

## **Board of Education Regular Meeting**

Monday, August 9, 2021 7:00 PM

Media Center at the Palmyra District OR-1 Public Schools

425 F Street

Palmyra, NE 68418

1. Call to Order and Pledge of Allegiance
2. Announcement of the Open Meetings Act Posting
3. Staff and Student Presentations
4. Consent Agenda
  - 4.1. Approval of minutes of previous meetings
  - 4.2. Approval of Claims/Payment of Bills and Payroll
  - 4.3. Certificated/Classified Hire(s)/Reassignment(s)/Resignation(s)
  - 4.4. Financial Report
5. Public Comment
6. Administrative Reports
  - 6.1. Superintendent's Report
    - 6.1.1. "Return to School" Plan Update
      - 6.1.1.1. "Beginning of School" Information Update
    - 6.1.2. Superintendent Goals Presentation
  - 6.2. Administrative Report
    - 6.2.1. School Safety and Security Update
7. Discussion Items- Committee Reports
  - 7.1. Review Committee Meeting Assignments
  - 7.2. Transportation Update:
  - 7.3. Olson Complex Update
  - 7.4. Americanism Committee Update
  - 7.5. Strategic Planning Update
8. Action Items
  - 8.1. Presentation, discussion and or official action to review Option Enrollment Policy
  - 8.2. Presentation, discussion, and or official action appointing the Superintendent as the official representative responsible for State and Federal forms and applications.
  - 8.3. Presentation, discussion and or official action to approve Policy #6212 Assessments/ Academic Content Standards
  - 8.4. Presentation, discussion, and or official action to review and approve Policies #6390 Controversial Issues and # 6391: Controversial Issues in The Classroom
  - 8.5. Presentation, discussion and or official action to adopt the 2019 NDE Social Studies standards.
  - 8.6. Presentation, discussion and or official action to approve recommended changes to the "Return to School" Planning document.
9. Board of Education Development
  - 9.1. District Budget Preparation and Discussion
  - 9.2. Enrollment Study Update

- 9.3. Staff Negotiations:
- 9.4. Professional Development Opportunities from NASB
- 9.5. Health Standards Update
- 10. Topics for Next Month's Agenda
- 11. Closed Session
- 12. Adjournment

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Chairperson

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Superintendent

## **Board of Education Regular Meeting**

Monday, July 12, 2021 7:00 PM

Media Center at the Palmyra District OR-1 Public Schools

425 F Street

Palmyra, NE 68418

### **District Mission:**

**“Together we prepare our students to successfully meet the challenges of the future.”**

**Strategic Goal 1:** District OR-1 Public Schools will provide the facilities needed to be competitive with other area schools in athletics and fine arts programs.

**Strategic Goal 2:** District OR-1 Public Schools will foster a unified community.

**Strategic Goal 3:** District OR-1 Public Schools will continuously implement (academic) programs and the curriculum needed to remain competitive with other area schools.

Attendance Taken at 7:01 PM.

Jaimi Calfee: Present

Doug Church: Present

Brandon Desh: Present

Clayton Maahs: Present

Josh Penterman: Present

Lisa Wilen: Present

This information was posted in the following public formats:

- The Voice News (weekly area newspaper)
- Farmers' Merchants Bank - Palmyra
- Palmyra Post Office
- Palmyra High School
- Bennet Post Office
- Bennet Elementary School
- District OR-1 Website: <https://www.districtor1.org>

### 1. Call to Order and Pledge of Allegiance **Additional Discussion:**

- The meeting was called to order at 7:00 p.m.
- Board President Desh led the board members (and patrons in attendance) in the Pledge of Allegiance.

### 2. Announcement of the Open Meetings Act Posting

- Board President Desh identified the Open Meetings Act information located in the meeting room.

### 3. Budget Amendment Hearing: Additional Discussion:

- The Budget Amendment Hearing opened at 7:01 p.m.
- The Budget Amendment Hearing closed at 7:03 p.m.
- There was no public comment during the hearing.

### 4. Staff and Student Presentations

- There were no scheduled presentations this month.

### 5. Consent Agenda

Motion to approve the consent agenda as presented Passed with a motion by Doug Church and a second by Lisa Wilen.

Jaimi Calfee: Yea, Doug Church: Yea, Brandon Desh: Yea, Clayton Maahs: Yea, Josh Penterman: Yea, Lisa Wilen: Yea

- No further discussion.

#### 5.1. Approval of minutes of previous meetings

Official Board of Education minutes are available on the district web site at [www.districtor1.org](http://www.districtor1.org)

#### 5.2. Approval of Claims/Payment of Bills and Payroll

#### 5.3. Certificated/Classified Hire(s)/Reassignment(s)/Resignation(s)

#### 5.4. Financial Report

### 6. Public Comment

- No public comment was presented.

6.1. In compliance with the provisions of State Statute Section 79-2,133, 134 the board of education provides this time for the purpose of hearing support, opposition, criticism, suggestions or observations regarding Policy 5416 Student Fees.

- No public comment was presented.

6.2. In compliance with the provisions of State Statute Section 79-2,531 79-532, 79-533, the board of education provides this time for the purpose of hearing support, opposition, criticism, suggestions or observations regarding Policy 6400 Parental Involvement.

- No public comment was presented.

### 7. Administrative Reports

Administrative reports are available in their entirety at:  
<https://meeting.sparqdata.com/Public/Organization/174>

### 7.1. Superintendent's Report

- Superintendent Hart presented the Superintendent's report.
- Highlights of the report included: Information on the "Beginning of School" planning, Kudos to Bennet Elementary students involved in community projects, Summer Enrichment update, The American Rescue Act (ESSER III) resources, and school safety and security training updates.
- Superintendent Hart will share his goals for the upcoming school year at the next regular meeting on August 9th.

### 7.2. Administrative Report

- No further discussion.

## 8. Discussion Items- Committee Reports

### 8.1. Strategic Planning Update

- Board President Desh shared details about the progress of the Strategic Planning process.
- There is a Strategic Planning Committee meeting scheduled with representatives from NASB on **Wednesday, July 14th at 1:30 p.m.** at Bennet Elementary.
- Summary highlights from that meeting will be shared at the August 9th board meeting.
- Community stakeholder engagement meetings will begin in the fall. Please stay tuned to our district website for further information regarding these upcoming meetings.

### 8.2. "Return to School" Draft Plan for 2021-2022

- Additional discussion revolved around questions regarding the pick-up lane and use of the circle drive at the elementary school, parents walking students to school, and sponsors of various before and after-school activities.
- The "Return to School" plan will continue to be updated periodically as local and state health conditions and guidelines change.
- The plan is posted on our school website at [www.districtor1.net](http://www.districtor1.net)

### 8.3. Enrollment Study Update

- Board President Desh provided an update on the progress of the upcoming district enrollment study that will start in the fall of 2021.
- The additional discussion revolved around the variety and cost of extra services provided by the RSP group. Follow-up will focus on the need for additional services provided by the company and determine the exact cost of these services.
- A question was asked about potential costs for receiving additional copies of the completed study.

- Superintendent Hart will contact RSP to ensure that all communities within the OR-1 school district boundaries are represented in the enrollment study.
- The enrollment study analysis will help to provide more comprehensive information about future enrollment projections and community growth.
- The study will integrate well with our district strategic planning and facility audit processes.

#### 8.4. Olson Complex Update

- Additional discussion revolved around the possibility (and feasibility) of adding future extracurricular activities (baseball, softball, soccer, etc.) at the high school level and progress on the new track timing system.

#### 8.5. 4000 Series (Personnel) and 5000 Series (Students) Policy Review

- Additional discussion revolved around the changes regarding the high school start and dismissal times.

### 9. Action Items

9.1. Presentation, discussion, and or official action to approve the 2021-2022 Staff Handbooks. motion to accept the handbooks Passed with a motion by Doug Church and a second by Clayton Maahs.

Jaimi Calfee: Yea, Doug Church: Yea, Brandon Desh: Yea, Clayton Maahs: Yea, Josh Penterman: Yea, Lisa Wilen: Yea

- No additional discussion.

9.2. Presentation, discussion, and or official action to approve the 2021-2022 Student Handbooks.

Motion to Approve the 2021-2022 staff Handbooks. Passed with a motion by Doug Church and a second by Lisa Wilen.

Jaimi Calfee: Yea, Doug Church: Yea, Brandon Desh: Yea, Clayton Maahs: Yea, Josh Penterman: Yea, Lisa Wilen: Yea

- No additional discussion.

9.3. Presentation, discussion, and or official action to approve the Recommended Changes to the Early Completion Policy # 5206

Motion to approve the recommended changes to Policy #5206 Passed with a motion by Doug Church and a second by Lisa Wilen.

Jaimi Calfee: Yea, Doug Church: Yea, Brandon Desh: Yea, Clayton Maahs: Yea, Josh Penterman: Yea, Lisa Wilen: Yea

- No additional discussion.

9.4. Presentation, discussion and or official action to review Board of Education Policy 5416 Student Fees.

Motion to approve Policy 5416 Student Fees. Passed with a motion by Doug Church and a second by Clayton Maahs.

Jaimi Calfee: Yea, Doug Church: Yea, Brandon Desh: Yea, Clayton Maahs: Yea, Josh Penterman: Yea, Lisa Wilen: Yea

- No additional discussion.

9.5. Presentation, discussion, and or official action to review Board of Education Policy 6400 Parental Involvement.

Motion to reaffirm Board of Education Policy 6400 Parental Involvement. Passed with a motion by Lisa Wilen and a second by Jaimi Calfee.

Jaimi Calfee: Yea, Doug Church: Yea, Brandon Desh: Yea, Clayton Maahs: Yea, Josh Penterman: Yea, Lisa Wilen: Yea

- No additional discussion.

9.6. Presentation, discussion, and or official action to amend the 2020-2021 Budget to accommodate bond refinancing.

Motion to amend the 2020-2021 Budget to accommodate Bond Refinancing. Passed with a motion by Doug Church and a second by Clayton Maahs.

Jaimi Calfee: Yea, Doug Church: Yea, Brandon Desh: Yea, Clayton Maahs: Yea, Josh Penterman: Yea, Lisa Wilen: Yea

- No additional discussion.

10. Board of Education Development

10.1. Board Leadership Development Opportunities

- No further discussion.

10.2. NDE Health "Draft" Standards Discussion

**Summary of the board discussion on the NDE "draft" Health standards is included below:**

- Currently, the NDE Health Standards document is only a "draft" and although much public comment has already been expressed on the document across the state, additional public input is encouraged prior to the second "draft" coming out in the next month or so.
- The decision to eventually adopt (or adapt) the health standards is a local school choice.
- The additional discussion on the "draft" standards included clarifying our current district curriculum on health education. Currently, the District OR-1 elementary (K-6) health curriculum is integrated within the science and social studies standards and we also use the Second Step Character Education curriculum with our elementary students. Our school nurse and ESU #4 personnel also provide additional health-related services and information to students as needed and requested.
- At the high school level, students are required to have 5 credits/hours of health-related classes in order to graduate. Generally, our 9th-grade students take this health course in conjunction with physical education on an alternating schedule. Other high school courses have also developed units of study within their classes to cover health education-

related topics such as nutrition, exercise, child development, leadership, substance abuse, disease prevention, etc.

- Additionally, our students have also attended informational assemblies and presentations on a variety of health education-related topics, such as social media awareness, team building, positive digital citizenship, healthy relationships, suicide awareness, self-esteem, and goal-setting.
- A document containing more information on the health standards was available for the patrons in attendance at the meeting.
- Other discussion points included: Clarifying the parent's role and the school's role of what things should be taught in this area.
- Final discussion points included: how to provide appropriate accommodations for special education students within the standards and ways to include additional wellness activities during the regular school day. Things like adding more nutritional snacks, and incorporating movement, team-building, and critical thinking activities throughout the school day were also suggested.
- No official board action was taken on this item during the meeting. Additional follow-up will occur through correspondence with NDE and NASB, and collaboration with other local school administrators and school boards.
- Continued community input on the proposed "draft" standards will help us to ensure that our district vision meets our actions on this topic.

### 10.3. Superintendent Evaluation Update

- Board President Desh updated the board on comments received regarding the NASB Superintendent Evaluation instrument.
- Highlights of the update included completing the Superintendent evaluation in November each year.

### 11. Topics for Next Month's Agenda

### 12. Closed Session

- No closed session was needed for this meeting.

### 13. Adjournment

- The meeting was adjourned at 9:06 p.m.

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Chairperson

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Superintendent

08/05/2021 07:31 AM

Posted - All; Fund Number 01; Processing Month 08/2021

User ID: KFH

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
Checking Account ID	1	Fund Number 01	GENERAL FUND	
	46252184	ANDERSON FORD	08/09/2021	885.58
01 2730 431 000		BUS & VEHICLE SERVICING & MAINTENANCE		885.58
Total	ANDERSON FORD			885.58
	DN046 - 08012021	CASEY'S BUSINESS MASTERCARD	08/09/2021	663.88
01 2710 626 000		Bus Gas and Oil		663.88
Total	CASEY'S BUSINESS MASTERCARD			663.88
	888682	CDI DALLAS LLC	08/09/2021	46,656.75
01 6997 734 000		TECHNOLOGY RELATED HARDWARE		34,000.00
01 1100 734 001		HS Computer Hardware		6,328.38
01 1100 734 003		Elem Computer Hardware		6,328.37
Total	CDI DALLAS LLC			46,656.75
	G389248	CDW GOVERNMENT INC	08/09/2021	5,144.64
01 6992 733 001		REAP Secondary Capital Outlay		5,144.64
Total	CDW GOVERNMENT INC			5,144.64
	2021 DOT CF	COMPLETE CHIROPRACTIC & WELLNESS CENTER	08/09/2021	65.00
01 2710 890 000		Bus Misc. Expenses		65.00
	2021 DOT SD	COMPLETE CHIROPRACTIC & WELLNESS CENTER	08/09/2021	65.00
01 2710 890 000		Bus Misc. Expenses		65.00
Total	COMPLETE CHIROPRACTIC & WELLNESS CENTER			130.00
	1277325	CORNHUSKER STATE INDUSTRIES	08/09/2021	3,882.00
01 2410 733 003		Elem Principal Furniture and Equipment		3,276.00
01 2410 733 001		HS Principal Furniture and Equipment		303.00
01 2320 733 000		Superintendent FURNITURE AND FIXTURES		303.00
Total	CORNHUSKER STATE INDUSTRIES			3,882.00
	INV0342714	DakTech Inc.	08/09/2021	8,159.00
01 6992 733 003		REAP Elementary Capital Outlay		6,000.00
01 6992 734 001		REAP Secondary Computer Equipment		2,159.00
Total	DakTech Inc.			8,159.00
	1275820	DAS State ACCTG-Central Finance	08/09/2021	232.49
01 2224 530 000		Internet Service		232.49
Total	DAS State ACCTG-Central Finance			232.49
	6977749	DEMCO, INC.	08/09/2021	63.79
01 2220 610 001		HS Library Supplies		63.79
Total	DEMCO, INC.			63.79
	9545	EDUCATIONAL SERVICE UNIT #4	08/09/2021	375.00
01 2330 317 000		District Legal Services		375.00
Total	EDUCATIONAL SERVICE UNIT #4			375.00
	PALMYRA 2120	EDUCATIONAL SERVICE UNIT #5	08/09/2021	3,705.60
01 1100 591 001		HS Purchased Service ESU/District		1,852.80

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PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
01 1100 591 003		Elem Purchased Service ESU/District		1,852.80
Total	EDUCATIONAL SERVICE UNIT #5			3,705.60
	15746	EDUCATIONAL SERVICE UNIT #6	08/09/2021	398.36
01 2224 530 000		Internet Service		398.36
	15772	EDUCATIONAL SERVICE UNIT #6	08/09/2021	30.00
01 1200 330 003		Sped Elem Professional Development		30.00
Total	EDUCATIONAL SERVICE UNIT #6			428.36
	339896	EGAN SUPPLY CO	08/09/2021	1,540.38
01 2610 610 001		HS Custodian Supplies		1,540.38
Total	EGAN SUPPLY CO			1,540.38
	COOP001691	ESU Coordinating Council	08/09/2021	660.00
01 1100 735 001		HS Technology Software		330.00
01 1100 735 003		Elem Technology Software		330.00
Total	ESU Coordinating Council			660.00
	004932	FRONTIER COOPERATIVE	08/09/2021	127.50
01 2610 610 001		HS Custodian Supplies		127.50
Total	FRONTIER COOPERATIVE			127.50
	I25553	GENERAL FIRE AND SAFETY EQUIPMENT COMPANY	08/09/2021	131.50
01 2620 431 003		Elem Repairs & Maintenance		131.50
Total	GENERAL FIRE AND SAFETY EQUIPMENT COMPANY			131.50
	624746996	HOME DEPOT PRO, THE	08/09/2021	(42.12)
01 2610 610 003		Elem Custodian Supplies		(42.12)
	627525173	HOME DEPOT PRO, THE	08/09/2021	1,139.38
01 2610 610 003		Elem Custodian Supplies		1,139.38
	630078517	HOME DEPOT PRO, THE	08/09/2021	551.80
01 2610 610 001		HS Custodian Supplies		551.80
Total	HOME DEPOT PRO, THE			1,649.06
	2021 SUMMER PD	JOHNSON, HEATH	08/09/2021	1,968.00
01 2410 330 001		HS Principal Professional Development		1,968.00
Total	JOHNSON, HEATH			1,968.00
	10430569	JourneyEd.com, Inc.	08/09/2021	600.00
01 1100 735 001		HS Technology Software		300.00
01 1100 735 003		Elem Technology Software		300.00
Total	JourneyEd.com, Inc.			600.00
	INV612250	KURITA AMERICA INC	08/09/2021	340.00
01 2610 431 003		Elem Upkeep of Building		340.00
Total	KURITA AMERICA INC			340.00
	072021 ELECTION COMM	LANCASTER COUNTY ELECTION COMMISSION	08/09/2021	100.00
01 2310 890 000		BOE Misc. Expenses		100.00
Total	LANCASTER COUNTY ELECTION COMMISSION			100.00

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PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
	0051815910	MATHESON-TRI-GAS INC	08/09/2021	48.95
01 1100 610 001		HS General Supplies		48.95
	51829104	MATHESON-TRI-GAS INC	08/09/2021	50.15
01 1100 610 001		HS General Supplies		50.15
Total	MATHESON-TRI-GAS INC			99.10
	IN 21171	Meininger Fire Protection, Inc	08/09/2021	384.75
01 2620 431 003		Elem Repairs & Maintenance		384.75
	IN 21172	Meininger Fire Protection, Inc	08/09/2021	641.25
01 2620 431 001		HS Repairs & Maintenance		641.25
Total	Meininger Fire Protection, Inc			1,026.00
	63841	MENARDS	08/09/2021	343.65
01 2610 610 001		HS Custodian Supplies		343.65
	64583	MENARDS	08/09/2021	44.97
01 2610 610 001		HS Custodian Supplies		44.97
	65039	MENARDS	08/09/2021	710.03
01 2610 610 001		HS Custodian Supplies		710.03
	65161	MENARDS	08/09/2021	124.09
01 2610 610 001		HS Custodian Supplies		124.09
	65449	MENARDS	08/09/2021	197.58
01 2610 610 001		HS Custodian Supplies		197.58
Total	MENARDS			1,420.32
	2021-22 MEMBERSHIP	NASPA - NEBRASKA ASSOCIATION OF SCHOOL PERSONNEL ADMINISTRATORS	08/09/2021	25.00
01 2320 810 000		Superintendent Dues and Fees		25.00
Total	NASPA - NEBRASKA ASSOCIATION OF SCHOOL PERSONNEL ADMINISTRATORS			25.00
	14243128	NCS PEARSON, INC	08/09/2021	3.20
01 2141 610 003		SPED PSYCHOLOGY SUPPLIES		3.20
Total	NCS PEARSON, INC			3.20
	0392211-IN	NEBRASKA AIR FILTER, INC	08/09/2021	766.93
01 2610 610 001		HS Custodian Supplies		766.93
Total	NEBRASKA AIR FILTER, INC			766.93
	1546 - 08072021	NEBRASKA CITY UTILITIES	08/09/2021	78.38
01 2610 621 001		HS Utilities		78.38
	3273 - 08072021	NEBRASKA CITY UTILITIES	08/09/2021	3,276.05
01 2610 621 003		Elem Utilities		3,276.05
	3321 - 08072021	NEBRASKA CITY UTILITIES	08/09/2021	5,116.58
01 2610 621 001		HS Utilities		5,116.58
	39368 - 08072021	NEBRASKA CITY UTILITIES	08/09/2021	28.35
01 2610 621 001		HS Utilities		28.35
	43577 - 08072021	NEBRASKA CITY UTILITIES	08/09/2021	30.46
01 2610 621 001		HS Utilities		30.46
	43679 - 08072021	NEBRASKA CITY UTILITIES	08/09/2021	40.05
01 2610 621 001		HS Utilities		40.05
	44277 - 08072021	NEBRASKA CITY UTILITIES	08/09/2021	70.93
01 2610 621 001		HS Utilities		70.93
	44718 - 08072021	NEBRASKA CITY UTILITIES	08/09/2021	393.35
01 2610 621 001		HS Utilities		393.35
Total	NEBRASKA CITY UTILITIES			9,034.15

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PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		
	212227	NOTABLE, INC	08/09/2021	1,200.00
01 1100 735 001		HS Technology Software		600.00
01 1100 735 003		Elem Technology Software		600.00
Total	NOTABLE, INC			1,200.00
	MEM148	NRCSA	08/09/2021	850.00
01 2310 810 000		BOE Dues and Fees		850.00
Total	NRCSA			850.00
	JULY2021 PT JO	O'Neil, Jan	08/09/2021	975.04
01 6408 320 000		IDEA Part B Birth-4 Pre-diagnosis		975.04
Total	O'Neil, Jan			975.04
	1502-20210731	ONE SOURCE THE BACKGROUND CHECK COMPANY	08/09/2021	260.39
01 2510 890 000		Superintendent Secretary Misc. Expenses		260.39
Total	ONE SOURCE THE BACKGROUND CHECK COMPANY			260.39
	7911.00000 - 74	Perry, Guthery, Hasse & Gessford, P.C., L.L.O.	08/09/2021	375.00
01 2330 317 000		District Legal Services		375.00
Total	Perry, Guthery, Hasse & Gessford, P.C., L.L.O.			375.00
	2021 SUMMER MILEAGE	POHLEN, ELIZABETH	08/09/2021	17.94
01 2161 333 001		SPED HS OT MILEAGE		17.94
Total	POHLEN, ELIZABETH			17.94
	23958	PRO-TINT	08/09/2021	66.40
01 2620 720 003		Elem Building Improvements		66.40
	23959	PRO-TINT	08/09/2021	324.00
01 2620 720 001		HS Building Improvements		324.00
Total	PRO-TINT			390.40
	07012021 PHS	RECYCLING ENTERPRISES OF NE, INC.	08/09/2021	90.00
01 2610 431 001		HS Upkeep of Building		90.00
Total	RECYCLING ENTERPRISES OF NE, INC.			90.00
	SO-1078953	RED BARN TECHNOLOGY GROUP	08/09/2021	99.98
01 1100 734 001		HS Computer Hardware		99.98
Total	RED BARN TECHNOLOGY GROUP			99.98
	07082021 SUPPLIES	SEW CREATIVE	08/09/2021	392.06
01 1100 610 001		HS General Supplies		392.06
Total	SEW CREATIVE			392.06
	072021 FLOORS	Shepard Floors	08/09/2021	3,325.00
01 2620 431 001		HS Repairs & Maintenance		3,325.00
Total	Shepard Floors			3,325.00
	3406	STRIV, INC	08/09/2021	2,975.00
01 1100 735 001		HS Technology Software		2,975.00
Total	STRIV, INC			2,975.00

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PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		
	10767334	SYMMETRY ENERGY SOLUTIONS LLC	08/09/2021	3,303.29
01 2610 621 003		Elem Utilities		876.11
01 2610 621 001		HS Utilities		508.59
01 2610 621 001		HS Utilities		1,908.51
01 2610 621 003		Elem Utilities		10.08
Total SYMMETRY ENERGY SOLUTIONS LLC				<u>3,303.29</u>
	454894377689	SYNCB/AMAZON	08/09/2021	7.05
01 1100 640 001		HS Textbooks		7.05
	458544347878	SYNCB/AMAZON	08/09/2021	165.99
01 1100 610 001		HS General Supplies		165.99
	459576749986	SYNCB/AMAZON	08/09/2021	99.00
01 1100 610 001		HS General Supplies		99.00
	548339748446	SYNCB/AMAZON	08/09/2021	521.33
01 6992 734 003		REAP Elementary Computer Equipment		30.36
01 6992 734 001		REAP Secondary Computer Equipment		267.00
01 1100 610 001		HS General Supplies		223.97
	568474993397	SYNCB/AMAZON	08/09/2021	5,759.52
01 1200 734 003		Sped Elem Computer Hardware		839.93
01 1200 734 001		Sped HS Computer Hardware		359.97
01 6992 734 001		REAP Secondary Computer Equipment		1,559.87
01 6992 734 003		REAP Elementary Computer Equipment		2,999.75
	597966388637	SYNCB/AMAZON	08/09/2021	60.66
01 6992 734 001		REAP Secondary Computer Equipment		60.66
	635393896784	SYNCB/AMAZON	08/09/2021	792.23
01 1100 734 001		HS Computer Hardware		792.23
	765557984976	SYNCB/AMAZON	08/09/2021	57.77
01 6992 734 001		REAP Secondary Computer Equipment		17.78
01 2320 610 000		SUPERINTENDENT OFFICE SUPPLIES		39.99
	945465858958	SYNCB/AMAZON	08/09/2021	3.99
01 1100 610 001		HS General Supplies		3.99
Total SYNCB/AMAZON				<u>7,467.54</u>
	1000365946	TK ELEVATOR CORPORATION	08/09/2021	232.62
01 2620 431 001		HS Repairs & Maintenance		232.62
Total TK ELEVATOR CORPORATION				<u>232.62</u>
	431816	Uribe Refuse Services, Inc.	08/09/2021	356.00
01 2610 431 003		Elem Upkeep of Building		356.00
Total Uribe Refuse Services, Inc.				<u>356.00</u>
	63911	VILLAGE OF BENNET	08/09/2021	1,398.30
01 2610 621 003		Elem Utilities		36.56
01 2610 410 003		Elem Water & Sewer		1,361.74
Total VILLAGE OF BENNET				<u>1,398.30</u>
	107003 - 0626-072621	VILLAGE OF PALMYRA	08/09/2021	26.00
01 2610 410 001		HS Water & Sewer		26.00
	230001 - 0626-072621	VILLAGE OF PALMYRA	08/09/2021	26.00
01 2610 410 001		HS Water & Sewer		26.00
	257001 - 0626-072621	VILLAGE OF PALMYRA	08/09/2021	148.50

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Posted - All; Fund Number 01; Processing Month 08/2021

User ID: KFH

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
01 2610 410 001		HS Water & Sewer		148.50
	274001 - 0626-072621	VILLAGE OF PALMYRA	08/09/2021	26.00
01 2610 410 001		HS Water & Sewer		26.00
	286002 - 0626-072621	VILLAGE OF PALMYRA	08/09/2021	1,919.10
01 2610 410 001		HS Water & Sewer		1,919.10
Total	VILLAGE OF PALMYRA			2,145.60
	2021 SUBSCRIPTION	VOICE NEWS	08/09/2021	35.00
01 2220 640 001		HS Library Books/Periodicals		35.00
	3006224	VOICE NEWS	08/09/2021	6.73
01 2310 540 000		BOE Advertising		6.73
	3006310	VOICE NEWS	08/09/2021	85.00
01 2310 540 000		BOE Advertising		85.00
	3006311	VOICE NEWS	08/09/2021	85.00
01 2310 540 000		BOE Advertising		85.00
	3008143	VOICE NEWS	08/09/2021	143.91
01 2310 540 000		BOE Advertising		143.91
	3008144	VOICE NEWS	08/09/2021	6.73
01 2310 540 000		BOE Advertising		6.73
Total	VOICE NEWS			362.37
	0050128	VOLLI COMMUNICATIONS, INC	08/09/2021	113.63
01 2510 382 001		HS Telephone		56.81
01 2510 382 003		Elem Telephone		56.82
Total	VOLLI COMMUNICATIONS, INC			113.63
Fund Number	01			116,148.39
Checking Account ID	1			116,148.39

Payroll July 15, 2021 \$467869.80

Bills August 9, 2021 \$116148.39

Total \$584018.19



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Regular, Processing Month 08/2021

User ID: KFH

Function Number	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/P Outstanding	P/O Outstanding	Unencumbered Balance
4600	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4610	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4630	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4690	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4700	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4730	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4955	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4960	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4985	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4994	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6200	69,173.85	0.00	56,203.01	81.25	12,970.84	0.00	0.00	12,970.84
6310	45,008.00	0.00	0.00	0.00	45,008.00	0.00	0.00	45,008.00
6330	40,000.00	0.00	0.00	0.00	40,000.00	0.00	0.00	40,000.00
6406	22,395.00	0.00	23,038.51	102.87	(643.51)	0.00	0.00	(643.51)
6408	152,317.95	975.04	124,047.22	81.44	28,270.73	0.00	0.00	28,270.73
6411	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6412	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6810	10,090.85	0.00	0.00	0.00	10,090.85	0.00	0.00	10,090.85
6969	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6992	45,001.00	18,239.06	43,396.56	96.43	1,604.44	0.00	0.00	1,604.44
6996	0.00	0.00	51,598.97	0.00	(51,598.97)	0.00	0.00	(51,598.97)
6997	0.00	34,000.00	39,093.59	0.00	(9,093.59)	0.00	0.00	(9,093.59)
8000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01	7,796,664.52	116,148.39	6,956,956.56	89.23	839,738.96	0.00	0.00	839,738.96

**Designated Bill Summaries**  
**Superintendent Report: Regular Board Meeting:**

**Date:** August 9th, 2021

**TO:** Palmyra District OR-1 BOE

**From:** Michael Hart

**Re:** Designated Bill Summary Report for BOE meeting

- Next month's regular meeting is scheduled for **Monday, September 12th 2021 at 7:00p.m.** at Palmyra High School in the media center.

