

**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, February 3, 2014** 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

1-31-14

**THE DAILY RECORD  
OF OMAHA**

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

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

**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 \_\_\_\_\_

January 31, 2014

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



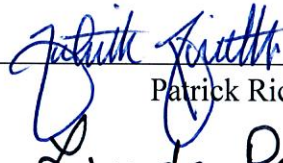
GENERAL NOTARY - State of Nebraska

ELEN JOSEMAN

**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 February 3, 2014, at the Don Stroh Administrative Center, 5606 South 147 Street, Omaha, NE 68137

Dated this 3rd day of February, 2014



Patrick Ricketts – President

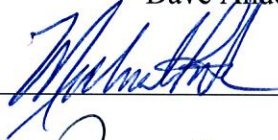


Linda Poole – Vice President

Mike Kennedy – Secretary



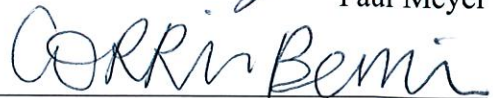
Dave Anderson – Treasurer



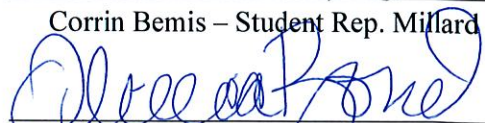
Mike Pate



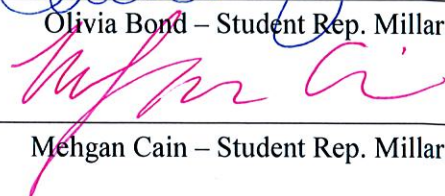
Paul Meyer



Corrin Bemis – Student Rep. Millard West



Olivia Bond – Student Rep. Millard South



Meghan Cain – Student Rep. Millard North

# BOARD OF EDUCATION SIGN IN

February 3, 2014

NAME:

REPRESENTING:

Ellen Kramer	Elem MEP
John Keith	MVHS Music
Kelsey Keith	
Matt Gelvin	MWHS
Megan Gehle	MWHS Music
John Gehle	MWHS
Sarah Annis	MNHS
Claire Lux	MWHS
Monica Huttles	Curriculum Facilitator
Tracy Keith	MWHS
Deb Gelvin	MWHS
Amy Vayal	MWHS
Matt Heys	MEA Nurses
Rex Burke	Millard South
Kelley Rockbury	BVH Architects
Don Brummer	Millard West H.S.
Margaret Khove	Millard West HS



# BOARD OF EDUCATION SIGN IN

February 3, 2014

NAME:

REPRESENTING:

Christian Sherman	Millard West
Andrew Firkins	Millard West
Tim Kerkhove	Millard West
Francisco Garcia	Millard West
Skyler Steffey	Millard West
Nadia Muehle	Millard West
Bella Delay	Millard West
Will Muller	Millard West
Katie Schulz	Millard West
Monica Swenson	Millard West
Lindsey Stalheim	Millard West
Michaela Van Riesen	Millard North Band
Zoe Wilhelm	Millard South
Ashley Curtis	Millard South
Daan Sluiter	Millard South
Rachel Ballard	Millard South
Adrienne Stratton	Millard South



# BOARD OF EDUCATION SIGN IN

February 3, 2014

NAME:

REPRESENTING:

PAUL + SWICE KAWAYA

MILLARD WEST HS

Annex/Kasch

Millard North

Paul Schutte

MEA

Ali Bragg

Millard West

Laura Baumgardner

Mackenzie Lambert

Millard West

Beth Hamilton

Millard West Choir

Deanna Richard

Millard West Choir

Jordan <sup>Murman</sup> ~~Murman~~

Millard West All-state

Kyrstin Schomberg

Millard West All-state

Casey Largent

Millard West All-state

Cony Osborne

Millard West All-State

Connas Gelvin

Millard West All-State

Kristen Hinz

Millard West

Jacob Pfeiffer

Millard West

Michelle Stroh

Millard West

Regan Sindelar

Millard West





*BOARD OF EDUCATION*  
MEETING



*February 3, 2014*



BOARD OF EDUCATION  
MILLARD PUBLIC SCHOOLS  
OMAHA, NEBRASKA

BOARD MEETING  
6:00 P.M.

STROH ADMINISTRATION CENTER  
5606 SOUTH 147th STREET  
February 3, 2014

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 – January 20, 2014
2. \*Approval of Bills
3. \*Receive the Treasurer's Report and Place on File

F. Information Items

1. Show Case: Fall Sports – Cross Country, Football, Girls Golf, Softball, Boys Tennis, Volleyball  
All-State Musicians – High School
2. Superintendent's Comments
3. Board Comments/Announcements
4. Report from Student Representatives

G. Unfinished Business

H. New Business

1. Approve the PreK-5 Social Studies & 8<sup>th</sup> Grade American History Field Study Results and PreK-12 Social Studies Instructional Materials Proposal
2. Approval of PreK-12 Social Studies Framework Part II: Textbook and Instructional Materials Selection
3. Approval of the Award of Contract for Ackerman Elementary Roofing Project
4. Approval of the Award of Contract for Millard North High School Roofing Project
5. Approval of the Award of Contract for Cody Elementary Roofing Project
6. Approval of the Award of Contract for Millard South High School Roofing Project
7. Approval of the Award of Contract for Norris Elementary Roofing Project
8. Approval of the Award of Contract for Neihardt Elementary Skylight Replacement Project
9. Approval of Construction Documents for Ackerman Elementary School Project
10. Approval of Construction Documents for Harvey Oaks Elementary School Project
11. Approval of MEA Negotiated Agreement for Nurses for 2014-2015
12. Enter into Collective Bargaining Negotiations with the Service Employees International Union Local 226 for the 2014-2015 Custodial/Maintenance/Grounds Employees Contract
13. Appointment of Negotiations Team for Custodial/Maintenance/Grounds Employees Contract
14. Approval of Personnel Actions: Recommendation to Hire, Resignations, Voluntary Separation

I. Reports

1. Enrollment Report
2. Legislative Update
3. Eva Prokop – PROACT Search - Superintendent Search Update

J. Future Agenda Items/Board Calendar

1. Committee of the Whole Meeting on Monday, February 10, 2014 at 6:00 p.m. at the Don Stroh Administration Center
2. Board of Education Meeting on Monday, February 17, 2014 at 6:00 p.m. at the Don Stroh Administration Center
3. Board of Education Meeting on Monday, March 3, 2014 at 6:00 p.m. at the Don Stroh Administration Center
4. Committee of the Whole Meeting on Monday, March 10, 2014 at 6:00 p.m. at the Don Stroh Administration Center
5. Board of Education Meeting on Monday, March 17, 2014 at 6:00 p.m. at the Don Stroh Administration Center
6. Board of Education Meeting on Monday, April 7, 2014 at 6:00 p.m. at the Don Stroh Administration Center
7. Committee of the Whole Meeting on Monday, April 14, 2014 at 6:00 p.m. at the Don Stroh Administration Center
8. Committee of the Whole Meeting on Monday, April 21, 2014 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  
February 3, 2014

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 – January 20, 2014 (See enclosure.)

\*E.2. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve the bills. (See enclosures.)

\*E3. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to receive the Treasurer's Report and Place on File. (See enclosure.)

F.1. Show Case: Fall Sports – Cross Country, Football, Girls Golf, Softball, Boys Tennis, Volleyball  
All-State Musicians – High School

F.2. Superintendent's Comments

F.3. Board Comments/Announcements

F.4. Report from Student Representatives

H.1. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve the social studies textbooks and associated instructional materials as presented herein and that the requested budgets be presented and subject to the District's program budgeting process. (See enclosure)

H.2. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve the Revised PK-12 Social Studies Framework Part II: Textbook and Instructional Materials Selection (See enclosure)

H.3. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to award the contract for the Ackerman Elementary School Roofing Project to Rawson Roofing in the amount of \$104,493 and that the Associate Superintendent for General Administration be authorized and directed to execute any and all documents related to such project. (See enclosure)

H.4. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to award the contract for the Millard North High School Roofing Project to Rawson Roofing in the amount of \$220,797 and that the Associate Superintendent for General Administration be authorized and directed to execute any and all documents related to such project. (See enclosure)

H.5. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to award the contract for the Cody Elementary School Roofing Project to Toney's Roofing in the amount of \$211,778 and the Associate Superintendent for General Administration be authorized and directed to execute any and all documents related to such project. (See enclosure)

H.6. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to award the contract for the Millard South High School Roofing Project to Boone Brothers Roofing in the amount of \$812,000 (with such amount including the Base Bid only) and that the Associate Superintendent for General Administration be authorized and directed to execute any and all documents related to such project. (See enclosure)



- H.7. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to award the contract for the Norris Elementary Roofing Project to Toney's Roofing in the amount of \$153,146 and that the Associate Superintendent for General Administration be authorized and directed to execute any and all documents related to such project. (See enclosure)
- H.8. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to award the contract for the Neihardt Elementary Skylight Replacement Project to SpecPro, Inc. in the amount of \$237,096 (with such amount including the Base Bid and Alternate #1) and that the Associate Superintendent for General Administration be authorized and directed to execute any and all documents related to such project. (See enclosure)
- H.9. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve the Construction Documents for Ackerman Elementary Project (See enclosure)
- H.10. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve the Construction Documents for Harvey Oaks Elementary Project (See enclosure)
- H.11. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_ to approve the Negotiated Agreement for Nurses with the Millard Education Association for the 2014-2015 school year be approved. (See enclosure)
- H.12. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_ to recognize SEIU as the collective bargaining agent for custodial, maintenance, and grounds employees in the District; and further that the District meet and confer with SEIU to negotiate the FYE15 employment contract for said employee group at times and places mutually agreed to by the parties. (See enclosure)
- H.13. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_ to appoint Ken Fossen, Bob Snowden, Duncan Young, and Chad Meisgeier for the District's negotiations team for collective bargaining related to the FYE15 employment contract for the custodial, maintenance, and grounds employees; and that the Board appoint Chad Meisgeier as the lead negotiator for the team. (See enclosure)
- H.14. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Personnel Actions: Recommendation to Hire, Resignations, Voluntary Separation (See enclosure)

#### I. Reports

1. Enrollment Report
2. Legislative Update
3. Eva Prokop – PROACT Search – Superintendent Search Update

#### J. Future Agenda Items/Board Calendar

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- 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, January 20, 2014, at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street.

Notice of this meeting was given in advance thereof by publication in the Daily Record on Friday, January 17, 2014; 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.

President, Pat Ricketts, announced that the open meetings laws are posted and available for public inspection. Mr. Ricketts 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.

Mr. Ricketts recognized Scout troops attending the Board meeting. The scouts were introduced by their troop leaders.

President Ricketts 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 January 6, 2014 and receive the treasurer's report and place on file. Voting in favor of said motion was: Mr. Anderson, Mr. Ricketts, Mrs. Poole, Mr. Kennedy, Mr. Meyer and Mr. Pate. Voting against were: None. Motion carried.

Linda Poole summarized the Committee of the Whole Meeting which was held on Monday, January 13, 2014.

Employees of the Month were Cindy Wallace, ELL teacher at Willowdale Elementary and Larry Sherwood, Building Engineer at Russell Middle School.

**Superintendent's Comments:**

1. Each Board member received a cookie this evening, compliments of the Communications Department and Rebecca Kleeman. This was in honor of National Board of Education week which is next week. Dr. Lutz read the Proclamation signed by Governor Heineman proclaiming the week of January 26 - February 1, 2014 as School Board Member Week.
2. There was no school today for students in honor of Martin Luther King Jr. day. Today was a staff development day for teachers. The next holiday is President's Day which is on Monday, February 17, 2014.
3. The next Board meeting is on February 3. The Superintendent search team, PROACT, may have something to report on at that meeting.
4. The next Committee meeting is February 10<sup>th</sup>. Dr. Lutz will be out of town. Be sure to let Linda Poole know if there is something you want placed on the agenda. The March Committee meeting will involve the search for the next Superintendent. The new Superintendent will be named by April 1, 2014.
5. There will be a luncheon at the Century Link on March 19 at 11:30 a.m. Educational author, Paul Tough, will be in town to speak. There are several sponsors, one of them being MOEC. The Board members are invited to attend.
6. This year Graduation will be on Sunday, not the traditional Saturday, because of the state track meet. This will be the last year for the Civic Center. Dr. Lutz will be meeting with the high school Principals to determine where the next graduation will be held.

**Board Comments:**

Paul Meyer stated that he would be able to attend the March 19<sup>th</sup> luncheon at the Century Link down town.



Mike Kennedy informed the Board members that he would not be in attendance at the February 3<sup>rd</sup> meeting. He will be attending the NSBA Advocacy Institute in Washington D.C. This meeting has a name change and used to be called FRN or Federal Relations Network. Mr. Kennedy will be meeting with Angelo Passarelli before he goes to discuss our legislative issues.

Linda Poole said she would let Dr. Lutz know soon if she would be attending the March 19<sup>th</sup> luncheon. Mrs. Poole attended the Millard North/Millard South basketball game on Friday night which was a hard fought battle. She will be attending the NASB Legislative Issues Conference this weekend in Lincoln and will bring back any important information.

Dave Anderson will be able to attend the March 19<sup>th</sup> luncheon at the Century Link. Mr. Anderson will also be attending the Legislative Conference in Lincoln. Saturday afternoon is the NASB Board meeting which will be a strategic planning update. Sunday afternoon is the Legislative Committee meeting of NASB that is in preparation if the Legislative Issues Conference which starts Sunday evening and goes through Monday ending in lunch with the state senators.

Mike Pate will be attending the Legislative Conference on Monday. If the Board members have any Foundation nominations for the Foundation Board, let him know. There will be two vacancies in May. The Learning Community will have a meeting on Thursday night and he will report back on that. Mr. Pate will not be in attendance at the February 17<sup>th</sup> Board meeting. He will be out of town all of that week on business.

Pat Ricketts was in contact with Eva from PROACT regarding the community shareholder meetings. She stated that she received thoughtful, quality feedback. Mr. Ricketts sends his congratulations to our Millard high schools. Newsweek ranked the best 2000 public high schools in the nation. All three of our high schools were ranked. Mr. Ricketts also congratulated the Millard West Show Choir. They won honors at a Show Choir competition at UNL. He also attended a basketball game between Millard West and Central. Pat will be attending the Americanism meeting on Wednesday, Thursday he will be at Millard South judging the cooking competition and on Monday he will be at the NASB Legislative conference in Lincoln. NASB is hosting a President's retreat on March 2nd and 3<sup>rd</sup> and Mr. Ricketts has reached out to them for more information. Mr. Ricketts reflected on the life of Martin Luther King, Jr., Mr. King's courage and the words he spoke that still provide inspiration to many.

There were no reports from the Student Representatives due to Martin Luther King Jr. Day and no school for Millard students.

**New Business:**

Motion by Mike Kennedy and seconded by Linda Poole to approve the Board Appointments. Voting in favor of said motion was: Mr. Pate, Mr. Anderson, Mr. Ricketts, Mrs. Poole, Mr. Kennedy and Mr. Meyer. Voting against was: None. Motion carried.

Motion by Linda Poole and seconded by Dave Anderson to approve the construction documents for Black Elementary Project. Jon Carlson of Carlson West Povondra Architects addressed the Board. Voting in favor of said motion was: Mr. Kennedy, Mr. Meyer, Mr. Pate, Mr. Anderson, Mr. Ricketts and Mrs. Poole. Voting against was: None. Motion carried.

Motion by Linda Poole and seconded by Mike Kennedy to approve the Construction Documents for Cottonwood Elementary Project. Mike Purdy with of Purdy & Slack Architects addressed the Board. Voting in favor of said motion was: Mr. Kennedy, Mr. Meyer, Mr. Pate, Mr. Anderson, Mr. Ricketts and Mrs. Poole. Voting against was: None. Motion carried.

Motion by Dave Anderson and seconded by Linda Poole to approve the Transportation Plan. Voting in favor of said motion was Mr. Meyer, Mr. Pate, Mr. Anderson, Mr. Ricketts, Mrs. Poole and Mr. Kennedy. Voting against was: None. Motion carried.

Motion by Linda Poole and seconded by Mike Kennedy to approve Personnel Actions: Amendment to Continuing Contracts: Austin M. Meter; Resignations: McKenzie M. Tisdale, Daniel R. Neville; Leave of Absence: Daniel R. Neville; Recommended for Hire: Kevin J. Kloewer; Voluntary Separation: Sherryl K. Shannon. Voting in favor of said motion was: Mr. Anderson, Mr. Ricketts, Mrs. Poole, Mr. Kennedy, Mr. Meyer and Mr. Pate. Voting against was: None. Motion carried.

**Reports:**

The ACT EXPLORE AND PLAN Score Reports for 2013-2014 were presented by Mark Feldhausen and Tami Williams.

The TerraNova Aptitude and Achievement Profiles Report for 2013-2014 was also presented by the Educational Services Department.

Angelo Passarelli gave a Legislative Update.

The quarterly Investment Report was presented by Ken Fossen.

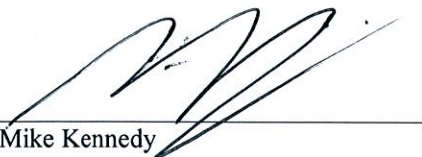
The quarterly Construction Report and the Bond Construction reports were given by Ed Rockwell.

**Future Agenda Items/Board Calendar**

- Board of Education Meeting on Monday, February 3, 2014 at 6:00 p.m. at the Don Stroh Administration Center
- Committee of the Whole Meeting on Monday, February 10, 2014 at 6:00 p.m. at the Don Stroh Administration Center
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- Board of Education Meeting on Monday, March 17, 2014 at 6:00 p.m. at the Don Stroh Administration Center
- Board of Education Meeting on Monday, April 7, 2014 at 6:00 p.m. at the Don Stroh Administration Center (This Board meeting may be canceled or moved due to Board members attending the annual School Board Conference in New Orleans.)
- Committee of the Whole Meeting on Monday, April 14, 2014 at 6:00 p.m. at the Don Stroh Administration Center
- Board of Education Meeting on Monday, April 21, 2014 at 6:00 p.m. at the Don Stroh Administration Center

Pat Ricketts adjourned the meeting at 7:15 p.m.

Secretary, Mike Kennedy



# **Millard Public Schools**

**February 3, 2014**



## Millard Public Schools Check Register Prepared for the Board Meeting for Feb 3, 2014

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	410058	01/16/2014	131405	AATSP	\$108.00
	410060	01/16/2014	138803	LINDSEY ANNE FOX	\$56.25
	410061	01/16/2014	099888	GRAYBAR ELECTRIC COMPANY INC	\$502.80
	410062	01/16/2014	102451	INTERNATIONAL BACCALAUREATE	\$729.00
	410064	01/16/2014	100058	LINCOLN EAST HIGH SCHOOL	\$165.00
	410065	01/16/2014	100058	LINCOLN EAST HIGH SCHOOL	\$450.00
	410066	01/16/2014	100058	LINCOLN EAST HIGH SCHOOL	\$325.00
	410067	01/16/2014	106116	LINCOLN HIGH SCHOOL	\$155.00
	410068	01/16/2014	064618	METROPOLITAN COMMUNITY COLLEGE	\$100.00
	410071	01/16/2014	101377	NEBRASKA ASCD	\$125.00
	410072	01/16/2014	070810	OMAHA PUBLIC SCHOOLS	\$120.00
	410073	01/16/2014	071180	OUTWATER PLASTICS INDUSTRIES INC	\$39.35
	410074	01/16/2014	099927	RALSTON HIGH SCHOOL	\$230.00
	410075	01/16/2014	106164	RAYMOND CENTRAL HIGH SCHOOL	\$273.00
	410076	01/16/2014	106164	RAYMOND CENTRAL HIGH SCHOOL	\$340.00
	410077	01/16/2014	098765	SECURITY BENEFIT LIFE INS CO	\$12,980.00
	410078	01/16/2014	082910	SECURITY EQUIPMENT INC	\$2,704.35
	410079	01/16/2014	135961	SOUTHEAST COMMUNITY COLLEGE	\$99.00
	410080	01/16/2014	135863	RUDOLPH A VLCEK III	\$112.50
	410081	01/16/2014	133224	JEFF WARNOCK	\$100.00
	410082	01/16/2014	099997	WESTSIDE HIGH SCHOOL	\$520.00
	410083	01/16/2014	099997	WESTSIDE HIGH SCHOOL	\$631.00
	410084	01/16/2014	138496	WRIGHT EXPRESS FINANCIAL SVCS CORP	\$15,247.74
	410085	01/16/2014	139114	WRK SYSTEMS INC	\$60.00
	410099	01/23/2014	140138	BELL SUBROGATION SERVICES LLC	\$2,369.76
	410102	01/23/2014	138508	DOUGLAS COUNTY SCHOOL DISTRICT 10	\$590.00
	410103	01/23/2014	140139	KAREN FRANKE	\$20,200.00
	410104	01/23/2014	099973	DODGE COUNTY SCHOOL DISTRICT 001	\$764.00
	410107	01/23/2014	132518	LINCOLN SOUTHWEST HIGH SCHOOL	\$472.00
	410108	01/23/2014	132518	LINCOLN SOUTHWEST HIGH SCHOOL	\$392.00
	410110	01/23/2014	107732	BRIAN L NELSON	\$100.00
	410111	01/23/2014	108429	PETTY CASH/MILLARD SOUTH	\$131.00
	410112	01/23/2014	138504	TODD L REESON	\$125.00
	410113	01/23/2014	081630	SAMS CLUB DIRECT	\$157.58
	410114	01/23/2014	135863	RUDOLPH A VLCEK III	\$50.00
	410115	01/23/2014	133224	JEFF WARNOCK	\$100.00
	410117	01/23/2014	137878	WHITE WOLF WEB PRINTERS INC	\$480.00
	410118	02/03/2014	010040	A & D TECHNICAL SUPPLY CO INC	\$4,000.00

## Millard Public Schools Check Register Prepared for the Board Meeting for Feb 3, 2014

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	410119	02/03/2014	010165	ABLENET INC	\$259.60
	410120	02/03/2014	010298	ACCUCUT LLC	\$150.00
	410121	02/03/2014	010003	ACT INC	\$250.00
	410122	02/03/2014	138578	HEIDI ADAMS	\$35.21
	410123	02/03/2014	140128	BRAXTON DUPREE ADAMS	\$50.00
	410124	02/03/2014	133402	KAREN ADAMS	\$69.27
	410125	02/03/2014	102832	ADVANCED OFFICE INTERIORS CORP	\$1,130.00
	410126	02/03/2014	139412	ERIN AGUIRRE	\$21.36
	410127	02/03/2014	140130	ARIEL AHARON	\$50.00
	410128	02/03/2014	108351	AIRGAS INC	\$494.70
	410129	02/03/2014	133620	AKSARBEN PIPE AND SEWER CLEAN LLC	\$2,100.00
	410130	02/03/2014	136365	ALEGENT CREIGHTON HEALTH SPORTS MED	\$11,500.00
	410132	02/03/2014	107651	AMAZON.COM INC	\$899.70
	410133	02/03/2014	138205	AMERICAN WOODCRAFTERS SUPPLY CO	\$559.60
	410134	02/03/2014	069689	AMSAN LLC	\$78,406.40
	410135	02/03/2014	138548	DANIELLE ANDERSON	\$51.64
	410136	02/03/2014	131265	JILL ANDERSON	\$68.93
	410137	02/03/2014	139224	SCANDIUM INC	\$735.26
	410138	02/03/2014	138550	APPERSON	\$78.24
	410139	02/03/2014	012989	APPLE COMPUTER INC	\$4,493.00
	410140	02/03/2014	106436	AQUA-CHEM INC	\$40.90
	410141	02/03/2014	140055	KMB OF SHREVEPORT LLC	\$3,417.00
	410142	02/03/2014	134235	SARAH ASCHENBRENNER	\$95.26
	410143	02/03/2014	100014	ATLAS PEN & PENCIL CORPORATION	\$100.03
	410144	02/03/2014	134427	AUTISM ASPERGERS PUBLISHING CO	\$22.00
	410145	02/03/2014	138291	AUTISM CENTER OF NEBRASKA INC	\$2,985.50
	410146	02/03/2014	135559	AUTO CLUB GROUP	\$31.40
	410147	02/03/2014	102727	B & H PHOTO	\$98.75
	410148	02/03/2014	072250	B G PETERSON COMPANY	\$129.00
	410150	02/03/2014	132405	U SAVE FOODS INC. SUB:NASH FINCH CO	\$179.87
	410152	02/03/2014	139534	RICK BAILEY	\$35.00
	410153	02/03/2014	137307	ROBERT W BAKER	\$160.00
	410154	02/03/2014	139888	MARIANN BAKK	\$21.47
	410155	02/03/2014	017908	REX BARKER	\$110.18
	410156	02/03/2014	099646	BARNES AND NOBLE BOOKSTORE	\$652.00
	410157	02/03/2014	017877	CYNTHIA BARR-MCNAIR	\$176.79
	410158	02/03/2014	107979	LORI BARTELS	\$73.45
	410159	02/03/2014	133359	TERA BASS	\$240.00

## Millard Public Schools Check Register Prepared for the Board Meeting for Feb 3, 2014

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	410160	02/03/2014	137493	JILL BATMAN	\$50.00
	410161	02/03/2014	138054	BAXTER FORD INC	\$4,647.91
	410162	02/03/2014	134584	MARY BAYNE	\$19.78
	410163	02/03/2014	136272	BEAR CONSTRUCTION INC	\$1,180.00
	410164	02/03/2014	134873	JOHN BECKER	\$44.47
	410165	02/03/2014	139783	LYNNE H BECKER	\$1,762.50
	410166	02/03/2014	138956	JOSIAH DANIEL BEDUNNAH	\$50.00
	410167	02/03/2014	107540	BRIAN BEGLEY	\$197.19
	410168	02/03/2014	139889	DARLA BELL	\$144.64
	410169	02/03/2014	102860	BENIK CORP.	\$110.50
	410170	02/03/2014	134884	JULIE BERGSTROM	\$28.70
	410172	02/03/2014	018705	HAIAR & HAIAR INC	\$36.00
	410173	02/03/2014	134749	RHONDA BETZOLD	\$68.22
	410175	02/03/2014	132475	BIO CORPORATION	\$457.80
	410176	02/03/2014	132976	BIO-RAD LABORATORIES	\$117.88
	410177	02/03/2014	138712	RYANDEAN BIRGE	\$29.27
	410178	02/03/2014	019111	BISHOP BUSINESS EQUIPMENT	\$273.40
	410179	02/03/2014	099220	DICK BLICK CO	\$140.90
	410180	02/03/2014	134478	TIFFANY BOCK SMITH	\$80.80
	410181	02/03/2014	139344	DOUGLAS BOGATZ	\$35.60
	410182	02/03/2014	130899	KIMBERLY BOLAN	\$177.98
	410183	02/03/2014	135539	SHEILA BOLMEIER	\$94.46
	410184	02/03/2014	139510	BOLTS ETC INC	\$40.50
	410185	02/03/2014	101364	BOOKWORM	\$158.30
	410186	02/03/2014	019530	BOULDEN PUBLISHING	\$30.69
	410188	02/03/2014	019559	BOUND TO STAY BOUND BOOKS INC	\$12,003.22
	410189	02/03/2014	132888	MICHELLE BOYD	\$78.28
	410190	02/03/2014	139996	BOYS TOWN	\$13,046.25
	410191	02/03/2014	139890	DOUGLAS BREITER	\$49.72
	410192	02/03/2014	130576	PAMELA BRENNAN	\$153.12
	410193	02/03/2014	140131	NATALIE BROOKS	\$50.00
	410194	02/03/2014	136205	KIMBERLY A BROWN	\$28.65
	410195	02/03/2014	133824	NANCY BROWN	\$37.40
	410196	02/03/2014	020550	BUREAU OF EDUCATION & RESEARCH	\$235.00
	410197	02/03/2014	134237	SCOTT BUTLER	\$60.34
	410198	02/03/2014	137274	EILEEN CABRERA	\$12.03
	410199	02/03/2014	139225	COURTNEY L CAIN	\$50.00
	410200	02/03/2014	134350	CAMBIUM LEARNING INC	\$142.95

## Millard Public Schools Check Register Prepared for the Board Meeting for Feb 3, 2014

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	410202	02/03/2014	106806	ELIZABETH CAREY	\$38.21
	410204	02/03/2014	139505	DANIEL CARLSON	\$325.00
	410205	02/03/2014	023970	CAROLINA BIOLOGICAL SUPPLY CO	\$110.89
	410206	02/03/2014	132428	JENNIFER CARSON	\$486.00
	410207	02/03/2014	135169	THE ROHRIG GROUP LLC	\$101.99
	410208	02/03/2014	131158	CURTIS CASE	\$267.81
	410210	02/03/2014	133970	CCS PRESENTATION SYSTEMS	\$10,491.91
	410211	02/03/2014	133589	CDW GOVERNMENT, INC.	\$222.88
	410212	02/03/2014	136560	CAITLIN CEDFELDT	\$150.00
	410213	02/03/2014	133508	AMERICAN FUTURE SYSTEMS INC	\$284.95
	410214	02/03/2014	065420	CENTRAL MIDDLE SCHOOL	\$443.45
	410215	02/03/2014	138613	CENTRAL SALES INC	\$771.57
	410216	02/03/2014	024425	CENTRAL STATES INDUSTRIAL SUPPLY	\$1,687.37
	410217	02/03/2014	138206	CEREBELLUM CORPORATION	\$87.95
	410218	02/03/2014	135648	SUSAN CHADWICK	\$39.49
	410221	02/03/2014	106836	KEVIN J CHICK	\$186.82
	410222	02/03/2014	106851	CHILDREN'S HOME HEALTHCARE	\$15,912.00
	410225	02/03/2014	025235	DALE CLAUSEN	\$198.57
	410226	02/03/2014	139997	HAYLEY CLEVINGER	\$45.00
	410227	02/03/2014	131135	PATRICIA CLIFTON	\$18.36
	410228	02/03/2014	137013	NANCY COLE	\$117.58
	410229	02/03/2014	022701	SHARON COMISAR-LANGDON	\$49.16
	410232	02/03/2014	135082	OCCUPATIONAL HEALTH CTRS OF NE PC	\$117.50
	410234	02/03/2014	139891	MARY CONNELL	\$15.26
	410237	02/03/2014	026057	CONTROL MASTERS INC	\$19,465.73
	410238	02/03/2014	132720	CONTROLTEMP INC	\$1,177.17
	410239	02/03/2014	140076	SIERRA CORDELL	\$50.00
	410242	02/03/2014	139390	AUDREY COVER	\$19.70
	410243	02/03/2014	137395	CPI QUALIFIED PLAN CONSULTANTS INC	\$767.50
	410244	02/03/2014	137883	DELTA EDUCATION LLC	\$53.76
	410245	02/03/2014	017611	ANGELA CRAFT	\$46.90
	410246	02/03/2014	139034	CRAIG RESOURCES INC	\$9,551.25
	410247	02/03/2014	103043	CREIGHTON UNIV SCHOOL OF MEDICINE	\$85.00
	410248	02/03/2014	109021	PATRICIA CRUM	\$42.76
	410249	02/03/2014	106893	WICHITA WATER CONDITIONING INC	\$52.73
	410250	02/03/2014	027345	CURRICULUM ASSOCIATES INC	\$24,663.50
	410251	02/03/2014	100577	CURTIS 1000 INC	\$33.60
	410252	02/03/2014	130900	CHERYL CUSTARD	\$52.55



## Millard Public Schools Check Register Prepared for the Board Meeting for Feb 3, 2014

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	410253	02/03/2014	140140	ALBERT CWIRKO	\$59.67
	410254	02/03/2014	130731	D & D COMMUNICATIONS	\$525.30
	410255	02/03/2014	131483	JANET DAHLGAARD	\$16.72
	410256	02/03/2014	132671	JEAN DAIGLE	\$101.42
	410257	02/03/2014	131003	DAILY RECORD	\$44.70
	410258	02/03/2014	134768	DARDEN-GLOEB-REEDER, INC.	\$2,401.00
	410259	02/03/2014	138306	STACY DARNOLD	\$69.44
	410260	02/03/2014	139391	KELLY DAVIS	\$8.14
	410261	02/03/2014	132716	DENNIS DEANE	\$37.00
	410262	02/03/2014	032497	CHERYL DECKER	\$90.40
	410263	02/03/2014	102577	DELL MARKETING LP	\$4,500.00
	410264	02/03/2014	032800	DEMCO INC	\$123.43
	410265	02/03/2014	135865	SABRINA DENNEY BULL	\$23.73
	410266	02/03/2014	140132	MICHAEL DENNEY	\$50.00
	410267	02/03/2014	032872	DENNIS SUPPLY COMPANY	\$420.49
	410268	02/03/2014	136316	EVA DENTON	\$14.24
	410269	02/03/2014	133009	ROBERTA DEREMER	\$205.63
	410270	02/03/2014	137331	BASTIAN DERICHS	\$47.40
	410271	02/03/2014	106319	DES MOINES STAMP MANUFACTURING	\$17.50
	410272	02/03/2014	133968	DIAMOND MARKETING SOLUTIONS	\$968.49
	410273	02/03/2014	136181	MARY DICKERSON	\$359.90
	410275	02/03/2014	033473	DIETZE MUSIC HOUSE INC	\$3,568.97
	410276	02/03/2014	132669	DIGITAL DOT SYSTEMS INC	\$183.00
	410277	02/03/2014	136179	DIGITAL EXPRESS INC	\$1,108.20
	410278	02/03/2014	135373	LINDA DONOHUE	\$15.26
	410284	02/03/2014	130908	DOUGLAS COUNTY SCHOOL DIST.28-0001	\$657,904.98
	410285	02/03/2014	138848	ERIN DOWNS	\$86.50
	410286	02/03/2014	135689	SUSAN DULANY	\$67.63
	410287	02/03/2014	073231	DXP ENTERPRISES INC	\$714.89
	410288	02/03/2014	137117	JEANNE DYMOND	\$23.17
	410289	02/03/2014	107033	DYNAVOX SYSTEMS LLC	\$81.00
	410290	02/03/2014	138426	KELLY EALY	\$73.56
	410291	02/03/2014	138021	EARTHWALK COMMUNICATIONS INC	\$240.00
	410292	02/03/2014	036520	EASTERN NEBRASKA HUMAN SVCS AGENCY	\$15,750.00
	410293	02/03/2014	037525	EDUCATIONAL SERVICE UNIT #3	\$191,063.05
	410294	02/03/2014	139892	ERIN EHLI	\$21.75
	410296	02/03/2014	133823	REBECCA EHRHORN	\$302.62
	410297	02/03/2014	038100	ELECTRICAL ENGINEERING & EQPT CO	\$3,790.90

## Millard Public Schools Check Register Prepared for the Board Meeting for Feb 3, 2014

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	410298	02/03/2014	038140	ELECTRONIC SOUND INC.	\$3,273.07
	410299	02/03/2014	138810	JAMES J LEONARD	\$2,242.50
	410300	02/03/2014	131007	ELMAN & CO INC	\$831.00
	410301	02/03/2014	132066	ENGINEERED CONTROLS INC	\$738.00
	410302	02/03/2014	109066	TED ESSER	\$119.78
	410303	02/03/2014	137950	MICHAEL ETZELMILLER	\$79.50
	410304	02/03/2014	132591	EZRA ELEMENTARY	\$240.70
	410305	02/03/2014	134861	TARA FABIAN	\$74.92
	410306	02/03/2014	140134	MATTHEW T FALCON	\$50.00
	410307	02/03/2014	139316	JASON FARWELL	\$35.48
	410308	02/03/2014	131927	RLB ENTERPRISE LLC	\$125.50
	410309	02/03/2014	056724	FEDEX OFFICE AND PRINT SERVICES INC	\$65.00
	410310	02/03/2014	131826	ALICIA FEIST	\$37.74
	410311	02/03/2014	040470	MARK FELDHAUSEN	\$59.61
	410312	02/03/2014	040537	FERGUSON ENTERPRISES INC	\$2,669.38
	410314	02/03/2014	137016	ANGELA FERGUSON	\$42.72
	410315	02/03/2014	139893	KELSEY FEYES	\$19.49
	410316	02/03/2014	132845	JODI FIDONE	\$38.85
	410317	02/03/2014	133919	FILTER SHOP INC	\$3,248.74
	410318	02/03/2014	109855	SHANNON FISCHER	\$20.34
	410319	02/03/2014	139441	CHARLES V FISHER	\$200.00
	410320	02/03/2014	138119	SABINE FLESHNER	\$13.55
	410321	02/03/2014	041086	FLINN SCIENTIFIC INC	\$265.97
	410322	02/03/2014	131555	FLOORS INC	\$1,233.00
	410323	02/03/2014	041100	FOLLETT LIBRARY RESOURCES	\$11,545.35
	410324	02/03/2014	041146	KENNETH FOSSEN	\$50.23
	410325	02/03/2014	140088	ZACARY FRANZEN	\$50.00
	410326	02/03/2014	140145	VICTORIA FREEMAN	\$75.00
	410327	02/03/2014	136317	KELLY FREY	\$69.04
	410328	02/03/2014	134223	TERESA FRIDRICH	\$61.87
	410329	02/03/2014	139499	ROBERT FRIEDMAN	\$50.00
	410330	02/03/2014	140144	SAMUEL GENE FULLER	\$75.00
	410331	02/03/2014	133441	MICHELLE GAUTHIER	\$98.03
	410332	02/03/2014	137543	MEGAN GEERTS	\$43.67
	410333	02/03/2014	140142	MELANIE GIBBONS	\$72.69
	410334	02/03/2014	134255	MEGAN GIBBS	\$50.00
	410335	02/03/2014	139894	TRICIA GILLET	\$98.03
	410336	02/03/2014	106660	GLASSMASTERS INC	\$408.00

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	410337	02/03/2014	139641	EVANGELICAL LUTH GOOD SAMARITAN SOC	\$1,836.00
	410338	02/03/2014	044886	GOODWILL INDUSTRIES INC	\$984.00
	410339	02/03/2014	044891	GOPHER	\$711.01
	410340	02/03/2014	044950	GRAINGER INDUSTRIAL SUPPLY	\$1,986.60
	410341	02/03/2014	139949	GRAPHIC TECHNOLOGIES INC	\$227.50
	410342	02/03/2014	135199	LISA GUSTIN	\$74.52
	410343	02/03/2014	134436	MICHELLE HALL	\$63.28
	410344	02/03/2014	139044	EDWARD MICHEL HANLON III	\$215.00
	410345	02/03/2014	136805	JAMES HANLON	\$60.46
	410346	02/03/2014	140050	JESSICA HANSON	\$16.22
	410350	02/03/2014	047853	HAPPY CAB COMPANY INC	\$44,588.15
	410351	02/03/2014	047856	HARCOURT OUTLINES INC	\$350.96
	410352	02/03/2014	135821	LESLEY HARRISON-ROLAND	\$164.18
	410353	02/03/2014	056820	HARRY A KOCH COMPANY	\$139,309.78
	410354	02/03/2014	131367	AMANDA HARTZ	\$502.29
	410356	02/03/2014	048475	HEARTLAND FOUNDATION	\$4,830.00
	410357	02/03/2014	108273	MARGARET HEBENSTREIT PT	\$97.19
	410358	02/03/2014	132448	ROBERTA HEIDEN	\$14.81
	410359	02/03/2014	108478	DAVID HEMPHILL	\$25.37
	410360	02/03/2014	132423	HEWLETT PACKARD CO	\$2,937.05
	410362	02/03/2014	048845	CAMILLE HINZ	\$21.47
	410363	02/03/2014	048940	HOBBY LOBBY STORES INC	\$44.49
	410364	02/03/2014	132592	WILLIAM SPRAGUE, JR.	\$2,575.70
	410366	02/03/2014	109836	AMY HOULTON	\$84.19
	410367	02/03/2014	132531	TERRY HOULTON	\$63.43
	410368	02/03/2014	101533	DIANE HOWARD	\$32.66
	410369	02/03/2014	138035	CHRISTINA HOWE	\$38.12
	410370	02/03/2014	139473	KATHLEEN HRABAN	\$10.51
	410371	02/03/2014	139535	JOHN HUDSON	\$37.00
	410372	02/03/2014	131542	HUGHES MACHINERY CO	\$2,524.95
	410373	02/03/2014	137426	HUGHES MULCH PRODUCTS LLC	\$2,000.00
	410374	02/03/2014	049700	HUGHES TREE SERVICE	\$8,200.00
	410375	02/03/2014	101032	HUSKER MIDWEST PRINTING	\$34,412.40
	410376	02/03/2014	130283	KARA HUTTON	\$1,933.01
	410377	02/03/2014	133397	HY-VEE INC	\$945.87
	410378	02/03/2014	049851	HY-VEE INC	\$129.53
	410379	02/03/2014	049850	HY-VEE INC	\$17.03
	410380	02/03/2014	135784	IB SOURCE	\$38.00

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01	410381	02/03/2014	051573	POPCO INC	\$55.00
	410382	02/03/2014	140112	JASON ALLEN DEWATER	\$112.14
	410383	02/03/2014	138779	IMAGINE EASY SOLUTIONS LLC	\$318.00
	410384	02/03/2014	136349	SCOTT INGWERSON	\$15.03
	410385	02/03/2014	139348	DANIEL INNES	\$28.08
	410386	02/03/2014	140093	INTEGRATED ENERGY SOLUTIONS LLC	\$39,354.02
	410387	02/03/2014	102451	INTERNATIONAL BACCALAUREATE	\$1,044.00
	410388	02/03/2014	102958	ALL BATTERY CENTERS INC	\$108.30
	410389	02/03/2014	101991	J A SEXAUER	\$7,424.09
	410390	02/03/2014	138617	ITHAKA	\$1,500.00
	410391	02/03/2014	100928	J W PEPPER & SON INC.	\$1,140.75
	410392	02/03/2014	136314	KORRINDA JAMIESON	\$109.95
	410393	02/03/2014	054230	JANELLE PUBLICATIONS INC	\$130.90
	410394	02/03/2014	131157	CHRISTINE JANOVEC-POEHLMAN	\$71.65
	410395	02/03/2014	136953	JSDO 1 LLC	\$932.06
	410396	02/03/2014	135735	GEORGE JELKIN	\$20.79
	410397	02/03/2014	133037	JENSEN TIRE COMPANY	\$2,981.10
	410398	02/03/2014	132340	JENNIFER JEROME	\$419.10
	410399	02/03/2014	138845	KRISTIN JOHN	\$58.28
	410400	02/03/2014	130994	JOHNSON CONTROLS INC	\$1,576.85
	410401	02/03/2014	054500	JOHNSON HARDWARE CO LLC	\$109.20
	410402	02/03/2014	139349	TERRIN JOHNSON	\$41.98
	410403	02/03/2014	138961	ELIZABETH JOHNSON	\$240.00
	410405	02/03/2014	136221	JUDITH JOHNSON	\$35.60
	410406	02/03/2014	139350	BRANDON JOHNSTON	\$75.43
	410407	02/03/2014	059573	NANCY JOHNSTON	\$44.30
	410408	02/03/2014	054630	JOHNSTONE SUPPLY	\$10.32
	410409	02/03/2014	054640	OLSON BY PRODUCTS INC	\$96.00
	410410	02/03/2014	138713	LAURIE JONES	\$13.64
	410411	02/03/2014	140074	JOURNEYED.COM INC	\$57.14
	410412	02/03/2014	139951	JAMES E PELOWSKI	\$373.30
	410413	02/03/2014	139895	TERESA KAELIN	\$104.81
	410414	02/03/2014	137496	JEFFREY KASSMEIER	\$45.00
	410415	02/03/2014	132265	CATHERINE KEISER	\$90.17
	410416	02/03/2014	132272	SUSAN KELLEY	\$19.89
	410417	02/03/2014	056276	KELVIN LP	\$390.78
	410418	02/03/2014	134801	JULIE KEMP	\$16.95
	410419	02/03/2014	138475	STEPHEN KERKMAN	\$32.77



