3.3 Students will draw conclusions about the natural processes in the physical world	SS M 06.3.3 Students will investigate how natural processes interact to create and change the natural environment	SS M 07.3.3 Students will investigate how natural processes interact to create and change the natural environment	SS S 08.3.3 Students will investigate how natural processes interact to create and change the natural environment	SS M 09.3.3 Students will interpret how natural processes interact to create the natural environment	SS M 10.3.3 Students will interpret how natural processes interact to create the natural environment		SS S 12.3.3 Students will interpret how natural processes interact to create the natural environment
	SS S 05.3.3.a Explain how physical processes shape the United States' features and patterns (e.g., weathering, erosion, plate tectonics and internal forces and climate)		SS M 07.3.3.a Compare and contrast various biomes/climates (e.g., rainforest, grasslands, forests)	SS S 08.3.3.a Compare and contrast various biomes/climates (e.g., rainforest, grasslands, forests) (Grade 7)	SS M 09.3.3.a Identify and explain components of Earth's physical system (i.e., atmosphere, lithosphere, biosphere, and hydrosphere)			SS S 12.3.3.a Identify and explain components of Earth's physical system (i.e., atmosphere, lithosphere, biosphere, and hydrosphere) (Grade 9)

Physical Systems	<p>SS S 05.3.3.b Identify examples of ecosystems located in the United States (e.g. forests, deserts, grasslands)</p>	<p>SS M 06.3.3.b Analyze the impact of natural events on biomes, climates and wind and water systems (e.g., rivers/floods/precipitation/drought)</p>	<p>SS M 07.3.3.b Analyze the impact of natural events on biomes, climates and wind and water systems (e.g., rivers/floods/precipitation/drought) (Grades 6, 7)</p>	<p>SS S 08.3.3.b Analyze the impact of natural events on biomes, climates and wind and water systems (e.g., rivers/floods/precipitation/drought) (Grades 6, 7)</p>	<p>SS M 09.3.3.b Explain plate tectonics/continental drift and predict changes over time to the earth's land and oceans</p>		<p>SS S 12.3.3.b Explain plate tectonics/continental drift and predict changes over time to the earth's land and oceans (Grade 9)</p>
			<p>SS M 07.3.3.c Use physical processes to explain patterns in the physical environment (e.g., volcanoes creating islands, faulting changing mountains, glaciation creating the Great Lakes)</p>	<p>SS S 08.3.3.c Use physical processes to explain patterns in the physical environment (e.g., volcanoes creating islands, faulting changing mountains, glaciation creating the Great Lakes) (Grade 7)</p>	<p>SS M 09.3.3.c Identify and explain world patterns of extreme events</p>	<p>SS M 10.3.3.c Identify and explain world patterns of extreme events (e.g., Vesuvius, Krakatoa, Little Ice Age)</p>	<p>SS S 12.3.3.c Identify and explain world patterns of extreme events (Grade 9, 10)</p>
					<p>SS M 09.3.3.d Identify and explain global ocean and atmospheric systems</p>		<p>SS S 12.3.3.d Identify and explain global ocean and atmospheric systems (Grade 9)</p>
					<p>SS M 09.3.3.e Compare and contrast world climate regions</p>		<p>SS S 12.3.3.e Compare and contrast world climate regions (Grade 9)</p>

Human Systems	SS S 05.3.4 Students will compare, contrast, and draw conclusions about the characteristics of culture and migration in the United States.	SS M 06.3.4 Students will analyze and interpret patterns of culture around the world.	SS M 07.3.4 Students will analyze and interpret patterns of culture around the world.	SS S 08.3.4 Students will analyze and interpret patterns of culture around the world.	SS M 9.3.4 Students will analyze and interpret patterns of culture around the world.	SS M 09.3.4 Students will analyze and interpret patterns of culture around the world.		SS S 12.3.4 Students will analyze and interpret patterns of culture around the world.
	SS S 05.3.4.a Compare and contrast patterns of culture within the United States (e.g., language, religion, food)	SS M 06.3.4.a Compare and contrast characteristics of groups of people/settlements (e.g., population density, distribution and growth, migration patterns, diffusion of people, places, and ideas, culture)	SS M 07.3.4.a Compare and contrast characteristics of groups of people/settlements (e.g., population density, distribution and growth, migration patterns, diffusion of people, places, and ideas)	SS S 08.3.4.a Compare and contrast characteristics of groups of people/settlements (e.g., population density, distribution and growth, migration patterns, diffusion of people, places, and ideas, westward expansion of immigrants, Homestead Act)	SS M 09.3.4.a Distinguish population characteristics by world regions, country, and regions within countries (e.g., demographic transition, fertility, mortality, migration rates, population pyramids)	SS M 10.3.4.a Distinguish population characteristics by world regions, country, and regions within countries (e.g., fertility, mortality, migration rates)		SS S 12.3.4.a Distinguish population characteristics by world regions, country, and regions within countries (e.g., demographic transition, fertility, mortality, migration rates, population pyramids) (Grades 9, 10)
	SS S 05.3.4.b Compare and contrast population characteristics of the United States (e.g., density, distribution, growth rates).		SS M 07.3.4.b Analyze purpose of population centers, (e.g., function of cities as providers of goods and services, economic activities and interdependence, trade and transportation)	SS S 08.3.4.b Analyze purpose of population centers, (e.g., function of cities as providers of goods and services, economic activities and interdependence, trade and transportation) (Grade 7)	SS M 09.3.4.b Analyze the push and pull factors (economic, political, and cultural) driving human migration and the impacts on the source regions and destinations (e.g., the impact of migration to North America, to and from South America, Australia, New Zealand, Asia)	SS M 10.3.4.b Analyze the push and pull factors (economic, political, and cultural) driving human migration and the impacts on the source regions and destinations (e.g., the impact of migration to North America, South America, Australia and New Zealand)		SS S 12.3.4.b Analyze the push and pull factors (economic, political, and cultural) driving human migration and the impacts on the source regions and destinations (e.g., the impact of migration to North America, South America, Australia and New Zealand) (Grades 9, 10)

Human Systems	<p>SS S 05.3.4.c Compare and contrast historical and present day migrations to and within the United States</p>	<p>SS M 06.3.4.c Analyze and explain components and diffusion of cultures (e.g., religion-spread of various belief systems, popular culture, spread of fast food chains, language-spread of English, technology-adoption of agricultural advancements, railroads, people as carriers and physical and cultural barriers, expansion and relocation)</p>	<p>SS M 07.3.4.c Analyze and explain components and diffusion of cultures (e.g., religion-spread of various belief systems, popular culture, spread of fast food chains, language-spread of English, technology-adoption of agricultural advancements, railroads, people as carriers and physical and cultural barriers)</p>	<p>SS S 08.3.4.c Analyze and explain components and diffusion of cultures (e.g., religion-spread of various belief systems, popular culture, spread of fast food chains, language-spread of English, technology-adoption of agricultural advancements, railroads, people as carriers and physical and cultural barriers, expansion and relocation, hierarchical-expansion diffusion of fashion from Paris and London to Nebraska communities)</p>	<p>SS M 09.3.4.c Compare and contrast changes in human settlement patterns over time</p>	<p>SS M 10.3.4.c Compare and contrast changes in human settlement patterns over time</p>		<p>SS S 12.3.4.c Compare and contrast changes in human settlement patterns over time (Grades 9, 10)</p>
					<p>SS M 09.3.4.d Compare and contrast internal structures of cities in developed and developing countries</p>			<p>SS S 12.3.4.d Compare and contrast internal structures of cities in developed and developing countries (Grade 9)</p>

Human Systems					SS M 09.3.4.e Evaluate the spread of cultural traits to distinguish between convergence and divergence of cultures (e.g., convergence: spread of democratic ideas, patronage of chain coffee houses, introduction of fast food restaurants worldwide; divergence: restrictions on the change of local language)	SS M 10.3.4.e Evaluate the spread of cultural traits to distinguish between convergence and divergence of cultures (e.g., convergence: spread of democratic ideas, printing press, technological transfer; divergence: religious persecution, Protestant Reformation) (Grade 10)		SS S 12.3.4.e Evaluate the spread of cultural traits to distinguish between convergence and divergence of cultures (e.g., convergence: spread of democratic ideas, patronage of chain coffee houses, introduction of fast food restaurants worldwide; divergence: restrictions on the change of local language) (Grades 9, 10)
					SS M 09.3.4.f Determine the level of development and standard of living in nations using economic, social, and demographic indicators (e.g., gross domestic product per capita, life expectancy, literacy, infant mortality)			SS S 12.3.4.f Determine the level of development and standard of living in nations using economic, social, and demographic indicators (e.g., gross domestic product per capita, life expectancy, literacy, infant mortality) (Grade 9)

Human Systems					SS M 09.3.4.g Evaluate the benefits and challenges of globalization (e.g., regional specialization, trade, multinational businesses, pandemics, loss of local cultures)	SS M 10.3.4.g Evaluate the benefits and challenges of globalization (e.g., regional specialization, trade, pandemics, loss of local cultures)		SS S 12.3.4.g Evaluate the benefits and challenges of globalization (e.g., regional specialization, trade, multinational businesses, pandemics, loss of local cultures) (Grades 9, 10)
					SS M 09.3.4.h Identify and analyze patterns of power and influence of sovereign nations and organized nation groups (e.g., NATO, United Nations, European Union)			SS S 12.3.4.h Identify and analyze patterns of power and influence of sovereign nations and organized nation groups (e.g., NATO, United Nations, European Union) (Grade 9)
					SS M 09.3.4.i Identify and explain the factors that contribute to cooperation and conflict within and between countries.	SS M 10.3.4.i Identify and explain the factors that contribute to cooperation and conflict within and between countries.		SS S 12.3.4.i Identify and explain the factors that contribute to cooperation and conflict within and between countries. (Grades 9, 10)
Human Environment Interaction	SS S 05.3.5 Students will describe how humans have adapted to and modified different environments in Early American history.	SS M 06.3.5 Students will analyze how humans have adapted to different physical environments.	SS M 07.3.5 Students will analyze how humans have adapted to different physical environments.	SS S 08.3.5 Students will analyze how humans have adapted to different physical environments.	SS M 09.3.5 Students will evaluate interrelationships between people and the environment.	SS M 10.3.5 Students will evaluate interrelationships between people and the environment.		SS S 12.3.5 Students will evaluate interrelationships between people and the environment.

	<p>SS S 05.3.5.a Describe the impact of extreme natural events in Early United States History on the human and physical environment (e.g., blizzards, floods, drought)</p>		<p>SS M 07.3.5.a Describe the impact of extreme natural events on the human and physical environment globally (e.g., earthquakes, tornadoes, floods, hurricanes, volcanic eruptions)</p>	<p>SS S 08.3.5.a Describe the impact of extreme natural events on the human and physical environment globally (e.g., earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides) (Grade 7)</p>	<p>SS M 09.2.3.5.a Analyze the consequences of extreme weather and other natural disasters such as El Nino, floods, tsunamis, droughts, and volcanoes</p>			<p>SS S 12.3.5.a Analyze the consequences of extreme weather and other natural disasters such as El Nino, floods, tsunamis, droughts, and volcanoes (Grade 9)</p>
<p>Human Environment Interaction</p>	<p>SS S 05.3.5.b Describe how humans have utilized natural resources in the United States (e.g., construction of dams, Transcontinental RR, Erie Canal, National Road, land use changes from prairie and forests to agriculture and ranching)</p>	<p>SS M 06.3.5.b Identify and evaluate how humans utilize the physical environment (e.g., irrigation, levees, terraces, fertile soils, changes in land use)</p>	<p>SS M 07.3.5.b Identify and evaluate how humans utilize the physical environment (e.g., irrigation, levees, terraces, fertile soils, mechanized agriculture, changes in land use)</p>	<p>SS S 08.3.5.b Identify and evaluate how humans utilize the physical environment (e.g., irrigation, levees, terraces, fertile soils, mechanized agriculture, changes in land use) (Grades 6, 7)</p>	<p>SS M 09.3.5.b Evaluate ways that humans depend on, adapt to, and modify the physical environment (e.g., agriculture, water supply, raw materials for economic development, land use practices, the use of technology to overcome climate, terrain, distances, and resource availability)</p>	<p>SS M 10.3.5.b Evaluate ways that humans depend on, adapt to, and modify the physical environment (e.g., agriculture, water supply, raw materials for economic development, land use practices, the use of technology to overcome climate, terrain, distances, and resource availability)</p>		<p>SS S 12.3.5.b Evaluate ways that humans depend on, adapt to, and modify the physical environment (e.g., agriculture, water supply, raw materials for economic development, land use practices, the use of technology to overcome climate, terrain, distances, and resource availability) (Grades 9, 10)</p>

Human Environment Interaction	<p>SS S 05.3.5.c Analyze issues related to the natural setting in Early America (e.g., access to water, construction materials, and raw materials for daily living and economic development; impact of climate and terrain on living conditions and movement of people goods and services)</p>	<p>SS M 06.3.5.c Analyze issues related to the physical environment globally (e.g., water supply, availability of arable land)</p>	<p>SS M 07.3.5.c Analyze issues related to the physical environment globally (e.g., water supply, air quality in cities, solid waste disposal, availability of arable land)</p>	<p>SS S 08.3.5.c Analyze issues related to the physical environment globally (e.g., water supply, air quality in cities, solid waste disposal, availability of arable land) (Grades 6, 7)</p>	<p>SS M 09.3.5.c Evaluate successful solutions and problems related to the physical environment from a geographical perspective (e.g., the role of irrigation, contour farming and hybrid seeds in expansion of agriculture in the Midwest; the role of air conditioning in the industrialization of the South; recent global climate change theories, and evidence that supports and refutes such theories)</p>	<p>SS M 10.3.5.c Evaluate successful solutions and problems related to the physical environment from a geographical perspective (e.g., the role of irrigation, three field system; Little Ice Age; recent global climate change theories, and evidence that supports and refutes such theories)</p>	<p>SS S 12.3.5.c Evaluate successful solutions and problems related to the physical environment from a geographical perspective (e.g., the role of irrigation, contour farming and hybrid seeds in expansion of agriculture in the Midwest; the role of air conditioning in the industrialization of the South; recent global climate change theories, and evidence that supports and refutes such theories) (Grades 9, 10)</p>
	<p>SS S 05.3.5.d Examine patterns of resource distribution and utilization in Early America (e.g., fisheries, forests, agricultural development, early manufacturing regions)</p>		<p>SS M 07.3.5.d Examine world patterns of resource distribution and utilization (e.g., major source regions for coal, iron ore, oil, natural gas, and the major industrial regions in which they are utilized)</p>	<p>SS S 08.3.5.d Examine world patterns of resource distribution and utilization (e.g., major source regions for coal, iron ore, oil, natural gas, and the major industrial regions in which they are utilized) (Grade 7)</p>	<p>SS M 09.3.5.d Investigate the role of technology in the supply of, and substitution for, natural resources (e.g., PVC replacing copper pipes, synthetics for natural rubber, horizontal drilling, fracking, and the use of tar sands in oil recovery)</p>		

<p>Human Environment Interaction</p>	<p>SS S 05.3.5.e Describe human adaptations to the physical environment. (e.g., use of air conditioning, irrigation, agricultural activities, soil testing, erosion control)</p>		<p>SS M 07.3.5.e Identify and evaluate human adaptations to the environment from the local to the international levels (e.g., clothing, sewage systems, transportation systems, natural disasters, scarcity of resources)</p>	<p>SS S 08.3.5.e Identify and evaluate human adaptations to the environment from the local to the international levels (e.g., clothing, sewage systems, transportation systems, natural disasters, scarcity of resources) (Grade 7)</p>	<p>SS M 09.3.5.e Analyze the impacts of technological innovations in shaping human interaction on the physical environment (e.g., agriculture, air conditioning, desalinization)</p>	<p>SS M 10.3.5.e Analyze the impacts of technological innovations in shaping human interaction on the physical environment (e.g., agriculture)</p>		<p>SS S 12.3.5.e Analyze the impacts of technological innovations in shaping human interaction on the physical environment (e.g., agriculture, air conditioning, desalinization) (Grades 9, 10)</p>
<p>Application of Geography to Issues and Events</p>	<p>SS S 05.3.6 Students will use geographic skills to interpret issues and events.</p>	<p>SS M 06.3.6 Students will analyze issues and/or events using geographic knowledge and skills to make informed decisions.</p>	<p>SS M 07.3.6 Students will analyze issues and/or events using geographic knowledge and skills to make informed decisions.</p>	<p>SS S 08.3.6 Students will analyze issues and/or events using geographic knowledge and skills to make informed decisions.</p>	<p>SS M 09.3.6 Students will analyze and explain issues and/or events using the geographic knowledge and skills to make informed decisions.</p>	<p>SS M 10.3.6 Students will analyze and explain issues and/or events using the geographic knowledge and skills to make informed decisions.</p>		<p>SS S 12.3.6 Students will analyze issues and/or events using the geographic knowledge and skills to make informed decisions.</p>
	<p>SS S 05.3.6.a Explain the influences of physical and human geographic features on historical events in the United States (e.g., railroads building along river valley floodplains, building the Erie Canal to connect the East Coast with the Great Lakes, migrating through the Cumberland Gap into the Kentucky bluegrass region)</p>	<p>SS M 06.3.6.a Analyze the physical or human geographic factors explaining the spatial pattern of world events. (e.g., water scarcity and conflict)</p>	<p>SS M 07.3.6.a Analyze the physical or human geographic factors explaining the spatial pattern of world events. (e.g., water scarcity and conflict in the Middle East, contrasting demographic trends in developed and developing countries)</p>	<p>SS S 08.3.6.a Analyze the physical or human geographic factors explaining the spatial pattern of world events. (e.g., water scarcity and conflict in the Middle East, contrasting demographic trends in developed and developing countries) (Grades 6, 7)</p>	<p>SS M 09.3.6.a Apply geographic knowledge and skills (e.g., ask geographic questions, acquire, analyze, and present geographic information)</p>	<p>SS M 10.3.6.a Apply geographic knowledge and skills (e.g., ask geographic questions, acquire, analyze, and present geographic information)</p>		<p>SS S 12.3.6.a Apply geographic knowledge and skills (e.g., ask geographic questions, acquire, analyze, and present geographic information) (Grades 9, 10)</p>

<p>Application of Geography to Issues and Events</p>	<p>SS S 05.3.6.b Analyze aspects of human and physical geography that have shaped the settlement and development of Early America, latitude and longitude in the role of early navigation (e.g., groundwater and irrigation, westward expansion of European immigrants, seeds, fertile soils, agriculture, transportation systems, water power)</p>	<p>SS M 06.3.6.b Describe the role of geographic factors in determining the spatial arrangement of humans and their activity (e.g., availability of arable land, water and suitable climate for farming; access to resources for development)</p>	<p>SS M 07.3.6.b Describe and analyze the role of geographic factors in determining the spatial arrangement of humans and their activity (e.g., geographic concentration of manufacturing, banking, or high tech industries; urbanization; availability of arable land, water and suitable climate for farming)</p>	<p>SS S 08.3.6.b Describe and analyze the role of geographic factors in determining the spatial arrangement of humans and their activity (e.g., geographic concentration of manufacturing, banking, or high tech industries; urbanization; availability of arable land, water and suitable climate for farming; access to resources for development, surveying, mapping, public land survey system, drawing of state and county boundaries) (Grade 6, 7)</p>	<p>SS M 09.3.6.b Identify and evaluate how geographic knowledge and geographic techniques are applied to improve our lives or solve problems (e.g. use global information systems (GIS), global positioning systems (GPS), satellite images, and maps to find the best location for a new store, identify potential customers, or determine the optimum usage of irrigation and fertilizers, mapping cases of cholera to determine that city water supply was contaminated)</p>	<p>SS M 10.3.6.b Identify and evaluate how geographic knowledge and geographic techniques are applied to improve our lives or solve problems (e.g. Black Death, aqueducts, three field system)</p>		<p>SS S 12.3.6.b Identify and evaluate how geographic knowledge and geographic techniques are applied to improve our lives or solve problems (e.g., use global information systems (GIS), global positioning systems (GPS), satellite images, and maps to find the best location for a new store, identify potential customers, or determine the optimum usage of irrigation and fertilizers, mapping cases of cholera to determine that city water supply was contaminated) (Grades 9, 10)</p>
<p>Writing</p>	<p>LA S 05.2.2 Writing Genres: Write for a variety of purposes and audiences in multiple genres. a. persuasive b. descriptive c. narrative</p>	<p>LA S 06.2.2 Students will write for a variety of purposes and audiences in multiple genres</p>	<p>LA S 07.2.2 Students will write for a variety of purposes and audiences in multiple genres.</p>	<p>LA S 08.2.2 Students will write for a variety of purposes and audiences in multiple genres.</p>	<p>LA M 09.2.2 Students will demonstrate knowledge of components specific to the structures of a definition, compare/contrast, descriptive, argumentative, and persuasive essay.</p>	<p>LA M 10.2.2 Students will demonstrate knowledge of components specific to the structures of problem-solution, definition, cause and effect, analysis, and synthesis.</p>	<p>LA M 11.2.2 Students will demonstrate knowledge of components specific to the structures of analysis, problem solution, synthesis, and personal essay.</p>	<p>LA S 12.2.2 Students will write for a variety of purposes and audiences in multiple genres.</p>

Speaking	LA S 05.3.1 Speaking Skills: Develop and demonstrate speaking skills to communicate key ideas in a variety of situations.	LA S 06.3.1 Students will develop and apply speaking skills to communicate key ideas in a variety of situations.	LA S 07.3.1 Students will develop and apply speaking skills to communicate key ideas in a variety of situations.	LA S 08.3.1 Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.	LA M 09.3.1 Students will develop, and refine speaking skills that convey an idea.	LA M 10.3.1 Students will develop, and refine speaking skills that convey an idea.	LA M 11.3.1 Students will develop, and refine speaking skills that convey an idea.	LA S 12.3.1 Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.
Listening	LA S 05.3.2 Listening Skills: Develop and demonstrate active listening skills across a variety of situations	LA M 06.3.2 Students will develop, and demonstrate active listening skills across a variety of situations	LA S 07.3.2 Students will develop, apply, and refine active listening skills across a variety of situation LA M 07.3.2 Students will develop, and demonstrate active listening skills across a variety of situations.	LA S 08.3.2 Students will develop, apply, and refine active listening skills across a variety of situations. LA M 08.3.2 Students will develop, and demonstrate active listening skills across a variety of situations.	LA M 09.3.2 Students will develop, and refine listening skills that convey an idea.	LA M 10.3.2 Students will develop, and refine listening skills that convey an idea.	LA M 11.3.2 Students will research, analyze, and communicate information.	LA S 12.3.2 Students will develop, apply, and refine active listening skills across a variety of situations. LA M 12.3.2 Students will develop and demonstrate active listening skills across a variety of situations.
Reciprocal Communication	LA S 05.3.3 Reciprocal Communication: Demonstrate reciprocal communication skills	LA S 06.3.3 Students will develop, apply, and adapt reciprocal communication skills	LA S 07.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA S 08.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA M 09.3.3 Students will develop, and refine reciprocal communication skills that convey an idea.	LA M 10.3.3 Students will develop, and refine reciprocal communication skills that convey an idea.	LA M 11.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA S 12.3.3 Students will develop, apply, and adapt reciprocal communication skills.
Comprehension	LA M 05.1.6 Comprehension: Extract and construct meaning using narrative and informational text	LA S 06.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text	LA S 06.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	LA S 08.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	LA M 09.1.6 Students will extract meaning using prior knowledge and apply strategies to self monitor comprehension before, during and after reading.	LA M 10.1.6 Students will extract meaning using prior knowledge and apply strategies to self monitor comprehension before, during and after reading.	LA M 11.1.6 Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level or above text.	LA S 12.1.6 Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

Vocabulary	LA M P4.1.5 Students will build literary, general academic, and content specific vocabulary.	LA S 00.1.5 Students will build literary, general academic, and content specific grade level vocabulary.	LA S 07.1.5 Students will build literary, general academic, and content specific grade level vocabulary.	LA S 08.1.5 Students will build literary, general academic, and content specific grade level vocabulary.	LA M 09.1.5 Students will build literary, general academic, and content specific vocabulary.	LA M 10.1.5 Students will independently use structural analysis to determine word meanings and relationships.	LA M 11.1.5 Students will build literary, general academic, and content specific vocabulary.	LA S 12.1.5 Students will build literary, general academic, and content specific grade level vocabulary.
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K-12 Comprehensive Standard: History (US) Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national and international levels.	
Concept	Grade Level Standards

	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
	(United States: First Americans to the Constitution)			(United States: Colonial America to the Progressive Era)			(United States: Progressive Era to Present)	(United States: Progressive Era to Present)
	SS S 05.4.1 Students will examine chronological relationships and patterns, and describe the connections among them.			SS S 8.4.1 (US) Students will analyze how major past and current US events are chronologically connected, and evaluate their impact(s) upon one another.			SS M 11.4.1 (US) Students will analyze how major past and current US events are chronologically connected, and evaluate their impact(s) upon one another.	SS S 12.4.1 (US) Students will analyze how major past and current US events are chronologically connected, and evaluate their impact(s) upon one another.
Chronological Thinking	SS S 05.4.1.a Describe concepts of time and chronology (e.g., BC, BCE, AD, CE and eras)			SS S 8.4.1.a (US) Describe concepts of time and chronology (e.g., Three Worlds Meet, Colonial America, Establishing a Nation, Expansion and Reform, Civil War & Reconstruction, Industrialization) (Grade 8)			SS M 11.4.1.a (US) Describe concepts of time and chronology (e.g., Progressive Era, Expansion, World War I, The Depression, The New Deal, World War II, Cold War, Civil Rights Era, Space Exploration, Economic Boom and Recessions, Contemporary United States)	SS S 12.4.1.a (US) Describe concepts of time and chronology (e.g., Progressive Era, Expansion, World War I, The Depression, The New Deal, World War II, Cold War, Civil Rights Era, Space Exploration, Economic Boom and Recessions, Contemporary United States) (Grade 11 or 12)

Chronological Thinking	<p>SS S 05.4.1.b Select and record key national events in chronological order (e.g., timelines)</p>			<p>SS S 8.4.1.b (US) Classify key national events in chronological order (e.g., timelines with eras and selected key events) (Grade 8)</p>			<p>SS M 11.4.1.b (US) Select, record, and interpret key national and global events in chronological order (e.g., timelines with eras and selected key event)</p>	<p>SS S 12.4.1.b (US) Select, record, and interpret key national and global events in chronological order (e.g., timelines with eras and selected key event) (Grade 11 or 12)</p>
				<p>SS S 8.4.1.c (US) Examine the chronology of historical events in the United States and analyze their impact on the past, present, and future (Grade 8)</p>			<p>SS M 11.4.1.c (US) Examine the chronology of historical events in the United States and throughout the world to evaluate their impact on the past, present, and future</p>	<p>SS S 12.4.1.c (US) Examine the chronology of historical events in the United States and throughout the world to evaluate their impact on the past, present, and future (Grade 11 or 12)</p>
Historical Comprehension	<p>SS S 05.4.2 Students will demonstrate an understanding of the impact of people, events, ideas, and symbols, upon us history using multiple types of sources.</p>			<p>SS S 8.4.2 (US) Students will analyze the impact of people, events, ideas, and symbols upon US history using multiple types of sources.</p>	<p>SS M 9.4.2 (US) Students will analyze the impact of people, events, ideas, and symbols upon US history using multiple types of sources.</p>		<p>SS M 11.4.2 (US) Students will analyze and evaluate the impact of people, events, ideas, and symbols upon US history using multiple types of sources.</p>	<p>SS S 12.4.2 (US) Students will analyze and evaluate the impact of people, events, ideas, and symbols upon US history using multiple types of sources.</p>
	<p>SS S 05.4.2.a Demonstrate an understanding of the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, by era (e.g., Early America/Explorati</p>			<p>SS S 8.4.2.a (US) Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history in the United States by era (e.g., Establishing a</p>	<p>SS M 9.4.2.a (US) Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history in the United States by era (World Geography)</p>		<p>SS M 11.4.2.a (US) Analyze and evaluate the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history in the United States (e.g., unique</p>	<p>SS S 12.4.2.a (US) Analyze and evaluate the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history in the United States (e.g., unique</p>

<p>Historical omprehension</p>	<p>on: American Indian empires in Mesoamerica, the Southwest, and the Mississippi Valley, Coronado, DeSoto, LaSalle; Colonization and Rise of Democratic Institutions: Spanish Missions, French and Indian War: Chief Pontiac; Establishing a Nation: Revolutionary War; Founders and Founding Documents: unique nature of the creation and organization of the American Government, the United States as an exceptional nation based upon personal freedom, the inherent nature of citizens' rights, and democratic ideals, Benjamin Franklin, Thomas Jefferson, and other historical figures, patriotism, national symbols)</p>			<p>Nation: Revolutionary War: Founders and Founding Documents: unique nature of the creation and organization of the American Government, the United States as an exceptional nation based upon personal freedom, the inherent nature of citizens' rights, and democratic ideals, George Washington, Benjamin Franklin, Thomas Jefferson, and other historical figures, patriotism, national symbols; Expansion and Reform: land acquisition, Manifest Destiny, Standing Bear, Indian Removal Acts; Civil War/Reconstructi on: Dred Scott, secession, acts and legislations, Civil War leaders; Industrialism: rise of corporations, growth of organized labor, assembly line, immigration; Transportation and Technology: Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell,</p>			<p>nature of the creation and organization of the American Government, the United States as an exceptional nation based upon personal freedom, the inherent nature of citizens' rights, and democratic ideals; Progressive Era: Teddy Roosevelt, The Jungle, Elizabeth Cady Stanton, suffrage; World War I: Woodrow Wilson, League of Nations, Harlem Renaissance, Jazz, Prohibition, The Depression: Franklin Delano Roosevelt; World War II: Dwight Eisenhower, internment camps, Holocaust; Cold War: Marshall Plan, John F. Kennedy, Eleanor Roosevelt, Korea, Vietnam, Ronald Reagan; Civil Rights Era: Martin Luther King, Jr., Malcolm X, NAACP, AIM, Cesar Chavez, Supreme Court decisions such as Brown v. Board of Education, key legislation; Contemporary United States:</p>	<p>nature of the creation and organization of the American Government, the United States as an exceptional nation based upon personal freedom, the inherent nature of citizens' rights, and democratic ideals; Progressive Era: Teddy Roosevelt, The Jungle, Elizabeth Cady Stanton, suffrage; World War I: Woodrow Wilson, League of Nations, Harlem Renaissance, Jazz, Prohibition, The Depression: Franklin Delano Roosevelt; World War II: Dwight Eisenhower, internment camps, Holocaust; Cold War: Marshall Plan, John F. Kennedy, Eleanor Roosevelt, Korea, Vietnam, Ronald Reagan; Civil Rights Era: Martin Luther King, Jr., Malcolm X, NAACP, AIM, Cesar Chavez, Supreme Court decisions such as Brown v. Board of Education, key legislation; Contemporary United States:</p>
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				George Washington Carver, Orville and Wilbur Wright) (Grade 8)			patriotism, Watergate, Sandra Day O'Connor, Clarence Thomas, fall of the Berlin Wall, Colin Powell, 9/11, Steve Jobs, Bill Gates)	patriotism, Watergate, Sandra Day O'Connor, Clarence Thomas, fall of the Berlin Wall, Colin Powell, 9/11, Steve Jobs, Bill Gates) (Grade 11 or 12)
Historical Comprehension	<p>SS S 05.4.2.b Describe how the United States and its neighbors in the Western Hemisphere have changed over the course of time using maps, documents, and other artifacts</p> <p>SS M 05.4.2.b Identify and describe examples of how science and technology impacted the changes in the U.S. and compare forms of communication and transportation from the past and present</p>			<p>SS S 8.4.2.b (US)Analyze how the United States has changed over the course of time, using maps, documents, and other artifacts (Grade 8)</p>			<p>SS M 11.4.2.b (US) Analyze and evaluate how the United States has changed over the course of time, using maps, documents, and other artifacts</p>	<p>SS S 12.4.2.b (US) Analyze and evaluate how the United States has changed over the course of time, using maps, documents, and other artifacts (Grade 11 or 12)</p>
	<p>SS S 05.4.2.c Describe the appropriate uses of primary and secondary sources</p>			<p>SS S 8.4.2.c (US) Analyze the appropriate uses of primary and secondary sources (Grade 8)</p>			<p>SS M 11.4.2.c (US) Analyze and evaluate the appropriate uses of primary and secondary sources</p>	<p>SS S 12.4.2.c (US) Analyze and evaluate the appropriate uses of primary and secondary sources (Grade 11 or 12)</p>

Multiple Perspectives	SS S 05.4.3 Students will describe and explain multiple perspectives of historical events.			SS 8.4.3 (US) Students will analyze and interpret historical and current events from multiple perspectives.	SS M 9.4.3 (US) Students will analyze and interpret historical and current events from multiple perspectives.		SS M.11.4.3 (US) Students will analyze and evaluate historical and current events from multiple perspectives.	SS S 12.4.3 (US) Students will analyze and evaluate historical and current events from multiple perspectives.
	SS S 05.4.3.a Describe how multiple perspectives facilitate the understanding of the full story of US history (e.g., The events surrounding the Boston Massacre, Indian Removal)			SS 8.4.3.a (US) Analyze and interpret how multiple perspectives facilitate the understanding of the full story of US history (e.g., Dawes Act, Chinese Exclusion Act, Treaty of Guadalupe Hidalgo, The Emancipation Proclamation, Organized Labor, Women's Suffrage) (Grade 8)	SS M 9.4.3.a (US) Analyze and interpret how multiple perspectives facilitate the understanding of the full story of US history (e.g., Dawes Act, Chinese Exclusion Act, Treaty of Guadalupe Hidalgo, The Emancipation Proclamation, Organized Labor, Women's Suffrage) (World Geography)		SS M 11.4.3.a (US) Analyze and evaluate how multiple perspectives facilitate the understanding of the full story of US history (e.g., Immigration, early 20th Century African American leaders, World Wars, international trade agreements, women's rights)	SS S 12.4.3.a (US) Analyze and evaluate how multiple perspectives facilitate the understanding of the full story of US history (e.g., Immigration, early 20th Century African American leaders, World Wars, international trade agreements, women's rights) (Grades 11 or 12)
	SS S 05.4.3.b Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., Court records of the Boston Massacre, The Declaration of Independence, The Constitution, historical biographies, oral histories)			SS 8.4.3.b (US) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., The Bill of Rights, slavery, Gettysburg Address, The New Colossus Poem, images, political cartoons, photographs, newspapers) (Grade 8)				SS M 11.4.3.b (US) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., Equal Rights Amendment, Martin Luther King, Jr.'s "I Have a Dream" speech, Franklin Delano Roosevelt's Declaration of War speech, the Pentagon Papers)

Historical Research Skills	SS S 05.4.4 Students will analyze past and current events, issues, and problems.			SS S 8.4.4 (US) Students will identify causes of past and current events, issues, and problems.	SS M 9.4.4 (US) Students will identify causes of past and current events, issues, and problems.		SS M 11.4.4 (US) Students will identify and evaluate the effects of past, current, and potential future events, issues, and problems.	SS S 12.4.4 (US) Students will identify and evaluate the effects of past, current, and potential future events, issues, and problems.
	SS S 05.4.4.a Analyze sources on Early American History through determination of credibility, contextualization, and corroboration			SS S 8.4.4.a (US) Analyze sources on Nineteenth-Century American History through determination of credibility, contextualization, and corroboration (Grade 8)			SS M 11.4.4.a (US) Compare and evaluate contradictory historical narratives of Twentieth-Century U.S. History through determination of credibility, contextualization, and corroboration	SS S 12.4.4.a (US) Compare and evaluate contradictory historical narratives of Twentieth-Century U.S. History through determination of credibility, contextualization, and corroboration (Grade 11 or 12)
	SS S 05.4.4.b Examine alternative courses of action in United States history (e.g., <i>What were the causes of the American Revolution?</i>)			SS S 8.4.4.b (US) Evaluate alternative courses of action in United States history (e.g., Why and how was land acquired?) (Grade 8)			SS M 11.4.4.b (US) Evaluate and formulate a position on alternative courses of action in United States and around the globe (e.g., What are the possible outcomes of peace treaties?)	SS S 12.4.4.b (US) Evaluate and formulate a position on alternative courses of action in United States and around the globe (e.g., What are the possible outcomes of peace treaties?) (Grade 11 or 12)
	SS S 05.4.4.c Identify how decisions affected events in the United States (e.g., secession of the American Colonies from Britain)			SS S 8.4.4.c (US) Analyze how decisions affected events in the United States (e.g., Supreme Court decisions, immigration, declaration of war) (Grade 8)	SS 9.4.4.c (US) Analyze how decisions affected events in the United States (e.g., Supreme Court decisions, immigration, declaration of war) (World Geography)		SS M 11.4.4 (US) Students will identify and evaluate the effects of past, current, and potential future events, issues, and problems.	SS S 12.4.4 (US) Students will identify and evaluate the effects of past, current, and potential future events, issues, and problems.

