

# Curriculum Map

<b>Course Title: Social Studies- The Nebraska Adventure</b>	<b>Quarter:</b>	<b>Academic Year: 2016-2017</b>

**Essential Questions for this Quarter:**

Unit/Time Frame	Standards	Content	Skills	Assessment	Resources

		<b>K-12 Civics:</b>	<b>Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national, and international levels.</b>		
	<b>SS 4.1.1</b>	<b><i>Forms and Functions of Government</i></b>	<b><i>Students will identify and explain the foundation, structure, and function of Nebraska's government.</i></b>		
Chapter 12	SS 4.1.1.a		Explain the historical foundation and the events that led to the formation and structure of Nebraska's government (e.g., modeled from U.S. government, three branches of government).		
Chapter 12	SS 4.1.1.b		Describe the origin, structure, and function of Nebraska's unicameral government.		
Chapter 12	SS 4.1.1.c		Understand how a bill becomes a law in the Nebraska unicameral.		
Chapter 12	SS 4.1.1.d		Identify and explain a variety of roles leaders, citizens, and others play in the Nebraska government		

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	<b>SS 4.1.2</b>	<b>Civic Participation</b>	<b>Students will investigate how different perspectives impact government decisions at the state level.</b>		
	SS 4.1.2.a		Identify rights and responsibilities of citizens (e.g., voting, public service projects) at the state level.		
Chapter 12	SS 4.1.2.b		Explain the meaning of state symbols, songs, holidays (e.g., Nebraska State Flag, "Beautiful Nebraska", Statehood Day, George Norris Day).		
Chapter 12	SS 4.1.2.c		Identify ways students can be engaged to have an impact in their state.		
Chapter 12	SS 4.1.2.d		Describe how various individuals and groups influence the way an issue affecting the state is viewed and resolved (e.g., lobbying, petitions, media, social media).		
Chapter 12	SS 4.1.2.e		Identify state leaders and the impact of their decisions that effect public policy.		
		<b>K-12 Economics:</b>	<b>Students will utilize economic</b>		

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			<b>reasoning skills to make informed judgements and become effective participants in the economy at the local, state, national and international levels.</b>		
	<b>SS 4.2.1</b>	<b>Markets</b>	<b>Students will recognize prices are what consumers pay when they buy a good or service.</b>		
Chapter 12	SS 4.2.1.a		Predict how consumers would react if the price of a good or service changed (e.g., natural disasters, drought, gas prices).		
Chapter 12	SS 4.2.1.b		Predict how producers would react if the profit from selling a good or service changed.		
	<b>SS 4.2.2</b>	<b>Markets</b>	<b>Students will investigate how capital resources are used to make other goods and produce services.</b>		
Chapter 12	SS 4.2.2.a		Give examples of capital resources used in making goods and services in Nebraska and the United States (e.g., tools,		

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			laboratories, equipment, and machinery).		
	<b>SS 4.2.3</b>	<b>Institutions</b>	<b>Students will make observations about the purpose of various financial institutions in Nebraska.</b>		
Chapter 12	SS 4.2.3.a		Discuss the purpose of early NE financial institutions (e.g., barter, trading posts, banks).		
Chapter 12	SS 4.2.3.b		Identify financial institutions in the community and their purpose (e.g., banks, credit unions, consumer/business loans, safety loans, safety of deposit, investments/trust services.		
	<b>SS 4.2.6</b>	<b>Financial Literacy</b>	<b>Students will understand that banks are institutions where people save money and earn interest, and where other people borrow money and pay interest.</b>		
Chapter 12	4.2.6.a		Identify the costs and benefits of saving, interest, and borrowing.		

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	<b>SS 4.2.10</b>	<b>Government</b>	<b>Students will understand what goods and services state governments provide.</b>		
Chapter 12	SS 4.2.10		Identify goods and services funded through state taxes (e.g., highways, universities, human services, unemployment, courts).		
	<b>SS 4.2.12</b>	<b>Globalization</b>	<b>Students will recognize and explain specialization and why different regions produce different goods and services.</b>		
Chapter 3	SS 4.2.12.a		Compare Nebraska with different regions and the goods and services each region produces (e.g., beef, wheat, telemarketing, cotton, coal).		
Chapter 3	SS 4.2.12.b		Discuss how technology has affected the specialization of Nebraska's economy and surrounding states.		
		<b>K-12 Geography:</b>	<b>Students will develop and apply spatial perspective and geographic skills to</b>		