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01	410420	02/03/2014	131177	ANDREA KIDD	\$19.98
	410421	02/03/2014	140091	KENT KINGSTON	\$91.07
	410422	02/03/2014	132264	MICHELLE KLUG	\$34.80
	410423	02/03/2014	138846	ELIZABETH KOCIS	\$18.87
	410424	02/03/2014	138422	JAMIE KOSELUK	\$140.00
	410425	02/03/2014	134546	ELLEN KRAMER	\$515.65
	410426	02/03/2014	137385	JOSEPH KUEHL	\$34.69
	410427	02/03/2014	137010	CHRISTINA LAGRONE	\$20.62
	410430	02/03/2014	136085	CYNTHIA LANGDON	\$60.76
	410431	02/03/2014	139335	LARRY VOGLER	\$1,489.30
	410432	02/03/2014	136518	JANET LARSON	\$44.24
	410433	02/03/2014	102491	LARUE DISTRIBUTING INC	\$326.94
	410434	02/03/2014	135156	LAWSON PRODUCTS INC	\$464.91
	410435	02/03/2014	131828	MONICA LAWSON	\$20.12
	410436	02/03/2014	138545	LEARNING HEADQUARTERS LLC	\$166.99
	410437	02/03/2014	139896	MICHELLE LEENERTS	\$87.68
	410438	02/03/2014	134928	LEES SUMMIT R-VII SCHOOL DISTRICT	\$74.00
	410439	02/03/2014	137345	BONNIE LEVINGER	\$19.78
	410440	02/03/2014	059380	LIBRARY VIDEO COMPANY	\$49.85
	410441	02/03/2014	059470	LIEN TERMITE & PEST CONTROL INC	\$548.00
	410442	02/03/2014	099395	LINCOLN PUBLIC SCHOOLS	\$2,868.75
	410443	02/03/2014	059577	LINGUISYSTEMS, INC.	\$806.75
	410444	02/03/2014	059560	MATHESON TRI-GAS INC	\$1,198.60
	410445	02/03/2014	139447	ZACHARY P LIPMAN	\$225.00
	410446	02/03/2014	133027	TRACY LOGAN	\$140.00
	410447	02/03/2014	136315	COURTNEY LOHRENZ	\$25.37
	410448	02/03/2014	059866	STACY LONGACRE	\$232.78
	410449	02/03/2014	060111	LOVELESS MACHINE & GRINDING	\$107.50
	410450	02/03/2014	131397	LOWE'S HOME CENTERS INC	\$19.68
	410451	02/03/2014	057770	LRP PUBLICATIONS INC	\$693.25
	410453	02/03/2014	135376	CASEY LUNDGREN	\$73.56
	410454	02/03/2014	060155	LYMAN-RICHEY CORPORATION	\$316.13
	410455	02/03/2014	099321	MACKIN BOOK CO	\$6,824.30
	410456	02/03/2014	132556	MAKEMUSIC INC	\$1,793.00
	410457	02/03/2014	138473	KEITH MALY	\$40.68
	410458	02/03/2014	137007	KAREN MARBLE	\$158.77
	410459	02/03/2014	133505	SUSAN MARLATT	\$706.98
	410460	02/03/2014	107750	DOUG MARR	\$180.00

## Millard Public Schools Check Register Prepared for the Board Meeting for Feb 3, 2014

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	410461	02/03/2014	139943	LISA MARSH	\$44.07
	410462	02/03/2014	133201	DAWN MARTEN	\$32.66
	410464	02/03/2014	139897	CRAIG MATHIS	\$77.74
	410465	02/03/2014	108052	MAX I WALKER	\$854.18
	410466	02/03/2014	138341	MAXIM HEALTHCARE SERVICES INC	\$13,044.27
	410467	02/03/2014	140143	ANNA MAYHAN	\$52.94
	410468	02/03/2014	130481	GERALDINE MCCLENNY	\$37.52
	410469	02/03/2014	139923	MCGLADREY LLP	\$180.00
	410470	02/03/2014	140110	GEORGIA HOLDINGS INC	\$5,319.78
	410471	02/03/2014	137014	RYE MCINTOSH	\$115.82
	410472	02/03/2014	140125	RYAN MCMAHON	\$97.63
	410473	02/03/2014	121126	PATRICIA MEEKER	\$16.61
	410474	02/03/2014	138691	MENARDS INC (ELKHORN)	\$46.36
	410476	02/03/2014	064600	METAL DOORS & HARDWARE COMPANY INC	\$5,902.00
	410477	02/03/2014	133403	AMERICAN NATIONAL BANK	\$7,839.71
	410478	02/03/2014	132802	M-F ATHLETIC CO INC	\$856.85
	410479	02/03/2014	102870	MIDLAND COMPUTER INC	\$104.00
	410483	02/03/2014	065400	MILLARD LUMBER INC	\$482.22
	410484	02/03/2014	065443	MILLARD WEST HIGH SCHOOL	\$70.00
	410485	02/03/2014	132412	SANDRA MILLER	\$28.98
	410486	02/03/2014	066078	MONTESSORI SERVICES	\$16.00
	410489	02/03/2014	132491	DONITA MOSEMAN	\$41.90
	410490	02/03/2014	066189	MOTION INDUSTRIES INC	\$127.77
	410491	02/03/2014	063150	MSC INDUSTRIAL SUPPLY CO	\$323.60
	410492	02/03/2014	107539	MUELLER ROBAK LLC	\$12,700.00
	410493	02/03/2014	137052	DEVONYE MULLINS	\$160.29
	410494	02/03/2014	131395	DARREN MYERS	\$38.42
	410495	02/03/2014	067000	NASCO	\$234.24
	410496	02/03/2014	066671	NCTM	\$84.00
	410497	02/03/2014	068334	NEBRASKA AIR FILTER INC	\$2,294.11
	410498	02/03/2014	068343	NEBRASKA ASSN OF SCHOOL BOARDS	\$658.00
	410501	02/03/2014	068684	NEBRASKA SCIENTIFIC	\$70.69
	410502	02/03/2014	109843	NEXTEL PARTNERS INC	\$4,798.54
	410504	02/03/2014	107905	MELINDA NOLLER	\$33.68
	410505	02/03/2014	069945	NUTS & BOLTS INC	\$78.05
	410506	02/03/2014	050042	ANNE OETH	\$85.88
	410511	02/03/2014	100013	OFFICE DEPOT 84133510	\$14,855.26
	410513	02/03/2014	070245	OHARCO DISTRIBUTORS	\$889.50

## Millard Public Schools Check Register Prepared for the Board Meeting for Feb 3, 2014

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	410514	02/03/2014	132778	MELANIE OLSON	\$12.83
	410516	02/03/2014	134725	OMAHA CASING CO INC	\$1,515.00
	410517	02/03/2014	070810	OMAHA PUBLIC SCHOOLS	\$215.00
	410518	02/03/2014	070810	OMAHA PUBLIC SCHOOLS	\$75.00
	410519	02/03/2014	071053	OMAHA WORLD HERALD (EDUC)	\$91.00
	410520	02/03/2014	133850	ONE SOURCE	\$1,520.00
	410521	02/03/2014	136792	ORIGIN INSTRUMENTS CORPORATION	\$407.10
	410522	02/03/2014	130092	MARY OSTERLOH	\$50.62
	410523	02/03/2014	138662	KELLY OSTRAND	\$123.45
	410524	02/03/2014	133368	KELLY O'TOOLE	\$38.99
	410525	02/03/2014	071180	OUTWATER PLASTICS INDUSTRIES INC	\$452.96
	410526	02/03/2014	134428	ELIZABETH PACHTA	\$91.30
	410527	02/03/2014	139945	KATHERINE PADILLA	\$91.25
	410528	02/03/2014	071545	PAPER CORPORATION	\$20,059.20
	410529	02/03/2014	137015	GEORGE PARKER	\$33.00
	410530	02/03/2014	132006	ANDREA PARSONS	\$81.36
	410531	02/03/2014	108098	ANGELO D PASSARELLI	\$192.01
	410533	02/03/2014	071891	PAYFLEX SYSTEMS USA INC	\$4,915.00
	410534	02/03/2014	071891	PAYFLEX SYSTEMS USA INC	\$243.00
	410535	02/03/2014	131610	PATRICIA D BUFFUM	\$360.00
	410536	02/03/2014	140147	ELIZABETH PEAL	\$6.40
	410537	02/03/2014	071947	PAULA PEAL	\$49.00
	410538	02/03/2014	140126	CHARLES PECK	\$50.00
	410539	02/03/2014	109831	JANET PELSTER	\$23.73
	410540	02/03/2014	107783	HEIDI PENKE	\$279.72
	410541	02/03/2014	140066	ERIN PENNER	\$75.00
	410542	02/03/2014	072200	PERFECTION LEARNING CORP.	\$361.41
	410543	02/03/2014	139474	SMA ENTERPRISES INC	\$462.09
	410544	02/03/2014	138521	SCOTT PERSIGHEHL	\$118.65
	410545	02/03/2014	139898	KRISTINA PETERKIN	\$38.65
	410546	02/03/2014	134365	VICKY PETERSON	\$36.16
	410547	02/03/2014	133390	HEATHER PHIPPS	\$34.80
	410548	02/03/2014	136250	PHONAK LLC	\$418.39
	410549	02/03/2014	130721	MARY PILLE	\$470.00
	410550	02/03/2014	137722	ANDREW PINKALL	\$88.71
	410551	02/03/2014	073040	PITNEY BOWES PRESORT SERVICES INC	\$20,000.00
	410553	02/03/2014	138907	PLIBRICO COMPANY LLC	\$389.00
	410554	02/03/2014	139899	JENNIFER POLLOCK	\$14.86

## Millard Public Schools Check Register Prepared for the Board Meeting for Feb 3, 2014

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	410555	02/03/2014	136003	MELISSA POLONCIC	\$145.32
	410556	02/03/2014	079051	POSITIVE PROMOTIONS INC	\$220.65
	410557	02/03/2014	131835	PRAIRIE MECHANICAL CORP	\$14,218.80
	410558	02/03/2014	134598	PRIME COMMUNICATIONS INC	\$180.00
	410559	02/03/2014	073427	PRO-ED INC	\$282.70
	410560	02/03/2014	073610	CRABER GBF INC	\$858.00
	410561	02/03/2014	132713	PROTEX CENTRAL INC	\$24,245.50
	410563	02/03/2014	131901	PUSH PEDAL PULL INC	\$510.36
	410564	02/03/2014	133921	QUALITY AUTO REPAIR & TOWING INC	\$89.00
	410565	02/03/2014	130657	TIMOTHY RADCLIFF	\$25.00
	410566	02/03/2014	078250	RALSTON PUBLIC SCHOOLS	\$98,968.72
	410567	02/03/2014	078420	RAWSON & SONS ROOFING, INC.	\$7,524.92
	410568	02/03/2014	109810	BETHANY RAY	\$105.66
	410569	02/03/2014	100642	REALLY GOOD STUFF INC	\$108.88
	410570	02/03/2014	137967	JONNA REBENS DORF	\$50.00
	410571	02/03/2014	135690	DEIDRE REEH	\$6.22
	410572	02/03/2014	134858	JENNIFER REID	\$9.95
	410573	02/03/2014	133770	DIANE REINERS	\$11.19
	410574	02/03/2014	139786	LINDSEY REVERS	\$16.95
	410575	02/03/2014	109192	KIMBERLI RICE	\$57.12
	410576	02/03/2014	140135	DEIDRE RICHARD	\$50.00
	410577	02/03/2014	079179	RIEKES EQUIPMENT CO	\$134.64
	410578	02/03/2014	138963	REECE RISTAU	\$50.00
	410579	02/03/2014	136847	RIVERSIDE TECHNOLOGIES INC	\$835.00
	410580	02/03/2014	131376	ROBERT BROOKE & ASSOCIATES, INC.	\$71.50
	410581	02/03/2014	138312	PAIGE ROBERTS	\$101.71
	410582	02/03/2014	135301	ROCCO INTERPRETING INC	\$80.00
	410583	02/03/2014	079310	ROCKBROOK CAMERA CENTER	\$1,335.98
	410584	02/03/2014	134882	LINDA ROHMILLER	\$20.45
	410585	02/03/2014	139588	LISA ROLFES	\$25.43
	410586	02/03/2014	136121	MELANIE E ROLL	\$735.00
	410587	02/03/2014	134990	BRITTANY ROM	\$88.14
	410588	02/03/2014	134081	EILEEN RONCI	\$182.50
	410591	02/03/2014	079440	ROSENBAUM ELECTRIC INC	\$7,868.30
	410592	02/03/2014	072286	JEAN RUCHTI	\$97.75
	410593	02/03/2014	131615	RUSSELL MIDDLE SCHOOL	\$30.00
	410594	02/03/2014	140133	SYED ADAM SADIG	\$50.00
	410595	02/03/2014	137386	LIBRARY VIDEO COMPANY	\$1,195.00



## Millard Public Schools Check Register Prepared for the Board Meeting for Feb 3, 2014

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	410597	02/03/2014	081725	KIMBERLEY SAUM-MILLS	\$153.42
	410598	02/03/2014	133389	RYAN SAUNDERS	\$1,698.86
	410599	02/03/2014	109806	BRENT SCHADE	\$387.77
	410600	02/03/2014	140090	LAUREN SCHMIETT	\$50.00
	410601	02/03/2014	137012	SHELLEY SCHMITZ	\$45.71
	410603	02/03/2014	082100	SCHOLASTIC INC	\$2,137.50
	410604	02/03/2014	082100	SCHOLASTIC INC	\$182.81
	410605	02/03/2014	082200	SCHOOL HEALTH CORPORATION	\$7,314.99
	410606	02/03/2014	130526	SCHOOL MEDIA ASSOCIATES LLC	\$439.80
	410608	02/03/2014	082350	SCHOOL SPECIALTY INC	\$283.27
	410609	02/03/2014	082336	SCHOOLMART	\$148.08
	410610	02/03/2014	137471	PHYLLIS SCHROEDER	\$78.54
	410611	02/03/2014	134567	KAYE SCHWEIGERT	\$68.59
	410612	02/03/2014	082905	KIMBERLY SECORA	\$27.57
	410613	02/03/2014	082910	SECURITY EQUIPMENT INC	\$2,704.35
	410614	02/03/2014	108161	STAN SEGAL	\$113.00
	410615	02/03/2014	082941	KELLY SELTING	\$106.22
	410616	02/03/2014	109800	AMY SHATTUCK	\$100.57
	410617	02/03/2014	083175	SHEPPARD'S BUSINESS INTERIORS	\$522.98
	410618	02/03/2014	083188	SHIFFLER EQUIPMENT SALES, INC.	\$894.05
	410619	02/03/2014	138762	SHRED SAFE LLC	\$35.00
	410620	02/03/2014	083310	SIGMA ALDRICH INC	\$244.00
	410621	02/03/2014	132590	SILVERSTONE GROUP INC	\$4,885.00
	410622	02/03/2014	083400	SIMPLEX GRINNELL LP	\$1,101.40
	410624	02/03/2014	133949	SKAR ADVERTISING	\$5,214.09
	410625	02/03/2014	139481	JENNIFER SMITH	\$20.97
	410626	02/03/2014	132808	SNYDER CHARLESON THERAPY SERVICES	\$2,585.00
	410627	02/03/2014	137397	THINK SOCIAL PUBLISHING INC	\$37.00
	410628	02/03/2014	139217	MARK SOMMER	\$406.12
	410629	02/03/2014	084081	SOUTH OMAHA TERMINAL WAREHOUSE CO	\$296.60
	410630	02/03/2014	133954	SOUTHSIDE PLUMBING LLC	\$268.35
	410631	02/03/2014	134143	JILL SOUTHWORTH	\$11.75
	410632	02/03/2014	131714	JOHN SOUTHWORTH	\$59.90
	410634	02/03/2014	140127	SPEED STACKS INC	\$149.01
	410635	02/03/2014	101378	STAFF DEVELOPMENT FOR EDUCATORS	\$995.00
	410636	02/03/2014	137481	STAPLES CONTRACT & COMMERCIAL INC	\$289.98
	410637	02/03/2014	134116	STATE STEEL OF OMAHA	\$588.81
	410638	02/03/2014	084491	TRACY STAUFFER	\$181.00

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	410639	02/03/2014	140129	JOSEPH STEFFES	\$25.00
	410640	02/03/2014	139868	VANCE K BEHRENS	\$640.00
	410641	02/03/2014	139843	STUDENT TRANSPORATION NEBRASKA INC	\$62,062.55
	410642	02/03/2014	140011	STUDIO PRODUCTIONS INC	\$228.00
	410643	02/03/2014	138061	AMY SUING	\$80.39
	410644	02/03/2014	131522	SKC-SOUTHPORT INC	\$154.68
	410645	02/03/2014	084930	SUPER DUPER INC	\$550.81
	410646	02/03/2014	139836	SUPERIOR CONTROLS & SECURITY INC	\$90.00
	410647	02/03/2014	084959	JAMES V SUTFIN	\$1,080.55
	410648	02/03/2014	138412	MICHAEL SUTHERLAND	\$50.00
	410649	02/03/2014	130911	SWANDA BUSINESS FORMS	\$501.40
	410650	02/03/2014	084985	SWANSON GENTLEMAN HART, INC.	\$720.00
	410651	02/03/2014	132417	JAMES SWITZER	\$27.12
	410652	02/03/2014	099302	SYSCO LINCOLN INC	\$141.81
	410653	02/03/2014	137403	SYS-KOOL LLC	\$150.00
	410654	02/03/2014	088654	TARGET	\$159.39
	410655	02/03/2014	088830	TED'S MOWER SALES & SERVICE INC	\$113.18
	410656	02/03/2014	133969	TENNANT SALES & SERVICE COMPANY	\$1,109.49
	410658	02/03/2014	108099	THIELE GEOTECH INC	\$4,261.25
	410660	02/03/2014	136381	ANNETTE THOMAS	\$11.08
	410661	02/03/2014	131159	JONATHON THOMPSON	\$140.40
	410662	02/03/2014	134962	LAURIE R THROCKMORTON	\$73.53
	410663	02/03/2014	135006	STEVE THRONE	\$130.18
	410664	02/03/2014	136578	PEGGI TOMLINSON	\$70.51
	410665	02/03/2014	106807	JEAN TOOHER	\$37.29
	410666	02/03/2014	131446	TOSHIBA AMERICA INFO SYS INC	\$5,986.60
	410667	02/03/2014	131446	TOSHIBA AMERICA INFO SYS INC	\$4,369.50
	410668	02/03/2014	089574	TOTAL MARKETING INC	\$176.70
	410669	02/03/2014	132138	TOYOTA FINANCIAL SERVICES	\$499.88
	410670	02/03/2014	106364	TRANE US INC	\$1,452.81
	410671	02/03/2014	140146	KYLE TREVETT	\$100.00
	410672	02/03/2014	089760	TRIARCO ARTS & CRAFTS LLC	\$58.95
	410673	02/03/2014	107719	KIMBERLY TRISLER	\$33.90
	410674	02/03/2014	106493	TRITZ PLUMBING, INC.	\$11,841.01
	410675	02/03/2014	089765	TRI-V TOOL & MFG. CO.	\$70.00
	410676	02/03/2014	131819	JEAN UBBELOHDE	\$2,046.58
	410677	02/03/2014	139573	RENEE ULLRICH	\$140.00
	410678	02/03/2014	090678	UNISOURCE WORLDWIDE INC	\$7,819.65

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	410679	02/03/2014	090001	UNIVERSITY OF CALIFORNIA BERKELEY	\$53.50
	410680	02/03/2014	068834	UNIVERSITY OF NEBRASKA-LINCOLN	\$273.00
	410681	02/03/2014	068875	UNIVERSITY OF NEBRASKA MED CENTER	\$15,120.00
	410682	02/03/2014	137712	OREGON UNIVERSITY SYSTEM	\$300.00
	410685	02/03/2014	139797	US BANK NATIONAL ASSOCIATION	\$8,135.00
	410687	02/03/2014	090625	US POSTAL SERVICE	\$635.00
	410688	02/03/2014	138661	USA-CLEAN INC	\$3,536.81
	410689	02/03/2014	137707	UTILITY TRENCHING INC	\$4,920.00
	410690	02/03/2014	091040	VAL LTD	\$18.94
	410691	02/03/2014	138046	AUTO LUBE INC	\$120.20
	410692	02/03/2014	140136	ELSA VANDE VEGTE	\$50.00
	410693	02/03/2014	135516	MICHELLE VANDENBERG	\$471.89
	410694	02/03/2014	140042	MARISA VARGHESE	\$50.00
	410695	02/03/2014	136318	JENNIFER VEST	\$411.29
	410697	02/03/2014	138311	DAWN WAGNER	\$17.97
	410699	02/03/2014	093008	BARBARA WALLER	\$109.55
	410700	02/03/2014	131112	LINDA WALTERS	\$43.22
	410701	02/03/2014	139738	WASTE MANAGEMENT OF NEBRASKA	\$24,327.75
	410702	02/03/2014	093765	WATER ENGINEERING, INC.	\$2,301.60
	410703	02/03/2014	133438	HEIDI WEAVER	\$88.48
	410704	02/03/2014	132313	SARAH WEIDNER	\$18.09
	410705	02/03/2014	107563	CAROL WEST	\$364.38
	410706	02/03/2014	094630	WESTONE LABORATORIES	\$39.20
	410707	02/03/2014	094653	WESTSIDE COMMUNITY CONFERENCE CTR	\$751.10
	410708	02/03/2014	094650	WESTSIDE COMMUNITY SCHOOLS	\$676.50
	410709	02/03/2014	139483	DANIEL WHEATON	\$50.00
	410710	02/03/2014	133061	JACKIE WHISENHUNT	\$150.00
	410711	02/03/2014	137878	WHITE WOLF WEB PRINTERS INC	\$590.12
	410712	02/03/2014	139585	EMILY WHITE	\$69.53
	410713	02/03/2014	094859	WIESER EDUCATIONAL INC	\$213.16
	410714	02/03/2014	137485	WENDY WIGHT	\$68.03
	410716	02/03/2014	136322	TAMARA WILLIAMS	\$202.55
	410717	02/03/2014	136323	STACIE WITHERSPOON	\$83.91
	410718	02/03/2014	095349	WOODWIND & BRASSWIND	\$603.00
	410719	02/03/2014	043609	WORLD TECHNOLOGIES INC	\$1,742.47
	410720	02/03/2014	095491	GLEN WRAGGE	\$176.51
	410721	02/03/2014	109852	WURTH BAER SUPPLY CO	\$400.65
	410722	02/03/2014	138356	JEFFREY YOST	\$72.04

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	410723	02/03/2014	096200	YOUNG & WHITE	\$12,692.31
	410724	02/03/2014	135890	YOUTH FRONTIERS INC	\$800.00
	410725	02/03/2014	137020	CHAD ZIMMERMAN	\$95.49
	410726	02/03/2014	136855	PAUL ZOHLEN	\$65.65
	410727	02/03/2014	135647	LACHELLE ZUHLKE	\$24.93
	410728	02/03/2014	139468	CHERYL ZWEEDYK	\$479.97
<b>01 - Total</b>					<b>\$2,055,932.73</b>
02	24439	01/16/2014	101476	SODEXO INC & AFFILIATES	\$534,277.81
	24440	01/16/2014	138496	WRIGHT EXPRESS FINANCIAL SVCS CORP	\$64.92
	24441	01/23/2014	081630	SAMS CLUB DIRECT	\$614.80
	24442	02/03/2014	011051	ALL MAKES OFFICE EQUIPMENT	\$418.60
	24443	02/03/2014	106893	WICHITA WATER CONDITIONING INC	\$4.67
	24444	02/03/2014	109843	NEXTEL PARTNERS INC	\$133.94
	24445	02/03/2014	100013	OFFICE DEPOT 84133510	\$3,486.65
	24446	02/03/2014	134598	PRIME COMMUNICATIONS INC	\$538.86
<b>02 - Total</b>					<b>\$539,540.25</b>
06	410134	02/03/2014	069689	AMSAN LLC	\$222.60
	410139	02/03/2014	012989	APPLE COMPUTER INC	\$10,962.00
	410171	02/03/2014	133480	BERINGER CIACCIO DENNELL MABREY	\$2,839.25
	410210	02/03/2014	133970	CCS PRESENTATION SYSTEMS	\$485.88
	410231	02/03/2014	106902	COMMUNICATION SERVICES INC.	\$192.02
	410240	02/03/2014	132170	CORMACI CONSTRUCTION INC	\$8,992.00
	410295	02/03/2014	107980	EHLY'S INTERIORS	\$400.00
	410428	02/03/2014	099217	LAKESHORE LEARNING MATERIALS	\$1,496.25
	410429	02/03/2014	058775	LAMP RYNEARSON ASSOCIATES INC	\$1,294.00
	410476	02/03/2014	064600	METAL DOORS & HARDWARE COMPANY INC	\$540.00
	410481	02/03/2014	131899	MIDWEST STORAGE SOLUTIONS	\$4,828.32
	410488	02/03/2014	134532	MORRISSEY ENGINEERING INC	\$1,600.00
	410512	02/03/2014	139941	OFFICE INSTALLATION SPECIALISTS INC	\$4,320.00
	410515	02/03/2014	136898	OLSSON ASSOCIATES INC	\$3,498.30
	410558	02/03/2014	134598	PRIME COMMUNICATIONS INC	\$171,664.12
	410657	02/03/2014	132452	TERRACON INC	\$873.50
410683	02/03/2014	090900	UNIVERSITY PUB INC	\$6,884.30	
410696	02/03/2014	092323	VIRCO INC	\$11,053.56	
<b>06 - Total</b>					<b>\$232,146.10</b>
07	410151	02/03/2014	135245	BAHR VERMEER HAECKER ARCHITECTS	\$132,450.00
	410171	02/03/2014	133480	BERINGER CIACCIO DENNELL MABREY	\$34,214.50
	410203	02/03/2014	139926	CARLSON WEST POVONDRA ARCHITECTS	\$42,981.00



## Millard Public Schools Check Register Prepared for the Board Meeting for Feb 3, 2014

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
07	410210	02/03/2014	133970	CCS PRESENTATION SYSTEMS	\$4,112.94
	410230	02/03/2014	025562	COMMERCIAL FLOORING SYSTEMS INC	\$4,308.00
	410235	02/03/2014	135287	CONSTRUCT INC	\$145,536.75
	410257	02/03/2014	131003	DAILY RECORD	\$90.60
	410429	02/03/2014	058775	LAMP RYNEARSON ASSOCIATES INC	\$3,400.00
	410452	02/03/2014	060136	LUEDER CONSTRUCTION COMPANY	\$148,031.69
	410480	02/03/2014	064949	MIDWEST LABORATORIES INC.	\$150.00
	410488	02/03/2014	134532	MORRISSEY ENGINEERING INC	\$55,000.00
	410558	02/03/2014	134598	PRIME COMMUNICATIONS INC	\$48,868.49
	410562	02/03/2014	139972	PURDY & SLACK ARCHITECTS PC	\$21,413.00
	410589	02/03/2014	134824	ROOFING SOLUTIONS INC	\$20,350.00
	410596	02/03/2014	140085	SAMPSON CONSTRUCTION CO INC	\$6,342.00
	410633	02/03/2014	136932	SPECIALIZED AIR/HYDRONIC BALANCING	\$4,500.00
	410657	02/03/2014	132452	TERRACON INC	\$10,843.00
	410698	02/03/2014	092789	WALDINGER CORPORATION	\$1,018.00
<b>07 - Total</b>					<b>\$683,609.97</b>
11	410058	01/16/2014	131405	AATSP	\$486.00
	410059	01/16/2014	012067	AMERICAN MATHEMATICS COMPETITIONS	\$242.00
	410063	01/16/2014	136612	LATINO PRODUCTIONS & MGMT LLC	\$350.00
	410069	01/16/2014	108361	NATIONAL FRENCH CONTEST-NAATF	\$234.00
	410070	01/16/2014	137141	NATIONAL LATIN EXAM	\$506.00
	410106	01/23/2014	049850	HY-VEE INC	\$174.71
	410109	01/23/2014	108361	NATIONAL FRENCH CONTEST-NAATF	\$478.00
	410131	02/03/2014	139086	AMAZING ARTHUR/BALLOON BRIGADE LLC	\$275.00
	410132	02/03/2014	107651	AMAZON.COM INC	\$407.32
	410134	02/03/2014	069689	AMSAN LLC	\$75.44
	410149	02/03/2014	109814	CARLEEN BABANI	\$294.28
	410150	02/03/2014	132405	U SAVE FOODS INC. SUB:NASH FINCH CO	\$272.77
	410174	02/03/2014	132210	BILINGUAL DICTIONARIES INC.	\$482.96
	410196	02/03/2014	020550	BUREAU OF EDUCATION & RESEARCH	\$235.00
	410201	02/03/2014	138032	DENISE CANIGLIA	\$57.31
	410223	02/03/2014	138843	JILL CLASSEN	\$153.57
	410250	02/03/2014	027345	CURRICULUM ASSOCIATES INC	(\$2,100.00)
	410257	02/03/2014	131003	DAILY RECORD	\$8.90
	410275	02/03/2014	033473	DIETZE MUSIC HOUSE INC	\$96.00
	410293	02/03/2014	037525	EDUCATIONAL SERVICE UNIT #3	\$1,260.00
	410313	02/03/2014	138325	MICHELLE FERGUSON	\$31.38
	410350	02/03/2014	047853	HAPPY CAB COMPANY INC	\$44.39

## Millard Public Schools Check Register Prepared for the Board Meeting for Feb 3, 2014

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
11	410355	02/03/2014	135040	HARVEY OAKS ELEMENTARY	\$100.00
	410361	02/03/2014	140000	TABITHA HIGHTOWER	\$7.98
	410363	02/03/2014	048940	HOBBY LOBBY STORES INC	\$45.35
	410443	02/03/2014	059577	LINGUISYSTEMS, INC.	\$159.75
	410463	02/03/2014	102512	RICHARD PIDCOCK	\$166.00
	410475	02/03/2014	135022	REBECCA MERTINS	\$31.96
	410482	02/03/2014	132456	MIDWEST SYMPOSIUM FOR LEADERSHIP	\$140.00
	410487	02/03/2014	133808	BARBARA MOORE	\$141.91
	410500	02/03/2014	068440	NEBRASKA DEPARTMENT OF EDUCATION	\$1,200.00
	410502	02/03/2014	109843	NEXTEL PARTNERS INC	\$21.12
	410503	02/03/2014	139611	U SAVE FOODS INC, SUB:NASH FINCH CO	\$190.11
	410511	02/03/2014	100013	OFFICE DEPOT 84133510	\$191.72
	410590	02/03/2014	071023	OMAHA THEATER CO FOR YOUNG PEOPLE	\$400.00
	410612	02/03/2014	082905	KIMBERLY SECORA	\$53.76
	410641	02/03/2014	139843	STUDENT TRANSPORATION NEBRASKA INC	\$1,139.43
	410659	02/03/2014	135355	HARVEY HAROLD KIMBLE JR	\$38.00
	410682	02/03/2014	137712	OREGON UNIVERSITY SYSTEM	\$300.00
	410684	02/03/2014	100923	UNL EXTENSION IN DOUGLAS/SARPY CO	\$525.00
410715	02/03/2014	133153	JULIE WILLIAMS	\$4.24	
<b>11 - Total</b>					<b>\$8,921.36</b>
14	410241	02/03/2014	136587	COVENTRY HEALTH & LIFE INS CO	\$145,533.43
	410623	02/03/2014	138887	SIMPLYWELL LLC	\$6,255.10
<b>14 - Total</b>					<b>\$151,788.53</b>
17	410210	02/03/2014	133970	CCS PRESENTATION SYSTEMS	\$4,103.06
	410230	02/03/2014	025562	COMMERCIAL FLOORING SYSTEMS INC	\$4,308.00
	410279	02/03/2014	130648	DOSTALS CONSTRUCTION CO INC	\$14,160.00
	410336	02/03/2014	106660	GLASSMASTERS INC	\$560.00
	410428	02/03/2014	099217	LAKESHORE LEARNING MATERIALS	\$539.35
	410696	02/03/2014	092323	VIRCO INC	\$156.12
<b>17 - Total</b>					<b>\$23,826.53</b>
50	410100	01/23/2014	138820	ANNE WINFIELD CHAPMAN	\$858.40
	410101	01/23/2014	140137	KEITH CURINGTON	\$724.00
	410105	01/23/2014	134902	DAVID THOMAS GERKING	\$600.80
	410116	01/23/2014	138500	HEATH F WEBER	\$623.20
	410132	02/03/2014	107651	AMAZON.COM INC	\$437.50
	410139	02/03/2014	012989	APPLE COMPUTER INC	\$1,226.00
	410210	02/03/2014	133970	CCS PRESENTATION SYSTEMS	\$2,774.87
	410211	02/03/2014	133589	CDW GOVERNMENT, INC.	\$98.00

## Millard Public Schools Check Register Prepared for the Board Meeting for Feb 3, 2014

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
50	410219	02/03/2014	139554	ALLEN D CHAPMAN	\$150.00
	410220	02/03/2014	138820	ANNE WINFIELD CHAPMAN	\$836.00
	410224	02/03/2014	099222	SCHOOL SPECIALTY INC	\$224.50
	410233	02/03/2014	140124	CAVI LLC	\$753.76
	410236	02/03/2014	139110	CONEL INC	\$1,500.00
	410275	02/03/2014	033473	DIETZE MUSIC HOUSE INC	\$1,029.73
	410279	02/03/2014	130648	DOSTALS CONSTRUCTION CO INC	\$17,820.22
	410339	02/03/2014	044891	GOPHER	\$22.17
	410355	02/03/2014	135040	HARVEY OAKS ELEMENTARY	\$700.00
	410365	02/03/2014	049650	HOUGHTON MIFFLIN HARCOURT PUB CO	\$438.74
	410391	02/03/2014	100928	J W PEPPER & SON INC.	\$32.94
	410404	02/03/2014	054492	JIM L JOHNSON	\$60.00
	410511	02/03/2014	100013	OFFICE DEPOT 84133510	\$280.80
	410532	02/03/2014	132166	PATRICIA M KUSEK	\$95.00
	410552	02/03/2014	072850	PLAYTIME EQUIPMENT & SCHOOL SUPPLY	\$50.05
	410569	02/03/2014	100642	REALLY GOOD STUFF INC	\$512.82
	410583	02/03/2014	079310	ROCKBROOK CAMERA CENTER	\$1,469.97
	410590	02/03/2014	071023	OMAHA THEATER CO FOR YOUNG PEOPLE	\$1,544.00
	410602	02/03/2014	099640	SCHOLASTIC BOOK FAIRS	\$100.10
	410607	02/03/2014	136833	SCHOOL OUTFITTERS LLC	\$538.36
	410608	02/03/2014	082350	SCHOOL SPECIALTY INC	\$133.52
	410617	02/03/2014	083175	SHEPPARD'S BUSINESS INTERIORS	\$459.86
	410634	02/03/2014	140127	SPEED STACKS INC	\$149.99
	410686	02/03/2014	090440	BSN SPORTS INC	\$113.46
<b>50 - Total</b>					<b>\$36,358.76</b>
<b>Overall - Total</b>					<b>\$3,732,124.23</b>

## Millard Public Schools - Planned Disposition of Surplus Property

BOE Packet Due Date: **1/29/2014**BOE Meeting Date: **2/3/2014**Sale or Disposals Scheduled After: **2/3/2014**

Lot	Quantity	Description
1	40	laptops
2	5	desktops
3	2	treadmills
4	1	pretzel warmer
5		
6		
7		
8		
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## AGENDA SUMMARY SHEET

**AGENDA ITEM:** PreK-5 Social Studies & 8<sup>th</sup> Grade American History Field Study Results  
PreK-12 Social Studies Instructional Materials Proposal

**MEETING DATE:** February 3, 2014

**DEPARTMENT:** Educational Services

**TITLE:** PreK-5 Social Studies & 8<sup>th</sup> Grade American History Field Study Results  
PreK-12 Social Studies Instructional Materials Proposal

**BRIEF DESCRIPTION:** The PreK-12 Social Studies Field Study was approved by the Board of Education on June 3, 2013, after the Americanism Committee reviewed textbooks to be included in the Field Study. A detailed summary of the Field Study is included within this document. Highlights of selection:

- The Elementary Field Study participants included 48 teachers and specialists from across the District. The two programs within the Field Study included Harcourt Social Studies (Houghton Mifflin Harcourt, 2012) and Social Studies Alive! (Teachers' Curriculum Institute, 2010).
- The 8<sup>th</sup> Grade Field Study participants included six American History teachers and a Special Education Resource teacher. The two programs within the middle school Field Study included America History of Our Nation (Pearson, 2014) and History Alive! The United States through Industrialism (Teachers' Curriculum Institute, 2011).
- After utilization, discussion, and sharing of results, the K-5 Social Studies Field Study Committee proposed Social Studies Alive! while the 8<sup>th</sup> Grade American History teachers proposed History Alive! The United States through Industrialism.

The PreK-12 Social Studies Curriculum Planning Committee reconvened on January 14, 2014, to review the results forwarded by the PreK-12 Social Studies Instructional Materials Selection Committee to form their proposal.

- The proposal from the PreK-12 Social Studies Curriculum Planning Committee members was reviewed by the Office of Educational Services.
- In addition to the Americanism Committee Meeting held on January 22, 2014, two Social Studies Materials Community Preview Meetings were held. In addition to five staff members, nine community members attended.

The attached recommendation being brought to the Board of Education from the Office of Educational Services:

- Meets and exceeds the standards and indicators within the PreK-12 Social Studies Framework while providing opportunities for students to explore and think critically within each social studies course.
- Provides updated materials including textbooks for elementary, middle and high school classrooms.
- Will cost an estimated total of \$2,779,734.17. The proposed Social Studies adoption would be allocated over multiple years.

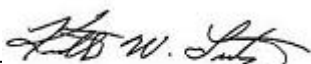
**ACTION DESIRED:** Approval     

**RECOMMENDATIONS:** Recommend approval of the social studies textbooks and associated instructional materials as presented herein and that the requested budgets be presented and subject to the District's program budgeting process.

**STRATEGIC PLAN REFERENCE:** N/A

**TIMELINE:** Adoption would allow for Phase II work to continue in preparation for implementation in August of 2014. Rejection would delay implementation of the social studies adoption as well as future adoptions within the MEP Curriculum Cycle.

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

**SUPERINTENDENT'S APPROVAL:** \_\_\_\_\_  \_\_\_\_\_



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## Pre K-5 Social Studies and 8<sup>th</sup> Grade American History Field Study Results

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### PreK-5 Social Studies Field Study Results

Field Study participants included a group of 48 K-5 teachers and specialists from across the district. The two program options selected for the Field Study were:

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

In early August, a team of teachers developed modified pacing maps for each grade level, coordinating standards and units of study. Participants formally met three times between August and January to receive training from the companies, plan for instruction, and discuss insights. Participants investigated each set of materials for approximately 6 weeks. During each 6-week period, participants correlated lessons taught with standards and indicators from the PreK-12 Social Studies Framework and submitted weekly reflection forms.

At the end of each field-testing period, participants completed an evaluative survey. The ten categories for evaluation were: equity and global connections, student materials and achievement, teacher materials, technology, the written curriculum, instructional design, primary sources, cross curriculum connections, assessment, and best instructional practices.

On January 10, 2014, field study participants met to review teacher reflections and data. Discussions focused on determining which program best met the research results criteria, which included the ten categories noted above and the standards and indicators outlined in the PreK-12 Social Studies Framework. Based on review of the data and discussions, the K-5 Social Studies Field Study Committee proposed *Social Studies Alive!* materials from Teachers' Curriculum Institute (TCI).

In addition to being the best overall choice in regard to alignment with the standards and indicators, the *Social Studies Alive!* program:

- Provides high levels of student engagement and collaboration
- Develops critical thinking skills
- Provides conceptual knowledge organized around core ideas, not isolated facts
- Includes multiple ways to demonstrate understanding and application of concepts and skills
- Includes English Language Arts standards authentically embedded throughout units of study
- Provides vocabulary development through inquiry
- Includes vocabulary and text materials which are age and grade level appropriate

The K-5 Social Studies Field Study Committee proposed the following to the PreK-12 Social Studies Curriculum Planning Committee.

Textbook	Grade Level	Resource
Informational text Instructional resources and manipulatives	PreK	Steps to Literacy Lakeshore, Constructive Playthings, Kaplan
<i>Social Studies Alive!</i> Me and My World (TCI) 2010	K	Teachers' Curriculum Institute (TCI)
<i>Social Studies Alive!</i> My School and Family (TCI) 2010	1	Teachers' Curriculum Institute (TCI)
<i>Social Studies Alive!</i> My Community (TCI) 2010	2	Teachers' Curriculum Institute (TCI)
<i>Social Studies Alive!</i> Our Community and Beyond (TCI) 2010	3	Teachers' Curriculum Institute (TCI)
<i>Social Studies Alive!</i> Regions of Our Country (TCI) 2010	4	Teachers' Curriculum Institute (TCI)
<i>Social Studies Alive!</i> America's Past (TCI) 2010	5	Teachers' Curriculum Institute (TCI)

## 8<sup>th</sup> Grade American History Social Studies Field Study Results

Field Test participants included a group of seven 8<sup>th</sup> Grade American History teachers and specialists from across the district. The two program options selected for the Field Study were:

- America History of Our Nation by Pearson, 2014
- History Alive! The United States through Industrialism by Teachers' Curriculum Institute (TCI) , 2011

Participants taught units from the Revolutionary War through the Industrial Revolution from each of the above options during first semester. The participants met four times between August and January to receive training from the companies, planned for instruction, and began to discuss aspects of the programs.