**A. Consent Agenda Expenditures**

**QCPUF Claims:**

- None

**Depreciation Fund Claims:**

- **\$53,976.69** - Savvas Science curriculum

**Bond Fund:**

- **\$18,000** - Moody's Bond Services

**Special Building Claims:**

- None this month

**General Fund Claims:** Total claims: **\$116,148.39**

- **Casey's: \$663.88** – Fuel expenses / misc.
- **Egan Supply Co: \$1540.38** – Custodial supplies
- **ESU#4: \$375.00 District Legal Services**
- **ESU#5 \$3,705.60** - Powerschool Expenses
- **ESU#6: \$428.36** Internet Service/ SPED Professional Development Elementary
- **Nebraska City Utilities: \$9,034.15** – Utilities
- **CDI /LLC Dallas: \$46,656.75 Technology**
- **CDW/ Government: \$5,144.64** - **Technology and software**
- **CSI: \$3,882.00 Furniture and Equipment Elementary and High School**
- **DakTech: \$8,159,00** - **Computer software and technology**
- **Palmyra Activity Fund: \$1,234.37-** summer school supplies and equipment
- **Synch/Amazon: \$ 7,467.54** – High School textbooks, computer hardware and equipment and office supplies.
- **Voice News: \$362.37** - Advertising and public notice
- **Village of Bennet: \$1,398.30** – water, electricity, and sewer bill
- **Village of Palmyra: \$2,145.60** – water and sewer bill

**Transfers from the General Fund:**

- **School Lunch Fund: \$8,000**
- **Depreciation: \$125,000**
- **Activities: 15,000**
- **Yearbook: \$5,000**

Monthly; Processing Month 07/2021; Accounts to Include Accounts with Activity

<u>Account Number</u>	<u>Description</u>	<u>Previous Balance</u>	<u>Current Month</u>	<u>Ending Balance</u>
<b>Fund: 01 GENERAL FUND</b>				
<u>Current Assets</u>				
01 101	CASH IN BANK	3,231,990.48	(458,034.43)	2,773,956.05
01 900	Cash County Treasurer	848,892.22	0.00	848,892.22
	Current Assets Subtotal:	<u>4,080,882.70</u>	<u>(458,034.43)</u>	<u>3,622,848.27</u>
<u>Other Assets</u>				
01 390	Budgeted Revenue	7,216,649.00	0.00	7,216,649.00
01 392	Less: Revenue Received	(7,186,389.39)	(115,918.79)	(7,302,308.18)
	Other Assets Subtotal:	<u>30,259.61</u>	<u>(115,918.79)</u>	<u>(85,659.18)</u>
<b>Total Assets and Deferred Outflows of Resources:</b>		<u>4,111,142.31</u>	<u>(573,953.22)</u>	<u>3,537,189.09</u>
<u>Current Liabilities</u>				
01 450	PAYROLL DEDUCTION PAYABLE	0.00	0.00	0.00
01 451	FICA PAYABLE	0.00	0.00	0.00
01 452	FIT PAYABLE	0.00	0.00	0.00
01 453	INSURANCE PAYABLE	(3,589.21)	265.50	(3,323.71)
01 454	RETIREMENT PAYABLE	0.00	0.00	0.00
01 455	SIT PAYABLE	0.00	0.00	0.00
	Current Liabilities Subtotal:	<u>(3,589.21)</u>	<u>265.50</u>	<u>(3,323.71)</u>
<u>Other Liabilities</u>				
01 690	Budgeted Expenditures	7,796,694.52	0.00	7,796,694.52
01 692	Less: Expenditures to Date	(6,266,588.45)	(574,218.72)	(6,840,807.17)
	Other Liabilities Subtotal:	<u>1,530,106.07</u>	<u>(574,218.72)</u>	<u>955,887.35</u>
<u>Fund Balance</u>				
01 704	Fund Balance - Regular Unspent	3,164,670.97	0.00	3,164,670.97
01 705	Budgeted Fund Balance	(580,045.52)	0.00	(580,045.52)
	Fund Balance Subtotal:	<u>2,584,625.45</u>	<u>0.00</u>	<u>2,584,625.45</u>
<b>Total Liabilities, Deferred Inflows of Resources, and Fund Equity:</b>		<u>4,111,142.31</u>	<u>(573,953.22)</u>	<u>3,537,189.09</u>

Monthly; Processing Month 07/2021; Accounts to Include Accounts with Activity

<u>Account Number</u>	<u>Description</u>	<u>Previous Balance</u>	<u>Current Month</u>	<u>Ending Balance</u>
<b>Fund: 02 Depreciation</b>				
<u>Current Assets</u>				
02 101	CASH	209,056.52	0.00	209,056.52
	Current Assets Subtotal:	209,056.52	0.00	209,056.52
<u>Other Assets</u>				
02 392	LESS: REVENUE RECEIVED	(254.36)	0.00	(254.36)
	Other Assets Subtotal:	(254.36)	0.00	(254.36)
<b>Total Assets and Deferred Outflows of Resources:</b>		<b>208,802.16</b>	<b>0.00</b>	<b>208,802.16</b>
<u>Other Liabilities</u>				
02 692	LESS: EXPENDITURES TO DATE	(69,128.16)	0.00	(69,128.16)
	Other Liabilities Subtotal:	(69,128.16)	0.00	(69,128.16)
<u>Fund Balance</u>				
02 704	FUND BALANCE	277,930.32	0.00	277,930.32
	Fund Balance Subtotal:	277,930.32	0.00	277,930.32
<b>Total Liabilities, Deferred Inflows of Resources, and Fund Equity:</b>		<b>208,802.16</b>	<b>0.00</b>	<b>208,802.16</b>

Monthly; Processing Month 07/2021; Accounts to Include Accounts with Activity

<u>Account Number</u>	<u>Description</u>	<u>Previous Balance</u>	<u>Current Month</u>	<u>Ending Balance</u>
Fund: 03	Unemployment			
	<u>Current Assets</u>			
03 101	CASH	19,047.80	1.25	19,049.05
03 106	SAVINGS CERTIFICATES	20,000.00	0.00	20,000.00
	Current Assets Subtotal:	39,047.80	1.25	39,049.05
	<u>Other Assets</u>			
03 392	LESS: REVENUE RECEIVED	(50.37)	(1.25)	(51.62)
	Other Assets Subtotal:	(50.37)	(1.25)	(51.62)
	<b>Total Assets and Deferred Outflows of Resources:</b>	<b>38,997.43</b>	<b>0.00</b>	<b>38,997.43</b>
	<u>Fund Balance</u>			
03 704	FUND BALANCE	38,997.43	0.00	38,997.43
	Fund Balance Subtotal:	38,997.43	0.00	38,997.43
	<b>Total Liabilities, Deferred Inflows of Resources, and Fund Equity:</b>	<b>38,997.43</b>	<b>0.00</b>	<b>38,997.43</b>

Monthly; Processing Month 07/2021; Accounts to Include Accounts with Activity

<u>Account Number</u>	<u>Description</u>	<u>Previous Balance</u>	<u>Current Month</u>	<u>Ending Balance</u>
Fund: 05	Activity Fund			
<u>Current Assets</u>				
05 101	CASH	126,662.87	6,449.94	133,112.81
	Current Assets Subtotal:	126,662.87	6,449.94	133,112.81
<u>Other Assets</u>				
05 392	LESS: REVENUE RECEIVED	(111,876.27)	(9,641.37)	(121,517.64)
	Other Assets Subtotal:	(111,876.27)	(9,641.37)	(121,517.64)
<b>Total Assets and Deferred Outflows of Resources:</b>		<b>14,786.60</b>	<b>(3,191.43)</b>	<b>11,595.17</b>
<u>Other Liabilities</u>				
05 892	LESS: EXPENDITURES TO DATE	(145,673.62)	(3,191.43)	(148,865.05)
	Other Liabilities Subtotal:	(145,673.62)	(3,191.43)	(148,865.05)

Annual; Processing Month 07/2021; Accounts to Include Accounts with Activity; Fund Number 05

<u>Account Number</u>	<u>Description</u>	<u>Previous Balance</u>	<u>Current Month</u>	<u>Ending Balance</u>
Fund: 05	Activity Fund			
<u>Current Assets</u>				
05 101	CASH	126,662.87	6,449.94	133,112.81
	Current Assets Subtotal:	126,662.87	6,449.94	133,112.81
<b>Total Assets and Deferred Outflows of Resources:</b>		<b>126,662.87</b>	<b>6,449.94</b>	<b>133,112.81</b>

Fund Balance

05 704 0001	ATHLETICS	6,804.65	5,398.48	12,203.13
05 704 0002	ANNUAL	6,343.08	0.00	6,343.08
05 704 0003	MUSIC	854.13	0.00	854.13
05 704 0004	ELEMENTARY UNIT	12,963.76	(22.33)	12,931.43
05 704 0005	STUDENT COUNCIL	3,796.91	0.00	3,796.91
05 704 0006	FFA	6,028.27	0.00	6,028.27
05 704 0007	HIGH SCHOOL UNIT	4,197.77	(50.49)	4,147.28
05 704 0008	LIFE SKILLS	588.91	0.00	588.91
05 704 0009	FCCLA	2,348.38	0.00	2,348.38
05 704 0010	MISC ACCOUNT	1,190.29	0.00	1,190.29
05 704 0011	ART CLUB	570.54	0.00	570.54
05 704 0012	NATIONAL HONOR SOCIETY	797.75	0.00	797.75
05 704 0013	SPEECH	243.38	0.00	243.38
05 704 0014	1ST GRADE	621.48	0.00	621.48
05 704 0015	BOYS BASKETBALL	1,556.46	0.00	1,556.46
05 704 0016	CONCESSIONS	3,875.67	0.00	3,875.67
05 704 0017	GIRLS BASKETBALL	1,593.70	290.00	1,883.70
05 704 0019	INTEREST	514.89	4.89	519.78
05 704 0020	UNION BANK	3,067.38	0.00	3,067.38
05 704 0022	FIELDS SCHOLARSHIP	4,263.80	0.00	4,263.80
05 704 0023	CROSS COUNTRY	1,881.60	0.00	1,881.60
05 704 0024	INDUSTRIAL ARTS SHOP	534.69	0.00	534.69
05 704 0025	LIBRARY	1,186.55	0.00	1,186.55
05 704 0026	PARTY GROUP	1,132.31	0.00	1,132.31
05 704 0027	CLASS OF 2021	293.00	0.00	293.00
05 704 0028	MUSICAL/DRAMA	3,009.96	0.00	3,009.96
05 704 0029	WRESTLING	196.11	0.00	196.11
05 704 0030	GENERAL FUND REIMBURSEMENT	(1,234.37)	1,381.73	147.36
05 704 0031	6TH GRADE	734.13	0.00	734.13
05 704 0032	WEIGHTS	3,458.54	(449.99)	3,008.55
05 704 0033	VOLLEYBALL ACCOUNT	2,681.14	(102.35)	2,578.79
05 704 0034	IMPREST FUND	2,000.00	0.00	2,000.00
05 704 0035	BENNET BOOSTERS	1,589.67	0.00	1,589.67
05 704 0036	CHEERLEADING	3,559.80	0.00	3,559.80
05 704 0037	BENNET BACK-PACK PROGRAM	833.21	0.00	833.21
05 704 0038	CLASS OF 2023	904.49	0.00	904.49

Annual; Processing Month 07/2021; Accounts to Include Accounts with Activity; Fund Number 05

<u>Account Number</u>	<u>Description</u>	<u>Previous Balance</u>	<u>Current Month</u>	<u>Ending Balance</u>
05 704 0039	FAMILY PASSES	4,830.00	0.00	4,830.00
05 704 0040	STUDENT FEES	4,620.00	0.00	4,620.00
05 704 0041	QUIZ BOWL	600.08	0.00	600.08
05 704 0042	JR HIGH BASKETBALL	81.50	0.00	81.50
05 704 0044	SPANISH	44.55	0.00	44.55
05 704 0045	ENGLISH/PSYCHOLOGY	62.01	0.00	62.01
05 704 0046	NEW BAND UNIFORMS	0.00	0.00	0.00
05 704 0047	NATIONAL BREAST CANCER FOUNDATION	0.01	0.00	0.01
05 704 0049	SHOW CHOIR	864.93	0.00	864.93
05 704 0050	CHROMEBOOK INSURANCE	28,383.85	0.00	28,383.85
05 704 0052	CIRCLE OF FRIENDS	864.58	0.00	864.58
05 704 0053	CLASS OF 2022	1,339.33	0.00	1,339.33
Fund Balance Subtotal:		126,662.87	6,449.94	133,112.81
<b>Total Liabilities, Deferred Inflows of Resources, and Fund Equity:</b>		<b>126,662.87</b>	<b>6,449.94</b>	<b>133,112.81</b>

Monthly; Processing Month 07/2021; Accounts to Include Accounts with Activity

<u>Account Number</u>	<u>Description</u>	<u>Previous Balance</u>	<u>Current Month</u>	<u>Ending Balance</u>
Fund: 06	Hot Lunch			
<u>Current Assets</u>				
06 101	CASH	115,600.13	(4,479.73)	111,120.40
	Current Assets Subtotal:	<u>115,600.13</u>	<u>(4,479.73)</u>	<u>111,120.40</u>
<u>Other Assets</u>				
06 392	LESS: REVENUE RECEIVED	(366,336.85)	(117.11)	(366,453.96)
	Other Assets Subtotal:	<u>(366,336.85)</u>	<u>(117.11)</u>	<u>(366,453.96)</u>
<u>Total Assets and Deferred Outflows of Resources:</u>		<u>(260,736.72)</u>	<u>(4,596.84)</u>	<u>(255,333.56)</u>
<u>Other Liabilities</u>				
06 692	LESS: EXPENDITURES TO DATE	(333,966.49)	(4,596.84)	(338,563.33)
	Other Liabilities Subtotal:	<u>(333,966.49)</u>	<u>(4,596.84)</u>	<u>(338,563.33)</u>
<u>Fund Balance</u>				
06 704	FUND BALANCE	83,229.77	0.00	83,229.77
	Fund Balance Subtotal:	<u>83,229.77</u>	<u>0.00</u>	<u>83,229.77</u>
<u>Total Liabilities, Deferred Inflows of Resources, and Fund Equity:</u>		<u>(250,736.72)</u>	<u>(4,596.84)</u>	<u>(255,333.56)</u>

Monthly; Processing Month 07/2021; Accounts to Include Accounts with Activity

<u>Account Number</u>	<u>Description</u>	<u>Previous Balance</u>	<u>Current Month</u>	<u>Ending Balance</u>
Fund: 07	Bond			
<u>Current Assets</u>				
07 101	CASH	397,532.69	7,716.39	405,249.08
07 900	Cash County Treasurer	131,855.65	0.00	131,855.65
	Current Assets Subtotal:	<u>529,388.34</u>	<u>7,716.39</u>	<u>537,104.73</u>
<u>Other Assets</u>				
07 392	LESS: REVENUE RECEIVED	(754,418.05)	(7,716.39)	(762,134.44)
	Other Assets Subtotal:	<u>(754,418.05)</u>	<u>(7,716.39)</u>	<u>(762,134.44)</u>
<b>Total Assets and Deferred Outflows of Resources:</b>		<u>(225,029.71)</u>	<u>0.00</u>	<u>(225,029.71)</u>
<u>Other Liabilities</u>				
07 692	LESS: EXPENDITURES TO DATE	(733,922.65)	0.00	(733,922.65)
	Other Liabilities Subtotal:	<u>(733,922.65)</u>	<u>0.00</u>	<u>(733,922.65)</u>
<u>Fund Balance</u>				
07 704	FUND BALANCE	508,892.94	0.00	508,892.94
	Fund Balance Subtotal:	<u>508,892.94</u>	<u>0.00</u>	<u>508,892.94</u>
<b>Total Liabilities, Deferred Inflows of Resources, and Fund Equity:</b>		<u>(225,029.71)</u>	<u>0.00</u>	<u>(225,029.71)</u>

Monthly; Processing Month 07/2021; Accounts to Include Accounts with Activity

<u>Account Number</u>	<u>Description</u>	<u>Previous Balance</u>	<u>Current Month</u>	<u>Ending Balance</u>
Fund: 08	Special Building Fund			
<u>Current Assets</u>				
08 101	CASH	659,008.29	394.22	659,402.51
08 106	SAVINGS CERTIFICATES	50,000.00	0.00	50,000.00
08 900	Cash County Treasurer	51,637.03	0.00	51,637.03
	Current Assets Subtotal:	760,645.32	394.22	761,039.54
<u>Other Assets</u>				
08 392	LESS: REVENUE RECEIVED	(111,444.54)	(910.05)	(112,354.59)
	Other Assets Subtotal:	(111,444.54)	(910.05)	(112,354.59)
<b>Total Assets and Deferred Outflows of Resources:</b>		<b>649,200.78</b>	<b>(515.83)</b>	<b>648,684.95</b>
<u>Other Liabilities</u>				
08 692	LESS: EXPENDITURES TO DATE	(10,130.87)	(515.83)	(10,646.70)
	Other Liabilities Subtotal:	(10,130.87)	(515.83)	(10,646.70)
<u>Fund Balance</u>				
08 704	FUND BALANCE	659,331.65	0.00	659,331.65
	Fund Balance Subtotal:	659,331.65	0.00	659,331.65
<b>Total Liabilities, Deferred Inflows of Resources, and Fund Equity:</b>		<b>649,200.78</b>	<b>(515.83)</b>	<b>648,684.95</b>

Monthly; Processing Month 07/2021; Accounts to Include Accounts with Activity

<u>Account Number</u>	<u>Description</u>	<u>Previous Balance</u>	<u>Current Month</u>	<u>Ending Balance</u>
<b>Fund: 09 Qualified Capital Purpose Fund</b>				
<u>Current Assets</u>				
09 101	CASH	116,815.17	0.00	116,815.17
	Current Assets Subtotal:	<u>116,815.17</u>	<u>0.00</u>	<u>116,815.17</u>
<u>Other Assets</u>				
09 392	LESS: REVENUE RECEIVED	(153,128.87)	0.00	(153,128.87)
09 900	Cash County Treasurer	27,013.01	0.00	27,013.01
	Other Assets Subtotal:	<u>(126,115.86)</u>	<u>0.00</u>	<u>(126,115.86)</u>
<b>Total Assets and Deferred Outflows of Resources:</b>		<u>(9,300.69)</u>	<u>0.00</u>	<u>(9,300.69)</u>
<u>Other Liabilities</u>				
09 692	LESS: EXPENDITURES TO DATE	(140,082.50)	0.00	(140,082.50)
	Other Liabilities Subtotal:	<u>(140,082.50)</u>	<u>0.00</u>	<u>(140,082.50)</u>
<u>Fund Balance</u>				
09 704	FUND BALANCE	130,781.81	0.00	130,781.81
	Fund Balance Subtotal:	<u>130,781.81</u>	<u>0.00</u>	<u>130,781.81</u>
<b>Total Liabilities, Deferred Inflows of Resources, and Fund Equity:</b>		<u>(9,300.69)</u>	<u>0.00</u>	<u>(9,300.69)</u>

Monthly; Processing Month 07/2021; Accounts to Include Accounts with Activity

<u>Account Number</u>	<u>Description</u>	<u>Previous Balance</u>	<u>Current Month</u>	<u>Ending Balance</u>
<b>Fund: 12 Student Fee Fund</b>				
<u>Current Assets</u>				
12 101	CASH	0.00	0.00	0.00
	Current Assets Subtotal:	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
<u>Other Assets</u>				
12 392	LESS: REVENUE RECEIVED	0.00	0.00	0.00
	Other Assets Subtotal:	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
<b>Total Assets and Deferred Outflows of Resources:</b>		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>

Regular; Processing Month 07/2021; Accounts to Include Accounts with Activity; Fund Number 01

Fund: 01 GENERAL FUND

Account Number	Description	Revised Budget	During Month	To Date	% of Budget	Budget Balance
01 1100	LOCAL PROPERTY TAXES	5,018,090.00	92,152.28	4,346,725.44	86.61	672,264.56
01 1125	MOTOR VEHICLE TAXES	283,952.00	14,720.93	304,450.12	107.22	(20,498.12)
01 1312	SUMMER SCHOOL TUITION	10,000.00	0.00	3,750.00	37.50	6,250.00
01 1315	TUITION FROM DISTRICTS - SENCAP	0.00	0.00	924.80	0.00	(924.80)
01 1370	PRESCHOOL TUITION & FEES	10,000.00	0.00	25,250.00	252.50	(15,250.00)
01 1510	INTEREST ON INVESTMENTS	0.00	125.98	1,032.73	0.00	(1,032.73)
01 1800	REC PROGRAM - COMMUNITY SERVICES	25,000.00	0.00	21,520.94	86.08	3,479.06
01 1910	RENTAL OF SCHOOL FACILITY	200.00	0.00	189.53	84.77	30.47
01 1911	LOCAL LICENSE FEES	0.00	0.00	1,934.78	0.00	(1,934.78)
01 1920	EDUCATION QUEST FOUNDATION	0.00	0.00	573.32	0.00	(573.32)
01 1990	OTHER LOCAL RECEIPTS	0.00	0.00	30.00	0.00	(30.00)
Subtotal: LOCAL RECIEPTS		5,348,142.00	106,999.17	4,706,361.66	88.00	641,780.34
01 2110	COUNTY FINES & LICENSE FEES	20,000.00	5,527.75	26,331.07	131.66	(6,331.07)
01 2210	ESU RECEIPTS	5,000.00	500.00	7,816.80	156.34	(2,816.80)
Subtotal: COUNTY AND ESU RECEIPTS		25,000.00	6,027.75	34,147.87	136.59	(9,147.87)
01 3110	STATE AID	1,303,607.00	0.00	1,303,607.00	100.00	0.00
01 3120	SPED SCHOOL AGE	200,000.00	0.00	428,781.36	214.39	(228,781.36)
01 3125	SPED TRANSPORTATION	1,500.00	0.00	0.00	0.00	1,500.00
01 3130	HOMESTEAD EXEMPTION	20,000.00	0.00	153,614.79	768.07	(133,614.79)
01 3180	PRO-RATE MOTOR VEHICLE	7,000.00	0.00	0.00	0.00	7,000.00
01 3400	STATE APPORTIONMENT	52,000.00	0.00	70,264.06	135.12	(18,264.06)
01 3500	QUALITY ED INCENTIVE GRANT	0.00	0.00	6,000.00	0.00	(6,000.00)
01 3535	PAYMENTS FOR HIGH ABILITY LEARNERS	3,500.00	0.00	6,079.00	173.69	(2,579.00)
01 3540	STATE EARLY CHILDHOOD	60,000.00	0.00	42,348.00	70.68	17,652.00
01 3990	OTHER STATE RECEIPTS	25,000.00	0.00	0.00	0.00	25,000.00
Subtotal: STATE RECEIPTS		1,672,507.00	0.00	2,009,594.21	120.15	(337,087.21)
01 4300	RESTRICTED GRANTS-IN-AID FROM FED GOV	5,000.00	0.00	0.00	0.00	5,000.00
01 4310	REAP	35,000.00	0.00	50,711.00	144.89	(15,711.00)
01 4506	TITLE 1 PART A - CURRENT YEAR	32,000.00	0.00	0.00	0.00	32,000.00
01 4516	IDEA PRESCHOOL BASE/IDEA ENROL POVERTY	0.00	0.00	3,974.00	0.00	(3,974.00)
01 4519	IDEA ENROLLMENT/POVERTY	85,000.00	0.00	0.00	0.00	85,000.00
01 4521	IDEA PART B PROPORTIONATE	0.00	0.00	121,080.00	0.00	(121,080.00)
01 4708	MEDICAID REIMBURSEMENT SPED	7,500.00	0.00	0.00	0.00	7,500.00
01 4709	MEDICAID ADMIN ACTIVITIES (MAAPS)	5,500.00	0.00	1,837.63	33.41	3,662.37
Subtotal: FEDERAL RECEIPTS		170,000.00	0.00	177,602.63	104.47	(7,602.63)
01 5200	FUND TRANSFERS	0.00	2,891.87	149,042.24	0.00	(149,042.24)
01 5301	INSURANCE ADJUSTMENTS	0.00	0.00	(3,943.00)	0.00	3,943.00
01 5690	OTHER NON-REVENUE RECEIPTS	1,000.00	0.00	113,716.32	11,371.63	(112,716.32)
Subtotal: NON-REVENUE RECEIPTS		1,000.00	2,891.87	258,815.56	25,881.58	(257,815.56)
01 6990	FEDERAL REVENUE	0.00	0.00	108,000.00	0.00	(108,000.00)
Subtotal: 6000		0.00	0.00	108,000.00	0.00	(108,000.00)
01 9000	NON-PROGRAMMED RECEIPTS	0.00	0.00	7,786.25	0.00	(7,786.25)
Subtotal: NON-PROGRAM RECEIPTS		0.00	0.00	7,786.25	0.00	(7,786.25)
Fund Total:		7,216,649.00	115,918.79	7,302,308.18	101.19	(86,659.18)

**Revenue Summary Report**  
Processing Month: 07/2021

Regular; Processing Month 07/2021; Accounts to Include Accounts with  
Activity; Fund Number 01

	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
Grand Total:	7,216,649.00	115,918.79	7,302,308.18	101.19	(85,659.18)



**District OR-1 : Home of the Panthers!**  
SUPERINTENDENT'S NARRATIVE REPORT  
REGULAR BOARD MEETING:

**Information Items**

**Date:** August 9th 2021

**TO:** Palmyra District OR-1 BOE

**From:** Michael Hart

**“New to the District” Teaching Staff:**

I would like to welcome the following new certified staff members to our district.

1. Dominique Dowding: 4th Grade Elementary Teacher
2. Brittany Eisenhauer: Preschool Teacher at Bennet Elementary
3. Austin Lahmon: Elementary Guidance Counselor
4. Jordan Linke - High School Physical Education Teacher
5. Sean Mulholland: High School Science Teacher
6. Kade Reiman: 2nd Grade Teacher at Bennet Elementary
7. Taylor Suhr: Elementary Art and Student “Learning Loss” Support Teacher

*This is an outstanding group of dedicated educators who I believe will do great things for our students, our district, and our community*

**Surplus Items Sale Update:**

- At an earlier meeting, we were able to advertise and sell some outdated equipment from our Industrial Technology classroom. I am pleased to announce that we have been able to sell these outdated items and these dollars (around \$700.00 so far) will go to purchase new and updated equipment for our students in the Industrial Technology classroom.

**Summer Staff Development:**

- This summer we had lots of staff participate in creating a variety of professional development activities. These activities included collaboratively building a more comprehensive school-wide behavior framework for Bennet Elementary and we had several staff participate in safety and security training and a data retreat. Our teachers never stop learning and growing! Kudos to them!

**Admin Days Conference Feedback:**

- I was recently able to attend an outstanding professional development conference in Kearney. Some of the sessions from the conference included school improvement ideas, resources for grant funding, Human Resources Management, and updates on legislation, special education and other current educational topics.

**Panther Student and Staff Kudos:**

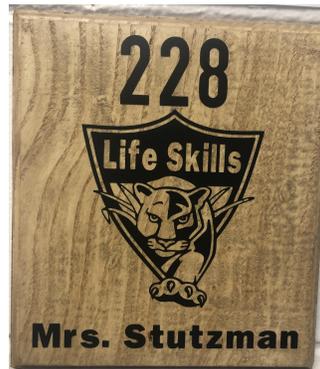
- Last month we mentioned some of the amazing things that our students do for our school and communities. This month, I would like to again acknowledge some of our elementary students for their work in contributing to our school Backpack program.
- Charles and Makenzie Hohensee and Burke and Paige Ruzicka opened a temporary Tattoo shop (called Tall Grass Tattoos) to raise money for our school district backpack program. As mentioned in the July 29th edition of the Voice News, these students raised \$47.00 for the program. This donation again demonstrates the hard work, planning, spirit of service, and



### District OR-1 : Home of the Panthers!

community engagement that our students exhibit. Their entrepreneurship and teamwork is another outstanding example of the type of students we have here in District OR-1 and this endeavor is also a great example of our students giving back to their communities! Special thanks to Charles, Mackenzie, Burke, and Paige on a job well done! Great work!

- I would also like to thank Ms. Swartzendruber, Mr. Gabriel, Mr. Brown, and Mrs. Hiatt for their efforts in creating (and installing) personalized door signs for all of our teachers at both buildings. These personalized plaques help to better identify teacher classrooms and they provide an extra sense of community connection for our students and staff. An example of one of these plaques is listed below:



- I would also like to recognize Ms. Sarah Swartzendruber for her community service designing and painting murals throughout various small communities in Nebraska. I have attached some photos of her work below. These projects are amazing!





## District OR-1 : Home of the Panthers!



All of these accomplishments again underscore the talent and quality of the staff and students we have here in our community. Go Panthers!

### **Superintendent Goals:**

- I will be sharing my “draft” Superintendent Goals for the upcoming year later in the meeting tonight.

### **American Rescue Plan Act: ESSER III**

- As I have mentioned before, The American Rescue Plan Act (ESSER III) was passed on *March 11, 2021* and this act will provide supplemental resources to schools to further address challenges associated with the COVID-19 pandemic.
- A few of the components that will be included in the plan are listed below.
  - Plan for the Safe Return of Students.
  - Plan for the Use of the Funds and Consultation.



### **District OR-1 : Home of the Panthers!**

- This plan must involve relevant stakeholders (staff, students, etc) in its development.
  - The plan must include how funds will be used to address the academic impact of lost instructional time.
  - The plan must also address how the funds will be used to implement prevention and mitigation strategies (socio-emotional needs, etc.).
  - The plan will also include specific strategies to address student “learning loss”.
- We are continuing to develop this comprehensive plan over the next couple of weeks to ensure we are maximizing these resources to fit our district needs. Some of the areas we are looking at to utilize the funds are improving indoor air quality, providing additional before and after school tutoring and academic support for our students, and researching engaging and relevant curriculum that will assist in providing learning enrichment and acceleration for our students.
  - I will update the board with more details on the plan at the September board meeting.



District OR-1: Home of the Panthers!!

## **“Safe Return to School” Plan:**

**2021-2022 School Year**

**“DRAFT” Version # 2**

**Updated July 14, 2021**



*District OR-1’s “Return to School” Planning Committee developed our initial COVID-19 safety protocols during the summer of 2020. This plan allowed us to successfully return to “in-person” learning and remain “in-person” throughout the 2020-2021 school year. Special thanks to this committee for their vision and hard work!*

*This current “Return to School” plan was developed in the summer of 2021 for the 2021-2022 school year. The contents of the plan are based upon information from the Center for Disease Control (CDC), the Nebraska Association of Local Health Departments (NALHD), the Lancaster and Southeast District Health Departments, the Nebraska Department of Education (NDE), and the United States Department of Education. The content and format of the updated plan has also been aligned to meet the requirements set forth by the **American Rescue Act (ARA)**.*

***Please note:** This collaborative plan will be reviewed at least every six months and may be adjusted as new information/guidance becomes available in the future.*



## **District OR-1: Home of the Panthers!!**

### **Table of Contents:**

1. Document Purpose
2. Objectives, Principles, and Protocols
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16. Diagnostics and Screening
17. Food Service
18. Coordination with State and Local Health Officials
19. Appropriate Accommodations
20. Continuity of Services
21. Consideration of Public Comment
22. Communication
23. What Can I Do To Help?
24. Conclusion / Contact Information



## **District OR-1: Home of the Panthers!!**

### **Document Purpose:**

The purpose of this “Return to School” document is to continue to provide a comprehensive framework for the safe return of students to District OR-1 for the 2021-2022 school year. We will continue to review and update the plan and communicate any changes to the plan through our website, email, and social media platforms.

During the 2021-2022 school year, protocols may change for a specific school building, program, classroom or other setting based on current case transmission, community conditions, and other risks of disease spread. District OR-1 will continue to work collaboratively with our local health departments and adjust our operating protocols as necessary to effectively meet current safety requirements for our staff, students, and families.

We also will continue to gather information from various sources including the Centers for Disease Control and Prevention (CDC), the Nebraska Department of Education (NDE) and the U.S. Department of Education. Adjustments to the plan will also be made as practicable based on local community conditions and feedback received from various stakeholder groups. This work will be ongoing as new research emerges and more guidance is provided to the school district in the future.

This updated “Return to School” plan is designed to be flexible in order to adjust to the myriad of challenges and changes that the COVID-19 pandemic continues to bring forth. The plan is intended to remain dynamic in nature as it can be updated at any time based upon current COVID incidences within our district and additional guidance from local, state, and federal health officials.

School administrators shall determine specific aspects of day-to-day school operations not clearly addressed in this plan. The Superintendent has the final authority to determine how the district will operate any given day and changes in school operations will be communicated to parents in an expeditious and accurate manner.

This plan has been developed based upon the COVID Transmission Levels/Positivity Rates experienced within our schools and our geographical region. Positive cases within District OR-1 have been miniscule since January 2021 and we want to continue to keep those rates as low as possible. If COVID Transmission Levels/Positivity Rates increase, these plans may be immediately revised to include additional COVID mitigation measures, such as mandatory masking, etc.

In this updated “Return to School” Plan, District OR-1 will also continue to utilize our facilities and resources in a manner that maximizes student safety and learning.



## **District OR-1: Home of the Panthers!!**

### **Objectives, Principles, and Protocols:**

#### **Objectives:**

- Prioritize student and staff safety.
- Facilitate practical, purposeful, and effective instructional / operational practices.
- Maximize academic and socio-emotional learning opportunities for all students.

#### **Guiding Principles:**

- We will center decisions on what is best for all students, families, and educators.
- We will be purposeful and proactive in our planning.
- We will provide equitable access and opportunity to school-based support systems and learning resources to all of our students.
- We will critically analyze and honestly reflect on “lessons learned” and strive to get better each day.
- We understand that flexibility is essential.
- We will work collaboratively to maintain a “solution based” growth mindset.
- We will actively listen to others and seek first to understand opinions that may be different.
- We will work to maximize our resources and problem solve solutions to various challenges.
- We will provide clarity about what we can control and what is outside of our control, we will admit mistakes, and adapt quickly to changing conditions.
- We will demonstrate and expect respect for diversity, and show compassion and empathy for others.

#### **Guiding Safety Protocols:**

- Encourage staff and students to stay home when they are sick and support staff and students in their absence.
- Maintain and practice social distancing protocols as applicable.
- Provide adequate amounts of supplies and equipment (masks, cleaning supplies, hand sanitizer, etc.) as needed.
- Facilitate training for cleaning, disinfecting, and sanitizing.
- Teach and role model good personal hygiene protocols (handwashing, cover coughs, sneezes, etc.).
- Follow current health guidelines.
- Provide appropriate training and maintain high expectations for staff, students, and community members.



## District OR-1: Home of the Panthers!!

### District, Mission, Vision, and Beliefs:

#### District Vision:

- *Together we prepare our students to successfully meet the challenges of the future.*

#### District Mission:

- *District OR-1 commits to a course of action providing continued academic growth through a curriculum that recognizes limitless potential and inspires faith in a positive future for every student. With a sense of community ownership and responsibility, we will remain fiscally accountable and attentive to current and future high-tech facility and staffing needs.*

#### District Beliefs:

- *OR-1 will:*
  - *Model and reinforce self-respect and respect for others.*
  - *Provide equal opportunity for each student to develop his/her potential.*
  - *Seek to develop a sense of individual responsibility and integrity.*
  - *Seek and integrate educationally sound innovations into the curriculum.*
  - *Provide a safe learning environment.*

### Stakeholder Communication and Feedback:

In order to create and sustain a plan that meets the needs of all of our students and families, we will continue to ask for feedback, comments, and suggestions from staff, students, families and the community. As we gather feedback, we will integrate this information as practicable into our plans. The most recent version of the plan will be posted on our school website at [www.districtor1.com](http://www.districtor1.com) not later than July 15, 2021.