Historical Research Skills	SS S 05.4.4.d Describe the cause and effect relationships among key events in history (e.g., Revolutionary War, founding of the United States)			SS S 8.4.4.d (US) Identify and analyze multiple causes and effects upon key events in US history (e.g., Antebellum, Kansas-Nebraska Act, Civil War/Reconstruction, Wounded Knee Massacre) (Grade 8)	SS 9.4.4.d (US) Identify and analyze multiple causes and effects upon key events in US history (World Geography)		SS M 11.4.4.d (US) Analyze and evaluate multiple causes and effects of key events in US history (e.g., World Wars I and II, Korean Conflict, Cuban Missile Crisis, assassination of political leaders, Vietnam Conflict, Middle East Peace Efforts, 9/11 and other acts of terrorism)	SS S 12.4.4.d (US) Analyze and evaluate multiple causes and effects of key events in US history (e.g., World Wars I and II, Korean Conflict, Cuban Missile Crisis, assassination of political leaders, Vietnam Conflict, Middle East Peace Efforts, 9/11 and other acts of terrorism) (Grade 11 or 12)
	SS S 05.4.4.e Describe the relationships among historical events in the United States and the students' lives today (i.e., current events)			SS S 8.4.4.e (US) Analyze the relationships among historical events in the United States and the students' lives today (i.e., current events) (Grade 8)	SS M 9.4.4.e (US) Analyze the relationships among historical events in the United States and the students' lives today (i.e., current events) (World Geography)		SS M 11.4.4.e (US) Evaluate the relationships among historical events in the United States and the students' lives today (i.e., current events)	SS S 12.4.4.e (US) Evaluate the relationships among historical events in the United States and the students' lives today (i.e., current events) (Grade 11 or 12)
Historical Research Skills	SS S 05.4.5 Students will develop historical research skills.			SS S 8.4.5 Students will develop historical research skills. (Grades 7, 8)			SS M 11.4.5 (US) Students will develop historical research skills.	SS S 12.4.5 (US) Students will develop historical research skills. (Grade 11 or 12)
	SS S 05.4.5.a Develop questions about United States history			SS S 8.4.5.a (US) Develop questions about United States history (Grade 8)			SS M 11.4.5 (US) Students will develop historical research skills.	SS S 12.4.5 (US) Students will develop historical research skills. (Grade 11 or 12)

Historical Research Skills	<p>SS S 05.4.5.b Identify, obtain, and cite appropriate sources for research about Early U.S. History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format)</p>			<p>SS S 8.4.5.a (US) Develop questions about United States history (Grade 8)</p>			<p>SS M 11.4.5.a (US) Develop questions about United States history</p>	<p>SS S 12.4.5.a (US) Develop questions about United States history (Grade 11 or 12)</p>
	<p>SS S 05.4.5.c Gather historical information about the United States (e.g., document archives, newspapers, interviews) SS M 05.4.5.c Gather historical information about the United States from a variety of sources; (take notes and categorize information to determine relevant information to share)</p>			<p>SS S 8.4.5.c (US) Gather historical information about the United States (e.g., document archives, artifacts, newspapers, interviews) (Grade 8)</p>			<p>SS M 11.4.5.c (US) Gather historical information about the United States (e.g., document archives, artifacts, newspapers, interviews)</p>	<p>SS S 12.4.5.c (US) Gather historical information about the United States (e.g., document archives, artifacts, newspapers, interviews) (Grade 11 or 12)</p>
	<p>SS S 05.4.5.d Present historical information about the United States (e.g., pictures, posters, oral/written narratives, and electronic presentations)</p>			<p>SS S 8.4.5.d (US) Present an analysis of historical information about the United States (e.g., pictures, posters, oral/written narratives, and electronic presentations) (Grade 8)</p>			<p>SS M 11.4.5.d (US) Present an evaluation of historical information about the United States (e.g., pictures, posters, oral/written narratives, and electronic presentations)</p>	<p>SS S 12.4.5.d (US) Present an evaluation of historical information about the United States (e.g., pictures, posters, oral/written narratives, and electronic presentations) (Grade 11 or 12)</p>

Writing	<p>LA S 05.2.2 Writing Genres: Write for a variety of purposes and audiences in multiple genres. a. persuasive b. descriptive c. narrative</p>			<p>LA S 08.2.2 Students will write for a variety of purposes and audiences in multiple genres.</p>			<p>LA M 11.2.2 Students will demonstrate knowledge of components specific to the structures of analysis, problem solution, synthesis, and personal essay.</p>	<p>LA S 12.2.2 Students will write for a variety of purposes and audiences in multiple genres. 42</p>
Speaking	<p>LA S 05.3.1 Speaking Skills: Develop and demonstrate speaking skills to communicate key ideas in a variety of situations.</p>			<p>LA S 08.3.1 Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.</p>			<p>LA M 11.3.1 Students will develop, and refine speaking skills that convey an idea.</p>	<p>LA S 12.3.1 Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.</p>
Listening	<p>LA S 05.3.2 Listening Skills: Develop and demonstrate active listening skills across a variety of situations</p>			<p>LA S 08.3.2 Students will develop, apply, and refine active listening skills across a variety of situations. LA M 08.3.2 Students will develop, and demonstrate active listening skills across a variety of situations.</p>			<p>LA M 11.3.2 Students will research, analyze, and communicate information.</p>	<p>LA S 12.3.2 Students will develop, apply, and refine active listening skills across a variety of situations. LA M 12.3.2 Students will develop and demonstrate active listening skills across a variety of situations.</p>
Reciprocal Communication	<p>LA S 05.3.3 Reciprocal Communication: Demonstrate reciprocal communication skills</p>			<p>LA S 08.3.3 Students will develop, apply, and adapt reciprocal communication skills.</p>			<p>LA M 11.3.3 Students will develop, apply, and adapt reciprocal communication skills.</p>	<p>LA S 12.3.3 Students will develop, apply, and adapt reciprocal communication skills.</p>

<p>Comprehension</p>	<p>LA M 05.1.6 Comprehension: Extract and construct meaning using narrative and informational text</p>			<p>LA S 08.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.</p>			<p>LA M 11.1.6 Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level or above text.</p>	<p>LA S 12.1.6 Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.</p>
<p>Vocabulary</p>	<p>LA S 05.1.5 Students will build literary, general academic, and content specific grade level vocabulary.</p>			<p>LA S 08.1.5 Students will build literary, general academic, and content specific grade level vocabulary.</p>			<p>LA M 11.1.5 Students will build literary, general academic, and content specific vocabulary.</p>	<p>LA S 12.1.5 Students will build literary, general academic, and content specific grade level vocabulary.</p>

K-12 Comprehensive Standard: History (WLD) Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.	
Concept	Grade Level Standards

	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
	(United States: First Americans to the Constitution)	(World: Beginnings to 1000 CE)		(World: Beginnings to 1000 CE)		(World: 1000 CE to Present)		(World: 1000 CE to Present)
Chronological Thinking	SS S 05.4.1 Students will examine chronological relationships and patterns, and describe the connections among them.	SS M 06.4.1 (WLD) Students will analyze how major past and current world events are chronologically connected, and evaluate their impact(s) upon one another.		SS S 8.4.1 (WLD) Students will analyze how major past and current world events are chronologically connected, and evaluate their impact(s) upon one another.		SS M 10.4.1 (WLD) Students will analyze how major past and current world events are chronologically connected, and evaluate their impact(s) upon one another.		SS S 12.4.1 (WLD) Students will analyze how major past and current world events are chronologically connected, and evaluate their impact(s) upon one another.
	SS S 05.4.1.a Describe concepts of time and chronology (e.g., BC, BCE, AD, CE and eras)	SS M 06.4.1.a (WLD) Describe concepts of time and chronology (e.g., Historical Eras such as A.D./B.C., Prehistory/History, Old Stone Age/New Stone Age; Foundations of Early Civilizations; Development of Religions; Early Trade Routes)		SS S 8.4.1.a (WLD) Describe concepts of time and chronology (e.g., Early Civilizations & Rise of Pastoral People 4000-1000 BCE, Rise of Giant Empires & Major Religions 1000-300CE, Expanding Zones of Exchange and Encounter 300-1000 CE) (Grade 6)		SS M 10.4.1.a (WLD) Describe concepts of time and chronology (e.g., Middle Ages, Global Interaction, Age of Revolutions, Global Conflict and Achievement, Contemporary World)		SS S 12.4.1.a (WLD) Describe concepts of time and chronology (e.g., Middle Ages, Global Interaction, Age of Revolutions, Global Conflict and Achievement, Contemporary World) (Grade 10)
	SS S 05.4.1.b Select and record key national events in chronological order (e.g., timelines)	SS M 06.4.1.b (WLD) Classify key global events in chronological order (e.g., timelines with eras and selected key events)		SS S 8.4.1.b (WLD) Classify key global events in chronological order (e.g., timelines with eras and selected key events) (Grade 6)		SS M 10.4.1.b (WLD) Select, record, and interpret key global events in chronological order (e.g., timelines with eras and selected key event)		SS S 12.4.1.b (WLD) Select, record, and interpret key global events in chronological order (e.g., timelines with eras and selected key event) (Grade 10)

Chronological Thinking		SS M 06.4.1.c (WLD) Examine the chronology of historical events throughout the world to analyze their impact on the past, present, and future (e.g., polytheism, city-states, agriculture, Greco-Roman civilization, monarchies)		SS S 8.4.1.c (WLD) Examine the chronology of historical events throughout the world to analyze their impact on the past, present, and future SS M 8.4.1.c (WLD) Examine the chronology of historical events throughout the world to analyze their impact on the past, present, and future (e.g., polytheism, city-states, agriculture, Greco-Roman civilization, monarchies) (Grade 6)		SS M 10.4.1.c (WLD) Examine the chronology of historical events throughout the world to evaluate their impact on the past, present, and future (e.g., Fall of the Roman Empire, Expansion of Islam, Colonialism, Crusades, Absolutism in Europe)		SS S 12.4.1.c (WLD) Examine the chronology of historical events throughout the world to evaluate their impact on the past, present, and future (e.g., Fall of the Roman Empire, Expansion of Islam, Colonialism, Crusades, Absolutism in Europe) (Grade 10)
Historical Comprehension	SS S 05.4.2 Students will demonstrate an understanding of the impact of people, events, ideas, and symbols, upon us history using multiple types of sources.	SS M 06.4.2 (WLD) Students will analyze the impact of people, events, ideas, and symbols upon world history using multiple types of sources.		SS S 8.4.2 (WLD) Students will analyze the impact of people, events, ideas, and symbols upon world history using multiple types of sources.		SS M 10.4.2 (WLD) Students will analyze and evaluate the impact of people, events, ideas, and symbols upon world history using multiple types of sources.		SS S 12.4.2 (WLD) Students will analyze and evaluate the impact of people, events, ideas, and symbols upon world history using multiple types of sources.
	SS S 05.4.2.a Demonstrate an understanding of the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, by era (e.g., Early America / Exploration: American Indian empires in	SS M 06.4.2.a (WLD) Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history throughout the world by era (e.g., Early Societies and		SS S 8.4.2.a (WLD) Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history throughout the world by era (e.g., Early Societies and Civilizations: culture prior to		SS M 10.4.2.a (WLD) Analyze and evaluate the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history throughout the world (e.g., Middle Ages: Charlemagne,		SS S 12.4.2.a (WLD) Analyze and evaluate the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history throughout the world (e.g., Middle Ages: Charlemagne,

<p>Historical Comprehension</p>	<p>Mesoamerica, the Southwest, and the Mississippi Valley, Coronado, DeSoto, LaSalle; Colonization and Rise of Democratic Institutions: Spanish Missions, French and Indian War: Chief Pontiac; Establishing a Nation: Revolutionary War; Founders and Founding Documents: unique nature of the creation and organization of the American Government, the United States as an exceptional nation based upon personal freedom, the inherent nature of citizens' rights, and democratic ideals, Benjamin Franklin, Thomas Jefferson, and other historical figures, patriotism, national symbols)</p>	<p>Civilizations: culture prior to urbanization, River Valley Civilizations and the development of agriculture, Sub-Saharan African Civilizations, Mesoamerica, Gupta Empire; Ancient and Classical Empires and Major Religions: Chinese and Japanese Dynasties, Greco-Roman Empires, Hinduism, Taoism, Buddhism, Judaism, Christianity, Islam; Silk Road)</p>		<p>urbanization, Chavin, Toltecs, River Valley Civilizations and the development of agriculture, Songhai, Mali, Mesoamerica, Gupta Empire; Ancient and Classical Empires and Major Religions: Chinese and Japanese Dynasties, Greco-Roman Empires, Incas, Mayas, Aztecs, Hinduism, Taoism, Buddhism, Judaism, Christianity, Islam; Expanding Zones of Exchange and Encounter: Silk Road (World Studies might also include: Ancient Civilizations of the Americas, Europe, Asia, and Africa) (Grade 6)</p>		<p>Reformation, Mongol Empire, Renaissance; Global Interaction: Columbian Exchange; Trans-Atlantic Slave Trade, Montezuma; Age of Revolutions: French Revolution, Industrial Revolution, Simon Bolivar; Global Conflict and Achievement: Imperialism, World War I; World War II, Holocaust, failure of Nazism/Fascism, Einstein, Cold War; Contemporary World: Decolonization, fall of Communism, Democracy Movements, Mohandas Gandhi, Nelson Mandela, globalization, genocide)</p>		<p>Reformation, Mongol Empire, Renaissance; Global Interaction: Columbian Exchange; Trans-Atlantic Slave Trade, Montezuma; Age of Revolutions: French Revolution, Industrial Revolution, Simon Bolivar; Global Conflict and Achievement: Imperialism, World War I; World War II, Holocaust, failure of Nazism/Fascism, Einstein, Cold War; Contemporary World: Decolonization, fall of Communism, Democracy Movements, Mohandas Gandhi, Nelson Mandela, globalization) (Grade 10)</p>
<p>Historical Comprehension</p>	<p>SS S 05.4.2.b Describe how the United States and its neighbors in the Western Hemisphere have changed over the course of time using maps, documents, and other artifacts SS M 05.4.2.b Identify and describe examples of how</p>	<p>SS M 06.4.2.b (WLD) Analyze how global civilizations have changed over the course of time, using maps, documents, and other artifacts</p>		<p>SS S 8.4.2.b (WLD) Analyze how global civilizations have changed over the course of time, using maps, documents, and other artifacts (Grade 6)</p>		<p>SS M 10.4.2.b (WLD) Analyze and evaluate how global civilizations have changed over the course of time, using maps, documents, and other artifacts</p>		<p>SS S 12.4.2.b (WLD) Analyze and evaluate how global civilizations have changed over the course of time, using maps, documents, and other artifacts (Grade 10)</p>

Historical Comprehension	science and technology impacted the changes in the U.S. and compare forms of communication and transportation from the past and present						
	SS S 05.4.2.c Describe the appropriate uses of primary and secondary sources	SS M 06.4.2.c (WLD) Analyze the appropriate uses of primary and secondary sources		SS S 8.4.2.c (WLD) Analyze the appropriate uses of primary and secondary sources (Grade 6)		SS M 10.4.2.c (WLD) Analyze and evaluate the appropriate uses of primary and secondary sources	SS S 12.4.2.c (WLD) Analyze and evaluate the appropriate uses of primary and secondary sources (Grade 10)
Multiple Perspectives	SS S 05.4.3 Students will describe and explain multiple perspectives of historical events.	SS M 06.4.3 (WLD) Students will analyze and interpret historical and current events from multiple perspectives.		SS S 8.4.3 (WLD) Students will analyze and interpret historical and current events from multiple perspectives.		SS M 10.4.3 (WLD) Students will analyze and evaluate historical and current events from multiple perspectives.	SS S 12.4.3 (WLD) Students will analyze and evaluate historical and current events from multiple perspectives.
	SS S 05.4.3.a Describe how multiple perspectives facilitate the understanding of the full story of US history (e.g., The events surrounding the Boston Massacre, Indian Removal)	SS M 06.4.3.a (WLD) Analyze and interpret how multiple perspectives facilitate the understanding of the full story of world history (e.g., Chinese Foot Binding, Caste System, Alexander the Great, Religious Persecution, Islamic Expansion, Development of Law, Slavery, Julius Caesar)		SS S 8.4.3.a (WLD) Analyze and interpret how multiple perspectives facilitate the understanding of the full story of world history (e.g., Chinese Foot Binding, Three Gorges Dam, Caste System, Alexander the Great, Latin American Revolutions, Division of Pakistan, Blood Diamonds) (Grade 6)		SS M 10.4.3.a (WLD) Analyze and evaluate how multiple perspectives facilitate the understanding of the full story of world history (e.g., the Crusades, nationalism, imperialism, apartheid, Arab/Israeli conflicts)	SS S 12.4.3.a (WLD) Analyze and evaluate how multiple perspectives facilitate the understanding of the full story of world history (e.g., the Crusades, nationalism, imperialism, apartheid, Arab/Israeli conflicts) (Grade 10)

<p>Multiple Perspectives</p>	<p>SS S 05.4.3.b Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., Court records of the Boston Massacre, The Declaration of Independence, The Constitution, historical biographies, oral histories)</p>	<p>SS M 06.4.3.b (WLD) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., Confucius Analects, Code of Hammurabi, slavery, Mandate of Heaven, images and videos - Terracotta Soldiers, Untouchables, foot binding)</p>		<p>SS S 8.4.3.b (WLD) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., Confucius Analects, Code of Hammurabi, slavery, Mandate of Heaven, Conference of Berlin, images and videos - Terracotta Soldiers, Untouchables, foot binding) (Grade 6)</p>		<p>SS M 10.4.3.b (WLD) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., Magna Carta, Narrative of the Life of Olaudah Equiano, Lin Zexu's letter to Queen Victoria preceding the Opium War, Nuremberg Laws)</p>		<p>SS S 12.4.3.b (WLD) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., Magna Carta, Narrative of the Life of Olaudah Equiano, Lin Zexu's letter to Queen Victoria preceding the Opium War, Nuremberg Laws) (Grade 10)</p>
<p>Historical Research Skills</p>	<p>SS S 05.4.4 Students will analyze past and current events, issues, and problems.</p>	<p>SS M 06.4.4 (WLD) Students will identify causes of past and current events, issues, and problems.</p>		<p>SS S 8.4.4 (WLD) Students will identify causes of past and current events, issues, and problems.</p>		<p>SS M 10.4.4 (WLD) Students will identify and evaluate the effects of past, current, and potential future events, issues, and problems.</p>		<p>SS S 12.4.4 (WLD) Students will identify and evaluate the effects of past, current, and potential future events, issues, and problems.</p>
	<p>SS S 05.4.4.a Analyze sources on Early American History through determination of credibility, contextualization, and corroboration</p>	<p>SS M 06.4.4.a (WLD) Analyze sources on Early World History through determination of credibility, contextualization, and corroboration (e.g., Winners and the writers of history, myth vs. reality, oral traditions)</p>		<p>SS S 8.4.4.a (WLD) Analyze sources on Early World History through determination of credibility, contextualization, and corroboration (Grade 6)</p>		<p>SS M 10.4.4.a (WLD) Compare and evaluate contradictory historical narratives of Modern World History through determination of credibility, contextualization, and corroboration (e.g., Colonization, Imperialism, Cold War, Mongol Empire)</p>		<p>SS S 12.4.4.a (WLD) Compare and evaluate contradictory historical narratives of Modern World History through determination of credibility, contextualization, and corroboration (Grade 10)</p>

Historical Research Skills	<p>SS S 05.4.4.b Examine alternative courses of action in United States history (e.g., <i>What were the causes of the American Revolution?</i>)</p>	<p>SS M 06.4.4.b (WLD) Evaluate alternative courses of action in world history (e.g., Battle of Thermopylae, Alexander the Great, Founding & Spread of Islam, Outcomes of the Crusades)</p>		<p>SS S 8.4.4.b (WLD) Evaluate alternative courses of action in world history (e.g., How were ideas and products diffused to other regions?) (Grade 6)</p>		<p>SS M 10.4.4.b (WLD) Evaluate and formulate a position on alternative courses of action in world history (e.g., Operation Barbarossa, Voyages of Zheng He, Battle of Waterloo)</p>		<p>SS S 12.4.4.b (WLD) Evaluate and formulate a position on alternative courses of action in United States and around the globe (e.g., How does conflict impact political borders?)</p> <p>SS M 12.4.4.b (WLD) Evaluate and formulate a position on alternative courses of action in world history (e.g., Operation Barbarossa, Voyages of Zheng He, Battle of Waterloo) (Grade 10)</p>
	<p>SS S 05.4.4.c Identify how decisions affected events in the United States (e.g., secession of the American Colonies from Britain)</p>	<p>SS M 06.4.4.c (WLD) Analyze how decisions affected events across the globe (e.g., migrations, declarations of war, treaties, alliances)</p>		<p>SS 8.4.4.c (WLD) Analyze how decisions affected events across the globe (e.g., migrations, declarations of war, treaties, alliances) (Grade 6)</p>		<p>SS M 10.4.4.c (WLD) Evaluate how decisions affected events across the world (e.g., revolutions, alliances, treaties)</p>		<p>SS S 12.4.4.c (WLD) Evaluate how decisions affected events across the world (e.g., revolutions, alliances, treaties) (Grade 10)</p>
	<p>SS S 05.4.4.d Describe the cause and effect relationships among key events in history (e.g., Revolutionary War, founding of the United States)</p>	<p>SS M 06.4.4.d (WLD) Identify and analyze multiple causes and effects upon key events in world history (e.g. Fall of Roman Empire, Peloponnesian War, Unification of China)</p>		<p>SS S 8.4.4.d (WLD) Identify and analyze multiple causes and effects upon key events in world history (e.g. Fall of Roman Empire, Fall of Mayan Civilization, Unification of China, Boxer Rebellion) (Grade 6)</p>		<p>SS M 10.4.4.d (WLD) Analyze and evaluate multiple causes and effects of key events in world history (e.g., Black Death, Ming exploration, Industrial Revolution, totalitarianism, acts of terrorism)</p>		<p>SS S 12.4.4.d (WLD) Analyze and evaluate multiple causes and effects of key events in world history (e.g., Black Death, Ming exploration, Industrial Revolution, totalitarianism, acts of terrorism) (Grade 10)</p>

Historical Research Skills	<p>SS S 05.4.4.e Describe the relationships among historical events in the United States and the students' lives today (i.e., current events)</p>	<p>SS M 06.4.4.e (WLD) Analyze the relationships among historical events across the globe and the students' lives today (i.e., current events, compare & contrast historical and modern traditions)</p>		<p>SS S 8.4.4.e (WLD) Analyze the relationships among historical events across the globe and the students' lives today (i.e., current events) (Grade 6)</p>		<p>SS M 10.4.4.e (WLD) Evaluate the relationships among historical events across the globe and the students' lives today (i.e., current events, compare & contrast historical and modern traditions)</p>		<p>SS S 12.4.4.e (WLD) Evaluate the relationships among historical events across the globe and the students' lives today (i.e., current events) (Grade 10)</p>
	<p>SS S 05.4.5 Students will develop historical research skills.</p>	<p>SS M 06.4.5 Students will develop historical research skills.</p>		<p>SS S 8.4.5 Students will develop historical research skills.</p>		<p>SS M 10.4.5 Students will develop historical research skills.</p>		<p>SS S 12.4.5 Students will develop historical research skills.</p>
	<p>SS S 05.4.5.a Develop questions about United States history</p>	<p>SS M 06.4.5.a (WLD) Develop questions about world history</p>		<p>SS S 8.4.5.a (WLD) Develop questions about world history (Grade 6)</p>		<p>SS M 10.4.5.a (WLD) Develop questions about World history.</p>		<p>SS S 12.4.5.a (WLD) Develop questions about World history. (Grade 10)</p>
	<p>SS S 05.4.5.b Identify, obtain, and cite appropriate sources for research about Early U.S. History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format)</p>	<p>SS M 06.4.5.b (WLD) Obtain, analyze and cite appropriate sources for research about Early World History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format)</p>		<p>SS S 8.4.5.b (WLD) Obtain, analyze and cite appropriate sources for research about Early World History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format) (Grade 6)</p>		<p>SS M 10.4.5.b (WLD) Obtain, analyze, evaluate, and cite appropriate sources for research about Modern World History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format.)</p>		<p>SS S 12.4.5.b (WLD) Obtain, analyze, evaluate, and cite appropriate sources for research about Modern World History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format.) (Grade 10)</p>
	<p>SS S 05.4.5.c Gather historical information about the United States (e.g., document archives, newspapers, interviews)</p> <p>SS M 05.4.5.c Gather historical</p>	<p>SS M 06.4.5.c (WLD) Gather historical information about other nations (e.g., document archives, artifacts, newspapers, interviews)</p>		<p>SS S 8.4.5.c (WLD) Gather historical information about other nations (e.g., document archives, artifacts, newspapers, interviews) (Grade 6)</p>		<p>SS M 10.4.5.c (WLD) Gather historical information about the world (e.g., document archives, artifacts, newspapers, interviews)</p>		<p>SS S 12.4.5.c (WLD) Gather historical information about the world (e.g., document archives, artifacts, newspapers, interviews) (Grade 10)</p>

Historical Research Skills	information about the United States from a variety of sources; (take notes and categorize information to determine relevant information to share)						
	SS S 05.4.5.d Present historical information about the United States (e.g., pictures, posters, oral/written narratives, and electronic presentations)	SS M 06.4.5.d (WLD) Present an analysis of historical information about the world (e.g., pictures, posters, oral/written narratives, and electronic presentation)		SS S 8.4.5.d (WLD) Present an analysis of historical information about the world (e.g., pictures, posters, oral/written narratives, and electronic presentation) (Grade 6)		SS M 10.4.5.d (WLD) Present an evaluation of historical information about the world (e.g., pictures, posters, oral/written narratives, and electronic presentations)	SS S 12.4.5.d (WLD) Present an evaluation of historical information about the world (e.g., pictures, posters, oral/written narratives, and electronic presentations) (Grade 10)
Writing	LA S 05.2.2 Writing Genres: Write for a variety of purposes and audiences in multiple genres. a. persuasive b. descriptive c. narrative	LA S 06.2.2 Students will write for a variety of purposes and audiences in multiple genres.		LA S 08.2.2 Students will write for a variety of purposes and audiences in multiple genres.		LA M 10.2.2 Students will demonstrate knowledge of components specific to the structures of problem-solution, definition, cause and effect, analysis, and synthesis.	LA S 12.2.2 Students will write for a variety of purposes and audiences in multiple genres. 42
Speaking	LA S 05.3.1 Speaking Skills: Develop and demonstrate speaking skills to communicate key ideas in a variety of situations.	LA S 06.3.1 Students will develop and apply speaking skills to communicate key ideas in a variety of situations		LA S 08.3.1 Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.		LA M 10.3.1 Students will develop, and refine speaking skills that convey an idea.	LA S 12.3.1 Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.

Listening	LA S 05.3.2 Listening Skills: Develop and demonstrate active listening skills across a variety of situations	LA M 06.3.2 Students will develop, and demonstrate active listening skills across a variety of situations.		LA S 08.3.2 Students will develop, apply, and refine active listening skills across a variety of situations. LA M 08.3.2 Students will develop, and demonstrate active listening skills across a variety of situations.		LA M 10.3.2 Students will develop, and refine listening skills that convey an idea.		LA S 12.3.2 Students will develop, apply, and refine active listening skills across a variety of situations. LA M 12.3.2 Students will develop and demonstrate active listening skills across a variety of situations.
Reciprocal Communication	LA S 05.3.3 Reciprocal Communication: Demonstrate reciprocal communication skills	LA S 06.3.3 Students will develop, apply, and adapt reciprocal communication skills.		LA S 08.3.3 Students will develop, apply, and adapt reciprocal communication skills.		LA M 10.3.3 Students will develop, and refine reciprocal communication skills that convey an idea.		LA S 12.3.3 Students will develop, apply, and adapt reciprocal communication skills.
Comprehension	LA M 05.1.6 Comprehension: Extract and construct meaning using narrative and informational text	LA S 06.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.		LA S 08.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.		LA M 10.1.6 Students will extract meaning using prior knowledge and apply strategies to selfmonitor comprehension before, during and after reading.		LA S 12.1.6 Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.
Vocabulary	LA S 05.1.5 Students will build literary, general academic, and content specific grade level vocabulary.	LA S 06.1.5 Students will build literary, general academic, and content specific grade level vocabulary.		LA S 08.1.5 Students will build literary, general academic, and content specific grade level vocabulary.		LA M 10.1.5 Students will independently use structural analysis to determine word meanings and relationships.		LA S 12.1.5 Students will build literary, general academic, and content specific grade level vocabulary.

SECONDARY SOCIAL STUDIES COURSES

	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
		Ancient Civilizations 6	World Geography 7	American History 8	World Geography AP Human Geography	World History AP World History	US History AP US History US Government & Economics AP US Government & Politics ----- Introduction to Behavioral Science Human Diversity International Relations	US History AP US History US Government & Economics AP US Government & Politics ----- World Religions Sociology AP European History Law Studies Psychology AP Psychology AP Comparative Government & Politics
							IB Courses offered at MNHS only IB 20 th Century World History Topics SL/HL I IB Psychology SL IB History of the Americas HL II	

Appendix

- Middle Level Proposed Course Descriptions
- 9-12 Restructured, Redesigned and Proposed Courses: Rationale
- 9-12 Restructured, Redesigned and Proposed Courses: Course Descriptions
- 9-12 Courses Reviewed and Determined to Remain with Curriculum Updates: Rationale
- 9-12 Courses Reviewed and Determined to Remain with Curriculum Updates: Revised Course Descriptions

Middle School Social Studies Course Description Proposals

Ancient Civilizations 6

Students will study cultures of the Eastern Hemisphere from Pre-History through the Middle Ages while incorporating geography, history, culture, government and economics. Students will participate in engaging activities and build critical thinking skills using primary and secondary sources. Current events will be included throughout the year.