When the 8<sup>th</sup> Grade American History Field Test participants met to share their results on January 10, 2014, discussions included determining which program best met the needs defined by the criteria for evaluation as noted in the elementary section, the PreK-12 Social Studies Framework, and student and staff needs to reach state and district standards and indicators. Based on those discussions, the 8<sup>th</sup> Grade American History Field Study participants proposed the adoption of History Alive! The United States through Industrialism by Teachers' Curriculum Institute (TCI) 2011 for the 8<sup>th</sup> Grade American History course.

Rationale for the 8<sup>th</sup> Grade American History proposal:

- Increases student engagement and collaboration
- Promotes use of primary and secondary sources
- Develops critical thinking skills
- Provides multiple opportunities for differentiated instruction

The 8<sup>th</sup> Grade American History Field Study Committee proposed the following to the PreK-12 Social Studies Curriculum Planning Committee.

Course Name	Primary Textbook/Sources	Textbook Cost
American History 8	<u>History Alive! The United States through Industrialism</u> TCI (2011)	\$ 89.00

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## PreK-12 Social Studies Instructional Materials Selection and Proposal

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### PreK-12 Social Studies Instructional Materials Selection

The PreK-12 Social Studies Curriculum Planning Committee met on January 14, 2014. Elementary, middle school and high school teachers and administrators were represented on this committee. The committee members met to review the findings of the PreK-12 Social Studies Instructional Materials Selection Committee's proposals, including the results of the two Field Study Committees. In addition to the PreK-5 and 8<sup>th</sup> grade field study selections, members of the Secondary Social Studies subcommittees shared their findings.

### Secondary Social Studies Instructional Materials Committee Results

Committees met throughout the first semester to select textbooks and materials for each of the grade levels within middle school as well as for a total of nineteen high school required and elective courses. Members were asked to review the PreK-12 Social Studies Framework, and standards and indicators pertinent for their level.

The committees compared and evaluated each potential textbook according to the district-approved PreK-12 Social Studies Standards and Indicators as well as the criteria pertinent to their course. Evaluation forms were completed for each course including the course description, selection criteria for textbooks and supplemental materials, rationale for final decision, and recommendation for primary resources.

The 6<sup>th</sup> grade Ancient Civilizations Instructional Materials Committee representatives met four times from March through November. After reviewing four programs based on the criteria shared above, the 6<sup>th</sup> grade Ancient Civilizations textbook recommendation to the PreK-12 Science Curriculum Planning Committee was *History Alive! The Ancient World* (TCI, 2011).

In addition to this being the best choice in regards to alignment with standards and indicators, this text serves as the proposed resource which:

- Increases student engagement and collaboration
- Promotes use of primary and secondary sources
- Develops critical thinking skills
- Provides multiple opportunities for differentiated instruction

The 7<sup>th</sup> grade World Geography Instructional Materials Committee representatives met three times from March through November. After reviewing four programs based on the criteria shared above, the 7<sup>th</sup> Grade World Geography textbook recommendation to the PreK-12 Science Curriculum Planning Committee was *World Geography* (Holt McDougal, 2012).

In addition to this being the best choice in regards to alignment with standards and indicators, this text serves as the proposed resources which:

- Increases student engagement and collaboration
- Provides extensive online maps and resources
- Enhances differentiated instruction

Course Name	Primary Textbook/Sources	Textbook Cost
Ancient Civilization 6	<u><i>History Alive! The Ancient World</i></u> TCI, 2011	\$ 89.00
World Geography 7	<u><i>World Geography</i></u> Holt McDougal, 2012	\$ 75.40

The high school social studies Instructional Materials Committee subcommittees met several times from March through December. Each subcommittee previewed textbooks through the same process as noted above including:

- text that best aligns with the approved standards and indicators related to each course;
- quality of online, interactive demonstrations and activities;
- appropriate, critical thinking, inquiry based problems and labs;
- readability for course level;
- utilization of ExamView assessment software; and
- strengths of ancillary materials to enhance instruction when available.

The high school social studies Instructional Materials Committee felt it important to propose a different text for each course due to the unique standards and topics covered within the varied courses. All courses except for Psychology and AP Psychology have a primary textbook listed. Psychology and AP Psychology courses will finalize materials at a later date when resources have been updated to reflect required testing criteria changes to AP Psychology.

Development of the course guides will ensure appropriate sections within the textbook related to the standards and indicators are taught within each course as determined through the approved PreK-12 Social Studies Framework. The high school social studies Instructional Materials Selection Committee representatives proposed the following textbooks to the PreK-12 Curriculum Planning Committee.

Course Name	Primary Textbook/Sources	Textbook Cost
World Geography	<u>Geography The Human &amp; Physical World</u> McGraw Hill, 2015	\$ 89.37
AP Human Geography	<u>The Cultural Landscape An Introduction to Human Geography AP Edition</u> Pearson, 2014	\$ 134.47
World History	<u>World History Patterns of Interaction</u> Holt McDougal, 2012	\$ 85.95
AP World History	<u>Worlds Together, Worlds Apart</u> 4 <sup>th</sup> Edition Norton, 2014  <u>Worlds Together, Worlds Apart</u> Volumes I & II Norton, 2011 Companion resource for students; included in book price	\$ 135.00
United States History	<u>History Alive! Pursuing American Ideals</u> TCI, 2013	\$ 94.00
AP United States History	<u>High School America's History</u> 8 <sup>th</sup> Edition BFW, 2014	\$ 140.00
US Government & Economics	<u>McGruder's American Government</u> Pearson, 2013	\$ 92.47
AP US Government & Politics	<u>Government in America People, Politics, and Policy</u> AP 16 <sup>th</sup> Edition Pearson, 2014	\$ 135.97
Introduction to Behavioral Science	<u>Nextext Intro to Sociology</u> Holt McDougal, 2002  <u>Nextext Intro to Psychology</u> Current textbook; retain as a secondary resource-class set	\$ 42.30
Human Diversity	<u>Racial and Ethnic Groups</u> Pearson, 2012	\$ 152.47
International Relations	<u>International Relations</u> 10 <sup>th</sup> Edition Pearson, 2013	\$ 135.97
AP European History	<u>The Western Heritage Since 1300</u> AP 11 <sup>th</sup> Edition Pearson, 2014	\$ 111.97
World Religions	<u>World RELG</u> Cengage, 2013	\$ 45.00
AP Comparative Government & Politics	<u>Comparative Politics Domestic Responses to Global Challenges</u> 8 <sup>th</sup> AP Edition Cengage, 2013	\$ 100.00
Law Studies	<u>CJ2</u> Cengage, 2013	\$ 41.25

Course Name	Primary Textbook/Sources	Textbook Cost
Sociology	<u>SOC3</u> Cengage, 2014	\$ 52.50

### Social Studies Materials Community Preview

In addition to the instructional materials process noted above, two opportunities were provided to community members inviting them to preview the proposed materials and resources. The two previews were held on Thursday, January 16<sup>th</sup> and Tuesday, January 21<sup>st</sup>. While no community members attended on January 16<sup>th</sup>, in addition to five staff members, nine community members participated on January 21<sup>st</sup>. After their preview of some of the texts, comments were shared that, overall, the books seemed to provide a balanced perspective for students. Some concern related to the perspective of current politics and policies were noted. Questions asked and comments shared mainly centered around concern if Millard was going to adopt the Common Core State Standards and that Global Warming not be taught through Social Studies.

### Americanism Committee

In addition to the community preview opportunities, state statute requires the Americanism Committee meet for the purpose of reviewing all American History and Civics proposed materials in order to carefully examine, inspect, and approve all textbooks used in the teaching of American history and civil government in the school.

The Americanism Committee met on January 22, 2014, to further review the proposed materials for PreK-5 courses as well as 8<sup>th</sup> Grade American History and high school United States History, AP United States History, US Government & Economics, and AP US Government & Politics.

The comments noted from the Social Studies Materials Community Preview sessions were shared and reviewed during the Americanism Committee meeting. Approval was sought for the applicable resources listed above in the table in preparation for the Board of Education Proposal on February 3, 2014.

### PreK-12 Social Studies Instructional Materials Proposal

Members of the PreK-12 Social Studies Curriculum Planning Committee discussed the results and approved to move them forward as a proposal. Based on the proposals from the PreK-12 Social Studies Curriculum Planning Committee, the Office of Educational Services is recommending the following instructional materials adoption beginning with the 2014-2015 school year.

Social Studies Courses and Instructional Materials Selections		
<b>Elementary School</b>		
Textbook/Teacher Resources	\$ 657,756.00	<i>Social Studies Alive!</i> (TCI)
Supplemental Resources	\$ 428,560.00	Supplemental Informational Texts, Geography and Economics Resources
Total	\$ 1,086,316.00	
<b>Middle School</b>		
Textbook/Teacher Resources	\$ 646,004.41	Primary Textbooks
Supplemental Resources	\$ 23,546.25	Supplemental Informational Texts, Geography and Economics Resources, and interactive activities
Total	\$ 669,550.66	
<b>High School</b>		
Textbook/Teacher Resources	\$ 884,446.09	Primary Textbooks
Supplemental Resources	\$ 139,421.42	Supplemental Informational Texts, Geography and Economics Resources, and interactive activities
Total	\$ 1,023,867.51	

**AGENDA SUMMARY SHEET**

**AGENDA ITEM:** Approve PreK-12 Social Studies Framework Part II: Textbook and Instructional Materials Selection

**MEETING DATE:** February 3, 2014

**DEPARTMENT:** Educational Services

**TITLE:** PreK-12 Social Studies Framework Part II: Textbook and Instructional Materials Selection

**BRIEF DESCRIPTION:** The PreK-12 Social Studies Framework: Part I was approved by the Board of Education on June 3, 2013. The PreK-12 Social Studies Framework Part II: Textbook and Instructional Materials Selection is being presented for approval at this time.

Several subcommittees consisting of teachers and administrators have collaborated to complete the tasks needed to work towards implementation. In addition, opportunities for additional input were provided, including:

- Two Materials Community Review meetings, which were held on January 16th and January 21st. In addition to five staff members, nine community members attended.
- The Americanism Committee met January 22nd.

Part II of the Social Studies Framework includes:

- Updated Millard Essential Learner Outcomes (6110.1) approved by the BOE on August 19, 2013
- Addition of the PreK-12 Social Studies Curriculum Planning Committee Members 2013-2014 and the Social Studies Services Learning Committee Members
- Updated lists of subcommittees including additional participating members
- Adjusted Timeline for MEP Cycle Procedures to include activities completed during Phase II
- Minor corrections within the Framework Standards and Indicators
- Addition of the primary instructional materials (pages 41 and 104-105)

**ACTION DESIRED:** X Approval of the PreK-12 Social Studies Framework Part II: Textbook and Instructional Materials Selection

**BACKGROUND:** The PreK-12 Social Studies Framework: Part II is being presented for approval following the work done since the PreK-12 Social Studies Framework: Part I was approved in June of 2013. Upon approval of the PreK-12 Social Studies Framework: Part II, Course Guides will be created and implementation plans finalized pending budget capacity.

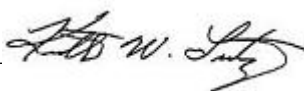
**RECOMMENDATIONS:** Recommend approval of Revised PK-12 Social Studies Framework Part II: Textbook and Instructional Materials Selection

**STRATEGIC PLAN REFERENCE:** N/A

**TIMELINE:** Implementation August 2014

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

**SUPERINTENDENT'S APPROVAL:**

\_\_\_\_\_  \_\_\_\_\_



# PreK-12 Social Studies Framework

Part I: PreK-12  
June 3, 2013

Part II: Textbook/Instructional  
Materials Selection  
[February 3, 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 147<sup>th</sup> 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.

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

**MILLARD ESSENTIAL LEARNER OUTCOMES**

- LANGUAGE ARTS · MATHEMATICS · SCIENCE · SOCIAL STUDIES ·
- FINANCIAL WELL-BEING · HUMAN RELATIONS · TECHNOLOGY · FINE AND PERFORMING ARTS · PERSONAL DEVELOPMENT AND WELL-BEING ·
- CRITICAL THINKING AND PROBLEM-SOLVING SKILLS · CREATIVITY AND INNOVATION ·
- COLLABORATION AND TEAMWORK · CITIZENSHIP AND PERSONAL RESPONSIBILITY ·

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**ACADEMIC SKILLS AND APPLICATIONS**

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Students will demonstrate proficiency by meeting established standards through course requirements and for assessments identified by the District for specific purposes. This proficiency, along with the successful completion of 230 credits and a Personal Learning Plan (PLP) is used for diploma granting or denial.

**LANGUAGE ARTS**

- Students will learn and apply reading skills and strategies to comprehend text.
- Students will apply writing skills and strategies to communicate.
- Students will learn and apply speaking, listening, and presentation skills and strategies to communicate.
- Students will identify, locate, and evaluate information.

**MATHEMATICS**

- 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.

**SCIENCE**

- 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.

**SOCIAL STUDIES**

- 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.
- 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.
- 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.
- 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.

**FINANCIAL WELL-BEING**

- Demonstrate skills to manage financial resources for short and long term priorities.
- Analyze and make sound financial choices by using appropriate resources.

**HUMAN RELATIONS**

- Interact positively with all people.
- Understand ethnic and cultural differences.
- Apply awareness of current local, national and global news and world cultures and languages to communicate effectively.

**TECHNOLOGY**

- Obtain, organize, and communicate information electronically.
- Use a variety of technological resources to solve problems.
- Understands the ethical uses of information and technology related to privacy, intellectual property and cyber security issues.

**FINE AND PERFORMING ARTS**

- Experience and evaluate a variety of music, art, or drama.
- Recognize the value of a wide range of knowledge and experiences from the arts, culture and humanities.

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**PERSONAL DEVELOPMENT AND WELL-BEING**

- Understand human growth and development.
- Identify the values of good nutrition and physical activity.
- Evaluate the impact of addictive substances and behaviors.
- Build positive social relationships with supportive friends and family in the community.
- Use resources to develop a personal education and career plan to meet goals and objectives.
- Communicate experiences, knowledge and skills identified in a résumé or portfolio and present a professional image when interviewing.

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**COLLEGE AND CAREER READINESS SKILLS**

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The following standards and indicators are not measured by district-wide assessments for diploma-granting or denial. Within the school setting, students in the Millard Public Schools will:

**CRITICAL THINKING AND PROBLEM-SOLVING SKILLS**

- Demonstrate the ability to reason critically, systematically, and logically to evaluate situations from multiple perspectives.
- Conduct research, gather input and analyze information necessary for decision-making.
- Develop and prioritize possible solutions with supporting rationale using valid research, historical context and balanced judgment.
- Demonstrate a willingness to learn new knowledge and skills.
- Exhibit the ability to focus, prioritize, organize and handle ambiguity.
- Recognize factors, constraints, goals and relationships in a problem situation.
- Evaluate solutions and determine the potential value toward solving the problem.

**CREATIVITY AND INNOVATION**

- Search for new ways to improve the efficiency of existing processes.
- Appreciate new and creative ideas of others.
- Use information, knowledge and experience to generate original ideas and challenge assumptions.
- Know when to curb the creative process and begin implementation.
- Determine the feasibility of improvements for ideas and concepts.
- Accept and incorporate constructive criticism into proposals for innovation.

**COLLABORATION AND TEAMWORK**

- Contribute to team-oriented projects, problem-solving activities and assignments.
- Engage team members, build consensus and utilize individual talents and skills.
- Anticipate potential sources of conflict to facilitate solutions.
- Demonstrate the ability to disagree with a team member without causing personal offense.
- Take responsibility for individual and shared group tasks.

**CITIZENSHIP AND PERSONAL RESPONSIBILITY**

- Respect the rights of others.
- Treat others in a considerate and non-demeaning manner.
- Respect diversity.
- Demonstrate the ability to manage time.
- Demonstrate the ability to follow directions.
- Develop the attributes of integrity, self-discipline, and positive attitude.
- Take personal responsibility for actions.
- Establish and execute plans to completion and persevere when faced with setbacks.
- Model behaviors that demonstrate reliability, dependability and commitment.
- Arrive on time to school, work, appointments or meetings adequately prepared and appropriately dressed.
- Comply with policies and regulations.
- Participate in school and/or community organizations.
- Engage in local government through attendance, participation and service.
- Demonstrate a respect for laws and regulations and those who enforce them.
- Consider the ethical implications and long-term consequences of decisions and actions on personal reputation and credibility.

Revised: Strategic Planning, December 5, 1996

T-Chart Approved: Millard Board of Education, January 13, 1997

Related Policy: 6110

Rule Adopted: May 3, 1999

Revised: June 18, 2001; July 21, 2003; December 4, 2006,  
March 2, 2009; March 1, 2010; April 18, 2011;  
August 19, 2013

Millard Public Schools  
Omaha, Nebraska

## 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 Curriculum Planning Committee Members 2013-2014

Under the facilitation of Monica Hutfles and Ellen Kramer, MEP Curriculum and Instruction Facilitators

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

In consultation with:

<a href="#"><u>Barb Waller</u></a>	<a href="#"><u>Coordinator of Career and Technical Education</u></a>
<a href="#"><u>Andy DeFreece</u></a>	<a href="#"><u>Director of Elementary and Early Childhood Education</u></a>
<a href="#"><u>Dr. Nancy Johnston</u></a>	<a href="#"><u>Director of Secondary Education</u></a>

## 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. Saundra 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 <a href="#">(2013)</a> ; <a href="#">President (2014)</a>
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
<a href="#">Ellen Kramer (2014)</a>	<a href="#">MEP Curriculum &amp; Instruction Facilitator PreK-5 Social Studies</a>
Nancy Thornblad <a href="#">(2013)</a>	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 [Curriculum and Instruction](#) Facilitator [2013](#)  
[Ellen Kramer, MEP Curriculum and Instruction Facilitator \(2014\)](#)

Breann Avery	Willowdale Elementary
Kim Brummer	Norris Elementary
Matt Dominy ( <a href="#">2013</a> )	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	District
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 Wallbridge	Neihardt Elementary
Shanna Wilwerding	Rockwell Elementary

### Middle School

Under the facilitation of: Monica Hutfles MEP [Curriculum and Instruction](#) Facilitator

Liz Andreasen	Andersen Middle School
Dana Chamberlain	Beadle Middle School
<a href="#">Karen Coates</a>	<a href="#">North Middle School</a>
Shellie Coffey	Russell Middle School
Darrin Comstock	Andersen Middle School
Tyler Cotten	Kiewit Middle School
Scott Eastridge	Andersen Middle School
Elaine Flaxbeard	Central Middle School
Deb Fox	Russell Middle School
Andrea Gomez	Central Middle School
Nicole <a href="#">Henderson</a>	North 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

## High School

Under the facilitation of: Monica Hutfles, MEP [Curriculum and Instruction](#) Facilitator

Nancy Anderson	North High School
<a href="#">Dave Bacon</a>	<a href="#">North High School</a>
Matt Beiriger	South High School
<a href="#">Dana Blakely</a>	<a href="#">West High School</a>
Angela Bosak	Horizon High School
Ali Bragg	West High School
Bryant Bull	West High School
<a href="#">Kerrie Busted</a>	<a href="#">Horizon High School</a>
<a href="#">David Diehl</a>	<a href="#">North High School</a>
Doug Drummond	North High School
<a href="#">Brad Edmundson</a>	<a href="#">North High School</a>
<a href="#">Zander Fields</a>	<a href="#">West High School</a>
<a href="#">Joe Greco</a>	<a href="#">South High School</a>
Jessica Hacker	North High School
<a href="#">Matt Heys</a>	<a href="#">West High School</a>
Brett Kelly	South High School
<a href="#">Nick Kintzle</a>	<a href="#">South High School</a>
Lori Klug	West High School
Lindsey Kramer	West High School
Marla Kratochvil	North High School
<a href="#">Jeff Lollar</a>	<a href="#">West High School</a>
<a href="#">Scott Loveless</a>	<a href="#">North High School</a>
TJ Martin	South High School
<a href="#">Andy Means</a>	<a href="#">South High School</a>
Kristy McGuire	South High School
<a href="#">Megan McEnaney</a>	<a href="#">West High School</a>
Matt Meyer	North High School
<a href="#">Annie Mintken</a>	<a href="#">South High School</a>
<a href="#">Ryan Moseley</a>	<a href="#">West High School</a>
<a href="#">Kyrie Nehls</a>	<a href="#">South High School</a>
<a href="#">Keith Neth</a>	<a href="#">North High School</a>
<a href="#">Bradley Nord</a>	<a href="#">North High School</a>
<a href="#">Tara O'Shea</a>	<a href="#">North High School</a>
Lance Ott	North High School
<a href="#">Mark Pilkington</a>	<a href="#">North High School</a>
<a href="#">Tim Royers</a>	<a href="#">West High School</a>
<a href="#">Jamie Svatora</a>	<a href="#">South High School</a>
David Stalling	South High School
<a href="#">Tracy Stauffer</a>	<a href="#">West High School</a>
Scott Townsley	West High School
<a href="#">Alyssa Watson</a>	<a href="#">West High School</a>
Scott Wike	South High School
Chad Young	West High School
<a href="#">Meryl Zadina</a>	<a href="#">South High School</a>

## Social Studies Service Learning Committee

Under the facilitation of: Monica Hutfles, MEP Curriculum and Instruction Facilitator  
Barb Waller, Coordinator of Career and Technical Education

<u>Jeff Alfrey</u>	<u>Andersen Middle School Principal</u>
<u>Matt Beiriger</u>	<u>Millard South High School</u>
<u>Angela Bosak</u>	<u>Millard Horizon High School</u>
<u>Ali Bragg</u>	<u>Millard West High School</u>
<u>Dana Chamberlain</u>	<u>Beadle Middle School</u>
<u>Jessica Hacker</u>	<u>Millard North High School</u>
<u>Bradly Krebs</u>	<u>Russell Middle School</u>
<u>Rick Mintken</u>	<u>North Middle School</u>
<u>Greg Tiemann</u>	<u>Millard West High School Principal</u>
<u>Susan McAdam</u>	<u>Coordinator of Grants and Volunteers</u>

## Timeline for MEP Cycle Procedures Social Studies

October- <u>November</u> 2012	Curriculum Planning Committee met.
December 2012	Curriculum Planning Committee members met in research groups <ul style="list-style-type: none"> <li>• Best Instructional Practices</li> <li>• Integration with other Content Areas</li> <li>• College and Career Readiness</li> <li>• Scope &amp; Sequence</li> <li>• Global Perspectives</li> <li>• Service Learning</li> </ul>
January 2013	Curriculum Planning Committee research groups met.
February 2013	Community Focus Group met.
February- <u>May</u> 2013	Curriculum Planning Committee members met in small, grade band groups.
March- <u>May</u> 2013	Instructional Materials Selection Committees met.
March- <u>April</u> 2013	Curriculum Planning Committee members met in small, grade band groups
<u>April</u> 2013	Instructional Materials Selection Committees met.
<u>April</u> 2013	<u>Social Studies Service Learning Committee met.</u>
<u>May</u> 2013	Curriculum Planning Committee members met in small, grade band groups.
<u>May</u> 2013	Instructional Materials Selection Committees met.
May 2013	Curriculum Planning Committee met.
May 2013	Americanism Committee met.
June 2013	Framework Part I: PreK-12 presented to Board of Education for approval.
June 2013	Elementary <u>and Middle School</u> Field Study Proposal presented to Board of Education for approval.
<u>August 2013 -</u> <u>January</u> 2014	<u>Field Study &amp; Instructional Selection Committee members met.</u>
<u>October-</u> <u>November</u> 2013	<u>Social Studies Service Learning Committee met.</u>
<u>January</u> 2014	<u>Curriculum Planning Committee met.</u>
<u>January</u> 2014	<u>Materials Community Review Meetings held.</u>
<u>January-</u> <u>February</u> 2014	<u>Textbook/Instructional Materials Selection Committee proposal to Education Services and recommendation to the Board of Education for approval.</u>
<u>February-</u> <u>April</u> 2014	<u>Phase II: Course Guides created based on approved PreK-12 Framework.</u>
<u>June-</u> <u>August</u> 2014	<u>Phase III: Implement new curriculum, allocate new resources, provide staff development related to new curriculum, and develop related assessments.</u>



## 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

<b>Comprehensive Standard</b>	<b>Grade Band Concept</b>
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
<u>Examples</u>	
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)
<b>Forms and Functions of Government</b>	<b>SS M P4.1.1</b> Students will recognize the purpose of rules and the roles of authority figures.	<b>SS 00.1.1</b> Students will recognize the purpose of rules and the roles of authority figures.	<b>SS 01.1.1</b> Students will identify and explain the importance of leaders and team members within their neighborhood and school community.	<b>SS 02.1.1</b> Students will identify and explain the responsibilities and rights of citizens in their communities.	<b>SS 03.1.1</b> Students will identify and explain the structure and function of their local governments.	<b>SS 04.1.1</b> Students will identify and explain the foundation, structure, and function of Nebraska's government.	<b>SS 05.1.1</b> Students will describe the foundation, structure, and function of the United States government.	<b>SS M 06.1.1</b> Students will summarize the foundation, structure, and function of the United States government.
						<b>SS S 04.1.1.a</b> 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)	<b>SS S 05.1.1.a</b> 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)	<b>SS M 06.1.1.a</b> Identify and describe different forms of government via the study of early and current civilizations (e.g., tribal, monarchy, democracy, republic, theocracy, and oligarchy)
					<b>SS S 03.1.1.a</b> Identify the structure and functions of local government	<b>SS S 04.1.1.b</b> Describe the origin, structure, and function of Nebraska's unicameral government	<b>SS S 05.1.1.b</b> Explain the origins, structure, and functions of the three branches of the United States government	<b>SS M 06.1.1.b</b> Describe the structure and roles of government

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

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

	<b>SS M P4.1.2.b</b> Identify patriotic symbols songs and actions (e.g., U.S. Flag, Pledge of Allegiance)	<b>SS S 00.1.2.b</b> Identify patriotic symbols songs and actions (e.g., U.S. Flag, Pledge of Allegiance)	<b>SS S 01.1.2.b</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)	<b>SS S 02.1.2.b</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)	<b>SS S 03.1.2.b</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)	<b>SS S 04.1.2.b</b> Explain the meaning of state symbols, songs and holidays (e.g., Nebraska State Flag, "Beautiful Nebraska", Statehood Day, George Norris Day)	<b>SS S 05.1.2.b</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)	
<b>Civic Participation</b>		<b>SS M 00.1.2.c</b> Identify important historical and current government figures that exemplify civic engagement (e.g. Presidents)	<b>SS S 01.1.2.c</b> Identify important historical and current government figures that exemplify civic engagement (e.g. Governors, Presidents)	<b>SS S 02.1.2.c</b> Describe ways to be actively engaged to improve family, school and community	<b>SS S 03.1.2.c</b> Identify ways students can be engaged to have an impact in their local community	<b>SS S 04.1.2.c</b> Identify ways students can be engaged to have an impact in their state.	<b>SS S 05.1.2.c</b> 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)	<b>SS M 06.1.2c</b> Demonstrate civic engagement (e.g., service learning projects, volunteerism)  <b>NE CCR.3.c</b> Civic Responsibility and Service
			<b>SS M 01.1.2.d</b> Identify characteristics of good citizenship (e.g., truth, helping others, equality)	<b>SS S 02.1.2.d</b> Identify characteristics of good citizenship (e.g., establishing beliefs and justice, truth, equality, personal responsibilities for the common good, tolerance for diversity of opinions)	<b>SS S 03.1.2.d</b> Identify and describe the importance of listening to the views of others and sharing personal views in a respectful manner	<b>SS S 04.1.2.d</b> 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)	<b>SS S 05.1.2.d</b> Analyze how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States	<b>SS M 06.1.2.d</b> 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;"><b>Civic Participation</b></p>				<p><b>SS M 02.1.2.e</b> Identify important historical and current government figures that exemplify civic engagement</p>	<p><b>SS S 03.1.2.e</b> Identify local leaders and the impact of their decisions that affect public policy</p>	<p><b>SS S 04.1.2.e</b> Identify state leaders and the impact of their decisions that affect public policy</p>	<p><b>SS S 05.1.2.e</b> 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><b>SS M 06.1.2.e</b> Discuss the effects individuals and groups had in shaping ancient governments.</p>
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<b>K-12 Comprehensive Standard: Economics</b>								
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							
<b>Markets</b>		(Self)	(Family)	(Neighborhood)	(Community)	(Nebraska)	(United States: First Americans to the Constitution)	(World: Beginnings to 1000 CE)
	<b>SS M P4.2.1</b> Students will recognize people make choices because they cannot have everything they want (scarcity).	<b>SS S 00.2.1</b> Students will recognize people make choices because they cannot have everything they want (scarcity).	<b>SS S 01.2.1</b> Students will recognize economic wants and needs can be satisfied by consuming goods or services.	<b>SS S 02.2.1</b> Students will recognize resources are limited, so other choices must be made and something must be given up (opportunity cost).	<b>SS S 03.2.1</b> Students will understand markets are places where buyers and sellers exchange goods and services.	<b>SS S 04.2.1</b> Students will recognize prices are what consumers pay when they buy a good or service.	<b>SS S 05.2.1</b> Students will analyze various markets where buyers and sellers exchange goods or services.	<b>SS M 06.2.1</b> Students will explain the interdependence of producers and consumers in a market economy.
		<b>SS S 00.2.1.a</b> Identify choices students have made and explain why they had to make a choice	<b>SS S 01.2.1.a</b> Differentiate between goods and services (e.g. examples of goods and services students have consumed)	<b>SS S 02.2.1.a</b> Identify resources (inputs) that make up various good and services	<b>SS S 03.2.1.a</b> Indicate various markets where buyers and sellers meet (e.g., shopping malls, auction, catalogs, garage sales, the Internet)	<b>SS S 04.2.1.a</b> Predict how consumers would react if the price of a good or service changed (e.g., natural disasters, drought, gas prices) <b>SS M 04.2.1.a</b> Predict and justify how consumers would react if the price of a good or service changed (e.g., natural disasters, drought, gas prices)	<b>SS S 05.2.1.a</b> Describe how competition among sellers results in lower costs and prices, higher product quality, and better customer service	<b>SS M 06.2.1.a</b> Understand the relationship between consumers and producers in a market economy (e.g., farming & trade, silk road, social divisions)
		<b>SS M 01.2.1.b</b> Differentiate between needs and wants	<b>SS S 02.2.1.b</b> Identify what items are eliminated when a choice is made (tradeoff)	<b>SS M 03.2.1.b</b> Describe and compare Omaha markets with other communities' markets	<b>SS S 04.2.1.b</b> Predict how producers would react if the profit from selling a good or service changed		<b>SS M 06.2.1.b</b> Illustrate how individuals are both consumers and producers (buyers and sellers) in a market economy	

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

<b>Markets</b>					<b>SS S 03.2.2.c</b> Identify opportunities for education and/or training to increase human resources (e.g., agriculture schools, trade schools, culinary schools, information technology training)			
	<b>SS M P4.2.3</b> Students will describe that people earn income/wages through work.	<b>SS S 00.2.3</b> Students will describe that people earn income/wages through work.	<b>SS S 01.2.3</b> Students will describe how people earn income/wages through work.	<b>SS S 02.2.3</b> Students will describe how people earn income/wages through work.	<b>SS S 03.2.3</b> Students will cite evidence of how money (coins and currency) makes trading easier than bartering.	<b>SS S 04.2.3</b> Students will make observations about the purpose of various financial institutions in Nebraska.	<b>SS S 05.2.3</b> Students will make observations about the purpose of various financial institutions in the United States.	<b>SS M 06.2.3</b> Students will identify economic institutions and describe how they interact with individuals and groups.
<b>Institutions</b>	<b>SS M P4.2.3.a</b> Recognize that there are a variety of jobs in their community	<b>SS M 00.2.3.a</b> Recognize that people earn money to buy things they need and want through a variety of jobs	<b>SS M 01.2.3.a</b> Recognize that there are many jobs in their community (paid/not paid)	<b>SS S 02.2.3.a</b> Match capital resources and human resources with jobs in the community or home (e.g., tractors and farmers)	<b>SS S 03.2.3.a</b> Identify historical examples of trading among early sellers	<b>SS S 04.2.3.a</b> Discuss the purpose of early NE financial institutions (e.g., barter, trading, posts, banks)	<b>SS S 05.2.3.a</b> Identify the functions and characteristics of money (e.g., store value, medium of exchange, unit of accounting)	<b>SS M 06.2.3a</b> 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)
					<b>SS M 03.2.3.b</b> Identify financial institutions in the community and their purpose (e.g., banks, credit unions)	<b>SS M 04.2.3.b</b> Identify financial institutions in the community and their purpose (e.g. banks, credit unions, consumer/business loans, safety of deposit, investment/trust services)	<b>SS S 05.2.3.b</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							<b>SS S 05.2.3.c</b> Identify rules and laws that protect and support consumers (e.g., private property, contracts, agreements and product safety)	
Financial Literacy		<b>SS S 00.2.6</b> Students will recognize money is used to purchase goods and services to satisfy economic wants.	<b>SS S 01.2.6</b> Students will compare spending and saving opportunities.	<b>SS S 02.2.6</b> Students will demonstrate knowledge of currency, its denominations and use.	<b>SS S 03.2.6</b> Students will use knowledge of currency to solve real world problems.	<b>SS S 04.2.6</b> Students will understand that banks are institutions where people save money and earn interest, and where other people borrow money and pay interest.	<b>SS S 05.2.6</b> Students will summarize characteristics of financial institutions.	
		<b>SS S 00.2.6.a</b> Classify and identify U.S. coins and currency	<b>SS S 01.2.3.a</b> Give examples of situations where students and families have chosen to save for future purchases	<b>SS S 02.2.6.a</b> Make transactions using currency emphasizing its use as a medium of exchange (e.g., school store, buying pencils)	<b>SS S 03.2.6.a</b> Given a budget, students will be able to make choices as to what to purchase and what to give up  <b>SS M 03.2.6.a</b> Given an amount of money, students will create a budget that includes income, expenses, and savings	<b>SS S 04.2.6.a</b> Identify the costs and benefits of saving, interest, and borrowing	<b>SS S 05.2.6.a</b> Explain/explore how various financial services are provided by local financial institutions	
Government				<b>SS S 02.2.10</b> Students will understand what goods and services governments provide	<b>SS S 03.2.10</b> Students will understand what goods and services local governments provide.	<b>SS S 04.2.10</b> Students will understand what goods and services state governments provide.	<b>SS S 05.2.10</b> Students will understand what goods and services the national government provides.	<b>SS M 06.2.10</b> Students will identify the roles and responsibilities of government in economic systems.

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

<b>Globalization</b>					<b>SS S 03.2.12.b</b> Give examples of other countries' currencies	<b>SS S 04.2.12.b</b> Discuss how technology has affected the specialization of Nebraska's economy and surrounding states	<b>SS S 05.2.12.b</b> Investigate and report on entrepreneurs and inventors	<b>SS M 06.2.12.b</b> Explain how individuals gain through specialization and voluntary trade (e.g. social divisions, trading for scarce resources, specialization)
					<b>SS M 03.2.12.c</b> Trace export and import paths of local goods with other countries	<b>SS M 04.2.12.c</b> Explain Nebraska's role in national economy	<b>SS M 05.2.12.c</b> Explain how specialization and trade have changed over time (e.g., moved from self-sustaining farms to global markets, global imports)	
						<b>SS M 04.2.13</b> Students will identify how events affect state economy.	<b>SS M 05.2.13</b> Students will identify how events affect U.S. economy.	
						<b>SS M 04.2.13.a</b> Identify how global events can affect trade (exports and imports) in the state	<b>SS M 05.2.13.a</b> 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)
	<b>SS M P4.3.1</b> Students will explore where (spatial) and why people, places and environments are organized in their world.	<b>SS S 00.3.1</b> Students will explore where (spatial) and why people, places and environments are organized in their world.	<b>SS S 01.3.1</b> Students will explore where (spatial) and why people, places and environments are organized in their world.	<b>SS S 02.3.1</b> Students will explore where (spatial) and why people, places and environments are organized locally.	<b>SS S 03.3.1</b> Students will explore where (spatial) and why people, places and environments are organized in the state.	<b>SS S 04.3.1</b> Students will explore where (spatial) and why people, places and environments are organized in the state.	<b>SS S 05.3.1</b> Students will explore where (spatial) and why people, places and environments are organized in the United States.	<b>SS M 06.3.1</b> Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.
<b>The World in Spatial Terms</b>	<b>SS M P4.3.1.a</b> Demonstrate personal directions (e.g., left/right, up/down, front/back, over/under, near/far) to describe relative location	<b>SS S 00.3.1.a</b> Demonstrate personal directions (e.g., left/right, up/down, front/back, over/under, near/far) to describe relative location	<b>SS S 01.3.1.a</b> Locate places using the four cardinal directions.	<b>SS S 02.3.1.a</b> Identify the globe as a model of Earth.	<b>SS S 03.3.1.a</b> Utilize map elements (i.e., title, scale, symbols, legend, and cardinal and intermediate directions)	<b>SS S 04.3.1.a</b> 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)	<b>SS S 05.3.1.a</b> 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)	<b>SS M 06.3.1.a</b> Use and interpret different types of maps/charts/diagrams/timelines (primary sources where available)



<p>The World in Spatial Terms</p>	<p><b>SS M P4.3.1.b</b> Identify locations in the classroom (e.g., dress up center, reading table, carpet area)</p>	<p><b>SS S 00.3.1.b</b> Identify locations in the classroom (e.g., dress up center, reading table, carpet area)</p>	<p><b>SS S 01.3.1.b</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><b>SS M 01.3.1.b</b> Identify and describe locations in the school, home, and neighborhood (e.g., cafeteria, office, store, fire station)</p>	<p><b>SS S 02.3.1.b</b> Identify and describe locations in the neighborhood (e.g., home, the park, friend's house, fire station, grocery store)</p>	<p><b>SS S 03.3.1.b</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><b>SS M 03.3.1.b</b> Apply map skills to locate physical and human features in Omaha and the state</p>	<p><b>SS S 04.3.1.b</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><b>SS M 04.3.1.b</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><b>SS S 05.3.1.b</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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<b>The World in Spatial Terms</b>		<a href="#"><u>SS S 00.3.1.c</u></a> Identify tools such as maps and globes as representations of local and distant places	<a href="#"><u>SS S 01.3.1.c</u></a> Create and use simple maps (e.g., maps of the home and classroom)	<a href="#"><u>SS S 02.3.1.c</u></a> Identify map elements (i.e., title, scale, symbols, legend, and cardinal directions)	<a href="#"><u>SS S 03.3.1.c</u></a> Analyze why things are located where they are in the community (e.g., <i>Why are stores located on main streets? Where is my house located compared to the school?</i> )	<b>SS S 4.3.1.c</b> 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?)	<b>SS S 05.3.1.c</b> 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> )	
				<b>SS S 02.3.1.c d</b> Locate community, Nebraska, and the United States on maps and globes	<b>SS S 03.3.1.d</b> Locate places on maps and globes (e.g., Missouri River, Platte, River, Rocky Mountains, Nebraska, the student's city)  <b>SS M 03.3.1.d</b> Identify the similarities and differences of information presented in online road maps, satellite images, or street-view data		<b>SS M 05.3.1.d</b> Use a variety of maps to gather and analyze information of locations in literature and current events	
	<b>SS M P4.3.1.d c</b> Explain why things are located where they are (e.g., "Why is the playground outside?")	<b>SS S 00.3.1.d</b> Explain why things are located where they are (e.g., "Why is the playground outside?")	<b>SS S 01.3.1.d</b> Analyze why things are located where they are (e.g., "Why is the nurse's office located by the main office?")	<b>SS S 02.3.1.d e</b> Analyze why things are located where they are (e.g., "Why are stores on a main street?")				