Additional revisions to the plan may be needed after July 15th and future plans will continue to be reviewed by our Board of Education. The plan will continue to be updated periodically throughout the year as needed to address changes in federal, state and local health department guidance.

Much of the feedback gathered for this plan was collected through the use of a community input survey. The survey link was sent to community stakeholders the week of June 28th, 2021. The link to the original survey is listed below:

- [District OR-1 Return to School Survey: 2021-2022 School Year.](#)



## District OR-1: Home of the Panthers!!

### “Return to School” Planning Team Members:

*Listed below are team members that provided input on the 2021-2022 “Return to School” plan. Team members were also instrumental in the development of the original 2020-2021 “Return to School” plan. We would like to publicly thank this team again for their efforts and input!*

- **Michael Hart:** Superintendent of Schools
- **Heath Johnson:** High School Principal
- **Linde Walter:** Elementary School Principal
- **Aaron Hoeft:** Activities Director/ Special Education Teacher
- **Burke Brown:** Technology Coordinator
- **Michael Chaffee:** School Counselor
- **Laura Dawson:** Bennet Elementary Secretary
- **Clarrisa Dush:** Food Service
- **Rebecca Dvorak -** Kindergarten Teacher
- **Brad Gabriel:** Industrial Technology Teacher
- **Rebecca Gill-Rose:** Spanish Teacher
- **Karen Hatcher:** Superintendent's Office
- **Julie Hippen:** Parent/ Community Member
- **April Dudney:** School Nurse
- **Tyler Maas:** Math Teacher
- **Braston Maibaum:** 6th Grade Teacher
- **Beth McCreight:** K-12 Vocal Music Teacher
- **Dominique Dowding:** 4th Grade Teacher
- **Lisa Phillips:** Superintendent's Office
- **Ryan Pollock:** English/ Psychology Teacher
- **Jane Powell:** 7-12 Secretary
- **Sarah Swartzendruber:** K-12 Art Teacher
- **Dona Balderson:** Food Service
- **Jordan Linke:** 7-12 Physical Education Teacher
- **Lisa Wilen:** Parent / Board Member



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### Masking:

- Face masks are encouraged for staff, students, and visitors who have not been vaccinated.
- Face masks may be required temporarily for staff, students, and visitors if COVID-19 cases rise and the administration believes that this safety precaution is necessary to prevent further spread and a possible school closure.

### Visitors:

- Parents will be allowed to walk their students to our school buildings in line with pre-covid protocols.
- Visitors will be allowed during the school day in line with pre-covid protocols.
  - **Please note:** *Visitors must check in at the main office at each building upon arrival.*
- Student teachers, practicum students, mentors, college representatives, vendors, guest speakers, etc. are allowed back in the building at the discretion of the building principals.
- Non-essential visitors and volunteers may be limited if case levels increase.

### Classroom Instruction/ Modes of Learning:

- District OR-1 will operate with “in-person” learning at each building site and there will not be a “remote learning” option this year. Having all students return safely back to the school buildings is another step in the process of getting back to more “normal” school operations. There is really no substitute for “in-person” on site learning with a classroom teacher and we are excited to have all of our students back in our buildings.
- “Remote Learning” will also not be an option for quarantined students or students with an extended absence. Extended absences from in-person school will be handled as they were prior to the pandemic.
- It is the responsibility of the student to contact their teachers and make up work which has been missed because of any absence. School staff will support the student’s initiative to make up for any missed work.
- We will continue to use “Canvas” as our student digital learning platform to provide consistency and continuity of learning and to allow the students to manage their assignments responsibly.
- Shared school supplies will be limited to the degree possible. Please refer to class lists for needed school supplies.
- High school / junior high students will follow a normal bell schedule and field trips, guest speakers, assemblies, etc. and other learning events will return in line with pre-covid protocols.
- Elementary students will have “specials” classes, recess, field trips, guest speakers, assemblies, etc. and other learning events will return in line with pre-covid protocols.

### Student Attendance:

- All students who are enrolled in the school district are required to attend school on all days when school is open for providing instruction, unless they are excused from attendance by law.



## **District OR-1: Home of the Panthers!!**

- *Please note: Student IEP or 504 Plan teams may take into consideration alternate learning accommodations based on risks associated with specific student disabilities.*
- Students who need to quarantine due to COVID-19 contraction or exposure, or students who stay home because they have COVID-19 related symptoms, are expected to make up missed school work and learning in the same manner as for any illness-related missed school days as outlined in the student handbooks and board policy.
- All COVID-19 related missed school days will be treated as medically-excused absences with a parent/guardian or doctor's note.

### **Vaccinations:**

- COVID-19 vaccines will not be required for students or staff.
- Please note that each individual's vaccination status is based on a self-identified system.
- Proof of vaccination may be required in individual circumstances, but is generally not required for admittance to school.
- District OR-1 will continue to provide information to parents and students regarding when/how they could receive vaccinations within the community.
- District OR-1 will continue to monitor information regarding vaccinations and provide updates to staff, students and parents, when necessary.

### **Transportation:**

- Bus routes and activity trips will operate at full student capacity.
- Drivers shall stay home if they have a fever or other COVID-19 related symptoms.
- If a shortage of certified drivers occurs, clause 001.02A (iv) in NDE Rule 91 may be utilized, allowing for *"...the operation of small vehicles in emergency situations when approved by the school administrator or person designated by the local governing school board."*
- All vehicles will be sanitized daily.
- Hand sanitizer will be available when boarding school vehicles.
- Masks can be worn on buses according to individual discretion and will be available to passengers if needed.
- Students and parents will be encouraged to self-screen for cold or flu-like symptoms prior to coming to the vehicle.
- All students should have individual supplies rather than shared when possible.

### **Activities and Before and After School Programming:**

- For high school NSAA-governed activities, the District will follow current guidance from NSAA.
- Jr. high activities, that are the same activities as those covered by the NSAA for high school students, will follow the same guidelines for participation and public attendance as applied to NSAA-governed high school activities.
- Activities not governed by NSAA (e.g. FFA, NHS, Quiz Bowl, Student Council, etc.) shall follow the same guidelines for participation and public attendance as applied to NSAA-governed activities.



## District OR-1: Home of the Panthers!!

- School dances, assemblies, and other school sponsored events will return as current health conditions allow.
- Masks can be worn on buses and district vehicles according to individual discretion and will be available to passengers if needed.
- All before and after school activities will return in line with pre-covid protocols.

### Social Distancing and Facility Modifications:

- Social distancing will be practiced to the greatest extent possible.
- District staff will plan to remove nonessential furniture and make other changes to classroom layouts and student areas as much as practical.
- Additional social distancing measures may be encouraged for all students if COVID-19 cases rise and the administration believes that this safety precaution is necessary to prevent further spread and a possible school closure.

### Cleaning/ Sanitation/ Maintenance of Facilities:

- Proper handwashing, cough and sneeze etiquette will be reinforced and monitored.
- Students and staff are still encouraged to cover coughs and sneezes with a tissue and immediately wash their hands after blowing their nose, coughing, or sneezing.
- Water fountains and refilling stations will reopen for use. *Students may bring individual water bottles at their discretion.*
- Hand sanitizer dispensers will be available at the building main entrances, and at the entrances of classrooms and learning areas as practicable.
- Restrooms will be sanitized daily.
- Hand sanitizer shall be encouraged to be used before and after using the restroom.
- Additional cleaning supplies will be made available in all learning settings as needed.
- Staff will continue to support healthy hygiene behaviors.
- High-touch surfaces will be cleaned frequently and routinely.
- Heating, ventilation and air conditioning settings will be adjusted as needed to maximize ventilation and bring in as much outdoor air as possible.
- Air filters will be changed at regular intervals.
- Exhaust fans will be used, where available and windows will be opened as needed if feasible.

### Isolation / Quarantine:

- All Directed Health Measures in the state of Nebraska (including contact tracing, isolation, and quarantines) were removed on May 24, 2021. A confirmed positive individual following the isolation guidelines is now a function of personal responsibility.
- Our local health departments have also discontinued contract tracing, isolation and quarantines due to our low levels of transmission.
- School-related contacts to a positive COVID-19 case who remain asymptomatic are not currently recommended for quarantine. If enhanced practices are reinstated, District OR-1 will cooperate with adjusted guidance in this area.



## **District OR-1: Home of the Panthers!!**

- Normal health procedures for illnesses will continue to be followed as normal:
  - Students and staff who are sick must stay home.
  - Students and staff must be fever free for 24 hours (without medication) before returning to school.
- Students and staff who exhibit COVID-19 symptoms will still be encouraged to stay home
- Students will continue to be excused for COVID-related absences.
- Parents will be asked to follow local health department guidance regarding testing and quarantine. Testing is up to the individual, but should be encouraged when warranted.
- If COVID levels rise, District OR-1 administrative staff will consult with the local health departments to determine if screening or additional testing should be offered to students and/or staff.

### **Diagnosics and Screening:**

- District health staff will offer referrals to diagnostic testing to any student, teacher, or staff member who is exhibiting symptoms of COVID-19 at school.
- There will not be any temperature screenings at the beginning of the school day.
  - *Please note: If COVID cases rise, on-site symptom checks may be reinstated for everyone entering a district building or site if needed.*
- Students and staff are encouraged to stay home if they are sick.
- Students who are feeling ill or experiencing flu-like symptoms should be sent to the nurse's office at the elementary school and the main office at the high school for further evaluation.
- Students, staff, or visitors with temperatures of 100.4 or higher are to stay home until they are fever free for 24 hours without the assistance of medication.
- If during the day a student becomes ill or develops a fever, students may be required to wear a mask and be placed in an isolated room as needed.
- Staff members with symptoms should stay home from school if symptoms are not obviously the result of explainable circumstances.
- Families are encouraged to screen students for COVID symptoms before sending students to school or activities.

### **Food Service:**

- *Please note that school meals (breakfast and lunch) will be offered again this year at no cost to all families.*

### **Bennet Elementary School:**

- Breakfast and lunch will be served in line with pre-covid protocols. *Building principals will provide additional information about breakfast and lunch procedures at the beginning of the school year.*
- Students will be encouraged to use hand sanitizer as they enter the cafeteria and eating areas.
- Food options will be served to students. Items will be pre-packaged as possible to help with sanitation measures.



## District OR-1: Home of the Panthers!!

- Students will be assigned to tables if needed.

### Palmyra High School

- Breakfast and lunch will be served in line with pre-covid protocols. *Building principals will provide additional information about breakfast and lunch procedures at the beginning of the school year.*
- Students will be encouraged to use hand sanitizer as they enter the cafeteria and eating areas.
- Lunch will be served in line with pre-covid protocols.
- Food options will be served to students whenever possible. Items will be pre-packaged as possible to help with sanitation measures.

### Coordination with State and Local Health Officials:

As indicated in the requirements set forth by the **American Rescue Act (ARA)** for the 2021-2022 “Return to School” Plans, we will continue to collaborate with local and state health departments on a regular basis to monitor COVID case levels, implement new guidance protocols and procedures, and revise our current operations when necessary. In accordance with state and federal guidance, this plan will be revised at least once every 6 months.

We will also continue to proactively assess the level of community COVID related transmissions to understand the burden of the disease in our community. We understand that the transmission level can quickly change at any time and that our operating protocols and prevention strategies should be regularly reassessed to continuously inform our planning and decision-making.

### Appropriate Accommodations:

Student IEPs and 504 Plans will be followed according to the identified needs of each student. These plans may include accommodations that apply to the health and safety of students, relative to COVID-19.

- Students with underlying health conditions may participate in remote learning if the school is provided with medical documentation indicating that this is necessary.
- Students with disabilities may be prioritized for in-person learning if cases rise to the level where hybrid or home-based learning is required.

### Continuity of Services:

- Our goal is to continue to provide “in-person” learning to all students, addressing their academic, social, emotional, and mental health needs via the many programs in place within our schools.
- We will return to a regular school year schedule that follows our normal curriculum, assessment, activities, and parent-teacher conference cycles.
- If schools have to be closed, we will implement a comprehensive PK-12 transition plan which includes on-site and virtual interventions and services for students, as well as before and after school tutoring as needed.



## District OR-1: Home of the Panthers!!

- If COVID cases rise significantly and we are required to close a school, every effort will be made to provide these services virtually.
- All special education services will be provided according to students' IEPs, and families will be provided with access to free meals as needed.
- Additional Chromebooks and Internet hotspots will be utilized as needed in order to ensure equitable digital access for students.

### Consideration of Public Comment:

- Public input on the 2021-2022 "Return to School" plan is critical and District OR-1 has afforded the opportunity for public feedback through information shared on our school website and various social media platforms. Information was also shared and requested through our summer district newsletter.
- Additional public input is encouraged and information will continue to be analyzed and integrated into future revisions of the plan as practicable.

### Communication:

- District OR-1 will utilize a number of communication methods to ensure parents, students, staff, and the community are all informed of potential changes.
- Phone, email and text messages to parents will be sent through Powerschool, the district website, and various social media platforms.
- To help us maximize these communication channels, **it is vital that all students and families are registered in PowerSchool for the 2021-2022 school year and that all parent/guardian contact information is updated and current.**
- If you have questions about registration, please contact the elementary or high school school offices.
- District OR-1 will continue to provide community updates as needed in order to effectively and efficiently share information regarding updates or changes to the return to school plan. ***Please note: There will not be a set schedule as to when these updates will occur, but they will be distributed according to changes and extenuating circumstances in relation to daily operations.***
- Contacting administration is the district's preferred method for communication. Please also contact our school offices immediately if there is an address, name, etc. update so that we can be sure information is distributed accurately to everyone.
- In-person on-site meetings should be scheduled in advance in line with pre-covid protocols.
- Meetings between parents and teachers should be communicated through the main offices at each building in line with pre-covid protocols.
- Parent/teacher conferences will resume this year, but there may be adjustments to the format due to the popularity of the digital option last year. More information on the specific format for parent-teacher conferences will be distributed after school reopens in the fall
- Parents should continue to contact their students' teachers as needed.



## **District OR-1: Home of the Panthers!!**

### **What Can I Do to Help?**

The District strives to maintain a healthy environment for all students with these measures happening at school, but there are also lots of things families can do at home to encourage overall mental and physical wellness for students. Listed below are just a few suggestions that will help build immunity so our kids can fight off illness and stay in school.

- *Provide healthy meals to include the recommended intake of fruits and vegetables each day.*
- *Limit sugar to help boost the immune system.*
- *Set regular sleep schedules to provide for adequate rest and limit “screen time”, especially before bed.*
- *Be present for each other and limit distractions if possible.*
- *Strive for balance between academics, activities, social, leisure, and technology.*
- *Consider multivitamins to help bridge the gap toward proper nutrition.*
- *Encourage regular physical exercise which is good for the heart, lungs, and mind.*

### **Conclusion / Contact Information**

While we understand that there are still many decisions yet to be made, we are confident this plan can be adjusted as needed to meet changing conditions and extenuating circumstances.

In summary, we have the best interests of our students, families, and staff at the forefront of our planning and our commitment to educating our children in a safe and secure environment is paramount. Please know that staff and student safety, and a commitment to student learning remain the underlying core principles of this plan.

Thank you for being a part of our district and thank you again for your flexibility and support. Our district remains tremendously appreciative of the support of our families and community members and it is our hope to provide our students the best possible learning experience regardless of the context and circumstances of the challenges we face.

If you have any additional questions regarding elements of this plan, please feel free to contact us at either (402) 780-5327 or (402) 782- 3535.

Go Panthers!

Staff Calendar

**DISTRICT OR-1 PUBLIC SCHOOL CALENDAR: 2021-2022: Staff Calendar**

August 2021						
SU	M	T	W	TH	F	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
17 teacher days						
15 student days						
September 2021						
SU	M	T	W	TH	F	SA
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
21 teacher days						
20 student days						
October 2021						
SU	M	T	W	TH	F	SA
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
20 teacher days						
20 student days						
November 2021						
SU	M	T	W	TH	F	SA
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
19 teacher days						
18 student days						
December 2021						
SU	M	T	W	TH	F	SA
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
15 teacher days						
15 student days						
92 days first semester						

August 2021	
9-Aug	Start of Fall Practice
9-Aug	Faculty Inservice-8:00-4:00
10-Aug	Teacher Workday
11-Aug	First Day of School for Students
September 2021	
6-Sep	NO SCHOOL -Labor Day
21-Sep	Dismiss @ 1:30 P.M. P-T conf. 2:00-8:00 P.M.
22.Sept	Collab. PD/WD -No school for students
October 2021	
15-Oct	End of First quarter
18-Oct	Start 2nd Quarter
22-Oct	Fall Break: NO SCHOOL
November 2021	
15-Nov	Start Winter Practice
16-Nov	Collab. PD/WD: One Act Host: Students: No school
24-Nov	NO SCHOOL Thanksgiving Break
25-Nov	NO SCHOOL Thanksgiving Break
26-Nov	NO SCHOOL Thanksgiving Break
December 2021	
21-Dec	End of Second Quarter
22-Dec	Winter Vacation: December 22- January 4
22-26-Dec	Activity moratorium period est. by NSAA
January 2022	
3-4-Jan	Winter Vacation
4-Jan	Collab. PD/WD -No school for students
5-Jan	School Resumes: Start 3rd Quarter
17-Jan	Martin Luther King Day: No school
February 2022	
2-Feb	Collab. PD/WD -No school for students
8-Feb	Dismiss @ 1:30 P.M. P-T conf. 2:00-8:00 P.M.
11-Feb	No school - winter break
March 2022	
1-Mar	Start of Spring Practice
4-Mar	NO SCHOOL Spring Break
10-Mar	End of Third Quarter
11-Mar	NO SCHOOL: Spring Break
14-Mar	Collab. PD/WD -No school for students
April 2022	
14-Apr	Dismiss at 1:30 P.M. for Easter Break
15-Apr	NO SCHOOL: Easter Break
18-Apr	NO SCHOOL: Easter Break
May 2022	
7-May	Graduation
9-May	HS: No school (ECNC Host): Elementary: Full day
19-May	End 2nd Sem.-1:30 Dismissal H.S. / No school: elem
20-May	Teacher workday

Notes: Early dismissal times will result in elementary dismissal time of 1:10 p.m.  
**177 Student days (88-1st, 89-2nd)**  
**185 Teacher Days (92-1st, 93-2nd)**

January 2022						
SU	M	T	W	TH	F	SA
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
19 teacher days						
18 student days						
February 2022						
SU	M	T	W	TH	F	SA
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					
19 teacher days						
18 student days						
March 2022						
SU	M	T	W	TH	F	SA
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
21 teacher days						
20 student days						
April 2022						
SU	M	T	W	TH	F	SA
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
19 teacher days						
19 student days						
May 2022						
SU	M	T	W	TH	F	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
15 teacher days						
14 student days						
93 days second semester						

Teacher Days  
 Vacation Days  
 Parent Teacher Conferences  
 1:30 p.m. dismissal all students  
 Full Day: Elementary/ HS: ECNC Host

## **August Activities Board Report**

Fall conditioning starts the week of August 2nd-6<sup>th</sup>

Fall sports practices begin August 9<sup>th</sup>

All sport concussion testing performed July 26<sup>th</sup> and 27<sup>th</sup> for all incoming 7<sup>th</sup>-12<sup>th</sup> grade students. There was a decent turnout, but additional testing will need to be performed when students return to school to meet testing needs.



# Palmyra

## August, 2021

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 <b>6:30pm</b> Athletic Booster Meeting- @ High School East Commons	2	3	4	5	6 <b>1:00pm-5:00pm</b> Show Choir Rehearsal- @ Palmyra High School	7
8 Fall Practice Starts- @ Palmyra High School <b>8:00am-4:00pm</b> Faculty Inservice- @ Palmyra High School	9 Teacher Work Day-	10 First Day of School-	11	12	13	14
15 FFA Back to School Meeting- @ Palmyra High School	16 <b>3:45pm-4:15pm</b> FCCLA Chapter Officer Meeting- @ Palmyra High School	17	18	19 <b>6:00pm</b> Booster Bash- @ Olson Sports Complex	20	21 <b>9:30am</b> Volleyball-Varsity <b>Omaha Northwest vs. Multiple Schools @ Omaha Northwest High School</b>
22	23	24	25	26 <b>9:00am</b> Golf-G/Varsity <b>Syracuse</b> @ Syracuse Country Club <b>4:30pm</b> Cross Country-Varsity <b>East Butler</b> @ Timber Point Lake, Brainard <b>6:00pm</b> <b>Volleyball-Varsity Palmyra vs. Multiple Schools @ Palmyra High School Main Gym</b>	27 <b>7:00pm</b> Football-Varsity <b>Omaha Christian Academy</b> @ Bennington Elementary School	28
29 FFA New Member Recruitment Night- @ Palmyra High School <b>9:00am</b> ECNC Leadership Summit- @ Palmyra High School	30	31 <b>5:00pm</b> <b>Volleyball-G/C Team Louisville @ Palmyra High School Auxiliary Gym</b> <b>6:00pm</b> <b>Volleyball-JV Louisville @ Palmyra High School Main Gym</b> <b>6:15pm</b> <b>Volleyball-Varsity Louisville @ Palmyra High School Main Gym</b>				

**Palmyra High School**  
**Grading Window Schedule for 2021-2022 School Year**

- **First Quarter**

- August 11 - September 3
- September 7 - September 24
- September 27 - October 15

- **Second Quarter**

- October 18 - November 5
- November 8 - November 26
- November 29 - December 21

- **Third Quarter**

- January 6 - January 28
- January 31 - February 18
- February 21 - March 10

- **4th Quarter**

- March 14 - April 1
- April 4 - April 22
- April 25 - May 19

## **Administrative Team Board Report for August, 9th 2021**

1. Please welcome our new certified staff:
  - Dominique Dowding -4<sup>th</sup> grade
  - Brittany Eisenhauer- Preschool
  - Austin Lahmon- Elementary Counselor
  - Kade Reiman- 2nd grade
  - Sean Mulholland - Science
  - Jordan Linke - PE
  - Taylor Suhr: Elementary Art and Student “Learning Loss” Academic Support Teacher
2. Bennet Elementary will have an Open House on Monday, August 9th from 5:00-7:30 PM.
3. New teacher Orientation was on Thursday, August 5<sup>th</sup>.
4. Staff Development- August 9th-11th.
5. Student First Day will be Wednesday, August 11th.
6. MAPS testing is scheduled for August 16th-August 25th for Bennet Elementary and 23/24 and 30/31 for Palmyra High School.
7. The new science curriculum is in, delivered and ready to be implemented for this school year.
8. A special thank you to Scott, Steve and Ted the maintenance team for all their hard work this summer in preparing the building for staff and students. Also, thank you to Laura Dawson and Jane Powell for all their hard work this summer in the office!
9. Several staff attended EOP training this summer and the safety team continues to meet and work on building a comprehensive EOP. Several staff met with Gregg Goebel from Otoe County emergency planning on August 2nd and his advice was invaluable in adding to our EOP.
10. 3 week window dates have been set. (See below)

### August Activities Board Report

Fall conditioning starts the week of August 2nd-6<sup>th</sup>

Fall sports practices begin August 9<sup>th</sup>

All sport concussion testing was performed July 26<sup>th</sup> and 27<sup>th</sup> for all incoming 7<sup>th</sup>-12<sup>th</sup> grade students. There was a decent turnout, but additional testing will need to be performed when students return to school to meet testing needs.



## District OR-1: Home of the Panthers!

### 2021 Board of Education: Committee Assignments:

*Board Approved: January 11, 2021*

- **Negotiations Committee: Policy # 8152**
  - **Purpose:** Policy # 8152:
  - **Meetings:** Several meetings in November -January
  - **Need:** 3 members: Jaimi Calfee, Clayton Maahs, and Josh Penterman
  
- **Curriculum, Committee on American Civics: Policy #8153**
  - **Purpose:** Policy #8153
  - **Meetings:** At least twice a year -- one where public testimony is accepted:
  - **Need: 3 members:** Lisa Wilen, Doug Church, Jaimi Calfee
  
- **Transportation / Facilities Committee:**
  - **Purpose:** Discuss and analyze the transportation and facility needs of the district, as well as vehicle replacements and maintenance proposals.
  - **Meetings:** At least quarterly; more frequently when needed:
  - **Need: 2 members:** Doug Church, Clayton Maahs
  
- **Budget Committee:**
  - **Purpose:** Studies financial documents of the district, as well as finance and facilities proposals.
  - **Meetings:** Suggested once per month; more frequently if needed
  - **Need: 2 members:** Clayton Maahs and Josh Penterman
  
- **Policy Committee:**
  - **Purpose:** Reviews proposed policy revisions and adoptions and make recommendations to the full Board.
  - **Meetings:** as needed.
  - **Need:** 2 members: Brandon Desh and Josh Penterman



## District OR-1: Home of the Panthers!

### 2021 Board of Education: Committee Assignments:

*Board Approved: January 11, 2021*

- **Administration Review Committee:**
  - **Purpose:** Completes the annual evaluation of the Superintendent, with input from the Board as a whole.
  - **Meetings:** 1-3 times prior to the Superintendent's evaluation.
  - **Need:** 1 member: Board President - Brandon Desh
  
- **Foundation for Knowledge:**
  - **Purpose:** Serves as the BOE representative on the *Foundation for Knowledge* Board.
  - **Meetings:** As needed
  - **Need:** 1 member: Jaimi Calfee

**Adjunct Committees:** As needed

- **School Improvement Steering Committee:**
  - **Purpose:** *Assist in the SIP goal-setting process.*
  - **Meetings:** *As needed during the school accreditation and goal setting process.*
  - **Need:** *2 members: Lisa Wilen and Jaimi Calfee*
  
- **Government Relations Committee:**
  - **Purpose:** Participates in government relations activities, such as attending NASB meetings, visiting with State Senators, and testifying before the legislature if needed.
  - **Meetings:** Varies as needed during the legislative session (January - May)
  - **Need:** 2 members: Brandon Desh and Josh Penterman
  
- **Strategic Planning Committee:**
  - **Purpose:** Serve on the district strategic planning committee (when in the SP process) and report meeting progress back to the full board.
  - **Meetings:** As needed during the strategic planning process
  - **Need:** 2 members: Brandon Desh and Lisa Wilen

# **MIDWEST**

**SYNTHETIC TURF PROFESSIONALS**

**"DO WHAT'S RIGHT-NOT WHAT'S EASY"**

**FOOTBALL FIELD GROOMING REPORT**



**SPORTTURF™**

# MIDWEST

## SYNTHETIC TURF PROFESSIONALS

July 14, 2021 7:40 am - 12:12 pm

Date & Time

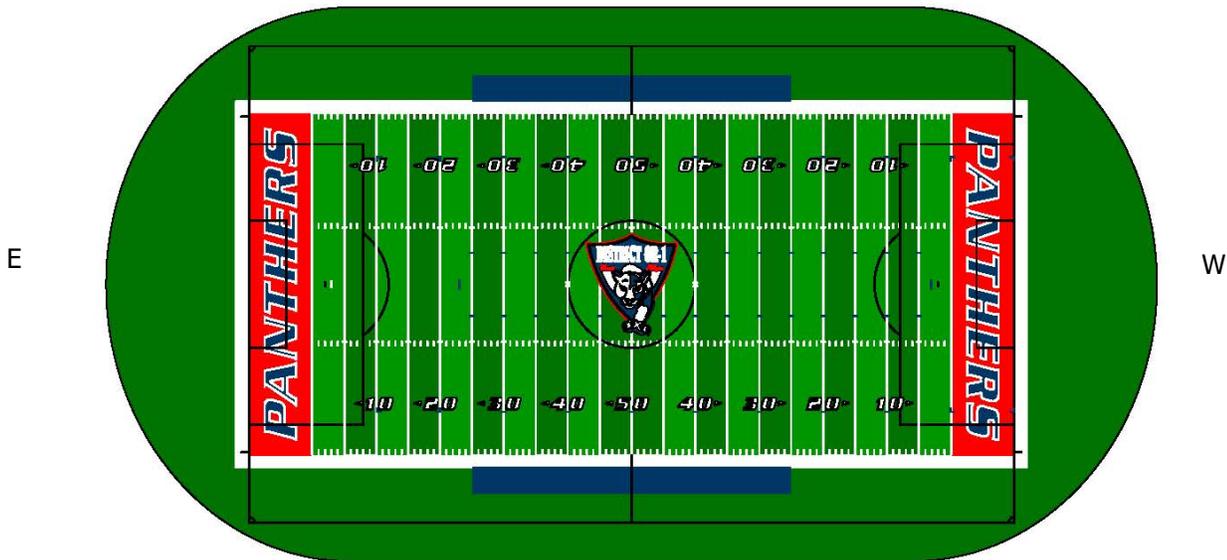
Curt Shonk

Garrett Smith

Inspectors

### 2021 Annual Site Review

Palmyra Sports Complex  
 1100 G Street  
 Palmyra, NE 68418  
 Michael Hart  
 (402) 640-2875



**Base and Drainage Analysis** – Are the base and drainage system draining as they should?

YES

NO

If no, please photograph and explain with as much detail as you can. Please mark the layout above with an X.

---



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**Fiber Fibrillation Analysis**- Are the fibers intact and standing upright?

YES

NO

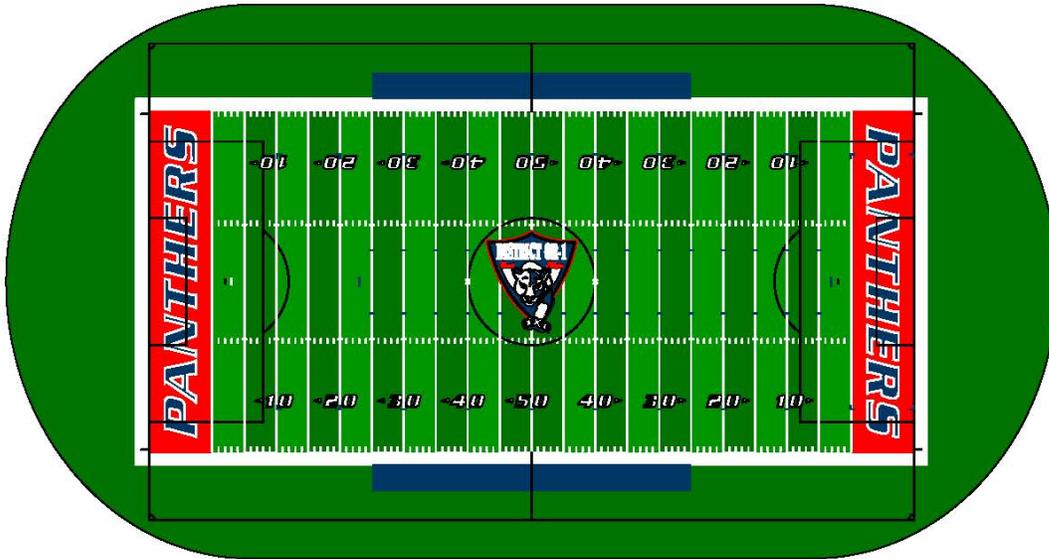
The \_\_\_\_\_ end / side of the field is showing more signs of wear than the \_\_\_\_\_ end / side is. Please CIRCLE the locations on the layout below.

**Seam and Inlay Analysis-** Did you find any loose seams or inlays?

YES

NO

If yes, please mark the locations of concern or repair with an **S**.



**Perimeter Anchoring Inspection** - Was the perimeter attachment of the turf secured properly?

YES

NO

If no, please mark the locations of concern or repair with a **P**.

**UV Fade Inspection** – Is there any noticeable fading occurring?

YES

NO

If yes, please mark the locations of concern or repair with a **F**.

# MIDWEST

## SYNTHETIC TURF PROFESSIONALS

### Infill Depth Analysis-

Location	Fiber Height	Infill Depth
End Zone #1	<u>2 3/16"</u>	<u>1 3/16"</u>
3 Yard Line	<u>2 3/16"</u>	<u>1 3/8"</u>
30 Yard Line	<u>2 3/16"</u>	<u>1 1/4"</u>
40 Yard Line	<u>2 1/8"</u>	<u>1 1/4"</u>
Midfield 50	<u>2 1/8"</u>	<u>1 1/4"</u>
40 Yard Line	<u>2 1/8"</u>	<u>1 3/8"</u>
30 Yard Line	<u>2 1/8"</u>	<u>1 1/4"</u>
3 Yard Line	<u>2 3/16"</u>	<u>1 1/4"</u>
End Zone #2	<u>2 3/16"</u>	<u>1 3/8"</u>

### Metal Collection Extraction-



Field Disinfection- Spray Vital Oxide on the field YES

General Comments:

Great Field

Woodchips coming from playground across track. Leaves coming off all south trees.

# **MIDWEST**

**SYNTHETIC TURF PROFESSIONALS**

**"DO WHAT'S RIGHT-NOT WHAT'S EASY"**

## **GMAX TESTING REPORT**



**SPORTURF™**



July 16, 2021

Craig Shonk  
Midwest Synthetic Turf Professionals  
38505 E. JW Cummings Rd.  
Oak Grove, MO 64075

**Gmax Testing at Palmyra Sports Complex (Palmyra, NE)**

The field at Palmyra Sports Complex was tested on July 12, 2021.