World Geography 7

Students will develop critical thinking and problem solving skills as they investigate the physical geography, climate, economy, culture, political systems and demographics of the Western World. Major local, national and world events will be emphasized throughout the year.

American History 8

Students will study history through a chronological approach emphasizing the social and political impact of the development of the United States. The course begins with a review of early explorers, early colonization, and events leading up to the American Revolution. A detailed study of the United States from 1776 to 1914 then follows.

9-12 Restructured, Redesigned and Proposed Courses: Rationale

All proposed courses will be implemented during the 2014-15 school year

PREVIOUS COURSE	PROPOSED COURSE	RATIONALE/IMPACT
World Geography <ul style="list-style-type: none"> • 10th grade required course • 10 credits 	World Geography <ul style="list-style-type: none"> • 9th grade required course • 5 credits 	<ul style="list-style-type: none"> • Ensures the Nebraska and Millard Social Studies Standards are taught • Includes appropriate Geography (6), Economics (3), and Civics Standards (2) • Moved to 9th grade to provide earlier foundation for succeeding social studies standards • Reduced to a semester to reflect the change in standards at the middle level and high school
AP Human Geography <ul style="list-style-type: none"> • 10-12th grade elective • 10 credits 	AP Human Geography <ul style="list-style-type: none"> • 9th grade course offered as 5 credit alternative for World Geography. The second semester fulfills 5 elective credits • Or offered 9-11th grade as 10 elective credits 	<ul style="list-style-type: none"> • Ensures the Nebraska and Millard Social Studies Standards are taught • Includes appropriate Geography (6), Economics (3), and Civics Standards (2) • Provides the opportunity for freshman to take an AP course while fulfilling 5 required and 5 elective credits • No prerequisite • May be taken in place of, or in addition to, World Geography • Continues to build an AP culture in Millard Public Schools
World History <ul style="list-style-type: none"> • 11-12th grade option for World Perspectives elective credit • 10 credits 	World History <ul style="list-style-type: none"> • 10th grade • 10 credits 	<ul style="list-style-type: none"> • Ensures the Nebraska and Millard Social Studies Standards are taught • Includes appropriate World History (5) and Economics (3) Standards • Ensures state statutes and requirements are met • Changed from elective credit in 11th or 12th grade to a required 10th grade course and ensures background knowledge for succeeding courses
	AP World History <ul style="list-style-type: none"> • 10th grade course offered as an alternative to World History • Or offered 10-12th grade as 10 elective credits • 10 credits 	<ul style="list-style-type: none"> • Ensures the Nebraska and Millard Social Studies Standards are taught • Includes appropriate World History (5) and Economics (3) Standards • Ensures state statutes and requirements are met • Provides an added opportunity for students to take an AP course • No prerequisite • May be taken in place of, or in addition to, World History • Continues to build an AP Culture in Millard Public Schools
American History (Since 1914) <ul style="list-style-type: none"> • 9th grade • 10 credits 	United States History <ul style="list-style-type: none"> • 11-12th Grade • 10 credits 	<ul style="list-style-type: none"> • Ensures the Nebraska and Millard Social Studies Standards are taught • Includes appropriate US History (5) and Economics (4) Standards • Ensures state statutes and requirements are met

		<ul style="list-style-type: none"> • Course name change reflects the scope of the standards and indicators and parallels the title for the AP option • Changed from 9th to 11-12th to apply the foundational skills from Geography and World History
<p>AP United States History</p> <ul style="list-style-type: none"> • 11-12 grade elective • 10 credits 	<p>AP United States History</p> <ul style="list-style-type: none"> • 11-12th grade course offered as an alternative to US History • Or offered 11-12th grade as an elective • 10 credits 	<ul style="list-style-type: none"> • Ensures the Nebraska and Millard Social Studies Standards are taught • Includes appropriate US History (5) and Economics (4) Standards • Ensures state statutes and requirements are met • No prerequisite • May be taken in place of, or in addition to, United States History • Continues to build an AP Culture in Millard Public Schools
<p>United States Government & Economics</p> <ul style="list-style-type: none"> • 12th grade required course • 5 credits 	<p>United States Government & Economics</p> <ul style="list-style-type: none"> • 11-12th grade required course • 5 credits 	<ul style="list-style-type: none"> • Ensures the Nebraska and Millard Social Studies Standards are taught • Includes appropriate Civics (2) and Economics (4) Standards • Ensures state statutes and requirements are met • Provides the opportunity for juniors to take this course
	<p>AP United States Government & Politics</p> <ul style="list-style-type: none"> • 11-12th grade course offered as an alternative to US Government & Economics • Or offered 11-12th grade as an elective • 5 credits 	<ul style="list-style-type: none"> • Ensures the Nebraska and Millard Social Studies Standards are taught • Includes appropriate Civics (2) and Economics (4) Standards • Ensures state statutes and requirements are met • Provides an added opportunity for students to take an AP course • No prerequisite • Continues to build an AP culture in Millard Public Schools
<p>Introduction to Behavioral Science</p> <ul style="list-style-type: none"> • 10-12th grade elective • 5 credits 	<p>Introduction to Behavioral Science</p> <ul style="list-style-type: none"> • 9-11th Grade elective • 5 credits 	<ul style="list-style-type: none"> • Ensures the Nebraska and Millard Social Studies Standards are taught • Includes the appropriate Civics (2), Economics (4), Geography (5), US History (5) standards • Provides an elective option for 9th grade students while eliminating an option for 12th grade • Fulfills the Human Resource requirement
<p>Ethnic Studies</p> <ul style="list-style-type: none"> • 10-12th grade elective • 5 credits 	<p>Human Diversity</p> <ul style="list-style-type: none"> • 9-11th grade elective • 5 credits 	<ul style="list-style-type: none"> • Ensures the Nebraska and Millard Social Studies Standards are taught • Includes appropriate Civics (1), Economics (3), Geography (3) and US History (5) standards • Provides an elective option for 9th grade students while eliminating an option for 12th grade • The name change reflects an expanded definition of diversity to include race, ethnicity, gender, and socioeconomic status • Fulfills the Human Resource requirement

<p>World Affairs</p> <ul style="list-style-type: none"> • 11-12th grade elective • 5 credits 	<p>International Relations</p> <ul style="list-style-type: none"> • 9-11th grade elective • 5 credits 	<ul style="list-style-type: none"> • Ensures the Nebraska and Millard Social Studies Standards are taught • Include appropriate Civics (3), Economics (4), Geography (4), US History (2) standards • Provides an elective option for 9th grade students while eliminating an option for 12th grade • The name change reflects a focus on global relationships and interdependence of countries
<p>World Religions</p> <ul style="list-style-type: none"> • 11-12th grade elective • 5 credits 	<p>World Religions</p> <ul style="list-style-type: none"> • 10-12th grade elective • 5 credits 	<ul style="list-style-type: none"> • Ensures the Nebraska and Millard Social Studies Standards are taught • Includes appropriate Geography (1) & World History (5) Standards • Provides an elective option for 10th grade
<p>AP European History</p> <ul style="list-style-type: none"> • 11-12th grade elective • 10 credits 	<p>AP European History</p> <ul style="list-style-type: none"> • 10-12th grade elective • 10 credits 	<ul style="list-style-type: none"> • Ensures the Nebraska and Millard Social Studies Standards are taught • Includes appropriate World History Standards (5) • No prerequisite • Provides the opportunity for sophomores to take this AP course • Continues to build an AP Culture in Millard Public Schools

**9-12 Courses Reviewed and Determined to Remain
with Curriculum Updates: Rationale**

PREVIOUS COURSE	PROPOSED COURSE	RATIONALE/IMPACT
Sociology <ul style="list-style-type: none"> • 11-12th grade elective • 5 Credits 	Sociology <ul style="list-style-type: none"> • 11-12th grade elective • 5 Credits 	<ul style="list-style-type: none"> • Ensures the Nebraska and Millard Social Studies Standards are taught • Includes appropriate Civics (2), Economics (4), Geography (4), US History (4) Standards
Law Studies <ul style="list-style-type: none"> • 11-12th grade elective • 5 credits 	Law Studies <ul style="list-style-type: none"> • 11-12th grade elective • 5 credits 	<ul style="list-style-type: none"> • Ensures the Nebraska and Millard Social Studies Standards are taught • Includes appropriate Civics (2) Standards
Psychology <ul style="list-style-type: none"> • 11-12th grade elective • 5 credits 	Psychology <ul style="list-style-type: none"> • 11-12th grade elective • 5 credits 	<ul style="list-style-type: none"> • Ensures the Nebraska and Millard Social Studies Standards are taught • Includes appropriate Civics (2), Geography (2), US History (3) Standards
AP Psychology <ul style="list-style-type: none"> • 11-12th grade elective • 5 credits 	AP Psychology <ul style="list-style-type: none"> • 11-12th grade elective • 5 credits 	<ul style="list-style-type: none"> • Ensures the Nebraska and Millard Social Studies Standards are taught • Includes appropriate Civics (2), Geography (2), US & World History (3) Standards • Continues to build an AP culture in Millard Public Schools
AP Comparative Government and Politics <ul style="list-style-type: none"> • 11-12th grade elective • 5 credits 	AP Comparative Government & Politics <ul style="list-style-type: none"> • 11-12th grade elective • 5 credits 	<ul style="list-style-type: none"> • Ensures the Nebraska and Millard Social Studies Standards are taught • Includes appropriate Civics (2), Economics (8), Geography (3), US History (4) Standards • Continues to build an AP culture in Millard Public Schools

9-12 Social Studies

Social Studies Required Course Sequence And Credits			
9 th Grade	10 th Grade	11 th or 12 th Grade	
World Geography (5)	World History (10)	United States History (10)	United States Government & Economics (5)
or	or	or	or
AP Human Geography (5 Social Studies required credits and 5 elective credits)	AP World History (10)	AP United States History (10)	AP United States Government & Politics (5)

The Following Courses Fulfill the Human Resource Requirement	
9-11 th Grade	11-12 th Grade
Human Diversity (5)	Sociology (5)
Introduction to Behavioral Science (5)	Psychology (5)
	IB Psychology SL (10) [North]

Electives and Credits		
Any of the following courses may be taken for elective credit if not already taken to fulfill a graduation requirement		
9-11 th Grade	10-12 th Grade	11-12 th Grade
AP Human Geography <ul style="list-style-type: none"> • If taken to fulfill the 9th grade World Geography requirement (5 Social Studies/5 Elective) • If taken in addition to 9th grade World Geography requirement (10) 	AP European History (10)	AP Comparative Government & Politics (5)
	AP Human Geography (10)	AP Psychology (5)
	AP World History (10)	AP United States Government & Politics (5)
	World Religions (5)	AP United States History (10)
Introduction to Behavioral Science (5)		Law Studies (5)
Human Diversity (5)		Psychology (5)
International Relations (5)		Sociology (5)

IB Courses [North High School]	
11-12 th Grade	12 th Grade
IB 20 th Century World History Topics SL/HL (10)	IB History of the Americas HL II (10)
IB Psychology SL (10) [HR]	

9-12 Restructured, Redesigned and Proposed Courses: Course Descriptions

0412 WORLD GEOGRAPHY

9

5 Credits

Course Description: Students will function as a global citizen; to exhibit understanding of the interactions between humans and their physical environment, cultural diversity, global interdependence, international cooperation and conflict. With this understanding students will develop skills necessary to analyze historical and contemporary events.

Prerequisites: None

0456 A/B ADVANCED PLACEMENT[®] HUMAN GEOGRAPHY

9-11

10 Credits

Course Description: Students will explore the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface in this college level course. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science practice. Completion of this course will prepare students to take the national Advanced Placement[®] exam in Human Geography.

Prerequisites: None

0430 INTRODUCTION TO BEHAVIORAL SCIENCE

9-11

5 Credits

Course Description: Students will explore the behavioral sciences through the disciplines of anthropology, sociology, and psychology to understand the perspective of each field of study. This course fulfills the Human Relations requirement.

Prerequisites: None

0423 HUMAN DIVERSITY

9-11

5 Credits

Course Description: Students will examine contemporary problems faced by social group, defined as race, ethnicity, gender, and socioeconomic status, in the United States. Historical contributions and struggles of these groups will be examined and related to present-day life. This course fulfills the Human Relations requirement.

Prerequisites: None

XXXX INTERNATIONAL RELATIONS

9-11

5 Credits

Course Description: Students will consider the role of the United States in the international community and the problems faced by our nation. Through a problem-solving approach, major issues will be analyzed using historical and contemporary sources with an emphasis on understanding these complex issues. This course fulfills the Human Relations requirement.

Prerequisites: None

0420 A/B WORLD HISTORY

10

10 Credits

Course Description: Students will examine concepts such as the interaction of humans and the environment, development and interaction of cultures, comparison of economic, political and social structures to analyze their historical impact upon one another. This course covers the time period from prehistory to the present.

Prerequisites: None

XXXX ADVANCED PLACEMENT® WORLD HISTORY 10-12 10 Credits

Course Description: Students will examine concepts such as the interaction of humans and the environment, development and interaction of cultures, comparison of economic, political and social structures in this college level course. This course covers the time periods from prehistory to the present. Completion of this course will prepare students to take the national Advanced Placement® exam in World History.

Prerequisites: None

0422 WORLD RELIGIONS 10-12 5 Credits

Course Description: Students will analyze the five major religions of the world: Buddhism, Christianity, Hinduism, Islam, and Judaism. Students will explore the basic tenets and history of each religion to evaluate the impact of people, events, ideas and symbols upon each other.

Prerequisites: None

0451 ADVANCED PLACEMENT® EUROPEAN HISTORY 10-12 10 Credits

Course Description: Students will study European history since 1450 and be introduced to cultural, economic, political and social developments that played a fundamental role in shaping the world in this college level course. Completion of this course will prepare students to take the national Advanced Placement® exam in European History.

Prerequisites: None

0410 A/B UNITED STATES HISTORY 11-12 10 Credits

Course Description: Students will evaluate major events in United States history beginning with the Progressive Era and continuing towards the present to research, analyze and understand past, current and potential issues and events at the local, state and national levels.

Prerequisites: None

0450 A/B ADVANCED PLACEMENT® UNITED STATES HISTORY 11-12 10 Credits

Course Description: Students will explain the history of the United States chronologically from the pre-colonial era moving toward the present in this college level course. Completion of this course will prepare students to take the national Advanced Placement® exam in United States History.

Prerequisites: None

0414 UNITED STATES GOVERNMENT & ECONOMICS 11-12 5 Credits

Course Description: Students will acquire knowledge and skills necessary to function as an educated, concerned and active citizen in our political and economic systems.

Prerequisites: None

XXXX ADVANCED PLACEMENT®**UNITED STATES GOVERNMENT & POLITICS 11-12 5 Credits**

Course Description: Students will acquire knowledge and skills necessary to function as an educated, concerned and active citizen in our political and economic system in this college level course. Completion of this course will prepare students to take the national Advanced Placement® exam.

Prerequisites: None

9-12 Courses Reviewed and Determined to Remain with Curriculum Updates: Revised Course Descriptions

0431 SOCIOLOGY **11-12** **5 Credits**
Course Description: Students will develop an understanding of group behavior and social interaction. The students will analyze the structure, values and functions of groups in various levels of our society. This course fulfills the Human Relations requirement.
Prerequisites: None

0442 LAW STUDIES **11-12** **5 Credits**
Course Description: Students will investigate the field of law and our criminal justice system. Topics include criminal behavior, the Bill of Rights, police work, prosecution, the courts, our correctional system and civil and criminal law.
Prerequisites: None

0432 PSYCHOLOGY **11-12** **5 Credits**
Course Description: Students will research the discipline of psychology as the scientific study of the individual and his/her behavior. The students will connect psychology to the world. This course fulfills the Human Relations requirement.
Prerequisites: None

0453 ADVANCED PLACEMENT[®] PSYCHOLOGY **11-12** **5 Credits**
Course Description: Students will continue to focus on the concepts started in Psychology in this college level course. Students will further evaluate the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students will examine the psychological facts, principals, and phenomena associated with the major subfields of psychology. Completion of this course will prepare students to take the national Advanced Placement[®] exam in Psychology.
Prerequisites: Psychology

0457 ADVANCED PLACEMENT[®] COMPARATIVE GOVERNMENT & POLITICS **11-12** **5 Credits**
Course Description: Students will be introduced to the fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of settings in this college level course. Six countries form the core of this course: China, Great Britain, Iran, Mexico, Nigeria, and Russia. The aim is to illustrate the rich diversity of political life, to analyze institutional alternatives, to explain differences in processes and policy outcomes, and to appreciate the importance of global and economic changes. Completion of this course will prepare students to take the national Advanced Placement[®] exam on Comparative Government and Politics.
Prerequisites: Advanced Placement[®] United States Government & Politics

AGENDA SUMMARY SHEET

AGENDA ITEM: Approve PreK-12 Social Studies Field Study

MEETING DATE: June 3, 2013

DEPARTMENT: Educational Services

TITLE: PreK-12 Social Studies Field Study

BACKGROUND: The PreK-12 Social Studies Curriculum Planning Committee of 33 district members completed Phase I of the MEP Curriculum Cycle. The Curriculum Planning Committee identified six areas to research: Best Instructional Practices; Integration with other Content Areas; College and Career Readiness; Scope and Sequence; Global Perspectives; Service Learning. Through research and review of the Nebraska Standards and Indicators and the creation of additional Millard Standards and Indicators, the Curriculum Planning Committee identified resource selection criteria. Vendor Fairs were held in March and two programs at elementary and two programs at eighth grade were selected for Field Study. Work will be conducted with three vendors in August and September involving selected teachers to prepare for use of programs in their classrooms during the first semester of the 2013-14 school year. This Field Study will provide information to help select the best programs for implementation.

ACTION DESIRED: X Approval

RECOMMENDATIONS: Recommend approval of the PreK-12 Social Studies Field Study

STRATEGIC PLAN REFERENCE: N/A

TIMELINE: Implementation August 2013

RESPONSIBLE PERSON(S): Dr. Mark Feldhausen, Dr. Nancy Johnston, Andy DeFreece, Monica Hutfles, Nancy Thornblad

SUPERINTENDENT'S APPROVAL:



PreK-12 Social Studies Textbook Field Study 2013-2014

According to Rule 6510.1, Assessed Curriculum, Innovation/Program Change: Assessed Curriculum: Innovation/Pilot Programs and Field Studies, this PreK-12 Social Studies Field Study Proposal is presented to be conducted during the 2013-2014 school year. A Field Study is a structured study of materials developed by sources outside the district that allows for a trial period to help identify which best meet the Standards and Indicators identified in the Framework.

Rationale to conduct a field study:

The Social Studies PreK-12 Curriculum Planning Committee has completed Phase I of the MEP Curriculum Cycle. The Curriculum Planning Committee identified five critical issues. Subcommittees were formed to research the following six critical issues: best instructional practices, integration with other content areas, college and career readiness, scope & sequence, global perspectives, and service learning.

These subcommittees identified critical elements from the research to judge program components during vendor presentations. All committee members participated in a vendor fair on either March 26, 2013 (Elementary); March 27, 2013 (Middle School); or March 28, 2013 (High School), to evaluate each program according to their identified criteria and select programs to participate in our field study. After working with the representatives from the selected programs, we determined a need to conduct a field study in two areas.

Based on the Curriculum Planning Committee and subcommittee members' evaluations the following programs were selected for the field study are:

Elementary:

- Social Studies by Houghton Mifflin Harcourt, 2012
- Social Studies Alive! By Teachers' Curriculum Institute, 2010

Secondary - 8th Grade American History:

- American History of Our Nation Beginning to 1914 by Pearson Education, 2014
- History Alive! The United States Through Industrialism by Teachers' Curriculum Institute, 2011

The field study of these materials/textbooks would help to ensure that the text and support materials recommended for implementation do effectively meet the needs defined by the research criteria, the PreK-12 Social Studies Framework, and student and staff needs to reach state and district standards and indicators.

Compatibility with District Strategic Plan:

The field study will support Strategy 4: "We will develop and implement plans utilizing best instructional practices, formative and summative assessments, and student data designed to ensure that all students are college and career ready." The field study will ensure that the instructional materials support identified standards, indicators and assessments.

Compatibility with the District Curriculum Cycle:

The Curriculum Planning Committee has completed all components of Phase I during 2012-2013 and is ready to begin work on the components within Phase II. Curriculum Development, Phase II, of the MEP Curriculum Cycle includes the field study of textbooks/instructional materials as needed.

Existing research /data:

The Social Studies subcommittees reviewed data and research at the district level. They then reviewed local, state, and national research and information to identify critical programs and textbooks needed to incorporate that would challenge our students and staff to meet increased achievement levels in Social Studies. By networking with our NFUSSD Organization School Districts, researching multiple State Departments of Education and U.S. Department of Education and the revised Nebraska Department of Education Social Studies Standards and Indicators, and current Internet sources, the subcommittees were able to conduct a meta-analysis of the information to identify the critical elements needed for Millard Public Schools.

Clientele to be involved:

At the elementary level approximately 5 elementary buildings will participate involving no more than 15 teachers per grade level, in the field study of Social Studies textbooks/instructional materials. They will represent all areas of the district, all student populations, and all elementary grade levels. They will meet in August and September to receive professional development before using the materials. They will meet approximately three times from October to January to evaluate the programs and make recommendations. These recommendations will be utilized to create a final proposal for Board of Education approval.

At the secondary level, approximately 12 classroom teachers and specialists will be involved in the field study of the 8th Grade American History materials. They will meet in August and September to receive professional development before using the materials. Classroom teachers will field study the material and will meet approximately three times during the school year to evaluate the programs and make recommendations. These recommendations will be utilized to create a final proposal for Board of Education approval.

Desired outcomes to be achieved:

- Identify program/textbook(s) that meet the Millard Public Schools selection criteria
- Articulate and align program selections PreK-12
- Review and modify course and district assessments
- Plan for adoption/implementation for 2014-2015
- Identify and design appropriate staff development programs

Strategies to be employed:

Support staff through the MEP process as they plan, integrate and assess the new materials

August - September 2013: The publisher's consultants will provide training/orientation for the programs/ textbooks for all staff participating in the field study.

October - December:	Field study participants will participate in multiple review and comparison discussions of the field study programs. Teachers will evaluate their program based on the critical selection criteria. Student data will be collected and analyzed.
January - February 2014:	Program/Textbooks will be recommended to Board of Education for approval.
January - April 2014:	Course guides will be developed.
May - August 2014:	Orientation, staff development for all PreK-5 Social Studies staff will begin.

Resources needed:

- Harcourt Social Studies materials provided at no cost to the district for the duration of the field study
- Teacher Curriculum Institute materials provided at no cost to the district for the duration of the field study
- Pearson materials provided at no cost to the district for the duration of the field study
- Consultant training for those involved in field study programs
- Approximately elementary 5 buildings will participate involving no more than 15 teachers per grade level
- Approximately 12 secondary teachers and specialists will participate
- Substitutes for field study teachers to participate in program review sessions
- Review sessions with building administrators, Director of Elementary and Early Childhood Education, Director of Secondary Education
- MEP Curriculum Facilitators work with program consultants on material acquisition and training, conduct program review sessions, observe in field study classrooms, maintain ANGEL resources, facilitate all components of Phase II Curriculum Cycle

Evaluation Strategies:

- Test programs/materials for effective support of standards and indicators
- Test programs/ materials for teacher utilization and support
- Test programs/materials for intervention levels to support student needs
- Test programs/materials assessment components
- Test programs/materials technology components
- Test vendor response and timeliness to district needs
- Analyze student achievement data from field study programs/materials
- Analyze teacher information from specific criteria evaluations

AGENDA SUMMARY SHEET

Meeting Date: June 3, 2013

Department Human Resources

Action Desired: Approval

Background: Personnel items: (1) Hire; (2) Leave of Absence; (3) Contract Amendment

Options/Alternatives Considered: N/A


Recommendations: Approval

Strategic Plan Reference: N/A

Implications of Adoption/Rejection: N/A

Timeline: N/A

Responsible Persons: Jim Sutfin, Ed.D.

Superintendent's Signature: _____  _____

June 3, 2013

TEACHERS RECOMMENDED FOR HIRE**Recommend: the following teachers be hired for the 2013/2014 school year:**

1. Eileen M. Barks – MA – Arizona State University. Administrative Intern at Rockwell Elementary for the 2013-2014 school year. Previous Experience: ESU #2, Fremont, NE (2006-present); Litchfield, AZ (1998-2006)
2. Tim C. Cannon – MA – University of Nebraska, Omaha. Social Studies teacher at Millard North High School for the 2013-2014 school year. Previous Experience: OPS (1985-present); Cathedral High School, Omaha, NE (1979-1985)
3. Caitlin J. Christensen – BA+35 – Texas Christian University. Resource teacher at Millard South High School for the 2013-2014 school year. Previous Experience: Beatrice Public Schools (2011-present), Lincoln Public Schools (2011)
4. Andrew M. Cunningham – BA – University of Nebraska, Omaha. Physical Education/Swimming teacher at Millard North High School for the 2013-2014 school year.
5. Valentina L. Fitch – MA – University of Nebraska, Omaha. Speech Language Pathologist for Millard Public Schools for the 2013-2014 school year.
6. Allison M. Goodman – BA – University of Nebraska, Lincoln. Business teacher at Millard North High School for the 2013-2014 school year.
7. Carey R. Jacobs – MA – University of Nebraska, Omaha. Counselor at Beadle Middle School for the 2013-2014 school year. Previous Experience: OPS (2007-present); Christ the King School, Omaha, NE (2006-2007)
8. Samantha L. Keithley – BA – University of Nebraska, Omaha. Foreign Language teacher at Andersen Middle School. She was on a short-term contract for the 2012-2013 school year.
9. Audrie M. Krepcik – BA – University of Nebraska, Kearney. Montessori Math/Science teacher at Central Middle School for the 2013-2014 school year.
10. Alexandra R. Luettel – BA – Peru State College. Resource teacher at Disney Elementary School for the 2013-2014 school year.
11. Craig D. Mathis – BA – University of Nebraska, Lincoln. Instructional Music teacher at Millard North High School for the 2013-2014 school year. Previous Experience: Beatrice, NE (2011-present)
12. Amber D. Nicholson – BA+3 – Missouri State College. Math teacher at Millard South High School for the 2013-2014 school year. Previous Experience: Monett, MO (2011-2013)

13. Bradley A. Nord – MA+36 – University of Nebraska, Omaha. Social Studies teacher at Millard North High School for the 2013-2014 school year. Previous Experience: Bellevue Public Schools (2002-present), Hutchinson, Kansas (2001-2002)
14. Jonathan D. Olson – MA+36 – University of Nebraska, Lincoln. Industrial Tech teacher at Millard West High School for the 2013-2014 school year. Previous Experience: Ralston Public Schools (2006-present)
15. Kelsey N. Pratt – BA – University of Nebraska, Lincoln. Family Consumer Science/Health teacher at Millard North Middle School for the 2013-2014 school year.
16. Andrew M. Sisteck – BA+36 – University of Nebraska, Kearney. Math teacher at Millard South High School for the 2013-2014 school year. Previous Experience: Cedar Bluffs, IA (2012-present)
17. Ellen K. Thomas – BA – University of Nebraska, Kearney. Grade 4 teacher at Morton Elementary School for the 2013-2014 school year.
18. Rachel L. Wilson – BA – University of Nebraska, Lincoln. Resource teacher at Norris Elementary School for the 2013-2014 school year.

June 3, 2013

AMENDMENT TO CONTINUING CONTRACTS

Recommend: amendment to the following contracts:

1. Pamela A. Erixon – E.L.L. teacher at Holling Heights Elementary School.
Amend contract to (1.0) FTE for the 2013-2014 school year. (She is currently on a (.7) contract.)
2. Sarah E. Jessick – (.5) Job Share Music teacher at Aldrich Elementary School.
Amend contract to a regular (.5) part-time teaching contract at Montclair Elementary for the 2013-2014 school year.

June 3, 2013

LEAVE OF ABSENCE

Recommend: the following Leave of Absence be accepted:

1. Grace A. Reagan – Grade 5 teacher at Cottonwood Elementary School. She is requesting a Leave of Absence for the 2013-2014 school year for family reasons.
2. Sonja K. Peters – Grade 2 teacher at Cottonwood Elementary School. She is requesting a Leave of Absence for the 2013-2014 school year for family reasons.

AGENDA SUMMARY SHEET

AGENDA ITEM: Enrollment Report

MEETING DATE: June 3, 2013

DEPARTMENT: Educational Services: Assessment, Research, & Evaluation

TITLE: Enrollment Report

BRIEF DESCRIPTION: Report states the district and building enrollment reflective of data pulled on the 20th of each month preceding the Board meeting. Reports are only processed when school is in session.

ACTION DESIRED: ___ Approval X Information/Discussion

BACKGROUND: Enrollment data pulled on the 20th of each month in session is reported to the Millard Board of Education for public record. Enrollment data is stored in our student information system, Infinite Campus.