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			<p><b>make informed decisions regarding issues and current events at local, state, national, and international levels.</b></p>		
	<b>SS 4.3.1</b>	<b>The World in Spatial Terms</b>	<p><b>Students will explore where (spatial) and why people, places, and environments are organized in the state.</b></p>		
Chapter 3	SS 4.3.1.a		<p>Read local and state maps and atlases to locate physical and human features in Nebraska. (e.g., the state of Nebraska, major cities in Nebraska, Lincoln, major rivers including the North Platte, South Platte, Platte, Niobrara, and Missouri).</p>		
Chapter 3	SS 4.3.1.b		<p>Apply map skills to analyze physical/political maps of the state (e.g., utilize grid systems to find locations, identify the location and purpose of time zones, identify and locate cities of the state, identify relative and exact locations east/west, north/south, left/right, next to).</p>		
Chapter 3	SS 4.3.1.c		<p>Analyze why things in Nebraska are</p>		

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			located where they are in Nebraska (e.g., <i>Why are large cattle ranches found in the Sandhills? Why are major airports located near large cities?</i> ).		
Chapter 3	SS 4.3.1.d		Differentiate between cities, states, countries, and continents.		
	<b>SS 4.3.2</b>	<b>Places and Regions</b>	<b>Students will compare the characteristics of places and regions and their impact on human decisions.</b>		
Chapter 3	SS 4.3.2.a		Identify criteria used to define regions within the state of Nebraska (e.g., soil, climate, precipitation, population, vegetations, land, and agricultural usage).		
Chapter 3	SS 4.3.2.b		Classify regions and places within the state of Nebraska using physical and human features (e.g., Sandhills, Pine Ridge, Loess Hills, Platte River Valley, rural/urban/suburban).		
Chapter 3	SS 4.3.2.c		Identify and classify regions (e.g., counties and cities across Nebraska).		

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	<b>SS 4.3.3</b>	<b>Physical Systems</b>	<b>Students will identify natural processes in the physical world.</b>		
Chapter 3	SS 4.3.3.a		Identify physical processes that shape Nebraska's features and patterns (e.g., weathering, erosion).		
Chapter 3	SS 4.3.3.b		Identify examples of ecosystems located in Nebraska (e.g., forests, wetlands, grasslands, and rivers located in Nebraska).		
	<b>SS 4.3.4</b>	<b>Human Systems</b>	<b>Students will compare and contrast the characteristics of culture statewide.</b>		
Chapter 3	SS 4.3.4.a		Compare and contrast patterns of culture within the state of Nebraska (e.g., language, religion, food).		
Chapter 3	SS 4.3.4.b		Compare and contrast population characteristics of the state of Nebraska (e.g., density, distribution, growth rates).		



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	<b>SS 4.3.5</b>	<b>Human/Environment Interaction</b>	<b>Students will identify how humans have adapted to and modified different environments in Nebraska.</b>		
Chapter 11	SS 4.3.5.a		Describe the impact of extreme natural events in Nebraska (e.g., tornadoes, floods, dust storm, insect, infestation) on the human and physical environment.		
Chapter 8	SS 4.3.5.b		Describe how humans adapted to and modified Nebraska's physical environment (e.g., progression of home construction materials from sod, timber, bricks and concrete; Homestead Act opened the prairie for agriculture; irrigation; Arbor Day: introduction of trees; rangeland management; soil conservation)		
Chapter 3	SS 4.3.5.c		Classify resources as renewable or nonrenewable resources.		
Chapter 3	SS 4.3.5.d		Describe environmental issues in Nebraska (e.g., soil conservation, water stewardship, contour farming, minimum tillage, air quality, solid		

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			waste).		
Chapter 8	SS 4.3.5.e		Describe human adaptations to the physical environment (e.g., use of air conditioning, irrigation, agricultural activities).		
	<b>SS 4.3.6</b>	<b>Application of Geography to Issues and Events</b>	<b>Students will use geographic skills to make connections to issue and events.</b>		
Chapter 12	SS 4.3.6.a		Identify how changes in human and physical geography have shaped Nebraska (e.g., map major tornado paths, blizzards, floods, or droughts; how the construction of the Transcontinental Railroad and Interstate Highway system have impacted the way Nebraskans live).		
Chapter 12	SS 4.3.6.b		Identify questions that help explain the interrelationships of human or physical geographic characteristics of places (e.g., A community is located on a river floodplain with fertile soil and		