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

<b>Places &amp; Regions</b>	<b>SS M P4.3.2.b</b> Identify human characteristics of place (e.g., cities, buildings, farms, roads, highways)	<b>SS S 00.3.2.b</b> Identify human characteristics of place (e.g., cities, buildings, farms, roads, highways)	<b>SS S 01.3.2.b</b> Identify and differentiate between human features (e.g., cities, buildings, farms)	<b>SS S 02.3.2.b</b> Describe local places and regions with other places and regions (e.g., prairie, forest, farm land, ranch land, local community)	<b>SS S 03.3.2.b</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)	<b>SS S 04.3.2.b</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)	<b>SS S 05.3.2.b</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)	<b>SS M 06.3.2.b</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)
	<b>SS M P4.3.2.c</b> Identify means of transportation that people use to move goods and to go from place to place	<b>SS M 00.3.2.c</b> Identify characteristics of places that have changed over time	<b>SS S 01.3.2.c</b> Explain how places change over time (e.g., new building or a bigger road)	<b>SS S 02.3.2.c</b> Explain how places and regions change over time	<b>SS S 03.3.2.c</b> Explain and give examples of how places and regions change over time	<b>SS S 04.3.2.c</b> Identify and classify regions (e.g., counties and cities across Nebraska)	<b>SS S 05.3.2.c</b> Identify and classify regions (e.g., cities, states, and congressional districts)	<b>SS M 06.3.2.c</b> Analyze changes in places and regions over time (e.g., irrigation, growth of cities)
<b>Physical Systems</b>	<b>SS M P4.3.3</b> Students will identify natural processes in their physical world	<b>SS S 00.3.3</b> Students will identify natural processes in their physical world	<b>SS S 01.3.3</b> Students will identify natural processes in their physical world	<b>SS S 02.3.3</b> Students will identify natural processes in their physical world	<b>SS S 03.3.3</b> Students will identify natural processes in their physical world	<b>SS S 04.3.3</b> Students will identify natural processes in the physical world	<b>SS S 05.3.3</b> Students will draw conclusions about the natural processes in the physical world	<b>SS M 06.3.3</b> Students will investigate how natural processes interact to create and change the natural environment
	<b>SS M P4.3.3.a</b> Identify elements of weather (e.g., rain, snow, sun, clouds, fog) and begin to identify weather elements and effect on activities, and clothing.	<b>SS S 00.3.3.a</b> Identify elements of weather (e.g., rain, snow, sun, clouds, fog).  <b>SS S 00.3.3.a</b> Identify elements of weather and the effects on human activity (e.g., people wear coats and mittens in the winter)	<b>SS S 01.3.3.a</b> Identify elements of weather and the effects on human activity (e.g., people wear coats and mittens in winter)  <b>SS M 01.3.3.a</b> Identify elements of weather and the effects on human activity (e.g., outside activities, changes in daily habits)	<b>SS S 02.3.3.a</b> Identify basic components of Earth's physical processes (e.g., landforms, water, climate and weather)	<b>SS S 03.3.3.a</b> Identify the Earth's physical processes in the local community (e.g., landforms, water, climate and weather, erosion and deposition)	<b>SS S 04.3.3.a</b> Identify physical processes that shape Nebraska's features and patterns (e.g., weathering, erosion)	<b>SS S 05.3.3.a</b> Explain how physical processes shape the United States' features and patterns (e.g., weathering, erosion, plate tectonics and internal forces and climate)	

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

Human Systems							<p><b>SS S 05.3.4.c</b> Compare and contrast historical and present day migrations to and within the United States</p>	<p><b>SS M 06.3.4.c</b> 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><b>SS M P4.3.5</b> Students will explore the relationship between humans and their physical environment.</p>	<p><b>SS S 00.3.5</b> Students will explore the relationship between humans and their physical environment.</p>	<p><b>SS S 01.3.5</b> Students will explore the relationship between humans and their physical environment.</p>	<p><b>SS S 02.3.5</b> Students will identify the relationship between humans and the physical environment.</p>	<p><b>SS S 03.3.5</b> Students will identify the relationship between humans and the physical environment.</p>	<p><b>SS S 04.3.5</b> Students will identify how humans have adapted to and modified different environments in Nebraska.</p>	<p><b>SS S 05.3.5</b> Students will describe how humans have adapted to and modified different environments in Early American history</p>	<p><b>SS M 06.3.5</b> Students will analyze how humans have adapted to different physical environments.</p>
	<p><b>SS M P4.3.5.a</b> Recognize the impact of weather on everyday life in planning activities, selecting clothing, travel, and safety</p>	<p><b>SS S 00.3.5.a</b> Recognize the impact of weather on everyday life (e.g., weather-appropriate clothing, indoor/outdoor recess)</p>	<p><b>SS S 01.3.5.a</b> Interpret the impact of weather on everyday life (e.g., tornadoes, blizzards, floods)</p>	<p><b>SS S 02.3.5.a</b> Describe how seasonal weather patterns, natural hazards, and natural resources affect human activities</p>	<p><b>SS S 03.3.5.a</b> Explain how physical environments influence human activities (e.g., availability of water, climate and fertility of soil)</p>	<p><b>SS S 04.3.5.a</b> 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><b>SS S 05.3.5.a</b> Describe the impact of extreme natural events in Early United States History on the human and physical environment (e.g., blizzards, floods, drought)</p>	

<b>Human Environment Interaction</b>					<b>SS S 03.3.5.b</b> Explain how human activities change Earth (e.g., agriculture, transportation, industry)	<b>SS S 04.3.5.b</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)	<b>SS S 05.3.5.b</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)	<b>SS M 06.3.5.b</b> Identify and evaluate how humans utilize the physical environment (e.g., irrigation, levees, terraces, fertile soils, changes in land use)
		<b>SS M 00.3.5.b</b> Match resources to their sources (e.g., food from farms, wood from trees, fish from the sea)	<b>SS S 01.3.5.b</b> Match resources to their sources (e.g., food from farms, wood from trees, minerals from the ground, fish from the sea)	<b>SS S 02.3.5.b</b> Identify Earth's natural resources (e.g., minerals, air, land, water, soil). <b>SS M 02.3.5.b</b> Identify how people use natural resources in their community	<b>SS S 03.3.5.c</b> Explain the importance of Earth's natural resources (e.g., minerals, air, water, land) <b>SS M 03.3.5.c</b> Identify renewable and non-renewable resources	<b>SS S 04.3.5.c</b> Classify resources as renewable or nonrenewable resources		



<b>Human Environment Interaction</b>	<b>SS M P4.3.5.b</b> Give examples of how to care for the environment (e.g., recycle cans, bottles, and paper; pick up your trash)	<b>SS S 00.3.5.c</b> Give examples of how to care for the environment (e.g., recycle cans, bottles, and paper; pick up your trash).	<b>SS S 01.3.5.c</b> Identify environmental issues related to the physical environment (e.g., drought, poor soil development, deserts, terrain)	<b>SS S 02.3.5.c</b> 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)	<b>SS S 03.3.5.d</b> Describe how humans develop communities in local settings (e.g., roads, landfills, sewage systems, land use patterns)	<b>SS S 04.3.5.d</b> Describe environmental issues in Nebraska (e.g., soil conservation, water stewardship, contour farming, minimum tillage, air quality, solid waste)	<b>SS S 05.3.5.c</b> 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)	<b>SS M 06.3.5.c</b> Analyze issues related to the physical environment globally (e.g., water supply, availability of arable land)
							<b>SS S 05.3.5.d</b> Examine patterns of resource distribution and utilization in Early America (e.g., fisheries, forests, agricultural development, early manufacturing regions)	
						<b>SS S 04.3.5.e</b> Describe human adaptations to the physical environment. (e.g., use of air conditioning, irrigation, agricultural activities)	<b>SS S 05.3.5.e</b> Describe human adaptations to the physical environment. (e.g., use of air conditioning, irrigation, agricultural activities, soil testing, erosion control)	

	<b>SS M P4.3.6</b> Students will use geographic skills to make connections to their lives.	<b>SS S 00.3.6</b> Students will use geographic skills to make connections to their lives.	<b>SS S 01.3.6</b> Students will use geographic skills to make connections to their lives.	<b>SS S 02.3.6</b> Students will use geographic skills to make connections.	<b>SS S 03.3.6</b> Students will use geographic skills to make connections to issues and events.	<b>SS S 04.3.6</b> Students will use geographic skills to make connections to issues and events.	<b>SS S 05.3.6</b> Students will use geographic skills to interpret issues and events.	<b>SS M 06.3.6</b> Students will analyze issues and/or events using geographic knowledge and skills to make informed decisions
<b>Application of Geography to Issues and Events</b>	<b>SS M P4.3.6.a</b> Give examples of how geographic knowledge or techniques are applied (e.g., locate people or places in relationship to each other)	<b>SS S 00.3.6.a</b> 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)	<b>SS S 01.3.6 a</b> 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)	<b>SS S 02.3.6.a</b> 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)	<b>SS S 03.3.6.a</b> 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> )	<b>SS S 04.3.6.a</b> 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)	<b>SS S 05.3.6.a</b> 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)	<b>SS M 06.3.6.a</b> Analyze the physical or human geographic factors explaining the spatial pattern of world events. (e.g., water scarcity and conflict)
<b>Application of Geography to Issues and Events</b>					<b>SS S 03.3.6.b</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)	<b>SS S 04.3.6.b</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)	<b>SS S 05.3.6.b</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)	<b>SS M 06.3.6.b</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)

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							
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)
	<b>SS M P4.4.1</b> Students will identify chronological relationships and patterns.	<b>SS S 00.4.1</b> Students will identify chronological relationships and patterns.	<b>SS S 01.4.1</b> Students will describe chronological relationships and patterns.	<b>SS S 02.4.1</b> Students will describe and apply chronological relationships and patterns.	<b>SS S 03.4.1</b> Students will describe and analyze chronological relationships and patterns.	<b>SS S 04.4.1</b> Students will examine chronological relationships and patterns, and describe the connections among them.	<b>SS S 05.4.1</b> Students will examine chronological relationships and patterns, and describe the connections among them.	<b>SS M 06.4.1 (WLD)</b> Students will analyze how major past and current world events are chronologically connected, and evaluate their impact(s) upon one another.
	<b>SS M P4.4.1.a</b> Identify and use time-related vocabulary and sequence photos/symbols to mark time	<b>SS S 00.4.1.a</b> Identify concepts of time and chronology (e.g., yesterday, today, tomorrow)	<b>SS S 01.4.1.a</b> Identify concepts of time and chronology (e.g., past, present, future; calendar weeks)	<b>SS S 02.4.1.a</b> Identify concepts of time and chronology (e.g., past, present, future, months, years)	<b>SS S 03.4.1.a</b> Describe concepts of time and chronology (e.g., annual, biannual, decades, centuries, millennia)	<b>SS S 04.4.1.a</b> Apply concepts of time and chronology (e.g., annual, biannual, decades, centuries, millennia)	<b>SS S 05.4.1.a</b> Describe concepts of time and chronology (e.g., BC, BCE, AD, CE and eras)	<b>SS M 06.4.1.a (WLD)</b> 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)
	<b>SS S 00.4.1.b</b> Read dates on a calendar	<b>SS S 01.4.1.b</b> Read dates on a calendar. (e.g., fourth day of week, number of Fridays in a month, etc.)	<b>SS S 02.4.1.b</b> Identify calendar time in years	<b>SS S 03.4.1.b</b> Identify calendar time in years, decades, centuries, and millennia	<b>SS S 04.4.1.b</b> Differentiate amongst years, decades, centuries, and millennia			

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

<p style="text-align: center;"><b>Historical Comprehension</b></p>	<p><b>SS M P4.4.2.a</b> 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><b>SS S 00.4.2.a</b> 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><b>SS S 01.4.2.a</b> 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><b>SS S 02.4.2.a</b> 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><b>SS S 03.4.2.a</b> 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><b>SS S 04.4.2.a</b> 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><b>SS S 05.4.2.a</b> 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><b>SS M 06.4.2.a (WLD)</b> 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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<b>Historical Comprehension</b>	<b>SS M P4.4.2.b</b> Differentiate between stories from the present and the past and identify relevant features that provide those clues through photos/illustrations and spoken text	<b>SS S 00.4.2.b</b> Differentiate between stories from the present and the past	<b>SS S 01.4.2.b</b> Describe how objects including books, letters, and other artifacts help us to understand the past  <b>SS M 01.4.2.b</b> Use photographs, letters, artifacts, and books to clarify what is known and what is unknown	<b>SS S 02.4.2.b</b> Describe how their neighborhood has changed over the course of time using maps and other artifacts  <b>SS M 02.4.2.b</b> Use historical artifacts, photographs, biographies, maps, diaries and folklore to answer questions about daily life in the past	<b>SS S 03.4.2.b</b> Describe how their community has changed over the course of time using maps and other artifacts  <b>SS M 03.4.2.b</b> Identify and describe examples of how science and technology have changed the daily lives of people in the community	<b>SS S 04.4.2.b</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)  <b>SS M 04.4.2.b</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	<b>SS S 05.4.2.b</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  <b>SS M 05.4.2.b</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	<b>SS M 06.4.2.b</b> (WLD) Analyze how global civilizations have changed over the course of time, using maps, documents, and other artifacts
					<b>SS S 03.4.2.c</b> Describe primary and secondary sources	<b>SS S 04.4.2.c</b> Differentiate between primary and secondary sources	<b>SS S 05.4.2.c</b> Describe the appropriate uses of primary and secondary sources	<b>SS M 06.4.2.c</b> (WLD) Analyze the appropriate uses of primary and secondary sources

	<b>SS M P4.4.3</b> Students will recognize different perspectives of events.	<b>SS S 00.4.3</b> Students will recognize different perspectives of events.	<b>SS S 01.4.3</b> Students will identify multiple perspectives of events.	<b>SS S 02.4.3</b> Students will identify multiple perspectives of events.	<b>SS S 03.4.3</b> Students will describe multiple perspectives of events.	<b>SS S 04.4.3</b> Students will describe and explain multiple perspectives of historical events.	<b>SS S 05.4.3</b> Students will describe and explain multiple perspectives of historical events.	<b>SS M 06.4.3 (WLD)</b> Students will analyze and interpret historical and current events from multiple perspectives.
<b>Multiple Perspectives</b>	<b>SS M P4.4.3.a</b> Understand that two people can tell a story about the same event and share different details (e.g., Events that occurred on the playground)	<b>SS S 00.4.3.a</b> Understand that two people can tell a story about the same event and share different details (e.g., Events that occurred on the playground)	<b>SS S 01.4.3.a</b> Use more than one source to gather details about the same event (e.g., holiday celebrations)	<b>SS S 02.4.3.a</b> Use more than one source to gather details about the same event (e.g., school/neighborhood events)	<b>SS S 03.4.3.a</b> Compare and contrast how various sources relate their perspective of history (e.g., community events)	<b>SS S 04.4.3.a</b> Distinguish how various sources relate their perspectives of Nebraska history (e.g., The death of Crazy Horse)	<b>SS S 05.4.3.a</b> Describe how multiple perspectives facilitate the understanding of the full story of US history (e.g., The events surrounding the Boston Massacre, Indian Removal)	<b>SS M 06.4.3.a (WLD)</b> 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)
						<b>SS S 04.4.3.b</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)	<b>SS S 05.4.3.b</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)	<b>SS M 06.4.3.b (WLD)</b> 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)



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

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

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

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

<b>Course</b>	<b>PreK Social Studies</b>	<b>Kindergarten Social Studies</b>	<b>Grade 1 Social Studies</b>	<b>Grade 2 Social Studies</b>	<b>Grade 3 Social Studies</b>	<b>Grade 4 Social Studies</b>	<b>Grade 5 Social Studies</b>	<b>Ancient Civilizations 6</b>
<b>Materials</b>	<a href="#">Steps to Literacy</a>	<a href="#">Social Studies Alive! Me and My World (TCI 2010)</a>	<a href="#">Social Studies Alive! My School and Family (TCI 2010)</a>	<a href="#">Social Studies Alive! My Community (TCI 2010)</a>	<a href="#">Social Studies Alive! Our Community and Beyond (TCI 2010)</a>	<a href="#">Social Studies Alive! Regions of Our Country (TCI 2010)</a>	<a href="#">Social Studies Alive! America's Past (TCI 2010)</a>	<a href="#">History Alive! The Ancient World (TCI 2011)</a>

<b>K-12 Comprehensive Standard: Civics</b> 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.	
<b>Concepts</b>	<b>Grade Level Standards</b>

	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)
<b>Forms and Functions of Government</b>	<b>SS 05.1.1</b> Students will describe the foundation, structure, and function of the United States government.	<b>SS M 06.1.1</b> Students will summarize the foundation, structure, and function of the Ancient governments.	<b>SS M 07.1.1</b> Students will summarize the foundation, structure, and function of the United States government.	<b>SS S 08.1.1</b> Students will summarize the foundation, structure, and function of the United States government.	<b>SS M 09.1.1</b> Students will analyze and evaluate the foundation, structures, and functions of the United States government as well as local, state, and international governments.	<b>SS M 10.1.1</b> Students will analyze and evaluate the foundation, structures, and functions of the United States government as well as local, state, and international governments.	<b>SS M 11.1.1</b> Students will analyze and evaluate the foundation, structures, and functions of the United States government as well as local, state, and international governments.	<b>SS S 12.1.1</b> Students will analyze and evaluate the foundation, structures, and functions of the United States government as well as local, state, and international governments.
	<b>SS S 05.1.1.a</b> 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)	<b>SS M 06.1.1.a</b> Identify and describe different forms of government via the study of early and current civilizations (e.g., tribal, monarchy, democracy, republic, theocracy, and oligarchy)	<b>SS M 07.1.1.a</b> Identify and describe different forms of government via the study of early and current civilizations (e.g., tribal, monarchy, democracy, republic, theocracy, and oligarchy)	<b>SS S 08.1.1.a</b> Identify and describe different forms of government via the study of early and current civilizations (e.g., tribal, monarchy, democracy, republic, theocracy, and oligarchy)		<b>SS M 10.1.1.a</b> 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)	<b>SS S 11.1.1.a</b> 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)	<b>SS S 12.1.1.a</b> 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)

<b>Forms and Function of Government</b>	<p><b>SS S 05.1.1.b</b> Explain the origins, structure, and functions of the three branches of the United States government</p>	<p><b>SS M 06.1.1.b</b> Describe the structure and roles of government</p>	<p><b>SS M 07.1.1.b</b> Describe the structure and roles of government</p>	<p><b>SS S 08.1.1.b</b> Describe the structure and roles of government</p>	<p><b>SS M 09.1.1.b a</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><b>SS M 11.1.1.b</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><b>SS S 12.1.1.b</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><b>SS S 05.1.1.c</b> Describe how colonial and new states' governments laws affected groups within their population (e.g., citizens, slaves, immigrants, women, class systems, tribes)</p>	<p><b>SS M 06.1.1.c</b> 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><b>SS M 07.1.1.c</b> 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><b>SS S 08.1.1.c</b> 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><b>SS M 11.1.1.c</b> 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>

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

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



<b>Civic Participation</b>	<p><b>SS S 05.1.2.b</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><b>SS S 08.1.2. b</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><b>SS M 09.1.2.b</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><b>SS M 11.1.2.b</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><b>SS S 12.1.2.b</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><b>SS S 05.1.2.c</b> Give examples of group and individual actions that illustrate civic ideas in the founding of the United States (e.g., freedom, equality, civility, cooperation, respect)</p>	<p><b>SS M 06.1.2.e b</b> Demonstrate civic engagement (e.g., service learning projects, volunteerism) <b>NE CCR.3.c</b> Civic Responsibility and Service</p>	<p><b>SS M 7.1.2.e b</b> Demonstrate civic engagement (e.g., service learning projects, volunteerism) <b>NE CCR.3.c</b> Civic Responsibility and Service</p>	<p><b>SS S 8.1.2c</b> Demonstrate civic engagement (e.g., service learning projects, volunteerism)  <b>SS M 8.1.2c</b> Demonstrate civic engagement through a culminating activity. (e.g., service learning projects, volunteerism) <b>NE CCR.3.c</b> Civic Responsibility and Service</p>	<p><b>SS M 09.1.2.c</b> 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) <b>NE CCR.3.c</b> Civic Responsibility and Service</p>	<p><b>SS M 10.1.2. e a</b> 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) <b>NE CCR.3.c</b> Civic Responsibility and Service</p>	<p><b>SS M 11.1.2.c</b> 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) <b>NE CCR.3.c</b> Civic Responsibility and Service</p>	<p><b>SS S 12.1.2.c</b> 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) <b>NE CCR.3.c</b> Civic Responsibility and Service</p>

<b>Civic Participation</b>								<p><b>SS M 12.1.2.c</b> 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)</p> <p><b>NE CCR.3.c</b> Civic Responsibility and Service (Grades 11 or 12)</p>
	<p><b>SS S 05.1.2.d</b> Analyze how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States</p>	<p><b>SS M 06.1.2.d c</b> Evaluate how cooperation and conflict among people have contributed to political, economic, and social events and situations in Ancient civilizations</p>		<p><b>SS S 08.1.2.d</b> 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><b>SS M 11.1.2.d</b> Analyze an issue and determine which level of government is most appropriate to utilize in addressing the issue</p>	<p><b>SS S 12.1.2.d</b> 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><b>SS S 05.1.2.e</b> 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><b>SS M 06.1.2.e d</b> Discuss the effects individuals and groups had in shaping ancient governments.</p>		<p><b>SS S 08.1.2.e</b> 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><b>SS M 11.1.2.e</b> 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><b>SS S 12.1.2.e</b> 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><b>SS M 09.1.2.f d</b> Critique various media sources for accuracy and perspective NE CCR.4.a Perceptiveness <b>NE CCR.5.a-c</b> Uses Critical Thinking (World Geography)</p>	<p><b>SS M 10.1.2.f b</b> Critique various media sources for accuracy and perspective NE CCR.4.a Perceptiveness <b>NE CCR.5.a-c</b> Uses Critical Thinking</p>	<p><b>SS M 11.1.2.f</b> Critique various media sources for accuracy and perspective NE CCR.4.a Perceptiveness <b>NE CCR.5.a-c</b> Uses Critical Thinking</p>	<p><b>SS S 12.1.2.f</b> Critique various media sources for accuracy and perspective NE CCR.4.a Perceptiveness <b>NE CCR.5.a-c</b> Uses Critical Thinking (Grades 10, 11 or 12)</p>
Writing	<p><b>LA S 05.2.2</b> Writing Genres: Write for a variety of purposes and audiences in multiple genres. <b>a. persuasive</b> <b>b. descriptive</b> <b>c. narrative</b></p>	<p><b>LA S 06.2.2</b> Students will write for a variety of purposes and audiences in multiple genres.</p>	<p><b>LA S 07.2.2</b> Students will write for a variety of purposes and audiences in multiple genres.</p>	<p><b>LA S 08.2.2</b> Students will write for a variety of purposes and audiences in multiple genres.</p>	<p><b>LA M 09.2.2</b> Students will demonstrate knowledge of components specific to the structures of a definition, compare / contrast, descriptive, argumentative, and persuasive essay.</p>	<p><b>LA M 10.2.2</b> Students will demonstrate knowledge of components specific to the structures of problem-solution, definition, cause and effect, analysis, and synthesis.</p>	<p><b>LA M 11.2.2</b> Students will demonstrate knowledge of components specific to the structures of analysis, problem solution, synthesis, and personal essay.</p>	<p><b>LA S 12.2.2</b> 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 07.1.6 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.
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<b>K-12 Comprehensive Standard: Economics</b> 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							
	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>Markets</b>	<b>SS S 05.2.1</b> Students will analyze various markets where buyers and sellers exchange goods or services.	<b>SS M 06.2.1</b> Students will explain the interdependence of producers and consumers in a market economy.	<b>SS M 07.2.1</b> Students will explain the interdependence of producers and consumers in a market economy.	<b>SS S 08.2.1</b> Students will explain the interdependence of producers and consumers in a market economy.	<b>SS M 09.2.1</b> Students will assess how market forces guide the owners of land, labor, and capital and determine the allocation of wealth in the economy.	<b>SS M 10.2.1</b> Students will assess how market forces guide the owners of land, labor, and capital and determine the allocation of wealth in the economy.	<b>SS M 11.2.1</b> Students will assess how market forces guide the owners of land, labor, and capital and determine the allocation of wealth in the economy.	<b>SS S 12.2.1</b> Students will assess how market forces guide the owners of land, labor, and capital and determine the allocation of wealth in the economy.
	<b>SS S 05.2.1.a</b> Describe how competition among sellers results in lower costs and prices, higher product quality, and better customer service	<b>SS M 06.2.1.a</b> Understand the relationship between consumers and producers in a market economy (e.g., farming & trade, silk road, social divisions)	<b>SS M 07.2.1.a</b> Understand the relationship between consumers and producers in a market economy (e.g., specialization and trade)	<b>SS S 08.2.1.a</b> Understand the relationship between consumers and producers in a market economy (e.g., circular flow)	<b>SS M 09.2.1.a</b> Explain how the factors of production are bought and sold in the market	<b>SS M 10.2.1.a</b> Explain how the factors of production are bought and sold in the market (e.g. slave markets, souks, bazaars, Industrial Revolution, trade)	<b>SS M 11.2.1.a</b> Explain how the factors of production are bought and sold in the market	<b>SS S 12.2.1.a</b> Explain how the factors of production are bought and sold in the market (Grades 9, 10, 11 or 12)
		<b>SS M 06.2.1.b</b> Illustrate how individuals are both consumers and producers (buyers and sellers) in a market economy	<b>SS M 07.2.1.b</b> Illustrate how individuals are both consumers and producers (buyers and sellers) in a market economy	<b>SS S 08.2.1.b</b> Illustrate how individuals are both consumers and producers (buyers and sellers) in a market economy	<b>SS M 09.2.1.b</b> Analyze the role of the product market and the resource market	<b>SS M 10.2.1.b</b> Analyze the role of the product market and the resource market (e.g. Columbian Exchange, slavery, Silk Road, cash crops)	<b>SS M 11.2.1.b</b> Analyze the role of the product market and the resource market	<b>SS S 12.2.1.b</b> Analyze the role of the product market and the resource market (Grades 9, 10, 11 or 12)

<b>Markets</b>		<b>SS M 06.2.1.c</b> Describe the development and effects of technology in economic history (e.g., increased productivity, specialization of jobs)	<b>SS M 07.2.1.c</b> Describe the development and effects of technology in economic history (e.g., increased productivity, increased standard of living, increased employment, population mobility)	<b>SS S 08.2.1.c</b> Describe the development and effects of technology in economic history (e.g., increased productivity, increased standard of living, increased employment)	<b>SS M 09.2.1.c</b> 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)	<b>SS M 10.2.1.c</b> 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)	<b>SS M 11.2.1.c</b> 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)	<b>SS S 12.2.1.c</b> 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)
					<b>SS M 09.2.1.d</b> 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)	<b>SS M 10.2.1.d</b> 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)	<b>SS M 11.2.1.d</b> 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)	<b>SS S 12.2.1.d</b> 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)
				<b>SS S 08.2.1.d</b> Identify the role of entrepreneurs and profit in a market economy  <b>SS M 08.2.1.d</b> Identify the role of entrepreneurs and profit in a market economy (e.g. Franklin, Carnegie, Edison) (Grade 8)	<b>SS M 09.2.1.e</b> 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)	<b>SS M 10.2.1.e</b> 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)	<b>SS M 11.2.1.e</b> Explain how wages/earnings are affected by the market (e.g., value of products, supply and demand of labor, worker skills and qualifications)	<b>SS S 12.2.1.e</b> 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)

					<b>SS M 09.2.1.f</b> 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)	<b>SS M 10.2.1.f</b> 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)	<b>SS M 11.2.1.f</b> 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)	<b>SS S 12.2.1.f</b> 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)
<b>Markets</b>	<b>SS S 05.2.2</b> Students will make observations about how human capital can be improved by education, training, and standard of living.			<b>SS S 08.2.2</b> Students will describe the relationship between supply and demand.	<b>SS M 09.2.2</b> Students will illustrate how markets determine prices and allocate goods and services.	<b>SS M 10.2.2</b> Students will illustrate how markets determine prices and allocate goods and services.	<b>SS M 11.2.2</b> Students will illustrate how markets determine prices and allocate goods and services.	<b>SS S 12.2.2</b> Students will illustrate how markets determine prices and allocate goods and services.
	<b>SS S 05.2.2.a</b> Give examples of how additional education/training improves productivity and increases standard of living (e.g., apprentice, journeyman, master electrician)			<b>SS S 08.2.2.a</b> Explain how the relationship between supply and demand determines price (market clearing price) (Grade 8)	<b>SS M 09.2.2.a</b> Understand demand, quantity demanded, and changes in demand (W Geo)	<b>SS M 10.2.2.a</b> Understand demand, quantity demanded, and changes in demand (e.g. bronze, iron, steel, oil)	<b>SS M 11.2.2.a</b> Understand demand, quantity demanded, and changes in demand	<b>SS S 12.2.2.a</b> Understand demand, quantity demanded, and changes in demand (Grades 10, 11 or 12)
				<b>SS S 08.2.2.b</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)	<b>SS M 09.2.2.b</b> Understand supply, quantity supplied, and changes in supply (W Geo)	<b>SS M 10.2.2.b</b> Understand supply, quantity supplied, and changes in supply (e.g. bronze, iron, steel, oil)	<b>SS M 11.2.2.b</b> Understand supply, quantity supplied, and changes in supply	<b>SS S 12.2.2.b</b> Understand supply, quantity supplied, and changes in supply (Grades 10,11 or 12)



<b>Markets</b>					<b>SS M 09.2.2.c</b> Understand that equilibrium price and quantity are determined by supply and demand (W Geo)		<b>SS M 11.2.2.c</b> Understand that equilibrium price and quantity are determined by supply and demand	<b>SS S 12.2.2.c</b> Understand that equilibrium price and quantity are determined by supply and demand (Grades 11 or 12)
							<b>SS M 11.2.2.d</b> Hypothesize how competition between sellers could results in lower prices, higher quality products, and better customer service	<b>SS S 12.2.2.d</b> Hypothesize how competition between sellers could results in lower prices, higher quality products, and better customer service (Grades 11 or 12)
								<b>SS M 11.2.2.e</b> 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)
<b>Institutions</b>	<b>SS S 05.2.3</b> Students will make observations about the purpose of various financial institutions in the United States.	<b>SS M 06.2.3</b> Students will identify economic institutions and describe how they interact with individuals and groups.	<b>SS M 07.2.3</b> Students will identify economic institutions and describe how they interact with individuals and groups.	<b>SS OS 8.2.3</b> Students will identify economic institutions and describe how they interact with individuals and groups.	<b>SS M 09.2.3</b> Students will analyze how economic institutions impact individuals and groups.		<b>SS M 11.2.3</b> Students will analyze how economic institutions impact individuals and groups.	<b>SS S 12.2.3</b> Students will analyze how economic institutions impact individuals and groups.

<b>Institutions</b>	<p><b>SS S 05.2.3.a</b> Identify the functions and characteristics of money (e.g., store value, medium of exchange, unit of accounting)</p>	<p><b>SS M 06.2.3a</b> 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)</p>	<p><b>SS M 07.2.3.a</b> Describe the purpose and role of economic institutions (e.g., corporations, labor unions, financial institutions)</p>	<p><b>SS S 08.2.3.a</b> Describe the purpose and role of economic institutions (e.g., corporations, labor unions, financial institutions, stock markets, cooperatives, and business partnerships)</p>	<p><b>SS M 09.2.3.a</b> 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)</p>	<p><b>SS M 11.2.3.a</b> 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)</p>	<p><b>SS S 12.2.3.a</b> 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)</p>	
	<p><b>SS S 05.2.3.b</b> Identify the importance of financial institutions to households and businesses (e.g., loans to agriculture, business, and individuals in order to provide capital)</p>		<p><b>SS M 07.2.3.b</b> Recognize how inflation and deflation impacts purchasing power (e.g., track GDP in various years, compare consumer purchasing power)</p>	<p><b>SS S 08.2.3.b</b> Recognize how inflation and deflation impacts purchasing power (e.g., track GDP in various years, compare consumer purchasing power) (Grade 7)</p>	<p><b>SS M 09.2.3.b</b> Describe how measures used by economic institutions are calculated (e.g., trends and business cycles using GDP, unemployment rates, inflation rates) (W Geo)</p>		<p><b>SS M 11.2.3.b</b> Describe how measures used by economic institutions are calculated (e.g., trends and business cycles using GDP, unemployment rates, inflation rates)</p>	<p><b>SS S 12.2.3.b</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)</p>
	<p><b>SS S 05.2.3.c</b> Identify rules and laws that protect and support consumers (e.g., private property, contracts, agreements and product safety)</p>						<p><b>SS M 11.2.3.c</b> Explain how banks and a sound monetary system are critical to a functioning economy</p>	<p><b>SS S 12.2.3.c</b> Explain how banks and a sound monetary system are critical to a functioning economy (Grades 11 or 12)</p>
							<p><b>SS M 11.2.3.d</b> Describe the functions and role of the Federal Reserve System and its influence through monetary policy (e.g., balancing inflation and unemployment)</p>	<p><b>SS S 12.2.3.d</b> 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)</p>

							<b>SS M 11.2.3.e</b> Understand how financial markets determine the cost of borrowing and influence the level of economic activity	<b>SS S 12.2.3.e</b> Understand how financial markets determine the cost of borrowing and influence the level of economic activity (Grades 11 or 12)
Institutions				<b>SS S 08.2.4</b> Students will identify how private ownership of property is a basic institution of a market economy.	<b>SS M 09.2.4</b> Students will assess how private ownership of property is a basic institution of a market economy.		<b>SS M 11.2.4</b> Students will assess how private ownership of property is a basic institution of a market economy.	<b>SS S 12.2.4</b> Students will assess how private ownership of property is a basic institution of a market economy.
				<b>SS S 08.2.4.a</b> 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)	<b>SS M 09.2.4.a</b> 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)		<b>SS M 11.2.4.a</b> 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)	<b>SS S 12.2.4.a</b> 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)
Financial Literacy			<b>SS M 07.2.5</b> Students will identify the basic economic systems in the global economy.	<b>SS S 08.2.5</b> Students will identify the basic economic systems in the global economy.	<b>SS M 09.2.5</b> Students will review and apply the basic economic systems in the global economy.	<b>SS M 10.2.5</b> Students will recognize and predict the impact that various economic systems will have on people.	<b>SS M 11.2.5</b> Students will recognize and predict the impact that various economic systems will have on people.	<b>SS S 12.2.5</b> Students will recognize and predict the impact that various economic systems will have on people.

<b>Financial Literacy</b>			<b>SS M 07.2.5.a</b> Compare and contrast characteristics of different economic systems. (e.g., traditional, command, market, mixed)	<b>SS S 08.2.5.a</b> Compare and contrast characteristics of different economic systems. (e.g., traditional, command, market, mixed) (Grade 7)	<b>SS M 09.2.5.a</b> Compare and contrast characteristics of different economic systems. (e.g., traditional, command, market, mixed)	<b>SS M 10.2.5.a</b> 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)	<b>SS M 11.2.5.a</b> Develop a logical argument debating the merits of various economic systems (e.g., traditional, command, market, mixed)	<b>SS S 12.2.5.a</b> Develop a logical argument debating the merits of various economic systems (e.g., traditional, command, market, mixed) (Grade 9, 10, 11 or 12)
			<b>SS.M 07.2.5 b</b> Discuss various philosophies regarding governments' role in an economy (e.g., capitalism, socialism)	<b>SS.S 08.2.5 b</b> Discuss various philosophies regarding governments' role in an economy (e.g., capitalism, socialism) (e.g. U.S. government involvement) (Grades 7, 8)	<b>SS.M 09.2.5 b</b> Discuss various philosophies regarding governments' role in an economy (e.g., capitalism, socialism)	<b>SS M 10.2.5.b</b> Evaluate the historical use of various economic systems (e.g. feudalism, manorialism, slavery, capitalism, Marxism, communism)	<b>SS M 11.2.5.b</b> Evaluate the historical use of various economic systems	<b>SS S 12.2.5.b</b> Evaluate the historical use of various economic systems (Grades 9, 10, 11 or 12)
					<b>SS M 09.2.5.c</b> Compare the standard of living with other countries (Germany, Brazil, Russia, India, China)	<b>SS M 10.2.5.c</b> Compare the standard of living with other countries (e.g. Rome vs. China; Aztecs vs. Medieval Europe)	<b>SS M 11.2.5.c</b> Compare the standard of living with other countries (Germany, Brazil, Russia, India, China)	<b>SS S 12.2.5.c</b> Compare the standard of living with other countries (Germany, Brazil, Russia, India, China) (Grades 9, 10, 11 or 12)
	<b>SS S 05.2.6</b> Students will summarize characteristics of financial institutions.				<b>Financial Literacy Requirement</b>	<b>Financial Literacy Requirement</b>	<b>Financial Literacy Requirement</b>	<b>SS S 12.2.6</b> Students will understand economic concepts that support rational decision making

<b>Financial Literacy</b>	<b>SS S 05.2.6.a</b> Explain/explore how various financial services are provided by local financial institutions				<b>Financial Literacy Requirement</b>	<b>Financial Literacy Requirement</b>	<b>Financial Literacy Requirement</b>	<b>SS S 12.2.6.a</b> Explore employment trends and reasons for growth and decline in employment (Grades 9, 10, 11 or 12)
					<b>Financial Literacy Requirement</b>	<b>Financial Literacy Requirement</b>	<b>Financial Literacy Requirement</b>	<b>SS S 12.2.6.b</b> Make career decisions by systematically considering alternatives and consequences through the use of cost benefit analysis (Grades 9, 10, 11 or 12)
					<b>Financial Literacy Requirement</b>	<b>Financial Literacy Requirement</b>	<b>Financial Literacy Requirement</b>	<b>SS S 12.2.6.c</b> Assess the incentives for investing in personal education, skills, and talents (Grades 9, 10, 11 or 12)
					<b>Financial Literacy Requirement</b>	<b>Financial Literacy Requirement</b>	<b>Financial Literacy Requirement</b>	<b>SS S 12.2.6.d</b> 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)

<b>Financial Literacy</b>					<b>Financial Literacy Requirement</b>	<b>Financial Literacy Requirement</b>	<b>Financial Literacy Requirement</b>	<b>SS S 12.2.7 Students will apply effective money management concepts.</b>
					<b>Financial Literacy Requirement</b>	<b>Financial Literacy Requirement</b>	<b>Financial Literacy Requirement</b>	<b>SS S 12.2.7.a</b> Organize personal finances and use a budget to manage cash flow (Grades 9, 10, 11 or 12)
					<b>Financial Literacy Requirement</b>	<b>Financial Literacy Requirement</b>	<b>Financial Literacy Requirement</b>	<b>SS S 12.2.7.b</b> Compare and contrast checking and savings accounts (Grades 9, 10, 11 or 12)
					<b>Financial Literacy Requirement</b>	<b>Financial Literacy Requirement</b>	<b>Financial Literacy Requirement</b>	<b>SS S 12.2.7.c</b> Assess the effects of taxes on personal income (Grades 9, 10, 11 or 12)
					<b>Financial Literacy Requirement</b>	<b>Financial Literacy Requirement</b>	<b>Financial Literacy Requirement</b>	<b>SS S 12.2.8 Students will critique strategies used to establish, build, maintain, monitor, and control credit.</b>
					<b>Financial Literacy Requirement</b>	<b>Financial Literacy Requirement</b>	<b>Financial Literacy Requirement</b>	<b>SS S 12.2.8.a</b> 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)

<b>Financial Literacy</b>					<b>Financial Literacy Requirement</b>	<b>Financial Literacy Requirement</b>	<b>Financial Literacy Requirement</b>	<b>SS S 12.2.8.b</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)
					<b>Financial Literacy Requirement</b>	<b>Financial Literacy Requirement</b>	<b>Financial Literacy Requirement</b>	<b>SS S 12.2.8.c</b> 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)
					<b>Financial Literacy Requirement</b>	<b>Financial Literacy Requirement</b>	<b>Financial Literacy Requirement</b>	<b>SS S 12.2.8.d</b> Students will identify situations when borrowing money and paying interest may be a wise or unwise decision (Grades 9, 10, 11 or 12)
					<b>Financial Literacy Requirement</b>	<b>Financial Literacy Requirement</b>	<b>Financial Literacy Requirement</b>	<b>SS S 12.2.9</b> <b>Students will evaluate savings, investment, and risk management strategies to achieve financial goals.</b>

Financial Literacy					Financial Literacy Requirement	Financial Literacy Requirement	Financial Literacy Requirement	<b>SS S 12.2.9.a</b> Explain the importance of saving to ensure financial security (Grades 9, 10, 11 or 12)
					Financial Literacy Requirement	Financial Literacy Requirement	Financial Literacy Requirement	<b>SS S 12.2.9.b</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	<b>SS S 12.2.9.c</b> Analyze appropriate and cost effective risk management strategies (e.g., health, disability, life, auto insurance) (Grades 9, 10, 11 or 12)
Government	<b>SS S 05.2.10</b> Students will understand what goods and services the national government provides.	<b>SS M 6.2.10</b> Students will identify the roles and responsibilities of government in economic systems.	<b>SS M 07.2.10</b> Students will identify the roles and responsibilities of government in economic systems.	<b>SS S 08.2.10</b> Students will identify the roles and responsibilities of government in economic systems.	<b>SS M 09.2.10</b> Students will review and apply the roles and responsibilities of government in economic systems.		<b>SS M 11.2.10</b> Students will analyze the roles and responsibilities of government in various economic systems.	<b>SS S 12.2.10</b> Students will analyze the roles and responsibilities of government in various economic systems.
	<b>SS S 05.2.10.a</b> Identify goods and services funded through federal taxes (e.g., armed forces, courts, parks)	<b>SS M 6.2.10.a</b> Identify various goods and services provided by the government (e.g., Hammurabi Tax Code, Shi Huangdi Great Wall and road construction)	<b>SS M 07.2.10.a</b> Identify various goods and services provided by the government (e.g., government services in capitalism/communism, current events)	<b>SS S 08.2.10.a</b> 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)			<b>SS M 11.2.10.a</b> 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)	<b>SS S 12.2.10.a</b> Examine how governments utilize taxation to provide goods and services to society (e.g., disaster relief, flood control, police protection) (Grades 11 or 12)



<b>Government</b>					<b>SS M 09.2.10.b a</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)		<b>SS M 11.2.10.b</b> Investigate multiple roles of government in a market economy (e.g., forms of taxation, enforcing private property and zoning laws, collecting sales tax)	<b>SS S 12.2.10.b</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)
							<b>SS S 11.2.10.c</b> 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)	<b>SS S 12.2.10.c</b> 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)
			<b>SS M 07.2.10.d b</b> Explain how governments provide economic assistance (e.g. capitalism/socialism/communism)	<b>SS S 08.2.10.d b</b> Explain how governments provide economic assistance (e.g., social security, Medicare, Medicaid, farm subsidies, disaster relief, Homestead Act, Reconstruction, agriculture legislation) (Grade 8)	<b>SS M 09.2.10.d b</b> 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)		<b>SS M 11.2.10.d</b> Research the role of government in the development of economic systems (e.g., historic and current examples of command, market, traditional, mixed systems)	<b>SS S 12.2.10.d</b> 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)

<b>Government</b>							<b>SS S 11.2.10.e</b> Analyze government policies and regulations in areas of market failure (e.g., monopolies, externalities, non-enforcement of property rights)	<b>SS S 12.2.10.e</b> Analyze government policies and regulations in areas of market failure (e.g., monopolies, externalities, non-enforcement of property rights) (Grades 11 or 12)
		<b>SS M 06.2.11</b> Students will explain how tax revenues are collected and distributed.		<b>SS S 08.2.11</b> Students will explain how tax revenues are collected and distributed.			<b>SS M 11.2.11</b> Students will examine the government's influence on economic systems through fiscal policy.	<b>SS S 12.2.11</b> Students will examine the government's influence on economic systems through fiscal policy.
				<b>SS S 08.2.11.a</b> 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)			<b>SS M 11.2.2.11.a</b> Examine how governments can use taxing and spending policies to influence behavior (e.g., alcohol tax, home mortgage interest deduction)	<b>SS S 12.2.11.a</b> Examine how governments can use taxing and spending policies to influence behavior (e.g., alcohol tax, home mortgage interest deduction) (Grades 11 or 12)
		<b>SS M 06.2.11.b</b> Identify institutions supported by taxes (e.g., roads, army, and public works)		<b>SS S 08.2.11.b</b> Identify institutions supported by tax dollars (e.g., schools, roads, police protection) (Grades 6,8)			<b>SS M 11.2.11.b</b> Examine the impact of fiscal policy on budget deficits/surpluses and national debt (New Deal, Reganomics)	<b>SS S 12.2.11.b</b> Examine the impact of fiscal policy on budget deficits/surpluses and national debt (Grades 11 or 12)
							<b>SS M 11.2.11.c</b> Examine the impact of the unemployment rate on the economy (frictional, structural, cyclical, New Deal, Reganomics)	<b>SS S 12.2.11.c</b> Examine the impact of the unemployment rate on the economy (frictional, structural, cyclical) (Grades 11 or 12)