RECOMMENDATIONS: None

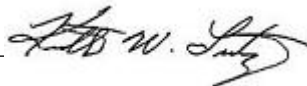
STRATEGIC PLAN REFERENCE: None

IMPLICATIONS OF ADOPTION OR REJECTION: None

TIMELINE: None

RESPONSIBLE PERSON(S): Dr. Mark Feldhausen, Dr. Tami Williams, and Sharon Freeman

SUPERINTENDENT'S APPROVAL:



**May 20, 2013
Millard Public Schools
Total Enrollment**

Elementary	K	1	2	3	4	5	SpEd	Current Total	Current Change	YTD Change	Official 12/13 Enrollment
							Cluster Prgm				
Abbott (3 unit)	64	66	66	70	85	71		422	1	-4	426
Ackerman (4 unit)	64	81	70	85	89	101		490	1	6	484
Aldrich (3 unit)	80	66	70	90	71	67		444	0	-3	447
Black Elk (4 unit)	50	59	80	91	85	97		462	0	2	460
Bryan (3 unit)	59	64	56	67	66	61		373	-1	8	365
Cather (3 unit)	68	65	73	73	69	81		429	0	-4	433
Cody (2 unit)	24	37	32	29	29	31	13	195	-2	-1	196
Cottonwood (3 unit)	43	52	70	60	56	61		342	0	-5	347
Disney (3 unit)	45	55	42	35	43	47	13	280	0	-3	283
Ezra Millard (3 unit)	62	69	62	61	69	72	7	402	0	0	402
Harvey Oaks (2 unit)	46	47	43	52	51	49		288	2	18	270
Hitchcock (2 unit)	33	48	39	39	32	33	8	232	2	9	223
Holling Heights (3 unit)	62	57	65	70	69	60	21	404	0	6	398
Montclair (4 unit)	85	85	98	87	82	80		517	-3	9	508
Morton (3 unit)	32	47	58	60	51	60	12	320	0	5	315
Neihardt (4 unit)	88	77	80	99	84	96		524	1	1	523
Norris (3 unit)	58	56	59	68	57	55		353	0	-6	359
Reagan (4 unit)	140	132	124	114	128	117		755	0	6	749
Reeder (3 unit)	100	90	106	96	74	92	14	572	0	0	572
Rockwell (3 unit)	50	56	51	52	56	49	8	322	-2	-8	330
Rohwer (3 unit)	47	68	66	72	66	83	15	417	-1	2	415
Sandoz (3 unit)	50	67	46	53	53	53		322	-1	5	317
Upchurch (3 unit)	109	103	106	114	85	70		587	-2	-6	593
Wheeler (4 unit)	76	93	78	99	103	103	22	574	0	-4	578
Willowdale (3 unit)	57	59	64	62	66	68		376	0	-6	382
Totals	1592	1699	1704	1798	1719	1757	133	10,402	-5	27	10,375

Middle	6	7	8	SpEd Prgm*	Current Total	Current Change	YTD Change	Official 12/13 Enrollment
Andersen MS	323	269	267	0	859	0	-5	864
Beadle MS	397	356	329	21	1082	-2	-4	1086
Central MS	247	248	257	23	752	1	-3	755
Kiewit MS	312	311	312	0	935	0	4	931
North MS	258	259	238	17	755	-1	-6	761
Russell MS	288	289	287	0	864	0	-11	875
MS Alternative	12	12	14	0	38	1	21	17
Totals	1837	1744	1704	61	5285	-1	-4	5289

High	Grads YTD	9	10	11	12	SpEd Prgm*	Current Total	Current Change	YTD Change	Official 12/13 Enrollment	
North HS	25		621	618	577	570	17	2386	-1	-63	2449
South HS	29		521	502	489	446	42	1958	-5	-59	2017
West HS	45		570	612	595	481	34	2258	-7	-53	2311
Horizon HS	54		0	1	53	48	0	102	-4	-8	110
Totals			1712	1733	1714	1545	93	6704	-17	-183	6887

***SpEd Program Included in MS/HS Grade Level totals**

**Itinerant & Contracted Pre-K, Rule 18 Interim included in Official 12/13 Enrollment:	57
**Itinerant & Contracted Pre-K, Rule 18 Interim included in Current Enrollment:	90

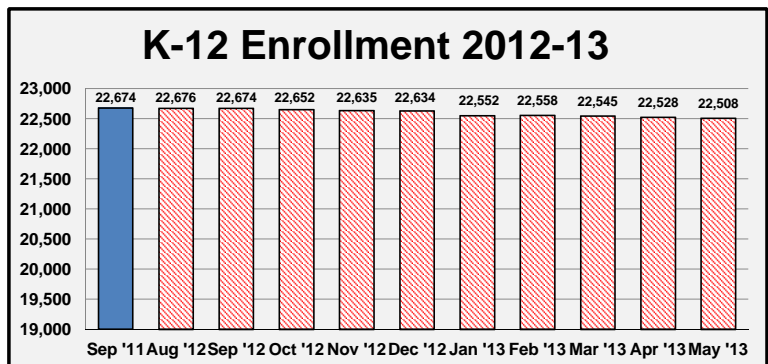
Preschool	SpEd	Not SpEd	Total	Official 12/13
Bryan	7	28	35	36
Cody	63	36	99	94
Cody Early Start	7	6	13	14
Disney	17	15	32	31
Hitchcock	31	14	45	42
Holling Heights	1	19	20	19
Montclair	33	7	40	33
Montclair Montessori	2	78	80	82
Neihardt	7	51	58	61
Norris ELL	1	17	18	18
Norris Montessori	0	30	30	30
Rockwell	0	18	18	17
Sandoz	16	5	21	18
Sandoz ELL	3	33	36	36
Wheeler	29	15	44	45
Homebased Infants	140	0	140	101
TOTAL			729	677

Career Academies	NHS	SHS	WHS	HHS	TOTAL
Culinary	8	5	4		17
Education	12	12	21		45
Entrepreneurship	2	8	12		22
Finance	4		4		8
Health Sciences	21	20	33		74
Dist/Log Mgmt	1	1	9	2	13
Ombudsman	(Primary and Secondary Assignment)				34

Contracted SpEd	40	0	3	37
Young Adult Program	47	-1	-5	52
Ombudsman (Primary)	30	4	9	21
Total District K-12	22,508	-20	-153	22,661
Total District PreK-12**	23,327	-13	-68	23,395

5/20/2013	
Elementary	10,402
Middle School	5,285
High School	6,704
Contracted	40
Young Adult	47
Ombudsman (Primary)	30
TOTAL	22,508

9/20/2012	
Elementary	10,377
Middle Sch	5,291
High Sch	6,897
Contracted	36
Young Adult	52
Ombudsman (Primary)	21
TOTAL	22,674



Elementary Classroom Enrollment										180			Class Size w/out SpEd			
	K	1	2	3	4	5					Current Total	Current Change	YTD Change	Official 12/13 Enrollment		
Abbott	21	23	21	23	22	24										
	22	22	22	23	21	23										
	21	21	23	24	21	24										
					21											
Total Students	64	66	66	70	85	71					422	1	-4	426	422	
Total Teachers	3	3	3	3	4	3					19				19	
Classroom Avg	21.33	22.00	22.0	23.5	21.3	23.7					22				22	
Ackerman	21	21	23	20	21	26										
	22	20	24	23	23	25										
	21	20	23	21	23	25										
		20		21	22	25										
Total Students	64	81	70	85	89	101					490	1	6	484	490	
Total Teachers	3	4	3	4	4	4					22				22	
Classroom Avg	21.3	20.3	23.3	21.3	22.3	25.3					22				22	
Aldrich	21	22	23	22	24	21										
	19	21	23	22	24	23										
	20	23	24	23	23	23										
	20			23												
Total Students	80	66	70	90	71	67					444	0	-3	447	444	
Total Teachers	4	3	3	4	3	3					20				20	
Classroom Avg	20.0	22.0	23.5	22.5	23.7	22.3					22				22	
Black Elk	25	20	27	23	21	25										
	25	19	27	24	22	24										
		20	26	23	21	24										
				21	21	24										
Total Students	50	59	80	91	85	97					462	0	2	460	462	
Total Teachers	2	3	3	4	4	4					20				20	
Classroom Avg	25.0	19.7	26.7	22.8	21.3	24.3					23				23	
Bryan	19	20	18	23	21	20										
	20	22	19	22	23	21										
	20	22	19	22	22	20										
Total Students	59	64	56	67	66	61					373	-1	8	365	373	
Total Teachers	3	3	3	3	3	3					18				18	
Classroom Avg	19.7	21.3	18.7	22.3	22.0	20.3					21				21	
Cather	23	21	13	26	21	16	C-K	C-1	C-2	C-3	C-4	C-5	Current Total	Current Change	YTD Change	Official 12/13 Enrollment
			12		16		22	23	24	24	23	24				
							23	21	24	23	25	25				
Total Students	23	21	25	26	21	32	45	44	48	47	48	49	429	0	-4	433
Total Teachers	1	1	2	1	1	2	2	2	2	2	2	2	20			20
Classroom Avg	23.0	21.0	12.5	26.0	21.0	16.0	22.5	22.0	24.0	23.5	24.0	24.5	21			21
Cody	12	19	17	13	13	16	SpEd Cluster	Current Total	Current Change	YTD Change	Official 12/13 Enrollment					
	12	18	15	16	16	15	5									
							8									
Total Students	24	37	32	29	29	31	13	195	-2	-1	196	182				
Total Teachers	2	2	2	2	2	2	2	14				12				
Classroom Avg	12.0	18.5	16.0	14.5	14.5	15.5	6.5	14				15				
Cottonwood	22	16	23	19	20	21	Current Total	Current Change	YTD Change	Official 12/13 Enrollment						
	21	18	24	21	18	20										
		18	23	20	18	20										
Total Students	43	52	70	60	56	61	342	0	-5	347	342					
Total Teachers	2	3	3	3	3	3	17				17					
Classroom Avg	21.5	17.3	23.3	20.0	18.7	20.3	20				20					
Disney	22	17	21	18	22	23	SpEd Cluster	Current Total	Current Change	YTD Change	Official 12/13 Enrollment					
	23	20	21	17	21	24	6									
		18					7									
Total Students	45	55	42	35	43	47	13	280	0	-3	283	267				
Total Teachers	2	3	2	2	2	2	2	15				13				
Classroom Avg	22.50	18.33	21.00	17.50	21.50	23.50	6.5	19				21				

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 12/13 Enrollment	Class Size w/out
												SpEd
Ezra Millard	22	22	20	18	24	25	2				402	395
	21	23	21	21	22	24	5					
	19	24	21	22	23	23						
Total Students	62	69	62	61	69	72	7	402	0	0	402	395
Total Teachers	3	3	3	3	3	3	2	20				18
Classroom Avg	20.7	23.0	20.7	20.3	23.0	24.0	3.5	20				22

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 12/13 Enrollment	Class Size w/out
												SpEd
Harvey Oaks	23	24	22	26	25	24						
	23	23	21	26	26	25						
Total Students	46	47	43	52	51	49		288	2	18	270	288
Total Teachers	2	2	2	2	2	2		12				12
Classroom Avg	23.0	23.5	21.5	26.0	25.5	24.5		24				24

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 12/13 Enrollment	Class Size w/out
												SpEd
Hitchcock	17	25	19	19	16	17	5					
	16	23	20	20	16	16	3					
Total Students	33	48	39	39	32	33	8	232	2	9	223	224
Total Teachers	2	2	2	2	2	2	2	14				12
Classroom Avg	16.5	24.0	19.5	19.5	16.0	16.5	4.0	17				19

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 12/13 Enrollment	Class Size w/out
												SpEd
Holling Heights	22	19	22	24	22	21	10					
	22	19	23	24	24	22	11					
	18	19	20	22	23	17						
Total Students	62	57	65	70	69	60	21	404	0	6	398	383
Total Teachers	3	3	3	3	3	3	2	20				18
Classroom Avg	20.7	19.0	21.7	23.3	23.0	20.0	10.5	20				21

	K	1	2	3	4	5	M-K	M1-3	M4-5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 12/13 Enrollment	Class Size w/out
															SpEd
Montclair	19	18	27	21	23	20	16	24	15						
	19	19	25	22	25	20	16	23	19						
							15	24	19						
								23	21						
								22							
								22							
Total Students	38	37	52	43	48	40	47	138	74		517	-3	9	508	517
Total Teachers	2	2	2	2	2	2	3	6	4		25				25
Classroom Avg	19.0	18.5	26.0	21.5	24.0	20.0	15.7	23.0	18.5		21				21

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 12/13 Enrollment	Class Size w/out
												SpEd
Morton	16	24	20	20	24	22	5					
	16	23	19	20	27	21	7					
			19	20		17						
Total Students	32	47	58	60	51	60	12	320	0	5	315	308
Total Teachers	2	2	3	3	2	3	2.0	17				15
Classroom Avg	16.0	23.0	19.3	20.0	25.5	20.0	6.0	19				21

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 12/13 Enrollment	Class Size w/out
												SpEd
Neihardt	22	19	20	25	22	23						
	22	20	20	24	21	25						
	22	19	20	25	20	24						
	22	19	20	25	21	24						
Total Students	88	77	80	99	84	96		524	1	1	523	524
Total Teachers	4	4	4	4	4	4		24				24
Classroom Avg	22.0	19.3	20.0	24.8	21.0	24.0		22				22

	K	1	2	3	4	5	M-K	M1-3	M4-5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 12/13 Enrollment	Class Size w/out
															SpEd
Norris	18	20	17	24	20	23	11	21	13						
	18	19	20	23	20	23	11	21	13						
								18							
Total Students	36	39	37	47	40	46	22	60	26		353	0	-6	359	353
Total Teachers	2	2	2	2	2	2	2	3	2		19				19
Classroom Avg	18.0	19.5	18.5	23.5	20.0	23.0	11.0	20.0	13.0		19				19

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 12/13 Enrollment	Class Size w/out
												SpEd
Reagan	23	22	26	26	25	23						
	24	23	24	26	25	23						
	24	21	24	26	26	24						
	24	22	25	18	27	24						
	24	23	25	18	25	23						
	21	21										
Total Students	140	132	124	114	128	117		755	0	6	749	755
Total Teachers	6	6	5	5	5	5		32				32
Classroom Avg	23.3	22.2	24.8	22.8	25.3	23.3		24				24

K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 12/13 Enrollment		
											Reeder	18
	21	22	21	24	24	23	7			191		
	22	23	20	23	25	22						
	20	22	21	24								
	19	22										
Total Students	100	90	106	96	74	92	14	572	0	0	572	558
Total Teachers	5	4	5	4	3	4	2	27				25
Classroom Avg	20.3	22.7	21.0	24.5	24.7	22.7	8.0	21				22

K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 12/13 Enrollment		
											Rockwell	16
	16	18	18	26	19	25	4					
	18	19	17		18							
Total Students	50	56	51	52	56	49	8	322	-2	-8	330	314
Total Teachers	3	3	3	2	3	2	4	20				16
Classroom Avg	16.7	18.5	17.0	26.0	19.0	24.5	8.0	16				20

K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 12/13 Enrollment		
											Rohwer	24
	23	22	21	24	21	21	8					
		24	23	24	22	20						
					22							
Total Students	47	68	66	72	66	83	15	417	-1	2	415	402
Total Teachers	2	3	3	3	3	4	2	20				18
Classroom Avg	23.5	22.7	22.0	24.0	22.0	20.8	8.0	21				22

K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 12/13 Enrollment		
											Sandoz	17
	16	22	23	19	27	17						
	17	22		16		18						
Total Students	50	67	46	53	53	53		322	-1	5	317	322
Total Teachers	3	3	2	3	2	3		16				16
Classroom Avg	16.7	22.3	23.0	17.7	26.5	17.7		20				20

K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 12/13 Enrollment		
											Upchurch	22
	23	26	22	22	20	24						
	19	26	22	24	22	24						
	24	25	21	20	21							
	21		21	24								
Total Students	109	103	106	114	85	70		587	-2	-6	593	587
Total Teachers	5	4	5	5	4	3		26				26
Classroom Avg	21.8	25.8	21.2	22.8	21.3	23.3		23				23

K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 12/13 Enrollment		
											Wheeler	17
	20	24	20	25	23	27	8					
	19	24	22	22	27	24	7					
	20	23	17	26	27	24						
Total Students	76	93	78	99	103	103	22	574	0	-4	578	552
Total Teachers	4	4	4	4	4	4	3	27				24
Classroom Avg	19.0	23.3	19.5	24.3	25.8	25.8	7.3	21				23

K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 12/13 Enrollment		
											Willowdale	20
	17	20	22	21	22	22						
	20	19	22	20	22	22						
Total Students	57	59	64	62	66	68		376	0	-6	382	376
Total Teachers	3	3	3	3	3	3		18				18
Classroom Avg	19.0	19.7	21.3	20.7	22.0	22.7		21				21

Elementary Totals											SpEd Cluster	Current Total	Current Change	YTD Change	Official 12/13 Enrollment		
Grade	K	1	2	3	4	5	M-1	M-2	M-3	M-4						M-5	
Students	1592	1699	1704	1798	1719	1757	65	68	65	51	49	133	10402	-5	27	10375	10269
Teachers	80	77	77	78	75	77	9			6		23	502				479
Classroom Avg	19.9	22.1	22.1	23.1	22.9	22.8						5.8	20.72				21.44

6	7	8	9	10	11	12	SpEd Cluster	Current Total	Current Change	YTD Change	Official 12/13 Enrollment	
												Andersen MS
Beadle MS	397	356	329				21	1082	-2	-4	1086	
Central MS	247	248	257				23	752	1	-3	755	
Kiewit MS	312	311	312				0	935	0	4	931	
North MS	258	259	238				17	755	-1	-6	761	
Russell MS	288	289	287				0	864	0	-11	875	
MS Alternative	12	12	14					38	1	21	17	
Totals	1837	1744	1704				61	5285	-1	-4	5289	
North HS				621	618	577	570	17	2386	-1	-63	2449
South HS				521	502	489	446	42	1958	-5	-59	2017
West HS				570	612	595	481	34	2258	-7	-53	2311
Horizon HS				0	1	53	48		102	-4	-8	110
Totals				1712	1733	1714	1545	93	6704	-17	-183	6887
									40	0	3	37
									47	-1	-5	52
									30	4	9	21
									22508	-20	-153	22661

AGENDA SUMMARY SHEET

Agenda Item: New Staff Support

Meeting Date: June 3, 2013

Division: Human Resources

Title and Brief Description:

Comprehensive professional development and induction activities are in place to support new staff.

Action Desired: Approved _____ Discussion _____ Information Only X

Background: Professional development and induction programming is provided for the first 3 years of a new salaried staff member's career and for the first 2 years of a new administrator's career. This systematic support is provided to assist with a successful acclimation to the Millard District. In an effort to provide more professional development to new teachers, two extra contract days were added to their calendar during their first year. Beginning the 2012-2013 school year, all new teachers work 2 additional contract days. These extra contract days are devoted to their professional growth. Additionally, new administrators are invited to work 3-5 days prior to the start of their contract to participate in professional development and induction activities.

Feedback received at the end of these experiences has been overwhelmingly positive.

Options/Alternatives

Considered: N/A

Recommendations: N/A

Strategic Plan

Reference: A parameter in the Millard Public Schools Strategic Plan is to "...attract, develop, and retain the highest quality of staff dedicated to achieving our mission and objectives."

Implications of

Adoption/Rejection: N/A

Responsible

Persons: Dr. Jim Sutfin, Assistant Superintendent of Human Resources
Dr. Kim Saum-Mills, Director of Staff Development & Instructional Improvement

Superintendent's Signature: _____  _____

New Staff Orientation

Depending on the calendar, all new salaried staff members participate in 3-4 days of pre-Fall Workshop training in August and in 2 separate staff development days throughout the year. District staff from several different departments help to provide this comprehensive professional development experience. The embedded chart illustrates the topics of training in which a new staff members are supported from District staff and building staff.

District Responsibilities	Building Responsibilities
Laptop Deployment & Orientation	Follow Up As Needed
Intro to Staff Email, Employee Access Center, ANGEL & Infinite Campus	Follow Up with Staff Email and Infinite Campus, Naviance, Safari Montage, Student Email, School Fusion, ExamView, SMART Clickers, other instructional software
IWB Training – for staff with IWBs	Follow Up As Needed
Support As Needed	TalentEd - Training and Log-ins
Intro to MIM & PLC - New Staff Orientation	Aug/Sept - Staff Evaluation Phases & MIM Building expectations of PLC aligned to parameters
Writing in Secondary Classroom & Disciplinary Literacy	Follow Up As Needed
RtI+I Tier I Best Practices in Curriculum Implementation Across Content Areas	K-12 Curriculum Specific Technology Tools: (e.g. FASTT Math, SMI, FractionNation, QReads, Turn-It-In.com...)
Support As Needed	RtI+I Model & Interventions
Using Better and Better as Registration Tool	Follow Up As Needed
MPS Resources via ANGEL (ANGEL, MPS web site, Intranet)	Follow Up As Needed (e.g. ensure registration-completion)

During the extra 2 contract days during the school year, additional time is spent on instructional strategies with a focus on our Millard Instructional Model. (See January 2, 2013 & March 19, 2013 Flyers in Appendix.)

New Staff Induction

All salaried staff members hired since fall 2002 participate in the 3-year MPS New Staff Induction Program. The program is developed, designed, and delivered by the New Staff Induction Program staff in three Induction Phases to support all new salaried hires in their first three years of employment as they prepare for and enjoy a long, successful career in the Millard Public Schools.

Year 1:	Mentoring Relationships
Year 2:	Peer Coaching Partnerships
Year 3:	Extended Professional Experiences

Mentoring Relationships

New staff benefit from individualized support through the professional guidance of a trained Building Mentor throughout their first year. In addition to the building mentor, District 'singletons' receive support from a Curriculum Contact who shares job-alike responsibilities. The *Practical Tips for Educators* monthly newsletter for new staff, mentors, curriculum contacts, and building administrators also supports the first year experience in MPS.

Peer Coaching Partnerships

Peer Coaching is a unique opportunity for staff in their 2nd year of employment to work with another staff member in their building as a Peer Coaching Team. The focus is on exploring the Millard Instructional Model and includes peer collaboration, observation, self-assessment, and reflection. The Peer Coaching experience includes four skill development meetings, Coaching Team conversations, and classroom observations throughout the year. Peer Coaching is offered in 2 formats: Regular Peer Coaching and Peer Coaching Option Independent Team Study. After attending Regular Peer Coaching Session 1, Coaching Teams may choose the Peer Coaching Option Independent Team Study in lieu of Regular Peer Coaching.

Extended Professional Experiences

Staff in their 3rd year of employment participate in a three-session facilitated professional growth experience. The focus of these sessions is on developing a long and successful MPS career through Professional Awareness, Professional Wellness, and Career Path Opportunities. Topics include Millard's Strategic Plan; current issues in education and MPS; moving from appraisal phase to continuous growth phase in the staff evaluation process; physical, emotional, financial, and professional fitness; conversations with classroom, building, and District leaders; and development of long range career goals.

New Administrator Induction

We provide comprehensive staff development to all administrators. To help with new administrators acclimate to their new role, they also participate in a 2-year New Administrator Induction Program. Our goal is to provide strategic direction and a successful network of support to help new administrators succeed. Specifically, our new administrators learn their new job expectations, build relationships, and learn how to access resources by actively participating in professional development activities aligned to their mutual commitments and job accountabilities. This extra support helps to prepare them for their new positions in Millard Public Schools. We have refined the New Administrator Induction program each year. In 2013, we have aligned the programming to the new MPS Leadership Definition and Framework.

The 2013 New Administrator Induction Programming will include the following:

New Administration Induction – Year 1

Focus on Domain 1 - Relational Leadership, Domain 3 - Systems Leadership & Domain 5 – Instructional Leadership

3 Days of Orientation (Summer)

- Self-assess Activities with MPS Leadership Definition & Framework
- Process of Administrator Evaluation
- Process of Teacher Evaluation
- Introduction of MIM
 - Practice writing 4 part objective (Appraisal Phase)
 - Practice writing SMART goal (Continuous Growth Phase)
 - Conduct 1 actual observation in Fall with Jim, Kevin or Kim
 - Conduct instructional walk-through observations (Summer School)
- Overview of Writing Difficult Evaluations
 - Practice writing deficiency and recommendation comments
 - Giving wait time for corrective comments
 - Intensive Assistance
- Overview of Various District Responsibilities
 - (Superintendent, Business, Educational Services, Staff Development, Strategic Planning, Student Services, Support Services, Technology)
- Assignments
 - Transition Plan (Key Performance Action Plan – Focus on 5 Domains of Leadership Framework)
 - Data Analysis of New Position & School and Presentation To District Staff
 - Teacher Observation with Mentor

2 Days of Fierce Leadership Training (Summer)

Bi-monthly Meetings (First Semester)

New Administration Induction – Year 2

Focus on Domain 2 – Collaborative Leadership, Domain 4 – Visionary Leadership & Domain 5 - Instructional Leadership

Quarterly Meetings & Follow Up Assignments

- Self-assess Activities with MPS Leadership Definition & Framework
- Continuous Growth Evaluation
 - S.M.A.R.T. Goals / Action Plans
- Review of Writing Difficult Evaluations
 - Practice writing deficiency and recommendation comments
 - Giving wait time for corrective comments
 - Intensive Assistance
- Overview of Post Conference Conversations
 - Video tape a post conference – share with peer to review
- Effective Feedback & Questions
- Art of Evaluation
- People management scenarios

New Staff Orientation

Engaging
Enriching
Empowering

January 2, 2013



The Big Picture

8:00-8:30

Continental Breakfast and Welcome
West High School

8:30-9:15

Opening Speaker: Gus Gustafson
West High School

9:30-12:00

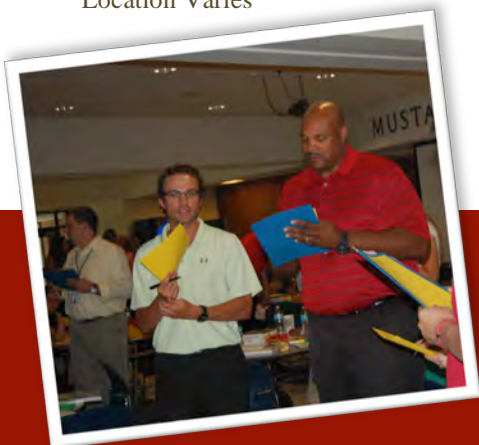
Morning Sessions
Location Varies

12:00-12:45

Lunch provided at West High School

12:45-3:00

Afternoon Sessions
Location Varies



Ring in the New Year with Colleagues and Friends

January 2, 2013 promises to be an exciting, enriching and empowering experience! Everyone will start the day at West High School for camaraderie and continental breakfast, followed by an inspirational and motivating presentation by professional speaker and Millard parent, Gus Gustafson.

The various sessions have been carefully designed to provide the most beneficial staff development for you as a new staff member. Sessions will be lead by master teachers, community and District leaders.

Please read this document carefully as it outlines all the information necessary to make January 2 a rewarding and memorable experience for you!



Gus Gustafson

Turning a Set-Back into a Come-Back

Gus Gustafson is a Millard parent who will inspire and amaze you with his incredible life story! The following excerpt is taken from his [website](#).

Who is "Gus"

Raised on a farm in Lyons, Nebraska, Ron "Gus" Gustafson was a standout basketball player in high school in spite of having lost his right arm and shoulder in a tragic childhood farm accident. After a knee injury ended his collegiate basketball career, he was devastated. But, once again, his faith and courage sustained him and he redirected his energies, building outstanding academic and business careers.

Gus' mantra is: **Never give up, and have the courage to face the next challenge.**

Certainly words we can all live by and embrace with the start of a new year.



Lunch will be provided in the West High School cafeteria. A selection of sandwiches is planned for the menu. There will be a vegetarian option. If you have any other special dietary needs, please email Shelly Mann, Office of Staff Development, at samann@mpsomaha.org by December 1, 2012.

The Details

New staff members are asked to register in **Better & Better** for the session that has been designed for your specific demographic. The registration window is November 12th – November 20th.



Preschool and ECSE Teachers **GOLD and Language & Literacy**

Participants will be learning about report options within Teaching Strategies GOLD and will utilize that data to identify individual and class instructional needs. Additionally, participants will explore the text Literacy Beginning and utilize Fountas and Pinnell Literacy Continuum for PK as a tool in literacy planning. Teachers will have time to create hands-on activities to take back to their classrooms to support literacy learning.

Course # 12431
Section # 17115

K-12 Montessori Teachers **Guided Montessori Curriculum Application and Certification**

Participants will have guided work time with a District curriculum contact and/or teacher leader to dive into curriculum, plan lessons, and develop materials.

Course # 12433
Section # 17116 Elementary
Section # 17117 Secondary

PK-5 Speech and Language Pathologists **Therapy in the Classroom with Make & Take**

Preschool and Elementary Speech Language Pathologists will be participating in an ASHA approved audio course focused on therapy services in the classroom. Classroom-based activities that maintain a therapeutic focus at every stage of therapy are discussed. Time will be given to the participants to apply this information to their current caseload. This course qualifies for .2 continuing education units.

Course # 12434
Section # 17118





If a doctor, lawyer, or dentist had 40 people in his office at one time, all of whom had different needs, and some of whom didn't want to be there and were causing trouble, and the doctor, lawyer, or dentist, without assistance, had to treat them all with professional excellence for nine months, then he might have some conception of the classroom teacher's job.

-- Donald D. Quinn



The mission of the Millard Public Schools is to guarantee that each student develops the character traits and masters the knowledge and skills necessary for personal excellence and responsible citizenship by developing a world-class educational system with diverse programs and effective practices designed to engage and challenge all students.



K-5 General Education Teachers

K-5 Resource Teachers

Reaching All Elementary Learners Through Guided Math

Participants will walk away with the knowledge of how Guided Math looks, how to manage Guided Math small groups, and how instruction looks in each of the small groups. The participants will also receive information on the types of Math Work Stations that have been successfully implemented in various MPS classrooms. Authentic classroom experiences will be shared throughout the class.

Course # 1743

Section # 17112 (2-5 Teachers)

Section # 17113 (K-1 Teachers)

CORE

Guided Curriculum Application

Participants will attend opening activities at West High School and then travel to Cather Elementary to work with Dr. Paula Peal, Cather principal, on curriculum development and application.

Course # 12443

Section # 17155

6-12 General Education Teachers, 6-12 Resource Teachers

6-12 Speech Language Pathologists

YAP

K-12 Music

Small Group Instruction in the Classroom

This interactive class will present research-based strategies for working with students in small groups. Participants will discuss ways to develop differentiated activities and workstations (including IWB use) to increase student engagement. The focus will be using small group instruction strategies with students. Instructors will also demonstrate simple tools to keep the entire class engaged. Come prepared to share what works for you and take away new ideas.

Course # 12430

Section # 17109/17110

6-12 Counselors

Guided Curriculum Application and Agency Tours for Counselors

Counselors will work with Vicky Munoz, WHS counselor. The focus will be on District procedures, policies, use of data and working with small groups. The afternoon will be spent visiting various local outside agencies. Participants will complete a reflection document synthesizing their agency visits.

Course # 12428

Section # 17107

K-12 ACP

Special Education Procedures and Curriculum Review

Participants will explore District resources that support ACP. Online resources and procedures manuals will be demonstrated and explained. Curriculum and how to tie curriculum to IEP goals will be discussed. Participants are asked to bring their charged laptops, ANGEL login information, Boardmaker disc, Orange Curriculum Binder and IEP data for an upcoming IEP to use during this session.

Course # 12439
Section # 17127

K-12 Teacher Librarian

Guided Curriculum Application for Teacher Librarians

Participants will have guided work time with District department head and mentor. Selection criteria and tools will be demonstrated. Please bring your laptops and current collection evaluation reports/orders.

Course # 12435
Section # 17119

K-12 Psychologist

Casework Review and Preparation

Participants will have guided work time to access, review and prepare casework.

Course # 12436
Section # 17120



- If you have further questions or need assistance with the registration process, please contact Kathi Smith, Technology Staff Developer, at kmsmith@mpsomaha.org



+

March 19, 2013



New Staff Orientation

January 2nd New Staff Orientation was indeed an Engaging - Enriching and Empowering experience!

Quotes from January 2.....

"I enjoyed the small group setting and the chance to ask questions."

"It was nice to spend time with other new staff and talk about the year...."

"[there were] opportunities for discussion with colleagues regarding implementation of programs and current challenges they face..."

**March 19th promises to be equally positive, powerful and productive!
For details, please read the following information carefully and completely.**

Overview of March 19 New Staff Orientation

The information below provides an overview of the sessions for March 19th. Further details and registration information for each session is provided on subsequent pages. Please pay careful attention to the listed required courses. The day begins at West High School at 8:00 with continental breakfast and welcome.

February 1, 2013 is the registration deadline for all sessions in
Better e³ Better.

8:00-8:30 Continental Breakfast & Welcome West High School Cafeteria			
8:30-9:15 <i>UnConference</i>			
9:30AM – 12:00PM Required Morning Sessions			
Audience		Session Title	
K-12 ACP		<i>ACP IWB 102</i>	
6-8 Science		<i>Vernier Training</i>	
K-5 SLP, General Education & Resource		<i>Guided Reading</i>	
Preschool & ECSE		<i>Social Skills</i>	
K-12 Montessori		<i>Montessori Certification Process & Curriculum</i>	
K-5 Core		<i>Core Curriculum</i>	
K-5 Teacher Librarians		<i>MPS Copyright Guidelines</i>	
YAP		<i>Creating a Successful Learning Environment</i>	
6-12 SLP		<i>Therapy Services in the Classroom</i>	
Psychologist		<i>Guided Mentor Time</i>	
Morning Select-a-Session If you are not identified in a group above for a required session, you may select from any of the following morning sessions.			
<i>Creating a Successful Learning Environment</i>	<i>School Fusion Training</i>	<i>What Do You Do with the Students Who Already Know It?</i>	<i>Quality Classroom Assessment Development</i>
12:00 -12:45 <i>Lunch Provided</i> Millard West High School			
12:45PM-3:00PM Required Afternoon Sessions			
Secondary Staff who were absent on Jan. 2		<i>Small Group Instruction</i>	
K-12 ACP		<i>Process & Produce Lesson Development</i>	
Preschool & ECSE		<i>Math Make-and-Take</i>	
Psychologist		<i>Guided Mentor Time</i>	
Afternoon Select-a-Session If you are not identified in a group above for a required session, you may select from any of the following afternoon sessions.			
<i>IWB 102</i> Open to all 4-12 staff with an IWB	<i>IWB Lesson Development</i> Open to all 4-12 staff with an IWB	<i>Process & Produce Lesson Development</i>	<i>Technology Open Forum</i>



UnConference

8:30-9:15

Share your insights and thoughts

What is an **UnConference**? According to Wikipedia, it is a participant-driven meeting that typically features open discussion rather than having a single speaker at the front of the room.

Our UnConference structure will include both predetermined conversation topics as well as open forum sessions based on your input and participation the morning of March 19th. Come with conversation ideas to share and/or facilitate. In addition to the topics listed below, we will have a few open classrooms in which to host these “day-of” conversations.

Topics:

Dr. Keith Lutz, Superintendent

State of the School District

Dr. Jim Sutfin, Assistant Superintendent of Human Resources
& Sharon Comisar-Langdon, New Staff Induction Program

Your Career with Millard

Chad Meisgeier, Director of Employee Relations

Wellness and MPS Benefits

Kip Colony, WHS Language Arts Teacher and Coach

Coaching? Teaching – Finding the Balance

Want to experience a true UnConference? Check out EdCamp Omaha that will be held at UNO Roskens Hall on March 23rd. <http://edcampomaha.wikispaces.com>

Morning Sessions: 9:30AM – 12:00PM

Required Courses

The following courses have been specifically created for the noted demographics.

Registration in *Better & Better* is required.

6-8 Science Teachers

Required: Vernier Training



Participants will demonstrate synthesis of Vernier hardware and software by interacting with the Vernier equipment found at the middle school level.

This hands-on session will provide new 6-8 science teachers an opportunity to explore how and when to use Vernier software within their curriculum.

Course # 12472

Section # 27214

K-12 ACP

Required: IWB 102 Training



Participants will demonstrate synthesis of Notebook software by designing interactive Notebook activities.

ACP 102 Training will develop and build on the skills acquired in 101 Training. Aligning best teaching practices to instructional design basics will be the focus of this session. Time will be given to apply SMART Notebook software to create Notebook activities appropriate for the ACP classroom.

Course # 1657

Section # 27224

K-5 SLP, General Education & Special Education

Required: Guided Reading



Participants will demonstrate synthesis of the structure and management of Guided Reading by developing lesson plans that will enhance their utilization of whole group, small group, and independent instructional routines.

This session will provide K-5 teachers with the core pieces of Guided Reading, including whole group, small group, and independent instructional routines. The focus will be on the utilization of Reading Street resources with these instructional routines, management, and literacy workstation ideas.

Course # 12475

K-1 Section #27225

2-5 Section #27226

Morning Sessions: 9:30AM – 12:00PM

Required Courses

The following courses have been specifically created for the noted demographics.

Registration in *Better & Better* is required.

Montessori K-5

Required: *Montessori Certification Process & Curriculum Development*



Participants will demonstrate synthesis of the Montessori curriculum by participating in the Montessori certification process.

Teachers will gain knowledge of implementing music and movement in the Montessori early childhood classroom. They will be introduced to the scope and sequence and have time to practice. Teachers will work at the Montessori training center with a certified trainer at 12344 Pacific Street after the opening session.