The Gmax values range from 98 to 124 at the thirteen test points. These values are below the maximum value of 200 required by ASTM F1936. These values are relatively consistent across the field. The data does not suggest extreme differences in traffic across the field.

The infill depths range from 2.5 to 3.4 cm at the thirteen test points. Test Point 10 has the lowest infill depth and has the highest Gmax value.

The soccer penalty kick spots have infill depths of 2.8 cm, which is within the range of the other test points. The "x" on End B has an infill depth of 2.2 cm. The addition of rubber to kicking areas, such as the corner kick area and penalty kick line, is often required to help maintain proper infill depths. As these are localized areas, the addition of infill can be done by hand. Maintaining proper infill depths is important to both the Gmax level as well as protecting and to minimize the breaking of fibers.

We recommend routine maintenance practices be employed to ensure the infill is properly dispersed and that the infill depth is maintained to keep the manufacturer's recommended fiber exposure. Recent research has suggested that excessive exposed fiber can lead to increased ankle and knee injuries.

If you have any questions or are in need of further assistance, please do not hesitate to contact us. Thank you for using Turf Diagnostics.

Sincerely,

A handwritten signature in black ink that appears to read "K. Lanham".

Kyle Lanham...  
Technician

Digitally signed by Kyle  
Lanham  
Date: 2021-07-16 15:44:14  
Foxit PhantomPDF  
Version: 10.0.1

Page 1 of 1



SPORTS SURFACE IMPACT TEST REPORT

Palmyra Sports Complex
Football & Soccer Field

Test Date: July 12, 2021

Report Date: July 16, 2021

Weather Conditions:

Temperature: 77 - 79 ° F
Sunny

Humidity: 47 - 50%

Testing performed for Midwest Synthetic Turf Professionals

Test Method:

ASTM F1936: Standard Specification for Impact Attenuation of Turf Playing Systems as Measured in the Field
ASTM F355: Standard Test Method for Impact Attenuation of Playing Surface Systems and Materials (Missile A)

Summary of Results:

End A is the East end. Side C is the North side.

Table with 5 columns: Point, Location/Infill details, Vo (fps), gmax, and Surface Temp (° F). Contains 13 rows of test data.

Conclusion: Under the test conditions reported above, all test points met the requirement of < 200 average G max when tested in accordance with specification F1936.

Test results reported herein reflect the conditions of the tested field at the time of testing and at the temperature reported.
The tested field is an infill system. No other information was provided.

Operator Signature

Kyle

Kyle Lanham

Digitally signed by Kyle Lanham
Date: 2021-07-16 15:42:54
Foxit PhantomPDF
Version: 10.0.1



SPORTS SURFACE IMPACT TEST REPORT

Palmyra Sports Complex  
Football & Soccer Field

Test Date: July 12, 2021

Report Date: July 16, 2021

Test Point	Drop #	Vo fps	h ft	gmax	HIC
1 Goal Line, End A, Center of Field	1	11.6	2' 1"	99	249
	2	11.6	2' 1"	102	260
	3	11.6	2' 1"	100	250
	Av23	11.6	2' 1"	101	255
2 10 Yard Line, End A, 1/4 the distance from side line C to center field	1	11.7	2' 1"	97	251
	2	11.7	2' 1"	104	278
	3	11.7	2' 1"	104	276
	Av23	11.7	2' 1"	104	277
3 25 Yard Line, End A, 1/2 the distance from side line C to center field	1	11.7	2' 1"	99	253
	2	11.6	2' 1"	106	283
	3	11.6	2' 1"	105	280
	Av23	11.6	2' 1"	106	282
4 50 Yard Line - center of field	1	11.6	2' 1"	101	247
	2	11.6	2' 1"	99	240
	3	11.6	2' 1"	96	224
	Av23	11.6	2' 1"	98	232
5 25 Yard Line, End B, 1/4 the distance from side line D to center field	1	11.6	2' 1"	109	291
	2	11.6	2' 1"	115	320
	3	11.6	2' 1"	114	315
	Av23	11.6	2' 1"	115	318
6 12 Yard Line, End B, Center of Field	1	11.6	2' 1"	107	267
	2	11.6	2' 1"	109	274
	3	11.6	2' 1"	107	270
	Av23	11.6	2' 1"	108	272
7 50 Yard Line, Side C, 7' outside of side line	1	11.7	2' 1"	109	298
	2	11.6	2' 1"	112	316
	3	11.6	2' 1"	112	309
	Av23	11.6	2' 1"	112	313
8 Goal Line, End B, Center of Field	1	11.6	2' 1"	104	268
	2	11.7	2' 1"	107	279
	3	11.7	2' 1"	103	261
	Av23	11.7	2' 1"	105	270
9 6' towards back of End Zone, End A, Center of Field	1	11.6	2' 1"	97	251
	2	11.6	2' 1"	103	273
	3	11.6	2' 1"	102	268
	Av23	11.6	2' 1"	103	271
10 6' towards Goal Line from back of End Zone, End B, Center of Field	1	11.6	2' 1"	116	319
	2	11.7	2' 1"	123	356
	3	11.6	2' 1"	125	361
	Av23	11.7	2' 1"	124	359
11 Corner Kick Area, End B, Side C	1	11.6	2' 1"	109	284
	2	11.6	2' 1"	118	321
	3	11.6	2' 1"	115	304
	Av23	11.6	2' 1"	117	313
12 12 Yard Line, End A, Center of Field	1	11.6	2' 1"	106	280
	2	11.6	2' 1"	116	351
	3	11.7	2' 1"	109	291
	Av23	11.7	2' 1"	113	321
13 25 Yard Line, End B, 1/4 the distance from side line D to center field	1	11.6	2' 1"	101	262
	2	11.6	2' 1"	108	294
	3	11.6	2' 1"	107	292
	Av23	11.6	2' 1"	108	293



**SPORTS SURFACE IMPACT TEST REPORT**  
**Palmyra Sports Complex (Palmyra, NE)**  
**Football**

**Test Method:**

ASTM F1936: Standard Specification for Impact Attenuation of Turf Playing Systems as Measured in the Field

**Summary of Results:**

		2019	2021
End A is the East end. Side C is the North side.		August 30	July 12
Point 1	Goal Line, End A, Center of Field		
	gmax	94	101
	Total depth (cm)	5.0	4.9
	Infill depth (cm)	3.6	3.2
Point 2	10 Yard Line, End A, 1/4 the distance from side line C to center field		
	gmax	98	104
	Total depth (cm)	5.0	5.4
	Infill depth (cm)	3.6	3.3
Point 3	25 Yard Line, End A, 1/2 the distance from side line C to center field		
	gmax	121	106
	Total depth (cm)	5.2	5.1
	Infill depth (cm)	3.5	3.3
Point 4	50 Yard Line - center of field		
	gmax	72	98
	Total depth (cm)	5.6	5.0
	Infill depth (cm)	3.9	2.9
Point 5	25 Yard Line, End B, 1/4 the distance from side line D to center field		
	gmax	111	115
	Total depth (cm)	4.8	4.5
	Infill depth (cm)	3.6	3.2
Point 6	12 Yard Line, End B, Center of Field		
	gmax	91	108
	Total depth (cm)	5.5	4.3
	Infill depth (cm)	3.1	3.2
Point 7	50 Yard Line, Side C, 7' outside of side line		
	gmax	98	112
	Total depth (cm)	5.4	5.1
	Infill depth (cm)	3.9	3.2
Point 8	Goal Line, End B, Center of Field		
	gmax	85	105
	Total depth (cm)	5.4	4.5
	Infill depth (cm)	3.6	3.3
Point 9	6' towards back of End Zone, End A, Center of Field		
	gmax	96	103
	Total depth (cm)	5.1	5.5
	Infill depth (cm)	4.0	3.4
Point 10	6' towards Goal Line from back of End Zone, End B, Center of Field		
	gmax	108	124
	Total depth (cm)	5.4	5.2
	Infill depth (cm)	3.6	2.5
Point 11	Corner Kick Area, End B, Side C		
	gmax	93	117
	Total depth (cm)	5.2	4.5
	Infill depth (cm)	3.0	3.1
Point 12	12 Yard Line, End A, Center of Field		
	gmax	104.0	112.5
	Total depth (cm)	5.3	5.1
	Infill depth (cm)	4.1	3.4
Point 13	25 Yard Line, End B, 1/4 the distance from side line D to center field		
	gmax		107.5
	Total depth (cm)		4.4
	Infill depth (cm)		3.3

**Conclusion:**

Under the test conditions reported above, all test points met the requirement of < 200 average G max when tested in accordance with specification F1936.

*Test results reported herein reflect the conditions of the tested field at the time of testing and at the temperature reported. Details are available with the individual reports.*

**Operator Signature**

*Kyle Lanham*  
 Kyle Lanham  
 Technician

Digitally signed by Kyle Lanham  
 Date: 2021-07-16 15:46:05  
 Foxit PhantomPDF Version: 10.0.1

InstructionControversial Issues

Controversial issues exist where there are sharp differences of opinion concerning an idea or a line of action. In order that students may develop intelligent attitudes and understandings concerning significant aspects of living, they should be afforded opportunities within the classroom to deal with such issues to the extent appropriate for their level of maturity and the educational mission of the District.

In considering such issues, it shall be the purpose of our schools to provide students the opportunity:

1. To study controversial issues concerning which the students, at their level of maturity, should have begun to form an opinion or to seek information about.
2. To have access to all relevant, educationally appropriate information, including the materials that circulate freely in the community.
3. To study under competent instruction in an atmosphere of freedom from bias and prejudice.
4. To form, and in an appropriate manner and in appropriate forum, to express the students' own judgments on controversial issues.
5. To recognize that reasonable compromise is often an important facet in decision making in our society.
6. To respect the opinions of others.

Date of Adoption: February 13, 2017

Reviewed: August 9, 2021

Internal Board Policies - OrganizationStanding Committee on American Civics

It shall be the policy of District OR-1 Public Schools that the Committee on American Civics shall consist of three members appointed by the Board President. The Committee shall meet at least twice per year. One of the responsibilities of this committee will be to examine recommended social studies textbooks and report findings based on this examination to other members of the Board of Education. The Committee shall take all other steps to ensure compliance with Nebraska law.

It shall further be the policy of District OR-1 Public Schools that the Committee on American Civics shall review all major proposals prepared by the superintendent of schools and instructional staff for adoption of new textbooks, development of new instructional programs, revision of existing instructional programs, modification of established graduation requirements, and other related matters. After the review is completed, the Committee on Curriculum and Americanism will make a recommendation to the full Board of Education about approval or adoption of the matter under consideration.

Legal Reference:     Neb. Rev. Stat. § 79-724  
                          Neb. Rev. Stat. § 79-520  
                          LB 399 (2019)

Date of Adoption:    January 17, 2017

Date of Revision:   June 10, 2019

Date of Review:     August 9, 2021



DISTRICT OR-1  
STRATEGIC  
PLANNING  
“DRAFT” TIMELINE  
UPDATED: AUGUST 9, 2021

## District OR-1: Detailed Prospective Timeline

The draft timeline provides a general scope of the project and the optimum timeline for strategic planning. The timeline for a district will vary based upon the ability to schedule stakeholder engagement meetings.

Phase One		
Organize and Plan the Process	Target Date	Date Complete
Identify district point person	July 15, 2021	July 15, 2021
Identify Strategic Overview Committee	August 9, 2021 (BOE meeting)	
Identify community members and business leaders to engage	August 9, 2021 (BOE meeting)	
Distribute communications packet	September,15 2021	
Create a proposed timeline to support: <ul style="list-style-type: none"> <li>▪ Strategic Overview Committee meetings</li> <li>▪ Staff engagement meetings</li> <li>▪ Community engagement meetings</li> <li>▪ Business leader engagement</li> <li>▪ Other</li> </ul>	September 13, 2021 (BOE Meeting)	
Meeting preparation	September 14, 2021	
Send invites, press release, social media promo	September 17, 2021	
Verify attendance	September 24, 2021	
Phase Two		
District Needs Assessment	Target Date	Date Complete
Administrators Complete *Survey *Comprehensive Needs Index (CNI) *Program-Service Overview	August 4, 2021	
Conduct Strategic Overview Committee Meeting: *Meeting I – Review Mission, Vision, Beliefs/Values, Conduct SWOT *Meeting II – Review SWOT Results and Mission, Vision, etc. *Meeting III – Present Proposed Strategic Plan Framework	September 26- 2021 September 27, 2021 February 2, 2022	
Administer Stakeholder engagement surveys: *Certified *Classified *Parents *Students	September 22, 2021 September 22, 2021 September 21,2021 September 21, 2021	
Conduct Community and Business Leader Focus Groups/Surveys *Community – Focus Group *Business Leader – Focus Group and/or Online Survey	October 7,2021 October 7, 2021	
NASB compiles all stakeholder data	December 1, 2021	
NASB develop District Needs Analysis	December 13, 2021	

<b>Phase Three</b>		
<b>Define and Build the Plan</b>	<b>Target Date</b>	<b>Date Complete</b>
Develop Strategic Plan Framework	January 2022	
Present Strategic Plan Framework to Administration	February 2 2022	
<b>Phase Four</b>		
<b>Implement and Monitor</b>	<b>Target Date</b>	<b>Date Complete</b>
Present final plan to all SOC – Meeting III	February 9, 2022	
Administer the Strategy Prioritization Assessment	February 21, 2022	
Align Strategic Plan Strategies (e.g., AQuESTT, School Improvement, NE Framework/COGNIA, other	March 1, 2022	
Promote plan internally and externally	April 11, 2022	
Establish Strategic Implementation Team to monitor progress and success at regular intervals	April 20, 2022	
<b>Phase Five</b>		
<b>Support and Evaluation</b>	<b>Target Date</b>	<b>Date Complete</b>
Establish superintendent evaluation aligned to strategic plan	July 2022	
Establish board self-assessment aligned to strategic plan	July 2022	
NASB re-engages internal and external stakeholders	September 2022	
Contact, schedule, and conduct Progress Assessment with NASB	February 15, 2023	

StudentsOption EnrollmentA. Process and Time Lines to Option In

For a student to attend District OR-1 Public Schools as an option enrollment student, the student's parent or legal guardian must submit an application to the Board of Education of the District OR-1 Public School District between September 1 and March 15 for enrollment during the following and subsequent school years (the "application period").

Upon receipt of an application, the Superintendent or the Superintendent's designee shall provide the resident school district with the name of the applicant on or before April 1 or, in the case of an application submitted after March 15, within sixty days after submission.

**Provisions for Waiver of Application Deadline (Choose one or modify as desired):****Option 1 (Waiver unless at capacity):**

The application deadline will be waived by the School Board for applications to option into the District OR-1 Public School District, provided that the application contains a release approval from the resident district and satisfies any other requirements of law. Further, the application deadline shall not be waived if the application is for enrollment in any program, class, grade level or school building or in any special education programs operated by this School District which have been determined by the School Board to be at capacity in accordance with the capacity standards (Appendix "1"), and no waiver of the deadline shall be made for such an application regardless of whether such capacity determinations are declared invalid for any reason.

**Option 2 (Limited Deadline Waiver):**

The application deadline will **not** be waived by the School Board for applications to option into the District OR-1 Public School District, except in the following circumstances:

1. **Siblings**: The application deadline will be waived where the application is for a student who is the sibling of a student attending District OR-1 Public Schools as of the time the application is filed, provided the application is filed at least 30 days prior to the semester in which first enrollment is sought. A "sibling" for this purpose means a child who resides in the same household on a permanent basis with a student who is currently attending District OR-1 Public Schools and who has the same natural or adoptive parent or who is a stepbrother or stepsister.
2. **Kindergarten**: The application deadline will be waived where the application is for a student who is seeking to enroll and attend the Kindergarten grade level provided the application was filed on or before June 1 prior to the first semester of the next school year.
3. **Release Approval**: For the foregoing exceptions, the application must contain a release approval from the resident district.
4. **Other Conditions**: The waiver of the deadline in the above circumstances does not

require acceptance of the application, as such applications may be rejected for reasons other than late filing.

5. Capacity: For the foregoing exceptions, the application deadline shall not be waived if the application is for enrollment in any program, class, grade level or school building or in any special education programs operated by this School District which have been determined by the School Board to be at capacity in accordance with the capacity standards (Appendix "1"), and no waiver of the deadline shall be made for such an application regardless of whether such capacity determinations are declared invalid for any reason.
6. Capacity for Late Filed Applications: Where an application is filed for enrollment in the same school year in which enrollment is sought, the "projected enrollment" determinations made pursuant to paragraph D shall be replaced with the "actual enrollment" as of the first day of school for the year of application, as determined by the Superintendent or the Superintendent's designee, but only in the event such actual enrollment is higher than the projected enrollment. Actual enrollment shall include all students in attendance and all students registered to attend (even if not in actual attendance on the first day).

B. Rejection of Applications; Reasons

1. Capacity: An option enrollment application shall be rejected in the event the capacity of a program, class, grade level, or school building or the availability of appropriate special education programs operated by the School District would be exceeded by acceptance of the application, and an option enrollment application shall be rejected in the event the application is for enrollment in a program, class, grade level, or school building which has been declared unavailable to option students due to lack of capacity.
2. Timeliness: An option enrollment application shall be rejected in the event the application is not filed on a timely basis and the filing deadline has not been waived.
3. Previous Option Enrollment: An option enrollment application shall be rejected in the event the student has previously filed an option enrollment application for enrollment in any School District and has had such application accepted, unless a statutory exception to the "one-time" rule is applicable to the student's circumstance.
4. Other Reasons: An option enrollment application may be rejected in the event the Superintendent, the Superintendent's designee, or the School Board determines: The application is not submitted on a form prescribed by the State Department of Education, is not completely and accurately filled in, is not received within the time required by law, or any additional information requested to be supplied is not supplied to the School District within the time lines indicated; or in the event acceptance of the application is not required by law. Matters which are legally

prohibited from being considered as standards for acceptance or rejection of applications (including “previous academic achievement, athletic or extracurricular ability, disabilities, proficiency in the English language, or previous disciplinary proceedings” and further including, without limitation, race, national origin, and gender) shall not be considered as reasons for acceptance or rejection.

C. Priority of Acceptance

Priority shall be accorded in the following order: (1) first, to those applications required to be given priority by law, (2) second, to those with a sibling in attendance at District OR-1 Public Schools, with priority within this group being given to those who had earliest filed applications, and (3) third to those without an option student sibling in attendance at District OR-1 Public Schools, with priority within this group to those who had earliest filed applications.

Filing date determinations are made by the Superintendent, or the Superintendent’s designee. In the event applications within a group are received at the same or substantially the same time, priority as between such same-date applications shall be determined on the basis of random drawing.

D. Determination of Capacity

The School Board will determine and set, on an annual basis, the maximum number of option enrollment applications the School District will accept in any program, class, grade level or school building or in any special education programs operated by this School District, based upon available staff, facilities, projected enrollment of resident students, projected number of students with which this School District will contract based on existing contractual arrangements, and availability of appropriate special education programs, and may declare a program, class or school unavailable to option students due to lack of capacity. Such determinations may be made in the form of an Appendix “1” to this Policy. The determination and declaration made for any school year shall continue in effect for the next and subsequent school years unless otherwise determined and/or declared.

E. Releases for Options Out

**Provisions for Release (Choose one or modify as desired):**

**Option 2 (Release unless Expulsion is Pending):**

A request for release of a resident student of the District OR-1 Public School District who submits an enrollment option application after March 15 or any other statutory deadline will be granted unless the release shall not be granted if the administration is considering or has recommended expulsion of the student at the time the application is filed, and the administration determines it is appropriate to complete the expulsion process.

**Option 2 (Release Conditions):**

A request for release of a resident student of the District OR-1 Public School District who submits an enrollment option application after March 15 or any other statutory deadline will be

granted only on the following conditions:

1. Kindergarten: A release will be granted where the application is for a student who is seeking to enroll and attend the Kindergarten grade level provided the application was filed on or before June 1 prior to the first semester of the next school year.
2. Siblings: A release will be granted where the application would allow the student to attend the same school as a sibling, provided the application is filed at least 30 days prior to the semester in which first enrollment is sought. A “sibling” for this purpose means a child who resides in the same household on a permanent basis with a student who is currently enrolled in the option district and who has the same natural or adoptive parent or who is a stepbrother or stepsister.
3. Educational Programming: A release will be granted where the needs of the student require the District to obtain additional staffing or equipment and it is in the best interests of the District and the student to enroll in the option district. The determination of whether this condition is met shall be made by the Superintendent or the Superintendent’s designee.
4. No Pending Expulsion: The deadline shall not be waived if the administration is considering or has recommended expulsion of the student at the time the application is filed, and the administration determines it is appropriate to complete the expulsion process.

The Superintendent or the Superintendent’s designee is hereby authorized to execute such releases on behalf of the School Board and the School District, subject to subsequent ratification by the School Board.

F. Notification of Acceptance or Rejection

In the case of an application to option enroll into the District OR-1 Public School District, the Superintendent or the Superintendent’s designee shall notify, in writing, the parent or legal guardian of the student and the resident school district whether the application is accepted or rejected on or before April 1 or, in the case of an application submitted after March 15, within sixty days after submission.

If an option enrollment application or a request for release is rejected by the District OR-1 Public School District, the Superintendent or the Superintendent’s designee shall provide written notification to the parent or guardian stating the reasons for the rejection and the process for appealing such rejection to the State Board of Education. Such notification shall be sent by certified mail.

G. Applications Subsequent to Relocations or Mergers

An option enrollment application does not require a release and shall be accepted or rejected within forty-five days after filing in the following circumstances:

1. the student relocated to a different resident school district after February 1, or
2. the student's option school district merged with another district effective after February 1, and
3. the application is for attendance during the immediately following and subsequent school years.

H. Status of Option Student

A student who is admitted under the enrollment option program shall be treated as a resident student, and in such regard shall be required to provide such enrollment information and documentation as is required for enrollment of other students (e.g., certified birth certificate and evidence of physical examination, visual evaluation and immunization), shall be required to be enrolled on a full-time basis, and shall be required to adhere to student conduct rules. The building assignment for an option student, as well as classroom and grade level assignments, shall be determined by the administration.

An option student shall not be entitled to transportation except as required by law. Transportation or transportation reimbursement will be provided in the following circumstances:

1. The District OR-1 Public School District may, upon mutual agreement with the parent or legal guardian of an option student, provide transportation to the option student on the same basis as provided for resident students. The school district may charge the parents of each option student transported a fee sufficient to recover the additional costs of such transportation.
2. Option students who qualify for free lunches are eligible for either free transportation or transportation reimbursement from the option school district.
3. For option students receiving special education services, the transportation services required in the student's Individualized Education Plan shall be provided by the resident school district.

I. Information Regarding Schools, Programs, Policies and Procedures.

As part of the option enrollment program, the administration shall make information about the District OR-1 Public Schools and its school, programs, policies and procedures available to all interested persons and shall have a copy of the option enrollment policy and regulations available at each school building.

Legal Reference: Neb. Rev. Stat. §§ 79-232 to 79-246

Date of Adoption: March 13, 2017

Date of Review: July 15, 2019

Date of Review: August 9, 2021

**RESOLUTION**

**WHEREAS**, the School Board is required by law to adopt by resolution policies and specific standards for acceptance or rejection of option enrollment applications; and,

**WHEREAS**, the School Board has received and reviewed evidence and information submitted by the administration and other sources and made determinations thereon with respect to standards for acceptance or rejection and with respect to the capacity of this school district to accept option enrollment students based upon available staff, available facilities, projected enrollment, and availability of special education programs; and,

**WHEREAS**, the School Board has determined that the educational interests of this school district would be best served by adoption of the resolutions, and the policies and specific standards herein contained.

**NOW, THEREFORE, BE IT RESOLVED** that the Option Enrollment Policy presented to the School Board as Policy 5006, and Appendix "1" to such Policy 5006, should be and the same are hereby adopted, and any previous policy or interpretation or application of the option enrollment program which is or has been inconsistent with the Policy 5006, and Appendix "1" to such Policy 5006, are repealed effective on the date of the passage of this resolution,

**BE IT FURTHER RESOLVED** that all paragraphs, subparagraphs, and portions of words of this Resolution, of Policy 5006, and Appendix "1" to such Policy 5006 are severable and that in the event any of the same are determined to be invalid for any reason, such determination shall not affect the validity of any of the remainder of the same.

**BE IT FURTHER RESOLVED** that policies and specific standards for acceptance or rejection of option enrollment applications should be and are hereby adopted, for applications filed after adoption of this resolution, and are hereinafter set forth:

The above Resolution, having been read in its entirety, member \_\_\_\_\_ moved for its passage and adoption, member \_\_\_\_\_ seconded the same. After discussion and on roll call vote, the following members voted in favor of passage and adoption of the above Resolution: \_\_\_\_\_.

The following members voted against the same: \_\_\_\_\_.

The following members were absent or not voting: \_\_\_\_\_.

The Resolution having been consented to and approved by a majority of the members of the School Board, was declared as passed and adopted by the President at a duly held and lawfully convened meeting in full compliance with the Nebraska open meetings law.

**DATED** this 9th day of August, 2021.

**DISTRICT OR-1 PUBLIC SCHOOLS**

By: \_\_\_\_\_  
President

Attest: \_\_\_\_\_  
Secretary

## Appendix “1” to Option Enrollment Policy

The following is Appendix “1” to Policy 5006 for the current school year. The Board of Education hereby sets forth the maximum number of option students for the current school year in any program, class, grade level or school building or in any special education programs operated by this school district, based upon available staff, facilities, projected enrollment of resident students, projected number of students with which this school district will contract based on existing contractual arrangements, and availability of appropriate special education programs. Any program, class, grade level, or school building which has “0” as the No. of Option Students is hereby declared unavailable to option students due to lack of capacity.

PROGRAM	PROGRAM CAPACITY	PROJECTED ENROLLMENT	NO. OF OPTION STUDENTS
Kindergarten	66	62	4
First	66	57	9
Second	66	58	8
Third	60	38	22
Fourth	60	48	12
Fifth	60	41	19
Sixth	60	48	12
Building Capacity, Elementary	438	352	86
Level I Elementary Special Education	30	28	2
Level II & III Elementary Special Education	6	6	0
Seventh	60	49	11
Eighth	60	44	16
Building Capacity, Middle School Attendance Center	156	127	27
Level I Middle School Special Education Program	40	15	25
Level II & III Middle School Special Education	4	4	0
Ninth	60	37	23
Tenth	60	37	23
Eleventh	60	37	23
Twelfth	60	31	29
Building Capacity, Sr. High School Attendance Center	240	142	98
Level I Sr. High School Special Education Program	35	29	6
Level II & III Sr. High Special Education Program	5	5	0

InstructionAssessments—Academic Content Standards

The Board of Education adopts the academic content standards of the State Board of Education (“State Board”). The adoption of the academic content standards includes the:

Language Arts standards that were adopted by the State Board in September, 2014;  
Mathematics standards that were approved by the State Board in September, 2015;  
Science standards that were adopted by the State Board in September, 2017; and  
Social Studies standards that were adopted by the State Board in December, 2019

Unless other action is taken, the Board of Education adopts the standards of the State Board as such standards are subsequently adopted or amended by the State Board.

The administration shall be responsible for implementing assessments on the state standards in accordance with the procedures established by the State Board and the Department of Education, including conducting assessments in the same subject areas and the same grade levels as established in the state standards, and the reporting of scores and sub-scores.

This policy does not supersede the existing standards adopted by the Board of Education except as set forth herein.

Legal Reference: Neb. Rev. Stat. §§ 79-760 to 79-760.05

Date of Adoption: February 13, 2017

Date of Revision May 14, 2018

Date of Review: August 9, 2021

InstructionControversial Issues

Controversial issues exist where there are sharp differences of opinion concerning an idea or a line of action. In order that students may develop intelligent attitudes and understandings concerning significant aspects of living, they should be afforded opportunities within the classroom to deal with such issues to the extent appropriate for their level of maturity and the educational mission of the District.

In considering such issues, it shall be the purpose of our schools to provide students the opportunity:

1. To study controversial issues concerning which the students, at their level of maturity, should have begun to form an opinion or to seek information about.
2. To have access to all relevant, educationally appropriate information, including the materials that circulate freely in the community.
3. To study under competent instruction in an atmosphere of freedom from bias and prejudice.
4. To form, and in an appropriate manner and in appropriate forum, to express the students' own judgments on controversial issues.
5. To recognize that reasonable compromise is often an important facet in decision making in our society.
6. To respect the opinions of others.

Date of Adoption: February 13, 2017

Reviewed: August 9, 2021

InstructionControversial Issues in the Classroom

The following administrative and teaching regulations are to be observed:

For Principals:

1. Remind teachers that we do not teach controversial issues, but rather opportunities for their study.

For Teachers:

1. Deal with controversial topics as impartially and objectively as possible. Do not intrude your own biases.
2. Handle all such topics in a manner suited to the range of knowledge, maturity, and competence of your students.
3. Have teaching materials dealing with all possible aspects of the topics readily available.
4. Do not manufacture an issue. Take up only those that are current and real.
5. Do not expect or require that individual students or the class reach an agreement.
6. Whenever you are in doubt about the advisability of taking up a given "hot" topic, consult with your Principal and or/Superintendent.
7. Remember that the policy of the board is designed to protect you as well as your students from unfair or inconsiderate criticism whenever your students are studying a controversial subject.

Date of Adoption: February 13, 2017

Date of Review: August 9, 2021

# NEBRASKA SOCIAL STUDIES STANDARDS



# Nebraska Social Studies Standards

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## Content Area Standards

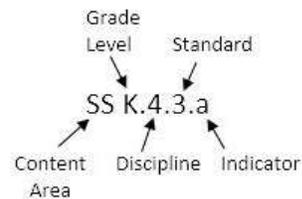
The Nebraska Social Studies Standards describe the knowledge and skills that students should learn, but they do not prescribe particular curriculum, lessons, teaching techniques, or activities. These standards create a framework for teaching and learning, and they articulate a trajectory for knowledge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

## Organization and Structure of Nebraska’s Social Studies Standards

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

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

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



## Kindergarten

### **Grade Level Summary and Theme**

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

### **Civics**

#### ***Forms and Functions of Government***

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

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

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

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

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

#### ***Civic Participation***

SS K.1.2 Demonstrate positive and productive citizenship skills.

SS K.1.2.a Model citizenship skills.

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

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

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

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

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

### **Economics**

#### ***Economic Decision Making***

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

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

**Financial Literacy**

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

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

**Exchange and Markets**

SS K.2.3 Not addressed at this level

**National Economy**

SS K.2.4 Not addressed at this level

**Global Economy**

SS K.2.5 Not addressed at this level

**Geography**

**Location and Place**

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

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

For example: next to, over there, close to

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

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

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

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

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

**Regions**

SS K.3.2 Explore places and regions.

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

For example: landforms, bodies of water, weather

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

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

**Human-Environment Interaction**

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

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

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

SS K.3.3.b Identify the four seasons.

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

For example: weather forecasting, tornado drills, winter clothing

**Movement**

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

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

For example: scouts, sports, classrooms, families

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

For example: farms, houses, apartments

**Geospatial Skills and Geo-literacy**

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

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

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

**History**

**Change, Continuity, and Context**

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

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

For example: yesterday, today, tomorrow

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

For example: daily schedule, timelines

**Multiple Perspectives**

SS K.4.2 Recognize different perspectives of events.

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

**Historical Analysis and Interpretation**

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

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

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

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

**Historical Inquiry and Research**

SS K.4.4 Develop historical inquiry and research skills.

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

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

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

## Grade 1

### **Grade Level Summary and Theme**

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

### **Civics**

#### ***Forms and Functions of Government***

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

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

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

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

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

#### ***Civic Participation***

SS 1.1.2 Demonstrate positive and productive citizenship skills.

SS 1.1.2.a Model and communicate citizenship skills.

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

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

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

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

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

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

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

## **Economics**

### ***Economic Decision Making***

SS 1.2.1 Explain how scarcity necessitates making choices.

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

### ***Financial Literacy***

SS 1.2.2 Compare spending and saving opportunities.

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

### ***Exchange and Markets***

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

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

### ***National Economy***

SS 1.2.4 Not addressed at this level

### ***Global Economy***

SS 1.2.5 Not addressed at this level

## **Geography**

### ***Location and Place***

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

SS 1.3.1.a Identify the four cardinal directions.

SS 1.3.1.b Identify and describe locations in schools and homes and explain reasons for the locations.

For example: Why is the cafeteria next to the kitchen? Why is the office by the front door? Why is the nurse's office often located near the main office? Why is the water fountain near the restroom?

SS 1.3.1.c Create and use maps.

For example: maps of the home and school

SS 1.3.1.d Distinguish between continents and oceans.

**Regions**

SS 1.3.2 Explore places and regions.

SS 1.3.2.a Identify and differentiate between physical features on maps, globes, graphics, and in the physical world.

For example: mountains, plains, islands, hills, oceans, rivers, lakes

SS 1.3.2.b Identify and differentiate between human features.

For example: cities, farms, buildings, bridges, streets

SS 1.3.2.c Explain how places change over time.

For example: new building, a bigger road

**Human-Environment Interaction**

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

SS 1.3.3.a Interpret the impact of environmental hazards and severe weather on everyday life.