	<b>SS S 05.2.12</b> Students will explain how specialization, division of labor, and technology increases productivity and inter-dependence.	<b>SS M 06.2.12</b> Students will illustrate how international trade benefits individuals, organizations, and nations.	<b>SS M 07.2.12</b> Students will illustrate how international trade benefits individuals, organizations, and nations.	<b>SS S 08.2.12</b> Students will illustrate how international trade benefits individuals, organizations, and nations.	<b>SS M 09.2.12</b> Students will evaluate how international trade benefits individuals, organizations, and nations	<b>SS M 10.2.12</b> Students will evaluate how international trade benefits individuals, organizations, and nations	<b>SS M 11.2.12</b> Students will evaluate how international trade benefits individuals, organizations, and nations	<b>SS S 12.2.12</b> Students will evaluate how international trade benefits individuals, organizations, and nations
<b>Globalization</b>	<b>SS S 05.2.12.a</b> Investigate Early United States specialization and trade (e.g., fur, tobacco, cotton, lumber)	<b>SS M 06.2.12.a</b> Differentiate between exports and imports (e.g. trade between civilizations, obtaining resources, products not found locally, Silk Road and Mediterranean Trade)	<b>SS M 07.2.12.a</b> Differentiate between exports and imports (e.g. trade between nations, obtaining resources/products not found locally)	<b>SS S 08.2.12.a</b> Differentiate between exports and imports	<b>SS M 09.2.12.a</b> Analyze the effects of various trade policies (e.g., identify short term/long term impacts)	<b>SS M 10.2.12.a</b> Analyze the effects of various trade policies (e.g., identify short term/long term impacts)	<b>SS M 11.2.12.a</b> Analyze the effects of various trade policies (e.g., identify short term/long term impacts)	<b>SS S 12.2.12.a</b> Analyze the effects of various trade policies (e.g., identify short term/long term impacts) (Grades 9, 10, 11 or 12)
	<b>SS S 05.2.12.b</b> Investigate and report on entrepreneurs and inventors	<b>SS M 06.2.12.b</b> Explain how individuals gain through specialization and voluntary trade (e.g. social divisions, trading for scarce resources, specialization)	<b>SS M 07.2.12.b</b> Explain how individuals gain through specialization and voluntary trade (e.g. trading for scarce resources, international trade)	<b>SS S 08.2.12.b</b> Explain how individuals gain through specialization and voluntary trade	<b>SS M 09.2.12.b</b> Identify goods which are available at a lower price because of international trade		<b>SS M 11.2.12.b</b> Identify goods which are available at a lower price because of international trade	<b>SS S 12.2.12.b</b> Identify goods which are available at a lower price because of international trade (Grades 9, 11 or 12)
	<b>SS M 05.2.12.c</b> Explain how specialization and trade have changed over time (e.g., moved from self-sustaining farms to global markets, global imports)				<b>SS M 09.2.12.c</b> Explain how trade barriers impact the prices and quantity of goods in the domestic market	<b>SS M 10.2.12.e b</b> Explain how trade barriers impact the prices and quantity of goods in the domestic market (e.g., control of waterways, distance & price, scarcity)	<b>SS M 11.2.12.c</b> Explain how trade barriers impact the prices and quantity of goods in the domestic market	<b>SS S 12.2.12.c</b> Explain how trade barriers impact the prices and quantity of goods in the domestic market (Grades 9, 10, 11 or 12)

	<p><b>SS M 05.2.13</b> Students will identify how events affect U.S. economy.</p>		<p><b>SS M 07.2.13</b> Students will identify how international trade affects the domestic economy. (e.g. oil prices, Euro Zone crisis and US economy)</p>	<p><b>SS S 08.2.13</b> Students will identify how international trade affects the domestic economy.</p> <p><b>SS M 07.2.13</b> Students will identify how international trade affects the domestic economy. (e.g. oil prices, Euro Zone crisis and US economy)</p>	<p><b>SS M 09.2.13</b> Students will evaluate how international trade affects the domestic economy.</p>	<p><b>SS M 10.2.13</b> Students will evaluate how international trade affects the domestic economy.</p>	<p><b>SS M 11.2.13</b> Students will evaluate how international trade affects the domestic economy.</p>	<p><b>SS S 12.2.13</b> Students will evaluate how international trade affects the domestic economy.</p>
<p><b>Globalization</b></p>	<p><b>SS M 05.2.13.a</b> Identify how global events can affect trade (exports and imports) within the U.S.</p>		<p><b>SS M 07.2.13.a</b> Explain that currency must be converted to make purchases in other countries (e.g. Euro as a common currency, currency in other countries)</p>	<p><b>SS S 08.2.13.a</b> Explain that currency must be converted to make purchases in other countries</p> <p><b>SS M 08.2.13.a</b> 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)</p>	<p><b>SS M 09.2.13.a</b> Identify goods which are available at a lower price because of international trade</p>		<p><b>SS M 11.2.13.a</b> Identify goods which are available at a lower price because of international trade</p>	<p><b>SS S 12.2.13.a</b> Identify goods which are available at a lower price because of international trade (Grades 9, 11 or 12)</p>

<p><b>Globalization</b></p>			<p><b>SS M 07.2.13.b</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><b>SS 08.2.13.b</b> Explain how prices of goods change as exchange rates go up and down</p> <p><b>SS M 08.2.13.b</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><b>SS M 09.2.13.b</b> Explain how trade barriers impact the prices and quantity of goods in the domestic market</p>	<p><b>SS M 10.2.13.b a</b> Explain how trade barriers impact the prices and quantity of goods in the domestic market (e.g., control of waterways, distance &amp; price, scarcity)</p>	<p><b>SS M 11.2.13.b</b> Explain how trade barriers impact the prices and quantity of goods in the domestic market</p>	<p><b>SS S 12.2.13.b</b> Explain how trade barriers impact the prices and quantity of goods in the domestic market (Grades 9, 10, 11 or 12)</p>
<p><b>Writing</b></p>	<p><b>LA S 05.2.2</b> Writing Genres: Write for a variety of purposes and audiences in multiple genres. <b>a. persuasive</b> <b>b. descriptive</b> <b>c. narrative</b></p>	<p><b>LA S 06.2.2</b> Students will write for a variety of purposes and audiences in multiple genres.</p>	<p><b>LA S 07.2.2</b> Students will write for a variety of purposes and audiences in multiple genres.</p>	<p><b>LA S 08.2.2</b> Students will write for a variety of purposes and audiences in multiple genres.</p>	<p><b>LA M 09.2.2</b> Students will demonstrate knowledge of components specific to the structures of a definition, compare/contrast, descriptive, argumentative, and persuasive essay.</p>	<p><b>LA M 10.2.2</b> Students will demonstrate knowledge of components specific to the structures of problem-solution, definition, cause and effect, analysis, and synthesis.</p>	<p><b>LA M 11.2.2</b> Students will demonstrate knowledge of components specific to the structures of analysis, problem solution, synthesis, and personal essay.</p>	<p><b>LA S 12.2.2</b> Students will write for a variety of purposes and audiences in multiple genres. 42</p>
<p><b>Speaking</b></p>	<p><b>LA S 05.3.1</b> Speaking Skills: Develop and demonstrate speaking skills to communicate key ideas in a variety of situations.</p>	<p><b>LA S 06.3.1</b> Students will develop and apply speaking skills to communicate key ideas in a variety of situations</p>	<p><b>LA S 07.3.1</b> Students will develop and apply speaking skills to communicate key ideas in a variety of situations.</p>	<p><b>LA S 08.3.1</b> Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.</p>	<p><b>LA M 09.3.1</b> Students will develop, and refine speaking skills that convey an idea.</p>	<p><b>LA M 10.3.1</b> Students will develop, and refine speaking skills that convey an idea.</p>	<p><b>LA M 11.3.1</b> Students will develop, and refine speaking skills that convey an idea.</p>	<p><b>LA S 12.3.1</b> 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.

<b>K-12 Comprehensive Standard: Geography</b> 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.	
<b>Concept</b>	<b>Grade Level Standards</b>

	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)
<b>The World in Spatial Terms</b>	<b>SS S 05.3.1</b> Students will explore where (spatial) and why people, places and environments are organized in the United States.	<b>SS M 06.3.1</b> Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.	<b>SS M 07.3.1</b> Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.	<b>SS S 08.3.1</b> Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.	<b>SS M 09.3.1</b> Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.			<b>SS S 12.3.1</b> Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.
	<b>SS S 05.3.1.a</b> 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)	<b>SS M 06.3.1.a</b> Use and interpret different types of maps/charts/diagrams/timelines (primary sources where available)	<b>SS M 07.3.1.a</b> Use and interpret different types of maps/charts/diagrams/timelines (primary sources where available)	<b>SS S 08.3.1.a</b> Use and interpret different types of maps/charts/diagrams/timelines (primary sources where available)	<b>SS M 09.3.1.a</b> Analyze geographical information sources (e.g., map, globe, atlas, remote sensing, GPS, and GIS)			<b>SS S 12.3.1.a</b> Analyze geographical information sources (e.g., map, globe, atlas, remote sensing, GPS, and GIS) (Grade 9)
	<b>SS S 05.3.1.b</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)		<b>SS M 07.3.1.b</b> Use and interpret the results of mapping technologies, parts of a map and map projections (e.g., cartography, Global Positioning, Geographic Information Systems)	<b>SS S 08.3.1.b</b> Use and interpret the results of mapping technologies, parts of a map and map projections (e.g., cartography/ Geographic Information Systems) (Grade 7)	<b>SS M 09.3.1.b</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)			<b>SS S 12.3.1.b</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)

<p><b>The World in Spatial Terms</b></p>	<p><b>SS S 05.3.1.c</b> 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>)</p>		<p><b>SS M 07.3.1.c</b> 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)</p>	<p><b>SS S 08.3.1.c</b> 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)</p>	<p><b>SS M 09.3.1.c</b> Analyze mental maps and spatial relationships. (e.g., city development, urban planning based on railroads, location of natural resources)</p>			<p><b>SS S 12.3.1.c</b> Analyze mental maps and spatial relationships. (e.g., city development, urban planning based on railroads, location of natural resources) (Grade 9)</p>
<p><b>Places and Regions</b></p>	<p><b>SS M 05.3.1.d</b> Use a variety of maps to gather and analyze information of locations in literature and current events</p>				<p><b>SS M 09.3.1.d</b> Apply spatial thinking to investigate issues and justify decisions. (e.g., consolidation of schools, closing of post offices)</p>			<p><b>SS S 12.3.1.d</b> Apply spatial thinking to investigate issues and justify decisions. (e.g., consolidation of schools, closing of post offices) (Grade 9)</p>
	<p><b>SS S 05.3.2</b> Students will compare the characteristics of places and regions and draw conclusions on their impact on human decisions</p>	<p><b>SS M 06.3.2</b> Students will examine how regions form and change over time.</p>	<p><b>SS M 07.3.2</b> Students will examine how regions form and change over time.</p>	<p><b>SS S 08.3.2</b> Students will examine how regions form and change over time.</p>	<p><b>SS M 09.3.2</b> Students will examine how regions form and change over time.</p>	<p><b>SS M 10.3.2</b> Students will examine how regions form and change over time.</p>		<p><b>SS S 12.3.2</b> Students will examine how regions form and change over time.</p>
	<p><b>SS S 05.3.2.a</b> Define regions within the United States using multiple criteria. (e.g., Silicon Valley, Bread Basket)</p>	<p><b>SS M 06.3.2.a</b> Analyze physical and human characteristics of places and regions (e.g., climate, language)</p>	<p><b>SS M 07.3.2.a</b> Analyze physical and human characteristics of places and regions (e.g., climate, language)</p>	<p><b>SS S 08.3.2.a</b> Analyze physical and human characteristics of places and regions (e.g., climate, language) (Grades 6,7)</p>	<p><b>SS M 09.3.2.a</b> Analyze physical and human processes that shape places and regions (e.g., erosion, international trade, weathering, climate, migration)</p>	<p><b>SS M 10.3.2.a</b> Analyze physical and human processes that shape places and regions (e.g., international trade, climate, migration, agriculture )</p>		<p><b>SS S 12.3.2.a</b> Analyze physical and human processes that shape places and regions (e.g., erosion, international trade, weathering, climate, migration, international trade) (Grades 9, 10)</p>



<b>Places and Regions</b>	<p><b>SS S 05.3.2.b</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><b>SS M 06.3.2.b</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><b>SS M 07.3.2.b</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><b>SS S 08.3.2.b</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><b>SS M 09.3.2.b</b> Examine the importance of places and regions to individual and social identity (e.g., nationalism, sub-cultures, territoriality, iconography)</p>	<p><b>SS M 10.3.2.b</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><b>SS S 12.3.2.b</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><b>SS S 05.3.2.c</b> Identify and classify regions (e.g., cities, states, and congressional districts)</p>	<p><b>SS M 06.3.2.c</b> Analyze changes in places and regions over time (e.g., irrigation, growth of cities)</p>	<p><b>SS M 07.3.2.c</b> Analyze changes in places and regions over time (e.g., irrigation, growth of cities)</p>	<p><b>SS S 08.3.2.c</b> Analyze changes in places and regions over time (e.g., irrigation, growth of cities, Manifest Destiny)</p>	<p><b>SS M 09.3.2.c</b> Analyze the changes in places and regions over time (e.g., migration, urbanization, fertility and mortality, industrialization)</p>	<p><b>SS M 10.3.2.c</b> Analyze the changes in places and regions over time (e.g., migration, urbanization, fertility and mortality, industrialization)</p>		<p><b>SS S 12.3.2.c</b> Analyze the changes in places and regions over time (e.g., migration, urbanization, fertility and mortality, industrialization) (Grades 9, 10)</p>
				<p><b>SS S 08.3.2.d</b> 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><b>SS M 09.3.2.d</b> Analyze the interdependence of places and regions. (e.g., international trade, NAFTA, EU)</p>	<p><b>SS M 10.3.2.d</b> Analyze the interdependence of places and regions. (e.g., international trade, Silk Road, NAFTA, EU)</p>		<p><b>SS S 12.3.2.d</b> Analyze the interdependence of places and regions. (e.g., international trade, NAFTA, EU) (Grades 9, 10)</p>

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

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

<b>Human Systems</b>	<p><b>SS S 05.3.4</b> Students will compare, contrast, and draw conclusions about the characteristics of culture and migration in the United States.</p>	<p><b>SS M 06.3.4</b> Students will analyze and interpret patterns of culture around the world.</p>	<p><b>SS M 07.3.4</b> Students will analyze and interpret patterns of culture around the world.</p>	<p><b>SS S 08.3.4</b> Students will analyze and interpret patterns of culture around the world.</p>	<p><b>SS M 9.3.4</b> Students will analyze and interpret patterns of culture around the world.</p>	<p><b>SS M 10.3.4</b> Students will analyze and interpret patterns of culture around the world.</p>		<p><b>SS S 12.3.4</b> Students will analyze and interpret patterns of culture around the world.</p>
	<p><b>SS S 05.3.4.a</b> Compare and contrast patterns of culture within the United States (e.g., language, religion, food)</p>	<p><b>SS M 06.3.4.a</b> 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)</p>	<p><b>SS M 07.3.4.a</b> Compare and contrast characteristics of groups of people/settlements (e.g., population density, distribution and growth, migration patterns, diffusion of people, places, and ideas)</p>	<p><b>SS S 08.3.4.a</b> 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)</p>	<p><b>SS M 09.3.4.a</b> Distinguish population characteristics by world regions, country, and regions within countries (e.g., demographic transition, fertility, mortality, migration rates, population pyramids)</p>	<p><b>SS M 10.3.4.a</b> Distinguish population characteristics by world regions, country, and regions within countries (e.g., fertility, mortality, migration rates)</p>		<p><b>SS S 12.3.4.a</b> Distinguish population characteristics by world regions, country, and regions within countries (e.g., demographic transition, fertility, mortality, migration rates, population pyramids) (Grades 9, 10)</p>
	<p><b>SS S 05.3.4.b</b> Compare and contrast population characteristics of the United States (e.g., density, distribution, growth rates).</p>		<p><b>SS M 07.3.4.b</b> Analyze purpose of population centers, (e.g., function of cities as providers of goods and services, economic activities and interdependence, trade and transportation)</p>	<p><b>SS S 08.3.4.b</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)</p>	<p><b>SS M 09.3.4.b</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)</p>	<p><b>SS M 10.3.4.b</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)</p>		<p><b>SS S 12.3.4.b</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)</p>

<b>Human Systems</b>	<p><b>SS S 05.3.4.c</b> Compare and contrast historical and present day migrations to and within the United States</p>	<p><b>SS M 06.3.4.c b</b> 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><b>SS M 07.3.4.c</b> 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><b>SS S 08.3.4.c</b> 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><b>SS M 09.3.4.c</b> Compare and contrast changes in human settlement patterns over time</p>	<p><b>SS M 10.3.4.c</b> Compare and contrast changes in human settlement patterns over time</p>		<p><b>SS S 12.3.4.c</b> Compare and contrast changes in human settlement patterns over time (Grades 9, 10)</p>
					<p><b>SS M 09.3.4.d</b> Compare and contrast internal structures of cities in developed and developing countries</p>			<p><b>SS S 12.3.4.d</b> Compare and contrast internal structures of cities in developed and developing countries (Grade 9)</p>

<b>Human Systems</b>					<p><b>SS M 09.3.4.e</b> 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)</p>	<p><b>SS M 10.3.4.e d</b> 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)</p>		<p><b>SS S 12.3.4.e</b> 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)</p>
					<p><b>SS M 09.3.4.f</b> 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)</p>			<p><b>SS S 12.3.4.f</b> 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)</p>

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

<b>Human Environment Interaction</b>	<p><b>SS S 05.3.5.a</b> 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><b>SS M 07.3.5.a</b> Describe the impact of extreme natural events on the human and physical environment globally (e.g., earthquakes, tornadoes, floods, hurricanes, volcanic eruptions)</p>	<p><b>SS S 08.3.5.a</b> 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><b>SS M 09.2.3.5.a</b> Analyze the consequences of extreme weather and other natural disasters such as El Nino, floods, tsunamis, droughts, and volcanoes</p>		<p><b>SS S 12.3.5.a</b> Analyze the consequences of extreme weather and other natural disasters such as El Nino, floods, tsunamis, droughts, and volcanoes (Grade 9)</p>
	<p><b>SS S 05.3.5.b</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><b>SS M 06.3.5.b a</b> Identify and evaluate how humans utilize the physical environment (e.g., irrigation, levees, terraces, fertile soils, changes in land use)</p>	<p><b>SS M 07.3.5.b</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><b>SS S 08.3.5.b</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><b>SS M 09.3.5.b</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><b>SS M 10.3.5.b a</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>	



<b>Human Environment Interaction</b>	<p><b>SS S 05.3.5.c</b> 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><b>SS M 06.3.5.c b</b> Analyze issues related to the physical environment globally (e.g., water supply, availability of arable land)</p>	<p><b>SS M 07.3.5.c</b> 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><b>SS S 08.3.5.c</b> 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><b>SS M 09.3.5.c</b> 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><b>SS M 10.3.5-c b</b> 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><b>SS S 12.3.5.c</b> 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><b>SS S 05.3.5.d</b> Examine patterns of resource distribution and utilization in Early America (e.g., fisheries, forests, agricultural development, early manufacturing regions)</p>		<p><b>SS M 07.3.5.d</b> 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><b>SS S 08.3.5.d</b> 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><b>SS M 09.3.5.d</b> 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><b>Human Environment Interaction</b></p>	<p><b>SS S 05.3.5.e</b> Describe human adaptations to the physical environment. (e.g., use of air conditioning, irrigation, agricultural activities, soil testing, erosion control)</p>		<p><b>SS M 07.3.5.e</b> 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><b>SS S 08.3.5.e</b> 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><b>SS M 09.3.5.e</b> Analyze the impacts of technological innovations in shaping human interaction on the physical environment (e.g., agriculture, air conditioning, desalinization)</p>	<p><b>SS M 10.3.5-d c</b> Analyze the impacts of technological innovations in shaping human interaction on the physical environment (e.g., agriculture)</p>		<p><b>SS S 12.3.5.e</b> 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><b>Application of Geography to Issues and Events</b></p>	<p><b>SS S 05.3.6</b> Students will use geographic skills to interpret issues and events.</p>	<p><b>SS M 06.3.6</b> Students will analyze issues and/or events using geographic knowledge and skills to make informed decisions.</p>	<p><b>SS M 07.3.6</b> Students will analyze issues and/or events using geographic knowledge and skills to make informed decisions.</p>	<p><b>SS S 08.3.6</b> Students will analyze and/or events using geographic knowledge and skills to make informed decisions.</p>	<p><b>SS M 09.3.6</b> Students will analyze and explain issues and/or events using the geographic knowledge and skills to make informed decisions.</p>	<p><b>SS M 10.3.6</b> Students will analyze and explain issues and/or events using the geographic knowledge and skills to make informed decisions.</p>		<p><b>SS S 12.3.6</b> Students will analyze issues and/or events using the geographic knowledge and skills to make informed decisions.</p>
	<p><b>SS S 05.3.6.a</b> 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><b>SS M 06.3.6.a</b> Analyze the physical or human geographic factors explaining the spatial pattern of world events. (e.g., water scarcity and conflict)</p>	<p><b>SS M 07.3.6.a</b> 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><b>SS S 08.3.6.a</b> 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><b>SS M 09.3.6.a</b> Apply geographic knowledge and skills (e.g., ask geographic questions, acquire, analyze, and present geographic information)</p>	<p><b>SS M 10.3.6.a</b> Apply geographic knowledge and skills (e.g., ask geographic questions, acquire, analyze, and present geographic information)</p>		<p><b>SS S 12.3.6.a</b> Apply geographic knowledge and skills (e.g., ask geographic questions, acquire, analyze, and present geographic information) (Grades 9, 10)</p>

<p><b>Application of Geography to Issues and Events</b></p>	<p><b>SS S 05.3.6.b</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><b>SS M 06.3.6.b</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><b>SS M 07.3.6.b</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><b>SS S 08.3.6.b</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><b>SS M 09.3.6.b</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><b>SS M 10.3.6.b</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><b>SS S 12.3.6.b</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><b>Writing</b></p>	<p><b>LA S 05.2.2</b> <b>Writing Genres:</b> Write for a variety of purposes and audiences in multiple genres. <b>a. persuasive</b> <b>b. descriptive</b> <b>c. narrative</b></p>	<p><b>LA S 06.2.2</b> Students will write for a variety of purposes and audiences in multiple genres</p>	<p><b>LA S 07.2.2</b> Students will write for a variety of purposes and audiences in multiple genres.</p>	<p><b>LA S 08.2.2</b> Students will write for a variety of purposes and audiences in multiple genres.</p>	<p><b>LA M 09.2.2</b> Students will demonstrate knowledge of components specific to the structures of a definition, compare/contrast, descriptive, argumentative, and persuasive essay.</p>	<p><b>LA M 10.2.2</b> Students will demonstrate knowledge of components specific to the structures of problem-solution, definition, cause and effect, analysis, and synthesis.</p>	<p><b>LA M 11.2.2</b> Students will demonstrate knowledge of components specific to the structures of analysis, problem solution, synthesis, and personal essay.</p>	<p><b>LA S 12.2.2</b> 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	<b>LA M P4.1.5</b> Students will build literary, general academic, and content specific vocabulary.	<b>LA S 00.1.5</b> Students will build literary, general academic, and content specific grade level vocabulary.	<b>LA S 07.1.5</b> Students will build literary, general academic, and content specific grade level vocabulary.	<b>LA S 08.1.5</b> Students will build literary, general academic, and content specific grade level vocabulary.	<b>LA M 09.1.5</b> Students will build literary, general academic, and content specific vocabulary.	<b>LA M 10.1.5</b> Students will independently use structural analysis to determine word meanings and relationships.	<b>LA M 11.1.5</b> Students will build literary, general academic, and content specific vocabulary.	<b>LA S 12.1.5</b> Students will build literary, general academic, and content specific grade level vocabulary.
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<b>K-12 Comprehensive Standard: History (US)</b> 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.	
<b>Concept</b>	<b>Grade Level Standards</b>

	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 08.4.1 (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 08.4.1.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	<b>SS S 05.4.1.b</b> Select and record key national events in chronological order (e.g., timelines)			<b>SS S 08.4.1.b (US)</b> Classify key national events in chronological order (e.g., timelines with eras and selected key events) (Grade 8)			<b>SS M 11.4.1.b (US)</b> Select, record, and interpret key national and global events in chronological order (e.g., timelines with eras and selected key event)	<b>SS S 12.4.1.b (US)</b> 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)
				<b>SS S 08.4.1.c (US)</b> Examine the chronology of historical events in the United States and analyze their impact on the past, present, and future (Grade 8)			<b>SS M 11.4.1.c (US)</b> Examine the chronology of historical events in the United States and throughout the world to evaluate their impact on the past, present, and future	<b>SS S 12.4.1.c (US)</b> 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)
Historical Comprehension	<b>SS S 05.4.2</b> Students will demonstrate an understanding of the impact of people, events, ideas, and symbols, upon us history using multiple types of sources.			<b>SS S 08.4.2 (US)</b> Students will analyze the impact of people, events, ideas, and symbols upon US history using multiple types of sources.	<b>SS M 09.4.2 (US)</b> Students will analyze the impact of people, events, ideas, and symbols upon US history using multiple types of sources.		<b>SS M 11.4.2 (US)</b> Students will analyze and evaluate the impact of people, events, ideas, and symbols upon US history using multiple types of sources.	<b>SS S 12.4.2 (US)</b> Students will analyze and evaluate the impact of people, events, ideas, and symbols upon US history using multiple types of sources.
	<b>SS S 05.4.2.a</b> 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			<b>SS S 08.4.2.a (US)</b> 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	<b>SS M 09.4.2.a (US)</b> 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)		<b>SS M 11.4.2.a (US)</b> 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	<b>SS S 12.4.2.a (US)</b> 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><b>Historical Comprehension</b></p>	<p>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/Reconstruction: 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, George Washington</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: patriotism, Watergate,</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: patriotism, Watergate,</p>
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				Carver, Orville and Wilbur Wright) (Grade 8)			Sandra Day O'Connor, Clarence Thomas, fall of the Berlin Wall, Colin Powell, 9/11, Steve Jobs, Bill Gates)	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><b>SS S 05.4.2.b</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><b>SS M 05.4.2.b</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><b>SS S 08.4.2.b (US)</b> Analyze how the United States has changed over the course of time, using maps, documents, and other artifacts (Grade 8)</p>			<p><b>SS M 11.4.2.b (US)</b> Analyze and evaluate how the United States has changed over the course of time, using maps, documents, and other artifacts</p>	<p><b>SS S 12.4.2.b (US)</b> 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><b>SS S 05.4.2.c</b> Describe the appropriate uses of primary and secondary sources</p>			<p><b>SS S 08.4.2.c (US)</b> Analyze the appropriate uses of primary and secondary sources (Grade 8)</p>			<p><b>SS M 11.4.2.c (US)</b> Analyze and evaluate the appropriate uses of primary and secondary sources</p>	<p><b>SS S 12.4.2.c (US)</b> Analyze and evaluate the appropriate uses of primary and secondary sources (Grade 11 or 12)</p>

<b>Multiple Perspectives</b>	<b>SS S 05.4.3</b> Students will describe and explain multiple perspectives of historical events.			<b>SS 08.4.3 (US)</b> Students will analyze and interpret historical and current events from multiple perspectives.	<b>SS M 09.4.3 (US)</b> Students will analyze and interpret historical and current events from multiple perspectives.		<b>SS M.11.4.3 (US)</b> Students will analyze and evaluate historical and current events from multiple perspectives.	<b>SS S 12.4.3 (US)</b> Students will analyze and evaluate historical and current events from multiple perspectives.
	<b>SS S 05.4.3.a</b> Describe how multiple perspectives facilitate the understanding of the full story of US history (e.g., The events surrounding the Boston Massacre, Indian Removal)			<b>SS 08.4.3.a (US)</b> 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)	<b>SS M 09.4.3.a (US)</b> 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)		<b>SS M 11.4.3.a (US)</b> 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)	<b>SS S 12.4.3.a (US)</b> 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)
	<b>SS S 05.4.3.b</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)			<b>SS 08.4.3.b (US)</b> 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)			<b>SS M 11.4.3.b (US)</b> 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)	<b>SS S 12.4.3.b (US)</b> 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) (Grades 11 or 12)

<b>Historical Research Skills</b>	<b>SS S 05.4.4</b> Students will analyze past and current events, issues, and problems.			<b>SS S 08.4.4 (US)</b> Students will identify causes of past and current events, issues, and problems.	<b>SS M 09.4.4 (US)</b> Students will identify causes of past and current events, issues, and problems.		<b>SS M 11.4.4 (US)</b> Students will identify and evaluate the effects of past, current, and potential future events, issues, and problems.	<b>SS S 12.4.4 (US)</b> Students will identify and evaluate the effects of past, current, and potential future events, issues, and problems.
	<b>SS S 05.4.4.a</b> Analyze sources on Early American History through determination of credibility, contextualization, and corroboration			<b>SS S 08.4.4.a (US)</b> Analyze sources on Nineteenth-Century American History through determination of credibility, contextualization, and corroboration (Grade 8)			<b>SS M 11.4.4.a (US)</b> Compare and evaluate contradictory historical narratives of Twentieth-Century U.S. History through determination of credibility, contextualization, and corroboration	<b>SS S 12.4.4.a (US)</b> Compare and evaluate contradictory historical narratives of Twentieth-Century U.S. History through determination of credibility, contextualization, and corroboration (Grade 11 or 12)
	<b>SS S 05.4.4.b</b> Examine alternative courses of action in United States history (e.g., <i>What were the causes of the American Revolution?</i> )			<b>SS S 08.4.4.b (US)</b> Evaluate alternative courses of action in United States history (e.g., Why and how was land acquired?) (Grade 8)			<b>SS M 11.4.4.b (US)</b> 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?)	<b>SS S 12.4.4.b (US)</b> 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)
	<b>SS S 05.4.4.c</b> Identify how decisions affected events in the United States (e.g., secession of the American Colonies from Britain)			<b>SS S 08.4.4.c (US)</b> Analyze how decisions affected events in the United States (e.g., Supreme Court decisions, immigration, declaration of war) (Grade 8)	<b>SS 09.4.4.e a (US)</b> Analyze how decisions affected events in the United States (e.g., Supreme Court decisions, immigration, declaration of war) (World Geography)		<b>SS M 11.4.4 c (US)</b> Evaluate how decisions affected events in the united States (e.g., Supreme Court Decisions, revolutions, alliances,	<b>SS S 12.4.4 c (US)</b> Evaluate how decisions affected events in the united States (e.g., Supreme Court Decisions, revolutions, alliances, treaties)

<b>Historical Research Skills</b>	<b>SS S 05.4.4.d</b> Describe the cause and effect relationships among key events in history (e.g., Revolutionary War, founding of the United States)			<b>SS S 08.4.4.d (US)</b> 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)	<b>SS 09.4.4.d b (US)</b> Identify and analyze multiple causes and effects upon key events in US history (World Geography)		<b>SS M 11.4.4.d (US)</b> 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)	<b>SS S 12.4.4.d (US)</b> 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)
	<b>SS S 05.4.4.e</b> Describe the relationships among historical events in the United States and the students' lives today (i.e., current events)			<b>SS S 08.4.4.e (US)</b> Analyze the relationships among historical events in the United States and the students' lives today (i.e., current events) (Grade 8)	<b>SS M 09.4.4.e c (US)</b> Analyze the relationships among historical events in the United States and the students' lives today (i.e., current events) (World Geography)		<b>SS M 11.4.4.e (US)</b> Evaluate the relationships among historical events in the United States and the students' lives today (i.e., current events)	<b>SS S 12.4.4.e (US)</b> Evaluate the relationships among historical events in the United States and the students' lives today (i.e., current events) (Grade 11 or 12)
<b>Historical Research Skills</b>	<b>SS S 05.4.5</b> <b>Students will develop historical research skills.</b>			<b>SS S 08.4.5</b> <b>Students will develop historical research skills.</b> <b>(Grades 7, 8)</b>			<b>SS M 11.4.5 (US)</b> <b>Students will develop historical research skills.</b>	<b>SS S 12.4.5 (US)</b> <b>Students will develop historical research skills.</b> <b>(Grade 11 or 12)</b>
	<b>SS S 05.4.5.a</b> Develop questions about United States history			<b>SS S 08.4.5.a (US)</b> Develop questions about United States history (Grade 8)			<b>SS M 11.4.5.a (US)</b> Develop questions about United States history	<b>SS S 12.4.5.a (US)</b> Develop questions about United States history (Grade 11 or 12)

<b>Historical Research Skills</b>	<p><b>SS S 05.4.5.b</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><b>SS S 08.4.5.b (US)</b> <a href="#">Obtain, analyze and cite appropriate sources for research about Nineteenth-Century U.S. History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format)</a></p>			<p><b>SS M 11.4.5.b (US)</b> <a href="#">Obtain, analyze, evaluate, and cite appropriate sources for research about twentieth-Century U.S. History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format.)</a></p>	<p><b>SS S 12.4.5.b (US)</b> <a href="#">Obtain, analyze, evaluate, and cite appropriate sources for research about twentieth-Century U.S. History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format.)</a></p>
	<p><b>SS S 05.4.5.c</b> Gather historical information about the United States (e.g., document archives, newspapers, interviews)</p> <p><b>SS M 05.4.5.c</b> 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><b>SS S 08.4.5.c (US)</b> Gather historical information about the United States (e.g., document archives, artifacts, newspapers, interviews) (Grade 8)</p>			<p><b>SS M 11.4.5.c (US)</b> Gather historical information about the United States (e.g., document archives, artifacts, newspapers, interviews)</p>	<p><b>SS S 12.4.5.c (US)</b> Gather historical information about the United States (e.g., document archives, artifacts, newspapers, interviews) (Grade 11 or 12)</p>
	<p><b>SS S 05.4.5.d</b> Present historical information about the United States (e.g., pictures, posters, oral/written narratives, and electronic presentations)</p>			<p><b>SS S 8.4.5.d (US)</b> Present an analysis of historical information about the United States (e.g., pictures, posters, oral/written narratives, and electronic presentations) (Grade 8)</p>			<p><b>SS M 11.4.5.d (US)</b> Present an evaluation of historical information about the United States (e.g., pictures, posters, oral/written narratives, and electronic presentations)</p>	<p><b>SS S 12.4.5.d (US)</b> 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	LA S 05.2.2 Writing Genres: Write for a variety of purposes and audiences in multiple genres. <b>a. persuasive</b> <b>b. descriptive</b> <b>c. narrative</b>			LA S 08.2.2 Students will write for a variety of purposes and audiences in multiple genres.			LA M 11.2.2 Students will demonstrate knowledge of components specific to the structures of analysis, problem solution, synthesis, and personal essay.	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 08.3.1 Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.			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 S 08.3.2 Students will develop, apply, and refine active listening skills across a variety of situations. <b>LA M 08.3.2</b> Students will develop, and demonstrate active listening skills across a variety of situations.			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.  <b>LA M 12.3.2</b> 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 08.3.3 Students will develop, apply, and adapt reciprocal communication skills.			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.

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

<b>K-12 Comprehensive Standard: History (WLD)</b> 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.	
<b>Concept</b>	<b>Grade Level Standards</b>

	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)
<b>Chronological Thinking</b>	<b>SS S 05.4.1</b> Students will examine chronological relationships and patterns, and describe the connections among them.	<b>SS M 06.4.1 (WLD)</b> Students will analyze how major past and current world events are chronologically connected, and evaluate their impact(s) upon one another.		<b>SS OS 8.4.1 (WLD)</b> Students will analyze how major past and current world events are chronologically connected, and evaluate their impact(s) upon one another.		<b>SS M 10.4.1 (WLD)</b> Students will analyze how major past and current world events are chronologically connected, and evaluate their impact(s) upon one another.		<b>SS S 12.4.1 (WLD)</b> Students will analyze how major past and current world events are chronologically connected, and evaluate their impact(s) upon one another.
	<b>SS S 05.4.1.a</b> Describe concepts of time and chronology (e.g., BC, BCE, AD, CE and eras)	<b>SS M 06.4.1.a (WLD)</b> 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)		<b>SS OS 8.4.1.a (WLD)</b> 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)		<b>SS M 10.4.1.a (WLD)</b> Describe concepts of time and chronology (e.g., Middle Ages, Global Interaction, Age of Revolutions, Global Conflict and Achievement, Contemporary World)		<b>SS S 12.4.1.a (WLD)</b> Describe concepts of time and chronology (e.g., Middle Ages, Global Interaction, Age of Revolutions, Global Conflict and Achievement, Contemporary World) (Grade 10)
	<b>SS S 05.4.1.b</b> Select and record key national events in chronological order (e.g., timelines)	<b>SS M 06.4.1.b (WLD)</b> Classify key global events in chronological order (e.g., timelines with eras and selected key events)		<b>SS OS 8.4.1.b (WLD)</b> Classify key global events in chronological order (e.g., timelines with eras and selected key events) (Grade 6)		<b>SS M 10.4.1.b (WLD)</b> Select, record, and interpret key global events in chronological order (e.g., timelines with eras and selected key event)		<b>SS S 12.4.1.b (WLD)</b> Select, record, and interpret key global events in chronological order (e.g., timelines with eras and selected key event) (Grade 10)



<p><b>Chronological Thinking</b></p>		<p><b>SS M 06.4.1.c (WLD)</b> 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)</p>		<p><b>SS S 08.4.1.c (WLD)</b> Examine the chronology of historical events throughout the world to analyze their impact on the past, present, and future  <b>SS M 08.4.1.c (WLD)</b> 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)</p>		<p><b>SS M 10.4.1.c (WLD)</b> 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)</p>		<p><b>SS S 12.4.1.c (WLD)</b> Examine the chronology of historical events throughout the world to evaluate their impact on the past, present, and future  <b>SS M 12.4.1.c (WLD)</b> 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)</p>
<p><b>Historical Comprehension</b></p>	<p><b>SS S 05.4.2</b> Students will demonstrate an understanding of the impact of people, events, ideas, and symbols, upon us history using multiple types of sources.</p>	<p><b>SS M 06.4.2 (WLD)</b> Students will analyze the impact of people, events, ideas, and symbols upon world history using multiple types of sources.</p>		<p><b>SS S 08.4.2 (WLD)</b> Students will analyze the impact of people, events, ideas, and symbols upon world history using multiple types of sources.</p>		<p><b>SS M 10.4.2 (WLD)</b> Students will analyze and evaluate the impact of people, events, ideas, and symbols upon world history using multiple types of sources.</p>		<p><b>SS S 12.4.2 (WLD)</b> Students will analyze and evaluate the impact of people, events, ideas, and symbols upon world history using multiple types of sources.</p>

<p style="text-align: center;"><b>Historical Comprehension</b></p>	<p><b>SS S 05.4.2.a</b> 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, and other historical figures, patriotism, national symbols)</p>	<p><b>SS M 06.4.2.a (WLD)</b> 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>		<p><b>SS S 08.4.2.a (WLD)</b> 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, 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><b>SS M 10.4.2.a (WLD)</b> 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, 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><b>SS S 12.4.2.a (WLD)</b> 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, 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>
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Historical Comprehension	<p><b>SS S 05.4.2.b</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><b>SS M 05.4.2.b</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><b>SS M 06.4.2.b (WLD)</b> Analyze how global civilizations have changed over the course of time, using maps, documents, and other artifacts</p>		<p><b>SS S0 8.4.2.b (WLD)</b> Analyze how global civilizations have changed over the course of time, using maps, documents, and other artifacts (Grade 6)</p>		<p><b>SS M 10.4.2.b (WLD)</b> Analyze and evaluate how global civilizations have changed over the course of time, using maps, documents, and other artifacts</p>		<p><b>SS S 12.4.2.b (WLD)</b> Analyze and evaluate how global civilizations have changed over the course of time, using maps, documents, and other artifacts (Grade 10)</p>
	<p><b>SS S 05.4.2.c</b> Describe the appropriate uses of primary and secondary sources</p>	<p><b>SS M 06.4.2.c (WLD)</b> Analyze the appropriate uses of primary and secondary sources</p>		<p><b>SS S 08.4.2.c (WLD)</b> Analyze the appropriate uses of primary and secondary sources (Grade 6)</p>		<p><b>SS M 10.4.2.c (WLD)</b> Analyze and evaluate the appropriate uses of primary and secondary sources</p>		<p><b>SS S 12.4.2.c (WLD)</b> Analyze and evaluate the appropriate uses of primary and secondary sources (Grade 10)</p>
Multiple Perspectives	<p><b>SS S 05.4.3</b> Students will describe and explain multiple perspectives of historical events.</p>	<p><b>SS M 06.4.3 (WLD)</b> Students will analyze and interpret historical and current events from multiple perspectives.</p>		<p><b>SS S 08.4.3 (WLD)</b> Students will analyze and interpret historical and current events from multiple perspectives.</p>		<p><b>SS M 10.4.3 (WLD)</b> Students will analyze and evaluate historical and current events from multiple perspectives.</p>		<p><b>SS S 12.4.3 (WLD)</b> Students will analyze and evaluate historical and current events from multiple perspectives.</p>

<b>Multiple Perspectives</b>	<p><b>SS S 05.4.3.a</b> Describe how multiple perspectives facilitate the understanding of the full story of US history (e.g., The events surrounding the Boston Massacre, Indian Removal)</p>	<p><b>SS M 06.4.3.a (WLD)</b> 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)</p>		<p><b>SS S 08.4.3.a (WLD)</b> 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 )</p>		<p><b>SS M 10.4.3.a (WLD)</b> 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)</p>		<p><b>SS S 12.4.3.a (WLD)</b> 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>
	<p><b>SS S 05.4.3.b</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><b>SS M 06.4.3.b (WLD)</b> 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><b>SS S 08.4.3.b (WLD)</b> 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><b>SS M 10.4.3.b (WLD)</b> 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><b>SS S 12.4.3.b (WLD)</b> 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>

Historical Research Skills	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 08.4.4 (WLD) Students will identify causes of past and current events, issues, and problems.		SS M 10.4.4 (WLD) Students will identify and evaluate the effects of past, current, and potential future events, issues, and problems.		SS S 12.4.4 (WLD) 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 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 08.4.4.a (WLD) Analyze sources on Early World History through determination of credibility, contextualization, and corroboration (Grade 6)		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)		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)
Historical Research Skills	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 S 08.4.4.b (WLD) Evaluate alternative courses of action in world history (e.g., How were ideas and products diffused to other regions?) (Grade 6)		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)		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?)  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)

<b>Historical Research Skills</b>	<b>SS S 05.4.4.c</b> Identify how decisions affected events in the United States (e.g., secession of the American Colonies from Britain)	<b>SS M 06.4.4.c (WLD)</b> Analyze how decisions affected events across the globe (e.g., migrations, declarations of war, treaties, alliances)		<b>SS 08.4.4.c (WLD)</b> Analyze how decisions affected events across the globe (e.g., migrations, declarations of war, treaties, alliances) (Grade 6)		<b>SS M 10.4.4.c (WLD)</b> Evaluate how decisions affected events across the world (e.g., revolutions, alliances, treaties)		<b>SS S 12.4.4.c (WLD)</b> Evaluate how decisions affected events across the world (e.g., revolutions, alliances, treaties) (Grade 10)
	<b>SS S 05.4.4.d</b> Describe the cause and effect relationships among key events in history (e.g., Revolutionary War, founding of the United States)	<b>SS M 06.4.4.d (WLD)</b> Identify and analyze multiple causes and effects upon key events in world history (e.g. Fall of Roman Empire, Peloponnesian War, Unification of China)		<b>SS S 08.4.4.d (WLD)</b> 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)		<b>SS M 10.4.4.d (WLD)</b> 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)		<b>SS S 12.4.4.d (WLD)</b> 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)
	<b>SS S 05.4.4.e</b> Describe the relationships among historical events in the United States and the students' lives today (i.e., current events)	<b>SS M 06.4.4.e (WLD)</b> Analyze the relationships among historical events across the globe and the students' lives today (i.e., current events, compare & contrast historical and modern traditions)		<b>SS S 08.4.4.e (WLD)</b> Analyze the relationships among historical events across the globe and the students' lives today (i.e., current events) (Grade 6)		<b>SS M 10.4.4.e (WLD)</b> Evaluate the relationships among historical events across the globe and the students' lives today (i.e., current events, compare & contrast historical and modern traditions)		<b>SS S 12.4.4.e (WLD)</b> Evaluate the relationships among historical events across the globe and the students' lives today (i.e., current events) (Grade 10)
	<b>SS S 05.4.5</b> <b>Students will develop historical research skills.</b>	<b>SS M 06.4.5</b> <b>Students will develop historical research skills.</b>		<b>SS S 08.4.5</b> <b>Students will develop historical research skills.</b>		<b>SS M 10.4.5 (WLD)</b> <b>Students will develop historical research skills.</b>		<b>SS S 12.4.5 (WLD)</b> <b>Students will develop historical research skills.</b>
	<b>SS S 05.4.5.a</b> Develop questions about United States history	<b>SS M 06.4.5.a (WLD)</b> Develop questions about world history		<b>SS S 08.4.5.a (WLD)</b> Develop questions about world history (Grade 6)		<b>SS M 10.4.5.a (WLD)</b> Develop questions about World history.		<b>SS S 12.4.5.a (WLD)</b> Develop questions about World history. (Grade 10)

<b>Historical Research Skills</b>	<p><b>SS S 05.4.5.b</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><b>SS M 06.4.5.b (WLD)</b> 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><b>SS S 08.4.5.b (WLD)</b> 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><b>SS M 10.4.5.b (WLD)</b> 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><b>SS S 12.4.5.b (WLD)</b> 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><b>SS S 05.4.5.c</b> Gather historical information about the United States (e.g., document archives, newspapers, interviews)</p> <p><b>SS M 05.4.5.c</b> 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><b>SS M 06.4.5.c (WLD)</b> Gather historical information about other nations (e.g., document archives, artifacts, newspapers, interviews)</p>		<p><b>SS S 08.4.5.c (WLD)</b> Gather historical information about other nations (e.g., document archives, artifacts, newspapers, interviews) (Grade 6)</p>		<p><b>SS M 10.4.5.c (WLD)</b> Gather historical information about the world (e.g., document archives, artifacts, newspapers, interviews)</p>		<p><b>SS S 12.4.5.c (WLD)</b> Gather historical information about the world (e.g., document archives, artifacts, newspapers, interviews) (Grade 10)</p>
	<p><b>SS S 05.4.5.d</b> Present historical information about the United States (e.g., pictures, posters, oral/written narratives, and electronic presentations)</p>	<p><b>SS M 06.4.5.d (WLD)</b> Present an analysis of historical information about the world (e.g., pictures, posters, oral/written narratives, and electronic presentation)</p>		<p><b>SS S 08.4.5.d (WLD)</b> Present an analysis of historical information about the world (e.g., pictures, posters, oral/written narratives, and electronic presentation) (Grade 6)</p>		<p><b>SS M 10.4.5.d (WLD)</b> Present an evaluation of historical information about the world (e.g., pictures, posters, oral/written narratives, and electronic presentations)</p>		<p><b>SS S 12.4.5.d (WLD)</b> Present an evaluation of historical information about the world (e.g., pictures, posters, oral/written narratives, and electronic presentations) (Grade 10)</p>

Writing	LA S 05.2.2 Writing Genres: Write for a variety of purposes and audiences in multiple genres. <b>a. persuasive</b> <b>b. descriptive</b> <b>c. narrative</b>	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.		<b>LA M 10.3.1</b> <b>Students will develop, and refine speaking skills that convey an idea.</b>		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	<b>LA M 06.3.2</b> <b>Students will develop, and demonstrate active listening skills across a variety of situations.</b>		LA S 08.3.2 Students will develop, apply, and refine active listening skills across a variety of situations. <b>LA M 08.3.2</b> <b>Students will develop, and demonstrate active listening skills across a variety of situations.</b>		<b>LA M 10.3.2</b> <b>Students will develop, and refine listening skills that convey an idea.</b>		LA S 12.3.2 Students will develop, apply, and refine active listening skills across a variety of situations. <b>LA M 12.3.2</b> <b>Students will develop and demonstrate active listening skills across a variety of situations.</b>
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.		<b>LA M 10.3.3</b> <b>Students will develop, and refine reciprocal communication skills that convey an idea.</b>		LA S 12.3.3 Students will develop, apply, and adapt reciprocal communication skills.