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			water for transportation, irrigation, and human consumption).		
		<b>K-12 History:</b>	<b>Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.</b>		
	<b>SS 4.4.1</b>	<b>Chronological Thinking</b>	<b>Students will examine chronological relationships and patterns, and describe the connections among them.</b>		
Chapter 12	SS 4.4.1.a		Apply concepts of time and chronology (e.g., annual, biannual, decades, centuries, millennia).		
Chapter 13	SS 4.4.1.b		Differentiate amongst years, decades, centuries, and millennia.		

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Chapter 4- 11	SS 4.4.1.c		Select and record key state and/or regional events in chronological order (e.g., timelines).		
Chapter 4-11	SS 4.4.1.d		Examine the chonology of historical events in Nebraska and their impact on the past, present, and future.		
	<b>SS 4.4.2</b>	<b>Historical Comprehension</b>	<b>SS 4.4.2 Students will describe and explain the relationships among people, events, ideas, and symbols over time using multiple types of sources.</b>		
Chapter 4-12	SS 4.4.2.a		Describe and explain the relationships among historical people, events, ideas, and symbols, including various cultures and ethic groups, in Nebraska by era (e.g., Native Americans on the Plains: Pawnee, Omaha, Lakota, Ponca; Explorers: Lewis and Clark, Hiram Scott, Stephen Long, John C. Fremont; Traders: Manuel Lisa, James Bordeaux; Missionaries:		

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			<p>Moses Merrill, Father DeSmet; Westward Expansion: John Brown, Daniel Freeman, Arbor Day, J. Sterling Morton; Statehood: Standing Bear, William Jennings Brown, 20th Century Nebraska: Mildred Brown, Willa Cather, Father Flanagan, George Norris; The Dust Bowl, state symbols).</p>		
Chapter 2-11	SS 4.4.2.b		Describe how Nebraska and the Great Plains Region have changed over the course of time using maps, agricultural industries, railroads, effects upon American Indian life, loss of buffalo).		
Chapter 2	SS 4.4.2.c		Differentiate between primary and secondary sources.		
	<b>SS 4.4.3</b>	<b>Multiple Perspectives</b>	<b>Students will describe and explain multiple perspectives of historical events.</b>		

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Chapter 9 Lesson 3	SS 4.4.3.a		Distinguish how various sources relate their perspectives of Nebraska history (e.g., The death of Crazy Horse).		
Chapter 9 Lesson 2	SS 4.4.3.b		Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., The Homestead Act, Oregon Trail diaries, military journal of Ponca Removal).		
	<b>SS 4.4.4</b>	<b>Historical Analysis and Interpretation</b>	<b>Students will analyze past and current events, issues, and problems.</b>		
Chapter 2	SS 4.4.4.a		Analyze sources on Nebraska History through determination of credibility, contextualization, and corroboration.		
Chapter 2	SS 4.4.4.b		Explain alternative courses of action in Nebraska history (e.g., Why are cities chosen as state, capitals/county seats? How are county borders determined?).		

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Chapter 12	SS 4.4.4.c		Describe how decisions affected events in Nebraska (e.g., Laws passed by the Unicameral).		
Chapter 12	SS 4.4.4.d		Describe the cause and effect relationships among key events in history (e.g., Kansas-Nebraska Act, Statehood Day, Homestead Act, Ponca Trail of Tears).		
Weekly Reader	SS 4.4.4.e		Describe the relationships among historical events in Nebraska and the students' lives today (e.g., current events).		
	<b>SS 4.4.5</b>	<b>Historical Research Skills</b>	<b>Students will develop historical research skills.</b>		
	SS 4.4.5.a		Develop questions about Nebraska history.		
Chapter 2	SS 4.4.5.b		Identify, obtain, and cite appropriate sources for research about Nebraska, incorporating primary and secondary		

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			sources (e.g. Cite sources using a prescribed format).		
Chapter 2	SS 4.4.5.c		Gather historical information about Nebraska (e.g., document archives, newspapers, interviews).		Madison County Museum
End of Year Project	SS 4.4.5.d		Present historical information about Nebraska (e.g., pictures, posters, oral/written narratives, and electronic presentations).		Madison County Museum



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