For example: tornado drills, snow days, floods

SS 1.3.3.b Identify Earth's natural resources.

For example: minerals, air, land, water, soil

SS 1.3.3.c Describe how people adapt to their physical environment.

For example: housing, reservations, land use, recreational activities, soil conservation, build dams

**Movement**

SS 1.3.4 Describe the characteristics of culture.

SS 1.3.4.a Identify cultural traits.

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

SS 1.3.4.b Describe the characteristics of individual culture.

For example: foods, languages, celebrations

**Geospatial Skills and Geo-literacy**

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

SS 1.3.5.a Apply geographic knowledge and techniques to navigate the school.

For example: Make a map of the school or playground.

## History

### ***Change, Continuity, and Context***

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

SS 1.4.1.a List and describe life events over time.

For example: weekly, monthly, yearly, seasonal celebrations from different cultural perspectives

SS 1.4.1.b Compare and contrast family life from earlier times and today.

For example: "How was life different for earlier generations?"

### ***Multiple Perspectives***

SS 1.4.2 Identify multiple perspectives of diverse family traditions.

SS 1.4.2.a Compare and contrast family traditions across cultures.

For example: holidays, celebrations, milestones

### ***Historical Analysis and Interpretation***

SS 1.4.3 Describe historical people, events, and symbols.

SS 1.4.3.a Identify the contributions of historical people.

For example: Abraham Lincoln, Frederick Douglass, Martin Luther King, Jr., Standing Bear, Willa Cather, Susan LaFlesche

SS 1.4.3.b Identify symbols of the United States.

For example: national anthem, other patriotic songs

SS 1.4.3.c Describe how oral traditions, books, letters, and other artifacts help us to understand the past.

For example: show and tell of an artifact from the past, visiting a museum

### ***Historical Inquiry and Research***

SS 1.4.4 Develop historical inquiry and research skills.

SS 1.4.4.a Construct and answer questions about family history.

For example: "Where was I born?" "What do my family members remember from when I was a small child?"

SS 1.4.4.b Identify and cite appropriate texts, letters, and other artifacts for research.

For example: the title and author of the text from which information was taken

SS 1.4.4.c Gather and communicate historical information about families.

For example: picture, posters, and oral narratives

## Grade 2

### **Grade Level Summary and Theme**

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

### **Civics**

#### ***Forms and Functions of Government***

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

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

For example: classroom meetings, voting, consensus building activities

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

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

#### ***Civic Participation***

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

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

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

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

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

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

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

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

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

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

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

## **Economics**

### ***Economic Decision Making***

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

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

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

### ***Financial Literacy***

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

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

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

### ***Exchange and Markets***

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

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

For example: meet wants and needs

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

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

### ***National Economy***

SS 2.2.4 Identify the goods and services governments provide.

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

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

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

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

### ***Global Economy***

SS 2.2.5 Not addressed at this level

## **Geography**

### **Location and Place**

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

SS 2.3.1.a Compare and contrast maps and globes.

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

SS 2.3.1.b Identify and describe locations in neighborhoods.

For example: home, the park, friend's house, fire station, grocery store

SS 2.3.1.c Identify and apply map elements.

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

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

SS 2.3.1.e Explain why things are located where they are in neighborhoods.

For example: Why are stores on a main street?

### **Regions**

SS 2.3.2 Compare places and regions.

SS 2.3.2.a Identify and differentiate between physical and human features of neighborhoods and communities.

For example: vegetation, ravines, housing, streets, sewers, road signs

SS 2.3.2.b Describe local places and regions.

For example: prairie, forest, farm land, ranch land, local community

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

### **Human-Environment Interaction**

SS 2.3.3 Describe relationships between humans and the physical environment.

SS 2.3.3.a Identify examples of Earth's physical processes.

For example: wind and water erosion/deposition

SS 2.3.3.b Describe how seasonal weather patterns, natural hazards, and natural resources affect human activities.

For example: seasonal jobs (landscaping, street/grounds maintenance, construction), seasonal foods, drought causing water shortages

SS 2.3.3.c Match resources to their sources.

For example: food from farms, wood from trees, minerals from the ground, fish from bodies of water

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

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

### **Movement**

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

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

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

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

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

### **Geospatial Skills and Geo-literacy**

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

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

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

## **History**

### **Change, Continuity, and Context**

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

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

For example: pictures from school library/media center

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

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

### **Multiple Perspectives**

SS 2.4.2 Compare multiple perspectives of events within neighborhoods.

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

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

**Historical Analysis and Interpretation**

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

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

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

**Historical Inquiry and Research**

SS 2.4.4 Develop historical inquiry and research skills.

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

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

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

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

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

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

## Grade 3

### **Grade Level Summary and Theme**

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

### **Civics**

#### **Forms and Functions of Government**

SS 3.1.1 Analyze the structure and function of local governments.

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

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

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

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

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

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

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

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

#### **Civic Participation**

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

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

For example: voting, public service, service learning projects

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

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

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

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

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

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

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

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

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

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

## **Economics**

### ***Economic Decision Making***

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

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

For example: snow removal, waste management, law enforcement

### ***Financial Literacy***

SS 3.2.2 Evaluate choices and consequences for spending and saving.

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

### ***Exchange and Markets***

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

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

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

**National Economy**

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

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

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

**Global Economy**

SS 3.2.5 Not addressed at this level

**Geography**

**Location and Place**

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

SS 3.3.1.a Identify and apply map elements.

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

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

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

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

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

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

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

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

**Regions**

SS 3.3.2 Compare the characteristics of places and regions.

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

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

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

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

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

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

### **Human-Environment Interaction**

SS 3.3.3 Explain relationships between humans and the physical environment.

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

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

SS 3.3.3.b Identify ecosystems.

For example: forests, deserts, grasslands

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

For example: minerals, air, water, land

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

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

### **Movement**

SS 3.3.4 Compare and contrast the characteristics of local cultures.

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

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

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

For example: technology, education, employment, migration

### **Geospatial Skills and Geo-literacy**

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

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

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

## **History**

### **Change, Continuity, and Context**

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

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

For example: weekly, monthly, yearly, seasonal happenings

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

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

**Multiple Perspectives**

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

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

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

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

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

**Historical Analysis and Interpretation**

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

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

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

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

For example: decisions on location, growth, etc.

**Historical Inquiry and Research**

SS 3.4.4 Develop historical inquiry and research skills.

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

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

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

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

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

For example: Interview a community member, find community resources

## Grade 4

### **Grade Level Summary and Theme**

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

### **Civics**

#### ***Forms and Functions of Government***

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

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

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

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

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

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

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

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

For example: legislative districts, cultural advocacy groups

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

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

#### ***Civic Participation***

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

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

For example: voting, public service, service learning projects

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

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

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

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

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

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

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

For example: lobbying, petitions, media, social media

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

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

## **Economics**

### ***Economic Decision Making***

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

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

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

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

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

**Financial Literacy**

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

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

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

**Exchange and Markets**

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

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

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

**National Economy**

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

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

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

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

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

**Global Economy**

SS 4.2.5 Not addressed at this level

**Geography**

**Location and Place**

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

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

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

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

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

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

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

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

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

### **Regions**

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

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

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

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

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

### **Human-Environment Interaction**

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

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

For example: weathering, erosion, deposition, drought

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

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

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

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

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

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

### **Movement**

SS 4.3.4 Compare and contrast the characteristics of culture statewide.

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

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

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

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

### **Geospatial Skills and Geo-literacy**

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

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

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

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

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

## **History**

### **Change, Continuity, and Context**

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

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

For example: timelines, before and after statehood

### **Multiple Perspectives**

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

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

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

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

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

***Historical Analysis and Interpretation***

SS 4.4.3 Analyze past and current events throughout Nebraska history.

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

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

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

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

***Historical Inquiry and Research***

SS 4.4.4 Develop historical inquiry and research skills.

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

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

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

For example: document archives, newspapers, interviews

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

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

## Grade 5

### **Grade Level Summary and Theme**

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

### **Civics**

#### ***Forms and Functions of Government***

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

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

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

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

For example: legislative, executive, judicial

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

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

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

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

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

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

SS 5.1.1.f Analyze and contrast forms of government.

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

**Civic Participation**

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

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

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

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

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

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

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

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

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

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

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

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

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

**Economics**

**Economic Decision Making**

SS 5.2.1 Not addressed at this level

**Financial Literacy**

SS 5.2.2 Not addressed at this level

**Exchange and Markets**

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

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

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

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

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

For example: apprentice, journeyman, early inventors and entrepreneurs

**National Economy**

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

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

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

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

For example: contracts, agreements, and product safety

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

For example: military and armed forces, parks

**Global Economy**

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

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

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

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

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

## **Geography**

### **Location and Place**

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

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

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

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

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

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

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

### **Regions**

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

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

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

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

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

### **Human-Environment Interaction**

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

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

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

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

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

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

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

**Movement**

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

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

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

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

For example: density, distribution, growth rates

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

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

**Geospatial Skills and Geo-literacy**

SS 5.3.5 Use geographic skills to interpret issues and events.

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

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

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

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

## History

### ***Change, Continuity, and Context***

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

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

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

### ***Multiple Perspectives***

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

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

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

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

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

### ***Historical Analysis and Interpretation***

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

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

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

### ***Historical Inquiry and Research***

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

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

For example: Why did people migrate to the Americas?

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

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

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

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

## Nebraska Social Studies Standards

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

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

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

**Grade Level Summary and Theme**

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

**Civics**

***Forms and Functions of Government***

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

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

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

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

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

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

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

SS 6.1.1.d Investigate important government principles.

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

***Civic Participation***

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

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

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

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

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

## **Economics**

### ***Economic Decision Making***

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

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

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

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

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

### ***Financial Literacy***

SS 6.2.2 Not addressed at this level

### ***Exchange and Markets***

SS 6.2.3 Explain the interdependence of producers and consumers.

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

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

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

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

### ***National Economy***

SS 6.2.4 Not addressed at this level

### ***Global Economy***

SS 6.2.5 Not addressed at this level

## **Geography**

### ***Location and Place***

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

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

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

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

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

**Regions**

SS 6.3.2 Not addressed at this level

**Human Environment Interaction**

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

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

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

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

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

**Movement**

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

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

For example: characteristics of river civilizations

SS 6.3.4.b Explain how cultural diffusion occurs.

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

**Geospatial Skills and Geo-literacy**

SS 6.3.5 Not addressed at this level

**History**

**Change, Continuity, and Context**

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

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

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

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

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

**Multiple Perspectives**

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

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

For example: Macedonian Empire, Persian Empire

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

For example: foundational texts of world religions

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

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

For example: religious, ethnic and racial groups

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

For example: inclusion of non-Eurasian civilizations

**Historical Analysis and Interpretation**

SS 6.4.4 Interpret and evaluate sources for historical context.

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

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

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

For example: agriculture, technology, written laws

**Historical Inquiry and Research**

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

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

For example: What defines an empire?

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

For example: Hammurabi's Code, Twelve Tables

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

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

## Grade 7

### **Grade Level Summary and Theme**

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

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

### **Civics**

#### **Forms and Functions of Government**

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

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

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

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

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

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

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

#### **Civic Participation**

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

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

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

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

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

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

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

## **Economics**

### ***Economic Decision Making***

SS 7.2.1 Not addressed at this level

### ***Financial Literacy***

SS 7.2.2 Not addressed at this level

### ***Exchange and Markets***

SS 7.2.3 Not addressed at this level

### ***National Economy***

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

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

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

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

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

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

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

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

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

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

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

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

**Global Economy**

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

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

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

**Geography**

**Location and Place**

SS 7.3.1 Not addressed at this level

**Regions**

SS 7.3.2 Evaluate how regions form and change over time.

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

For example: climate, landforms, languages, religions

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

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

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

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

**Human Environment Interaction**

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

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

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

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

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

### **Movement**

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

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

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

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

For example: migration, conquering, trade

### **Geospatial Skills and Geo-literacy**

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

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

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

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

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

## **History**

### **Continuity, Change, and Context**

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

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

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

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

For example: trade routes

**Multiple Perspectives**

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

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

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

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

For example: foundational texts of world religions

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

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

For example: religious, ethnic and racial groups

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

For example: civilizations from all regions of the world

**Historical Analysis and Interpretation**

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

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

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

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

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

**Historical Inquiry and Research Skills**

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

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

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

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

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

Nebraska Social Studies Standards

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

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

## Grade 8

### **Grade Level Summary and Theme**

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

### **Civics**

#### **Forms and Functions of Government**

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

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

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

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

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

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

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

**Civic Participation**

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

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

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

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

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

SS 8.1.2.c Demonstrate civic engagement.

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

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

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

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

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

**Economics**

**Economic Decision Making**

SS 8.2.1 Not addressed at this level

**Financial Literacy**

SS 8.2.2 Understand personal and business financial management.

SS 8.2.2.a Identify skills for future financial success.

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

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

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

**Exchange and Markets**

SS 8.2.3 Not addressed at this level

### **National Economy**

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

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

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

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

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

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

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

### **Global Economy**

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

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

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

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

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

### **Geography**

#### **Location and Place**

SS 8.3.1 Not addressed at this level

#### **Regions**

SS 8.3.2 Examine how regions form and change over time.

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

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

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

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

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

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

**Human Environment Interaction**

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

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

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

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

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

**Movement**

SS 8.3.4 Not addressed at this level

**Geospatial Skills and Geo-literacy**

SS 8.3.5 Not addressed at this level

**History**

**Continuity, Change, and Context**

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

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

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

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

For example: founders and founding documents, national symbols

**Multiple Perspectives**

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

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

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

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

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

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

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

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

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

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

***Historical Analysis and Interpretation***

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

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

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

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

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

***Historical Inquiry and Research Skills***

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

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

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

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

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

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

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

## High School Civics

### **Summary**

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

### ***Forms and Functions of Government***

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

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

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

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

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

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

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

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

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

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

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

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

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

Nebraska Social Studies Standards

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

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

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

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

**Civic Participation**

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

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

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

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

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

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

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

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

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

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

For example: Watergate, Civil Rights movement, Suffrage movement

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

For example: news media literacy, online civic reasoning

Nebraska Social Studies Standards  
**High School Economics**

**Summary**

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

***Economic Decision Making***

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

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

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

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

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

***Financial Literacy***

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

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

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

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

For example: checking, savings, money market, CDs

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Exchange and Markets**

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

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

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

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

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

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

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

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

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

**National Economy**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Nebraska Social Studies Standards

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

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

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

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

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

**Global Economy**

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

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

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

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

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

Nebraska Social Studies Standards  
**High School Geography**

**Summary**

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

***Location and Place***

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

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

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

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

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

***Regions***

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

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

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

SS HS.3.2.b Examine the importance of places and regions to individual and social identity and how identities change over space and time.

For example: popular cultural traits, folk cultural traits, national monuments and folklore, nationalism, ethnicity, migration, urbanization, demographic transition model, industrial development, toponymy (place names), regional identity (Corn Belt, Heartland, Homeland)

## Nebraska Social Studies Standards

### SS HS.3.2.c Evaluate the interdependence of places and regions.

For example: models of industrial and economic development, new international division of labor, supranational organizations (The United Nations, Association of Southeast Asian Nations [ASEAN], or The European Union), globalization, popular culture, international trade agreements, patterns of human migration, alliances, Paris Climate Agreement, central place theory

### **Human-Environment Interactions**

SS HS.3.3 Analyze how the natural environment and cultural landscape are transformed by natural and human forces and interpret how humans adapt to their surroundings.

#### SS HS.3.3.a Explain components of Earth's physical systems and evaluate the impact of natural processes on human environments.

For example: atmosphere, lithosphere, biosphere, and hydrosphere, plate tectonics/continental drift, global ocean systems, atmospheric systems, natural disasters, Earth's orbit, seasonal changes in ice coverage, greenhouse effect

#### SS HS.3.3.b Evaluate how humans have utilized and adapted to their physical environment.

For example: renewable and non-renewable resources, the cultural landscape, natural disasters (hurricanes, wildfires), environmental technological adaptations (air conditioning, skyways, insulation), synthetic materials, human modifications to physical environment, conservation and environmentalism, Genetically Modified Organisms (GMO), agricultural revolutions, transportation networks, industrial revolutions, Von Thunen Model of Land Use, deforestation, desertification

### **Movement**

SS HS.3.4 Compare and contrast patterns of human populations and culture over space and time on a local, national, and global scale.

#### SS HS.3.4.a Compare trends in human migration, urbanization, and demographic composition at a local, national, and global scale over time and short-term and long-term causes and effects.

For example: urban models, Demographic Transition Model, rural organization (long lot, metes and bounds, township and range), rural to urban migration, Human Development Index, Borchert's Epochs, trends locally, nationally, and globally over time, migration push and pull factors, effects of migration on both the source regions and destinations, More Developed Countries (MDCs) and Less Developed Countries (LDCs), demography

#### SS HS.3.4.b Examine the spread of cultural traits and the potential benefits and challenges of cultural diffusion, economic development, and globalization.

For example: cultural convergence and divergence, universalizing and ethnic religions, competition between multinational corporations and local businesses, folk cultures and popular cultures, spread of ideas (such as economic ideals, ideas on government, gender norms), diffusion of medical knowledge and impact on demographics, agricultural and industrial revolutions, models of economic development, the cultural landscape, Third Agricultural Revolution (Green Revolution), internet connectivity and cell phone networks, lingua franca, hypernationalism

Nebraska Social Studies Standards

SS HS.3.4.c Analyze the relationships of sovereign nations and the role of multinational organizations on conflict and cooperation both between and within countries.

For example: impacts of membership in multinational organizations and agreements, treaties, resource and technology exchanges, Heartland and Rimland Theory, demarcation of borders, territorial morphology

**Geospatial Skills and Geo-literacy**

SS HS.3.5 Evaluate issues and/or events using geographic knowledge and geospatial skills to make informed decisions.

SS HS.3.5.a Apply geographic knowledge and skills to interpret the past and present in order to plan for the future.

For example: developing a geographic question, acquiring and organizing data/information, performing analysis, presenting findings, and developing action plan

SS HS.3.5.b Analyze how geospatial skills and geo-literacy are applied to improve standards of living and solve problems.

For example: Examine how geospatial technologies (such as GIS [Geographic Information Systems] and remote sensing) and geographic knowledge (such as geopolitics) can be applied to better understand the world, address issues, and make spatial decisions (such as determining market potential, optimum usage of irrigation and fertilizers, or mapping public health outbreaks to determine source).

SS HS.3.5.c Evaluate geographical information sources for applications, credibility, and appropriateness in displaying spatial data.

For example: use maps (paper, digital, and mental), atlases, Global Positioning System (GPS), Geographic Information Systems (GIS), remote sensing, and forms of quantitative/qualitative data, analyze a map to determine appropriate use of scale, evaluate strengths and weaknesses of different map projections

Nebraska Social Studies Standards  
**High School History**

**Summary**

History involves acquiring knowledge about significant events, developments, individuals, groups, documents, places, and ideas to support investigations about the past. Acquiring relevant knowledge requires assembling information from a wide variety of sources in an integrative process. Developing historical knowledge in connection with historical investigations not only helps students better remember the content because it has meaning, but also allows students to become better critical thinkers. High school history courses emphasize historical thinking. Historical thinking requires understanding and evaluating change and continuity over time, and making appropriate use of historical evidence in answering questions and developing arguments about the past. It involves going beyond simply asking, "What happened when?" to evaluating why and how events occurred and developments unfolded. It involves locating and assessing historical sources of many different types to understand the contexts of given historical eras and the perspectives of different individuals and groups within geographic units that range from the local to the global. Historical thinking is a process of chronological reasoning, which means wrestling with issues of causality, connections, significance, and context with the goal of developing credible explanations of historical events and developments based on reasoned interpretation of evidence.

**United States History (Progressive Era – Present)**

***Change, Continuity and Context***

HS.4.1 (US) Analyze and evaluate patterns of continuity and change over time in American history.

SS HS.4.1.a (US) Evaluate the cause and effect of historical events on various groups in the United States.

For example: To which conditions were Progressives responding? Why did the United States enter World War I? What caused the Great Depression? What caused the interpretation of "separate but equal" to change over time?

SS HS.4.1.b (US) Select, record, and interpret key national events in chronological order.

For example: Progressive Era, Women's Suffrage, World War I, Great Migration, Great Depression and New Deal, Naziism, World War II, Holocaust, Cold War, Civil Rights Era, contemporary United States

SS HS.4.1.c (US) Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.

For example: 19th Amendment, *Brown v. Board of Education of Topeka*, Dolores Huerta, desegregation of the military following WWII, March on Washington, Movement for the Restoration of Tribal Status, continuing struggle for equality

**Multiple Perspectives**

SS HS.4.2 (US) Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history.

SS HS.4.2.a (US) Identify and evaluate how considering multiple perspectives facilitates an understanding of history.

For example: Nineteenth Amendment, 1924 National Origins Act, Indian Reorganization Act of 1934, Bracero program, Civil Rights Movement

SS HS.4.2.b (US) Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.

For example: Theodore Roosevelt's New Nationalism and Woodrow Wilson's New Freedom, Indian Reorganization Act and responses from tribal leaders, differing strategies in the struggle to gain black equality

SS HS.4.3 (US) Examine historical events from the perspectives of marginalized and underrepresented groups.

SS HS.4.3.a (US) Identify how differing experiences can lead to the development of perspectives.

For example: religious, racial or ethnic groups, immigrants, women, LGBTQ persons, and Native American nations

SS HS.4.3.b (US) Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.

For example: Immigration and Naturalization Act of 1965, Stonewall Riots, American Indian Movement, Equal Rights Amendment, Civil Rights Act of 1964, *West Virginia v. Barnette*, United Farm Workers

**Historical Analysis and Interpretation**

SS HS.4.4 (US) Evaluate sources for perspective, limitations, accuracy, and historical context.

SS HS.4.4.a (US) Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media.

For example: written documents, radio broadcasts, news broadcasts, film, newspapers, photographs, oral histories, virtual museum exhibits

SS HS.4.4.b (US) Evaluate strengths and limitations of a variety of primary and secondary historical sources.

For example: Jane Addams on settlement houses, Franklin Roosevelt's "Four Freedoms" Speech, Martin Luther King, Jr.'s "Letter from Birmingham Jail," Equal Rights Amendment

SS HS.4.4.c (US) Determine the relationship between multiple causes and effects of events and developments in the past.

For example: patterns of immigration and migration, presidential leadership strategies, tactics among different civil rights organizations

SS HS.4.4.d (US) Synthesize the relationships among historical events in the United States and relevant contemporary issues.

For example: voting behavior, political party platforms, economic trends, place relevant current events in historical context, the relationship between Native Americans living on and off the reservation

**Historical Inquiry and Research**

SS HS.4.5 (US) Apply the inquiry process to construct and answer historical questions.

SS HS.4.5.a (US) Construct meaningful questions about topics in U.S. history.

For example: "Why did the United States enter World War I?"

SS HS.4.5.b (US) Locate, evaluate, and cite appropriate sources for research about selected topics in U.S. History, including primary and secondary sources.

For example: Examine speeches from President Woodrow Wilson leading up to World War I, examine internal communications within Wilson administration, examine press coverage of events leading up to American entry.

SS HS.4.5.c (US) Select, organize, and corroborate relevant historical information about selected topics in U.S. History.

For example: Compare the sources and determine an initial answer to the inquiry.

SS HS.4.5.d (US) Synthesize historical information to create new understandings.

For example: Compare the answer students have created to secondary sources and potentially revise students' answers.

SS HS.4.5.e (US) Communicate inquiry results within a historical context.

For example: Provide an evidence-based answer to the inquiry, "Why did the United States enter World War I?"

**World History (1500 CE – Present)**

***Change, Continuity, and Context***

HS.4.1 (WLD) Analyze and evaluate patterns of continuity and change over time in world history.

SS HS.4.1.a (WLD) Evaluate the cause and effect of historical events in the world.

For example: How did the rise of totalitarianism lead to war?

SS HS.4.1.b (WLD) Select, record, and interpret key global events in chronological order.

For example: emergence of new states and cultures, increased inter-regional trade, colonization and expansion, global interactions, Industrialization, Age of Revolutions, Imperialism, global conflict, Holocaust, globalization, decolonization, Cold War, contemporary events

SS HS.4.1.c (WLD) Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.

For example: trade networks, empires, revolutions, treaties, warfare, diplomacy, migration and immigration

***Multiple Perspectives***

SS HS.4.2 (WLD) Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history.

SS HS.4.2.a (WLD) Identify and evaluate how considering multiple perspectives facilitates an understanding of history.

For example: Scramble for Africa and indigenous response, Arab-Israeli Conflict, French Revolution, Haitian Revolution

SS HS.4.2.b (WLD) Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.

For example: compare accounts from colonizers and colonized, impact of trade on different population groups

SS HS.4.3 (WLD) Examine historical events from the perspectives of diverse groups.

SS HS.4.3.a (WLD) Identify how differing experiences can lead to the development of perspectives.

For example: diverse groups of historical figures and examples from political, religious, and ethnic groups

SS HS.4.3.b (WLD) Interpret how and why diverse groups and/or individuals might understand historical events similarly or differently.

For example: diverse groups of historical actors and examples from national, religious, and ethnic groups

**Historical Analysis and Interpretation**

SS HS.4.4 (WLD) Evaluate sources for perspective, limitations, accuracy, and historical context.

SS HS.4.4.a (WLD) Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media.

For example: written documents, radio broadcasts, news broadcasts, film, newspapers, photographs, oral histories, virtual museum exhibits, works of art

SS HS.4.4.b (WLD) Evaluate strengths and limitations of a variety of primary and secondary historical sources.

For example: written and visual documents

SS HS.4.4.c (WLD) Determine the relationship between multiple causes and effects of events and developments in the past.

For example: patterns of migration and immigration, wars, diplomacy, government structures, religious movements

SS HS.4.4.d (WLD) Synthesize the relationships among historical events in the world and relevant contemporary issues.

For example: current events from various international news sources

**Historical Inquiry and Research**

SS HS.4.5 (WLD) Apply the inquiry process to construct and answer historical questions.

SS HS.4.5.a (WLD) Construct meaningful questions that initiate an inquiry.

For example: "Can peace lead to war?"

SS HS.4.5.b (WLD) Locate, evaluate, and cite appropriate sources for research about selected topics in world history, including primary and secondary sources.

For example: Examine the Treaty of Versailles and the League of Nations founding documents, examine maps from before and after treaty, examine contemporary responses to the treaty from a variety of countries.

SS HS.4.5.c (WLD) Select, organize, and corroborate relevant historical information about selected topics in world history.

For example: Compare the sources and determine an initial answer to the inquiry.

SS HS.4.5.d (WLD) Synthesize historical information to create new understandings.

For example: Compare the answer students have created to secondary sources and potentially revise students' answers.

SS HS.4.5.e (WLD) Communicate inquiry results within a historical context.

For example: Provide an evidence-based answer to the inquiry, "How do countries make decisions about war and peace?"

August 5, 2021

Michael Hart  
Superintendent  
Palmyra Schools District OR1  
425 F St  
Palmyra, NE 68418

Dear Mr. Hart:

Near the end of June SARS-Co-V-2 B.1.167.2 (Delta Variant) became the predominate circulating virus causing COVID-19 in Lancaster County. Since then, the Lincoln-Lancaster County Health Department (LLCHD) has investigated eleven outbreaks in childcare centers and several outbreaks in summer camps and in person activities involving children. These outbreaks differed from past situations in several ways – There was more rapid spread amongst participants, significantly increased cases were realized, and there was increased spread amongst families and others in the community. Known hospitalization and deaths have been attributed to these outbreaks as a result of the Delta Variant.

Since the Delta Variant has become the predominant variant in Lancaster County the number of new cases of COVID-19 has been doubling every ten to twelve days. The current 7-day rolling average is over sixty new cases per day, the highest it has been since February 2021. Hospitalizations from COVID-19 infections have also been increasing, now averaging almost fifty patients per day. This demand is stressing the local hospital systems. This was foreseen as the United States Centers for Disease Control and Prevention (CDC) identified the Delta Variant to have increased transmissibility and the potential to cause more severe disease (e.g., increased hospitalizations or deaths).

For all of the above reasons the LLCHD's assessment of the current situation is the Delta variant presents significant risks to the public's health, especially to unvaccinated individuals. If schools do not have effective interventions to limit the transmission of COVID-19, outbreaks within the school will occur which in turn will cause spread of COVID-19 into the community, disrupting children's education, impacting parents, and infecting vulnerable individuals.

The LLCHD has reviewed guidance from the CDC, the American Academy of Pediatrics (AAP), and the University of Nebraska Medical Center College of Public Health (UNMC-CPH) for non-pharmaceutical interventions available to schools conducting in person education. On July 9, 2021 the CDC updated its Guidance for COVID-19 Prevention in K-12 Schools recommending face coverings should be worn indoors



by all individuals age 2 and older not fully vaccinated against COVID-19 and that schools maintain at least three feet of physical distance between students within classrooms to reduce transmission risk.

Supporting the CDC's position, the American Academy of Pediatrics most recent [COVID-19 Guidance for Safe Schools](#) has determined universal masking in schools is necessary because a significant portion of the student population (age 12 and under) are ineligible for COVID-19 vaccination; there is a lack of a system to monitor vaccine status among students, teachers, and staff; and there are continued concerns for emerging COVID-19 variants more easily spread among the population.

Finally, the University of Nebraska Medical Center College of Public Health ("UNMCCPH) [COVID-19 Back to School PlayBook](#), determined the Delta Variant represents a significant threat for many Nebraska communities due to its increased transmissibility and potential to cause more severe disease, even in younger persons. Further the UNMCCPH determined congregate settings, such as schools, will represent a significant risk for transmission of COVID-19 and recommends universal face masking in schools for all students and staff while indoors, regardless of vaccination status.

Given the clear guidance from these recognized organizations with expertise in public health, the LLCHD has determined that for the protection of public health, all schools in Lancaster County shall require facial coverings of the mouth and nose in all indoor settings for all children over the age of 2 and under the age of 12 and all individuals not fully vaccinated against COVID-19.

Pursuant to Neb. Rev. Stat. 71-501, Lincoln Municipal Code 8.18, and Lancaster County Resolution No. R-07-0035, the LLCHD will require isolation of any individual diagnosed with COVID-19, and quarantine for any individual identified as close contact. Attached is the LLCHD School Exclusion Criteria and an infographic explaining various school scenarios and resulting isolation and quarantine scenarios. The universal use of face coverings will cause the least disruption to in-person education when an individual is diagnosed with COVID-19 in a classroom setting.

The LLCHD will be monitoring this situation daily and if conditions change or compliance with this determination is not had, the LLCHD will take further actions to reduce the spread of COVID-19 in our community, including the issuance of Directed Health Measures and closure of education facilities if COVID-19 outbreaks occur.

For the Lincoln-Lancaster County Health Department:



Patricia D. Lopez, RN, MSN  
Health Director



# COVID-19 School Scenarios

## POSITIVE CASE WEARING A FACE COVERING

### COVID-19 POSITIVE



individual must  
**ISOLATE**

### CLOSE CONTACTS



self-monitor, no quarantine

## Definitions

### Close Contact:

Occurs when an individual has been within six feet of a person, whom tested positive for COVID-19, for a cumulative 15 minutes or more in a 24-hour period.

### Self-Monitor:

Perform a self-check or be monitored twice daily for a fever of 100.4 F or above and symptoms for 10 days. Coordinate with your health care provider and local public health department.

### Quarantine:

May be required when an individual has had a close contact. These individuals shall remove themselves from situations where others could be exposed/infected, and self-monitor for symptom development.

### Isolation:

Required when individual has tested positive for COVID-19. Individuals should remove themselves or be removed from situations where others could be exposed/infected.

## POSITIVE CASE NOT WEARING A FACE COVERING

### COVID-19 POSITIVE



individual must  
**ISOLATE**

### CLOSE CONTACTS



**QUARANTINE**



self-monitor, no quarantine



# COVID-19 School Scenarios

with COVID-19 Vaccines

## COVID-19 POSITIVE



individual must  
**ISOLATE**

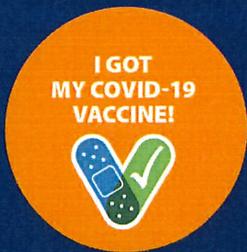
## CLOSE CONTACTS



**QUARANTINE**



**self-monitor, no quarantine**



### COVID-19 Vaccine

Everyone 12 years old and up is eligible to get vaccinated against COVID-19. Under Title 173 of the Nebraska Administrative Code, each school or school district in Nebraska is required to keep the immunization history of the students enrolled on file. If your child has received the COVID-19 vaccine, we ask that you please provide us a copy of the information by emailing a copy of the vaccination card to your school nurse. If your child has not received the COVID-19 vaccine, there is nothing you need to do.

### Fully Vaccinated:

According to the CDC, in general people are considered fully vaccinated:

- Two weeks after their second dose in a 2-dose series, such as the Pfizer or Moderna vaccines, or
- Two weeks after a single-dose vaccine, such as Johnson & Johnson's Janssen vaccine

If you don't meet these requirements, regardless of your age, you are NOT fully vaccinated. The CDC recommends you keep taking all precautions until you are fully vaccinated.