Comprehension	<b>LA M 05.1.6</b> <b>Comprehension:</b> <b>Extract and construct meaning using narrative and informational text</b>	<b>LA S 06.1.6</b> <b>Comprehension:</b> Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.		<b>LA S 08.1.6</b> <b>Comprehension:</b> Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.		<b>LA M 10.1.6</b> <b>Students will extract meaning using prior knowledge and apply strategies to selfmonitor comprehension before, during and after reading.</b>		<b>LA S 12.1.6</b> Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.
Vocabulary	<b>LA S 05.1.5</b> Students will build literary, general academic, and content specific grade level vocabulary.	<b>LA S 06.1.5</b> Students will build literary, general academic, and content specific grade level vocabulary.		<b>LA S 08.1.5</b> Students will build literary, general academic, and content specific grade level vocabulary.		<b>LA M 10.1.5</b> <b>Students will independently use structural analysis to determine word meanings and relationships.</b>		<b>LA S 12.1.5</b> 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	
Course	Grade 5 Social Studies	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	World Religions Sociology AP European History Law Studies Psychology AP Psychology AP Comparative Government & Politics
							<b>IB Courses offered at MNHS only</b>		
							IB 20 <sup>th</sup> Century World History Topics SL/HL IB Psychology SL IB History of the Americas HL II		
<a href="#">Materials</a>	<a href="#">Social Studies Alive! America's Past (TCI 2010)</a>	<a href="#">History Alive! The Ancient World (TCI 2011)</a>	<a href="#">World Geography (Holt McDougal 2012)</a>	<a href="#">History Alive! The United States Through Industrialism (TCI 2011)</a>	<a href="#">Geography The Human &amp; Physical World (McGraw Hill 2015)</a> <a href="#">The Cultural Landscape: An Introduction to Human Geography AP Edition (Pearson 2014)</a>	<a href="#">World History Patterns of Interaction (Holt McDougal 2012)</a> <a href="#">Worlds Together, Worlds Apart 4<sup>th</sup> Ed. (Norton 2014)</a>	<a href="#">History Alive! Pursuing American Ideals (TCI 2013)</a> <a href="#">High School America's History 8<sup>th</sup> Ed. (BFW 2014)</a> <a href="#">McGruder's American Government (Pearson 2013)</a> <a href="#">Government in America – People, Politics, and Policy AP 16<sup>th</sup> Ed.. (Pearson 2014)</a>	<a href="#">Nextext Intro to Sociology (Holt McDougal 2002)</a> <a href="#">Racial and Ethnic Groups 13<sup>th</sup> Ed. (Pearson 2012)</a> <a href="#">International Relations 10<sup>th</sup> Ed. (Pearson 2013)</a>	<a href="#">World RELG (Cengage 2013)</a> <a href="#">SOC3 (Cengage 2014)</a> <a href="#">The Western Heritage Since 1300 AP 11<sup>th</sup> Ed. (Pearson 2014)</a> <a href="#">CJ2 (Cengage 2013)</a> <a href="#">Psychology / AP Psychology – TBD</a> <a href="#">Comparative Politics Responses to Global Challenges 8<sup>th</sup> AP Ed. (Cengage 2013)</a>

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

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

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

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

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



## 9-12 Social Studies

Social Studies Required Course Sequence And Credits			
9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> or 12 <sup>th</sup> Grade	
World Geography (5)	World History (10)	United States History (10)	United States Government & Economics (5)
<b>or</b>	<b>or</b>	<b>or</b>	<b>or</b>
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	
9-12 <sup>th</sup> Grade	11-12 <sup>th</sup> 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		
9-12 <sup>th</sup> Grade	10-12 <sup>th</sup> Grade	11-12 <sup>th</sup> Grade
AP Human Geography <ul style="list-style-type: none"> <li>• If taken to fulfill the 9<sup>th</sup> grade World Geography requirement (5 Social Studies/5 Elective)</li> <li>• If taken in addition to 9<sup>th</sup> grade World Geography requirement (10)</li> </ul>	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 <sup>th</sup> Grade	12 <sup>th</sup> Grade
IB 20 <sup>th</sup> 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<sup>®</sup> HUMAN GEOGRAPHY

9-12

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<sup>®</sup> exam in Human Geography.

**Prerequisites:** None

### 0430 INTRODUCTION TO BEHAVIORAL SCIENCE

9-12

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

9-12

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

### 0426 INTERNATIONAL RELATIONS

9-12

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

**0424 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

**0415 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<sup>®</sup> 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<sup>®</sup> exam in Psychology.

**Prerequisites:** Psychology

**0457 ADVANCED PLACEMENT<sup>®</sup>  
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<sup>®</sup> exam on Comparative Government and Politics.

**Prerequisites:** Advanced Placement<sup>®</sup> United States Government & Politics

## AGENDA SUMMARY SHEET

**AGENDA ITEM:** Award of Contract for Ackerman Roofing Project

**MEETING DATE:** February 3, 2014

**DEPARTMENT:** General Administration

**TITLE & BRIEF DESCRIPTION:** Award of Contract for Ackerman Roofing Project – the review of bids and awarding of the contract for a roofing project at Ackerman Elementary School.

**ACTION DESIRED:** Approval  Discussion  Information Only

**BACKGROUND:** This is a roofing project to repair hail damage at Ackerman Elementary School. The project will be funded by insurance proceeds.

Copies of the architect's letter and the bid tab are attached.

**OPTIONS AND ALTERNATIVES:** n/a

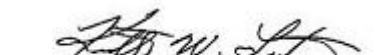
**RECOMMENDATION:** It is recommended that the contract for the Ackerman Elementary School Roofing Project be awarded to Rawson Roofing in the amount of \$104,493 and that the Associate Superintendent for General Administration be authorized and directed to execute any and all documents related to such project.

**STRATEGIC PLAN REFERENCE:** n/a

**IMPLICATIONS OF ADOPTION/REJECTION:** n/a

**TIMELINE:** Immediate. This project will be done over the summer.

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

**SUPERINTENDENT'S APPROVAL:** 



27 January 2014

Mr. Ken Fossen  
Associate Superintendent for General Administration  
Millard Public Schools  
Donald Stroh Administrative Center  
5606 S 147<sup>th</sup> St  
Omaha NE 68137

RE: Millard Public Schools – Ackerman Elementary Elastomeric Roof Coating and  
Skylight Replacement

BVH Project No. M13462

Dear Mr. Fossen,

On Tuesday, January 21, 2014, bids were received to provide elastomeric roof coating on all roof areas of Ackerman Elementary School, and to replace the two Kalwall skylights. Unit costs were also taken to replace additional deteriorated wood nailers up around the skylight, should any be encountered.

A total of six (6) bids were received for this work. **The low bid received was from Rawson & Sons Roofing of Omaha, NE in the amount of \$104,493.00, which includes the skylight replacement.** This bid is 25% below the estimated construction cost of \$140,000.00.

Rawson & Sons of Omaha has completed numerous roof repair projects for the District, but this is the first time they have taken part in the bidding process for a district project. They are a well qualified Roofing Contractor, and will have their insurance policy increased to meet MPS required liability limits and honor their bid price, so we recommend acceptance of their bid in the amount of \$104,493.00.

A representative from Bahr Vermeer Haecker Architects will be attending the School Board meeting on Febr. 3rd, should any questions arise.

A copy of the bid tab is attached.

Respectfully,

BAHR VERMEER HAECKER ARCHITECTS, LTD.

*Kelley A. Rosburg*  
Kelley A. Rosburg, AIA

enclosure

cc: Ed Rockwell – Millard Public Schools  
Ryan Hausman – Roofing Solutions, Inc.



MPS Ackerman Elementary Elastomeric Roof Coating and Kalwall Skylight Replacement  
M13462  
21 January 2014, 10:30 a.m.

Contractors	Addendum	Bid Bond	Base Bid	Unit Prices – Wood Nailer Replacement	
1. Boone Brothers	1	Yes	\$140,000	\$2.00	/bd ft
2. Brazos	1	Yes	\$179,033	\$3.88	/bd ft
3. McKinnis Roofing	1	Yes	\$159,000	\$1.25	/bd ft
4. Rawson Roofing	1	Yes	\$104,493	\$3.00	/bd ft
5. R.L. Craft	1	Yes	\$117,700	\$2.75	/bd ft
6. Scott Enterprises	1	Yes	\$150,098	\$3.00	/bd ft

## AGENDA SUMMARY SHEET

**AGENDA ITEM:** Award of Contract for Millard North High School Roofing Project

**MEETING DATE:** February 3, 2014

**DEPARTMENT:** General Administration

**TITLE & BRIEF DESCRIPTION:** Award of Contract for Millard North High School Roofing Project – the review of bids and awarding of the contract for a roofing project at Millard North High School.

**ACTION DESIRED:** Approval  Discussion  Information Only

**BACKGROUND:** This is a roofing project to repair hail damage at Millard North High School. The project will be funded by insurance proceeds.

Copies of the architect's letter and the bid tab are attached.

**OPTIONS AND ALTERNATIVES:** n/a


**RECOMMENDATION:** It is recommended that the contract for the Millard North High School Roofing Project be awarded to Rawson Roofing in the amount of \$220,797 and that the Associate Superintendent for General Administration be authorized and directed to execute any and all documents related to such project.

**STRATEGIC PLAN REFERENCE:** n/a

**IMPLICATIONS OF ADOPTION/REJECTION:** n/a

**TIMELINE:** Immediate. This project will be done over the summer.

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

**SUPERINTENDENT'S APPROVAL:** 





27 January 2014

Mr. Ken Fossen  
Associate Superintendent for General Administration  
Millard Public Schools  
Donald Stroh Administrative Center  
5606 S 147<sup>th</sup> St  
Omaha NE 68137

RE: Millard Public Schools – North High School Elastomeric Roof Coating – Areas  
A,K,G,H,I,L,M and N

BVH Project No. M13461

Dear Mr. Fossen,

On Tuesday, January 21, 2014, bids were received for elastomeric roof coating of roof areas A,K,G,H,I,L,M and N of North High School.

A total of seven (7) bids were received for this work. **The low bid received was from Rawson & Sons Roofing of Omaha, NE in the amount of \$220,797.00.** This bid is 47% below the original estimated construction cost of \$420,000.00.

Rawson & Sons of Omaha has completed numerous roof repair projects for the District, but this is the first time they have taken part in the bidding process for a district project. They are a well qualified Roofing Contractor, and will have their insurance policy increased to meet MPS required liability limits and honor their bid price, so we recommend acceptance of their bid in the amount of \$220,797.00.

A representative from Bahr Vermeer Haecker Architects will be attending the School Board meeting on February 3rd, should any questions arise.

A copy of the bid tab is attached.

Respectfully,

BAHR VERMEER HAECKER ARCHITECTS, LTD.

*Kelley A. Rosburg*  
Kelley A. Rosburg, AIA

enclosure

cc: Ed Rockwell – Millard Public Schools  
Ryan Hausman – Roofing Solutions, Inc.



MPS North High School Elastomeric Roof Coating  
 M13461  
 21 January 2014, 10:45 a.m.

Contractors	Addendum	Bid Bond	Base Bid
1. Boone Brothers	1	Yes	\$440,000
2. Brazos	1	Yes	\$398,128
3. Imperial	1	Yes	\$417,680
4. McKinnis Roofing	1	Yes	\$567,518
5. Rawson Roofing	1	Yes	\$220,797
6. R.L. Craft – Omaha	1	Yes	\$384,903
7. Scott Enterprises	1	Yes	\$447,465

## AGENDA SUMMARY SHEET

**AGENDA ITEM:** Award of Contract for Cody Roofing Project

**MEETING DATE:** February 3, 2014

**DEPARTMENT:** General Administration

**TITLE & BRIEF DESCRIPTION:** Award of Contract for Cody Roofing Project – the review of bids and awarding of the contract for a roofing project at Cody Elementary School.

**ACTION DESIRED:** Approval  Discussion  Information Only

**BACKGROUND:** This is a summer project (managed by District staff and funded by bond proceeds) that was previously presented to the board.

Copies of the architect's letter and the bid tab are attached.

**OPTIONS AND ALTERNATIVES:** n/a


**RECOMMENDATION:** It is recommended that the contract for the Cody Elementary School Roofing Project be awarded to Toney's Roofing in the amount of \$211,778 and that the Associate Superintendent for General Administration be authorized and directed to execute any and all documents related to such project.

**STRATEGIC PLAN REFERENCE:** n/a

**IMPLICATIONS OF ADOPTION/REJECTION:** n/a

**TIMELINE:** Immediate. This project will be done over the summer.

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

**SUPERINTENDENT'S APPROVAL:** \_\_\_\_\_ 



27 January 2014

Mr. Ken Fossen  
 Associate Superintendent for General Administration  
 Millard Public Schools  
 Donald Stroh Administrative Center  
 5606 S 147<sup>th</sup> St  
 Omaha NE 68137

RE: Millard Public Schools – Cody Elementary School Roof Replacement –Ph. I – Areas A, B and C

BVH Project No. M13448

Dear Mr. Fossen,

On Tuesday, January 21, 2014, bids were received for reroofing of roof areas A, B and C of Cody Elementary School.

A total of six (6) bids were received for this work. The low bid of \$126,100 from Bradco Company was withdrawn at the bid opening, upon discovery of a mistake on their bid form (see attached retraction letter from Bradco). **The second low bid received was from Toney's Roofing of Elkhorn, NE in the amount of \$211,778.00.** Two unit costs were also taken for coating rusted steel deck and additional wood nailer replacement. This bid is 47% below the original estimated construction cost of \$402,500.00. The original estimates were for a 90 mil EPDM roof system. A copy of the bid tabulation is attached.

Toney's Roofing of Elkhorn has not performed work for the District before, but provided references from recent (last three years) roof replacement projects of similar size, for other School Districts in Nebraska. They are first time bidders on MPS projects, and have agreed to have their insurance policy increased to meet MPS required liability limits and will honor their bid price, so we **recommend acceptance of their bid in the amount of \$211,778.00.**

A representative from Bahr Vermeer Haecker Architects will be attending the School Board meeting on February 3rd, should any questions arise.

A copy of the bid tab is attached.

Respectfully,

BAHR VERMEER HAECKER ARCHITECTS, LTD.

*Kelley A. Rosburg*

Kelley A. Rosburg, AIA

enclosure

cc: Ed Rockwell – Millard Public Schools  
 Ryan Hausman – Roofing Solutions, Inc.



BID TABULATION  
page 1 of 1

MPS Cody Elementary Roof Replacement Ph 1  
M13448  
21 January 2014, 11:15 a.m.

Contractors	Addendum	Bid Bond	Base Bid	Unit Prices: Steel Deck Prep and Coating		Unit Prices: Wood Nailer Replacement	
1. Boone Brothers	1	Yes	\$298,000.00	\$4.00	/sq ft	\$2.00	/Bd Ft
2. Bradco - <i>withdrawn</i>	1	Check	\$126,100.00	\$4.00	/sq ft	\$2.30	/Bd Ft
3. Independent Roofing	1	Yes	\$343,000.00	\$4.75	/sq ft	\$3.25	/Bd Ft
4. McKinnis Roofing	1	Yes	\$404,470.00	\$3.50	/sq ft	\$2.75	/Bd Ft
5. Scott Enterprises	1	Yes	\$270,027.00	\$5.00	/sq ft	\$3.00	/Bd Ft
6. Toney's Roofing	1	Check	\$211,778.00	\$5.50	/sq ft	\$2.50	/Bd Ft





BradCo Companies

10501 Chandler Circle, Suite 100

LaVista, NE 68128

---

January 21, 2014

Kelley Rosburg  
Bahr Vermeer Haecker Architects, Ltd.  
1425 Jones Street  
Omaha, NE 68102

Re: MPS Cody Elementary Roof Replacement Ph 1

Dear Ms. Rosburg,

We sincerely regret to inform you that BradCo Company is hereby retracting the January 21st, 2014 bid in the amount of \$126,100 for Cody Elementary effective immediately.

Thank you for the opportunity to provide the estimate on this project.

Please feel free to call with any questions (402) 334-2758.

Sincerely,

Brad Kothenbeutel  
General Manager

**Kelley Rosburg**

---

**From:** Brad Perreault [brad\_toneysroofing@yahoo.com]  
**Sent:** Friday, January 24, 2014 11:22 AM  
**To:** Kelley Rosburg  
**Subject:** Toneys Roofing

Kelli,

Please be advised as per our conversation earlier this morning that we are aware our insurance is not adequate for MPS requirements. We are in the process of increasing our General Liability to \$5,000,000.00.

This should be taken care of next week.

Thanks again for taking the time discussing our potential working relationship with BVH and MPS. I am very confident that we will live up to your expectations as well as the schools.

Sincerely,

Brad Perreault  
Sales & Estimating

27 January 2014

Reference checks on Toney's Roofing

**Osmond Community Schools – Mr. Mike Brown, Secondary Principal**

Re-roofed the entire high school building (\$700,000 ± roofing, as part of a project administered by TRANE Corp. due to the District's funding method)

Comments: They did a great job. There were minimal issues with the gutters and sheet metal, but they came back and took care of everything in a timely manner. This project

Project was completed over one summer (2012).

**Concordia Jr.-Sr. High School – Mr. Dennis Schissel – Kiewit Bldg. Group, Supt.**

Renovation and addition project (35,000 S.F.) constructed under the umbrella of *Heartland Roofing Consultants*.

Comments: They were good about safety. Had a couple leaks at temporary tie-offs during construction, but no leaks after roof was completed. There were some complications on getting the roof drains in the correct location (regular drains vs. overflow drains).

**Chase County Schools (Imperial, NE) - Mr. Brad Schoeppey, School Superintendent**

Large gymnasium (30,000 S.F.)– completed in 2 weeks

Smaller gymnasium (25,000 S.F.) - completed in 1-1/2 weeks

School District has an agreement in place with *Heartland Roofing Consultants*. Toney's was the roofing contractor under Heartland's umbrella. They have completed 4-5 roof areas each year.

Comments: Pleased with Toney's work, and have had no leak issues at all.

Toney's Sheet Metal Sub-contractor: Swanson Sheet Metal – Gretna



## AGENDA SUMMARY SHEET

**AGENDA ITEM:** Award of Contract for Millard South HS Roofing Project

**MEETING DATE:** February 3, 2014

**DEPARTMENT:** General Administration

**TITLE & BRIEF DESCRIPTION:** Award of Contract for Millard South HS Roofing Project – the review of bids and awarding of the contract for a roofing project at Millard South High School.

**ACTION DESIRED:** Approval  Discussion  Information Only

**BACKGROUND:** This is a summer project (managed by District staff and funded by bond proceeds) that was previously presented to the board.

Copies of the architect's letter and the bid tab are attached.

**OPTIONS AND ALTERNATIVES:** n/a

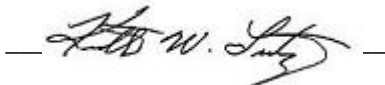
**RECOMMENDATION:** It is recommended that the contract for the Millard South High School Roofing Project be awarded to Boone Brothers Roofing in the amount of \$812,000 (with such amount including the Base Bid only) and that the Associate Superintendent for General Administration be authorized and directed to execute any and all documents related to such project.

**STRATEGIC PLAN REFERENCE:** n/a

**IMPLICATIONS OF ADOPTION/REJECTION:** n/a

**TIMELINE:** Immediate. This project will be done over the summer.

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

**SUPERINTENDENT'S APPROVAL:** 



27 January 2014

Mr. Ken Fossen  
 Associate Superintendent for General Administration  
 Millard Public Schools  
 Donald Stroh Administrative Center  
 5606 S 147<sup>th</sup> St  
 Omaha NE 68137

RE: Millard Public Schools – South High School Phases IV & V – Areas “H,I,K,L,M,N,P,T,U,W and X” Roof Replacement

BVH Project No. M13447

Dear Mr. Fossen,

On Tuesday, January 21, 2014, bids were received to re-roof “Areas H,I,K,L,M,N,P,T,U,W and X” of South High School. Unit costs were also taken to replace additional deteriorated wood nailers, to repair any rusted metal deck, and replace any wet acoustic insulation. One bid alternate for roof area “R” was also taken.

A total of four (4) bids were received for this work. The low bid of \$649,800 from Scott Enterprises was withdrawn, upon discovery of a mistake in their bid (see attached bid withdrawal letter from Scott Ent.). **The second low base bid received was from Boone Bros. Roofing of Omaha, NE in the amount of \$812,000.00. Boone Bros. bid alternate #1 price was \$32,000.00, totaling \$844,000 for Base bid plus alternate #1.** The original construction estimate was \$790,000 for the Base Bid, and \$33,000 for Alternate #1. The base bid is approximately 2.7% higher than the estimated construction cost of \$790,000 for the base bid roof areas. The original construction estimate did not include any mechanical work, which is now included in the project.

Boone Bros. Roofing has completed several successful projects for the District, including all but one phase of re-roofing on South High School. They are a well qualified Roofing Contractor, and we **recommend acceptance of their base bid in the amount of \$812,000.00** if funds are available.

A representative from Bahr Vermeer Haecker Architects will be attending the School Board meeting on Febr. 3rd, should any questions arise.

A copy of the bid tab and bid retraction from Scott Enterprises is attached.

Respectfully,

BAHR VERMEER HAECKER ARCHITECTS, LTD.

*Kelley A. Rosburg*  
 Kelley A. Rosburg, AIA

enclosure

cc: Ed Rockwell – Millard Public Schools  
 Ryan Hausman – Roofing Solutions, Inc.



MPS South HS Reroofing Phases IV and V  
 M13447  
 21 January 2014, 9:00 a.m.

Contractors	Addendum	Bid Bond	Base Bid	Alt#1: Reroof Area R	Unit Prices: Steel Deck Prep and Coating		Unit Prices: Wood Nailer Replacement		Unit Prices: Acoustical deck insulation	
1. Boone Brothers	1, 2	yes	\$812,000.	\$32,000.	\$4.00	/sq ft	\$2.00	/Bd Ft	\$1.00	/Lin Ft
2. Independent Roofing	1, 2	yes	\$885,000.	\$40,000.	\$4.75	/sq ft	\$3.25	/Bd Ft	\$1.25	/Lin Ft
3. McKinnis Roofing	1, 2	yes	\$1,100,000.	\$44,000.	\$4.50	/sq ft	\$1.25	/Bd Ft	\$.85	/Lin Ft
4. Scott Enterprises- <i>Withdrawn</i>	1, 2	yes	\$649,800.	\$27,000.	\$5.00	/sq ft	\$3.00	/Bd Ft	\$32.00	/Lin Ft

**Kelley Rosburg**

---

**From:** Tommy Livermore [TLivermore@scottent.com]  
**Sent:** Tuesday, January 21, 2014 3:44 PM  
**To:** Kelley Rosburg  
**Subject:** Millard South Reroof 2014

Kelley,

We thank you for the opportunity to bid this project.

Upon review of our bid, we discovered a mistake on our part, and respectfully withdrawal our proposal from the bidding process.

We look forward to bidding any future projects.

Thanks again,

*Tommy Livermore*

Estimator

Scott Enterprises, Inc.

9684 N 109 ave

Omaha, NE 68122

402-571-2364, ext 106

Fax: 402-571-2129

[TLivermore@ScottEnt.com](mailto:TLivermore@ScottEnt.com)



## AGENDA SUMMARY SHEET

**AGENDA ITEM:** Award of Contract for Norris Roofing Project

**MEETING DATE:** February 3, 2014

**DEPARTMENT:** General Administration

**TITLE & BRIEF DESCRIPTION:** Award of Contract for Norris Roofing Project – the review of bids and awarding of the contract for a roofing project at Norris Elementary School.

**ACTION DESIRED:** Approval  Discussion  Information Only

**BACKGROUND:** This is a summer project (managed by District staff and funded by bond proceeds) that was previously presented to the board.

Copies of the architect’s letter and the bid tab are attached.

**OPTIONS AND ALTERNATIVES:** n/a


**RECOMMENDATION:** It is recommended that the contract for the Norris Elementary School Roofing Project be awarded to Toney’s Roofing in the amount of \$153,146 and that the Associate Superintendent for General Administration be authorized and directed to execute any and all documents related to such project.

**STRATEGIC PLAN REFERENCE:** n/a

**IMPLICATIONS OF ADOPTION/REJECTION:** n/a

**TIMELINE:** Immediate. This project will be done over the summer.

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

**SUPERINTENDENT’S APPROVAL:** 



27 January 2014

Mr. Ken Fossen  
Associate Superintendent for General Administration  
Millard Public Schools  
Donald Stroh Administrative Center  
5606 S 147<sup>th</sup> St  
Omaha NE 68137

RE: Millard Public Schools – Norris Elementary School Roof Replacement – Ph. I – Areas A, B and H

BVH Project No. M13449

Dear Mr. Fossen,

On Tuesday, January 21, 2014, bids were received for reroofing of roof areas A, B and H of Norris Elementary School.

A total of seven (7) bids were received for this work. **The low bid received was from Toney's Roofing of Elkhorn, NE in the amount of \$153,146.00.** Two unit costs were also taken for coating rusted steel deck and additional wood nailer replacement. Toney's bid is 42% below the original estimated construction cost of \$265,000.00. The original estimates were based on a 90 mil EPDM roof system.


Toney's Roofing of Elkhorn has not performed work for the District before, but provided references from recent (last three years) roof replacement projects of similar size, for other School Districts in Nebraska. They are first time bidders on MPS projects, and have agreed to have their insurance policy increased to meet MPS required liability limits and will honor their bid price, so we **recommend acceptance of their bid in the amount of \$153,146.00.**

A representative from Bahr Vermeer Haecker Architects will be attending the School Board meeting on February 3rd, should any questions arise.

A copy of the bid tab is attached.

Respectfully,

BAHR VERMEER HAECKER ARCHITECTS, LTD.

  
Kelley A. Rosburg, AIA

enclosure

cc: Ed Rockwell – Millard Public Schools  
Ryan Hausman – Roofing Solutions, Inc.





MPS Norris Elementary Reroofing Phase 1  
 M13449  
 21 January 2014, 10:15 a.m.

Contractors	Addendum	Bid Bond	Base Bid	Unit Prices: Steel Deck Prep and Coating		Unit Prices: Wood Nailer Replacement	
1. Boone Brothers	1	Yes	\$208,000	\$4.00	/sq ft	\$2.00	/Bd Ft
2. Bradco	1	Check	\$183,000	\$4.00	/sq ft	\$2.30	/Bd Ft
3. Independent Roofing	1	Yes	\$246,000	\$4.75	/sq ft	\$3.25	/Bd Ft
4. McKinnis Roofing	1	Yes	\$303,000	\$3.00	/sq ft	\$2.75	/Bd Ft
5. R.L. Craft – Omaha	1	Yes	\$199,860	\$2.75	/sq ft	\$3.10	/Bd Ft
6. Scott Enterprises	1	Yes	\$197,657	\$5.00	/sq ft	\$3.00	/Bd Ft
7. Toney's Roofing	1	Check	\$153,146	\$5.50	/sq ft	\$2.50	/Bd Ft

**Kelley Rosburg**

---

**From:** Brad Perreault [brad\_toneysroofing@yahoo.com]  
**Sent:** Friday, January 24, 2014 11:22 AM  
**To:** Kelley Rosburg  
**Subject:** Toneys Roofing

Kelli,

Please be advised as per our conversation earlier this morning that we are aware our insurance is not adequate for MPS requirements. We are in the process of increasing our General Liability to \$5,000,000.00.

This should be taken care of next week.

Thanks again for taking the time discussing our potential working relationship with BVH and MPS. I am very confident that we will live up to your expectations as well as the schools.

Sincerely,

Brad Perreault  
Sales & Estimating



27 January 2014

Reference checks on Toney's Roofing

**Osmond Community Schools – Mr. Mike Brown, Secondary Principal**

Re-roofed the entire high school building (\$700,000 ± roofing, as part of a project administered by TRANE Corp. due to the District's funding method)

Comments: They did a great job. There were minimal issues with the gutters and sheet metal, but they came back and took care of everything in a timely manner. This project

Project was completed over one summer (2012).

**Concordia Jr.-Sr. High School – Mr. Dennis Schissel – Kiewit Bldg. Group, Supt.**

Renovation and addition project (35,000 S.F.) constructed under the umbrella of *Heartland Roofing Consultants*.

Comments: They were good about safety. Had a couple leaks at temporary tie-offs during construction, but no leaks after roof was completed. There were some complications on getting the roof drains in the correct location (regular drains vs. overflow drains).

**Chase County Schools (Imperial, NE) - Mr. Brad Schoeppey, School Superintendent**

Large gymnasium (30,000 S.F.)– completed in 2 weeks

Smaller gymnasium (25,000 S.F.) - completed in 1-1/2 weeks

School District has an agreement in place with *Heartland Roofing Consultants*. Toney's was the roofing contractor under Heartland's umbrella. They have completed 4-5 roof areas each year.

Comments: Pleased with Toney's work, and have had no leak issues at all.

Toney's Sheet Metal Sub-contractor: Swanson Sheet Metal – Gretna

## AGENDA SUMMARY SHEET

**AGENDA ITEM:** Award of Contract for Neihardt Skylight Replacement Project

**MEETING DATE:** February 3, 2014

**DEPARTMENT:** General Administration

**TITLE & BRIEF DESCRIPTION:** Award of Contract for Neihardt Skylight Replacement Project – the review of bids and awarding of the contract for a skylight replacement project at Neihardt Elementary School.

**ACTION DESIRED:** Approval  Discussion  Information Only

**BACKGROUND:** This is a summer project (managed by District staff and funded by bond proceeds) that was previously presented to the board.

Copies of the architect’s letter and the bid tab are attached.

**OPTIONS AND ALTERNATIVES:** n/a

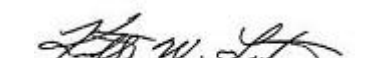
**RECOMMENDATION:** It is recommended that the contract for the Neihardt Elementary School Skylight Replacement Project be awarded to SpecPro, Inc. in the amount of \$237,096 (with such amount including the Base Bid and Alternate #1) and that the Associate Superintendent for General Administration be authorized and directed to execute any and all documents related to such project.

**STRATEGIC PLAN REFERENCE:** n/a

**IMPLICATIONS OF ADOPTION/REJECTION:** n/a

**TIMELINE:** Immediate. This project will be done over the summer.

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

**SUPERINTENDENT’S APPROVAL:** 



27 January 2014

Mr. Ken Fossen  
Associate Superintendent for General Administration  
Millard Public Schools  
Donald Stroh Administrative Center  
5606 S 147<sup>th</sup> St  
Omaha NE 68137

RE: Millard Public Schools – Neihardt Elementary Kalwall Skylight Replacement

BVH Project No. M13463

Dear Mr. Fossen,

On Tuesday, January 21, 2014, bids were received to provide new translucent panel skylights at Neihardt Elementary School. The base bid includes the east-facing skylight panels and all associated flashings. One bid alternate was taken for the west-facing panels and end panels on both skylights, including flashings.

Only one (1) bid was received for this work. **The low base bid received was from SpecPro, Inc. of Omaha, NE in the amount of \$159,267.00 and their bid alternate price was \$77,829.00, totaling \$237,096.00.** The base bid estimate was \$122,300 and the alternate estimate was \$122,300. The total estimated construction cost was \$244,600.00. The total project bid amount is 3% lower than the initial estimate.

SpecPro, Inc. of Omaha is the only Kalwall approved installer for retrofit or replacement systems in this area. They are a well qualified skylight Contractor, so we **recommend acceptance of the base bid and bid alternate in the amount of \$237,096** if funds are available.

A representative from Bahr Vermeer Haecker Architects will be attending the School Board meeting on Febr. 3rd, should any questions arise.

A copy of the bid tab is attached.

Respectfully,

BAHR VERMEER HAECKER ARCHITECTS, LTD.

*Kelley A. Rosburg*  
Kelley A. Rosburg, AIA

enclosure

cc: Ed Rockwell – Millard Public Schools



**BID TABULATION**  
PAGE 1 of 1

MPS Neihardt Elementary School Kalwall Skylight Replacement  
M13463  
21 January 2014, 11:00 a.m.

CONTRACTORS	ADDENDUM	BID BOND	BASE BID	ALT #1-West facing Kalwall panel and gable end panel	Total with Alt 1
1. SpecPro, Inc.	1	Yes	\$159,267	\$77,829	\$237,096

## AGENDA SUMMARY SHEET

**AGENDA ITEM:** Approval of Construction Documents for Ackerman Elementary School Project

**MEETING DATE:** February 3, 2014

**DEPARTMENT:** General Administration

**TITLE & BRIEF DESCRIPTION:** Approval of Construction Documents for Ackerman Elementary School

**ACTION DESIRED:** Approval  Discussion  Information Only

**BACKGROUND:** The progressive steps for construction projects are as follows:

1. Schematic Design (SD) \*
  - "30 thousand feet view" – initial design and cost estimates
2. Design Development (DD)
  - "10 thousand feet view" – refined design and cost estimates
3. Construction Documents (CD) \*
  - "Pattern altitude view" – final design and cost estimates plus all of the information necessary for contractors to bid the project.
4. Bidding/Awarding of Contract (BA) \*
  - The receipt and opening of bids and the presentation to the board for the award of the construction contract.
5. Contract Administration (CA)
  - Supervision and documentation of the construction project.

\* Board Meeting Presentations

Attached is information related to the Construction Documents Phase of the Ackerman Elementary School project. It is one of the projects aimed at enclosing classrooms that were originally built under the "open classroom" concept. The construction budget for the project is \$178,512.

A full set of the Construction Documents (designs, specs, etc.) is available for review at the Support Services Center. If anyone is interested in reviewing them, give me a call.

Carlson West Pavondra Architects will be present to address the board.

**OPTIONS AND ALTERNATIVES:** n/a


**RECOMMENDATION:** It is recommended that the construction documents for the Ackerman Elementary School project be approved as submitted.

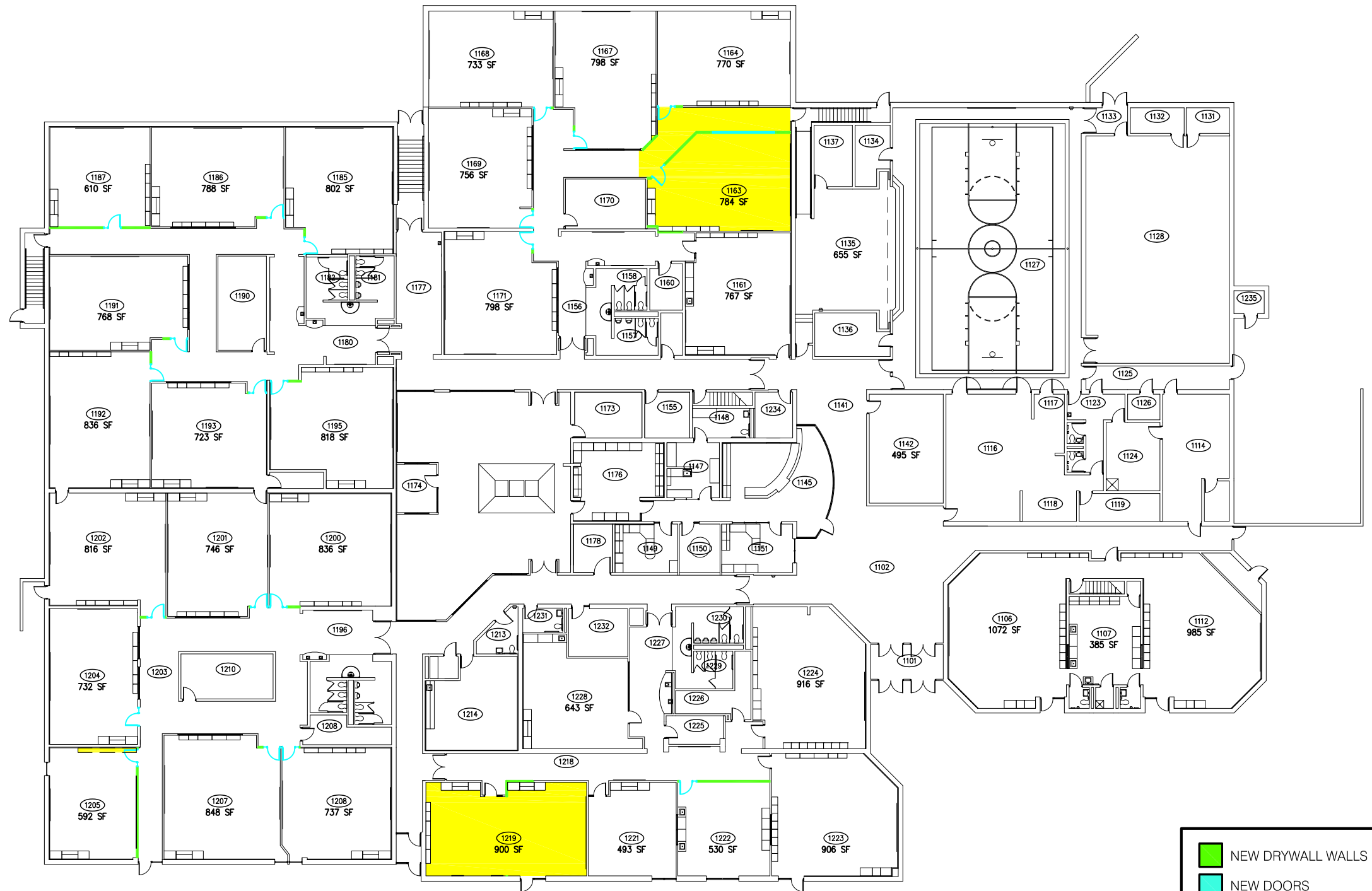
**STRATEGIC PLAN REFERENCE:** n/a

**IMPLICATIONS OF ADOPTION/REJECTION:** n/a

**TIMELINE:** Immediate

**RESPONSIBLE PERSON:** Carlson West Pavondra (Architects), Sampson Construction (CMa), and Ken Fossen

**SUPERINTENDENT'S APPROVAL:** 



# ACKERMAN ELEMENTARY

- 4 UNIT FACILITY
- 24 GRADE LEVEL CLASSROOMS
- 7 SPECIAL USE ROOMS

<span style="color: green;">■</span>	NEW DRYWALL WALLS
<span style="color: cyan;">■</span>	NEW DOORS
<span style="color: yellow;">■</span>	NEW CARPET

**FLOOR PLAN**  
 SCALE: 1" = 30'-0"



ARCHITECTS

FEBRUARY 3, 2014

**Ackerman Elementary  
CD Estimate**

180  
2/3/2014

Division	Description	Cost	
		Detail	Div. Subtotal
	<b>CONSTRUCTION COSTS</b>		
1	GENERAL CONDITIONS		\$33,182
2	SELECT DEMOLITION		\$6,043
	A. Excavation/Backfill/Site Prep	\$0	
	B. Concrete Paving & Walkways	\$0	
	C. Asphalt paving	\$0	
	D. Landscaping/Seeding/Grading	\$0	
	E. Interior/Select Demo	\$6,043	
3	CONCRETE		\$0
	A. Footings	\$0	
	B. Slabs	\$0	
	C. Cast-in-place walls	\$0	
	D. Structural precast	\$0	
4	MASONRY		\$0
	A. Block	\$0	
	B. Brick	\$0	
	C. Arch. precast	\$0	
5	METALS		\$0
	A. Structural steel	\$0	
	B. Misc. steel/handrails/stairs	\$0	
6	WOOD & PLASTICS		\$3,465
	A. Rough carpentry	\$315	
	B. Millwork & finish carpentry	\$3,150	
7	THERMAL/MOISTURE PROTECTION		\$50
	A. Roofing	\$0	
	B. Caulking & waterproofing	\$50	
8	DOORS & WINDOWS		\$35,259
	A. Hollow metal/Hardware/wood doors	\$35,259	
	B. Alum. & glass	\$0	
	C. Skylites	\$0	
	D. Overhead/coiling doors	\$0	
9	FINISHES		\$28,101
	A. Metal studs & drywall	\$9,056	
	B. Plaster & Dryvit	\$0	
	C. Acoustic ceilings	\$3,413	
		\$8,781	
	E. Painting	\$6,851	
10	SPECIALTIES		\$609
11	EQUIPMENT		\$0
12	FURNISHINGS		\$0
13	SPECIAL CONSTRUCTION		\$0
14	CONVEYING SYSTEMS		\$0
15	MECHANICAL		\$21,770
	A. HVAC	\$7,670	
	B. Temp Control	\$3,400	
	C. Fire Protection	\$10,700	
16	ELECTRICAL		\$37,430
	A. Demolition	\$5,200	
	A. Power & Lighting	\$15,330	
	B. Special Systems	\$16,900	
	<b>PROJECT TOTAL</b>		<b>\$165,909</b>

## AGENDA SUMMARY SHEET

**AGENDA ITEM:** Approval of Construction Documents for Harvey Oaks Elementary School Project

**MEETING DATE:** February 3, 2014

**DEPARTMENT:** General Administration

**TITLE & BRIEF DESCRIPTION:** Approval of Construction Documents for Harvey Oaks Elementary School

**ACTION DESIRED:** Approval   x   Discussion    Information Only   

**BACKGROUND:** The progressive steps for construction projects are as follows:

1. Schematic Design (SD) \*
  - “30 thousand feet view” – initial design and cost estimates
2. Design Development (DD)
  - “10 thousand feet view” – refined design and cost estimates
3. Construction Documents (CD) \*
  - “Pattern altitude view” – final design and cost estimates plus all of the information necessary for contractors to bid the project.
4. Bidding/Awarding of Contract (BA) \*
  - The receipt and opening of bids and the presentation to the board for the award of the construction contract.
5. Contract Administration (CA)
  - Supervision and documentation of the construction project.