Course # 12485

Section # 27247

Montessori 6-12

Required: *Montessori Certification Process & Curriculum Development*



Participants will demonstrate comprehension of Montessori philosophy and curriculum as well as district and state standards by developing units and lesson plans that incorporate the requirements of both domains.

Teachers will have guided time with a District Curriculum contact and/or teacher leader to dive into curriculum, plan lessons and develop materials.

Course # 12433

Section # 27248

Preschool & ECSE

Required: *Social Skills*



Participants will demonstrate understanding of strategies for facilitation of social skills with young children through participation in problem solving activities to support appropriate interactions. Participants will demonstrate synthesis of best practices in math instruction through the development of hands-on activities for preschool interest areas and small group instruction.

Preschool teachers will work with Jennifer Vest, MPS Autism Facilitator, to explore strategies to support young children in the development of social skills. Teachers will learn techniques that will help students gain valuable social skills for interacting with their peers and adults.

Course # 12486

Section # 27249

Morning Sessions: 9:30AM – 12:00PM

Required Courses

The following courses have been specifically created for the noted demographics.

Registration in *Better & Better* is required.



K-5 Core

Required: Core Curriculum

Participants will demonstrate comprehension of CORE curriculum by interacting with CORE materials via a CD and workbook.

Participants will work with Principal Dr. Paula Peal on Core instruction.

Course # 12493

Section # 27256



K-5 Teacher Librarian

Required: MPS Copyright

New teacher librarians will demonstrate synthesis of the District Copyright Guidelines by developing a staff refresher session for their schools.

Staff will be introduced to the Copyright Guidelines and have time to pose questions regarding application of district guidelines in their respective schools.

Course # 12488

Section # 27552



<http://homestagingmentoring.com>

Psychologist

Required: Guided Mentor Time

Participants will demonstrate comprehension of Millard procedures and resources through review and discussion with their District mentor.

This **all day** session will provide District psychologists both independent and collaborative work time. Time will be spent with District mentor covering such topics as: District Crisis Team, end of year Department procedures, Tableau and other differentiated topics.

Course # 12494

Section # 27257

6-12 SLP

Required: Therapy Services in the Classroom

Participants will demonstrate comprehension by identifying classroom activities that maintain therapeutic focus and specific school-wide activities that increase support of these services.

6-12 Speech Language Pathologists will participate in an ASHA approved audio course focused on therapy services in the classroom. Classroom-based activities that maintain a therapeutic focus at every stage of therapy will be discussed. Time will be given to the participants to apply this information to their current caseload. This course qualifies for .2 continuing education units.

<http://www.hdmg.net/general-information/service.cfm/speech-therapy/id-54>

Course # 12434

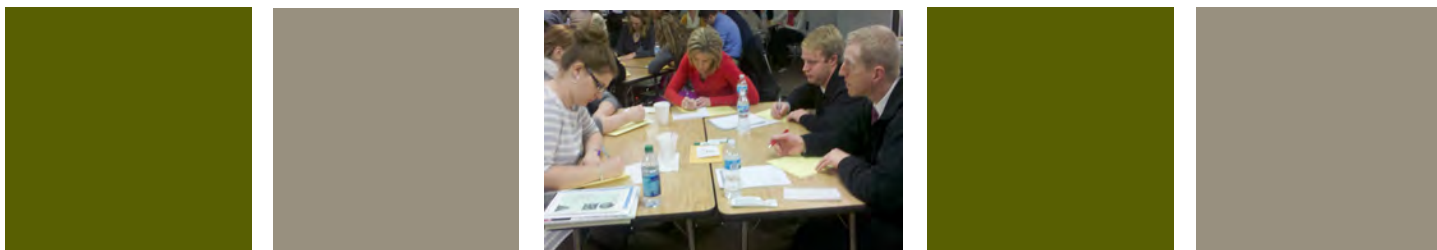
Section # 27258



Morning Sessions: 9:30AM – 12:00PM

If a session has not been designated for you, please select a session from below based on your professional needs and personal interest.

Registration in *Better & Better* is required.



Creating a Successful Learning Environment

Suggested Audience: 6-12 General & Special Education Teachers

Required: YAP Teachers

Participants will demonstrate evaluation of their own classroom-learning environment by considering positive reinforcement for creating student success.

Students come to us with a wide range of behavior issues. Educators can establish proactive learning environment procedures and guidelines that create an atmosphere for student success. Instructors will share research-based strategies to help participants master the Learning Environment Domain of the Millard Instructional Model. This interactive workshop has been created for general education and special education staff that has 1-35 years of teaching experience.

Course # 615
Section # 27227

School Fusion

Suggested Audience: 6-12 General & Special Education

Participants will demonstrate application of School Fusion tools by developing a personal School Fusion web page.

This course will explore two areas:

1. Understand management of the Classroom Fusion Tools: Announcements, Documents, Wikis, Calendar, Contacts, Links, Web Pages, and Podcasts
2. Understand how students can log in and interact with the FusionTools on their classroom websites.

Course # 1715
Section # 27242

What Do You Do with the Students Who Already Know It?

Suggested Audience: 6-12 General Education Teachers

Participants will demonstrate application of curriculum enrichment by constructing a lesson to meet the needs of the students who "already know it".

Teachers will be part of an energizing experience as they learn best practice strategies to engage the minds of the higher ability student. Participants will walk away with a toolbox of strategies PLUS one mini-lesson to meet the instructional needs of the higher ability student.

Course # 644
Section # 27243

Quality Classroom Assessment Development

Suggested Audience: 6-12 General & Special Education Teachers

Participants will demonstrate application of quality formative assessment by selecting and developing effective classroom assessments to measure student achievement at all levels of ability.

The classroom teacher will gain an understanding of quality assessment criteria that will aid in selecting and/or writing assessments that provide reliable data to measure student learning. These assessment criteria include Webb's Depth of Knowledge (DOK) cognitive complexity, Performance Level Descriptors (PLDs) and Universal Design for more focused assessments with greater validity and reliability. The teacher will have the opportunity to spend time selecting items or writing an assessment that can be used in their classroom.

Course # 1741
Section # 27244

Afternoon Sessions: 12:45PM – 3:00PM

Required Courses

The following courses have been specifically created for the noted demographics.

Registration in *Better & Better* is required.



K-12 ACP

Required: ACP Process & Produce Lesson Development

Participants will demonstrate application of learned material/information by developing an end product to share with others.

This session will allow participants an opportunity to reflect on information learned from other staff development. Participants will have the choice to stay at West High School and work with ACP staff members on curriculum and special education procedures or they may return to their home building. If returning to a building, participants will submit a final product to their supervisor.

Course # 12497

Section # 27261



Preschool & ECSE

Required: Math Make-and-Take

Participants will demonstrate synthesis of best practices in math instruction through the development of hands-on activities for preschool interest areas and small group instruction.

Preschool teachers will have the opportunity to create hands-on activities to take back to their classrooms to support math instruction

Course # 12492

Section # 27255

January 2, 2013 Absent New Staff

Required: Make-up-Session – Small Group Instruction

Participants will demonstrate synthesis of best practices by developing plans for small group instruction and increasing student engagement.

This interactive class will present research-based strategies for working with students in small groups. Participants will discuss ways to develop differentiated activities and workstations (including IWB use) to increase student engagement. The focus will be using small group instruction strategies with students. Instructors will also demonstrate simple tools to keep the entire class engaged. Come prepared to share what works for you and take away new ideas.

Course # 12430

Section # 27265

New Staff Orientation

Engaging

Enriching

Empowering

Afternoon Sessions: 12:45PM – 3:00PM

If a session has not been designated for you, please select a session from below based on your professional needs and personal interest.

Registration in *Better e3 Better* is required.



IWB 102

Suggested Audience: All 4-12 Teachers with an IWB

Participants will demonstrate synthesis of Notebook software by designing interactive Notebook activities.

102 Training will develop and build on the skills acquired in 101 Training. Aligning best teaching practices to instructional design basics will be the focus of this session. Time will be given to apply SMART Notebook software to create Notebook activities.

Course # 1657

Section # 27263

IWB Lesson Development

Suggested Audience: All 4-12 Teachers with an IWB and who have completed IWB 102

Under the direction of IWB instructors, staff will participate in a brief review of IWB concepts. The majority of the session will be spent constructing IWB lessons aligned to the Millard curriculum that will be shared on an ANGEL community group.

Course # 1981

Section # 27264

Technology Open Forum

Suggested Audience: SLP, K-12 General and Special Education Teachers

The participant will demonstrate comprehension of various district technology resources by articulating user issues and resolving the issues.

Technology Open Forum has been designed to help users address technology issues. A team of technology experts will be available to answer questions on ANGEL, Office 2010/2011, SchoolMail, School Fusion, clickers, IWB; truly any area of technology! Participants are asked to complete the survey found at <http://goo.gl/pNcH3> to help identify areas of interest and necessary expertise.

Course # 2001

Section # 27262

Process & Produce: Lesson Development

Suggested Audience: SLP, K-12 General & Special Education Teachers

Participants will demonstrate application of learned material/information by developing an end product to share with others.

This session will allow participants an opportunity to reflect on information learned from other staff development. Participants will have the choice to return to their home building to work or to stay and work collegially at West High School. A final product must be submitted to one's supervisor if returning to home building.

Independent

At Home Building

Course # 12496

Section # 27259

Guided

At West High School

Course # 12497

Section # 27260

AGENDA SUMMARY SHEET

AGENDA ITEM: Multicultural Education Report

MEETING DATE: June 3, 2013

DEPARTMENT: Educational Services

TITLE AND BRIEF DESCRIPTION: 2012-2013 Report on Multicultural Education

ACTION DESIRED: Information

BACKGROUND: Nebraska Department of Education Rule 10 stipulates that “The instructional program in public schools incorporates multicultural education in all curriculum areas at all grades. Multicultural education includes, but is not limited to, studies relative to the culture, history, and contributions of African Americans, Hispanic Americans, Native Americans, Asian Americans and European Americans with special emphasis on human relations and sensitivity toward all races. The regulation is based on statute and cannot be waived through Section 013.01 of 92 NAC 10.”

Rule 10 requires (sections 004.01F and 004.01F1-F5) that:

- The district has a statement of philosophy or mission for the multicultural education program. Local program goals address multicultural education.
- The district curriculum guides, frameworks, or standards incorporate multicultural education.
- The district multicultural education program includes a process for selecting appropriate instructional materials.
- The district has a process for provision of staff development in multicultural education including professional development for administrators, teachers, and support staff which is congruent with local district and program goals.
- The district has a process for periodic assessment of the multicultural education program. An annual status report is provided to the local board of education.

In addition, building principals were asked to respond to three questions:

1. List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.
2. List and describe those provided for students that are beyond those called for by district curriculum.
3. List and describe those called for by the building’s site plan, if applicable.

The building reports are included herein.

Finally, the Multicultural report and the activities identified by the buildings are reflective of the changing face of the Millard Public Schools. The following demographic data should be noted in conjunction with this report.

	Millard Public Schools Ethnic Diversity						
	Percentage of Total Enrollment						
	01-02	03-04	05-06	07-08	09-10	11-12	12-13
White	94.00	92.45	90.54	88.13	87.56	82.72	81.82
Black or African American	1.70	2.25	2.55	3.12	3.19	2.99	2.94
Hispanic	1.82	2.26	3.14	4.23	4.32	6.52	6.95
Asian	2.21	2.78	3.46	4.17	4.51	4.55	4.83
Am. Indian/Alaskan Native	0.28	0.27	0.31	0.35	0.42	0.35	0.31
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	0.28	0.23
Two or More Races	N/A	N/A	N/A	N/A	N/A	2.59	2.92

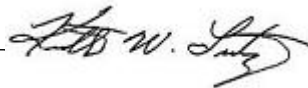
RECOMMENDATIONS: NA

STRATEGIC PLAN REFERENCE: None

TIMELINE: An annual report to the Board of Education is required by Rule 10

RESPONSIBLE PERSON(S): Mark Feldhausen, Nancy Johnston, Andy DeFreece,
and Building Principals

SUPERINTENDENT'S APPROVAL: _____



BOARD ACTION:

2012-2013 Report on Multicultural Education

Presented to the Board of Education

June 3, 2013



Millard Public Schools
Multicultural Education Report
2012-2013

Nebraska Department of Education Rule 10 stipulates that “The instructional program in public schools incorporates multicultural education in all curriculum areas at all grades. Multicultural education includes, but is not limited to, studies relative to the culture, history, and contributions of African Americans, Hispanic Americans, Native Americans, Asian Americans and European Americans with special emphasis on human relations and sensitivity toward all races. The regulation is based on statute and cannot be waived through Section 013.01 of 92 NAC 10.”

In addition, Rule 10 requires (sections 004.01F and 004.01F1-F5) that:

- The district has a statement of philosophy or mission for the multicultural education program. Local program goals address multicultural education.
- The district curriculum guides, frameworks, or standards incorporate multicultural education.
- The district multicultural education program includes a process for selecting appropriate instructional materials.
- The district has a process for provision of staff development in multicultural education including professional development for administrators, teachers, and support staff which is congruent with local district and program goals.
- The district has a process for periodic assessment of the multicultural education program. An annual status report is provided to the local board of education.

Board of Education Policy 6610 and Rule 6610.1, Curriculum, Instruction, and Assessment: Multicultural Education, address these requirements including the mission of the Multicultural Education Program as defined by a District task force and approved by the Board of Education on October 17, 1994.

In addition, Multicultural Education continues to be one of several filters or screening variables within each of the four phases of the Millard Education Program curriculum model. In this way, the District meets the requirements of Rule 10 ensuring that multicultural instructional materials are identified and secured, staff development provided, and all curriculum documents incorporate multicultural education components.

An example of multicultural incorporation into the curriculum and instructional materials is provided by the matrix for Scott Foresman Science and the Guidelines for the Scott Foresman Reading Street program.



Category: Curriculum, Instruction, and Assessment

Policy: Multicultural Education

6610

The instructional program of the Millard Public Schools shall incorporate multicultural education in all curriculum areas at all grades. Multicultural education includes, but is not limited to, studies relative to the culture, history, and contributions of African Americans, Hispanic Americans, Native Americans, Asian Americans, and European Americans with special emphasis on human relations and sensitivity toward all races.

Related Rule: 6610.1

Legal Reference: Neb. Rev. Stat. § 79-7 19 to 79-723; Title 92, Nebraska Administrative Code, Chapter 10 Section 004.01G

Date of Revision: November 2, 1992; April 27, 1998; July 26, 1999; March 6, 2006; September 15, 2008

Millard Public Schools
Omaha, NE



Category: Curriculum, Instruction, and Assessment

Policy: Multicultural Education

Rule: Multicultural Education

6610.1

The Multicultural Education Program shall comply with the requirements of Nebraska law and the accreditation rules of the Nebraska Department of Education.

I. Statement of Philosophy

A. Multicultural Education is essential in meeting the mission of the Millard Public Schools. Students will be provided with opportunities:

1. to gain knowledge and appreciation of their own unique racial and ethnic heritage
2. to gain knowledge, understanding and respect for the racial and ethnic diversity of our country, our world and its peoples.

II. Program Parameter

A. The Multicultural Education Program shall be incorporated into the Millard Education Program, all curriculum frameworks and course guides, and include a process for selecting appropriate instructional materials, providing staff development, and periodic assessment of the program.

An annual report shall be provided to the Board of Education.

Related Policies and Rule: 6100, 6120, 6610, 6120.1

Legal Reference: Neb. Rev. Stat. § 79-703, 79-719 to 79-723; Title 92, Nebraska Administrative Code, Chapter 10, Section 004.01G

Date of Revision: November 2, 1992; April 27, 1998; July 26, 1999; March 6, 2006; September 15, 2008

Millard Public Schools
Omaha, NE

**Multi-Cultural Representation in Scott Foresman Science
and Pearson Scott Foresman Reading Street Language Arts Series**

Grade Level	Examples of Multicultural Ties
All Grade Levels	<p><u>Teacher Support for working with different cultures:</u></p> <ul style="list-style-type: none"> • TEs -Professional Development section that addresses how to support diversity in Science Education • –Every Student Learns” support book addresses working with ELL students. <p><u>All print materials:</u> student and parent, including songs are in Spanish</p> <p><u>Student DVDs:</u></p> <ul style="list-style-type: none"> • Discovery School (content knowledge), Activity (inquiry) <p><u>People represented</u> – African American, Asian, East Indian, Hispanic; <u>Regions of the world</u> - All 7 continents</p>
Kindergarten	<p><u>Careers/Scientists:</u> <u>African American, Asian, Hispanic:</u> Astronauts, Medical Professionals, Inventor - Stoplight</p> <p><u>Children and Families in Big Books and Flip Chart:</u> African-American, Asian, East Indian, Hispanic</p>
First Grade	<p><u>Careers/Scientists:</u> <u>African American, Asian, East Indian, Hispanic:</u> Marine biologist, Physician, Meteorologist, NASA Rocket engineer, Electrical Engineer, Astronaut, Computer engineer</p> <p><u>Children and Families in Big Book:</u> African American, Asian, East Indian, Hispanic</p> <p><u>Leveled Readers:</u> Egyptian Desert, African Grasslands, African Jungle, So American Rainforest, Polar Regions</p>
Second Grade	<p><u>Careers/Scientists:</u> <u>African American, Hispanic:</u> Marine biologist, Aerospace engineer, Meteorologist, Professional Athlete, Creator of Lunar Rover</p> <p><u>Children and Families in Text:</u> Asian, African, East Indian, Hispanic</p> <p><u>Leveled Readers:</u> Egyptian Desert, African Grasslands, African Jungle, So American Rainforest, Polar Regions</p>
Third Grade	<p><u>Careers/Scientists:</u> <u>African American, East Indian:</u> Fire fighter, Computer Engineer, Park Ranger</p> <p><u>Children and Families:</u> African American, Asian, East Indian, Hispanic, Native American</p> <p><u>Leveled Readers:</u> Egyptian Desert, African Grasslands, African & Indian Jungle, So American Rainforest, Polar Regions</p>
Fourth Grade	<p><u>Careers/Scientists:</u> <u>African American, Hispanic:</u> Analytical Chemist, NASA Research Scientist, Astronaut, Inventor – Pacemaker</p> <p><u>Children and Families:</u> African American, East Indian, Asian, Hispanic, Native American</p> <p><u>Leveled Readers:</u> Egyptian Desert, African Grasslands, African & Indian Jungle, So American Rainforest, Polar Regions</p>
Fifth Grade	<p><u>Careers/Scientists:</u> <u>African American, Asian, Hispanic:</u> Inventor – blood-mobile, Research Scientist, Research Physicist, Jet engineer, Space Shuttle Specialist</p> <p><u>Children and Families:</u> African American, East Indian, Asian, Hispanic</p> <p><u>Leveled Readers:</u> Egyptian Desert, African Grasslands, African Jungle, So American Rainforest, Polar Regions</p>

2008-2013 Culturally Responsive Teaching Training in Millard Public Schools

In 2007, Millard Public Schools (MPS) formed a professional relationship with University of Nebraska at Omaha professors, Dr. Nancy Edick, Dr. Sarah Edwards and Dr. Laura Schulte. The goal of this relationship was to provide culturally responsive teaching training to all certificated staff in MPS. Drs. Edick & Edwards are well known in the education field for their research and expertise on culturally responsive teaching. Recently retired, Dr. Laura Schulte was one of UNO's experts in the areas of research and statistical analysis. The cultural responsive teaching training was scheduled for a multi-year implementation that would take MPS staff from an awareness phase to an internalization phase. By investing in this professional development, MPS fulfilled many goals including but not limited to the state requirements for the poverty plan and supporting the district strategic plan and mission.

All 1800 certificated staff participated in the multi-year training. The training had two phases. Due to the size of MPS staff included, the staff development was planned to be implemented by grade levels of elementary, middle and high school. Phase one included a four hour awareness workshop and one hour focus group. Phase two included a year of on-line learning that can be repeated each year with updated materials/activities. The charts below reflect the staff involved in each phase by year.

Phase 1

Summer 2008	2008-2009	2009-2010	2010-2011
Building & District Administrators	Elementary Staff PK-12 Psychologists PK-12 SpEd Itinerant Staff	Middle School Staff New Elementary Staff New PK-12 Psychologists New PK-12 SpEd Itinerant Staff New Administrators	High School Staff New Middle School Staff New Elementary Staff New PK-12 Psychologists New PK-12 SpEd Itinerant Staff New Administrators

Phase 2

2009-2010	2010-2011	2011-2013 – <i>Reaching Each Student</i>
Elementary Staff PK-12 Psychologists PK-12 SpEd Itinerant Staff Elementary Administrators	Middle School Staff Elementary Staff PK-12 Psychologists PK-12 SpEd Itinerant Staff Elementary & Middle School Administrators	<p>In 2011-2012 veteran staff participated in culturally responsive staff development also called <i>Reaching Each Student</i>. This staff development was differentiated to each building needs and directed by their building leadership. An ANGEL Community Group called <i>Reaching Each Student</i> was populated with a wealth of resources for buildings to utilize.</p> <p>In 2011-2012- new staff participated in an introductory class called <i>Reaching Each Student</i>. The new staff met face to face and via ANGEL during the second semester of their first year. The primary goals of this class were to 1) consider cultural lenses of teachers and students (age, gender, race, poverty); 2) identify current Culturally Responsive Teaching practices in alignment with the Millard Instructional Model; and 3) consider possible changes to Culturally Responsive Teaching practices.</p>

**Millard Public Schools
Multicultural Education
Year End Report: 2012-2013**

School: Grace Abbott Elementary School

Principal: Erik Chaussee

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- Reaching Each Student: Each grade level and specialists presented an RES topic from Angel. We met once a month for this. As an example, third grade summarized an article and showed videos on education in other countries.
- SWAMP time- a cross-grade level time with all students led by all certified staff and some classified staff. We meet monthly and each month has a different theme or topic that is related to the 40 D.A. This culminates in a year-end work day around the school planting, cleaning, raking, etc. for an hour.
- Abbott's literacy data team and the summer academy RtI+I group presented a professional development workshop that provided our staff with better understanding of the MIT process, why some students are placed in special education while some are not, and more experience and ideas for interventions as we look at greater implementation of the RtI + I philosophy and greater diversity, and looking ahead of more math interventions.
- Homework assignment: Watch video "Hollywood Hates Math".
- Fifth grade teachers attended a writing conference. The guest speaker was Barry Lane who suggests multi-cultural writing activities.

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- Food tasting around the world activities. A few parents who have lived in other countries did this.
- Hanukkah and Kwanzaa stories and activities.
- Martin Luther King writing.
- State fire day and other grade-level activities as assigned by state law and/or district curriculum.
- Safari Montage on immigration.
- Bell ringing for the Salvation Army at Hy-Vee including guest speaker from the SA to describe who the raised funds benefits.
- A variety of novels read aloud to students and read in novel groups.
- Fourth grade did a novel unit and some of the novels were about different cultures and/or different countries.
- Geography week including several guest speakers, research of family trees, creation of multicultural paper dolls, and stories read in class. More in detail in the section below.

- Cooperative learning games from different countries in P.E. and dances from other countries.
- Research and design an ancestor doll in fourth grade.
- Law day speaker for 5th grade.
- Holiday traditions party.
- Daryl Draper Presentation on early Nebraska pioneers.
- Second grade classes made masks for the countries they were studying during geography week. They paraded around the school to show other students.
- First grade had a unit on African-American inventors.
- Harlem Renaissance-background information on art and music of Harlem.
- Naya Nuki read by Debra Powell.
- Penpals from Italy for 5th grade.

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

- Geography week speakers, such as an exchange student from China and one from Thailand. (Strategy #2, Action Plan #1).
- Second grade Flat Stanley project. Postcards were received from all over the world (Strategy #2, Action Plan #1).
- Folk tales from different countries (Strategy #2, Action Plan #1).
- A parent from Thailand spoke to 2nd graders (Strategy #2, Action Plan #1).
- Guest speakers from South Korea and France (Strategy #2, Action Plan #1).
- Skyped a scientist (Strategy #2, Action Plan #1).
- Guest speaker from Lithuania (Strategy #2, Action Plan #1).

**Millard Public Schools
Multicultural Education
Year End Report: 2012-2013**

School: Ackerman Elementary School

Principal: Skip Hanlon

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- Reaching Each Student staff development.
 - 4 hour staff development experience involving the viewing of the movie, “Bully,” a presentation given by Jennifer Vest on bullying as it relates to students with disabilities/autism, and grade-level reflective conversations about the impacts of the learned information at Ackerman.

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- 5th Grade:
 - Colonial days stations on slavery
 - Civil War scrapbook lessons
- 4th Grade:
 - Dawali Festival of Lights presentation by parent, Asha Harikrishnan
 - Choral reading for the first Thanksgiving
 - Engineering in science research Jordan lifestyle
 - Childrens Respite Care Center partnership with a 4th grade class
 - Time For Kids extension activities
 - Sensitivity/Tolerance with Shelly Pick (BIST consultant)
- 3rd Grade Multi-cultural activities:
 - 1.) Service Project for Native American Reservation
 - 2.) Research and report on Martin Luther King
 - 3.) Native American research and projects- medallions and Totem Poles
- 2nd Grade:
 - Iditarod activities: Reading activities correlating to the race in Alaska, cultural learning about the history of Alaska, the American Indian people of Alaska and a presentation on —mushig.”
 - —Spanish Culture” unit
 - —Holidays Around the World” unit
 - —Rygol’s Road Trip” – Class writing activities involving a teacher’s dad who drives around the country for his job
- 1st Grade:
 - Studied Martin Luther King and his beliefs around MLK Day.

**Millard Public Schools
Multicultural Education
Year End Report: 2012-2013**

School: Aldrich Elementary School

Principal: Dr. Susie Melliger

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

Reaching Each Child

Goal: By April 2013, all staff will identify culturally responsive teaching strategies that provide a safe learning environment and positively impacts student achievement in order to prepare students to be life-long learners and global citizens.

Actions	Person Monitoring	Evidence	Date
Student data is analyzed that focuses on the following issues: <ul style="list-style-type: none"> • bullying • sexual harassment • fighting or assault • suicide • drug or alcohol infractions 	Principal Data Team	Data analyzed and shared with the staff	Quarterly
Training developed to meet the needs described in the data review	Susie Melliger Sharon Epstein	Training plans developed	Ongoing throughout the 2012-13 school year.
Once a quarter our “asset builders” will provide asset information to parents. The information will draw the connection between reaching each student by building assets in internal and external areas.	Kathy deBoer Mona Rhoda	Copies of school communication	5/15/13
Grade level teams will develop lessons for students related to cultural awareness, sensitivity and celebration of diversity.	Susie Melliger Sharon Epstein	Complete IB PYP planners	Wednesday IB PYP reflection meetings
Develop a database of local resources, guest speakers and field trip information that would enhance students’ understanding of different cultural perspectives.	Sharon Epstein	Database of resources and guest speakers	Ongoing throughout the 2012-13 school year.

Staff will review and revise current plans to increase engagement among students, staff and parents.	Susie Melliger	Increase Gallup Engagement results	TBD
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Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

1. As an International Baccalaureate Primary Years Programme World School, we focus on the IB Learner Profile. The Learner Profile outlines the ten most important attributes of an international person. In the classroom, the teachers model these attributes and intertwine the learning and fostering of ways to develop these characteristics in all areas, using a variety of strategies.
2. The Primary Years Programme has identified six themes of knowledge that are considered to be of lasting significance for students in PYP schools anywhere in the world. These themes provide a framework for teachers to design units of inquiry that incorporate district/state standards as well as opportunities for students to develop the skills, attitudes, concepts and knowledge needed to become internationally-minded people and life-long learners.
3. Personal Cultural Identities: Several of our units of inquiry allow our students to examine their own histories and how their culture has influenced their lives.
 - Kdg. – 5th grade attend Images of the World: China all-school assembly.
 - Kdg. – A study of their families and how individuals around the world are united by their common, physical, social and emotional needs provided students with the opportunity to share information about their own cultures.
 - i. Parent Presentation:
 1. One family has children adopted from Korea, Ethiopia and India. Their mother presented insights into what adoption is and why it occurs.
 2. Chinese New Year
 3. Family who used to live in Guatemala.
 4. Artifacts were shared from Nicaragua
 - 1st Grade
 - i. A study of how we use maps and globes resulted in students reading about several countries around the world and how their global location influences their daily life.
 - ii. Students researched their cultural heritages, beliefs, values and ways of life. As a culminating activity, students completed a visual presentation sharing information about their cultural identity.
 - 2nd Grade
 - i. Student inquiry into the rights and responsibilities of citizens resulted in parents sharing experiences about becoming US citizens.
 - 3rd Grade
 - i. An inquiry into how our culture shapes how we understand ourselves and others resulted in students researching a country with a different culture than their own.

- 4th Grade
 - i. As a result of an inquiry into how geography influences a person's needs, culture, opportunities, choices, interests and skills, students who went to China and India shared cultural information about their native cultures. They shared contributions of their culture, significant individuals, events and cultural holidays and daily life; past and present. Students also generated a personal list of the 5 most important characteristics of a region (geography, accessibility, productive resources, people and cultures). Then students revealed their list to a group of their peers and discussed pros and cons of all ideas presented.
 - 5th Grade
 - i. Exhibition – Students are required to engage in a collaborative, inquiry process that involves them in identifying, investigating and offering solutions to real-life issues or problems. The idea selected must be of sufficient scope and significance to warrant a detailed investigation by all students. Global issues have included poverty, animal welfare, homelessness, clean water, health, education, etc.
4. Cross Cultural Studies: **Olympic Day: Celebrating the World-** For the past 19 years, Olympic Day: Celebrating the World has evolved at Aldrich Elementary. When we first began this project, each classroom was assigned a country that they studied throughout the school year. Students learned about the language, geographical location, economics, holidays, entertainment and customs of their country. When we became an International Baccalaureate Primary Years Programme World School, the study of these countries became a part of each grade level's units of inquiry. Now students study gender, class, family structures, types of communities, etc. As a culminating activity, students participate with their teams in Olympic Day. This day is modelled after the actual Olympic Games. Opening ceremony includes the Parade of Nations and the Aldrich Pledge. Throughout the day, teams rotate through different centers and participate in a variety of activities. At the end of the day, students reflect upon the day and what they have learned.
 5. Integration of International Experiences and Materials: Varieties of resources, reflecting a wide range of cultural perspectives have been purchased and is integrated into our units of inquiry.
 6. Spanish is taught twice a week for 25 minutes to Kdg.-3rd grade and 30 minutes to 4th-5th grade. In addition, students explore the cultural traditions, geography, art and music of Spanish speaking countries.
 7. Curriculum and instruction at Aldrich are structured to meet the needs of English-language-learners. Depending on their level of English acquisition and their grade placement, ELL need varying degrees of additional support in areas such as oral language, English phonology, vocabulary, background information, and the academic language of the school. In addition, we believe that mother tongue language is crucial for maintaining cultural identity and emotional stability. It is our responsibility to recognize and support each and every aspect of language development and provide opportunities for individual students, parents and families to share their heritage with us. Our library media specialist has purchased resources to support other languages being spoken at home. These resources can be checked out by students and/or parents to help reinforce their mother tongue and culture.

8. Our music teacher has been trained in, and implemented a cross-cultural curriculum called World Music Drumming. Within this program, students in grades 3rd-5th are taught various drumming techniques, cultural backgrounds, and demographic information of African and Latin-American countries. The students are also taught underlying values of drum ensembles such as communication, listening, respect, how to lead and follow, balance, and cooperation. Communities of Aldrich drummers have performed at our Olympic Ceremonies, 5th Grade Exhibition, grade level programs, and as introductory music to a Haitian Drumming Program.

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

- Strategy 3-Action Plan 2:
 - Develop and implement a plan to utilize our diverse parent, student and local community populations to enhance students' understanding of different cultural perspectives.
 - Provide opportunities for student learning that strengthens the student's own cultural identity and celebrates and fosters understanding of different cultures.
- Strategy 3-Action Plan 3:
 - Embed internationalism into the programme of inquiry that includes the student of host or home country, the culture of individual students and the cultures of others, including their belief systems.

**Millard Public Schools
Multicultural Education
Year End Report: 2012-2013**

School: Black Elk Elementary School

Principal: Jason Farwell

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- Discussion of multi-cultural mentor texts to support students during writers workshop, shared by staff at literacy team meetings and weekly PLC's

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- Multi-Cultural night held at school in March 2013, several countries represented with people, food, cultural events, singing, and dancing. We had a Japanese fashion show, African drummers, Celtic dancers, Scottish bag pipe players, Middle eastern belly dancers,
- Heritage research projects completed by 3rd grade students about themselves and their families, presented to their peers
- Chinese New Year celebration, discussion of history and games performed during celebration
- Holidays around the world unit in 2nd grade. Guest speakers came into classrooms from France and Germany to provide information about the country
- Martial Arts International instructor came out to our PE classes and demonstrated different moves, techniques, and styles. Also discussed the history of marital arts and how it came to America.

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

- Multi-Cultural night held at school, March 2013

**Millard Public Schools
Multicultural Education
Year End Report: 2012-2013**

School: Bryan Elementary School

Principal: Brad Sullivan

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- Fiesta Friday - which includes Spanish words, art and Mexican Culture
- Some Students read "Journey to Topaz" which is about the American Japanese encampment during World War 11
- Thanksgiving feast to portray the Native Americans and Pilgrims first Thanksgiving.
- We read books about and discussed various ways different cultures celebrate various winter holidays (Kwanzaa, Hanukkah, Chinese New Year), etc.
- State reports with foods from different parts of the US.
- Durham Field Trip
- Joslyn Field Trip
- Chinese New Year extension activities
- Fifth graders chose a country, researched the culture, government, lifestyles, flag, language attractions, weather/climate, customs and traditions and presented the final project in class. Many students added food to their presentations

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

- All school assembly- Russian performers.