**School Exclusion:**

Use normal school exclusion policy to determine criteria for student exclusion.

The following are exceptions to the normal school exclusion policy:

- Presents with recent loss of taste or smell.
- Is a known close contact a positive Covid-19 individual and is not fully vaccinated for Covid-19

Students excluded under normal exclusion policy do not need to be tested for Covid-19, use normal exclusion policy return requirements.

Students excluded under the exceptions noted above should be tested or if not tested they should be treated as a Covid case and isolated for 10 days from onset of symptoms.

**Classroom Transmission**

If transmission is documented in a classroom (2-3 confirmed cases) within an incubation period (14 days), the following actions would be appropriate to take:

- Isolation of positive individual(s)
- Exclusion of symptomatic individuals
- Quarantine of close contacts, unless masked during all close contact or fully vaccinated for Covid-19.
- All others would self-monitor and mask for 14 days following last contact to positive case.

Definition:

**Close Contact:**

Someone who was within 6 feet of an infected person for a cumulative total of 15 minutes or more over a 24-hour period and not wearing an appropriate face covering (for example, *three separate 5-minute exposures for a total of 15 minutes*).

**Date: July 17, 2021**





Below are key messages regarding the second draft of the Health Education Standards, to share with your community and news media.

- The Nebraska State Board of Education believes that every student is entitled to equitable educational opportunities across all races, colors, sexes, and national origins.
- Public input played a role in the development of the Health Education Standards and the civic engagement and participation over the last several months is greatly appreciated.
- By design, Nebraska parents and families were involved in the writing and advising of the standards, as well as during the public comment period.
- The content in the Health Education Standards recognizes the rights, duties, and responsibilities of parents, guardians, and families as primary educators.
- Although developed by Nebraska educators, content experts, and medical professionals across the state, the Nebraska Department of Education (NDE) values public input in the creation of the standards.
- After listening to the voices of Nebraskans, the NDE closely examined the Human Growth and Development strand and removed/revised sex education within the Health Education Standards.
- Local school districts/school systems are encouraged to consider including sex education within health education so students have the essential knowledge and critical skills needed to decrease sexual risk behaviors. When determining how sex education is included in health education programs, school districts/school systems should make decisions in consultation with parents/guardians, local school boards, and community members, along with teachers and school leaders. This will ensure that all stakeholders work together and have a voice in the decision-making process and the content that is delivered.
- The Nebraska Health Education Standards create a framework for what students should learn, practice, and demonstrate as it relates to health education.
- The standards do not prescribe particular curricula, textbooks, lessons, teaching techniques, or classroom activities. Decisions about health education curricula, textbooks, and/or instructional materials are made locally, in consultation with parents/guardians, local school boards, and community members, as well as teachers and school leaders.

# NEBRASKA

# HEALTH EDUCATION

# STANDARDS



**The Nebraska State Board of Education believes that every student is entitled to equitable educational opportunities across all races, colors, sexes, and national origins.** The same principle has been adopted by the United States Congress ([20 U.S.C. 1701](#)). Additionally, the Nebraska Legislature has declared that it shall be an unfair or discriminatory practice for any educational institution to discriminate on the basis of sex in any program or activity ([Neb. Rev. Stat. § 79-2, 115](#)). Lastly, the [Nebraska Equity Lens](#), approved by the Nebraska State Board of Education in 2019, can be utilized to help school districts/school systems consider the groups and individuals impacted by local health education programs.

## **Introduction**

School-based health education programs create a framework to help every student acquire the health-related knowledge and skills necessary to maintain and improve lifelong health. This includes motivating students to maintain and improve their health, advocating for themselves and others, preventing disease and injuries, forming healthy relationships, and avoiding or reducing health-related risk behaviors. School-based health education programs, developed in partnership with families and communities, teach students “health literacy” – the ability to access, understand, appraise, apply, and advocate for health information and services in order to maintain or enhance one’s own health and the health of others (SHAPE America, 2021). This ability seeks to ensure that all students develop a positive attitude towards a lifetime of health and wellbeing.

In Nebraska, school districts/school systems should also consider the statutory requirements connected to health education and seek to integrate the requirements into local programs. Those requirements include:

- [Provisions for Bullying Prevention](#) Neb. Rev. Stat. § 79-2,137
- [Provisions for Dating Violence Prevention](#) Neb. Rev. Stat. §§ 79-2,138 to 79-2,142
- [Provisions for Fire Prevention Instruction](#) Neb. Rev. Stat. § 79-706
- [Provisions for Health Education](#) Neb. Rev. Stat. §§ 79-712 to 79-714
- [Provisions for Multicultural Education](#) Neb. Rev. Stat. §§ 79-719 to 79-723
- [Provisions for Character Education](#) Neb. Rev. Stat. §§ 79-725 to 79-727

## **Parent, Guardian, and Family Involvement**

Parents, guardians, and families share in the responsibility of helping students learn the health-related knowledge and skills needed to maintain and improve lifelong health. As such, the content included in the Nebraska Health Education Standards recognizes the rights, duties, and responsibilities of parents, guardians, and families as primary educators. Local school districts/school systems should provide resources for parents,

guardians, and families so they can help their students become healthy, responsible, and engaged while promoting inclusive health education. The partnership between educators and families will positively contribute to students' ability to achieve health and wellness throughout their lives. School-based health education programs should create opportunities to build connectedness between the school, students, and their families. This includes making regular contact with parents/guardians in their preferred language, providing information to parents/guardians regarding the content delivered in the classroom, and developing strategies to involve parents, guardians, and families in the skills and lessons students learn in health education.

### **Nebraska Health Education Standards**

The Nebraska Health Education Standards create a framework for what students should learn, practice, and demonstrate as it relates to health education. These standards do not prescribe particular curricula, textbooks, lessons, teaching techniques, or classroom activities. Decisions about health education curricula, textbooks, and/or instructional materials are made locally in consultation with parents/guardians, local school boards, and community members, as well as teachers and school leaders. Public and accredited non-public schools in Nebraska are required to include health education within their instructional programs for elementary, middle, and high schools, and the instructional programs are to have written guides, frameworks, or standards for school-based health education. When requested, local health education guides, frameworks, or standards, along with curricula, textbooks, and/or instructional materials, should be made available to parents/guardians and other community stakeholders.

The Nebraska Health Education Standards identify eight content strands across kindergarten through 12th grade. The eight content strands are as follows:

1. **Foundations of Personal Health:** Foundations of Personal Health assists students with acquiring basic health concepts and functional knowledge and skills, providing a foundation for promoting health-enhancing behaviors.
2. **Nutrition & Physical Activity Promotion:** The Nutrition & Physical Activity strand promotes healthy lifestyle choices through knowledge and skills related to properly fueling the body. Students learn the importance of movement and dietary choices along with their effects on academics and overall health and wellness.
3. **Substance Abuse Prevention:** The Substance Abuse Prevention strand provides students with knowledge and skills to make healthy choices to avoid or reduce their risk of substance use, misuse, and abuse.

4. **Disease Prevention:** The Disease Prevention strand promotes hygiene and safety practices so that students learn and adopt behaviors to maintain and enhance overall health and prevent and reduce the risk of diseases and conditions.
5. **Injury Prevention & Safety:** The Injury Prevention & Safety strand assists students in understanding their role in protecting themselves and others from unintentional danger, risk, or injury as well as recognizing and appropriately responding to injuries or emergency situations.
6. **Social, Emotional, & Mental Health:** The Social, Emotional, & Mental Health strand helps students recognize the impact mental, emotional, and social wellness has on one's overall health and the health of others.
7. **Human Growth & Development:** The Human Growth & Development strand teaches students the structures and functions of human body systems and how to recognize and manage the physical and psychological changes that occur during development and maturation. Students learn the characteristics of healthy relationships and develop knowledge and skills to promote body safety.
8. **Consumer & Environmental Health:** The Consumer & Environmental Health strand teaches students how to identify and access valid consumer products, services, and resources for a healthy lifestyle as well as recognize how the setting around them plays a role in overall wellbeing.

In addition to the content included in the Nebraska Health Education Standards, local school districts/school systems should consider including sex education within health education so students have the essential knowledge and critical skills needed to decrease sexual risk behaviors. When determining how sex education is included in health education programs, school districts/school systems should make decisions in consultation with parents/guardians, local school boards, and community members, along with teachers and school leaders. This will ensure that all stakeholders work together and have a voice in the decision-making process and the content that is delivered. Locally-determined content in sex education should be developmentally appropriate and medically accurate. The content should be affirming and protective in order to provide inclusive, equitable, and safe learning environments for every student. The content should align with school, family, and community priorities and include resources that create lines of communication between parents/guardians and teachers so there is an understanding and knowledge of what content is being delivered in the classroom.

# STRAND 1: Foundations of Personal Health

**Standard 1: Students will recognize the relationship between the physical, mental/emotional and social aspects of a healthy individual.**

<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>HS- Health 1</b>	<b>HS- Health 2</b>
HE.K.1.1.a: Explain the difference between healthy and unhealthy behaviors.	HE.1.1.1.a: Identify how healthy behaviors affect personal health (e.g. brushing teeth, using crosswalk, physical activity).	HE.2.1.1.a: Identify healthy behaviors necessary for the development of the multiple dimensions of health.	HE.3.1.1.a: Describe how healthy behaviors affect the multiple dimensions of health.	HE.4.1.1.a: Define health literacy and how it relates to the dimensions of health.	HE.5.1.1.a: Describe health literacy and its connection with healthy behaviors.	HE.6.1.1.a: Distinguish between the multiple dimensions of health.	HE.7.1.1.a: Describe how lifestyles and habits impact the multiple dimensions of health.	HE.8.1.1.a: Connect healthy lifestyles and habits to be a healthy individual.	HE.HS.1.1.a: Analyze the interrelationships between the dimensions of health.	HE.HS.2.1.a: Analyze the interrelationships between the dimensions of health and their impact on society.
	HE.1.1.1.b: Identify the multiple dimensions of health.		HE.3.1.1.b: Define hygiene and identify ways to practice proper hygiene.	HE.4.1.1.b: Identify prevention strategies related to the dimensions of health.	HE.5.1.1.b: Recognize how prevention strategies can affect lifetime outcomes.	HE.6.1.1.b: Analyze the influence of media and technology on personal and family health.	HE.7.1.1.b: Analyze the physical, emotional, mental, and social importance related to proper hygiene	HE.8.1.1.b: Analyze various lifestyles and habits and how they impact the multiple dimensions of health.	HE.HS.1.1.b: Examine the dimensions of health and the impact on society, family, school, environmental stressors and social determinants on personal health.	
			HE.3.1.1.c: Explain the importance of practicing proper hygiene.	HE.4.1.1.c: Describe values that promote personal health.						

**Standard 2: Students will exhibit knowledge for decision-making while analyzing the influences and potential outcomes of the decision.**

<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>HS- Health 1</b>	<b>HS- Health 2</b>
HE.K.1.2.a: Identify parent/guardian/trusted adults who can help make healthy decisions.	HE.1.1.2.a: Identify how family can help make healthy decisions.	HE.2.1.2.a: Demonstrate the steps of the decision-making process.	HE.3.1.2.a: Identify internal and external factors that influence decisions regarding health (e.g. likes, friends, family).	HE.4.1.2.a: Provide examples of how a person's decisions can be positively or negatively influenced by others, including peers.	HE.5.1.2.a: Analyze a variety of internal and external factors that influence decisions and behaviors (e.g. culture, family, biases, values, peers, community views).	HE.6.1.2.a: Examine influences, personal values, beliefs and perceived norms and how they relate to health behaviors.	HE.7.1.2.a: Explain influences that impact decision-making (e.g. peer pressure, bullying, technology, relationships, media, etc.).	HE.8.1.2.a: Apply the steps of the decision-making process.	HE.HS.1.2.a: Apply the decision-making process in health-related situations.	HE.HS.2.2.a: Demonstrate how to influence and support others when making positive health-related choices.
HE.K.1.2.b: Identify how the school can help make healthy decisions (e.g. healthy food in cafeteria, rules, practices and procedures).	HE.1.1.2.b: Explain how to make a good, health-related decision and how all decisions can affect self or others.	HE.2.1.2.b: Recognize when help is needed in making a decision.	HE.3.1.2.b: Describe how choices can have positive and negative consequences.	HE.4.1.2.b: Recognize negative and positive peer pressure and its influence on health promotion and risk reduction.	HE.5.1.2.b: Analyze the credibility of health information, products, and services and how that can impact one's health-related decisions.	HE.6.1.2.b: Predict the positive and negative consequences of a decision.		HE.8.1.2.b: Evaluate influences on the decision-making process (e.g. peer pressure, bullying, technology, relationships, media, etc.).	HE.HS.1.2.b: Analyze how peers influence health-related behaviors.	
HE.K.1.2.c: Explain the relationship between a decision and an outcome.			HE.3.1.2.c: Describe how the media and technology can positively and negatively influence decisions.		HE.5.1.2.c: Describe how the positive and negative consequences of a decision can have short and/or long-term effects.	HE.6.1.2.c: Describe how relevant influences of media and technology affect health-related decisions and behaviors.		HE.8.1.2.c: Assess the positive and negative impacts of a decision.	HS.HS.1.2.c: Identify personal health-related decisions and examine the internal and external influences.	
					HE.5.1.2.d: Demonstrate strategies for resisting negative peer pressure.				HE.HS.1.2.d: Justify when individual or collaborative decision-making is appropriate.	

**Standard 3: Students will focus on personal development and growth.**

<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>HS- Health 1</b>	<b>HS- Health 2</b>
HE.K.1.3.a: Demonstrate effective communication skills when expressing needs, wants, and feelings.	HE.1.1.3.a: Describe personal health goals and determine who can assist in achieving them.	HE.2.1.3.a: Describe ways you are different and unique.	HE.3.1.3.a: Identify strategies for handling pressure situations (e.g. taking a test, participating in a competitive activity).	HE.4.1.3.a: Prioritize healthy choices for self while being influenced by others.	HE.5.1.3.a: Identify the key components of a goal (e.g. foreseeing obstacles, motivation, and self-confidence).	HE.6.1.3.a: Define SMART goal and identify how SMART criteria improve the effectiveness of a goal.	HE.7.1.3.a: Explain the importance of each key component of a SMART goal.	HE.8.1.3.a: Formulate and critique health-related goals using the key components of a SMART goal.	HE.HS.1.3.a: Analyze the role of individual responsibility for enhancing personal development and growth.	HE.HS.2.3.a: Work cooperatively as an advocate for improving personal, family, and community health.
HE.K.1.3.b: Define goals and explain why setting goals is important.		HE.2.1.3.b: Discuss how to handle tasks and challenges in a positive way (e.g. refraining from negative comments, engaging in positive self-talk).	HE.3.1.3.b: Describe passive, aggressive, and assertive communication styles.	HE.4.1.3.b: Set a specific and measurable short-term, health-related goal and track the progress.	HE.5.1.3.b: Demonstrate strategies to reduce stress (e.g. talking to a friend or parent/guardian/trusted adult, considering what led to these feelings, exercise).	HE.6.1.3.b: Implement strategies to manage responsibilities and deadlines.	HE.7.1.3.b: Identify influences on personal development and advocate for self.	HE.8.1.3.b: Analyze how influences impact personal development.	HE.HS.1.3.b: Analyze how time management can contribute to stress reduction and a healthier life.	HE.HS.2.3.b: Analyze how time management and scheduling correlates with personal and community health.
			HE.3.1.3.c: Respond positively to constructive feedback.	HE.4.1.3.c: Define positive and negative stress and identify stressors in oneself and others.		HE.6.1.3.c: Identify positive and negative results of stress and appropriate ways of dealing with each.	HE.7.1.3.c: Differentiate between short- and long-term goals and describe the relationship between them.	HE.8.1.3.c: Utilize strategies for persevering through challenges and setbacks.	HE.HS.1.3.c: Predict short-term and long-term benefits and harmful consequences of behaviors based on a health assessment tool.	HE.HS.2.3.c: Select and apply a health skill to improve personal and community safety and health.
			HE.3.1.3.d: Create strategies to manage responsibilities and deadlines.	HE.4.1.3.d: Identify physical and emotional reactions to stress.			HE.7.1.3.d: Describe common stressors and how stress effects one's health.	HE.8.1.3.d: Apply strategies to reduce stress.	HE.HS.1.3.d: Develop a plan to attain a personal, health-related goal that addresses strengths, needs, and risks.	

				HE.4.1.3.e: Discuss strategies to manage stressors.			HE.7.1.3.e: Practice strategies for dealing with stress (e.g. deep breathing, guided visualization, exercise, time management).			
							HE.7.1.3.f: Describe how time management might contribute to stress reduction.			

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# STRAND 2: Nutrition & Physical Activity Promotion

## Standard 1: Students will be able to make healthy food choices based on dietary recommendations.

K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
HE.K.2.1.a: Identify nutrient-rich food choices.	HE.1.2.1.a: Identify foods from each food group.	HE.2.2.1.a: Classify various foods into the correct food groups according to dietary recommendations.	HE.3.2.1.a: Identify and separate foods that belong to multiple food groups (e.g. enchilada, pizza, Biryani, gumbo, Succotash, sandwich, lasagna).	HE.4.2.1.a: Associate recommended food servings to the sizes of common food items/packages.	HE.5.2.1.a: Define a calorie and describe how it is used by the body.	HE.6.2.1.a: Identify the basic nutrients and describe their functions (e.g. fat, carbohydrates, protein, vitamins, minerals and water).	HE.7.2.1.a: Compare and contrast portion and serving sizes recommended for each stage of development.	HE.8.2.1.a: Explain the similarities and differences among protein, fats, and carbohydrates regarding nutritional value and food sources.	HE.HS.1.4.a: Evaluate the dietary recommendations to implement healthy eating habits.	HE.HS.2.4.a: Develop meal plans for various dietary recommendations and various populations (e.g. elderly, athletes, chronic illness).
HE.K.2.1.b: Identify the importance of eating breakfast every day.	HE.1.2.1.b: Describe the health benefits of water, compared to other beverages.	HE.2.2.1.b: Explain the importance of eating a variety of foods from all food groups.	HE.3.2.1.b: Identify the recommended servings for each food group.	HE.4.2.1.b: Set a short-term goal to choose nutrient-rich foods for snacks and meals.	HE.5.2.1.b: Explore food choices from different cultures.	HE.6.2.1.b: Identify nutrient-rich foods within each of the basic food groups and selects appropriate servings for ones age and physical activity levels.	HE.7.2.1.b: Analyze nutritional information to enhance food choices.	HE.8.2.1.b: Create a meal plan using recommended portion and serving sizes.	HE.HS.1.4.b: Evaluate the six essential nutrients and the impact on individual health.	
HE.K.2.1.c: Describe the amount of water someone should drink in a day.	HE.1.2.1.c: Describe the benefits of eating nutrient-rich snacks and breakfast every day.	HE.2.2.1.c: Set a goal to drink the recommended amount of water each day.	HE.3.2.1.c: Identify what food-borne illness is.	HE.4.2.1.c: Differentiate between portion and serving sizes.	HE.5.2.1.c: Identify strategies that can be used to consume recommended servings of food to meet individual nutrient needs.	HE.6.2.1.c: Identify the nutritional value for various foods.	HE.7.2.1.c: Compare and contrast the six essential nutrients and their functions.	HE.8.2.1.c: Set a nutritional goal and apply nutritional information to monitor food choices.	HE.HS.1.4.c: Compare and contrast food labels and product information.	

	HE.1.2.1.d: Recognize that family and culture influence food choices.	HE.2.2.1.d: Demonstrate making nutrient-rich snack choices at school and at home.	HE.3.2.1.d: Explain the benefits of eating fruits, vegetables, and whole grains.	HE.4.2.1.d: Identify food with labels and locate key nutrition items.	HE.5.2.1.d: Create a daily menu, including beverages, using current dietary guidelines.	HE.6.2.1.d: Summarize the benefits of eating the dietary recommendations of fruits, vegetables and water intake.	HE.7.2.1.d: Develop strategies for balancing healthy food, snacks and water intake, along with physical activity.	HE.8.2.1.d: Identify foods and beverages that contain each of the six essential nutrients.		
			HE.3.2.1.e: Discuss how family, friends, and media influence food choices.	HE.4.2.1.e: Identify foods that are grown and produced in Nebraska.	HE.5.2.1.e: Illustrate how to keep food safe through proper food preparation and storage.	HE.6.2.1.e: Explain the importance of eating a nutrient-rich breakfast every day.	HE.7.2.1.e: Explain the relationship between access to healthy foods and personal food choices.	HE.8.2.1.e: Compare and contrast facts versus myths regarding nutrition practices and products.		
				HE.4.2.1.f: Describe safe food handling and preparation practices.	HE.5.2.1.f: Set a goal to limit foods and beverages high in added sugars, fat, and sodium.	HE.6.2.1.f: Analyze how advertising and marketing techniques used for food and beverages affect choices.		HE.8.2.1.f: Explain why the recommended amount of food a person needs each day may be different for each food group.		
				HE.4.2.1.g: Practice asking family members for nutrient-rich food options.				HE.8.2.1.g: Explain how to select healthy foods when dining out.		
								HE.8.2.1.h: Summarize the benefits of limiting the consumption of fat, added sugar, and sodium.		

**Standard 2: Students will exhibit the knowledge to achieve and maintain a health enhancing level of physical fitness.**

<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>HS- Health 1</b>	<b>HS- Health 2</b>
HE.K.2.2.a: Recognize how being physically active helps a person stay healthy.	HE.1.2.2.a: Identify examples of physical activities that are personally enjoyable.	HE.2.2.2.a: Identify physical activities that provide self-expression and promotes confidence.	HE.3.2.2.a: Describe the concept of fitness and provide examples of physical activities to enhance fitness.	HE.4.2.2.a: Identify the components of health-related fitness (e.g. cardiovascular endurance, muscular endurance, flexibility, body composition, muscular strength) and example activities of each.	HE.5.2.2.a: Describe and demonstrate the skill-related components of fitness.	HE.6.2.2.a: Identify ways to strengthen each skill- and health-related component of fitness.	HE.7.2.2.a: Demonstrate how to find resting heart rate and calculate target heart rate while being physically active.	HE.8.2.2.a: Compare and contrast physical activities based on the contributions to skill and health related fitness.	HE.HS.1.5.a: Analyze the amount and types of physical activity recommended for teenagers overall health and for the maintenance of healthy body weight.	HE.HS.2.5.a: Develop an exercise program with safety and effectiveness for a specific outcome or population (e.g. weight gain, loss or athletes, elderly, disabilities).
HE.K.2.2.b: Identify examples of active play opportunities outside of physical education.	HE.1.2.2.b: Identify the heart as a muscle that grows stronger with exercise, active play, and physical activity.	HE.2.2.2.b: State the purpose of a warm-up and cool-down when performing physical activities.	HE.3.2.2.b: Explain the importance of warm-up and cool-down for vigorous physical activity.	HE.4.2.2.b: Identify the benefits of living an active lifestyle through lifetime activities.	HE.5.2.2.b: Develop a personal plan to be physically active.	HE.6.2.2.b: Define resting heart rate and target heart rate and its relationship to physical fitness.	HE.7.2.2.b: Set, monitor, and assess progress toward a self-selected fitness goal using different types of physical activity.	HE.8.2.2.b: Analyze and adjust effort to maintain target heart rate during various types of physical activity.	HE.HS.1.5.b: Develop an exercise program with safety and effectiveness for a specific outcome.	HE.HS.2.5.b: Evaluate the community and school environments for safe and effective physical activity opportunities.
		HE.2.2.2.c: Identify ways to meet national physical activity guidelines of 60 minutes per day.	HE.3.2.2.c: Discuss the importance of the muscular system on movement.	HE.4.2.2.c: Describe the elements of a physical activity plan (e.g. warm-up, activity, cool-down).	HE.5.2.2.c: Track progress towards achieving a personal physical activity goal.	HE.6.2.2.c: Set and monitor a self-selected fitness goal using different types of physical activity.	HE.7.2.2.c: Identify barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers.	HE.8.2.2.c: Design and implement a fitness program to maintain and enhance current physical fitness levels.		

		HE.2.2.2.d: Set a goal to be physically active at least 60 minutes each day.	HE.3.2.2.d: Explain the influence family, friends, and media have on physical activity.		HE.5.2.2.d: Discuss the role of weight or resistance training prior to puberty.	HE.6.2.2.d: Identify each of the components of the overload principles (Frequency, Intensity, Time, Type {FITT}) for different types of physical activity.	HE.7.2.2.d: Explain the relationship between self-expression and lifelong enjoyment through physical activity.	HE.8.2.2.d: Participate in a variety of self-selected activities with moderate to vigorous intensity for a minimum of 60 minutes a day.		
						HE.6.2.2.e: Describe the difference between aerobic and anaerobic capacity.	HE.7.2.2.e: Design a warm-up/cool-down regimen using dynamic and static stretches for a self-selected physical activity.	HE.8.2.2.e: Identify technical resistance progressions and determine corrections that are necessary for injury prevention and health promotion.		
						HE.6.2.2.f: Discuss the importance of proper technique while performing muscular strength exercises.				

**Standard 3: Students will recognize the effects of nutritional and physical activity choices on overall health.**

<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>HS- Health 1</b>	<b>HS- Health 2</b>
HE.K.2.3.a: State how food gives us energy and helps us grow.	HE.1.2.3.a: Describe the benefits of being physically active (e.g. academics, social interactions, mental wellbeing, physical wellbeing).	HE.2.2.3.a: Recognize the impact of nutrition on physical activity.	HE.3.2.3.a: Explain how physical activity, water and food intake can affect a person's health.	HE.4.2.3.a: Discuss the importance of hydration for physical activity.	HE.5.2.3.a: Analyze the impact of food choices for physical activity, youth sports, and personal health.	HE.6.2.3.a: Define caloric intake and expenditure.	HE.7.2.3.a: Compare and contrast how food choices can affect physical activity and performance.	HE.8.2.3.a: Evaluate personal food choices and the effect on physical activity and performance.	HE.HS.1.6.a: Describe the relationship between poor eating habits or lack of physical activity on chronic diseases such as heart disease, obesity, cancer, diabetes, hypertension and osteoporosis.	HE.HS.2.6.a: Evaluate the effects of dietary supplement use, popular fad diets and weight loss products have on the community.
		HE.2.2.3.b: Discuss how physical activity can make one feel better.	HE.3.2.3.b: Identify foods that are beneficial before and after physical activity.	HE.4.2.3.b: Describe the relationships between food intake, physical activity, sleep, water and health.	HE.5.2.3.b: Describe the social benefits gained from participating in physical activity.	HE.6.2.3.b: Summarize how physical activity level affects nutritional needs as well as how food choices can affect physical activity and performance.	HE.7.2.3.b: Identify how to balance caloric intake and expenditure.	HE.8.2.3.b: Demonstrate how to balance caloric intake and expenditure through nutritional and physical activity choices.	HE.HS.1.6.b: Explore advertising claims and potential health consequences for dietary supplements, popular fad diets and weight loss products.	
			HE.3.2.3.c: Define nutrients and their role within the body.	HE.4.2.3.c: Discuss the relationship of movement on the cardiovascular and respiratory systems.	HE.5.2.3.c: Identify the role of physical activity and healthy eating in prevention of chronic disease.	HE.6.2.3.c: Identify different types of physical activities and describe how each positively impacts health (e.g. physical, mental, emotional, social).	HE.7.2.3.c: Compare and contrast physical activity levels and the effects on nutritional needs.	HE.8.2.3.c: Describes the relationship between poor nutrition and health risk factors.	HE.HS.1.6.c: Classify the effects of eating disorders and research resources for seeking help (e.g. anorexia, bulimia, obesity).	

			HE.3.2.3.d: Identify strategies for taking personal responsibility for eating healthy foods and being physically active.			HE.6.2.3.d: Recognize the importance of a healthy body image and develop appropriate food and exercise behaviors.	HE.7.2.3.d: Define disordered eating and eating disorders.	HE.8.2.3.d: Explain various nutritional habits to evaluate the impact on overall health (e.g. eating disorders, diets, cultural).	HE.HS.1.6.d: Identify how chronic conditions affect food choices, calorie needs and nutrient needs.	
						HE.6.2.3.e: Explain the relationship between the intake of nutrients and metabolism.		HE.8.2.3.e: Evaluate how physical activity levels impact all dimensions of health.		
								HE.8.2.3.f: Describe the warning signs, symptoms, and consequences of common eating disorders.		
								HE.8.2.3.g: Locate valid and reliable school and community resources for help and support with eating disorders.		
								HE.8.2.3.h: Describe the relationship between chronic diseases and an individual's nutrition and physical activity level.		

# STRAND 3: Substance Abuse Prevention

## Standard 1: Students will understand the differences between harmful and helpful use of substances.

K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
HE.K.3.1.a: Discuss that medications should only be taken under the care of a parent/guardian/trusted adult.	HE.1.3.1.a: Explain why only taking medications under the care of a parent/guardian/trusted adult is important.	HE.2.3.1.a: Describe how to use medications correctly while under the supervision of a parent/guardian/trusted adult (e.g. use according to the label, use only when necessary).	HE.3.3.1.a: Discuss with a parent/guardian/trusted adult rules for safe use of medicines and household products.	HE.4.3.1.a: Identify different types of substances (e.g. caffeine, tobacco, alcohol, medication, legal and illegal drugs, inhalants, some household products).	HE.5.3.1.a: Explain why household products are harmful if intentionally absorbed or inhaled (e.g. bath salts, aerosols).	HE.6.3.1.a: Summarize the difference between use, misuse, and abuse of a substance.	HE.7.3.1.a: Describe the progression of substance use, misuse, and abuse and the potential risks associated with each.	HE.8.3.1.a: Analyze the progression of substance use, misuse, and abuse.	HE.HS.1.7.a: Evaluate the use and potential risks of prescription medications, over-the-counter (OTC) medications and herbal or dietary supplements on health.	HE.HS.2.7.a: Demonstrate how to talk with a healthcare provider about prescription options, effectiveness, side effects, and interactions of medication.
		HE.2.3.1.b: Identify a variety of tobacco products.		HE.4.3.1.b: Describe ways that over the counter and prescription medication can be helpful when used properly or harmful when misused.	HE.5.3.1.b: Describe potential risks associated with inappropriate use of over-the-counter and prescription medicines.	HE.6.3.1.b: Evaluate when a drug or medication can be helpful.	HE.7.3.1.b: Categorize different substances and their effects on overall health (e.g. opioids, cannabinoids, alcohol, amphetamines, steroids).	HE.8.3.1.b: Examine the different categories of substances (e.g. opioids, cannabinoids, alcohol, amphetamines, steroids).	HE.HS.1.7.b: Analyze potential risks associated with inappropriate use of medicines and drug interactions.	HE.HS.2.7.b: Evaluate the impact of laws relating to prescription and over-the-counter drug misuse and the use of alcohol, tobacco, and other substances.

				HE.4.3.1.c: Compare and contrast the difference between helpful and harmful substances (e.g. caffeine, tobacco, alcohol, medication, illegal drugs, inhalants, some household products).		HE.6.3.1.c: Access valid and reliable information about a variety of substances.	HE.7.3.1.c: Examine the safe use and potential risks of prescription medications, over-the-counter (OTC) medications and herbal or dietary supplements.	HE.8.3.1.c: Distinguish between proper use and abuse of over-the-counter (OTC) and prescription medicines.	HE.HS.1.7.c: Identify how prescription medications, over-the-counter (OTC) medications, and herbal or dietary supplements are more addictive than others.	
				HE.4.3.1.d: Access valid and reliable sources of accurate information about tobacco, alcohol and medications.					HE.HS.1.7.d: Distinguish between the different categories of prescription and over-the-counter medications and when you would use them.	
				HE.4.3.1.e: Identify products that contain alcohol.						