\* Board Meeting Presentations

Attached is information related to the Construction Documents Phase of the Harvey Oaks Elementary School project. It is one of the projects aimed at enclosing classrooms that were originally built under the “open classroom” concept. The construction budget for the project is \$581,453.

A full set of the Construction Documents (designs, specs, etc.) is available for review at the Support Services Center. If anyone is interested in reviewing them, give me a call.

Purdy & Slack Architects will be present to address the board.

**OPTIONS AND ALTERNATIVES:** n/a


**RECOMMENDATION:** It is recommended that the construction documents for the Harvey Oaks Elementary School project be approved as submitted.

**STRATEGIC PLAN REFERENCE:** n/a

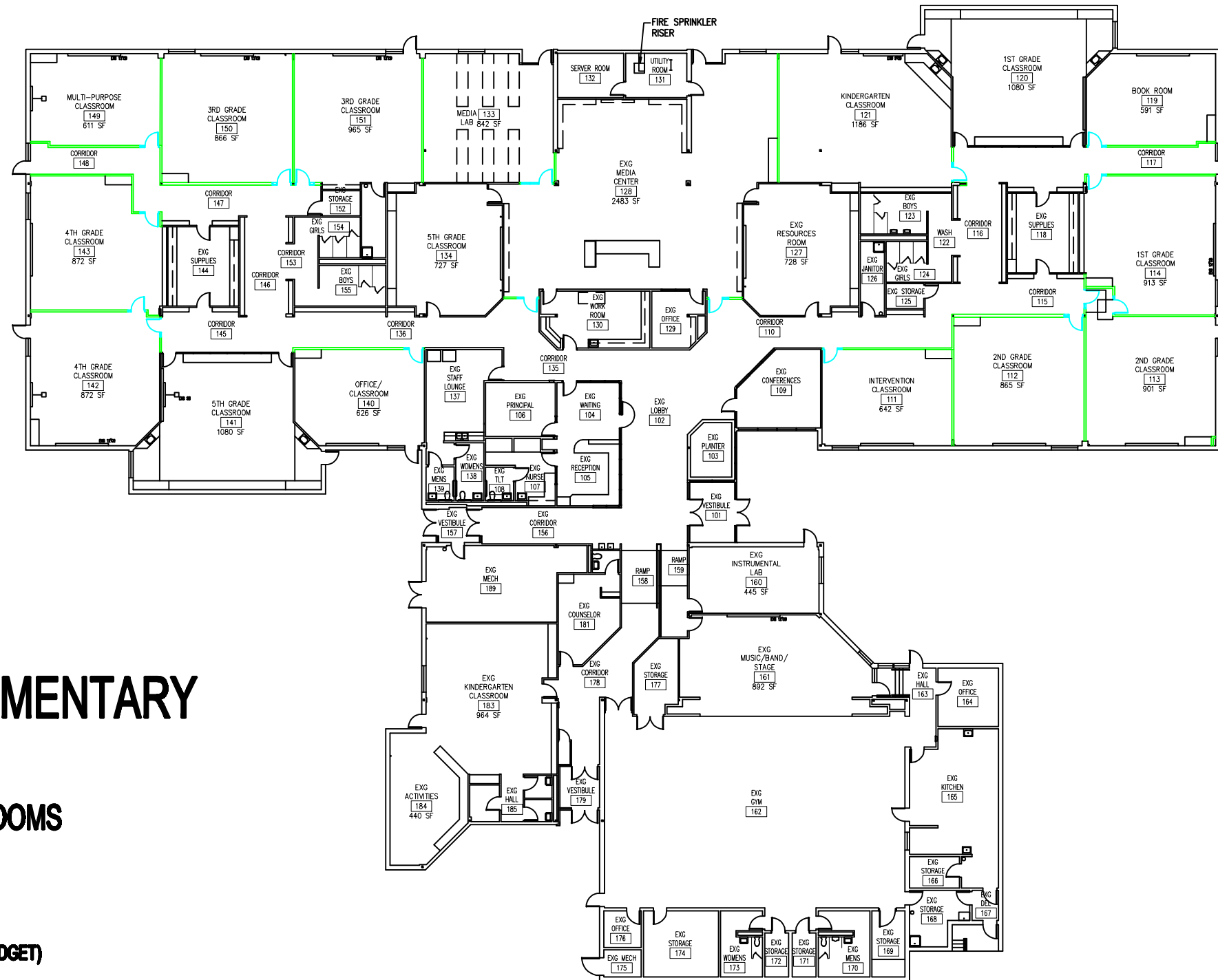
**IMPLICATIONS OF ADOPTION/REJECTION:** n/a

**TIMELINE:** Immediate

**RESPONSIBLE PERSON:** Purdy & Slack (Architects), Sampson Construction (CMA), and Ken Fossen

**SUPERINTENDENT’S APPROVAL:** 





# HARVEY OAKS ELEMENTARY

- 2 UNIT FACILITY
- 13 GRADE LEVEL CLASSROOMS
- 6 SPECIAL USE ROOMS

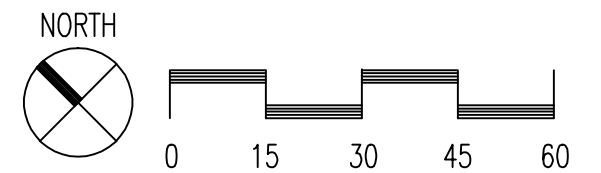
### ALTERNATES

- 1. NEW CARPETING (SUMMER PROJECT BUDGET)

- NEW DRYWALL WALLS
- NEW DOORS
- NEW CARPET (ENTIRE BUILDING)



1919 Grant Street Suite 200 Omaha, Nebraska 68164 (402) 496-4448



JANUARY 28, 2014

**Harvey Oaks Elementary  
CD Estimate**

Bond Issue Budget \$581,453

Division	Description	Cost	
		Detail	Div. Subtotal
	<b>CONSTRUCTION COSTS</b>		
1	GENERAL CONDITIONS		\$108,213
2	SITWORK		\$12,946
	A. Excavation/Backfill/Site Prep	\$0	
	B. Concrete Paving & Walkways	\$0	
	C. Asphalt paving	\$0	
	D. Landscaping/Seeding/Grading	\$0	
	E. Interior/Select Demo	\$12,946	
3	CONCRETE		\$0
	A. Footings	\$0	
	B. Slabs	\$0	
	C. Cast-in-place walls	\$0	
	D. Structural precast	\$0	
4	MASONRY		\$0
	A. Block	\$0	
	B. Brick	\$0	
	C. Arch. precast	\$0	
5	METALS		\$0
	A. Structural steel	\$0	
	B. Misc. steel/handrails/stairs	\$0	
6	WOOD & PLASTICS		\$0
	A. Rough carpentry	\$0	
	B. Millwork & finish carpentry	\$0	
7	THERMAL/MOISTURE PROTECTION		\$655
	A. Roofing	\$0	
	B. Caulking & waterproofing	\$655	
8	DOORS & WINDOWS		\$44,121
	A. Hollow metal/Hardware/wood doors	\$37,961	
	B. Alum. & glass	\$6,160	
	C. Skylites	\$0	
	D. Overhead/coiling doors	\$0	
9	FINISHES		\$131,854
	A. Metal studs & dry wall	\$62,634	
	B. Plaster & Dry vit	\$0	
	C. Acoustic ceilings	\$61,300	
	D. Flooring & base	\$0	
	E. Painting	\$7,920	
10	SPECIALTIES		\$1,320
11	EQUIPMENT		\$0
12	FURNISHINGS		\$0
13	SPECIAL CONSTRUCTION		\$0
14	CONVEYING SYSTEMS		\$0
15	MECHANICAL		\$190,258
	A. Utilities	\$33,000	
	B. Piping Systems Plumbing	\$0	
	C. HVAC Sheet Metal Systems	\$33,000	
	D. Fire Sprinkler	\$124,258	
16	ELECTRICAL		\$51,700
	A. Power & Lighting	\$51,700	
	B. Special Systems	\$0	
	<b>PROJECT TOTAL</b>		<b>\$541,067</b>

## AGENDA SUMMARY SHEET

**Agenda Item:** MEA Negotiated Agreement for Nurses for 2014-15

**Meeting Date:** February 3, 2014

**Department:** Human Resources

**Title & Brief Description:** The District and the Millard Education Association (“MEA”) have reached tentative agreement for the 2014-15 school year for nurses. The MEA voted for approval of the tentative agreement on January 17, 2014. The proposed agreement includes the following changes:

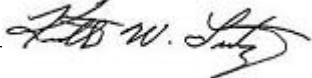
- **Estimated 3.6% total package:**
  - Salary Increase = 2.4% total package increase;
  - Health Insurance Rates = 0.8% total package increase;
  - NPERS Increase = 0.2% total package increase;
  - Other (Dental, Life, FICA, etc.) = 0.2% total package increase.
- **Health Insurance Changes:**
  - Moving from a 2 tier plan (Employee or Family Coverage) to a 4 tier plan (Employee, Employee + Spouse, Employee + Children, or Employee + Full Family);
  - Employee Premium Sharing added for full-time employees with employee share stated in dollar amounts reflecting an estimated 3% of total premium for three family tiers;
  - Premium sharing waived if both spouses employed by the District;
  - Included a re-opener clause in Appendix A for possible health insurance law changes during the term of this Agreement;
  - Added a High Deductible Plan option with an Health Savings Account contribution to incent participation;
  - Increased Deductibles on the traditional plan from \$600/\$1,200 to \$750/\$1,500;
  - Increased Out of Pocket Maximums on the traditional plan from \$2,600/\$5,200 to \$4,250/\$8,500;
  - Added the ability to add a third plan if advisable for complying with health care reform.

**Recommendation:** It is recommended that the Negotiated Agreement for Nurses with the Millard Education Association for the 2014-15 school year be approved.

**Background:** Wage increases are in line with budget parameters.

**Options and Alternatives:** Return to the bargaining table.

**Responsible Persons:** Chad Meisgeier, Jim Sutfin, Ken Fossen, Duncan Young, Kevin Chick, Keith Lutz

**Superintendent's Approval:**  \_\_\_\_\_

## COLLECTIVE BARGAINING AGREEMENT

**THIS AGREEMENT** made and entered into this \_\_\_\_ day of \_\_\_\_\_, **2014** by and between the Millard School District No. 17, Douglas County, Nebraska (hereinafter referred to as "District"), and the **Millard Education Association of School Nurses** (hereinafter called "Nurses").

### WITNESSETH

**WHEREAS**, the District has recognized the MEA as the collective bargaining agent for the persons employed in the capacity of full-time "nurses." For purposes of this Agreement, "nurses" shall mean registered nurses ("RNs"), bachelor of science nurses (BSNs), and supervisory nurses permanently employed by the District. For purposes of this Agreement, "nurses" shall not include any other health care employees working for the District, including but not limited to those employed as health paraprofessionals, certified nursing assistants ("CNAs") or licensed practical nurses ("LPNs"); and,

**WHEREAS**, the parties have met from time to time and negotiated the salaries and other terms related to compensation for the school year 2014-2015; and,

**WHEREAS**, the parties hereto have reached an agreement with respect to the salaries and other terms related to compensation for the school year 2014-2015;

**NOW, THEREFORE**, in consideration of the covenants and conditions as hereinafter set forth, the parties agree as follows:

1. **Term of the contract:** The term of the contract shall begin on August 1, 2014 and terminate on July 31, 2015 and shall consist of 193 working days.

Nurses may be asked to work additional days. When this occurs, these days will be compensated at the nurse's daily rate.

If upon the expiration of this agreement on the 31<sup>st</sup> day of July, 2015 the parties hereto have not agreed to a collective bargaining agreement for the school year 2015-16, the terms of this agreement shall continue in full force and effect so long as the parties are continuing to engage in good faith collective bargaining.

2. **Salary:** The salary ranges for shall be:

<b>2014-15</b>		
	<b>Minimum</b>	<b>Maximum</b>
<b>RN/BSN</b>	\$38,840	\$58,000
<b>Supervisory Nurse</b>	\$48,000	\$68,000

**Placement on the Salary Range:** For the 2014-15 school year, the District shall pay each full-time nurse employed by the District during the 2013-14 school year an increase in rate of pay, over and above the rate paid to the nurse during the 2013-14 school year, resulting in the greatest of: (a) placement at the minimum pay rate; (b) a 2.95% salary increase; or (c) a daily rate increase of \$7.80. Such increase shall not result in a

salary which exceeds the maximum salary allowed by the schedule above. A nurse's daily rate of pay is his or her annual salary divided by the number of contract days. Any RN/BSN nurse promoted to a Supervisory Nurse shall be placed proportionately along Supervisory Nurse salary range (from minimum to maximum) as that RN/BSN is along their current pay range at time of promotion.

**Additional Days:** Any nurse who is required to work extra days beyond the contracted days specified in this agreement will be compensated at his or her regular daily rate of pay (or portion thereof). Each nurse required to work additional days shall be given a minimum of 90 days written advance notice.

3. **Extra Duty Compensation:** The employee designated as Head Nurse shall receive additional compensation at the rate of \$3,550.
4. **Benefits and Coverage, Premiums:** The District shall provide each full-time nurse with health, dental, life, and long-term disability coverage and benefits. Health Plan benefits are outlined in Appendix F, which is attached hereto and by reference incorporated in and made a part of this Contract. The District may set or negotiate the benefits premiums, including the premiums for current employees and including different and distinct rates for qualifying retired nurses. The amounts of the District's premium contributions shall be made available to the Association and nurses upon request.

**Benefits and Coverage, Health and Benefit Design:** The Association abjures the right to negotiate changes to plan design effective from September 1, 2014 to January 1, 2016. The District shall disclose plan design provisions, or changes to those provisions, to the Association.

Until January 1, 2016, other than the plan provisions specifically outlined in Appendix A of this Agreement, the District at management's discretion may alter or amend health and dental plan provisions through the adoption of a fully funded plan or by changing the terms of a self-funded insurance plan. Those health or dental plan design provisions so maintained or amended under this Agreement may include the auditing of dependent eligibility, adjusting lists of drug formularies, adopting mandatory generic drug programs, revising the dollar amounts associated with emergency room or urgent care co-pays, changing drug co-pay amounts, limiting the number of certain enumerated medical procedures, determining the medical necessity of procedures (including whether a procedure is deemed experimental or investigational), revising the list of authorized network providers, instituting a multi-tiered network for the health plan, setting dental coverage parameters, and other plan changes not specifically contained in Appendix A. The District's power to institute the benefit plan design changes so described shall not be construed to empower it to eliminate the insurance plan offered.

**Employee Health Insurance Premium Contributions:** For each eligible full-time nurse, monthly health insurance premiums paid by the employee shall be as follows:

COVERAGE TIER	CONVENTIONAL DEDUCTIBLE		HIGH DEDUCTIBLE	
	for wellness participants	for non-participants	for wellness participants	for non-participants
EMPLOYEE ONLY	\$0.00	\$50.03	\$0.00	\$42.21
EMPLOYEE + CHILDREN	\$27.77	\$120.33	\$0.00	\$78.10

<b>EMPLOYEE + SPOUSE</b>	<b>\$31.52</b>	<b>\$136.59</b>	<b>\$0.00</b>	<b>\$88.65</b>
<b>EMPLOYEE + SPOUSE + CHILDREN</b>	<b>\$42.32</b>	<b>\$183.40</b>	<b>\$0.00</b>	<b>\$119.03</b>

The District may deduct an employee's premium share contribution beginning in September for each full time employee who elects health coverage but did not participate in the wellness plan in the prior year, or who did not meet the criteria of the wellness plan in the prior year.

**Health Insurance for New Nurses:** Premium contribution levels for each eligible full-time nurse newly hired to the District shall be calculated as a non-wellness amount, unless the nurse participated as a spouse of another District employee in the prior year..

**Wellness Program:** The District may continue to develop and amend the wellness program, provided that the District seeks input from the Association. The policies, procedures, implementation, amendments to, and all decisions related to the wellness program shall be the responsibility of the District; subject only to the following limitations:

- a) In each year, the District shall provide the Association with a written description of the terms and conditions of the wellness program including: (i) enrollment procedures; (ii) minimum participation criteria; (iii) scoring methodology; (iv) any appeals process; and (v) a list of all laboratory tests used as a part of the health screening;
- b) The District shall communicate annually to the Association: (i) the number of nurses enrolled in the wellness program; (ii) the number of nurses not meeting the participation criteria; and (iii) aggregate data setting forth the reasons the nurses did not meet the participation criteria;
- c) The District and the District's agent(s) shall maintain the confidentiality of all private health information in accordance with applicable federal, state, and local laws;
- d) Employee participation in the wellness program shall be voluntary. The wellness program shall provide an alternative participation standard in compliance with applicable law for any employee who, due to a medical condition and / or disability, is unable to meet the wellness program's criteria. Any employee completely exempted from any participation in the wellness program, including inability to meet any alternative participation standard, due to requirement of law (e.g. Americans with Disabilities Act), will not be charged designated premium amounts for non-participation or failure to meet the criteria of the wellness plan;
- e) In the 2014-15 school year, the District may:
  - i. maintain a health screening and individual health survey requirement for the premium incentive; or
  - ii. discontinue the wellness program (if the District discontinues the wellness program, premiums shall be calculated as if the nurse had completed the wellness program);

**Dental Insurance:** The District shall pay the full cost of single dental coverage; the nurse may purchase additional dental coverage by paying the additional premium through payroll deduction.

**Life Insurance:** The District shall pay the full cost of \$50,000 term life coverage.

**Long-Term Disability Plan:** Each full-time nurse shall participate in the long-term disability plan and the nurse shall pay the full premium through payroll deduction; the premium shall not be paid through the District's Section 125 plan.

**Married Employees both Employed by the District:** When two District employees are married to each other and each qualifies for District paid family health insurance, the District shall provide and pay the premium for one family health plan as set forth above, except the District shall waive the \$27.77, the \$31.52, and the \$42.32 employee premium share listed above; provided that neither of the employees elects to participate in "cash option." Also, the District shall provide and pay the premium for one family dental plan; provided neither of the employees elects to participate in "cash option."

**Part-time nurses:** The District shall provide the same health, and dental insurance coverage and benefits for part-time nurses (who are employed as one-half F.T.E. or more, defined as at least 20 hours per week) as for full-time nurses. The District shall contribute an amount equal to one-half of the amount it contributes on behalf of a full-time nurse; provided, however, that the part-time nurse elects coverage and pays the balance of the premiums for such coverage through payroll deduction. The District shall provide each part-time nurse with a \$50,000 term life insurance policy and will pay the full premium. Additionally, each part-time nurse who is employed at least 20 hours per week or more shall participate in the District's long-term disability plan and the nurse shall pay the premium.

**Cash Option:** Each full-time nurse who was employed by the District during the 1996-97 school year and who has been continuously employed by the district thereafter, shall be eligible to exercise a cash option of \$325.28 per month in lieu of health and dental insurance in accordance with the cash option plan adopted by the District. Any such nurse electing cash option may purchase single or family dental coverage. Any such nurse electing cash option may, at his or her option, receive a reduced cash option of \$157.40 per month and the district will pay the premium for single health and dental. Continuous service shall include school-years during which a nurse was on an approved leave of absence. Any nurse who does not receive cash-option as of January 1, 2013 shall not be allowed to elect cash-option at a later date, even if the nurse was continuously employed from the 1996-97 school year. Any nurse who elects cash-option of \$157.40 per month as of January 1, 2013 may not elect cash option of \$325.28 at a later date even if the nurse was continuously employed from the 1996-97 school year.

**Direct Bill:** In order to be eligible for the Direct Bill Plan as an early retiree, the employee, the spouse and dependents each must have had a minimum number of months of continuous coverage under the District's Health and/or Dental Plan at the time continued coverage begins. The minimum number of months of continuous coverage required is 60 months.

**Health Care Reopener:** If Federal or State action, legislative, administrative, or judicial; results in material changes to health care benefits that have the potential to be detrimental to the District or Employees, either party may request that the other open the Agreement to deal only with those legislative, administrative, or judicial changes. The other party shall not unreasonably withhold consent to reopen the Agreement upon request pursuant to this paragraph.

5. **Paid Leave:** During each school year covered by this contract, each full-time nurse shall receive twelve (12) days leave, and further be allowed any unused and accumulated leave from the previous year to a maximum total of ninety-two (92) days of leave at full pay. Such leaves shall be taken only for reasons of: personal illness, family illness, family death, and business and emergency. The rules for use of leave are established in Board Policy and Rule.

**Reimbursement for Unused Paid Leave:** At the conclusion of each school year covered under this agreement, each full-time nurse will receive reimbursement for each unused day of accumulated unused leave in excess of eighty (80) days and further shall have his or her accumulated paid leave allotment reduced to eighty (80) days. Each part-time nurse shall receive reimbursement for each unused day of

accumulated unused leave in excess of that portion of eighty (80) days which is equal to the portion of his or her full-time equivalency and further shall have his or her accumulated paid leave allotment reduced by the number of reimbursed leave days. The rate of reimbursement shall be at \$100 per day. The District shall establish procedures for the leave reimbursement program.

**Business and Emergency Leave:** Up to three days of a nurse's accumulated paid leave per year may be used for business and emergency leave; and a maximum of one business and emergency leave day per year may be taken for any or no reason whatsoever; subject to limitations on permissible dates of leave, limitations on number of nurses eligible for leave on any given day, and application procedures developed by the District. In addition to the sufficient grounds currently listed in Board Rule, Business and Emergency Leave may be approved for: (a) District approved college course work; (b) graduations, college visits, or competitions in which the employee's children participate; (c) serious illness of a friend or non-immediate family member; and (d) weddings of a friend or non-immediate family member (subject to single day restrictions in Board Rule). Additional clarification of business and emergency leave consistent with these parameters may be established in Board Policy or Rule.

6. **Voluntary Early Separation Program:** The District's policies for Voluntary Early Separation for teaching staff shall be applicable to the Nurses as set forth in Appendix "B" and as set forth in Board Policy/Rule.
7. **Duties and Responsibilities:** The Nurses shall perform the duties as assigned by the District and pursuant to schedules established by the District.
8. **Management:** It is understood and agreed that the District reserves the right to employ Nurses under part-time contracts or to contract for nursing services with organizations providing nursing services; provided further, that any Nurse employed by the District at the time any such contract is made shall continue to be employed by the District in accordance with the terms and conditions in this Contract.
9. **Grievance procedure:** Any grievance arising under this Contract shall be processed in accordance with the District's grievance policy.
10. **Agreement:** This contract constitutes the entire agreement between the District and the Nurses.

IN WITNESS WHEREOF, the parties have executed this Contract the day and year first above written.

**Millard School District**  
School District No. 17  
Douglas County, Nebraska

by \_\_\_\_\_

**Millard Education Association of Nurses**

by \_\_\_\_\_



**Appendix A**  
**MPS Health Plan**

Benefit Overview	MPS Plan #1	MPS Plan #2 (non-embedded)	MPS Plan #3
Annual Deductible In-network Individual Family	\$750 \$1,500	\$3,100 \$6,200	District Discretion
Co-insurance % In-network	80%	n/a	District Discretion
Out-of Pocket Max, including deductible In-network Individual Family	\$4,250 \$8,500	n/a	n/a
Health Savings Account District contribution:	n/a	Single : \$1,550 Family : \$3,100	n/a

**Appendix B (continued)**  
**Schedule of Payments - Voluntary Separation Program**

An eligible employee who has been approved by the Board for participation in the Voluntary Separation Program shall receive a total benefit equal to the lesser of: (1) his or her final salary times years of credited service times the salary factor indicated in the table below; or (2) \$20,000 per year. The total benefit shall be divided into equal monthly payments as indicated in the table below:

Year of Plan Eligibility	Total Benefit Formula	Number of Equal Monthly Payments
1	Salary x Years x .070	60
2	Salary x Years x .060	60
3	Salary x Years x .050	60
4	Salary x Years x .030	60
5	Salary x Years x .010	60
6	Eligibility Ends	

Definitions:

**Salary** shall mean the employee's final school-year annual salary including longevity pay but not including payments for extra-duty, performance bonus, cash-option or hourly paid work.

A **year of credited service** shall mean:

- (a) any school year in which the employee is paid by the district for at least 135 days of full-time work; or
- (b) any two school years in which the employee is paid for the equivalent of at least 135 days of part-time work each year; or
- (c) any two school years in which the employee is paid for the equivalent of at least 67.5 days of full-time work each year.

Years of employment as a substitute shall not be counted toward years of service under this plan.

**Monthly Payment Amount** is the total benefit divided by the number of monthly payments.

**Age** shall mean an employee's age on June 1 of any given school year.

**Year of Plan Eligibility** is determined by the school year when the employee is first eligible to participate. When an employee first meets the qualifications described in the eligibility section of this agreement, the employee is in year one (1) of his or her eligibility. The following school year is the employee's second year (2) of eligibility; this pattern continues until the employee elects to participate or until the sixth (6<sup>th</sup>) year when the employee is no longer eligible to participate.

## AGENDA SUMMARY SHEET

**Agenda Item:** Enter into Collective Bargaining Negotiations with the Service Employees International Union Local 226 (“SEIU”) for the 2014-15 Custodial/Maintenance/Grounds Employees Contract

**Meeting Date:** February 3, 2014

**Department** General Administration / Human Resources

**Title and Brief Description:** Request to commence Collective Bargaining with SEIU.

**Action Desired:** Approval

**Background:** SEIU represents custodial, maintenance, and grounds employees in collective bargaining matters. The current bargaining agreement expires July 31, 2014. Under Nebraska law, either party (the District or the Union) may request the commencement of collective bargaining. A copy of the letter from SEIU requesting the commencement of bargaining for the FYE15 contract is attached.

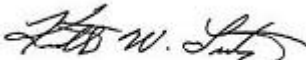
**Options/Alternatives Considered:** N/A

**Recommendations:** It is recommended that the District recognize SEIU as the collective bargaining agent for custodial, maintenance, and grounds employees in the District; and further that the District meet and confer with SEIU to negotiate the FYE15 employment contract for said employee group at times and places mutually agreed to by the parties.

**Strategic Plan Reference:** N/A

**Timeline:** Immediate

**Responsible Persons:** Chad Meisgeier, Bob Snowden, Duncan Young, Ken Fossen

**Superintendent’s Signature:** \_\_\_\_\_  \_\_\_\_\_

**LOCAL 226****SEIU****Stronger Together**

**Service Employees  
International Union  
Local 226**

5418 S. 27<sup>th</sup> St., Suite 5  
Omaha, NE 68107  
(402) 733-8775  
FAX: (402) 731-3432

**President**

Suzanne "Suzy" Anderson

**Vice President**

Al King

**Recording Secretary**

Mary J. Miller

**Financial Secretary**

April Long Dizunno

**Chief Steward**

Spencer Danner

**Asst. Chief Stewards**

Bob Chapman

Dennis Hopgood

Otto Stennis

Brian Stenzel

**Trustees**

Paula Alvarez

Doug Bush

Zach Robinson

**Sergeant-at-Arms**

Tom Bush

**Executive Board Reps**

Janine Burrows

David Conrad

Laurie Davis

Mark Freis

Sharon Knott

Larry Kudrna

Roberta Oleson

Cindy Perez

"Cookie" Perez

Ron Rawlings

Robert Ward

Ron Weinand

January 22, 2014

Keith Lutz, Superintendent  
Millard Public Schools  
5606 South 147<sup>th</sup> St  
Omaha, NE 68137

Dear Superintendent Lutz:

Service Employees International Union Local 226 is requesting the opening of negotiations for the following bargaining unit:

- Custodial
- Maintenance

We would very much appreciate acknowledgement of receipt of this letter. Please contact Robert Chapman, Assistant Chief Steward, to arrange a date, time and location for this meeting. Robert can be reached at 402-514-7749.

Sincerely,

Suzanne Anderson, President  
SEIU Local 226

cc: Spencer Danner, Chief Steward  
Robert Chapman, Asst. Chief Steward

### AGENDA SUMMARY SHEET

**Agenda Item:** Appointment of Negotiations Team for Custodial/Maintenance/Grounds Employees Contract

**Meeting Date:** February 3, 2014

**Department** General Administration / Human Resources

**Title and Brief Description:** Appointment of Negotiations Team for the custodial/maintenance/grounds employees contract – The designation of the members who will serve as the District’s representatives during the collective bargaining process for custodial/maintenance/grounds employees.

**Action Desired:** Approval

**Background:** Nebraska law provides school employees the right to bargain collectively with the school district in certain matters related to their employment contract. The union that represents these employees has a team of members who meet with a similar team appointed by the District. The District’s team has the task of negotiating the proposed terms of the collective bargaining agreement; however, final approval for the agreement rests with the board of education.

It is the administration’s recommendation that the District’s team this year be comprised of Ken Fossen, Bob Snowden, Duncan Young, and Chad Meisgeier, with Chad Meisgeier serving as the lead negotiator for the team.

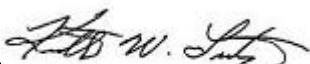
**Options/Alternatives Considered:** The Board could appoint different members to the team.

**Recommendations:** It is recommended that the Board appoint Ken Fossen, Bob Snowden, Duncan Young, and Chad Meisgeier for the District’s negotiations team for collective bargaining related to the FYE15 employment contract for the custodial, maintenance, and grounds employees; and that the Board appoint Chad Meisgeier as the lead negotiator for the team.

**Strategic Plan Reference:** N/A

**Timeline:** Immediate

**Responsible Persons:** Chad Meisgeier, Bob Snowden, Duncan Young, Ken Fossen

**Superintendent’s Signature:** \_\_\_\_\_  \_\_\_\_\_

**AGENDA SUMMARY SHEET**

**Meeting Date:** February 3, 2014

**Department** Human Resources

**Action Desired:** Approval

**Background:** Personnel items: (1) VSP (Voluntary Separation Program);  
(2) Resignation; (3) Recommendation to Hire

**Options/Alternatives  
Considered:** N/A

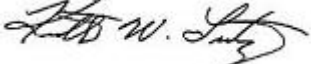
**Recommendations:** Approval

**Strategic Plan  
Reference:** N/A

**Implications of  
Adoption/Rejection:** N/A

**Timeline:** N/A

**Responsible  
Persons:** Jim Sutfin, Ed.D.

**Superintendent's Signature:** \_\_\_\_\_  \_\_\_\_\_

February 3, 2014

**TEACHERS RECOMMENDED FOR HIRE**

**Recommend: the following teachers be hired for the 2014/2015 school year:**

1. Lauren M. Winkelmann – BA – University of Nebraska – Lincoln. Early Childhood Special Education teacher at Hitchcock Elementary School for the 2014-2015 school year.

February 3, 2014

**RESIGNATIONS****Recommend: The following resignation be accepted:**

1. Kathleen K. Wallace – READ teacher at Neihardt Elementary School. She is resigning at the end of the 2013-2014 school year because of family relocation. She is currently on a Leave of Absence.
2. Grace A. Reagan – Grade 5 teacher at Cottonwood Elementary School. She is resigning at the end of the 2013-2014 school year for personal reasons. She is currently on a Leave of Absence.
3. Rebecca Nielsen – Math Interventionist/READ teacher at Disney Elementary School. She is resigning at the end of the 2013-2014 school year for personal reasons. She is currently on a Leave of Absence.



February 3, 2014

### **Voluntary Separation Program (VSP)**

**Recommend: The following qualified candidates be approved to participate in the District's Voluntary Separation Program.**

18. Mary M. Osterloh – District Psychologist for Millard Public Schools. ~ 22 years of service.
19. Carol A. Latka – Grade 2 teacher at Harvey Oaks Elementary School. ~ 34 years of service.

**AGENDA SUMMARY SHEET**

**AGENDA ITEM:** Enrollment Report

**MEETING DATE:** February 3, 2014

**DEPARTMENT:** Educational Services: Assessment, Research, & Evaluation

**TITLE:** Enrollment Report

**BRIEF DESCRIPTION:** Report states the district and building enrollment reflective of data pulled on January 20, 2014.

**ACTION DESIRED:** \_\_\_ Approval   X   Information/Discussion

**BACKGROUND:** Enrollment data pulled on/near the 20<sup>th</sup> 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

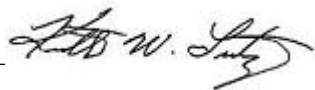
**STRATEGIC PLAN REFERENCE:** None

**IMPLICATIONS OF ADOPTION OR REJECTION:** None

**TIMELINE:** None

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

**SUPERINTENDENT'S APPROVAL:**

\_\_\_\_\_  \_\_\_\_\_

**January 20, 2014  
Millard Public Schools  
Total Enrollment**

Elementary	K	1	2	3	4	5	SpEd	Current Total	Current Change	YTD Change	Official 13/14 Enrollment
							Cluster Prgm				
Abbott (3 unit)	80	64	66	66	71	91		438	3	4	434
Ackerman (4 unit)	70	62	81	69	90	92		464	-2	1	463
Aldrich (3 unit)	69	89	72	72	96	71		469	-1	-1	470
Black Elk (4 unit)	79	46	65	82	91	87		450	3	6	444
Bryan (3 unit)	62	62	69	65	65	68		391	10	15	376
Cather (3 unit)	67	70	65	83	75	68		428	-2	-5	433
Cody (2 unit)	35	26	44	30	31	33	14	213	-1	5	208
Cottonwood (3 unit)	39	42	47	65	59	56		308	1	1	307
Disney (3 unit)	48	43	50	41	33	39	10	264	1	1	263
Ezra Millard (3 unit)	77	64	69	61	57	64	10	402	0	-1	403
Harvey Oaks (2 unit)	32	45	39	46	53	51		266	0	0	266
Hitchcock (2 unit)	50	33	43	38	35	32	11	242	2	2	240
Holling Heights (3 unit)	70	63	51	62	66	71	9	392	-2	0	392
Montclair (4 unit)	93	85	83	97	86	77		521	-4	-5	526
Morton (3 unit)	58	39	45	57	57	50	9	315	3	1	314
Neihardt (4 unit)	87	90	85	82	95	87		526	2	4	522
Norris (3 unit)	61	56	65	64	62	58		366	-1	1	365
Reagan (4 unit)	112	128	133	112	112	128		725	-1	9	716
Reeder (4 unit)	100	104	86	103	105	73	14	585	0	-6	591
Rockwell (3 unit)	39	53	48	51	48	54	10	303	2	-1	304
Rohwer (3 unit)	83	58	67	71	75	72	12	438	0	4	434
Sandoz (3 unit)	57	45	62	46	49	52		311	0	-4	315
Upchurch (3 unit)	122	114	110	109	118	86		659	-4	5	654
Wheeler (4 unit)	72	79	89	77	103	105	19	544	5	1	543
Willowdale (3 unit)	62	59	65	65	67	70		388	2	3	385
<b>Totals</b>	<b>1724</b>	<b>1619</b>	<b>1699</b>	<b>1714</b>	<b>1799</b>	<b>1735</b>	<b>118</b>	<b>10,408</b>	<b>16</b>	<b>40</b>	<b>10,368</b>

Middle	6	7	8	SpEd Prgm*	Current Total	Current Change	YTD Change	Official 13/14 Enrollment
Andersen MS	286	327	261	0	874	-3	-3	877
Beadle MS	394	396	356	22	1146	1	-1	1147
Central MS	239	251	251	16	741	-2	-5	746
Kiewit MS	292	323	307	0	922	1	9	913
North MS	295	258	263	19	816	4	1	815
Russell MS	287	291	297	0	875	3	3	872
MS Alternative	5	13	11	0	29	4	6	23
<b>Totals</b>	<b>1798</b>	<b>1859</b>	<b>1746</b>	<b>57</b>	<b>5403</b>	<b>8</b>	<b>10</b>	<b>5393</b>

High	Grads YTD	9	10	11	12	SpEd Prgm*	Current Total	Current Change	YTD Change	Official 13/14 Enrollment	
North HS	17		612	615	617	543	14	2387	-20	-20	2407
South HS	38		509	526	496	452	41	1983	-40	-47	2030
West HS	43		630	573	591	535	29	2329	-23	-66	2395
Horizon HS	25		4	28	44	71	0	147	-2	6	141
<b>Totals</b>	<b>123</b>		<b>1755</b>	<b>1742</b>	<b>1748</b>	<b>1601</b>	<b>84</b>	<b>6846</b>	<b>-85</b>	<b>-127</b>	<b>6973</b>

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

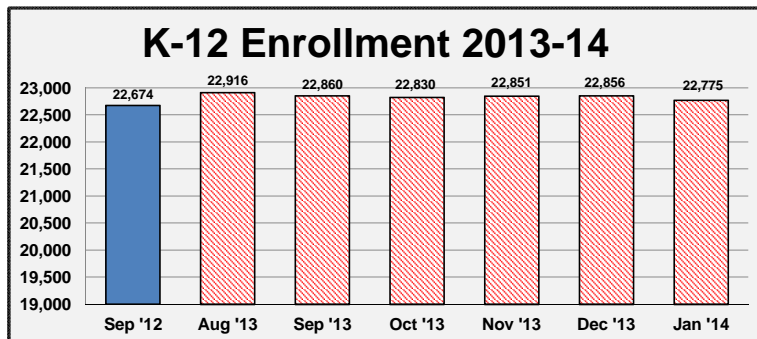
**Itinerant & Contracted Pre-K included in Official 13/14 Enrollment:	<b>53</b>
**Itinerant & Contracted Pre-K included in Current Enrollment:	<b>59</b>

Preschool	SpEd	Not SpEd	Total	Official 13/14
Bryan	7	26	33	34
Cody	53	40	93	91
Cody Early Start	6	7	13	14
Disney	11	11	22	24
Hitchcock	27	11	38	35
Holling Heights	1	16	17	18
Montclair	25	8	33	31
Montclair Montessori	4	78	82	84
Neihardt	10	55	65	64
Norris ELL	2	16	18	18
Norris Montessori	0	29	29	28
Rockwell	0	18	18	18
Sandoz	10	8	18	20
Sandoz ELL	2	32	34	35
Wheeler	26	14	40	39
Homebased Infants	111	0	111	90
<b>TOTAL</b>			<b>664</b>	<b>643</b>

Contracted SpEd	42	2	1	41
Rule 18 Interim	11	-2	3	8
Young Adult Program	50	1	1	49
Ombudsman (Primary)	15	-21	-6	21
<b>Total District K-12</b>	<b>22,775</b>	<b>-81</b>	<b>-78</b>	<b>22,853</b>
<b>Total District PreK-12**</b>	<b>23,498</b>	<b>-69</b>	<b>-51</b>	<b>23,549</b>

1/20/2014	
Elementary	10,408
Middle School	5,403
High School	6,846
Contracted & Rule 18	53
Young Adult	50
Ombudsman (Primary)	15
<b>TOTAL</b>	<b>22,775</b>

9/20/2013	
Elementary	10,371
Middle School	5,390
High School	6,979
Contracted & Rule 18	50
Young Adult	49
Ombudsman (Primary)	21
<b>TOTAL</b>	<b>22,860</b>



Career Academies	NHS	SHS	WHS	HHS	TOTAL
Culinary	5	10	5		20
Education	10	13	20		43
Entrepreneurship	7	7	6		20
Health Sciences	17	26	49		92
Dist/Log Mgmt	4	5	17	1	27
Ombudsman (Primary and Secondary Assignment)					17