**Millard Public Schools
Multicultural Education
Year End Report: 2012-2013**

School: Cather Elementary School

Principal: Dr. Paula Peal

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- PLC's –In the PLC's , teachers discuss ways of helping the students achieve to their highest ability.
- Through the 40 assets training, staff is made aware of the different needs of students and how to help them be successful in the diversified society

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- First grade teachers read books from other countries and help them locate the countries on maps and discuss their customs.
- Kindergarten focuses on the different customs of celebrating Christmas.
- Third grade covered a reading unit that had fiction and nonfiction pieces about children from other countries. Then they had the children research their own cultural background, plot these on a world map, and share the information with the rest of the class. With our MEF Grant, we had a storyteller come and tell stories from different cultures.
- Fifth grade studies Japan. Customs and holidays were addressed along with a celebration of Girls Day and Boys Day in the classroom.
- Cinco de Maya is celebrated at school with activities and food.
- Multicultural dances and customs are taught in the music/PE classes.

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

- The Core Academy strategic plan calls for the teaching of a foreign language to the students. The two Kindergarten classrooms have added beginning Spanish vocabulary, culture, and conversation.
- This year, we hosted a Multicultural Night which included songs and dances from 14 different countries. We had over 100 attendees and many staff. The students and adults were able to find out more about the different cultures that were represented.

**Millard Public Schools
Multicultural Education
Year End Report: 2012-2013**

School: Cody Elementary School

Principal: Ryan Saunders

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

Staff members read, responded to and discussed the following three articles:

- Who Were You?: What Students Need to Learn by Thomas R. Hoerr
- Understanding Students' Strengths and Struggles: To know our students, we must know their communities and acknowledge their challenges by Donna Marie San Antonio
- The Culturally Responsive Teacher: To engage students from diverse cultural and linguistic backgrounds, we must see them as capable learners by Ana Maria Villegas and Tamara Lucas
- Staff members participated in a book study using the book Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding.

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- A speaker from The Durham Museum came to Cody and shared stories and songs of African People with Pre-K through 5th graders.
- 5th grade:
 - ❖ had a speaker from the Jewish Community Center to talk about the Holocaust
 - ❖ studied the Native Americans and the environment in northern Washington
 - ❖ studied African American musicians and listened to their music when reading about blues music in guided reading
 - ❖ did hero projects and many students chose people from other cultures
 - ❖ did holiday projects and studied holidays from other countries
- A preschool father from Lome', Togo (West Africa) talked to his son's class about growing up in Lome' and he shared musical instruments that he had played as a child. The father also taught the children to count to ten in French.
- 2nd, 4th, and 5th grade resource students studied the Irish culture including the food and education of its students.

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

**Millard Public Schools
Multicultural Education
Year End Report: 2012-2013**

School: Cottonwood Elementary School

Principal: Nancy Nelson

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

Staff development centered around reading and discussing articles on the following:

- –First, Discover Their Strengths” (Armstrong), encouraging a rethinking of learning disabilities as different learning styles.
- –Engaging Students to Prevent Bullying” (Willard), an article on bullying—what is it and what it is not.
- From *Teaching Tolerance*, an article entitled –Weighing In: Healthy at Any Size?” (Jackson & Bates) discusses size bias.

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- All students at Cottonwood either visit or are visited by residents from the Remington Heights Retirement Community. The elders share stories of the past in Omaha and play games with the students.
- Our kindergarten classes team with the Child Development students at MNHS to broaden their experiences with others.
- We have a graduate from the Young Adult Program who visits us and sometimes volunteers in the Media Center. All students are familiar with him and have learned much about inclusive communities through interactions with David.

Multicultural Experiences: (List and describe those called for by the building’s site plan, if applicable.)

One of our objectives is as follows: *All students will develop and consistently demonstrate character traits and positive behaviors necessary for personal excellence and responsible citizenship.*

We have adopted the character education program Character Counts and use the pillars of responsibility, respect, caring, fairness, citizenship and trustworthiness to discuss situations that arise in school and around the community.

**Millard Public Schools
Multicultural Education
Year End Report: 2012-13**

School: Disney Elementary School

Principal: Bethany Case-Magana

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

PLC planning and Data Team discussions - culturally responsive awareness for differentiation planning

- Staff meeting and PLC planning of multicultural activities and Disney grant team planning year-long activities.
- Presentation to staff from OPS principal, Lisa Utterback, Miller Park Elementary Diversity, culture in schools, engagement and momentum for high student achievement

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- Cultural studies in Social Studies lessons
- Opportunities for families to come into the classroom, share world experiences and cultures, staff sharing experiences and slide show presentations.
 - PACE/Parent Family Engagement Nights – All families invited/interpreters provided for families if needed
 - One Disney One Book –“Archers Quest” Korean Culture and specific lessons 2,3,4, all classrooms and building wide book study, students, teachers and families
 - Cinco de Mayo Celebration – 4th Grade
- Building wide Chinese New Year Celebration
- Classroom lessons, Weekly Reader Activities, and cultural activities during classroom instruction
- 2nd Grade cultural studies and African American History Month lessons included in media lessons. Martin Luther King, Jr. Birthday, historical study 2nd Grade.
- Library book recommendations, areas in the library recognizing cultural events, media Presentations; Sijo Poetry lessons in 4th grade, students wrote their own poetry Christmas around the world multicultural studies for all of the holidays

**Millard Public Schools
Multicultural Education
Year End Report: 2012-2013**

School: Ezra Millard Elementary School

Principal: Roberta Deremer

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- Reaching Each Student-Focus on our Site Plan strategy of learning the difference between community service and service learning. A core group of staff members collaborated with UNO Julie Deirburger to facilitate Ezra staff distinguishing the difference between the two and creating an Ezra definition. Staff analyzed projects being done at this time and discussed how to steer these projects towards a service learning philosophy.

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- One School, One Author, One Culture study of Patricia Pollaco. We focused on the culture of Russia. To kick off the event and learn about Russia all students had the opportunity to be entertained by the Russian Kaleidoscope. Students learned about the music, culture, and history. During the celebration families could make their own Russian egg, hear a story teller and learn a Russian dance.
- 40 Developmental Assets Student Leadership Club
- World Languages – Children had the opportunity to take Spanish, French, or American Sign Language.
- Ezra University
- –Informances” study of music and movements from different cultures.
- Fifth grade Musical-Music and movement from cultures around the world.
- Vocal Music – Student focus on a Musician of the Month from various background and genre of music.

Multicultural Experiences: (List and describe those called for by the building’s site plan, if applicable.)

**Millard Public Schools
Multicultural Education
Year End Report: 2012-2013**

School: Harvey Oaks Elementary School

Principal: Dawn Marten

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- Reaching Each Student: Monthly, Harvey Oaks staff facilitated student learning teams, called Pack Time, by incorporating 40 Developmental Assets, Student Engagement, and RES components by implementing the developed lessons.
- Staff focused on learning the eight categories of the 40 Developmental Assets. Our goal was to use the terminology when working with students during our new Pack Times.
- Staff members were reintroduced to the BIST model for classroom management throughout the year.

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- Kindergarten studied Martin Luther King Jr., as well as the Native American culture.
- First grade students studied holiday customs around the world and cultures of our nation
- Second grade discussed ethnic backgrounds during a social studies unit with creation of flags representing each student's ancestors. They also discussed Black History through the stories: George Washington Carver, Just Like Josh Gibson and Follow the Drinking Gourd.
- Third Grade Sister School learned about a number of cultures, including Egypt, Native American, Russian, Japan, Australia, and Korean, using games, art, books and projects. They also studies the Underground Railroad and Harriet Tubman incorporating a technology project.
- The fourth grade Sister School Project taught history of entering our country through Ellis Island. They also studied famous Nebraskans and how they have contributed to our state and society.
- Fifth grade researched a famous African American. In this project they incorporated literature, writing, art and technology.

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

2007 Site Plan

- Strategy 4.1.8 READ-A-THON Week – Theme Read for America
- Strategy 4.3.1 and 2 Third grade Sister School Project focused on cultures.
- Strategy 4.3.1 and 2 Fourth grade Sister School Project taught history of entering our country through Ellis Island.
- Strategy 4.2.2 4th and 5th grade students had the opportunity to participate in a Geography Club and the annual National Geographic Geo Bee.

**Millard Public Schools
Multicultural Education
Year End Report: 2012-2013**

School: Hitchcock Elementary School

Principal: Mandy Hartz

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- 8/9/12 - 40 Assets – Welcome Back Activities – Matt’s Field Day and Wagon Wheel
- 8/10/12 - Tribal Teambuilding
- 10/19/12 – 40 Asset Overview – T-shirts and Monthly Quote Clips

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- Brain Gym Activities

Multicultural Experiences: (List and describe those called for by the building’s site plan, if applicable.)

**Millard Public Schools
Multicultural Education
Year End Report: 2012-2013**

School: Holling Heights Elementary School

Principal: Terry Houlton

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- Reaching Each Student
- 40 Asset Staff Development
- English Language Learner Staff Development (Vocabulary Development)

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- World Drumming Activity Class
- ELL cultural field trips
- Grade level musical programs that include multicultural songs
- Extra Curricular Choir focus on multicultural songs

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

- Enrichment Classes (Spanish) (Foundation Grant)

**Millard Public Schools
Multicultural Education
Year End Report: 2012-2013**

School: Montclair Elementary School

Principal: Alicia Feist

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- Explicit vocabulary instruction for ELL students by Jennifer Reid
- All new certificated staff members have completed an Angel module on Preventing Sexual Harassment, Bullying, Maintaining Appropriate Boundaries, and Reaching Each Student

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- Each grade levels selects literature to enhance curriculum with the multicultural perspective
- ELL field trip to the Orpheum
- Speech Language learning stations reflect people of many cultures and stories are shared regarding their cultures
- Sing songs/count in different languages
- Journal entries from different perspectives (explores vs. the people they conquered)
- Simulations of colonists vs. British
- Art studies: Aztec, Native America, and African
- Creation of flags celebrating students' individual culture
- Montessori Classrooms: Asia and Europe country research and presentations; Chinese New Year study; Voyage of the Pilgrims; MLK Timeline; civilization study from caveman to modern day – compare/contrast ways of living; Celebration of Light – how countries and cultures celebrate the holiday season around the world; Biomes of the World – products that come from different countries; Omaha studies – Native American studies
- Technology: Culture Grams and Enchanted Learning to research different cultures
- Multicultural dances and games from other countries in PE

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

- Strategy 1.4 –Provide opportunities for the Montclair community to embrace its diverse culture:

Pride Groups – Montessori and Traditional classrooms partnering for year-long service learning projects

Large map in main hallway to show where students' families come from (currently 18 countries displayed)

**Millard Public Schools
Multicultural Education
Year End Report: 2012-2013**

School: Morton Elementary School

Principal: Julie K. Bergstrom

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- Literature Review (monthly)
- 40 Developmental Assets
- Culturally Responsive Teaching (gender & science/math careers)

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- Spanish Club (HAL students 3-5)
- Enrichment Day
- Team Time
- Time for Kids and Scholastic News publications
- School-wide service projects that benefit our community
- Native American study (stories, Safari Montage videos, Thanksgiving feast in kinder)
- Holidays, traditions and customs in different parts of US and world
- Studied different homes, cultures & transportation around the world
- Martin Luther King, Jr. celebration (stories, video, contributions)
- Helen Keller (stories, discussion of disabilities and how they don't limit anyone)
- Read Alouds, discussion & application to our lives (The Rag Coat; The Orange Shoes; Molly's Pilgrim; My Louisiana Sky; stories about Jackie Robinson, Ruby Bridges, Jesse Owens; stories by Tomie dePaol, Henry's Freedom Box, Martin's Big Words)
- Field Trip to Museum of Natural History
- Native American pictography project
- Studied the history of the Powwow
- Learned about the Japanese festival of drums
- Biography research papers on famous people from different cultures
- Star Students bring in special items to share connected to his/her culture, family and traditions
- Discover how people from all over the world came to Omaha

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

- Morton's mission statement

**Millard Public Schools
Multicultural Education
Year End Report: 2012-2013**

School: Neihardt Elementary School

Principal: Carrie Novotny-Buss

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- Working Class Poverty and Teaching Strategies: MLK Day Professional Development
- Strengths Finder staff development (on-going)
- BIST staff development: processing, protective plans, class meetings
- Autism Awareness Training for support staff

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- Buddy Room Activities to build 40 Developmental Assets
- 5th Grade Kindness Retreat- focus on tolerance and acceptance of others
- Holiday customs around the world discussion/activities in 2nd grade
- Card making for people in need
- Compliment Cards and class meetings
- Noble Knight awards for students exhibiting the 40 Developmental Assets
- Service Learning Projects (i.e., Pennies for Patients, Food Bank Drive, Toys for Tots, Project Wee Care)
- Autism Awareness and Support through Circle of Friends Groups

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

- 3rd grade multi-cultural food fair
- Blues Music Performer visit for 3-5
- Martin Luther King Jr. studies in 2nd, 5th, and 4th grade
- Extension activities on American Indians (i.e., tribes, reservations)
- Reform of Social Problem Power point project in 5th grade

**Millard Public Schools
Multicultural Education
Year End Report: 2012-2013**

School: Norris Elementary School

Principal: Joycilyn Y. Rozelle

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- Reaching Each Student-presentation and discussion on poverty and impacts in the educational setting and strategies to support students

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- November - Native Americans- read books about the origins of thanksgiving and how the native Americans and pilgrims worked together for the first thanksgiving.
- December - Chanukkah, Kwanzaa, Christmas- we had class discussions about different winter religions and we did different math and literacy activities that supported themes from Chanukkah, Kwanzaa, and Christmas
- January - Martin Luther King Jr.- We watched a Safari Montage video and read books about his life. Martin Luther King day art and writing
- February - Chinese New Year- we talked about the Chinese New Year and how it is the same or different from the New Year celebrated on January 1st
- Japanese Art Unit
 - * Cherry Blossom Paintings
 - * Sumi Bamboo Paintings
 - * Foldable Kimono Bookmarks
- African Art- Mancala Game Making & playing
- Holidays Around the World Presentations
- Black History Month Power Point Presentations
- Native American Art
- Buffalo Hide Painting
- Parfleche Pouch Making
- During January and February-There was a Black History informational bulletin board highlighting achievements of African Americans, A display case with books, artifacts, jewelry, magazines and photographs and during daily morning announcements, a Black History –Fact of the Day” was read
- Native American Tribes, clothes, homes, language, flags
- Saint Patrick’s Day history. Facts about Ireland
- Christmas around the world--how people celebrate the holidays in different Countries
- Chinese New year facts and zodiac

- History of Valentine's Day--Originated in Rome
- Landmarks around the World
- 4th grade has had multiple experiences this year related to Native Americans through curriculum as well as Art. They've also looked into how different cultures celebrate holidays, especially around the winter holidays
- Title I PK-I Parents send in their ancestor's county of origin and we put a big map on the wall and pinpoint where the students come from.
- Montessori PK-shared pictures and videos about Hawaii for thematic unit in class and also had a parent from Nepal bring in pictures of what the mountains look like.
- Primary Montessori-A parent and the teacher have been teaching Spanish to students once a week.

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

- Multi-cultural/Art Night-Families attended an evening event where they received a mock passport that allowed them to travel to the 7 continents, view artifacts and clothing, sample foods representative of the continents, and complete art projects from the continents
- Parent presentation for 4th grade traditional-sharing information and materials from recent travels to Japan and China.

**Millard Public Schools
Multicultural Education
Year End Report: 2012-2013**

School: Reagan Elementary School

Principal: Melissa Poloncic

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- Belgian Folk Dancing- staff participated in a music lesson based on foreign dance/music
- Cultural Literature Book Share- Discussion of different book titles, in our library, that support cultural understandings/learning

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- Weekly conversational Spanish sessions led by a parent volunteer
- Students explored the Winter holidays and customs of Europe, Mexico and Africa
- Cinco de Mayo, students read books about Mexico, made a fan, a paper origami flower pot, colored and counted to 12 in a Spanish number booklet. Cinco de Mayo power point presentation and a festival.
- Student performed original dance sets to “Trepak,” Russian Ballet
- Watched portions of “Peter and the Wolf,” and discussed Russian culture
- Students sampled different foods from the Northeast Region of the United States
- Students studied the life of Ruby Bridges
- Ireland and folktales: The Irish Cinderlad, Jamie O'Rourke and the Big Potato, Jamie O'Rourke and the Pooka, on St. Patrick's Day with art work.

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

Not Applicable

**Millard Public Schools
Multicultural Education
Year End Report: 2012-2013**

School: Reeder Elementary School

Principal: Paige Roberts

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- Professional development sessions on the difference between teaching boys and teaching girls
- Professional development session, watching the video “East One Picked, First One Picked On” about what the school experience is for students who have disabilities

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- Family Traditions- discuss the different traditions families may have concerning holidays or other family rituals.
- Holidays Around the World units done at several grade levels
- Students in 2nd grade read stories highlighting various cultures (*Birthday Basket for Tia*, *Josh Gibson*, and *Jingle Dancer*)
- Students in 3rd grade were immersed in country studies of Italy, Mexico, India and Togo, researching and presenting projects which included ethnic displays and foods. They also participated in Native American Week, during which time they studied the history, traditions and culture of Native Americans.
- Students in 4th grade studied the Southern region of the United States, culminating in making jambalaya. In addition, 4th grade used a story about Japan in Reading Street to launch discussions and lessons about Japan and Japanese culture. 4th grade also studied Native Americans in conjunction with Nebraska Studies and attended a Native American Powwow as a field trip.
- 5th grade studied Native American culture in social studies and used the publication *Time For Kids* to learn about holidays and celebrations such as Kwanzaa and Hannukah. They also studied black culture, history and traditions during Black History month.
- Community service in decorating paper bags and creating artwork for Hy-Vee
- Participation in Junior Achievement (K-5)
- Inclusion activities with ACP students and visiting ACP rooms
- Participation in Juvenile Diabetes Research Foundation Walk: one student in grade 1, two students in grade 3 and one student in grade 5 have juvenile diabetes. Students received instruction on health issues concerning juvenile diabetes.
- Jump Rope for Heart

- Student Council Community Projects: Lydia House hat and mitten drive; lollipop sales for United Way; canned food drive for Omaha Food Bank
- Students were matched up with children in another grade level as Peer Buddies
- Domesti-pups, Moses is a therapy dog at Reeder who works with students at all grade levels, including ACP students both inside and outside the classrooms.
- Differentiated instruction: individualized spelling lists, math pretests/flexible grouping, guided reading groups, independent studies, contracts, READ, Resource, Early Literacy Intervention
- Kindness Retreat in 4th grade (Developmental Assets)
- After school clubs: Art, Sports and Fitness, Drama, Choir, Science and Strategies
- Multicultural Titles ordered and shelved in the Media Center
- Assemblies for multicultural education (all school):
 - **Marcos y Sabor**, a celebration and an interactive introduction to Hispanic music and traditions
 - **Images of the World**, a presentation of the geography and traditions of various places in our world
 - **Native American Powwow**, a lecture-demonstration of Native American dance traditions from various tribes of the Midwest

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

- Parents/Grandparents are invited in to share information about specific religions, races, cultures and ethnicities
- Family Groups established connecting students across the grade levels and working on the 40 Developmental Assets
- PLC/Re-teaching/enriching models
- Established a multi-cultural month (April/May) in which to present several assemblies highlighting various multicultural experiences (Marcos y Sabor, Native American Powwow, Images of the World)

**Millard Public Schools
Multicultural Education
Year End Report: 2012-2013**

School: Rockwell Elementary

Principal: Matt Dominy

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- Culturally responsive teaching- Under Resourced Students- We investigated, discussed and implemented various instructional strategies with the intentions of impacting achievement by meeting the individual needs of students.
- Small group instruction staff development in the area of reading and math. This focus allows us to meet the individual needs of each learner.

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- Preschool Family Feast- where families bring in their favorite family cultural snack
- Kindergarten-Each classroom invites students to bring in a family picture and they get a chance to share who is in their family. We also do this with our Star of the Week and All About Me books
- 1st grade- Cinco de Mayo/ guest speakers from MSHS
- 2nd grade-We read the book Flat Stanley. The students sent Stanley to different states. Then he returned to us with information about each of those states.
- 3rd grade- Holidays around the world. We learned about various cultures' holiday celebrations by incorporating games, crafts, and foods from around the world.
- 4th grade-Durham Western Heritage Museum: focusing on Native American lifestyles
- 5th grade- Writing a Research project for the Holidays Around the World

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

- Under-Resourced Students book study, Small group math book study
- Parent/student/staff engagement activities- Staff development, family nights, guest speakers/presenters (ex. Native American speaker, African American Drumline)

**Millard Public Schools
Multicultural Education
Year End Report: 2012-2013**

School: Rohwer Elementary School

Principal: Nancy Brosamle

- Disability Awareness Day---staff members learned about the many challenges faced by students with disabilities.

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- Disability Awareness Day---All Rohwer students participated in a variety of stations designed to raise their awareness of what it would be like to live with a disability. A Rohwer ACP teacher along with an occupational therapist, physical therapist, adaptive p.e. teacher, speech language pathologist, and other special education staff presented the activities at each station. It was a community wide experience that raised the awareness of students and staff in regard to disabilities.

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

**Millard Public Schools
Multicultural Education
Year End Report: 2012-2013**

School: Sandoz

Principal: Dr. Heidi Penke

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- All certificated staff completed the Reaching Each Student staff development which was an open discussion of reflections and learning from reading articles.
- All certificated teachers and specialists participated in a series of ELL Trainings to learn about vocabulary and ELL strategies to use in the classroom

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- Family Spotlight-families are encouraged to share multicultural traditions with the class
- Family Cultural Flag Art Activity
- Counting in Spanish at calendar
- Field Trip for all ELL students to Rose Theater
- Sing songs in different languages
- Maps to show where their families are born and come from
- Martin Luther King, Jr. celebration with books and activities
- Wrote biographies as a class about our own culture
- Student of Week/Top Tiger program which helps celebrate differences
- Poetry Unit with haikus and couplets
- Read multicultural books: *Martin's Big Words*, *Ruby Bridges*, *Cinco Mouse* in 2nd grade
- Native American Totem Poles
- Native American Quotes
- Rosa Parks Day Writing
- Writing about Martin Luther King, Jr.
- Martin Luther King, Jr. Cloud and Crayon Activities
- Kwanzaa Art
- Proud to be Me bags
- Multi-generational family interviews
- Personal History project researching ancestry and presenting information
- I Have a Dream speech
- Read about lost civilizations, Incas, Mayas, and Aztecs
- Peter Sarpy/Lewis and Clark Speaker
- Culture report for Social Studies

- Biography reports for Writing-Cesar Chavez
- ELL Fitness Fiesta Night
- ELL Family Night
- Art Projects-Black History Month-*Clara and the Freedom Quilt*, hand art, Martin Luther King Jr. quotes
- Pacific Islander/Hawaiian-read about, watched video and drew about celebrations and food (luau)
- Viewed “Enemy Pie” and discussed how to be respectful no matter what our differences
- Read “Jingle Bells”-Christmas Around the World

Multicultural Experiences: (List and describe those called for by the building’s site plan, if applicable.)

- Not applicable for this year. In our new Site Plan starting next year, we will begin implementing the Strategy: Develop and implement plans to recognize and celebrate the diversity at Sandoz and the Specific Result: Create an understanding of the demographics of our school community.

**Millard Public Schools
Multicultural Education
Year End Report: 2012-2013**

School: Upchurch Elementary School

Principal: Susan Anglemyer

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- Reaching All Students-Staff Development Opportunity

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- **Kindergarten:** —Fast for Thanksgiving”-discussed relationships and sharing of information between the Native Americans and Pilgrims
- **Kindergarten:** Learned rituals and routines of the Hanukah and Kwanza holidays
- **2nd Grade:** Native American Jingle Dancer
- **3rd Grade:** Civil Rights discussion about Jackie Robinson
- **3rd Grade Music:** Performed, Jabuti-A trickster Tale from the Amazon, program which included instrumental and vocal music, songs, and dance
- **3rd Grade:** Durham Western Heritage Museum
- **4th Grade:** Civil Rights learning experience with extension instruction pieces on Martin Luther King Jr. and Malcolm X.
- **4th Grade:** River City Round Up
- **4th Grade:** Native American Studies
- **4th Grade:** Field Trip to Lincoln, NE-Nebraska History Museum
- **5th Grade:** African Dot Paintings-discussed the use of natural ingredients to create art with and about how the resources of the land can provide those ingredients.
- **Upchurch Physical Education:** Tinikling-a Philippine Dance
- **Upchurch Music-**African Drums and multi-cultural instruments
- **Upchurch Media Center-**selection of multi-cultural books
- **Upchurch:** Character Counts Program/PAD Groups (Multi-Age groups of students)-respect for others
- **Upchurch:** —Time for Kids” read and discussed articles pertaining to a wide variety of people and places and connected those situations to the students personal lives.

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

- **Upchurch:** Coin Wars Project-Collected money to benefit the Millard Business Association's Project Wee Care
- **Upchurch:** Coins for Cancer-Collected money to benefit the Omaha Children's Hospital
- **Upchurch:** Project PAYBAC-Barnes and Noble Nights to promote multi-cultural reading
- **Upchurch:** Project PAYBAC-Hy-Vee Dinner Nights-students council members rang bells and interacted with a wide variety of individuals while hosting.

**Millard Public Schools
Multicultural Education
Year End Report: 2012-2013**

School: Wheeler Elementary School

Principal: Tracy Logan

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- Culturally Responsive Teaching staff development.
 - Inclusive practices training to support ACP
 - Data team training and meetings- supporting the needs of each child's
 - book study- Lost at School

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- 5th Grade:
 - Read the novel "A Jar of Dreams" by Yoshiko Uchida and discussed the racism against Asian immigrants during the Great Depression
 - African-American History artwork
- 4th Grade:
 - Studies immigrants and celebrate all the different types of heritages within the classroom. Students shared family traditions they have because of their ancestors
 - Time For Kids: Reading and discussing events related to MLK Day
 - All students
 - adopted families at the holidays taught about social economic diversity
 - emphasized and celebrated assets including respecting cultural differences
 - artist in residence taught multicultural art to all grades
 - music and PE program focused and song and movement cultural traditions

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

**Millard Public Schools
Multicultural Education
Year End Report: 2012-2013**

School: Willowdale Elementary School

Principal: Susan Kelley

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- Explicit Vocabulary Instruction by Jennifer Reid

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- Native American schoolwide presentation by a parent
- Storyteller Rita Paskowitz, NE Arts Council – Native American week in 4th grade
- Taste of the West, 4th Grade – cultural food celebration
- German foreign exchange student presentation
- Schoolwide World Bicycle Tour/Images of the World – Land of the Dragon – China presentation
- Hannakuh presentation by parent to 4th grade
- Family Tree Day (students researched family background of heritage)
- Kindergarten Luau Program for parents
- 2nd grade Culture Fair – families shared cultural customs and traditions
- 2nd grade Guest speaker on Negro Baseball League – Dr. Ogden

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

**Millard Public Schools
Multicultural Education
Year End Report: 2012-2013**

School: Andersen Middle School

Principal: Jeff Alfrey

Report prepared by: Jeffrey S. Kerns: Learning Experience, and Multicultural Experience
Cheryl Heimes Professional Development Activities

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- Gallup Results
- Instructional Strategies for HAL Students and Differentiation for All
- IEP Classroom Accommodations
- Small Group Instruction
- Guest Speaker and Prime Time Activities on anti-bullying and respect for others
- Session on Lexile levels and alignment with Textbooks
- Session on the Mission, Vision and Core Values of Andersen Middle School

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- Famous scientists presentations
- 40 Asset Leaders in PrimeTimes
- Author Visits
- 7th Computers: Each of my 7th grade classes are required to do a presentation on a country other than the US...part of the assignment is to learn and report about the culture, customs, holidays, etc...
- AMS bands perform two to three different cultural compositions each year, using authentic instrumentation practices.
- Guest speaker from Guatemala (Reina) for our Central America unit
- Alternative energy resource projects
- Women In History Projects
- Media specialist does multicultural book talks and shares a variety of multicultural books with teams
- Spanish classes do a study on immigration, causes/pros and cons. We also have food/country research projects.
- All Choirs, have to sing at least one song in a different language. (Usually we do 2).
- As some extra multicultural lessons, I have all classes listen, discuss and sometimes sing music from other cultures.

- English 8: We have chosen supplementary novels which show the struggles of various cultures to achieve equality: Native American, Jewish (during World War II), and African-American.

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

- There are none called for in our site plan during this cycle.

**Millard Public Schools
Multicultural Education
Year End Report: 2012-2013**

School: **Beadle Middle School**

Principal: **John Southworth**

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- Staff Development sessions focused on behavior management for ALL students. This included topics such as students with disabilities or students of diversity.
- Small group of staff leaders read and discussed –Proactive Behaviors for Reactive Students.”

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- In sixth grade English, the students write a pourquoi story. We show examples of Native American pourquoi stories (video and written). We talk about the importance of the earth and nature in the Native American culture and respect for the land.
- We adopted a sister school in Uganda, Africa. Our art teacher, Carla Real, visited / worked at the school last summer. All students participated in a letter exchange within our homeroom setting.
- In our Alternate Curriculum classrooms, teachers integrated books about Ellan Fitzgerald, Charlie Parker and Louis Armstrong and their contributions about music. This was integrated into the Life Skills classroom study of the holidays, important dates, celebrations and music.
- Seventh grade Reading teachers focused their novel study on books involving Native Americans. The unit included mini-lessons about Native American culture, reservations – how they came to be and what they are like currently. They also studied cultural aspects of Native Americans.
- Eight grade English teachers did a book read aloud using the title Running Dreams which focuses on characters with disabilities / handicaps.
- Sixth grade arts completed the slab pottery project by making tea cups and studied the cultural aspects of the Japanese Tea Ceremony.

Multicultural Experiences: (List and describe those called for by the building’s site plan, if applicable.)

- Our staff investigated current behavior management processes as called for in our building site plan. We investigated school wide behavior management programs and voted to pursue PBIS for the upcoming school year.

**Millard Public Schools
Multicultural Education
Year End Report: 2012-2013**

School: Central Middle School

Principal: Dr. Beth Fink

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- At Central Middle School, our mission has always been to educate every child. Last year, our staff development focus included the –Reaching All Students” initiative. We did so through a series reading, videos, and professional panels which would improve staff understanding of our increasing Latino population. During the 2012-2013 school year our focus shifted to the academic, emotional, and social struggles of our African American male students. Staff members were asked to reflect on these questions:
 - How can we build relationships with our African American male students?
 - How can we build relationships with their families?
 - How can we improve their educational experience?
- In October, each staff member engaged in viewing the video entitled –Motivating Black Males to Achieve” by Baruti Kafele. This was an ASCD production. It gave the teachers an opportunity to think through the struggles this sub group of students experiences as well as engage in conversations about their own experiences with their students.
- In February, Jarell Roach, founder of *He That Has An Ear Presentations*, spoke to the CMS staff about how to create and nurture relationships with their African American males. Again time to engage in discussions with the presenter and other teachers was given.
- The question/answer sessions for both the October and February presentations helped staff synthesize the content and personalize the gleaned knowledge for their own classroom use.
- The CMS staff development initiative also included lessons created from How the Brain Learns by David A. Sousa. Through this focus we were able create a fundamental understanding of learning through studying the intricacies of the brain. This foundation supported the processes reviewed as we reviewed and continued our focus on Sheltered Instruction Observation Protocol (SIOP) objectives, the instruction of vocabulary, the use of graphic organizers, and –Gradual Release” strategies. All of these concepts were supported by the CMS ELL instructors Doreen Nelson and Margarita Rueb, as well as Jennifer Reid. In addition to supporting our focus on Reaching All Students, this also bolstered our roll out of the –Reading Across the Content Areas” objectives.

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

Social Studies:

- Students completed a heritage project in American History class and shared it with other students so they could learn about each other's ethnicities.
- Students learned about diversity in America throughout history.
- Students learned about Judaism and the Holocaust while reading *The Diary of Anne Frank*. Additionally a Holocaust survivor delivered a moving presentation to the entire 8th grade class.
- For the month of February, teachers had students compete in a contest on famous African Americans. At the end of the month this information was discussed and the importance of these contributions were emphasized.
- Throughout the year there has been focus on immigrants, their struggles, racism, and how laws and amendments helped protect minorities rights

Computer Applications:

- In the Computer Applications, 6th grade students chose a foreign country and created a PowerPoint presentation which included cultural information about that country. These were shared with their classmates

Choir:

- "Hosanno Deo" by Greg Gilpin and "Chapua Kali Desemba" by John Parker and David Lantz were practiced and performed by students.

Industrial Technology:

- This multicultural lesson's objective was to develop cooperative habits and attitudes through working in harmony with other students. The module partners developed five questions on an index card and exchanged them. On day two they discussed the answers with their partner.
 - Of what heritage or background are your parents and grandparents?
 - What television shows does your family enjoy watching?
 - What is a family tradition that you celebrate over the holidays?
 - What is a special type of food your family enjoys to eat that is unique?
 - What is your favorite hobby?