**Standard 2: Students will recognize positive and negative influences and effects of substance use, misuse and abuse.**

<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>HS- Health 1</b>	<b>HS- Health 2</b>
NOT TAUGHT AT THIS GRADE LEVEL	HE.1.3.2.a: Demonstrate an understanding of rules for proper handling of medicines and household products.	HE.2.3.2.a: Demonstrate effective refusal skills when offered medicine or other drugs by someone other than a parent/guardian/trusted adult (e.g. firmly saying no and walking away).	HE.3.3.2.a: Identify family, school and community rules about substance use.	HE.4.3.2.a: Analyze possible reasons why individuals choose to use or not use alcohol, tobacco or other drugs (e.g. family, external influences, stress, anxiety, depression).	HE.5.3.2.a: Explain why it can be hard to stop using harmful substances.	HE.6.3.2.a: Identify positive and negative influences of substance use, misuse, and abuse.	HE.7.3.2.a: Distinguish between the potential short-term and long-term effects of substance use.	HE.8.3.2.a: Evaluate personal influences of substance use, misuse, and abuse.	HE.HS.1.8.a: Practice methods to resist peer pressure with regards to alcohol, tobacco, and other substances, including the misuse of prescription drugs.	HE.HS.2.8.a: Analyze the financial, political, social, and legal influences on the use of alcohol, tobacco, and other drugs.
			HE.3.3.2.b: Explain how culture, family, peers and media can influence decisions related to alcohol, tobacco and other drug use.	HE.4.3.2.b: Explain how decisions about substance use, misuse and abuse could impact relationships with friends and family.	HE.5.3.2.b: Practice ways to resist negative peer pressure and positively influence others to be alcohol-, tobacco- and other drug-free.	HE.6.3.2.b: Identify the potential effects of substance use.	HE.7.3.2.b: Apply strategies to resist the use of substances that prevent misuse and abuse.	HE.8.3.2.b: Analyze the effects of substance use and misuse on self, family, peers, and society.	HE.HS.1.8.b: Predict how a drug-free lifestyle will support achievement of short- and long- term goals.	HE.HS.2.8.b: Locate and evaluate community or regional resources available to support individuals impacted by substance abuse and addiction.
			HE.3.3.2.c: Demonstrate effective refusal skills, including verbal and non-verbal ways to refuse alcohol, tobacco and other drugs.	HE.4.3.2.c: Identify valid and reliable information about the benefits of not using alcohol, tobacco or other drugs.	HE.5.3.2.c: Analyze various strategies used in the media that encourage or discourage alcohol- and tobacco- use.	HE.6.3.2.c: Demonstrate strategies to resist the use of substances that can lead to misuse and abuse.	HE.7.3.2.c: Examine the reasons why people choose to use or not use alcohol, tobacco and other drugs.	HE.8.3.2.c: Describe situations that could lead to the use of alcohol and other drugs.	HE.HS.1.8.c: Analyze the role of family, community, and cultural norms in deciding to use alcohol, tobacco, and other drugs.	HE.HS.2.8.c: Examine the influence of culture and society on substance use, misuse and abuse in school, sports, or entertainment.

			HE.3.3.2.d: Encourage peers to be alcohol and tobacco free.	HE.4.3.2.f: Describe the impact of using substances and how that they can be addictive (e.g. tobacco, alcohol, medications, caffeine).	HE.5.3.2.d: Identify misinformation and manipulation techniques used within marketing tactics regarding substance use.	HE.6.3.2.d: Identify healthy alternatives to alcohol, tobacco, nicotine, and other harmful substances (e.g. physical activity, healthy eating, reading, recreation).	HE.7.3.2.d: Define addiction and understand the need for professional intervention.	HE.8.3.2.d: Compare and contrast how media/marketing tactics positively or negatively influence substance use and/or misuse.	HE.HS.1.8.d: Analyze media and marketing tactics used to promote substance use.	HE.HS.2.8.d: Educate others about the dangers of substance use, misuse and abuse.
					HE.5.3.2.e: Demonstrate strategies a person could use to leave an uncomfortable situation related to alcohol-, tobacco- and other drug-use.		HE.7.3.2.e: Analyze influences on personal choices to use or not use tobacco, alcohol and other drugs.	HE.8.3.2.e: Demonstrate strategies to resist peer pressure with regards to substance use or misuse.	HE.HS.1.8.e: Clarify myths regarding the scope of alcohol, tobacco, and other drug use among adolescents.	HE.HS.2.8.e: Advocate for self and others about the dangers of substance use, misuse and abuse.
										HE.HS.2.8.f Analyze the influence of alcohol and other drug use on personal, family, and community safety.

**Standard 3: Students will identify health risks associated with substance use, misuse and abuse in relation to one's physical, mental/emotional and social health.**

<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>HS- Health 1</b>	<b>HS- Health 2</b>
NOT TAUGHT AT THIS GRADE LEVEL	HE.1.3.3.a: Identify the harmful effects of tobacco smoke (first and second hand smoke).	HE.2.3.3.a: Describe the short and long term effects of experimenting with and/or using tobacco, including addiction.	HE.3.3.3.a: Describe the short and long term effects of experimenting with and/or using alcohol, including addiction.	HE.4.3.3.a: Examine the affects to the brain, body and lungs when oxygen is limited through inhaling substances (e.g. smoking, vaping, inhalants, candy).	HE.5.3.3.a: Describe the benefits of abstaining from or discontinuing substance use or misuse.	HE.6.3.3.a: Explain the short and long term physical, mental, social, financial, and emotional effects of substance use.	HE.7.3.3.a: Summarize the negative consequences of using alcohol, tobacco and other drugs.	HE.8.3.3.a: Make a pledge to be alcohol-, tobacco- and drug-free.	HE.HS.1.9.a: Investigate consequences of alcohol, tobacco, and other drug use (e.g. physical, mental and emotional, social, legal, financial, addiction).	HE.HS.2.9.a: Analyze how addiction and dependency impact individuals, families, and society.
		HE.2.3.3.b: Demonstrate strategies to avoid exposure to secondhand smoke.	HE.3.3.3.b: Describe the impact of using alcohol, including that it changes how a person feels, thinks, and acts.	HE.4.3.3.b: Examine the affects to the brain and body when harmful substances are ingested (e.g. household products, medications, alcohol, illicit drugs).	HE.5.3.3.b: Explain addiction and recovery.	HE.6.3.3.b: Explain how the development of the frontal lobe impacts decision-making and how substance use affects development.	HE.7.3.3.b: Compare and contrast potential short and long term consequences of substance use on all dimensions of health.	HE.8.3.3.b: Describe the health risks between substance use and misuse.	HE.HS.1.9.b: Identify and recognize the warning signs of addiction.	HE.HS.2.9.b: Research the legal consequences of driving under the influence of alcohol and other substances.
				HE.4.3.3.c: Explain how choosing to refuse alcohol, tobacco and other substances are related to accomplishing personal goals.	HE.5.3.3.c: Discuss vaping and identify the health hazards associated with e-cigarette (nicotine and cannabinoid) use.	HE.6.3.3.c: Locate school policies and community laws about alcohol, tobacco and other drug use.	HE.7.3.3.c: Evaluate how the use of substances can cause illness, injury and complications with growth and development.	HE.8.3.3.c: Apply refusal skills to minimize exposure and/or influences to substance use.	HE.HS.1.9.c: Summarize the consequences of alcohol, tobacco, and other drug use during pregnancy.	HE.HS.2.9.c: Interpret school policies and community laws related to alcohol, tobacco, and illegal drug use, possession, and sale.

						HE.6.3.3.d: Summarize the short and long term effects of marijuana use.	HE.7.3.3.d: Describe the health risks of using weight loss drugs.	HE.8.3.3.d: Describe the health risks of using performance-enhancing drugs.	HE.HS.1.9.d: Locate community resources available for treatment of substance use, misuse and abuse.	HE.HS.2.9.d: Analyze the validity and reliability of resources and services available for substance use, misuse and abuse as well as prevention.
							HE.7.3.3.e: Encourage others to be tobacco-, alcohol- and drug-free.	HE.8.3.3.e: Summarize the relationship between intravenous drug use and transmission of blood-borne diseases, such as HIV and hepatitis.	HE.HS.1.9.e: Analyze the relationship between using alcohol and other drugs as well as other health risks (e.g. unintentional injuries, violence, suicide, sexual activity, and tobacco use).	HE.HS.2.9.e: Create awareness of substance use, misuse and abuse using valid and reliable community resources.

# STRAND 4: Disease Prevention

## Standard 1: Students will recognize what a disease is and how it is spread or acquired.

K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
HE.K.4.1.a: State examples of a healthy (well) and unhealthy (ill) person.	HE.1.2.1.a Define diseases.	HE.2.4.1.a: Describe how health behaviors affect the spreading or acquiring of diseases.	HE.3.4.1.a: Explain the difference between communicable (infectious) diseases and non-communicable (non-infectious) diseases.	HE.4.4.1.a: Define and identify the function of the immune system and list ways to keep the immune system strong.	HE.5.4.1.a: Discuss pathogens (germs) and common types of pathogens.	HE.6.4.1.a: Examine pathogens and the diseases they cause.	HE.7.4.1.a: Differentiate between communicable and non-communicable diseases (e.g. STDs, STIs, HIV, influenza, heart disease, cancer, diabetes).	HE.8.4.1.a: Compare and contrast communicable, non-communicable, acute and chronic diseases.	HE.HS.1.10.a: Compare and contrast the signs, symptoms, and risk factors of communicable diseases.	HE.HS.2.10.a: Compare and contrast how infection can spread globally (pandemic) and locally (epidemic).
HE.K.4.1.b: Explain that germs can make one sick.	HE.1.4.1.b: Classify diseases into 2 categories: "can spread" and "cannot spread".	HE.2.4.1.b: Recognize that bacteria and viruses are types of germs.	HE.3.4.1.b: Identify common childhood chronic diseases or conditions (e.g. asthma, allergies, diabetes, and epilepsy).	HE.4.4.1.b: Describe when it is important to seek health care treatment of communicable (infectious) and non-communicable (non-infectious) diseases.	HE.5.4.1.b: Describe how family history, genetics, lifestyle choices, pathogens and preventive health care can affect health.	HE.6.4.1.b: Identify how diseases affect the body systems.	HE.7.4.1.b: Identify blood borne pathogens and methods to prevent disease transmission.	HE.8.4.1.b: Research how health disparities and environment can increase or decrease risk of acquiring disease.	HE.HS.1.10.b: Analyze how genetics and family diseases can impact your personal health.	HE.HS.2.10.b: Utilize tools in Public Health to mitigate or significantly reduce transmission.
HE.K.4.1.c: Identify ways germs are spread from one person to another (e.g. contact with eyes, nose, mouth, skin, breathing, blood).			HE.3.4.1.c: Describe symptoms that occur when a person is sick.	HE.4.4.1.c: Identify the most common symptoms of a communicable (infectious) disease (e.g. fever, chills, congestion, fatigue, muscle aches and headache).	HE.5.4.1.c: Locate valid and reliable information about common chronic health conditions (e.g. asthma, diabetes, allergies, anaphylaxis, seizures).	HE.6.4.1.c: Examine the factors that affect how diseases are spread or acquired (e.g. genetics, family history, lifestyle choices, environment).	HE.7.4.1.c: Explain the behavioral and environmental factors that contribute to some common chronic diseases.		HE.HS.1.10.c: Compare and contrast different types of pathogens and explain how they are different.	HE.HS.2.10.c: Research how historical public health crisis had been approached and determine whether or not those approaches were effective in controlling the emerging health threat.

									HE.HS.1.10.d: Assess how the body defends itself against pathogens and disease.	
									HE.HS.1.10.e: Analyze treatment options for bacterial, viral, fungal and parasitic infections.	
									HE.HS.1.10.f: Analyze how Sexually Transmitted Infections spread and affect the body.	
									HE.HS.1.10.g: Examine the causes and progression of non-communicable diseases and their treatment.	

**Standard 2: Students will identify ways to protect from and reduce the risk of diseases and conditions.**

<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>HS- Health 1</b>	<b>HS- Health 2</b>
HE.K.4.2.a: State the importance of hand washing, coughing and sneezing etiquette to prevent the spread of germs.	HE.1.4.2.a: Describe when one should wash their hands.	HE.2.4.2.a: Describe ways to prevent communicable (infectious) and non-communicable (non-infectious) diseases.	HE.3.4.2.a: Explain how common childhood illnesses are treated (e.g. medication, rest, staying home, hydration, seek medical attention).	HE.4.4.2.a: Demonstrate how to locate sources of valid and reliable information for disease prevention.	HE.5.4.2.a: Name alternatives to unhealthy behaviors that may cause disease.	HE.6.4.2.a: Research how body systems work together to reduce and/or prevent diseases and conditions.	HE.7.4.2.a: Associate how risk factors and health behaviors work together to reduce and/or prevent diseases and conditions.	HE.8.4.2.a: Analyze personal health risk factors and health behaviors and their association with preventing diseases and conditions.	HE.HS.1.11.a: Hypothesize how lifestyle choices can impact chronic disease.	HE.HS.2.11.a: Locate and appraise valid and reliable health information to support the risk reduction of disease transmission.
HE.K.4.2.b: Demonstrate how to properly wash one's hands	HE.1.4.2.b: Explain why proper hygiene is important to stay healthy (e.g. oral, washing body, clean clothes).	HE.2.4.2.b: State reasons why people visit a healthcare provider (e.g. dentist, doctor, counselor, eye doctor).	HE.3.4.2.b: Demonstrate skills throughout the day to reduce the spread of germs.	HE.4.4.2.b: Apply practices and behaviors that reduce or prevent common childhood illnesses or conditions.	HE.5.4.2.b: Describe how health disparities and risk factors affect disease prevention (e.g. physical activity, genetics, heredity, lifestyle choices).	HE.6.4.2.b: Assess situations to determine when it is necessary to seek medical advice and/or health care.	HE.7.4.2.b: Summarize how health behaviors prevent the spread of communicable diseases.	HE.8.4.2.b: Demonstrate how to access valid and reliable health information, products and services regarding diseases and conditions.	HE.HS.1.11.b: Analyze the influences that impact your personal health with regard to disease prevention.	HE.HS.2.11.b: Formulate ways to present valid and reliable health information to engage a community in health behaviors that prevent sickness and promote health.
HE.K.4.2.c: Demonstrate how to properly cover one's cough or sneeze.	HE.1.4.2.c: Demonstrate how to properly brush and floss one's teeth.	HE.2.4.2.c: Make a pledge to effectively wash hands when appropriate and cover one's cough or sneeze.	HE.3.4.2.c: Articulate the importance of seeking help and treatment for common communicable (infectious) and communicable (non-infectious) diseases.	HE.4.4.2.c: Locate professional health services in the community.	HE.5.4.2.c: Discuss how social determinants and health disparities can impact health.	HE.6.4.2.c: Examine how social determinants and health disparities can impact health.	HE.7.4.2.c: Set a personal goal and monitor progress to prevent or reduce one's risk of disease transmission.	HE.8.4.2.c: Correlate how health disparities and other factors increase or decrease risk for diseases and conditions (e.g. genetics, lifestyle choices).	HE.HS.1.11.c: Analyze the different ways that communicable diseases spread to others.	HE.HS.2.11.c: Analyze school wellness policies to see if they promote health and prevent disease.

	HE.1.4.2.d: Set a goal to brush one's teeth twice a day.	HE.2.4.2.d: Cite the role of physical activity and healthy eating in prevention of chronic disease.	HE.3.4.2.d: Summarize the benefits of personal health care practices for disease prevention (e.g. tooth brushing and flossing, skin care and bathing regularly).	HE.4.4.2.d: Explain how family, culture, peers or media can influence personal health and wellness-related decisions (e.g. vaccinations, holistic healing, natural/herbal treatments, spirituality).			HE.7.4.2.d: Describe the relationship between disease prevention and quality of life.	HE.8.4.2.d: Define standard precautions in regards to body fluids.	HE.HS.1.11.d: Connect the various stages of infection and how they correlate with immune response.	HE.HS.2.11.d: Deconstruct social determinants of health and health disparities within one's community.
	HE.1.4.2.e: Recognize the importance of never touching another person's blood or other bodily fluids.	HE.2.4.2.e: Seek help from a parent/guardian/trusted adult when not feeling well.	HE.3.4.2.e: Identify procedures to follow when encountering another person's blood or other bodily fluids.					HE.8.4.2.e: Interpret how to avoid, manage and report situations involving exposure to another person's blood and other bodily fluids.	HE.HS.1.11.e: Evaluate personal habits that promote resistance to infection (e.g. sleep patterns, nutrition, exercise).	HE.HS.2.11.e: Evaluate STD and STI prevention tools, testing, healthcare rights, and responsibilities.
			HE.3.4.2.f: Demonstrate ways people can avoid coming in contact with another person's blood and bodily fluids.						HE.HS.1.11.f: Identify and compile resources for testing and treatment of Sexually Transmitted Infections (STI) and Sexually Transmitted Diseases (STD).	

# STRAND 5: Injury Prevention & Safety

## Standard 1: Students will recognize and respond to an injury or emergency situation.

K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
HE.K.5.1.a: Describe a trusted adult and the characteristics that make them trusted and safe.	HE.1.5.1.a: Demonstrate ways to ask a parent/guardian/trusted adult for help when an emergency or injury occurs.	HE.2.5.1.a: Explain protective factors to use when approached personally or on the internet by strangers.	HE.3.5.1.a: Describe situations that could lead to unsafe risks that cause injuries.	HE.4.5.1.a: Describe the signs and symptoms of someone who is seriously ill or injured and needs immediate medical attention.	HE.5.5.1.a: Demonstrate how to obtain or offer assistance to others in harmful situations.	HE.6.5.1.a: Assess the severity of an injury or emergency and respond appropriately.	HE.7.5.1.a: Explain climate-related physical conditions that affect personal safety (e.g. heat exhaustion, heat stroke, sunburn and hypothermia).	HE.8.5.1.a: Differentiate between life-threatening and non-life threatening injuries and the appropriate response.	HE.HS.1.12.a: Analyze the signs and symptoms of various injuries, illnesses, and emergencies to be able to respond accordingly.	HE.HS.2.12.a: Examine ways to offer assistance to injury or emergency situations in the community.
HE.K.5.1.b: Identify fire exits and how to safely evacuate a building in multiple situations.	HE.1.5.1.b: Demonstrate the procedure for calling 911 and when it is appropriate to do so.	HE.2.5.1.b: Differentiate between situations when an injury or emergency situation can be handled individually or when assistance is needed from an adult.	HE.3.5.1.b: Locate fire exits and demonstrate how to safely evacuate a building in multiple situations.	HE.4.5.1.b: Explain and practice procedures to follow in case of emergency which may include fire, lockdown, lockout, evacuate, and shelter-in-place for school, home and community settings.	HE.5.5.1.b: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including harassment.	HE.6.5.1.b: Locate emergency preparedness plans for school.	HE.7.5.1.b: Interpret emergency preparedness plans for home, school, and community.	HE.8.5.1.b: Develop an emergency preparedness plan for home and community (e.g. tornadoes, fires, storms, injuries, accidents, poisonings, travel).	HE.HS.1.12.b: Speculate and deduce the appropriate health service required in injury or emergency situations for oneself or others.	

<p>HE.K.5.1.c: Demonstrate safe practices in regards to school safety procedures with a trusted adult.</p>	<p>HE.1.5.1.c: Demonstrate appropriate responses to injury and/or emergency situations (e.g. tornadoes, lightening, fire, accident, poisoning, medical emergency, bug bites or stings).</p>	<p>HE.2.5.1.c: Demonstrate how to communicate proper information with a 911 operator in an emergency situation.</p>	<p>HE.3.5.1.c: Locate the safest places to take cover when seeking shelter (e.g. tornado, earthquake, lockout, lockdown).</p>	<p>HE.4.5.1.c: Explain the importance of telling an adult if someone is in danger.</p>		<p>HE.6.5.1.c: Examine the signs and symptoms of someone who is in danger of hurting themselves or others.</p>		<p>HE.8.5.1.c: Demonstrate basic first aid and cardiopulmonary resuscitation (CPR).</p>	<p>HE.HS.1.12.c: Demonstrate the proper emergency care and lifesaving procedures using universal precautions in various injuries and emergencies (e.g. CPR, AED, first aid, and control of bleeding).</p>	
<p>HE.K.5.1.d: Identify injuries and/or emergency situations (e.g. tornadoes, lightening, fire, accident, poisoning, medical emergency, bug bites or stings).</p>		<p>HE.2.5.1.d: State when to evacuate a building and when to seek shelter at home, school, and in the community.</p>	<p>HE.3.5.1.d: Demonstrate how one should react to an injury or emergency and promptly report to a parent/guardian/trusted adult or emergency service.</p>					<p>HE.8.5.1.d: Demonstrate how to help or contact the appropriate emergency resources for different situations (e.g. first aid, CPR, poison control, 911, mental health crisis line, animal control, non-emergency line).</p>	<p>HE.HS.1.12.d: Interpret when a natural disaster could occur and how to respond for personal safety.</p>	

HE.K.5.1.e: Communicate with a parent/guardian/trusted adult at home on how to respond to a fire and/or tornado.		HE.2.5.1.e: Identify examples of safe places one might go if feeling personally threatened.	HE.3.5.1.e: Describe actions necessary to avoid accidental poisoning.						HE.HS.1.12.e: Locate valid and reliable resources and/or other sources of support for someone who is self harming, being harassed, abused, assaulted, exploited or trafficked.	
HE.K.5.1.f: Demonstrate stop, drop and roll.										
<b>Standard 2: Students will understand and learn specific behaviors that promote injury prevention and personal safety.</b>										
<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>HS- Health 1</b>	<b>HS- Health 2</b>
HE.K.5.2.a: Explain how proper use of safety equipment helps protect from injury (e.g. helmets, sports equipment, seat belt, booster seats, crosswalks).	HE.1.5.2.a: Demonstrate examples of how to pay attention to one's surroundings to prevent dangerous situations and injuries (e.g. falls, burns, poisoning, drowning, crossing the street, strangers).	HE.2.5.2.a: State how emotions can influence safety related behaviors.	HE.3.5.2.a: Identify at-risk situations that may require assistance from a parent/guardian/trusted adult.	HE.4.5.2.a: Apply safety rules and procedures to avoid behaviors that can cause injury or harm.	HE.5.5.2.a: Identify at-risk situations that may require a decision and predict the potential outcomes.	HE.6.5.2.a: Examine the importance of decision making and refusal skills in avoiding at-risk behaviors.	HE.7.5.2.a: Demonstrate decision making and refusal skills necessary to avoid at-risk behaviors (e.g. fighting, riding with a distracted and/or impaired driver, use of safety restraints in motor vehicles, and use of safety equipment).	HE.8.5.2.a: Demonstrate advocacy skills to support others to be safe at home, school and the community.	HE.HS.1.13.a: Model safety rules and procedures to avoid risky behaviors and injury.	HE.HS.2.13.a: Rationalize and justify safety rules and procedures to avoid risky behaviors and injury.

HE.K.5.2.b: Describe safety precautions when in, on, or near water (e.g. lifejacket, water current, swimming with an adult, lifeguards).	HE.1.5.2.b: Demonstrate proper use of safety equipment to help protect from injury (e.g. helmets, sports equipment, seat belt, booster seats, ear plugs).	HE.2.5.2.b: Discuss the meaning of basic safety-related signs, symbols and labels (e.g. poison, stop, warning, shelter, evacuate).	HE.3.5.2.b: Identify how to safely ride a bike, skateboard, scooter, recreational motorized vehicles, and/or inline skate.	HE.4.5.2.b: Examine ways to be a safe pedestrian.	HE.5.5.2.b: Identify ways to reduce risk of injury from animal and insect bites and stings.	HE.6.5.2.b: Summarize safety procedures at home, school, and community (e.g. internet, sports, travel, staying home alone, in motor vehicle, wheeled recreational use).	HE.7.5.2.b: Assess personal behaviors to identify strengths and weaknesses regarding injury prevention and safety.	HE.8.5.2.b: Evaluate at-risk situations that can cause injury or compromise safety (e.g. sports, internet use, motor vehicle, helmets, sun safety).	HE.HS.1.13.b: Assess safety strategies in the home, school, and community (e.g. working, carbon/smoke alarms, gun safety, swimming, internet safety).	HE.HS.2.13.b: Create ways to reduce the risk of injuries that can occur during athletic and social activities.
HE.K.5.2.c: Identify how to stay safe around things that might cause harm (e.g. guns, knives, chemicals, syringes).	HE.1.5.2.c: Explain the importance of adult supervision when safely using electronic devices (e.g. night-time use, child locks, etiquette).	HE.2.5.2.c: List personal behaviors that contribute to safe or unsafe use of technology.	HE.3.5.2.c: Identify ways to reduce risk of injuries while riding in a motor vehicle (e.g. riding in the backseat of a vehicle equipped with air bags, booster seats, safety belts, safe behaviors as a passenger, distracted and/or impaired driving).	HE.4.5.2.c: Summarize the potential dangers of weapons and what to do if a dangerous object or weapon is found.	HE.5.5.2.c: Explain a variety of healthy behaviors that promote injury prevention and personal safety (e.g. diet, exercise, proper hygiene, helmet use, proper car restraints, firearm safety, internet safety).	HE.6.5.2.c: Describe ways to reduce risk of injury from firearms.	HE.7.5.2.c: Describe how sharing or posting personal information electronically about self or others on social media sites can negatively impact personal safety of self or others.	HE.8.5.2.c: Evaluate the potential consequences of personal risky behaviors.	HE.HS.1.13.c: Create emergency preparedness plans in natural disaster situations for home, school, and community (e.g. tornadoes, fires, storms, etc.).	HE.HS.2.13.c: Evaluate the risks and responsibilities associated with teen driving and auto accidents.

HE.K.5.2.d: Identify safety rules for home, school and community and describe why those rules are in place.	HE.1.5.2.d: Identify items that can cause burns (e.g. fire, stoves, fireworks).	HE.2.5.2.d: Define child abuse (e.g. sexual, physical, and emotional) and identify behaviors that would be considered abusive.	HE.3.5.2.d: Identify personal behaviors that contribute to safe or unsafe environments and relate to safety rules at home, school, and in the community.	HE.4.5.2.d: Identify the potential consequences of risky behaviors.	HE.5.5.2.d: Describe strategies to avoid injuries related to water and slippery conditions.	HE.6.5.2.d: Identify strategies that sex traffickers/exploiters employ to recruit youth.	HE.7.5.2.d: Assess various ways that media can influence one to take unnecessary risks and develop strategies to minimize risk (e.g. dangerous activities, unsafe challenges, purchase choices, lifestyle		HE.HS.1.13.d: Recognize and describe the potential risks and dangers associated with sharing personal information, online communication, and technology.	HE.HS.2.13.d: Describe Nebraska laws, policies, and regulations regarding cyberbullying, bullying, dating violence, gang activity, driving, graduated driving, social media, and sexting.
HE.K.5.2.e: Demonstrate how to safely cross the street.	HE.1.5.2.e: Apply strategies to prevent fires and burns.		HE.3.5.2.e: Identify ways to reduce risk of injuries in, on or around water.	HE.4.5.2.e: Explain why abusive behaviors are harmful and their potential impact.	HE.5.5.2.e: Define sex trafficking and human trafficking.	HE.6.5.2.e: Identify key components of digital citizenship.	HE.7.5.2.e: Develop a personal plan for safe and responsible technology use.		HE.HS.1.13.e: Practice digital citizenship.	HE.HS.2.13.e: Describe how to prevent occupational injuries, including the use of behavioral safety.
	HE.1.5.2.f: Identify what to do when a dangerous object or weapon is discovered.		HE.3.5.2.f: Analyze environments to determine whether they are safe.	HE.4.5.2.f: Describe the potential risks and dangers associated with online communication.	HE.5.5.2.f: Explain the potential risks associated with sharing personal information (e.g. pictures, sexting, names, address, technology).				HE.HS.1.13.f: Assess personal behaviors that could lead to risky behaviors.	HE.HS.2.13.f: Analyze community resources for disaster preparedness.

	<p>HE.1.5.2.g: Describe situations that may be uncomfortable or unsafe that need to be reported to a parent/guardian/trusted adult (e.g. weapons, harmful substances, abuse, injury, strangers).</p>		<p>HE.3.5.2.g: Describe safety guidelines for internet and social media use.</p>	<p>HE.4.5.2.g: Explain responsible uses of technology/digital information and the potential consequences of inappropriate use.</p>	<p>HE.5.5.2.g: Analyze situations to predict possible safety hazards when home alone and in public places.</p>				<p>HE.HS.1.13.g: Persuade others to avoid driving distracted or while under the influence of substances.</p>	
			<p>HE.3.5.2.h: Describe various ways the media can influence thoughts and feelings that may lead one to take unnecessary risks (e.g. dangerous activities, unsafe challenges, purchasing choices).</p>							

# STRAND 6: Social, Emotional & Mental Health

## Standard 1: Students will develop social skills and understand how to positively interact with others.

K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
HE.K.6.1.a: Describe qualities of being a good friend.	HE.1.6.1.a: Explain the role of listening and paying attention in building and maintaining friendships or interacting with others.	HE.2.6.1.a: Demonstrate an ability to listen to others (e.g. making eye contact, nodding, asking clarifying questions, appropriate body language, level of attentiveness).	HE.3.6.1.a: Demonstrate effective verbal and non-verbal communication skills.	HE.4.6.1.a: Develop strategies for interacting effectively with others who are different from oneself.	HE.5.6.1.a: Demonstrate constructive conflict resolution strategies and identify when to go to a parent/guardian/trusted adult for assistance.	HE.6.6.1.a: Exchange ideas and solutions to resolve conflicts, seeking support when needed.	HE.7.6.1.a: Demonstrate the ability to use assertive communication skills appropriately.	HE.8.6.1.a: Apply conflict resolution skills to real or hypothetical situations involving peers.	HE.HS.1.14.a: Demonstrate competency in active listening skills.	HE.HS.2.14.a: Analyze how social skills impact socioeconomic status.
HE.K.6.1.b: Practice using "please", "thank you", "excuse me", and "I am sorry" in different scenarios.	HE.1.6.1.b: Demonstrate effective communication skills when expressing gratitude, treating others with kindness, and respecting differences.	HE.2.6.1.b: Demonstrate ways to set, recognize, respect, and communicate personal boundaries.	HE.3.6.1.b: Define conflicts and identify strategies for conflict resolution.	HE.4.6.1.b: Describe ways to express forgiveness.	HE.5.6.1.b: Recognize non-verbal communication cues and potential impacts (e.g. hand gestures, facial expressions, body language).	HE.6.6.1.b: Explain why it is important to understand the perspectives of others in resolving interpersonal conflicts.	HE.7.6.1.b: Demonstrate the use of resistance/refusal skills in managing conflicts.	HE.8.6.1.b: Utilize strategies to manage social pressures associated with social and digital media.	HE.HS.1.14.b: Compare and contrast the effectiveness of assertive, passive, and aggressive communication styles.	HE.HS.2.14.b: Demonstrate appropriate online conflict resolution skills.
HE.K.6.1.c: Demonstrate personal responsibility for actions and possessions.	HE.1.6.1.c: Explain the importance of personal space and boundaries.	HE.2.6.1.c: Identify strategies to respond to bullying, teasing and aggressive behaviors.	HE.3.6.1.c: Provide examples of conflict that might occur with friends, siblings, or others.	HE.4.6.1.c: Explain how positive and negative peer pressure can influence a friendship.	HE.5.6.1.c: Explain how one's own behavior might affect the feelings of others.	HE.6.6.1.c: Summarize how technology, including social media, can impact friendships and relationships.	HE.7.6.1.c: Describe how power and control differences in relationships can contribute to aggression, violence, bullying, and harassment.	HE.8.6.1.c: Examine how social and digital media can potentially impact one's reputation and relationships.	HE.HS.1.14.c: Analyze how social health impacts mental, emotional, and physical health components.	

HE.K.6.1.d: Demonstrate graciousness in winning and losing.	HE.1.6.1.d: Practice telling someone they are entering your personal space and identify when to ask a parent/guardian/trusted adult for help.	HE.2.6.1.d: Explain behaviors that promote friendships at school, home, and community.	HE.3.6.1.d: Explain how resolving a conflict with a friend could strengthen the friendship.	HE.4.6.1.d: Identify assertive, passive and aggressive behaviors that lead to conflict resolution.	HE.5.6.1.d: Recognize how a situation would make one feel and treat others accordingly.	HE.6.6.1.d: Demonstrate how to build and maintain healthy relationships through positive habits, friendships, honesty, and respect.	HE.7.6.1.d: Discuss the different types of harassment (e.g. sexual, physical, verbal, emotional, cyber).	HE.8.6.1.d: Describe how sharing or posting personal information electronically about self or others on social media sites can negatively impact mental and emotional health.	HE.HS.1.14.d: Demonstrate appropriate conflict resolution skills.	
HE.K.6.1.e: Discuss the importance of asking permission and accepting no.	HE.1.6.1.e: Define bullying and teasing and why it is wrong to bully or tease others.	HE.2.6.1.e: Demonstrate how to clearly say no, leave a situation, and talk with a parent/guardian/trusted adult when feeling uncomfortable, afraid, or unsafe.	HE.3.6.1.e: Demonstrate how to support students who are left out.	HE.4.6.1.e: Identify strategies one could use to intervene safely when someone is being bullied or teased.	HE.5.6.1.e: Differentiate between bullying and harassment.			HE.8.6.1.e: Demonstrate respect for human dignity virtually and in-person.	HE.HS.1.14.e: Evaluate how social media and technology effects one's current and future interactions, reputation, relationships, and socialization.	
HE.K.6.1.f: Show how to treat others with kindness and respect.	HE.1.6.1.f: Explain the difference between tattling and reporting and why it is important to tell a parent/guardian/trusted adult when they or someone they know is feeling threatened or harmed.	HE.3.6.1.f: Describe that people from different cultural and social groups share many things in common.	HE.3.6.1.f: Discuss what is positive and negative peer pressure.	HE.4.6.1.f: Explain different ways of dealing with conflict.	HE.5.6.1.f: Advocate for self and others to prevent bullying, harassment, and intimidation.			HE.8.6.1.f: Analyze how positive or negative stereotypes of an individual or group can impact one's social, emotional and mental health.	HE.HS.1.14.f: Demonstrate effective non-verbal communication skills for various situations.	