Elementary		Classroom Enrollment						201				Class Size w/out SpEd
	K	1	2	3	4	5	Current Total	Current Change	YTD Change	Official 13/14 Enrollment		
Abbott	20	22	21	21	23	23						
	20	21	22	23	24	22						
	21	21	23	22	24	23						
	19					23						
Total Students	80	64	66	66	71	91	438	3	4	434	438	
Total Teachers	4	3	3	3	3	4	20				20	
Classroom Avg	20.00	21.33	22.0	22.5	23.7	22.8	22				22	
Ackerman	24	21	20	22	22	23						
	23	20	19	24	25	22						
	23	21	20	23	23	24						
			22		20	23						
Total Students	70	62	81	69	90	92	464	-2	1	463	464	
Total Teachers	3	3	4	3	4	4	21				21	
Classroom Avg	23.3	20.7	20.3	23.0	22.5	23.0	22				22	
Aldrich	21	23	24	24	24	24						
	24	22	24	24	25	24						
	24	21	24	24	23	23						
		23			24							
Total Students	69	89	72	72	96	71	469	-1	-1	470	469	
Total Teachers	3	4	3	3	4	3	20				20	
Classroom Avg	23.0	22.0	24.0	24.0	24.0	23.7	23				23	
Black Elk	18	23	22	20	21	21						
	20	23	21	21	24	22						
	21		22	21	23	21						
	20			20	23	23						
Total Students	79	46	65	82	91	87	450	3	6	444	450	
Total Teachers	4	2	3	4	4	4	21				21	
Classroom Avg	19.8	23.0	21.7	20.5	22.8	21.8	21				21	
Bryan	21	21	24	22	22	22						
	21	21	24	22	21	24						
	20	20	21	21	22	22						
Total Students	62	62	69	65	65	68	391	10	15	376	391	
Total Teachers	3	3	3	3	3	3	18				18	
Classroom Avg	20.7	20.7	23.0	21.7	21.7	22.7	22				22	
Cather		23	23	15	25	21						
				18								
					22	23						
					22	24						
					23							
Total Students	0	23	23	33	25	21	428	-2	-5	433	428	
Total Teachers	0	1	1	2	1	1	19				19	
Classroom Avg		23.0	23.0	16.5	25.0	21.0	23				23	
Cody	19	13	23	15	15	16						
	16	13	21	15	16	17						
Total Students	35	26	44	30	31	33	213	-1	5	208	199	
Total Teachers	2	2	2	2	2	2	14				12	
Classroom Avg	17.5	13.0	22.0	15.0	15.5	16.5	15				17	
Cottonwood	20	22	23	22	19	18						
	19	20	24	22	20	18						
				21	20	20						
Total Students	39	42	47	65	59	56	308	1	1	307	308	
Total Teachers	2	2	2	3	3	3	15				15	
Classroom Avg	19.5	21.0	23.5	21.7	19.7	18.7	21				21	
Disney	25	21	16	20	17	18						
	23	22	17	21	16	21						
			17									
Total Students	48	43	50	41	33	39	264	1	1	263	254	
Total Teachers	2	2	3	2	2	2	15				13	
Classroom Avg	24.00	21.50	16.67	20.50	16.50	19.50	18				20	

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 2013/14 Enrollment	Class Size w/out SpEd
Ezra Millard	19	22	24	20	19	22	3					
	19	20	22	20	19	20	7					
	20	22	23	21	19	22						
	19											
Total Students	77	64	69	61	57	64	10	402	0	-1	403	392
Total Teachers	4	3	3	3	3	3	2	21				19
Classroom Avg	19.3	21.3	23.0	20.3	19.0	21.3	5.0	19				21

	K	1	2	3	4	5	Current Total	Current Change	YTD Change	Official 13/14 Enrollment	Class Size w/out SpEd
Harvey Oaks	17	22	21	23	26	25					
	15	23	18	23	27	26					
Total Students	32	45	39	46	53	51	266	0	0	266	266
Total Teachers	2	2	2	2	2	2	12				12
Classroom Avg	16.0	22.5	19.5	23.0	26.5	25.5	22				22

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 13/14 Enrollment	Class Size w/out SpEd
Hitchcock	25	18	22	19	18	16	6					
	25	15	21	19	17	16	5					
Total Students	50	33	43	38	35	32	11	242	2	2	240	231
Total Teachers	2	2	2	2	2	2	2	14				12
Classroom Avg	25.0	16.5	21.5	19.0	17.5	16.0	5.5	17				19

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 13/14 Enrollment	Class Size w/out SpEd
Holling Heights	24	22	17	21	21	24	5					
	22	22	16	20	23	24	4					
	24	19	18	21	22	23						
Total Students	70	63	51	62	66	71	9	392	-2	0	392	383
Total Teachers	3	3	3	3	3	3	2	20				18
Classroom Avg	23.3	21.0	17.0	20.7	22.0	23.7	4.5	20				21

	K	1	2	3	4	5	M-K	M1-3	M4-5	Current Total	Current Change	YTD Change	Official 13/14 Enrollment	Class Size w/out SpEd
Montclair	21	22	21	24	23	22	16	23	18					
	24	22	18	25	23	24	16	21	15					
							16	22	19					
								23	19					
								23						
								21						
Total Students	45	44	39	49	46	46	48	133	71	521	-4	-5	526	521
Total Teachers	2	2	2	2	2	2	3	6	4	25				25
Classroom Avg	22.5	22.0	19.5	24.5	23.0	23.0	16.0	22.2	17.8	21				21

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 13/14 Enrollment	Class Size w/out SpEd
Morton	20	21	21	19	18	25	4					
	21	18	24	19	19	25	5					
	17			19	20							
Total Students	58	39	45	57	57	50	9	315	3	1	314	306
Total Teachers	3	2	2	3	3	2	2	17				15
Classroom Avg	19.3	19.5	22.5	19.0	19.0	25.0	4.5	19				20

	K	1	2	3	4	5	Current Total	Current Change	YTD Change	Official 13/14 Enrollment	Class Size w/out SpEd
Neihardt	20	22	21	22	24	22					
	21	22	21	19	24	22					
	23	23	22	21	24	22					
	23	23	21	20	23	21					
Total Students	87	90	85	82	95	87	526	2	4	522	526
Total Teachers	4	4	4	4	4	4	24				24
Classroom Avg	21.8	22.5	21.3	20.5	23.8	21.8	22				22

	K	1	2	3	4	5	M-K	M1-3	M4-5	Current Total	Current Change	YTD Change	Official 13/14 Enrollment	Class Size w/out SpEd
Norris	19	18	22	19	21	21	12	23	19					
	18	17	21	19	21	20	12	24	18					
								22						
Total Students	37	35	43	38	42	41	24	69	37	366	-1	1	365	366
Total Teachers	2	2	2	2	2	2	2	3	2	19				19
Classroom Avg	18.5	17.5	21.5	19.0	21.0	20.5	12.0	23.0	18.5	19				19

	K	1	2	3	4	5	Current Total	Current Change	YTD Change	Official 13/14 Enrollment	Class Size w/out SpEd
Reagan	22	22	22	23	19	26					
	21	21	22	23	19	24					
	23	21	22	22	25	25					
	23	21	22	21	25	26					
	23	22	22	23	24	27					
		21	23								
Total Students	112	128	133	112	112	128	725	-1	9	716	725
Total Teachers	5	6	6	5	5	5	32				32
Classroom Avg	22.4	21.3	22.2	22.4	22.4	25.6	23				23

K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 13/14 Enrollment		
											Reeder	20
	21	22	21	21	21	25	9			203		
	18	22	22	20	21	25						
	20	20	22	21	21							
	21	20		20	21							
Total Students	100	104	86	103	105	73	14	585	0	-6	591	571
Total Teachers	5	5	4	5	5	3	2	29				27
Classroom Avg	20.0	20.8	21.5	20.6	21.0	24.3	7.0	20				21

K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 13/14 Enrollment		
											Rockwell	19
	20	18	17	26	24	17	4					
		17	14			18						
Total Students	39	53	48	51	48	54	10	303	2	-1	304	293
Total Teachers	2	3	3	2	2	3	2	17				15
Classroom Avg	19.5	17.7	16.0	25.5	24.0	18.0	5.0	18				20

K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 13/14 Enrollment		
											Rohwer	21
	21	19	23	24	25	24	6					
	21	19	22	24	25	24						
	20											
Total Students	83	58	67	71	75	72	12	438	0	4	434	426
Total Teachers	4	3	3	3	3	3	2	21				19
Classroom Avg	20.8	19.3	22.3	23.7	25.0	24.0	6.0	21				22

K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 13/14 Enrollment		
											Sandoz	19
	19	16	21	24	17	18						
	19	15	21		16	17						
Total Students	57	45	62	46	49	52		311	0	-4	315	311
Total Teachers	3	3	3	2	3	3		17				17
Classroom Avg	19.0	15.0	20.7	23.0	16.3	17.3		18				18

K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 13/14 Enrollment		
											Upchurch	24
	24	24	18	21	21	19						
	26	22	25	20	21	24						
	24	23	21	22	25	23						
	24	22	21	23	26							
Total Students	122	114	110	109	118	86		659	-4	5	654	659
Total Teachers	5	5	5	5	5	4		29				29
Classroom Avg	24.4	22.8	22.0	21.8	23.6	21.5		23				23

K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 13/14 Enrollment		
											Wheeler	24
	24	18	22	19	20	27	7					
	24	19	23	20	21	27	6					
		21	24	20	18	24						
					22							
Total Students	72	79	89	77	103	105	19	544	5	1	543	525
Total Teachers	3	4	4	4	5	4	3	27				24
Classroom Avg	24.0	19.8	22.3	19.3	20.6	26.3	6.3	20				22

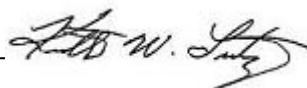
K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 13/14 Enrollment		
											Willowdale	21
	20	20	22	21	23	23						
	21	19	22	22	22	23						
Total Students	62	59	65	65	67	70		388	2	3	385	388
Total Teachers	3	3	3	3	3	3		18				18
Classroom Avg	20.7	19.7	21.7	21.7	22.3	23.3		22				22

Elementary Totals											SpEd Cluster	Current Total	Current Change	YTD Change	Official 13/14 Enrollment		
Grade	K	1	2	3	4	5	M-1	M-2	M-3	M-4						M-5	
Students	1724	1619	1699	1714	1799	1735	62	66	74	60	48	118	10408	16	40	10368	10290
Teachers	83	76	77	77	80	76	9			6		21	505				484
Classroom Avg	20.8	21.3	22.1	22.3	22.5	22.8						5.6	20.61				21.26

6	7	8	9	10	11	12	SpEd Cluster	Current Total	Current Change	YTD Change	Official 13/14 Enrollment	
												Andersen MS
Beadle MS	394	396	356				22	1146	1	-1	1147	
Central MS	239	251	251				16	741	-2	-5	746	
Kiewit MS	292	323	307				0	922	1	9	913	
North MS	295	258	263				19	816	4	1	815	
Russell MS	287	291	297				0	875	3	3	872	
MS Alternative	5	13	11					29	4	6	23	
Totals	1798	1859	1746				57	5403	8	10	5393	
North HS				612	615	617	543	14	2387	-20	-20	2407
South HS				509	526	496	452	41	1983	-40	-47	2030
West HS				630	573	591	535	29	2329	-23	-66	2395
Horizon HS				4	28	44	71		147	-2	6	141
Totals				1755	1742	1748	1601	84	6846	-85	-127	6973
									42	2	1	41
									11	-2	3	8
									50	1	1	49
									15	-21	-6	21
									<b>22775</b>	<b>-81</b>	<b>-78</b>	<b>22853</b>

**AGENDA SUMMARY SHEET****AGENDA ITEM:** Legislative Update**MEETING DATE:** February 3, 2014**DEPARTMENT:** Office of the Superintendent**TITLE AND BRIEF DESCRIPTION:** Legislative Update for the 103rd Legislature 2nd session.**ACTION DESIRED:** APPROVAL  DISCUSSION  INFORMATION ONLY 

This is the first report for the new session.

**RECOMMENDATION:****STRATEGIC PLAN:** Implemented Strategies and Superintendent's Goals**RESPONSIBLE PERSON:** Angelo Passarelli**SUPERINTENDENT'S APPROVAL:** \_\_\_\_\_

## Legislative Update February 3, 2014

### Legislative Issues

Hearings are in full swing through February. This week we are hearing bills concerning early childhood, and pilot programs. Next week (February 11) we will hear the bills on the Learning Community and state aid.

LB 741 will require schools to have 3 Tornado Drills. Our board position states that these kinds of decisions are best left up to our locally elected school boards.

LB 782 will require a return-to-learn protocol for students who have sustained a concussion.

LB 923 requires at least one hour of suicide awareness and prevention training each year for nurses, counselors, teachers, and administrators.

LB 1103 calls for a strategic planning process. Senator Sullivan refers to it as a visioning process to establish Educational goals that will then drive the future formula.

There is no mood to change the formula for next year's appropriation. Senator Sullivan does want to pass legislation that will sunset the two allowances that are a big part of our state aid (instructional time and teacher education). We are working to pull together allies for both of these allowances.

### Calendar

February 20 – Deadline for selection of Senator and Committee Priority Bills.

February 21 – Speaker Priority Bills announced.

March 4 – First day of full-day debate.

April 17 – Adjourn Sine Die.

I have attached the bills we are supporting and the ones we oppose. We are also monitoring a number of bills and will include a position on them once they have been heard and are prioritized.

## National News

### Obama repeats call for pre-K expansion, higher education

President Barack Obama defended Race to the Top and the Common Core State Standards in his State of the Union speech Tuesday, while also reissuing a call for the expanded prekindergarten programs. He expressed support for job-training programs and higher education as potential catalysts to combating poverty and improving economic mobility. Obama did not lay out any new initiatives or plans for K-12 education.

**NASB News** - Advocacy efforts were successful as Congress passed a final consolidated funding bill for Fiscal Year 2014, after several months of stop-gap appropriations bills and an earlier government shutdown. The bill is subsequent to the enactment of the Bipartisan Budget Act last December, which provides a two-year reprieve from the across-the-board budget cuts to education and other domestic programs imposed by sequestration. As a result, funding levels for Title I grants to school districts, special education, and many other education programs will be at or near their pre-sequester levels, before the across-the-board budget cuts were applied in FY2013. For example, the funding bill restores about \$1.1 billion of the \$1.3 billion that was cut from Title I and special education funding, which will help many school districts address shortfalls that affected areas such as after-school enrichment, bulk purchasing for classrooms and staffing.



The FY2014 appropriations bill will also fund Race to the Top (RTT) at \$250 million, which is more than a \$270 million reduction from FY2013. According to the legislation, the RTT funds “may be used for competitive awards to States to develop, enhance, or expand high-quality preschool programs and early childhood education programs for children from low- and moderate-income families, including children with disabilities.” Also, \$90 million is included for school safety, under Safe and Drug Free Schools.

NSBA’s advocacy efforts for the FY2014 Consolidated Appropriation Act were focused on restoring funding for key foundational programs such as Title I and IDEA, before funding for competitive grants was considered. We greatly appreciate your responses to our targeted grassroots action alerts, as well as the concentrated advocacy efforts that school boards have engaged in regarding sequestration for almost two years.

The U.S. House of Representatives passed the funding bill (H.R. 3547) by a vote of [359-67](#). The Senate vote was [72 to 26](#).

# MILLARD PUBLIC SCHOOLS

## LEGISLATIVE SUMMARY

103rd Legislature - Second Session - 2014



<b>BILL NO.</b>	<b>INTRODUCER(S)</b>	<b>DESCRIPTION AND SUMMARY OF BILL</b>	<b>COMM. &amp; HRG. DATE</b>	<b>GF</b>	<b>SF</b>	<b>FR</b>	<b>Status</b>	<b>POSITION</b>
LB10	Krist	<p>Change and eliminate provisions relating to occupant protection systems</p> <p>As of January 1, 2013, no driver shall operate a motor vehicle on a highway or street in Nebraska unless the driver and each occupant in the motor vehicle are wearing occupant protective systems (shoulder and lap seatbelts). A person violating this provision will be fined \$25.00 for each violation. Child restraints must be available for more than one child in the same vehicle at a time; each will not be treated as a separate offense. This would be enforced as a primary offense, not as a secondary offense.</p>	<p>Transportation and Telecommunications 2/11/13 at 1:30 p.m. Room 1113</p>					Monitor
LB14	Krist	<p>Adopt the Elementary and Secondary Educational Opportunity Act and provide for income tax credits</p> <p>Provides an income tax credit of 60% for donations to organizations who provide tuition scholarships for private school students.</p>	<p>Revenue 2/21/13 at 1:30 p.m. Room 1524 Cancelled 3/5/13 at 9:15 a.m. Room 1525</p>					Oppose

LB47	Ashford	<p>Change provisions relating to career academies</p> <p>Allows a consortium of not fewer than three school districts, along with other entities, to operate a career academy. Creates a fund to provide scholarships to graduates of up to \$1000/graduate to defray the cost of an assessment required to obtain an industry-recognized credential related to the student's course of study.</p> <p>Chamber Summary: LB47 would amend provisions relating to career academies by providing that a school district, or a consortium, with the approval of the State Department of Education, may establish and operate a career academy. The consortium would consist of not fewer than three school districts and a community college, or a publicly funded four-year college or university. At least one other public agency, private business, private-industry group or other privately funded entity would need to participate in the consortium. As amended, the purpose of a career academy would be to provide students with a career-based educational curriculum in at least grades 11 and 12, and may provide such career-based curriculum to students in grades 9 and 10.</p>	Education 1/29/13 at 1:30 p.m. Room 1525					Oppose
LB50	Ashford	<p>Prohibit unreasonable placement of a firearm where a minor may unlawfully possess it</p> <p>Provides that any person nineteen years of age or older in possession of a firearm shall be subject to liability for civil damages if such person unreasonably leaves the firearm in a place in which a person under the age of nineteen years or a mentally incompetent person may take possession of it.</p>	Judiciary 01/23/13 at 1:30 p.m. Room 1113					Monitor
LB116	Harms	<p>Provide requirements for dual-enrollment courses</p> <p>Requires dual-enrollment high school courses to be of the same rigor as the corresponding college course and that the teacher have certain educational requirements.</p> <p>AICUN Summary: LB 116 relates to dual enrollment courses. A dual enrollment course is a course taught to students for credit at both a high school and a college. This bill would prescribe comparable course rigor and faculty qualifications in order for the course credits to be transferable to public postsecondary educational institutions in Nebraska. The key portion of the bill relates to faculty qualifications. The instructor would have to possess, at a minimum, for academic transfer courses a master's degree and at least 18 hours of graduate-level study in the course content area.</p>	Education 1/29/13 at 1:30 p.m. Room 1525					Monitor

LB131	Nordquist	Adopt the Tobacco-Free Schools Act  Provides that no student, staff, or visitor shall use tobacco products at any time on K-12 public school property or at any off-campus school sponsored event. Requires school boards to adopt policies.	Education 3/12/13 at 1:30 p.m. Room 1525					Monitor
LB143	Bloomfield	Authorize schools to adopt a child sexual abuse policy as prescribed  Requires Department of Education to develop a model child sexual abuse policy. Encourages schools to adopt a policy.	Education 3/12/13 at 1:30 p.m. Room 1525					Monitor
LB189	Harms	Change provisions and penalties relating to occupant protection systems  Change of provisions and penalties relating to occupant protection systems (lap and shoulder seatbelts): (a) failure to wear an occupant protection system – 1 point assessed against the driving record of the operator; (b) violation of any adult or child driving/riding in a car without the use of an occupant protection system shall be fined \$100 for each violation; (c) authorize enforcement of a violation as a primary offense; and (d) no court costs will be exempt.	Transportation and Telecommunications 2/11/13 at 1:30 p.m. Room 1113					Monitor
LB190	Harms	Appropriate funds for the Early Childhood Education Endowment Cash Fund  Chamber Summary: LB190 would appropriate funds for the Early Childhood Education Endowment Cash Fund.	Appropriations 3/4/13 at 1:30 p.m. Room 1003					Support
LB201	Haar	Authorize emergency expenditures by school districts and educational service units  In event of a disaster impacting a school district or ESU, the district or ESU may make emergency expenditures, enter into contracts, and incur obligations for emergency management purposes regardless of existing statutory limitations and requirements pertaining to appropriations, budgeting, levies, or the manner of entering into contracts.	Education 2/19/13 at 1:30 p.m. Room 1525					Support
LB253	Adams	Correct references in school statutes	Education 2/25/13 at 1:30 p.m. Room 1525	3/26/13				Monitor
LB258	Sullivan	Prohibit use of certain wireless devices by school bus drivers as prescribed  When the bus is in motion a school bus driver shall not use any type of interactive wireless communication device as defined in section 60-470.02.	Transportation and Telecommunications 2/26/13 at 1:30 p.m. Room 1113					Monitor

LB275	Nordquist	<p>Adopt the Nebraska Coordinated School Health Act</p> <p>Creates a competitive grant program for school health centers. Transfers \$250,000 annually for two years from the Education Innovation Fund to the program.</p>	<p>Education 3/12/13 at 1:30 p.m. Room 1525</p>					Monitor
LB276	Nordquist  KOLOWSKI PRIORITY BILL (2013)	<p>Change reimbursement provisions under the Early Intervention Act and require a medicaid state plan amendment</p> <p>Strikes language that reduces the General Fund special education aid by the amount of reimbursement for special education services from federal Medicaid funds. Appropriates that same amount of federal Medicaid for special education funds, up to \$3 million, to carry out provisions of the Early Intervention Act. Provides that amounts over \$3M should be disbursed to school districts and ESUs proportionally in relation to the amount of federal Medicaid funds reimbursed to school districts and education service units.</p>	<p>Health and Human Services 3/14/13 at 1:30 p.m. Room 1510</p>					Support
LB284	Conrad	<p>Change provisions of the Political Subdivisions Tort Claims Act relating to limits on actions and amounts recoverable</p> <p>Extends the statute of limitations under the Political Subdivisions Tort Claims Act to two years instead of one. The total amount recoverable against any employee for claims filed pursuant to section 13-920 (negligence or wrongful act) arising out of an occurrence on or after the effective date of this Act shall be limited to: (a) three million dollars for any person for any number of claims arising out of a single occurrence; and (b) twelve million dollars for all claims arising out of a single occurrence. Current limitations are \$1 and \$5 million.</p>	<p>Judiciary 2/13/13 at 1:30 p.m. Room 1113</p>					Oppose
LB301	Carlson	<p>Change provisions relating to transfer of property between school districts</p>	<p>Education 2/19/13 at 1:30 p.m. Room 1525</p>					Monitor
LB346	Kolowski	<p>Authorize school districts to levy a tax and exceed budget authority for school security measures</p> <p>School districts may, upon a two-thirds majority vote of the school board of the school district, levy a maximum levy of one cent for school security measures.</p>	<p>Revenue 3/7/13 at 1:30 p.m. Room 1524</p>					Support
LB356	Karpisek	<p>Prohibit participation in extracurricular and co-curricular activities as prescribed</p>	<p>Education 3/18/13 at 1:30 p.m. Room 1525</p>					Monitor

LB365	Avery	Require instruction in certain emergency procedures as a prerequisite to high school graduation  Requires CPR and first aid training before graduation beginning the 2013-14 school year.	Education 3/18/13 at 1:30 p.m. Room 1525						Oppose
LB367	Cook	Adopt the Twenty-First Century Developmental Education Act	Education 2/4/13 at 1:30 p.m. Room 1525						Monitor
LB401	Lautenbaugh	Adopt the School Purchasing Act  Allows employment of a purchasing agent. Specifies varying requirements for purchases of certain goods of certain amounts.	Education 2/19/13 at 1:30 p.m. Room 1525						Oppose
LB409	Sullivan	Change distribution provisions for core services and educational technology funds  Provides that if the needs for any ESU or learning community minus the product of the adjusted valuation for the ESU unit or learning community multiplied by the local effort rate is less than zero, then any statewide student allocation shall be reduced. "Technical cleanup bill from NDOE"	Education 2/19/13 at 1:30 p.m. Room 1525						Monitor
LB432	Price	Appropriate funds for the Interstate Compact on Educational Opportunity for Military Children	Appropriations 3/4/13 at 1:30 p.m. Room 1003						Monitor
LB438	Adams  ADAMS PRIORITY BILL (2013)	Provide for priority schools, operating councils, and community schools  Requires school accountability system be established by the State Board. Allows for designation of priority schools where intervention teams would be assigned.	Education 2/25/13 at 1:30 p.m. Room 1525	5/2/13					Monitor
LB447	Avery	Provide for sales tax on soft drinks, change the distribution of sales tax proceeds, and provide funding for projects to help children  Removes sales tax exemption from soft drinks, defined as nonalcoholic beverages that contain natural or artificial sweeteners, but not to include beverages that contain primarily milk or milk products, soy, rice, or similar milk substitutes, or one hundred percent vegetable or fruit juice. Earmarks revenue to fund a statewide database, to Public Health Departments, and to school districts to help fund a wellness coordinator and program.	Revenue 3/15/13 at 1:30 p.m. Room 1524						Monitor

LB460	Krist	<p>Require a booster meningococcal conjugate vaccine for students as prescribed</p> <p>Except as provided in sections 79-221 and 79-222, on and after July 1, 2014, every student entering the seventh grade and at age sixteen shall have a booster immunization containing meningococcal conjugate vaccine which meets the standards approved by the United States Public Health Service for such biological products, as such standards existed on January 1, 2013.</p>	<p>Education 3/12/13 at 1:30 p.m. Room 1525</p>					Monitor
LB470	Scheer	<p>Adopt the Superintendent Pay Transparency Act</p> <p>Requires posting the pending superintendent contract 5 days before approving it; after approval a copy must be filed with the State Department of Education.</p>	<p>Education 2/5/13 at 1:30 p.m. Room 1525</p>	3/4/13	1/23/14			Oppose
LB481	Lathrop	<p>Create the Career Education Task Force</p> <p>AICUN Summary: LB 481 is somewhat of a companion bill to LB 480. It would create a Career Education Task Force. The task force, which would include representatives of the legislature, business, labor, teachers, community colleges, and government, would focus on a variety of topics relating to career education, from middle and high school curriculum, teacher availability, and equipment needs, to alignment of curriculum at secondary and postsecondary levels, to the role of businesses and labor organizations.</p>	<p>Education 2/4/13 at 1:30 p.m. Room 1525</p>					Support
LB509	Murante	<p>Change election of learning community coordinating council</p> <p>Beginning in 2015, provides for a learning community coordinating council membership consisting of one member from each school district.</p>	<p>Government, Military and Veterans Affairs 3/7/13 at 1:30 p.m. Room 1507</p>					Oppose
LB512	Scheer	<p>Change provisions relating to academic content standards and statewide assessment and reporting</p> <p>Allows state board of education to administer assessment instruments that measure student knowledge relative to common academic content standards adopted by a consortium of states in particular subject areas.</p>	<p>Education 2/25/13 at 1:30 p.m. Room 1525</p>					Support
LB540	Chambers	<p>Prohibit rules and regulations requiring teachers to lead pledge of allegiance</p>	<p>Education 3/18/13 at 1:30 p.m. Room 1525</p>					Oppose
LB547	Kolowski	<p>Provide an income tax credit for payments to school districts for extracurricular activities and character education programs</p>	<p>Revenue 2/22/13 at 1:30 p.m. Room 1524</p>					Monitor

LB554	Nordquist	Change provisions relating to school employee retirement	Nebraska Retirement Systems 2/6/13 at 12:00 p.m. Room 1525					LB554 and LB305 amended into LB553	Monitor
LB555	Nordquist	Adopt the Preparing Students for Educational Success Act  Provides for grants to organizations that provide for after-school programming for students ages 5-18 in families eligible for the federal Temporary Assistance for Needy Families program.	Health and Human Services 2/7/13 at 1:30 p.m. Room 1510						Monitor
LB575	Harr	Provide for professional development training for school board and learning community coordinating council members  Requires 12 hours of professional development for newly elected school board members or learning community council members and 8 such hours for re-elected members. Specifies what two of those hours must constitute. State Board of Education will provide the training.	Education 3/18/13 at 1:30 p.m. Room 1525						Oppose
LB619	Haar	Require instruction in sexual health education	Education 3/12/13 at 1:30 p.m. Room 1525						Oppose
LB670	McCoy	Change property tax valuations of agricultural land and horticultural land  Reduces Ag land value from 75% of actual value to 72% for 2015, 69% for 2016, and 65% for 2017.	Revenue						Oppose
LB682	Scheer	Provide for formation of allied school systems as prescribed  Requires school districts with 650 or fewer students to “ally” with other districts of 650 students or less and create a common school calendar and schedule.	Education 1/28/14 at 1:30 p.m. Room 1525						
LB694	Seiler	Change provisions relating to unlawful possession of a firearm at a school  Allows for possession of firearms in school for a historical reenactment purpose and with school approval.	Judiciary						
LB724	Lautenbaugh	Change provisions relating to unlawful possession of a firearm at a school  Would allow an actively employed and certified, full or part-time, federal, state, or local law enforcement officer to possess a firearm on school grounds.	Judiciary						



LB725	Sullivan	Change provisions relating to local effort rate yield under the Tax Equity and Educational Opportunities Support Act  Lowers local effort rate from \$1.03 to \$1.00 for 2014-15 school year.	Education 1/21/14 at 1:30 p.m. Room 1525	#####					Support
LB726	Scheer	Provide for changing the number of school board members in Class II and Class III school districts	Government, Military and Veterans Affairs 1/31/14 at 1:30 p.m. Room 1507						
LB729	Kolowski	Create the Task Force on Expanded Learning Opportunities for School-Age Youth  Requires annual reports from a newly created task force until the taskforce terminates June 30, 2016.	Education 2/3/14 at 1:30 p.m. Room 1525						
LB730	Kolowski	Change reporting provisions under the Child Protection Act  A person shall report such incident or cause a report of child abuse or neglect to be made to a school administrator, to the chief administrative officer of a school, to the proper law enforcement agency, or to the department on the toll-free number.	Judiciary 1/22/14 at 1:30 p.m. Room 1113						
LB741	Murante	Require schools to have a policy relating to tornado drills as prescribed  Requires school districts to have a tornado drill policy and run at least three drills per year.	Education 1/27/14 at 1:30 p.m. Room 1525						
LB742	Murante	Require instant run-off voting in primary elections  If a candidate does not receive more than one half of the votes cast in a primary election then the ballots cast for the candidate for the nomination who had the fewest votes shall be counted for the candidate ranked second on such ballots. The process continues until a candidate receives more than one half of the ballots cast.	Government, Military and Veterans Affairs 1/31/14 at 1:30 p.m. Room 1507						
LB754	Smith	Provide funds for career education programs  Provides \$1 M from the education innovation fund in 2014-15 & 2015-16 for grants to assist schools in evaluating career education programs.	Education						Support
LB759	Mello	Require annual reports from various defined benefit retirement plans	Nebraska Retirement Systems 1/22/14 at 12:00 p.m. Room 1525						

LB760	Mello	Adopt the Combined Sewer Overflow Infrastructure Assistance Act and the Unfunded Federal Mandate Infrastructure Assistance Act  Allows 90% of the state sales tax collected on increased sewer use fees attributable to combined sewer overflow projects to be used as assistance to the municipality with the CSO project.	Revenue 1/29/14 at 1:30 p.m. Room 1524						
LB778	Chambers	Require certain entities to comply with provisions on open meetings, public records, and conflicts of interest	Government, Military and Veterans Affairs 1/30/14 at 1:30 p.m. Room 1507						
LB782	Lathrop	Establish a return-to-learn protocol for students who have sustained a concussion  Requires schools to establish a return to learn protocol for students that have sustained a concussion.	Education 1/27/14 at 1:30 p.m. Room 1525						
LB788	Schumacher	Provide for governmental unit bond priority and rename the Nebraska Governmental Unit Security Interest Act	Banking, Commerce and Insurance 1/21/14 at 1:30 p.m. Room 1507						
LB789	Bolz	Provide for a survey relating to paraeducators	Education						
LB792	Sullivan	Eliminate a report requirement by the county treasurers to the State Treasurer	Government, Military and Veterans Affairs 1/29/14 at 1:30 p.m. Room 1507						
LB813	Hansen	Change valuation of agricultural land and horticultural land for property tax purposes  Terminates the inheritance tax for estates of persons dying after January 1, 2015.	Revenue						Oppose
LB823	Lautenbaugh	Terminate metropolitan utilities districts on January 1, 2015  Would require the MUD board to terminate MUD on or before January 1, 2015.	Urban Affairs 2/11/14 at 1:30 p.m. Room 1510						

LB826	McCoy	Provide for a study relating to education incentives for high-need occupations  Requires the Education Committee to study and recommend actions to implement a career and technical education incentive program.	Education						
LB834	Avery	Change provisions relating to funding for school breakfast programs  Requires state to use General Fund money to reimburse schools 5 cents for each breakfast served. Also creates a grant program for breakfast programs that meet certain criteria.	Education						
LB835	Avery	Extend a pilot project relating to college entrance exams	Education 2/3/14 at 1:30 p.m. Room 1525						
LB838	Sullivan	Change dates relating to certifications and distribution of state aid to schools  Changes certification date from March 1 to April 10, 2014.	Education 1/21/14 at 1:30 p.m. Room 1525						
LB842	Davis	Change provisions relating to allocations to the Excellence in Teaching Cash Fund  Transfers an additional \$200,000 in both FY14-15 and FY15-16 from the Education Innovation Fund to the Teaching Cash Fund.	Education						
LB864	Mello	Allocate funds to the Early Childhood Education Grant Program  Increases from \$1.8 M to \$2.3 M the amount allocated from the Education Innovation Fund to early childhood education grants.	Education 2/4/14 at 1:30 p.m. Room 1525						
LB865	Smith	Eliminate certain taxing authority of learning communities and change state aid calculations  <u>Repeals common levy.</u>	Education						Support
LB872	Kolowski	Create the position of state school security director and provide duties  Provides for the Education Commissioner to appoint a security director and for the director to collect school security plans, offer recommendations, and assess the security of every public school building, identify deficiencies, among other duties.	Education 1/27/14 at 1:30 p.m. Room 1525						
LB879	Christensen	Provide for a permit to carry a concealed handgun in a school  Allows a school to appoint one or more persons to obtain a concealed handgun permit to obtain a permit to carry a concealed weapon in both a K-12 and post-secondary school after receiving 24 hours of additional training.	Judiciary						

LB923	McGill	<p>Require training on suicide awareness and prevention for school personnel</p> <p>Provides that beginning in school year 2014-15, all public school nurses, teachers, counselors, school psychologists, administrators, and any other appropriate personnel shall receive at least one hour of suicide awareness and prevention training each year.</p>	<p>Education 1/27/14 at 1:30 p.m. Room 1525</p>					
LB932	Avery	<p>Restrict public employer requests for criminal history information from an applicant</p>	<p>Business and Labor 1/27/14 at 1:30 p.m. Room 2102</p>					
LB944	Bolz	<p>State intent relating to funding for early childhood services</p>	<p>Appropriations 2/5/14 at 1:30 p.m. Room 1003</p>					
LB952	Lautenbaugh	<p>Adopt the Working to Improve Nebraska Schools Act</p> <p>Provides for grade progression to be determined in part by proficiency in reading, requires school districts to offer accelerate reading intervention programs, provides schools to be graded, an adjunct teaching certificate to be created for part time teaching positions, provides for a School Recognition Program and bonuses to faculty and staff, provides that teachers assigned to a different school than his or her current school shall receive the approval of the receiving school principal.</p>	<p>Education 1/28/14 at 1:30 p.m. Room 1525</p>					Oppose
LB958	Cook	<p>Provide for appointment of a student achievement coordinator</p>	<p>Education</p>					
LB966	Davis	<p>Change provisions relating to the averaging adjustment in the state aid to schools formula</p> <p>Provides that beginning school year 2015-16, the averaging adjustment percentage is 90%, regardless of the school's levy.</p>	<p>Education 1/28/14 at 1:30 p.m. Room 1525</p>					Oppose
LB967	Education Committee	<p>Change provisions relating to state aid to schools and funding for early childhood education programs</p> <p>Transfers first \$1 million of the Education Innovation Fund to the School District Reorganization Fund and provides for grants. Repeals Instructional Time Allowance and Teacher Education Allowance beginning for school years 2016-17, reduces the allowances by 50% (\$10M, \$15M) in 2015-16. Language requiring 50% of those two allowances to be paid as "aid" to schools remains.</p>	<p>Education 2/4/14 at 1:30 p.m. Room 1525</p>					Oppose
LB969	Sullivan	<p>Change a limitation on appropriations for special education programs and support services</p> <p>Increases allowable increase in special ed funds in 2014-15 to 10% from 5%.</p>	<p>Appropriations 2/5/14 at 1:30 p.m. Room 1003</p>					Support

LB970	Lautenbaugh	Provide that certain votes of public officials are public record	Executive Board 2/7/14 at 12:00 p.m. Room 2102						
LB972	Lautenbaugh	Adopt the Independent Public Schools Act  Allows State Board of Education to set up a compact whereby an independent public school could operate in Omaha.	Education						Oppose
LB973	Harr	Change and eliminate provisions relating to classification of school districts	Education						
LB981	Dubas	Change commercial motor vehicle provisions relating to falsified information, medical examinations, texting, and use of handheld mobile telephones  Repeals obsolete dates; requires medical examines to be performed by registered examiners. ". Prohibits operators of commercial motor vehicles, school busses, or vehicles designed to transport between 9 and 15 passengers from using a handheld mobile telephone. Includes "using a handheld mobile telephone" as a "serious violation."	Transportation and Telecommunications 2/3/14 at 1:30 p.m. Room 1113						
LB984	Sullivan	Change allocations from the Education Innovation Fund  Provides for additional distribution of the Educational Innovation Fund in 2015-16Provides \$2.5 million for distance education; \$3 million to be transferred to the Education Improvement Fund, and remainder to be allocated to early childhood education grants. Adds intent language to appropriate \$4.6 million for early childhood education grants.	Education 2/4/14 at 1:30 p.m. Room 1525						Support
LB992	Howard	Create the Early Childhood Data Governing Body	Education 2/4/14 at 1:30 p.m. Room 1525						
LB1009	Haar	Establish a pilot program relating to problem-based learning	Education						
LB1025	Bolz	Change the distribution of sales and use tax revenue  Creates the Nebraska Educational Trust Fund to be used to stabilize the total amount of state aid paid to public schools under TEEOSA. The fund would be funded from the proceeds of the sales and use taxes derived from online purchases as determine by the Tax Commissioner.	Revenue						
LB1026	Bolz	Create and provide for a Nebraska Educational Trust Fund  Provides that 10% of the amount appropriate for state aid to public schools shall be credited to the Nebraska Educational Trust in order to stabilize annual funding. Provides for transfers when state revenues decline.	Appropriations 2/5/14 at 1:30 p.m. Room 1003						

LB1041	Nordquist	Change retirement provisions relating to school employees	Nebraska Retirement Systems					
LB1042	Nordquist	Provide for repayments by school employees rejoining a retirement system	Nebraska Retirement Systems					
LB1059	Lautenbaugh	Change membership of learning community coordinating councils	Education					Support
LB1060	Lautenbaugh	Change from elected to appointed boards for educational service units  Provides for county boards to appoint ESU board members.	Education					
LB1064	Lautenbaugh	Adopt the Teach for Nebraska Program Act  Creates a 6 week summer session at UNO or UNK for students who have completed the 8th and 11th grades, have at least a 2.0 GPA, are a free lunch or free milk student, and are enrolled in one or more college preparatory courses. Appropriates \$1 million.	Education					
LB1068	Sullivan	Change provisions relating to learning communities  Eliminates learning communities from definition of “local system”. Changes term minimum levy adjustment provisions. Provides that prior to 2015-16 the following are no longer paid on a proportional basis to the formula needs calculation for each district: teacher education aid, instructional time aid, nee option funding. Changes provisions for years post 2015. Changes duties of the superintendent’s committee of a learning community, including issuing a report by 2015 that studies governance, the common levy, boundaries, open enrollment, and focus schools.  Learning Community Legislation	Education					Support
LB1069	Sullivan	Change provisions relating to education	Education 2/4/14 at 1:30 p.m. Room 1525					
LB1070	Sullivan	Change provisions relating to state aid to schools  Learning Community Legislation	Education					
LB1077	Sullivan	Adopt the Shared Responsibility for Access and Success Act  Beginning July 1, 2016 funding is provided for postsecondary education students, dual-enrollment course tuition and mandatory fees, college entrance exams administered by school districts, college placement exams and academic remediation programs based on the results of such exams and administered by school districts, and trade certifications for high school students.	Education					

LB1081	Karpisek	<p>Change provisions relating to school-sponsored activities</p> <p>Provides that an option student may reverse his or her decision within 14 days after May 1 of the year in which the application is submitted and remain eligible for school sponsored extracurricular activities. Provides that option students who transfer after May 1 are not eligible to participate in varsity athletics for 180 school days unless his or her family has experienced a change of domicile. Provides for a success based classification of schools for sports.</p>	Education					
LB1090	Conrad	<p>Adopt the Healthy Families and Workplaces Act</p> <p>Provides that employees shall accrue a minimum of one hour of paid sick time for every 30 hours worked, up to 40 hours, which can be carried over to the next year. Provides various other requirements related to sick time.</p>	Business and Labor					
LB1099	Haar	<p>Provide for a study relating to state aid to schools</p> <p>Authorizes \$500,000 for a study to identify the goals of public education in Nebraska and to identify a definition of statewide primary funding per formula student before December 31, 2014. A next phase of the study would construct a state aid formula.</p>	Education					
LB1101	Crawford	<p>Change and eliminate provisions relating to state aid and learning communities</p> <p>Eliminates the Learning Community common levy and special building levy. Provides a process for land transfers for Ag land within EJD of first class cities within a Learning Community. After 90 days of unsuccessful negotiation, the affected school district may petition the district court for determination as to whether the parties have negotiated in good faith; if the not the court may order continued negotiations. After another 90 days the court shall issue an order transferring the property in question to the school district containing a city of the first class with an amount of fair consideration to be paid by the receiving school district.</p>	Education					Support
LB1103	Education Committee	<p>Provide for a strategic planning process for education</p> <p>Requires a report by the end of 2014.</p>	Education					Support
LB1106	McGill	<p>Change provisions relating to career academies</p> <p>Allows state reimbursement to students for tuition and fees associated with career academy dual enrollment courses if the student earns a grade of "C" or higher.</p>	Education					
LR397CA	Lautenbaugh	<p>Constitutional amendment to require public recording and preservation of votes of public officials</p>	Executive Board					
LR421CA	Lautenbaugh	<p>Constitutional amendment to eliminate references to the State Board of Education, State Department of Education, and the Commissioner of Education</p>	Education					