World Language Club:

- The World Language Club activities included information sharing the culture, food, and languages of the following countries: Togo, Indonesia, France, Germany, Austria, Japan, Ireland, Italy and Peru.
- The Togo presentation was given by parents of one of our 6th grade students. She shared her heritage and cooked a delicious dessert for all participants. Other presenters were members of the World Language Club.

Family Consumer Science:

- In Family Consumer Science students engaged in a multicultural foods unit. The objective was to enable students to experience the customs, foods, and traditions from various countries. Eighth grade students watched the video, "Food a Multicultural Feast," and discussed the origin of different recipes. Students followed recipes for the following items: Chinese fried rice and tacos.

Spanish:

- In 6th and 7th grade Spanish classes there was a discussion about the Mexican Independence Day, Cinco de Mayo. Further discussion revolved around why we have the immigration/illegal alien controversy in the US. Dia di lo Muertos vs. Halloween/Memorial day to the 7th grade.
- In 8th grade Spanish Classes, students and staff were provided with Hispanic Heritage Month activities. The instructor also took students to the Masa Conference and the Latino Summit. Additionally, students engaged in the following events:
 - El Dia de Los Muertos vs Halloween/Memorial Day
 - Winter Celebrations Around the World
 - el Carnaval/ Mardi Gras Around the World
 - The custom of a quinceñera
 - Cinco de Mayo celebrations here and other places in the US.

Reading:

- In 6th Grade the students read We Are One about civil rights forerunner and leader Bayard Rustin, the fiction book The Watsons go to Birmingham-1963, and the short story, "Branch Rickey Signs Jackie Robinson."
- In 7th Grade the students read Esperanza Rising by Pam Muñoz Ryan. This book examines the plight of the Mexican farm workers during the time of the American Great Depression.

ELL After School Program:

- The ELL After School Program engaged in activities and learning field trips which promoted community understanding and engagement for ELL students.

Guidance Department:

- All CMS homerooms did a lesson on cultural differences and competence (11/29). There was also a discussion about treating everyone fairly which was imbedded in our anti-bullying curriculum. CMS sponsored a *Mix It Up Homeroom* to cultivate student appreciation of the development of new relationships (12/6).
- Eighth grade Latino students were invited to the annual Latino Summit in Kearney, Nebraska on October 22. *"The summit's purpose is to increase youth leadership opportunities, showcase Hispanic/Latino student achievement success, highlight resources available to support student success, and inspire ACTION for creating positive futures!"*

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

- ELL Family Nights in collaboration with the MPS District ELL Community Nights were planned and implemented.

**Millard Public Schools
Multicultural Education
Year End Report: 2012-2013**

School: **Kiewit Middle School**

Principal: **Dr. Heather Phipps**

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- **Social Studies recognitions of:** Seasonal Christian, Jewish, Islamic, Hindu and other specific religious holidays. This usually includes discussion in class and perhaps a tie-in to current curriculum.
- **September/October:** Hispanic Heritage Month
- **January:** Martin Luther King Day connections to Social Studies.
- **February:** Black History Month.

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- **Grade 6** - In addition to the social studies classes which consistently highlighted cultural aspects of the world, students participated in a multicultural math game, a study involving the cultural aspects of clothing, and participated in an interdisciplinary unit about the Iditarod with an emphasis on the Alaskan/Eskimo cultures. –Justice for All,” a Hal Unit, was offered to qualified students working with reading books and activities on Japanese internment during WWII. In addition to those activities, –The Great Fire” (core curriculum) focused on immigrants, along with the division of ethnic groups, within a large city. The students also read a story of Bayard Rustin which incorporated the civil rights movement of the early 1960’s. In English, some multi-cultural short stories were read like –The Red Guard,” –First Emperor,” –Digging Up the Past,” “Under the Royal Palms: A Childhood in Cuba,” –Eleven,” –Tuesday of the Other June,” and –Aaron’s Gift.” Students also made personal collages about what makes each one of them unique. While studying Ancient Greece, students participated in an Olympic-based competition. The competition started with a traditional opening ceremony with each team member wearing the same colors, performed a chant, and waved their flag. Before competing, traditional oaths were taken by the athletes (students) and judges (teachers). Students competed for gold, silver, and bronze medals in a final awards ceremony replicating the Greek Olympic culture. A few students reviewed the Hebrew alphabet and practiced the symbols and pronunciation. Math 6 students learned how to use the Sieve of Eratosthenes efficiently and researched other major math contributions of this fine mathematician. In addition, sixth grade prealgebra students discussed Greek customs while learning about the Pythagorean Theorem and Chinese Triples.

- Grade 7** - Diverse cultures were discussed via current events through political cartoons and CNN discussions. Current events devoted to Martin Luther King, Jr. Day on/around date. Two teams went to Fort Atkinson in Ft. Calhoun, NE where discussions also included the involvement of the regional Native Americans in utilizing the Fort. 7th graders also researched the diversity of other cultures by “visiting” a country of their choice for four days and sharing what was learned about such topics as language, traditions, customs, clothing, economy, and government. Beyond the Social Studies curriculum itself, teachers have also incorporated News Quiz Bowl, current political/editorial cartoons, reading about and discussing ‘Closing the Gap: Indigenous Groups of the South Pacific, extensive Black History Month activities, Hispanic Heritage Month activities, and possible MLK day speaker(s) and activities. Social Studies’ classes discuss parallels with readings in Reading and Language classes to give students an historical perspective to the reference of time that is indicated in the story(ies). Culture is discussed with each 7th grade Chapter in terms of the eight elements of Culture, with personal and national history being one of them, along with religion, social groups, language, daily life, art, government and the economy.

Reading class now requires that students read books of cultural diversity as part of their genre requirement and the teachers give book talks on that genre. Along with the reading requirements, the Plugged into Non-Fiction Reading program has several books that deal with black American History including: —“*All the Children Our Story*” by Tonya Bolden, —“*Birmingham, 1963*” by Carole Boston Weatherford, and —“*Kids Make History*” by Susan Buckley and Elspeth Leacock. All three of these books immerse the students in cultures not similar to their own. Students also read the novel —“*Watson’s Go to Birmingham*” which familiarizes students about life in the South for African Americans in the early 1960’s during the time of the bombing in Birmingham, Alabama which killed four innocent girls in their church. In one of their reading texts, the students explore a variety of themes/stories related to ancient worlds and minorities. In addition to the regular reading requirements, one class read the following stories regarding multi-cultural education: —“*Baseball Saved Us*” by Ken Mochizuki, —“*The Dragon’s Pearl*” retold by Julie Lawson, —“*from Elena*” by Diane Stanley, —“*Richard Wright and the Library Card*” by William Miller, —“*El Chino*” by Allen Say, —“*Prove Myself a Hunter: from Wise Words of Paul Tiulana*” autobiography, —“*Jaime Escalante: Math Teacher*”, —“*Chief Joseph of the Nez Perce*” biography, —“*The Sacred Well*” by Judy Donnelly, —“*Matajuro’s Training*” by Eric Kimmel, —“*The Cow-tail Switch: folktale from Africa*”. Team 7C read a book, —“*The Invisible Thread*”, as part of their service learning project with UNO. Contributions of scientists from various countries were also shared. Math students learned about Greek life and philosophers through the study of the Pythagorean Theorem and learned how to write the variable, x , in multiple languages

- Grade 8** - The social studies classes highlighted various cultural aspects of the world. In history, students read about Harriet Tubman, wrote Native American poems, and studied immigration. The 8th grade curriculum lends itself to multicultural education as the curriculum includes instruction on African American history, simulations of the slave ships, assembly lines, Native American culture, etc. Students participated in an interdisciplinary unit on Lewis and Clark. Teams completed ethnic pie graphs as well as comparing and contrasting activity on how different ethnic, religious and race groups have had a positive or negative effect on the growth of America. English classes read *The Diary of Anne Frank* and discussed the Holocaust. Again this year, team 8C arranged for a guest speaker, Mrs. Bea Karp who is a Holocaust survivor to speak to the entire 8th grade class. Living through this

time period, Mrs. Karp offered great insight of what it was like to live during that time. Students also read “Ashes of Roses” which was a story about immigration. 8th grade English students choose a variety of multicultural topics for their MLA research papers and read a variety of short literature from authors of various backgrounds and cultures. In 8th grade science the students discussed contributions made by different cultures to astronomy and in the environmental unit the student’s studied habitats from all over the world. One team had over 70 students perform ‘Living Statues’ at a KMS evening function. Students dressed up acting out the role of the person they researched and then gave a 3-5 minute speech performing how the character would have been during that time.

- **Exploratory and Specialists** - In Spanish classes, our students regularly learn about the customs, attitudes, greetings and traditions of the 21 Spanish-speaking countries in the world, which includes discussion of different holidays, comparison of opinions involving current events and laws, stereotypes, immigration, the importance of learning other languages, differences and similarities between the U.S. and Spanish-speaking countries, and common values such as family and justice, with the goal of making our students more rounded members of a global society.

KMS also has a World Language Club where we can expand all these activities to a world scale. Some of the activities we have conducted this year include making pizzas to resemble flags of the different countries of the world, learning about the history of chocolate, tasting churros and chocolate from Spain, a gingerbread house building contest, etc.

Students in **music** classes learn about music from various cultures including how African Americans contributed to blues and jazz and how that eventually evolved into rock n' roll. Dances from different countries were also introduced to students. The countries included Norway and Israel. A little time was also taken to learn and listen to World Music and then discussed how it affects and influences the music in the United States. Each year all chorus classes sing a song in foreign language each semester. This year the languages included Latin, Swahili and Zulu. Students also sang a couple of spirituals songs about hope, escaping slavery, and keeping a steady beat while working in the fields. They also sang some folk songs and talked about how these originally were passed along verbally, so there can be different versions of the same song.

Physical Education classes integrated sports, games, and dance from around the world— Middle East, Europe, and Africa. Examples include, Bocce Ball (Italy), Horse shoes (America), Badminton (England), and Cricket (India).

The 8th grade “**Know Yourself**” class included lessons on stereotyping, discrimination, and sexism along with two of the seven core values taught are equality and social justice, which allows for discussion on these topics various times during the hexter.

In **Computers**, sixth grade students planned a vacation to a Wonder of the World, including figuring out where, what it is, costs of lodging, food, transportations and converting currency from dollars to whatever their country uses.

In **FCS**, the creation and importance of the American Food Pyramid was discussed. Food pyramids from different cultures such as Asian, Hispanic, Native American, and

Mediterranean were also studied and given equal recognition. Herbs and spices from various parts of the world were explored for the medicinal and culinary properties. At every grade level, students discuss the life style of vegetarianism for personal as well as religious reasons. Various religious and cultural aspects of food selection are explored and respectively acknowledged. Students are given an opportunity to explore various cuisines through restaurant menus in the Omaha area. They explore various cultures by participating in food labs representative of a certain culture, religion or geographical area.

In 7th and 8th grade sewing, students view a video on ethnic styles of dress. The video goes into details of the origins of clothing and how certain styles came about over time for specific countries. We also discuss the fact that there are no gender specific careers in the areas of clothing and textiles. In 8th grade Designing Spaces class, we study the elements and principles of design. Students are shown a video on color which addresses the meaning of several colors for multiple countries and what each of those colors represents for that country. When we study careers that are in the field of interior design, I also stress there are no gender specific careers in this fields.

The **Art** department continues to highlight various artistic aspects of the international world with a strong focus on Native American pottery and African American masks. Students studied Egyptian art, Spanish tile design, Aboriginal art, Islamic Art, Mexican folk art, and African art with an emphasis on quilt stories. Students also studied batik textile designs used in India and Africa. Sixth grade students participated in –Artist of the Week” reports which included various artists who represented different cultures, nationalities, and genders. Eighth graders completed Master Sketch assignments in drawing and painting which included reading about and duplication of styles and techniques from artists around the world. Printmaking classes study the culture of their ancestors to incorporate into a print. Japanese and Chinese prints are highlighted in Printmaking.

In **Industrial Technology**, students discussed rocketry modules and the space race between the United States and Soviet Union/Russia as well as the development of rocketry beginning in China. The Eco-Architecture module discusses different types of architecture used around the world as well as green technology that has been used for ages throughout the world.

The students who participated in the KCC, Kiewit’s after school program, volunteered at the Open Door Mission. They also made blankets for patients at Children’s Hospital.

Library activities included displays of Literature tied to cultural diversity. Students were also supplied with lists of Multicultural titles for their independent book selections. Selection and Acquisition of books for our collection includes looking for titles that are diverse and unbiased. Students are taught to use databases that display information on World Cultures. Using Culturegrams online database, students have first hand information for all their classroom research experiences.

Volunteer club students took several donations to the Rainbow House in December. We toured the house, learned about families and the illnesses that brought them there. Families from all over the world have stayed there. We were also told about volunteer opportunities students could do alone or with their friends and families there. In December, students sold Honey Bears to benefit the Ollie Webb Center. The center is an agency that enriches the lives of individuals with developmental disabilities and their families, through support, programs

and advocacy. The first week in March, we held a Penny Drive and \$630.72 went to CureSearch, an organization who uses 98% of its donations to search for a cure for Pediatric Cancer. Our club has been saving pop tabs since 1999 and we reached another major goal this school year of collecting two million pop can tabs. These are donated to the Ronald McDonald House to help them families from all over the world who have to stay with them while their child is getting medical care.

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

- STRATEGY #2: We will develop and implement plans to improve the building climate
- STRATEGY #4: We will develop and implement plans to market KMS to a broader population.
- STRATEGY #5: We will develop and implement plans to engage all students.

**Millard Public Schools
Multicultural Education
Year End Report: 2012-13**

School: Millard North Middle School

Principal: Scott Ingwerson

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- Out of district presenter, Monte Selby, lead workshop on bullying awareness and problem-solving with staff prior to school beginning.
- Out of district presenters, Megan Smith and Ryan Sallins facilitated diversity training workshops twice to entire staff, once at the beginning of the year and again mid-year.
- MNMS provides co-taught inclusions classes at all levels in English, reading, math, science and social studies.
- MNMS World Language department hosts a Culture Night, providing students of all ethnicities the opportunity to showcase traditions and cultures from their family's heritage. This event is held in the evening, community and staff members are invited to attend. Attending teachers complete a reflection form following the event describing their learnings, participation and how the experience will influence their classroom/teaching.
- Teachers who were not able to attend the Culture Night read an article on poverty and learning, "The Myth of the culture of Poverty" by Paul Gorski and completed a reflection describing their learnings, and how the knowledge gained will influence their classroom/teaching.
- Members of **RESPECT2**, an Out of district group, facilitated a discussion and activities with all 6th grade students on Bullying/Harassment awareness and avoidance.

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- **7th Grade English:**
 - * Jackie Robinson unit
 - * "Encounter with Martin Luther King Junior"
 - * "The Three Century Woman"
 - * "Charles"
 - * "The Scholarship Jacket"
 - * "Rikki-Tikki-Tavi"
 - * "A Christmas Carol" unit

If it doesn't say unit, then it is a story we read within a unit.
- **World Language teacher:**
 - History of Germany before unification and what people in Berlin experiences during Berlin Lift, the closing of the wall and living behind the wall.
 - Holiday traditions around the world from various cultures

Discussing foods from around the world and how where we live affect what we eat
Education system in Europe and in Germany and comparing it to US system

- **Music Teacher**

7th Grade does a folk music project where they learn about their families' culture, research music from a culture and present it to the class and perform folk music at the concert.

Students work on music history and the origins of music

In all grades we play multicultural music and learn about it (history, etc.)

- **FCS Teacher**

8th Grade Sewing-How the World Dresses - Students explore the dress of areas throughout the globe, the symbolism of cultural garments, the effects of the physical climate on dress, and the evolution of culture and clothing.

8th Grade Design-Global Habitats - Students study the effects of climate on living spaces as well as culture and history.

6th/7th Grade Foods - Students reflect on the foods of other areas of the globe, differences and similarities to their native culture.

- **8th Grade English Teacher**

The Contender – Completed with black history month

Holocaust extension of Anne Frank

The Book Thief - compare contrast with Anne Frank – HAL Activity

What about me? Collages – Author's Perspective Unit

- **Music Teacher**

Filipino Folk Dance: Students learn and perform "Fininkling", a dance in ¾ time which moves in and out of bamboo poles which are tapped on the ground.

"The Lion Sleeps Tonight" - African Folk Song: Students learn an "a capella" folk song and learn to accompany it with chordal harmony

Siyahamba (We are Marching) South African: - Students learn and perform a song of "Unity and Self-determination" which originated in South Africa and is sung during Kwanza.

"Away to America" - (Students learn and sing a song about immigration to America)

"De Colores" and "Las Mananitas" - Students will learn Spanish Folk songs of "equal rights" and the beauty of morning.

"Taos Round Dance" - Students will learn and perform a Native American dance which has been passed down through their culture

"Canoe Song" - Students will learn and perform a round which is a work song of the indigenous people of Canada

Multi-Cultural perspectives on Ragtime: Correlated lesson to the Music of the 1900's unit on the cultural origins of Ragtime music.

Multi-Cultural perspectives on the Blues: Correlated lesson to the Music of the 1920's unit on the cultural origins of Blues.

Playing for Change: "Stand by Me" - students play chords and sing along with world music.

"Fiddler on the Roof" - Students explore cultural and social issues of Jewish people during the Russian Revolution

"Sound of Music" - Students explore cultural and social issues of Austria at the beginning of World War II

- **French Teacher**

French students at Millard North Middle School experience an in-classroom tasting of traditional French snacks. Sixth grade survey students do this at the end of the trimester. Seventh and eighth grade students plan and bring commercially prepared snacks to 3 picnics each year, and speak in basic French during the picnic.

French 1A and 1B students (7th and 8th grade) have an extra-curricular French culture opportunity when we arrange to go to a 3-course evening meal at a local French restaurant during the Spring Semester.

French 1A and 1B students (7th and 8th grade) have an extra-curricular French culture opportunity when we arrange to go to the Omaha metro French Convention on a Saturday at a local high school in Omaha during the Spring Semester, every other year. Twelve Millard students participated in Spring 2012.

French 1A and 1B students (7th and 8th grade) have the opportunity to participate in the National French Exam (Grand Concours) to evaluate their French ability in a challenging exam offered nationally. This occurs every March. Our students have done well at the State and National level.

French 1B students (8th grade) have a lesson in making traditional French crepes as part of their foods and eating vocabulary studies. We have been fortunate to have the use of the crepe makers and have made the crepes in our Foods Room, or in the school cafeteria kitchen, thanks to wonderfully collaborative staff cooperation. Students bring their own individual fillings for their crepes, but make the crepes in a Gradual Release of Responsibility group setting, with a provided recipe. This event occurs late in the Spring Semester. This opportunity is framed in French beforehand, but takes place mostly in English for safety reasons in the kitchen areas.

French 1B students (8th grade) have the opportunity to travel to Quebec, Canada with French teachers from Millard Middle Schools in the summer following 8th grade year.

- **Science Teacher**

"Chemistry Fun Days" - two days of 20+ chemistry themed stations for the students to choose ones that interested them and rotate through so they could see examples of chemistry from their real lives and discover the science behind it

During our astronomy unit we had real heat tiles from the space shuttle that we showed the kids and talked to them about so they could see actual examples of NASA stuff. We were also able to tie it back into chemistry by talking about how light and thin the coating actually is and why it's so amazing that it can withstand as much heat and pressure as it does.

During our ecology unit we discussed the importance of the oceans and why we need to keep them clean and make seaweed candy for the students to try so they could enjoy something provided by the ocean.

Students compare and contrast tsunamis in Indonesia and Japan, discussing the effects of culture and technology in the aftermath of the disaster.

- **Spanish Teacher**

Culture Night

Students read a book of their choice that has a Hispanic main character. The book also had to tie into the life and culture of someone who is Hispanic.

- **German Teacher**
 - 6th grade: comparison between German and American customs
 - Discussions of German-American history
 - Presentation of German in everyday American life during international club meeting
 - International Club
 - Culture Night

- **Art Teacher**
 - 6th Grade - We study many artists and art forms from other cultures such as Picasso, Durer, African masks, Japanese Notan art, and Matisse.
 - 7th Grade - We study many artists and art forms from other cultures such as Riely and Irish Celtic Knots.
 - Pottery - We study Native American pottery and South American ceramic artists, Japanese artist Jun Kaneko, Chinese Bronze Vessels. We also discuss how different cultures use pottery in a variety of functional and non-functional ways.
 - Printmaking - We study various printmaker's from around the world. We also look at how fibers are woven in various cultures from around the world. We discuss how different cultures use fibers in different functional and non-functional ways.
 - Painting - Aboriginal art

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

- **World Language Teacher**
 1. Multicultural night
 2. Student playing an instrument from Indonesia
 3. Students playing instruments with Germanic Composers

- **French Teacher**
 1. North Middle students and staff ate with giant reproductions of paintings of French artist, Claude Monet last fall – in the school cafeteria. The famous paintings, partially funded by a grant from the Nebraska International Language Association, shared art, French language, culture, and history and enlivened the space. In selected classrooms, students created their own versions of Monet's work to share, too. This is the second year that NMS has offered an educational art display to accompany the annual Culture Night which celebrates the heritages and cultures of our diverse student population.
 2. North Middle celebrates a Culture Night every fall for students to share their diverse cultures and heritages in an evening event. Last year, about 400 people explored 25 different countries and cultures through food samples, table displays, authentic dress, slideshows, and music and dance.
 3. North Middle School offers an International Club once a month to learn about a variety of countries and cultures around the world. Each meeting focuses on a tradition, a speaker from another country, or an international activity, and a culturally connected snack. The club is open to all students and meets once amonth. Between 15-43 students attended during the 2012-13 school year. International Club members organize the annual Culture Night every fall for students to share their diverse cultures and heritages food samples, table displays, authentic dress, slideshows, and music.

4. At North Middle School, Linda Gjere offers an International Sparks Homeroom. International Homeroom students try a variety of International/Heritage foods on Fridays, and share presentations on their heritages or learn and share about cultures that interest them with each other. Most students in this homeroom are part of the NMS Culture Night every fall for students to share their diverse cultures and heritages in an evening event. During the 2012-13 school year International Homeroom students learned about India, Ireland, Korea, Japan, Spain, Mexico, Poland, Irish Dance, and France. Students shared holiday food treats and traditional breakfast foods. We also researched fast food differences around the world.
- **Science Teacher**
 1. We showed the kids the "Stellarium" website and discussed views of the sky from other countries and how everyone has a different experience with it. Made comparisons to the Big Dipper and North Star here in the US vs the Southern Cross used for navigation in Australia.
 2. We also talked about the fact that in different countries people experience seasons differently and discussed person examples.
 3. To start our ecology unit we showed the kids a short video of different pictures of environmental problems faced by people from around the world.
 - **Spanish Teacher**
Culture Night
 - **Music Teacher**
Since we have the IB program, in music, I always incorporate multicultural music, history lessons and cultural lessons related to the music we are playing.
 - **Spanish Teacher**
 1. Food Unit - Students researched recipes from Spanish speaking countries and then prepared those dishes at home with a partner. Some were even dishes of things that students never thought they would try!
 2. Celebrating authentic holidays to the Hispanic Culture - Cinco de mayo, Dia de los muertos
 3. Took the 8th grade Spanish students to an authentic Hispanic restaurant to sample various dishes.
 - **German Teacher**
International Club
Culture Night

**Millard Public Schools
Multicultural Education
Year End Report: 2012-2013**

School: **Russell Middle School**

Principal: **Mitch Mollring**

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- Interfaith panel for staff development –All teachers attended the Interfaith presentation to entire staff during building staff development time following conferences and will participate in the discussion of the following the presentation.
- Tech ethics and Digital literacy
- Wellness Committee was created to address the action plan of the building. This committee addresses the wellness needs of the entire staff and student body.

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- Holocaust survivor spoke to the 8th graders in May. She was then available to answer specific questions posed by the students.
- Sister Cities Club offered as an after school activity. Many students are active in the club that participated in several Sister City Association activities during the year.
- Multicultural topics were addressed through extension activities throughout the curriculum. Speakers presented information about different cultures in world language classes, language arts classes and social studies classes.
- Wellness Wednesdays were developed to address the health needs of all students.

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

- Counselors will analyze their 1st semester IC entry data, along with behavior data, and develop at least two extended packtime lessons to address identified student issues at RMS in order to significantly lower the number of similar entries during the second semester.
- All teachers will utilize differentiated instruction and knowledge gained through staff development when addressing the needs of the variety of students in the classroom throughout the school year as indicated in at least two marked differentiated weekly lesson plans and seen during administrative walk throughs.

**Millard Public Schools
Multicultural Education
Year End Report: 2012-2013**

School: Millard North High School

Principal: Brian Begley

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- Workshop at KC Reparatory Theater. (Tour, stage management, running shows in rep.)
- *RTI+I*, Including Every student, Reaching each student in-service twice.
- Participated in the Prejudice Elimination Workshop hosted by the ADL
- IB training with Bill
- Reaching Each Student, IB Training (with Bill Daughtridge),
- RTI+I data team member
- Ethnic Studies - UNO class- School Community Relations- class focuses on efforts to reach out to the community, particularly to disenfranchised groups within the community.
- Staff training on trans-gender students.

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- Utilized new information from the monthly newsletters from www.echoesandreflections.org to further teach sophomores about the curriculum that aligns with the novel Night. (This could also be considered multicultural Ed.)
- Virtual tour of the globe theater, translated short stories (Albanian, French, Chinese), World culture projects.
- English 9: In our Social Justice unit, we read *To Kill a Mockingbird* and *A Raisin in the Sun*. With both of these, we discussed racial injustices then and now.
- We read *Warriors Don't Cry* and viewed the documentary *A Time for Justice*. We also discussed how society's view of race, religion, ability, ethnicity, gender - all can affect a person's American Dream.
- When reading Huck Finn, we did activities about slave treatment, history of that time. In English 9, we studied different types of diverse families in short stories, we discussed Civil Rights and treatment of blacks in *To Kill a Mockingbird*. We have done a lot of things with diversity and multicultural topics this year. We also read/watched *A Raisin in the Sun* and talked about social class. In English 11 we read a little bit about the Holocaust and read a short story about Elie Wiesel.
- IB Film: The students study multiple cultures. Each student selects at least one culture other than their own and includes the culture in their Independent Study. Debate: The students study local, regional, national, and international topics. They are required to bring in multiple articles addressing the international topics.

- Skype with Australian classroom co-learn Macbeth, Skype Japanese classroom discussed Beowulf.
- aMNesty community service opportunities with the Open Door Mission, Kids Against Hunger, and the Burmese Refugee Household setup program; ToK research and presentation of knowledge issues that include cultural references beyond America
- We studied the middle Eastern culture as we read the book *Broken Moon* in English 9; brought in food that was mentioned in the book *Broken Moon* which is set in Pakistan.
- Students watched visual documentary (no dialogue) which was strictly an anthropological documentary linking societies together shared cultural threads. Discussion followed and elaborated on how things can be linking to other cultures can happen by detaching from our own.
- In-depth study of South African Apartheid in conjunction with the play *Master Harold...and the boys*, comparison to the Civil Rights era in the U.S.
- Pottery classes created Grecian urns. Also studied the Mid-eastern tradition of mosaic art. Maria Martinez's pottery style/heritage highlighted and discussed from Southwest.
- Pinwheels for Peace – in each of our classes; each fall for International Day of Peace.
- International Business: Passport – every day we go through the book Kiss, Bow, or Shake Hands and the students fill out a passport with each country's gestures, cultural notes, appointments and other business-related items in International Business.
- International Business also creates Menus, Project for each country, Blunders in International Business, Amazing Race.
- Marketing: there are: Class discussions about minority entrepreneurs, Activities on multicultural entrepreneurs, Class discussion about main streamed urban culture Class project on business culture, Video on international cultures, Video on global ethics, Video on international marketing, Class speaker on fashion marketing opportunities, Class discussion on female executives, Class project on demographic profiling, Class discussion on multicultural celebrities.
- Personal Finance: Teachers created an assignment to allow students to learn about the exchange rates for several countries. Students researched the life story of minority individuals such as Chris Gardner.
- MYP Technology: Students created a Newsletter using Microsoft Word. They chose a country to focus on to share information about the culture, language, sites, etc. with members of the “Culture club”.
- Business Law: Students researched the following laws: Racial Discrimination, Gender Discrimination, Age Discrimination, and Disability Discrimination.
- Business Procedures and Technology: Students learn about various topics in the workplace such as diversity, global marketplace, video conferencing, international business and travel, teamwork, competing for jobs in today's world, and more. We utilized the *Fish* video to learn about having fun at work, communicating with all types of customers and our co-workers, and what positive influences can have in the workplace towards job satisfaction and productivity.
- Creating a display case that highlighted people with disabilities.
- Ethnic Studies: Took students to the Prejudice Elimination Workshop
- AP Human Geography – Field Trip to three religious centers of worship –Synagogue, Hindu Temple, St. Cecilia's Catholic Cathedral. Immersion activities with guided tours and focuses of guided study.

- Law Studies - field trip students learned about 55 different religious service and other cultural opportunities (i.e. powwows, sweat lodges, etc.) available on a regular basis to various inmates at the Omaha Correctional Center
- World Religions - connect with/receive updates, newsletters, presentation opportunities from the Interfaith Council, Anti Def. League, etc., provide opportunities for speaker engagement with the students, provide opportunities for cross-cultural religious observance
- Guest speakers from France, Japan, and Germany
- Skype calls with Costa Rica with both IB Spanish and Honors Spanish 3 students
- Honors 3 and IB Spanish students wrote back and forth with pen pals on www.epals.com in Argentina and Spain, learning the language and culture.
- Honors Spanish 3 students learned about curanderismo and Latin American concepts of health, including watching a video of some native Spanish-speakers from Mexico treating various health ailments.
- IB Spanish students read about and watched video clips discussing the varying concepts of beauty from culture to culture.
- South Omaha field trip/scavenger hunt, walk around 24th street L-Q streets in small groups, speaking in Spanish, learning about culture- all Honors Spanish 3 classes, IB Spanish students
- Spanish Club activities - Day of the Dead party - learn about other culture's concepts of death, dinners at a Salvadoran and a Mexican restaurant and speak Spanish with native speakers, a native Puerto Rican came and taught Spanish Club how to make an authentic meal.
- Spanish Honors Society required to perform community service to Spanish-speaking population, often requiring them to work in South Omaha with different social classes and nationalities
- Spanish Honors Society raised money to help provide Guatemalan children with an education through a charity one of them learned about when he studied for 2 weeks in Guatemala.
- Mexican Independence Day - students were given opportunity to go to South Omaha and use to make up speaking points from class - observed culture, participated in celebrations
- Attended a Day of the Dead exhibit at Museum
- Italian, Greek, Mediterranean cooking sessions
- Celebrating Ancient Roman Holiday and how they translate to traditions today.
- Outing to Saint Cecilia's to see Italian art (Michelangelo's Pieta replica)
- Outing to Joslyn Art museum display on Egypt.
- Mock trial of Brutus using modern laws and legal system.
- Japanese students had pen pals
- Students hosted and assisted Japanese exchange students through the year
- Study of various cultures & backgrounds in Drama I & Drama II by reading and analyzing plays of differing playwrights. (Different plays each semester)
- Reading novels in IB English 11 that are translated from other languages and studying how those cultures function in comparison to our own; Presenting on historical/cultural/societal impacts of literary features within multicultural novels
- We sampled Middle Eastern Food as students prepared dishes that were enjoyed in the Middle Eastern culture. We also completed projects concerning Middle Eastern religion, clothing, wedding and dating customs, and architecture.

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

- MNHS was recognized as a "No Place for Hate" school by the Anti Defamation League.
- Mustang students and teachers participated in Project Wee Care: collecting money and supplies, shopping for a family, wrapping gifts, packing food boxes.
- Becky Terrell sponsored the Diversity Club.
- MNHS continued involvement in the IncluCity human relations program. This multi-cultural program is designed to break down barriers of prejudice.

**Millard Public Schools
Multicultural Education
Year End Report: 2012-13**

School: Millard South High School

Principal: Dr. Curtis Case

Report Prepared by Heidi Weaver, Assistant Principal

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

We continued to focus on our professional learning communities, which benefit all students' achievement. Our building continued training on Reaching Each Student as well as Response to Instruction and Intervention (RTI+I) focused on Best Learning Practices.

Our ELL lead teacher Mrs. Shannon Cooley-Lovett sent out several e-mails to staff with articles on best practices for working with ELL students and also notification of diverse cultural events in our community. She also presented information about the ELL program, language acquisition, ELL students and best practices during a new teachers' meeting first semester and also during a mini-workshop open to interested staff on March 14, 2013.

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

Art

Pottery, Adv. Pottery: Native American/Pueblo pottery-Maria Martinez, Greek pottery, Louise Nevelson-sculptor, Pre-Columbian art, Wieki Somer / Consume or Conserve Sculptures, Isamu Noguchi / sculpture inspired by stories, Henri Moore / figure abstraction, Robert Arneson / Humor, Marilyn Levine / Trompe L'oeil (Spain), Claes Oldenburg.