		HE.3.6.1.g: Describe ways to show dignity and respect for all people.	HE.3.6.1.g: Identify characteristics of those involved in a bullying situation.	HE.4.6.1.g: Demonstrate reflective listening skills (e.g. paraphrasing, re-phrasing, summarizing).	HE.5.6.1.g: Demonstrate positive ways to communicate differences of opinion while maintaining relationships.			HE.8.6.1.g: Apply empathy practices through understanding of others' feelings and acknowledgment of their perspective.	HE.HS.1.14.g: Examine the different types of harassment (e.g. sexual, physical, verbal, emotional, cyber) and potential legal implications.	
			HE.3.6.1.h: Identify the advantages and disadvantages of intervening or being a spectator in a bullying situation.	HE.4.6.1.h: Define empathy and practice demonstrating empathy with peers.	HE.5.6.1.h: Demonstrate ways to express gratitude.				HE.HS.1.14.h: Compare and contrast face to face interaction and interactions via electronic devices.	
			HE.3.6.1.i: Discuss different types of bullying.	HE.4.6.1.i: Identify strategies for dealing with cyber bullying.	HE.5.6.1.i: Explain positive and negative interactions on social and digital media.					
			HE.3.6.1.j: Explain why it is wrong to tease or bully others based on personal characteristics	HE.4.6.1.j: Demonstrate ways to show dignity and respect for all people.	HE.5.6.1.j: Discuss stereotyping and potential impact on others.					

**Standard 2: Students will identify and manage feelings, emotions, and behaviors in a healthy manner.**

<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>HS- Health 1</b>	<b>HS- Health 2</b>
HE.K.6.2.a: Discuss various emotions (e.g. confident, worry, happy, lonely, frustrated) and how people might respond to them (e.g. cry, not play with others, tantrum, cheer).	HE.1.6.2.a: Identify the causes of different feelings and emotions.	HE.2.6.2.a: Identify situations that cause different emotions.	HE.3.6.2.a: Identify strategies for coping with upsetting situations, including talking with a parent/guardian/trusted adult.	HE.4.6.2.a: Evaluate the relationship between feelings and behavior.	HE.5.6.2.a: Evaluate ways of dealing with upsetting situations (e.g. being left out, losing, rejection, being teased).	HE.6.6.2.a: Demonstrate the ability to use appropriate strategies to manage strong feelings.	HE.7.6.2.a: Plan effective methods to deal with anxiety and other emotions.	HE.8.6.2.a: Apply productive self-monitoring strategies to reframe thoughts and behaviors	HE.HS.1.15.a: Identify, evaluate, and describe different types of emotions and their causes.	HE.HS.2.15.a: Analyze how unhealthy emotional expressions impacts quality of life.
HE.K.6.2.b: Identify how different emotions feel and practice methods to regulate emotions (e.g. deep breathing, counting to 10, mindfulness).	HE.1.6.2.b: Discuss the influence of peers, media, and family on feelings and emotions.	HE.2.6.2.b: Practice appropriate ways to respond to uncomfortable expressions of emotions or situations.	HE.3.6.2.b: Demonstrate ways to regulate emotions (e.g. deep breathing, self talk).	HE.4.6.2.b: Develop healthy ways to identify, express and respond to one's emotions.	HE.5.6.2.b: Write "I-statements" to describe how you feel, why you feel that way, and what you might like to change.	HE.6.6.2.b: Identify, recognize and name personal complex emotions.	HE.7.6.2.b: Apply skills to manage strong feelings.	HE.8.6.2.b: Demonstrate basic self-advocacy, academically and socially.	HE.HS.1.15.b: Compare and contrast healthy and unhealthy coping mechanisms.	HE.HS.2.15.b: Analyze how community resources can impact emotional feelings and behaviors.
HE.K.6.2.c: Discuss how different events impact how people feel.	HE.1.6.2.c: Demonstrate healthy ways to express needs, wants, and feelings.	HE.2.6.2.c: Explain the influence of peers, media, technology, and family on feelings and emotions.	HE.3.6.2.c: Identify the spectrum of emotions (lack of emotion to intense emotion) and demonstrate the ability to manage each.	HE.4.6.2.c: Utilize "I-statements" to express various emotions.	HE.5.6.2.c: Discuss how current events could cause various emotions.	HE.6.6.2.c: Describe the relationship between thoughts, emotions and behavior.	HE.7.6.2.c: Describe the relationship between thoughts, emotions and behavior and apply strategies to regulate response.	HE.8.6.2.c: Describe healthy ways to express affection, love, friendship, and concern.	HE.HS.1.15.c: Determine how to appropriately express feelings and emotions.	

	HE.1.6.2.d: State that sharing feelings is a healthy action.	HE.2.6.2.d: Practice the use of positive self talk to regulate emotions.	HE.3.6.2.d: Explain that anger is a normal emotion and identify non-violent ways to manage anger.	HE.4.6.2.d: Identify various emotions experienced throughout the day (e.g. before and after transitions, recess, lunch) and identify their causes.		HE.6.6.2.d: Apply appropriate ways to express needs, wants, emotions, and feelings.	HE.7.6.2.d: Explore common life changes and list healthy coping strategies.		HE.HS.1.15.d: Develop a list of parents/guardians/trusted adults at home, school, or community that can be contacted in times of emotional distress.	
	HE.1.6.2.e: Discuss the emotions of loneliness and worry and how it may make one feel.	HE.2.6.2.e: Explain the importance of talking with a parent/guardian/trusted adult about feelings and emotions.		HE.4.6.3.e: Recognize that using resources and strategies, including talking to someone to manage feelings is a healthy action.			HE.7.6.2.e: Summarize the benefits of talking with parents/guardians and other trusted adults about feelings.		HE.HS.1.15.e: Analyze how internal and external factors help shape mental, emotional and social health.	
		HE.2.6.2.f: Generate examples of safe places one might go if feeling emotionally vulnerable.		HE.4.6.2.f: Discuss when it is necessary to process emotions in a safe place, independently or with the guidance of a parent/guardian/trusted adult.						
		HE.2.6.2.g: Identify feelings associated with disappointment, loss and grief and how to express the feelings in a healthy way.								

**Standard 3: Students will develop skills to support one's mental wellness.**

<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>HS- Health 1</b>	<b>HS- Health 2</b>
HE.K.6.3.a: Identify parents/guardians/trusted adults to talk to when having strong emotions.	HE.1.6.3.a: Apply communication skills to find out how others are feeling.	HE.2.6.3.a: Define mental health and understand what it means to be mentally healthy.	HE.3.6.3.a: Explain how positive and negative factors can cause stress and possibly impact mental health.	HE.4.6.3.a: Describe how a parent/guardian/trusted adult can provide academic, social or emotional support or assistance for self and others.	HE.5.6.3.a: Demonstrate how to get help from a parent/guardian/trusted adult when someone is in danger of hurting themselves or others.	HE.6.6.3.a: Identify causes and symptoms of depression, suicide, self-harm behaviors and common mental health conditions.	HE.7.6.3.a: Describe the warning signs, risk factors, and protective factors for mental health conditions (e.g. depression, anxiety, suicide).	HE.8.6.3.a: Describe causes and symptoms of common mental health conditions.	HE.HS.1.16.a: Summarize how mental health conditions develop.	HE.HS.2.16.a: Assess community resources available for support of common mental health conditions.
		HE.2.6.3.b: Discuss how various support systems could be used for personal mental health needs.	HE.3.6.3.b: Identify strategies and resources, including understanding the role of school counselors, psychologists, and social workers, to manage feelings.	HE.4.6.3.b: Identify stigmas of mental health.	HE.5.6.3.b: Advocate to eliminate stigmas regarding mental health.	HE.6.6.3.b: Identify risk factors for mental illnesses and challenges.	HE.7.6.3.b: Examine how demonstrating empathy, compassion, and acceptance can support others who are dealing with mental illnesses and challenges and help reduce stigma.	HE.8.6.3.b: Explain why mental health issues such as self-harm behaviors, depression, and suicide ideation cannot be managed independently and require support/assistance.	HE.HS.1.16.b: Recognize and evaluate the warning signs of depression, suicide, and other self-destructive behaviors.	
			HE.3.6.3.c: Discuss that everyone has mental health and that it is okay to seek support when needed.		HE.5.6.3.c: Decide when a decision can be made individually or assistance is needed regarding mental and emotional health.	HE.6.6.3.c: Research school and community mental health resources to assist with mental illnesses or challenges.	HE.7.6.3.c: Summarize the role and availability of mental health professionals in schools and community.	HE.8.6.3.c: Examine how negative perceptions and stigmas affect accessing help or assistance with mental or emotional challenges.	HE.HS.1.16.c: Locate valid and reliable school and community resources to encourage positive mental health practices.	

						HE.6.6.3.d: Locate appropriate school processes for reporting unsafe behaviors or situations for self and others.	HE.7.6.3.d: Demonstrate how to ask parents/guardians/trusted adults and friends for help with emotional or mental health concerns for oneself or others, including the risk of suicide.	HE.8.6.3.d: Demonstrate the ability to locate school and community resources to assist with problems related to emotional health concerns, including when someone is in danger of hurting self or others.	HE.HS.1.16.d: Recognize and analyze protective factors of common mental health conditions.	
						HE.6.6.3.e: Identify factors that can influence mental health (e.g. family, environment, trauma, genetics, brain chemistry, health behaviors, nutrition, personal values, peers, media, technology, culture, community).		HE.8.6.3.e: Apply effective communication and self-advocacy skills to obtain appropriate mental health resources for self and others.	HE.HS.1.16.e: Analyze and explain how social media can lead to the development of mental health conditions.	

									HE.8.6.3.f: Articulate when mental health conditions and mental challenges require support or assistance (e.g. when they affect one's relationships, responsibilities, and involvement in activities).		
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# STRAND 7: Human Growth & Development

## Standard 1: Students will learn characteristics relating to healthy relationships and how to respond to unhealthy relationships.

K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
HE.K.7.1.a Identify safe & unsafe touch.	HE.1.7.1.a: Distinguish between safe and unsafe touch.	HE.2.7.1.a: Identify healthy ways for friends to express feelings for each other.	HE.3.7.1.a: Describe characteristics of healthy relationships.	HE.4.7.1.a: Demonstrate refusal skills to protect personal boundaries.	HE.5.7.1.a: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries.	HE.6.7.1.a: Describe the similarities and differences between friendships and romantic relationships.	HE.7.7.1.a: Analyze the similarities and differences between friendships and romantic relationships.	HE.8.7.1.a: Define coercion and discuss its relationship to consent, personal boundaries and bodily autonomy.	HE.HS.1.16.a: Formulate ways to establish and maintain healthy relationships.	HE.HS.2.16.a: Demonstrate how to reach out and recommend assistance to victims of sexual abuse, sexual harassment or unhealthy relationships.
	HE.1.7.1.b: Discuss ways to respond to unsafe touches.	HE.2.7.1.b: Explain that all people, including children, have the right to tell others not to touch their body when they do not want to be touched.	HE.3.7.1.b: Explain the relationship between personal boundaries and bodily autonomy.	HE.4.7.1.b: Compare positive and negative ways friends, peers and media can influence relationships.	HE.5.7.1.b: Describe steps a person can take when they are being or have been sexually abused.	HE.6.7.1.b: Demonstrate communication skills that will support healthy relationships.	HE.7.7.1.b: Demonstrate effective refusal skills when pressured to participate in unwanted behavior.	HE.8.7.1.b: Describe strategies one might use to end an unhealthy relationship, including involving a parent/guardian/trusted adult who can help.	HE.HS.1.18.b: Access valid and reliable information & resources that provide help for survivors of sexual abuse, incest, rape, sexual harassment, sexual assault and dating violence.	HE.HS.2.18.b: Analyze state and federal laws related to age of consent, child pornography, sexting, and sex trafficking.
			HE.3.7.1.c: Explain that inappropriate touches should be reported to a parent/guardian/trusted adult.	HE.4.7.1.c: Demonstrate the use of healthy and respectful words and actions to express friendship and affection.	HE.5.7.1.c: Explain the importance of continuing to tell a parent/guardian/trusted adult about unhealthy relationships until an adult takes action.		HE.7.7.1.c: Compare & contrast characteristics of healthy and unhealthy relationships.	HE.8.7.1.c: Demonstrate personal refusal skills and describe how and when to use those skills.	HE.HS.1.16.c: Determine when professional health services may be beneficial for an unhealthy relationship.	

				HE.4.7.1.d: Describe how to end unhealthy relationships.	HE.5.7.1.d: Explain that the victim is not to blame for sexual abuse or harassment.		HE.7.7.1.d: Examine the impact of technology, including social media, has on friendships and relationships.	HE.8.7.1.d: Define sexual abuse, sexual harassment, and domestic/dating violence and explain their potential impacts.	HE.HS.1.16.d: Explain why a person who has been raped or sexually abused is not at fault.	
							HE.7.7.1.e: Demonstrate strategies to communicate personal boundaries and how to show respect for the boundaries of others.		HE.HS.1.16.e: Demonstrate refusal skills, personal boundaries, and affirmative consent.	
							HE.7.7.1.f: Discuss state and federal laws related to age of consent, child pornography, sexting, and sex trafficking.		HE.HS.1.16.f: Describe how pornography and sexting can impact relationships.	
							HE.7.7.1.g: Differentiate between flirting and harassment.		HE.HS.1.16.g: Describe state and federal laws regarding age of consent and disclosure of STDs, including HIV.	
							HE.7.7.1.h: Recognize that healthy relationships share common characteristics yet can look different.			

**Standard 2: Students will recognize and manage the changes during development and maturation.**

<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>HS- Health 1</b>	<b>HS- Health 2</b>
HE.K.7.2.a: Discuss that healthy bodies come in different shapes, sizes, and abilities.	HE.1.7.2.a: Explain why sleep and rest are important for proper growth and good health.	HE.2.7.3.a: Demonstrate healthy practices and behaviors that maintain or improve healthy growth and development (e.g. sleep, hygiene, nutrition, physical activity).	HE.3.7.2.a: Describe physical changes that occur during development.	HE.4.7.2.a: Explain ways to manage the physical and emotional changes associated with puberty.	HE.5.7.2.a: Develop self-assessment skills to identify feelings and personal changes that are part of puberty.	HE.6.7.2.a: Discuss the physical, social, and emotional changes that occur during puberty and adolescence and ways to manage these changes.	HE.7.7.2.a: Examine the similarities and differences of the physical, social, cognitive, and emotional changes of adolescence.	HE.8.7.2.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence.	HE.HS.1.17.a: Examine the stages of pregnancy and the contribution of prenatal care to a healthy pregnancy.	HE.HS.2.17.a: Evaluate valid and reliable information in the community/region on preventative health, including mammograms, pap smears, prostate and testicular health.
HE.K.7.2.b: Recognize that there are different kinds of play that help one develop and learn.		HE.2.7.2.b: Discuss the human life cycle.	HE.3.7.2.b: Identify resources that can provide accurate information about puberty (e.g. parents/guardians/trusted adults and health care professionals).	HE.4.7.2.b: Describe social and emotional changes during puberty (e.g. change in friendships, crushes/attractions, and changing expectations of parents/guardians/trusted adults).	HE.5.7.2.b: Identify personal hygiene, health and safety practices, and products related to puberty (e.g. showering, using sanitary products, deodorant, athletic supporters).	HE.6.7.2.b: Explain how the onset and progression of puberty and adolescent development varies considerably and can still be healthy.	HE.7.7.2.b: Create a sleep plan to get at least 8 hours of sleep each night by reducing disruptive behaviors.	HE.8.7.2.b: Access valid and reliable sources of information about puberty and adolescent development.	HE.HS.1.17.b: Examine developmental progression and regression of different stages in the life cycle.	

			HE.3.7.2.c: Discuss the importance of good hygiene practices during growth and development.	HE.4.7.2.c: Discuss how the onset and progression of puberty and adolescent development varies considerably and can still be healthy.	HE.5.7.2.c: Explain how external factors influence perceptions about body image, gender roles, and attractiveness.	HE.6.7.2.c: Locate valid and reliable sources of information and discuss with parents/guardians/trusted adults about puberty and adolescent development.	HE.7.7.2.c: Identify parents/guardians/trusted adults of whom students can ask questions about puberty and adolescent health issues.	HE.8.7.2.c: Evaluate the health and safety issues related to personal hygiene practices.	HE.HS.1.17.c: Identify preventative care examinations available and where to access them (e.g. mammogram, pap smear, testicular exam, breast exam, prostate exam).	
			HE.3.7.2.d: Define body image and discuss that healthy bodies come in different shapes, sizes, and abilities.	HE.4.7.2.d: Demonstrate how to ask a parent/guardian/trusted adult questions about puberty and adolescence.	HE.5.7.2.d: Describe how puberty prepares human bodies for the potential to reproduce.	HE.6.7.2.d: Explain the benefits of getting proper rest and sleep and the importance of practicing behaviors that maintain proper hygiene during maturation.	HE.7.7.2.d: Recognize that biological sex and gender identity may or may not differ.	HE.8.7.2.d: Explain the importance of having a parent/guardian/trusted adult to ask questions about puberty and adolescent health issues.	HE.HS.1.17.d: Analyze influences around sleep habits.	
				HE.4.7.2.e: Discuss the role of hormones during development.			HE.7.7.2.e: Analyze how puberty prepares human bodies for the potential to reproduce.	HE.8.7.2.e: Recognize that the naturally occurring appearance of body parts may vary.	HE.HS.1.17.e: Describe how fertilization, fetal development, and the birth process.	
<b>Standard 3: Students will understand the structure and functions of body systems</b>										
<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>HS- Health 1</b>	<b>HS- Health 2</b>
HE.K.7.3.a: Name and describe the five senses.	HE.1.7.3.a: Explain how the heart and lungs work.	HE.2.7.3.a: Identify the major bones in the body and their location.	HE.3.7.3.a: Describe the muscular system and the basic functions.	HE.4.7.3.a: Describe the respiratory and cardiovascular system and the basic functions.	HE.5.7.3.a: Describe the digestive system and the basic functions.	HE.6.7.3.a: List the basic interactions of the human body systems.	HE.7.7.3.a: Examine the different body systems and the major functions.	HE.8.7.3.a: Connect how diseases affect the structures and functions of the body systems.	HE.HS.1.18.a: Summarize the structures and functions of body systems.	NOT TAUGHT IN THIS COURSE

HE.K.7.3.b: State accurate names for body parts.					HE.5.7.3.b: Identify the building blocks of the human body (e.g. cells, tissues, organs, organ system, organisms).	HE.6.7.3.b: Describe the immune system and the basic functions.		HE.8.7.3.b: Analyze how the different body systems work together to function.	HE.HS.1.18.b: Describe how the different body systems are interrelated and work in unison for the body to function properly.	
HE.K.7.3.c: Differentiate between areas of the body that are private and not private.					HE.5.7.3.c: Use accurate vocabulary for all body parts.					
					HE.5.7.3.d: Describe the human reproductive systems and the basic functions.					

# STRAND 8: Consumer & Environmental Safety

## Standard 1: Students will identify and access valid and reliable consumer products, services and resources for a healthy lifestyle.

K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
NOT TAUGHT AT THIS GRADE LEVEL.	NOT TAUGHT AT THIS GRADE LEVEL.	HE.2.8.1.a: List common health products (e.g. deodorant, medication, band aids, toothpaste, tooth brush, soap, comb).	HE.3.8.1.a: Describe how family, community, peers, and media can positively and/or negatively influence consumer health practices and behaviors (e.g. nutritional choices, hygiene, community opportunities).	HE.4.8.1.a: Locate parents/guardians/trusted adults and professionals who provide valid and reliable products, services and resources for consumer health (e.g. public health personnel, medical professionals, family members, school staff, local extension office).	HE.5.8.1.a: Demonstrate how to positively influence consumer health choices and behaviors of family, peers and community (e.g. . nutritional foods, hygiene, products, community opportunities).	HE.6.8.1.a: Identify appropriate resources, products and services at school or in the community that help enhance personal health.	HE.7.8.1.a: Locate valid and reliable health products and services at school and in the community.	HE.8.8.1.a: Identify situations that may require professional health services.	HE.HS.1.19.a: Apply criteria to evaluate the validity and reliability of health information, products, and services from a variety of sources (e.g. written, verbal, visual, electronic).	HE.HS.2.19.a: Outline where and how students can access valid and reliable health information, products, and services.
			HE.3.8.1.b: Identify the benefits of common health products (e.g. deodorant, medication, band aids, toothpaste, tooth brush, soap, comb).	HE.4.8.1.b: Identify characteristics of valid and reliable health information, products and services.	HE.5.8.1.b: Determine the accessibility of products and services that enhance health.	HE.6.8.1.b: Identify a variety of health care professionals and their main roles.		HE.8.8.1.b: Differentiate ways in which health messages and communication techniques can be altered for different audiences.	HE.HS.1.19.b: Identify and evaluate valid and reliable health resources from home, school, and community that protect and inform consumers.	HE.HS.2.19.b: Analyze situations when health services needed.

				HE.4.8.1.c: Investigate resources from home, school, and community that provide valid and reliable health information.				HE.8.8.1.c: Access valid and reliable health information from home, school, and community.	HE.HS.1.19.c: Explain the procedures for making an appointment, health screenings, checkups, and other early detection measures.	HE.HS.2.19.c: Explain how HIPAA relates to the health industry (e.g. HSA, Co-insurance, out-of-pocket minimum, HMO, PPO, POS).
								HE.8.8.1.d: Examine advertisements of health products and services in terms of claims made and the validity and reliability of those claims.	HE.HS.1.19.d: Describe the terms and phrases related to health insurance. (e.g. deductibles, premium, co-payment, benefits).	HE.HS.2.19.f: Summarize the procedures, local and state resources, and benefits of transplants and donations.
									HE.HS.1.19.e: Explain the consumer components of the Health Information Portability and Accountability Act (HIPAA).	HE.HS.2.19.e: Assess how different communities have access to health services.
									HE.HS.1.19.f: Evaluate the importance of regular medical and dental checkups, and examinations.	HE.HS.2.19.f: Adapt health messages and communication techniques to a specific target audience.

										HE.HS.2.19.g: Utilize societal norms to develop messages that enhance public health.
<b>Standard 2: Students will recognize how the environment affects health.</b>										
<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>HS- Health 1</b>	<b>HS- Health 2</b>
HE.K.8.2.a: Explain why seeking shelter during a storm is important.	HE.1.8.2.a: Explain various rules, signs and signals necessary for staying safe around traffic (e.g. crosswalks, traffic lights, pedestrian signs, sidewalk, railroad crossing).	HE.2.8.2.a: Demonstrate appropriate responses to warning sounds and signals (e.g. tornado sirens, smoke and CO <sub>2</sub> detectors, weather alarms).	HE.3.8.2.a: Explain the dangers associated with excessive sun exposure (e.g. sun burns, damage to eyes, skin cancer) and methods for protecting oneself from these dangers.	HE.4.8.2.a: Identify common air pollutants and the precautions that need to be taken when around the pollutants (e.g. mold, radon, carbon monoxide, smoke, chemicals).	HE.5.8.2.a: State how different industries can positively and/or negatively impact the environment and one's health (e.g. water and air quality, pesticides).	HE.6.8.2.a: Identify environmental factors that can affect health.	HE.7.8.2.a: Examine common hazards that affect environmental health and in return affect personal health.	HE.8.8.2.a: Advocate for healthy alternatives at schools and within the communities (e.g. walking trails, vending machines, gardens).	HE.HS.1.20.a: Evaluate environmental influences that encourage or discourage a person to practice a healthy lifestyle. (e.g. family, economic status, geographical influences, skills, social media, employment).	HE.HS.2.20.a: Identify government and community agencies that promote personal health as it relates to the environment (e.g. health departments, EPA).
HE.K.8.2.b: Identify places to seek shelter during a storm at school, home and in the community.	HE.1.8.2.b: List common sun safety precautions (e.g. sun screen, clothing, hats, duration in sun, sunglasses).	HE.2.8.2.b: Identify environmental factors that can affect your hearing (e.g. loud music, lawnmowers, construction equipment, sirens or alarms).	HE.3.8.2.b: Explain how hearing can be damaged by loud sounds.	HE.4.8.2.b: Discuss strategies to protect the skin when playing outdoors (e.g. bug spray, sun screen, protective gear, chemical exposure).	HE.5.8.2.b: Discuss the long term benefits of protecting the skin.	HE.6.8.2.b: Identify ways you could improve the environment to promote safety/health (e.g. become a crossing guard, keep your block clean from litter).		HE.8.8.2.b: Explain how one can help the environment and how these practices can impact one's health.	HE.HS.1.20.b: Formulate an accurate and effective environmental message to improve personal health.	HE.HS.2.20.b: Examine how environment-related government regulations can impact a person's health.

HE.K.8.2.c: Identify common weather related warning signs and signals (e.g. tornado sirens, dark sky).	HE.1.8.2.c: Illustrate proper clothing to wear for each type of weather (e.g. snow/cold, rain, sunny/hot, warm, cool).	HE.2.8.2.c: Identify ways to protect ones hearing (e.g. ear plugs, protective ear covering, reduced volume).	HE.3.8.2.c: Discuss how family, community, peers, and media can positively and/or negatively influence personal health practices and behaviors.	HE.4.8.2.c: Demonstrate ways to prevent vision and hearing damage (e.g. protective goggles, sun safety, reduce volume, earplugs).	HE.5.8.2.c: Identify safety precautions for playing and working outdoors in different kinds of weather and climates.	HE.6.8.2.c: Identify common causes of noise-induced hearing loss.		HE.8.8.2.c: Demonstrate the importance of protecting the soil and water supply for personal health.	HS.HS.1.20.c: Develop a plan to attain a personal health-related goal that addresses environmental strengths, needs and risks.	
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# Glossary of Terms

Abuse	Violent behaviors that cause physical, emotional, sexual, or financial harm to another.
Acute diseases	A disease that occurs and resolves quickly.
Advocacy	Taking action in support for an individual or cause.
Aerobic	Using Oxygen to break down energy for use in muscles.
Affirmative Consent	Is a standard that makes clear there must be voluntary knowing, mutual, verbally and explicitly communicated consent to engage in sexual activity.
Anaerobic	Activities so intense that your body cannot supply adequate oxygen to sustain it for a long period of time.
Anaphylaxis	Allergic response in which fluid fills the lungs and air passages narrow, restricting breathing.
Assault	An intentional threat or use of physical force to injure another person.
Bodily Autonomy	An individual's right to make decisions regarding one's own body.
Bullying	Unwanted aggressive behavior repeated over time intended to hurt someone physically, verbally, emotionally, or electronically exposing an imbalance of power socially, physically or emotionally.
Calorie	A unit for measuring the energy produced by food when it's metabolized in the body.
Carbohydrate	Major source of energy for the body; found in fruits, vegetables, grains and milk products.
Chronic diseases	A disease that has a long duration or frequent recurrence.
Coercion	The practice of persuading someone to do something by using force or threats.

Communicable Disease	Condition someone can develop after coming into contact with living things or objects infected with the disease.
Consent	A direct, verbal, non-coerced agreement from someone who is capable of making an informed decision.
Culture	The set of shared attitudes, values, goals, and practices that characterizes an institution, group or organization.
Dating Violence	A pattern of behavior where one person uses threats of, or actually uses, physical, sexual, verbal, or emotional abuse, to control his or her dating partner. (Referenced: <i>Neb. Rev. Stat. § 79-2,140</i> )
Diabetes	Disease resulting from the body's inability to regulate glucose.
Dietary Supplement	A product that can be ingested to give a person's body more of a specific nutrient; can be harmful when used in excess.
Dimensions of Health	The environmental, mental, intellectual, occupational, emotional, and spiritual dimensions of health that interact together to help determine one's overall state of wellness.
Distracted Driving	Risky driving actions; including texting, talking on the phone, and driving with one or more passengers under 18 years of age.
Domestic Violence	Physically, mentally or emotionally abusive behavior that occurs within a romantic relationship.
Epidemic	An outbreak of a disease that occurs in unexpectedly large numbers over a geographic area.
Fat	A nutrient that's the body's second major source of energy and the preferred means of storing energy.
F.I.T.T.	An acronym used to focus on the key fitness factors of frequency, intensity, time and type.
Food-borne Illness	Food poisoning, refers to illnesses transmitted by foods.
Gender Identity	Internal, deeply held thoughts and feelings about gender.
Gender Roles	Attitudes and behaviors that a society considers "appropriate" for males or females.

Graduated Driving	A license that allows young drivers to safely gain experience before obtaining full driving privileges.
Harassment	Is verbal or physical conduct that denigrates or shows hostility or aversion toward a person on bases of their personal identity, such as race, sex, gender, religion, national origin, ethnicity, disability, age, sexual orientation, marital status, socioeconomic status, or political affiliation. (Referenced: <i>Neb. Rev. Stat.</i> § 28-311)
Health Disparities	Differences in health status between people that are related to social or demographic factors such as race, gender, income or geographic region,
Health Literacy	Person's ability to locate, evaluate, apply, and communicate information as it relates to health.
Hereditary	Inheritance of traits and potentialities from one's ancestors.
Human Immunodeficiency Virus (HIV)	Blood borne virus that infects and kills white blood cells, weakening the immune system.
Human Trafficking	Form of modern slavery in which people are forced or pressured to perform some type of labor or service against their will. (Referenced: <i>Neb. Rev. Stat.</i> § 28-830)
Mental Health	A state of well-being which includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood.
Metabolism	The process by which the body uses food to release energy and uses the energy to build and repair body tissues.
Noncommunicable Disease	Conditions that cannot be spread among living things and objects, but develop as a result of hereditary, environment, and lifestyle factors.

Pandemic	A widespread epidemic that affects an enormous number of people and spreads between countries and across the world.
Parasitic	Caused by or resulting from the effects of parasites.
Pathogens	Microorganisms that cause communicable diseases.
Perceived Norms	Social pressure one feels to perform or not perform a particular behavior.
Physical Activity	Any activity in which the body uses energy.
Portion Size	The amount of food you choose to eat at one time.
Prophylaxis	The prevention of disease or control of its possible spread.
Protein	Nutrient the body uses to build and maintain all of its cells and tissues.
Protective Factors	Aspects of people's lives that reduce risk and increase the likelihood of optimal health.
Puberty	Stage of life when the body reaches sexual maturity.
Resting Heart Rate	The number of times your heart beats per minute while you are at rest.
Risk Factors	Aspects of people's lives that increase the chance of a disease, injury or decline in health.
Self-Efficacy	The belief in one's capability to learn and/or perform specific tasks to achieve desired goals and that influence events that affect their life.
Self-harm	When a person hurts their own body on purpose.
Serving Size	The amount of food listed on a product's nutrition facts label.
Sexting	Use of a cell phone or other electronic device to distribute pictures or videos of sexually explicit images; text messages of a sexual nature.
Sexual Abuse	Sexual activity to which one person does not or cannot consent and/or causing another person to engage in a sexual act by threatening or placing that other person in fear.

	(Referenced: 18 U.S.C. § 2242)
Sexual Assault	The act of forcing someone into sexual activity that he or she does not want. Particular definitions vary based on the degree of assault. (Referenced: <i>Neb. Rev. Stat.</i> §§ 28-319 to 28-320)
Sexual Exploitation	Actual or attempted abuse of a position of vulnerability, power, or trust, for sexual purposes, including, but not limited to, profiting monetarily, socially, or politically from the sexual misuse of another. Sexual exploitation is a type of sexual abuse and can happen in person or online. (Referenced: 18 U.S.C § 2251)
Sexual Harassment	Verbal or nonverbal sexual attention that occurs without consent. It includes but is not limited to sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature that is unwelcome. (Referenced: <i>Neb. Rev. Stat.</i> § 48-1102 & 20 U.S.C. §§ 1681 - 1688)
Sex Trafficking	The recruitment, transportation, transfer, harboring, provision, or obtaining of an individual who under threat, force, coercion, fraud, deception, or abuse of power is sexually exploited for the financial gain of another. (Referenced: <i>Neb. Rev. Stat.</i> § 28-318)
Sexually Transmitted Diseases (STD)	Common infections caused by bacteria, viruses, or parasites that are transmitted from one person who has the infection to another during sexual contact that involves exchange of fluids or skin-to-skin contact. STDs are often referred to as sexually transmitted infections or STIs in an effort to clarify that not all sexually transmitted infections turn into a disease.
Sexually Transmitted Infections (STI)	Communicable diseases spread from one person to another during sexual activity.
S.M.A.R.T. (Goal)	An acronym used to guide goal setting; stands for specific, measurable, achievable, relevant and timely.
Social Determinants of Health (SDOH)	The conditions in the environments where people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning, and quality-of-life outcomes and

	risks. The five domains of SDOH include: economic stability, education access and quality, health care access and quality, neighborhood and built environment, and social and community context.
Stereotype	A widely held but fixed and oversimplified image or idea about an individual or members of certain groups that present an oversimplified opinion, prejudiced attitude, or uncritical judgment.
Stressor	Any factors that cause stress.
Trusted Adult	A person to whom a student can turn to in a time of need who can offer support and guidance.