Painting: Mexican culture/art - Artist: Frida Kahlo, Pablo Picasso-(Spain), Janet Fish, Native American artists-Juane Quick-to-See-Smith, Emmi Whitehorse and Norval Morrisseau (Inuit/Northwest Pacific coast art)

Color & Design: Andy Warhol (Pop Art & Silkscreen printing), Byzantine Mosaics, Masks around the world, Non-objective / Abstract art, Georgia O'Keefe,

Art Foundations: Japanese Printer-Hokusai, Karen Kunc-Nebraska, Islamic tile designs, Aaron Douglas (African American) Dutch-Vincent Van Gogh, M.C. Escher (etchings and woodcuts), William H. Johnson and Aaron Douglas - both African American painters, Zig Jackson and James Luna (Native American conceptual and photographer), Banksy- UK, Wassily Kandinski-German

Drawing: Italian Renaissance, Leonardo Da Vinci, Albrecht Durer, Georgia O'Keefe

Commercial Graphic Design: History of Books-Non-codex books from Crete, Australian, Moche, Inca, Iroquois and Nigeria. Illuminated Text-Middle ages, Guttenburg (Bible-printing press) and the St. John's Bible (collaborative effort US and Wales), Barbara Kruger-Native American Photographer, Peter Max-graphic artist born Berlin, Germany (escaped to Shanghai), Art styles and their influence on graphic arts-Islamic, Asian, African and

Northern European.

Advanced Studio: Native American, African, American artists, women artists; specifically Jacob Lawrence, Horace Pippin, Helen Frankenthaler, Judy Chicago, Deborah Butterfield, Frienda Kahlo, Diego Rivera, Southwestern artists, Vigeland.

Art History: Same artists as above introduced in art history class through a historical, cultural, and social context. In addition, local and regional artists representing multi-cultural and female artists

Business- Technology Magnet

Accounting I/II: Discussed business practices of United States companies using other countries for manufacturing to make a larger profit

Business Communications: Developed an awareness of how cultural differences can adversely affect communication. Researched business and social protocol in different countries and share findings and insights with each other Identified or demonstrated ways to show respect, understanding, and sensitivity to people of other cultures, in and out of the workplace

Graphics: Completed a famous photographer report, with one of the options a multicultural report

International Business: Discussed other cultures regarding international business (a report and presentation on different countries)

Keyboarding: Keyed letters in foreign languages during the MS Foreign Language Week. Keyed documents with names of different ethnic backgrounds.

Marketing I: Discussed the implications of cultural differences in marketing and distributing products. Shared samples of ConAgra products (Orville Redenbacher popcorn) with language and graphic changes.

Marketing II: Discussion of racial discrimination on the job site

Personal Finance: Discussed other cultures regarding international business, particularly in the area of communication (i.e. presentation and acceptance of business cards from the Japanese.) Discussed how to do business with other countries, including a "hot" topic about out-sourcing of jobs in America Continued to learn about discrimination against other diversities (and laws to protect them) such as elders and women (the ECOA--Equal Credit Opportunity Act

Counseling

–A Better Future Today” is a group of students that our counseling office specially trained to customize skits and presentations for various classroom needs. Students presented sessions to classes dealing with diversity and individual differences.

College Multicultural Programs - advertised and encouraged students to attend special multicultural days held on the UNO, UNL, UNK, Creighton, and University of Kansas. And many other schools

Support the ELL students, staff and parents.

Promoted Latina – Week Long Workshop – College of St. Mary – Summer Program

UNL – Multicultural Dinner

Patriot Mentors facilitate different activities in Pride Time, some of which center on diversity and acceptance of others; examples of this would be Human BINGO, discussion/promotion Mix-It Up Day, and Guess Who.

Promoted –Prejudice Elimination Workshop” – daylong workshop for high school students dealing with tolerance and diversity

Advertised and promoted a number of minority scholarships for Millard South minority students. Examples of such are these: UNO – Isaacson Incentive Scholarship, Rick Davis Scholarship - UNO, UNL, UNK, United Latino Endowment Scholarship, Omaha Chapter of Links (African-American), Lambda Theta Nu (Latino) Creighton University – Black, Hispanic, Alpha Phi Alpha Fraternity, Fraiser-Stryker Minority Scholarship, Herbert L. Davis Foundation Scholarship

ELL

Continued to work with the staff on learning about multicultural students and the best ways to meet their needs while being culturally aware and sensitive.

Many ELL students attended the Latino Summit in Omaha in the fall.

Used multi-cultural curriculum

Some Millard South and CMS students attended the Latino Summit in Oct. 2012

Family and Consumer Science

Clothing and Apparel: Use of bi-lingual patterns. 2 projects were multi-ethnic: Camisa shirts and Comfort dolls.

Everyday Living: Cultural differences in relationships (dating, etc.) and the reasons for those differences are discussed. Communication unit also addresses ethnic and cultural differences and social customs. How faith and family values impact decision making.

Foods for Today: Customs of other countries are explored through role play and projects.

Career choices and culture are also addressed.

Culinary: Exploration of food and religion.

International Foods: Impact of culture, geography, religion and resources on food choices.

Interior Design: Cultural influences on architecture and lifestyle. Cultural affects on housing choices. Housing choices in other countries.

Child Development: Differences in parenting and child care practices - cultural, religious, other countries.

Adult Living: Cultural influences on financial, career, lifestyle and child care choices.

Industrial Technology

World Architectural Styles/Advanced Architectural Concepts

World Famous Architects/Advanced Architectural Concepts/Drftg. & Design

World Famous Inventors/Manufacturing Tech, Comprehensive Metals, Welding & Advanced Welding

Language Arts

Drama I: Multicultural theatre -Cirque du Soleil (multiple cultures), rise of theatre history (Greek through Asian)

Drama II: Multicultural Theatre- August Wilson (African American Playwright), Cirque du Soleil, David Henry Hwang (Asian American Playwright) Rasa (East Indian Theatre) Students read various plays dealing with other cultures

Theatre Appreciation: Cirque du Soleil, Vaudeville (Jewish and African- American influence) Early American Theatre (African-American, Jewish influence) Sidney Poitier (Caribbean-American actor) Kabuki and Noh Theatre (Chinese-Japanese), Early Film (German Immigrant Expressionist movement)

Forensics: Members of the Forensics team ran multicultural pieces in literature interpretation competition

Contemporary Literature: Explore novels with characters who have different socioeconomic status, race and gender. The novel *The Winterdance*, tells the story of the Iditarod Trail Sled Dog Race and the culture that surrounds it. Many novels deal with a character facing adversity based on gender or status.

English 9

Read *To Kill a Mockingbird* by Harper Lee-Deals with the consequences of racism during the depression era

Read *The Piano Lesson* by August Wilson – Deals with a family who has been in slavery and the family’s rise out of slavery

Read *American Born Chinese* by Gene Luen Yang – Graphic Novel dealing with Chinese tales and values

Read *Broken Moon* by Kim Antieua – Set in Pakistan and follows a girl trying to live in the society and find her brother

Studied the novel *Star Girl* by Jerry Spinelli, a novel about diversity in personalities of teens, acceptance, and popularity

I Have Lived a Thousand Years - narrative describing what happened to a 13-year-old Jewish girl when the Nazis invade Hungary in 1944.

Read *A Raisin in the Sun* by Lorraine Hansberry- struggles of socio-economic status and race.

English 10:

Read *To Kill a Mockingbird* by Harper Lee-Deals with the consequences of racism during the depression era

Read the Holocaust memoir, *Night* by American cultures. Elie Wiesel

Researched and wrote about living leaders, many of whom are leaders of minority groups in America

Also read some multi-cultural non-fiction selections: "Hair" from the Autobiography of Malcolm X, "It Can't Be Helped" from Farewell to Manzanar (about the Japanese during WW II, "Typhoid Fever" from Angela's Ashes

Honors English 9:

Students also read *Night* by Elie Wiesel, *To Kill a Mockingbird* by Harper Lee, short stories such as —Thank You M’am” by Langston Hughes, and studied living leaders, including several multicultural leaders

Honors English 10:

Read the novel *Warriors Don't Cry*

Read *Civil Disobedience*

Read the novel *Adventures of Huckleberry Finn*

Literacy Enrichment 10:

Read the following novels: *Night* by a Holocaust survivor Elie Wiesel, *Lord of the Flies* by William Golding, *Animal Farm* by George Orwell.

Holocaust speaker after reading the novel *Night*

English 11:

The Adventures of Huckleberry Finn by Mark Twain (depicts racial inequalities and supports tolerance through the Huck’s relationship with Jim)

Fallen Angels by Walter Dean Myers (Details the experiences of African-American soldiers fighting in Vietnam)

The Secret Life of Bees

Multicultural Anthology

Poems and short story selections from the Anthology

Literacy Enrichment 11:

Read multicultural stories, poems and plays

Created a Family Tree in which they have to research their heritage and roots
 Know Your Neighbor activity in which they have to discover personal and cultural differences among their classmates
 Multicultural food day in which students are urged to bring a food item to share from their own cultural background and tell how it is related to their family traditions and cultures
 Read the following novels: Huck Finn, A Lesson before Dying, Secret Life of Bees, Fallen Angels

Speech:

Chose a topic that personally affects them that deals with race, gender, location, etc.
 Listened to these speeches to be informed and/or persuaded

Debate:

Discussed issues of immigration policy, post-Katrina reconstruction policies in relation to race, treatment of women in the legal system, and the military's policy of "Don't Ask, Don't Tell"

AP Language and Composition:

Read several of the works of Sherman Alexie, especially his essay "Indian Education" and discussed the prejudice and injustice that Alexie experienced in the public schools as a Native American

Identified and wrote about instances of discrimination they see in their own school

Studied in detail the rhetoric of African-American leaders and abolitionists (Frederick Douglass, Alfred M. Green)

Rhetorical Analysis of King's "I Have a Dream" speech, Rhetorical analysis of Obama's inaugural address

Read following selections from our text The Bedford Reader 9th Edition

"Fish Cheeks" by Amy Tan

"Indian Education" by Sherman Alexie

"A Measure of Restraint" by Chet Raymo

"Everyday Use" by Alice Walker

"Size 6: The Western Women's Harem" by Fatema Mernissi

"How to Poison the Earth" by Linnea Saukko

"The Meanings of a Word" by Gloria Naylor

"Being a Chink" by Christine Leong

"Close Encounters with US Immigration" by Adnan R. Khan

"Everything isn't Racial Profiling" by Linda Chavez

"How the USA Patriot Act Defends Democracy" by Viet D. Dinh

"Aria: A Memoir of a Bilingual Childhood" by Richard Rodriguez

AP Literature and Composition

Read, analyzed and discussed poetry from diverse African-American experiences including works by Gwendolyn Brooks, Langston Hughes, Countee Cullen and Lucille Clifton.

Read analyzed and discussed short fiction from a variety of cultures including works by Jhumpa Lahiri, Alice Walker, Toni Cade Bambara, and Gabriel Garcia Marquez.

Read, analyzed and discussed literature which addressed topics and themes such as racism, sexism, fascism, classism, and oppression.

Global Perspectives through Literature

Students study a variety of texts (including short stories, novels, poetry, drama, memoirs, graphic novels, film, and images), all of which come from countries other than the United States and Western Europe. Themes include Wisdom and Knowledge, Hero's Journey, Individual in Society, Appearance vs. Reality, Women and Men, and Struggle Against

Injustice and all are discussed, many result in the creation of student-chosen projects, and most are written about in various formats throughout the course of the semester.

Math

SIOP techniques are used in Geometry and Algebra Foundations such as word walls, flash cards, vocabulary tools, etc.

Algebra Foundations II teachers made variations in the statistics chapter to accommodate ELL students who were struggling with complex story problems and pulling out the appropriate information.

Many of our textbooks give examples using multicultural names and reflect various ethnic groups.

Several ELL students participated in math club and attended math competitions.

Music

Choir

The following titles were taught this year. A short statement about the cultural relevance taught to students is also given.

Voce di Forza

Betelehemu – African praise song

Inscription of Hope – Text found on a wall in Germany where Jews were hiding from Nazi's during WWII

Bella Voce

Tango to Evora – Spanish dance son

Cantori

Baba Yetu – African Text

Lean On Me / We Shall Overcome – Civil Rights Movement

Zion's Walls - Early American hymn tune

In Flanders Fields – World War I

Down By the River Side – African American Spiritual

Singers

Let Everything That Hath Breath – African American Spiritual

Chindia – A Russian folk dance tune

Music Connections

Unit 3 The Emergence of Black Music

Unit 6 Blues and Black Gospel

Unit 8 Latin Music in the US

Unit 10 Rhythm and Blues

Unit 15 Latin Music since 1950

Unit 20 A world of Music- Afro Pop, Global fusions, Celtic Fusions

Orchestra

Presto from String Quartet OPus 131 – Beethoven (Germany)

Sakura - Arranged Story (Japanese Folk Song)

Hashivenu - arranged Leavitt (Israeli Folk Song)

Bayou Self - Morris (Cajun)

5th Symphony – Beethoven (Germany)

Russlan and Ludmilla – Glinka (Russian)

Emperor's Waltz – Strauss (Austria)

Bands

Abram's Pursuit – David Holsinger (Hebrew)
 Blues Factory – Jacob de Haan (Netherlands)
 Four Scottish Dances – Malcolm Arnold (Scottish)
 How to Train Your Dragon (Music from)- Scottish Themes
 The White Ensign (To the Glory of the Navy)- Australian Navy March
 Danny Boy- Irish Hymn
 As Summer Was Just Beginning- James Dean Tribute. Based on Irish hymn
 Nessun Dorma – Italian opera

Physical Education

Multicultural games-soccer, bocce, badminton, yoga, pilates-we are able to explore the international origins and influences on these specific activities. Cultural influences determine how the games have evolved and travelled from place to place over the years. Integration of special needs students who are not mainstreamed into regular classrooms on a daily basis
 Peer mentoring for ELL students and foreign exchange students

Science

Discussion of the role of women and minorities in the development of physics as a separate field
 Discussion of women and minorities and their contributions to various fields of science
 Genetics, Biology – we research what traits and disorders are more common in certain ethnic groups
 Biology – discussion of pathogenic organisms and where they are prevalent in the world
 Human Physiology – career highlights in textbook includes people of many diverse groups

Social Studies

*****The Social Studies curriculum is saturated in multicultural education. Specifically, we have a course called Ethnic Studies offered at Millard South High School, which is a historical and cultural study of the major ethnic groups that make up our pluralistic society in the United States.***

The following are some of the multicultural activities done in the Social Studies classrooms at Millard South High School:

I Have A Dream video, reading & discussion
 Examination of the contributions of African Americans to U.S. Military
 Significance of MLK day
 Civil Rights Unit
 Minorities in America
 Supreme Court cases
 Japanese Internment Camp
 Discussions on prejudice, stereotypes and discrimination
 Studies music, art & politics of countries
 Speakers from different cultures
 Studies of cultures & their religions
 Book Group/Multicultural Club

Civil Rights Movements of Women, Mexican Americans, Japanese Americans, Hispanics,
 Native Americans
 Great Black Migration
 Immigration Diaries and New Immigration Readings
 Study immigration & migration of various ethnic/racial groups
 Black History & Diversity Month
 Video on first interracial basketball in Louisiana
 Video & discussion on Ruby Bridges
 Video on Montgomery Bus Boycott
 –Eyes on the Prize” & Civil Rights
 Malcolm X, Booker T. Washington, W.E.B. DuBois
 Discuss minorities in the workplace and on the police force
 Economic Demise of the Soviet Union
 Islamic speakers Bureau
 Speakers from each of the following: Hindu Temple, Buddhist Temple, a Synagogue
 Enrichment opportunities offered by Ethnic Studies and World Religions in the community.
 Also to visit local ethnic museums and events.
 Religious diversity education in World Religions. Exposure to 5 major world religions in
 World Geography.
 Ethnic Studies book group involved 100+ students – read book on African-Americans, the
 Holocaust.
 Western Art – Spain, France, Russia, Germany, Norway, Switzerland, Holland, Flanders,
 Japan and the music for each.
 Russian, Chinese Middle Eastern History and the music
 Ethnic Studies – students attended powwows, ethnic celebrations like Cinco de Mayo,
 German American Day, and Films at the Jewish Community Center
 Students attended Bea Karp speech Holocaust survivor.
 Students attended Minnijean Brown Little Rock Nine
 Students attended Tuvan Throat Singers
 Culture – World Affairs

Special Education

The special education department parallels the curriculum from the general education classes in the areas of: English, Science and Social Studies. Through this curriculum parallel the special education teachers include multicultural activities listed in the core areas.

World Languages

The World Language Department hosted a World Language Week in January. We invited speakers with various language and travel experiences to share insight about the importance of learning more than one language as well as understanding other cultures. One speaker shared his experiences as a Peace Corps worker in the Dominican Republic. The owner of a bilingual marketing firm in Omaha talked to our students about the importance of understanding other languages and cultures. He also addressed our native-Spanish speakers about the need to embrace their bilingualism and how being bilingual has helped him to create his business. Two UNL students shared their study abroad experiences. We also invited a speaker originally from France as well as her husband who was a Fullbright Scholar in Germany. A former Millard South student spoke about his study abroad experience in Austria and how learning about different cultures and languages has been beneficial to his career. Another speaker was a member of the Peace Corps and shared her experiences of working and living in Mozambique.

We were also fortunate to hear from an Omaha Police Officer about his experiences as a bilingual officer.

During World Language Week, students also participated in different language and cultural activities. They had the opportunity learn about the history of ballet and sing popular songs in all three languages. Students had the opportunity to make authentic French, German, and Spanish food. They also created authentic French, German, and Mexican crafts and played games from France, Germany, and Peru. Some students learned to dance the Salsa, la Danza Kuduro, the Polka, and the Waltz. They were also able to participate in a cultural trivia game with information about French, German, and Hispanic cultures. Students also participated in a trivia game addressing different means of communication in different cultures.

Several students from all levels of all three languages attended the UNL Language and Culture fair in April presenting various skits, poems and posters for the judges and enjoying a culture-filled day.

French Club

In September, French club students gathered for a welcome petit déjeuner (breakfast). In October, we learned about Notre Dame Cathedral and gathered to watch Victor Hugo's classic "The Hunchback of Notre Dame." We gathered before winter break to learn about and construct traditional French Yule log cakes called "Bûches de Noël." In the Spring, we continued with our Hugo theme, gathering to learn fun facts about and watch the musical version of "Les Misérables." In March, French club students taught French games and songs to young children at the Black Elk Multicultural Fair.

French Department Activities

All French I, French II, Honors French IV & AP students learned the history and meaning of the French National anthem--the Marseillaise and sang it repeatedly in class. French I students learned about the diversity of the French speaking world throughout the year. Many were unaware that French was spoken outside of France and Canada. They learned the main monuments of Paris and actually constructed their own edible monuments of Paris out of crackers. French II students learned about classic French authors and stories including "The Adventures of TinTin" and the stories of "Le Petit Nicolas." They conducted a unit on food and eating, in which they were trained in the European style of using silverware and setting the table. Honors French IV & AP students attended a field trip to Omaha Film Streams where they learned about renowned French director François Truffaut, watched a screening of his film L'Argent de Poche in French and conducted a post-film discussion with students from other area schools. French IV students had French history as a theme for the year, looking at the history of France from Pre-historic times to the present day. Particular attention was paid to the French middle ages through the Revolutionary era & 1800's with student projects including student created artwork and models representative of the chosen time frame. Honors French IV students learned about housing in France and Africa and acted out student written skits based on home-buying vocabulary and actual French residences that were for sale online. Honors French IV students also read an abridged version of The Phantom of the Opera in French and analyzed the novel as a class. AP students used actual French short films, articles, poems and stories to enhance their understanding of French culture. They used vocabulary from the realia to create skits based on their experiences. In January, the AP class welcomed a French exchange student from outside of Paris. She was an invaluable guide to French perspective and culture on many topics. French students from levels II through AP memorized and recited French poetry.

German Club

In the fall, German Club held a reception to welcome all the exchange students at MSHS and to introduce them to the students and faculty. German food sampling included making and sampling Spaghetti Eis and a visit to Gerdas Restaurant. Club members celebrated authentic German Christmas customs with their Niklaustag activity. At this activity students build gingerbread houses. Other cultural activities included German movies and games. In March, German Club members went to Black Elk Elementary School Multicultural Night to teach songs and games.

This year German students went to the Modern Language Fair at UNL where they compete in poetry recitation, skits, vocal and instrumental music. They also learn about other languages and cultures.

German Department Activities

The German teachers are involved in a travel exchange program with Helene-Lange-Gymnasium in Dortmund, Germany (one spring we host German students here, and the following year the MSHS students go to Germany in the summer. In June, 10 students will go to Germany. They will visit famous sites in Berlin and live with host families and attend school in Dortmund.

Spanish Club

This year, the Spanish Club experienced authentic food at Guaca Maya and La Mesa restaurants. They also had the opportunity to visit El Museo Latino where they were able to see the Ofrenda for El Dia de los Muertos. After their visit to El Museo Latino, the students visited an authentic pastry shop that was in the process of making el pan de muerto. The students also visited a supermarket with authentic Hispanic products. On a different occasion, students made sugar skulls, which is a decorative craft used for El Día de los Muertos. Several members organized and taught the World Language station at the Black Elk Multicultural Fair. Our students taught Spanish numbers and colors to elementary students while playing a musical game. They were also exposed to many different cultures as they had the opportunity to visit different activities at the Multicultural Fair.

Spanish Department Activities

Our level 4 students have a Mexican Wedding (with authentic props) every year and learn about traditional courtship customs and divorce.

Multicultural Experiences from Our Building's Site Plan

MSHS Mission: Our building mission statement is inclusive of all students.

–In the rich tradition of excellence and community at Millard South High School, we guarantee each student develops and demonstrates personal, social, and academic excellence through world-class opportunities and expectations.”

Information Center

- Career book display with emphasis on women in non-traditional roles

- Multicultural book talks

- Created multicultural computerized reading lists for classes

- Teamed with ELL teachers to assist ELL students locating multi-cultural themed reading

Collaborate with Omaha Public Young Adult Librarian presenting (Multicultural) related titles to students
 Book of the Month/Book Club- multicultural literature selected for student independent reading
 Multicultural Book Displays- Black History Month, New Fiction and Non-Fiction
 Picturing America- Art chosen for its relationship to American History display of fine art prints.
 Promoted Faces of America to staff

Other MSHS Activities and Clubs

LEO Club (The high school branch of the Lion's Club, with a focus on community service)

Participated in Ruth Sokolof Christmas party for Handicap and visually impaired
 Volunteered at the Open Door Mission
 Volunteered at the Nebraska Center for the Education of Children who are Blind or Visually Impaired.

Diversity Club

Hispanic American Month: 8x10 "awareness posters" were hung in all wings of the school.
 "Welcome Party" for foreign exchange students: hosted with German Club to provide cake-and-punch reception

Mix-It-Up-At-Lunch Day: joined with Student Council and 40 Assets to offer an opportunity where students were asked to sit with someone new. Posters were hung to advertise, information and activities were dispersed via Peer Mentors in freshman PRIDE Times.

Black History Month: posters containing information about famous African Americans from history were hung by the corresponding subject area in which (s)he made positive contributions, and then quizzes requiring students to visit each poster in a scavenger-hunt manner were offered for (a) any student interested in being entered into a drawing for four different fast-food restaurant gift cards and/or (b) students receiving an optional extra-credit opportunity from participating classroom teachers.

Racial Discrimination Elimination Day: neck decals were distributed to all faculty members, Diversity Club members, and anyone from the student body interested in participating in getting the word out. In addition, a table was set up at lunch with pledge signs that allowed any student to write his/her name and what (s)he vowed to "stand up for" in order to eliminate hate. Making such a pledge granted each student a "Don't Be A Hater" sticker.

Yom Hashoah (Holocaust Remembrance Day): 8x10 posters of facts about the Holocaust were hung in all wings of the school.

**Millard Public Schools
Multicultural Education
Year End Report: 2012-2013**

School: Millard West High School

Principal: Dr. Greg Tiemann

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- The guidance counselors had a professional development workshop entitled "Inclusive Communities" presented by Mike Honeyman on January 21st. This presentation was to examine multicultural communities within Omaha and other diverse groups such as GLBTQ
- Rachel's Challenge was also a program/presentation brought in on April 9th to create awareness and compassion for differences and to encourage kindness.
- Millard West sponsored a Multicultural Fair in Fall 2012.
- RtI+I Staff Development to meet instructional needs of ALL students.
- Tech Ethics on-line workshop for all staff to be informed on best practices for ethical behavior for all cultures, gender, etc.
- Reaching Each Students SMART Goals established for staff and faculty to identify strategies to create a more culturally responsive and safe environment by analyzing building data and providing appropriate training.
- Training developed to meet the needs described in the Data Review. Use of Reaching Each Student ANGEL site as a resource to develop training.
- Our –asset builders” provided asset information for parents at each conference session. The information drew a connection between reaching each student by building assets in all.
- In the October 19 professional staff development meeting, participants were asked to reflect on key initiatives as part of staff meeting discussions. Specifically, what specific actions could we take to further infuse these concepts into our teaching with the goal of positively impacting student achievement and providing a more culturally responsive environment?
- School club activities involved diversity awareness through a web-site created to provide summaries of the clubs and activities at West for ALL.
- In the January 19 professional development meeting, participants focused on best instructional practices and impacting student achievement and providing a more culturally responsive environment.

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- Bryant Bull and Matt Heys took about 30 students on a field trip April 24th to the Hindu Temple, Beth El Synagogue, and Islamic Center of Omaha.

- Students reported on the school newspaper on the Multicultural Fair. The article was named “Millard West Tastes Other Cultures”. It was a positive and energetic write up that showcased all of the great activities and events at our Multicultural Fair.
- The French Club visited a Jazz restaurant downtown to experience Cajun cuisine.
- AP German, French and Spanish students took part in the UNLincoln World Language Fair, where they took part in a variety of completions in their target languages. Mini Lessons were offered in Swahili, Czech, Russian, and Farsi, and students also had the opportunity to take part in Folk dances of different cultures.
- The German Exchange students from Braunschweig Germany spoke to my German classes about cultural differences between Germany and Nebraska. These students also came to German club to play games and share thoughts in an informal setting.
- The German Exchange student Christian Giese, who was here all year, came to my Honors German 4 class to talk about culture and give the students practice with the language.
- World Trade game simulation: Students form countries and create their own cultural norms, i.e. - greetings, beliefs, taboos, gestures, etc.; then they have a "meet and greet" with each other then negotiate to trade products between the countries.
- Cross-cultural experience (Extra Credit): Students go to a restaurant owned by a foreigner and interview the owner about their experience as a foreign business owner in Omaha. They also eat at the restaurant and write about their experience and interview with the owner.
- Field trip to ConAgra Foods: Students meet with the recipe developers from ConAgra foods who develop different snack, shelf sustainable, and frozen foods for the company's foreign markets all around the world. Students took a tour of the ConAgra Campus then are put into groups with one of the recipe developers as their guide and students create a product to sell in a foreign market. Students worked with a budget of \$1,000,000 to develop the product, package, ship and market the product. Students learned a great deal about the packaging, logistics, and legal issues that must be dealt with when selling food in an international market. At the end the recipe developers did an hour long question and answer session with students.
- Cookie Project: Students take a basic chocolate chip cookie recipe that is provided to them and alter the flavors to appeal to a foreign market of their choice based on the preferred tastes and flavors of that market. Students must do extensive research about the country's culture and taste preferences, bake the cookies to share with the class, then present their findings and new recipe with the class. Students must also create a new cookie box for their cookies that will appeal to the new foreign market using colors, images and language that will appeal to them.
- International Business Blunders Project: Students learn about blunders made by various American companies (i.e. Coca Cola, Nike, Ford, etc.) when they attempted to enter into a foreign market. They analyze the blunder and also determine what could have been done to avoid the blunder in the first place. They are also required to do extensive research on the culture of the foreign target market and share this information with the class using a power point presentation. They then compare and contrast an ad that the company has recently created for the foreign target and a similar ad for the American market and talk about how the ad has been changed to appeal to the foreign market.
- Assessing Political Relations and Legal Restrictions Project: Students choose a country to research and determine the political relations with the US. and legal restrictions regarding importing, exporting and doing business in that country. Students then make a final recommendation about what types of businesses would be suitable for this foreign market, and which wouldn't

- International Export project (district assessment and final project): Students come up with a product they would like to export to a foreign country. They must make a case for why this product would be successful in the foreign target market, create a logo, determine best marketing channels/strategies, have a good understanding of the country's culture, political structure, legal system, and trade relations with other countries, as well as determine an appropriate price for their product in the foreign market.
- International Food day: Students find authentic recipes from around the world, cook/bake them and bring them in to share with the class
- Various videos are shown throughout the semester regarding foreign culture, doing business overseas, trade, etc. (i.e. Fast Foods Gone Global, Outsourced (the movie), The People's Republic of Capitalism, Your Passport to International Business, Fair Trade, etc.)
- French Club volunteered to cook a French-inspired meal for families of sick children that were staying at the Rainbow house.
- AP Students collaborated with UNO students (Auturo Miranda) to create games to donate to the Intercultural Senior Center. We traveled to the senior center 3 times and played games with them (both traditional to the Hispanic culture). Discussions were had with the Seniors, college students and about heritage & childhood. A fabulous experience was had by all parties involved.
- Kirsten Ehrke's Honors Spanish 3 and Spanish 3 classes as well as her AP Spanish along with Ms. Couture Honors Spanish 4 class participated in preparation and celebration of Dia de los Muertos (Day of the Dead) with the senior citizens at the International Senior Center in South Omaha. Honors Spanish 4 and Spanish 2 students celebrated Dia de los Muertos, Las Posadas, El Dia de los Tres Reyes Magos and Cinco de Mayo in different class activities to celebrate Hispanic holidays. Honors Spanish 4 students investigated the contributions of their own nationalities to Omaha and presented the information in Spanish and we celebrated with many ethnic foods, music and dress.
- Kirsten Ehrke and Ms. Couture have a group of 6 Millard West students and 2 Millard North students going on a cultural educational trip to Peru this summer. They are looking forward to this fabulous cultural experience!
- Orchestra students performed for the Multi - Cultural Fair. Eclectics and Chamber Orchestra played a wide variety of songs, from several continents.
- We performed a combined Fall Concert with another school a school which is commonly seen as a rival. The concert and pot luck were a huge success, with new and renewed friendships. Our theme for the year is "Music Unites".
- Students were taken to volunteer to build houses with Habitat for Humanity.

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

- Strategy 5, Plan Number 1: Evaluate the support of diversity by students and staff. Promote and support school club activities that involve diversity awareness. Computer Science students have created a web site identifying club and activity information.
- Graduates were surveyed to determine if Millard West has equipped these students with the knowledge/awareness of diversity. Results will help the school to more effectively plan activities and programming. Conversations continue.

- Implement an Annual Diversity Awareness Week and participate in the No Place for Hate Program. West received a No Place for Hate banner from the Anti-Defamation League. The school was decorated with ism posters explaining types of discrimination, and each classroom received a No Place for Hate poster in a different language.
- West held a cultural activity fair to promote community, staff and students were given the opportunity to sign a Resolution of Respect document.
- Rachel's Challenge was an excellent program that was presented to students with a message of kindness.
- French Club volunteered to cook a French-inspired meal for families of sick children that were staying at the Rainbow house.

**Millard Public Schools
Multicultural Education
Year End Report: 2012-2013**

School: Millard Horizon High School

Principal: Angie Craft

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- RtI+I: Best Learning Practices – Certificated staff participated in two district sessions designed to promote literacy for all students. In addition, building staff development supported this initiative and required implementation of literacy tools.
- PLC – Certificated staff participated in Professional Learning Communities. Each PLC established a SMART Goal related to literacy for all students and also presented their experiences at faculty meetings.
- Reaching Each Student – Certificated staff participated in a professional development session specifically designed to improve comprehension of the Hispanic culture.
- Reaching Each Student - Certificated staff participated in a professional development session specifically designed to improve comprehension of the impact of poverty on learning. This was followed up by a visit to The Open Door Mission where we made lunches for the homeless.
- RtI+I: Data Team – Select staff members met quarterly to discuss students and implement interventions. Discussions and interventions were related to literacy, math, science and social studies.
- Sexual Harassment Training – New staff participated in this district-sponsored training.

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- Family Fun Nights (1) – Sponsored by our 40 Assets club, this evening included a meal and activities designed to build community amongst families, students and staff.
- Get to know the MHHS staff bingo – A fun activity for families attending conferences.
- Career Fair – Career speakers and higher education representatives met with students. Diversity of careers and higher education institutions was represented.
- Drug and Alcohol support group
- Anger Management group – another group sponsored by a PAYBAC partner focused on managing one's anger and building community
- Living on my own student support group
- High on Life day – A half-day activity exploring options for living chemical-free.
- ACP Field Day – A day for Horizon students and younger ACP students to interact and participate in games and activities.

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

- We will develop and implement plans to increase attendance. This strategy includes possible action plan steps to identify and implement clubs (**done**), intramurals (**done**), project-based learning (**on-going**), and service learning (**in process**). It also contains a possible action step to create peer groups for attendance monitoring (**done**), peer mentoring and conflict resolution.
- We will develop and implement plans to maintain a caring and welcoming community at Horizon. This strategy will focus on building camaraderie between students and staff (**on-going**), recognizing and celebrating positive student achievement (**on-going**), increasing student engagement through student voice (**on-going**), and consistency in expectations and discipline (**in process**).
- We will develop and implement plans to engage students in 21st Century learning experiences. This strategy calls for creating a culture that promotes cooperative learning (**on-going**), implementing project-based learning (**on-going**), and implementing service learning (**in process**).